

Agenda

1. Call to Order
2. Pretzel Shoutouts
3. Public Comment (*Policy 2:230*)
4. Scheduled Audience Participation
 - BLDD/Creative Entourage-Community Engagement Summary
5. Adjustments to Agenda
6. Financial Report(s)
 - 6.a. Bills Payable & Imprest Fund
 - 6.b. Student Activity Funds
 - 6.c. Payroll
 - 6.d. Treasurer's Report
7. Reports and Recommendations
 - 7.a. Director Reports
 - 7.a.1. Transportation Director
 - 7.a.2. Food Services Director
 - 7.a.3. Elementary Facility Director
 - 7.a.4. JH/HS Facility Director
 - 7.b. Administrator(s)
 - 7.b.1. Mrs. Brandi Maxedon, Elementary Principal
 - 7.b.2. Mr. Chaim McGuire, JH Principal
 - 7.b.3. Mrs. Hattie Llewellyn, High School Principal
 - 7.b.4. Mr. Blake Lucas, District Athletic and Activities Director
 - 7.c. Superintendent
 - 7.c.1. Mrs. Jill Larson, Superintendent
 - Summer School
 - Reciprocal Reporting Agreement
 - School Calendar for 22-23
 - Approval of Final School Calendar for 21-22
 - Staffing for 22-23
8. Consent Agenda
 - 8.a. Open Session Minutes of February 24, 2022
 - 8.b. Closed Session Minutes of February 24, 2022
9. New Business
 - 9.a. Resolution providing for and requiring the submission of the proposition of issuing School Building Bonds to the voters of the District at the June 28, 2022 general primary election.
 - 9.b. Approve the Resolution to Dispose of Surplus Supplies or Equipment
 - 9.c. Approve the NBJH Curriculum Guide for 22-23 school year
 - 9.d. Approve Support Staff Wage Increase and the 22-23 NB Rate Schedule

- 9.e. Approve the FY23 Consolidated District Plan
- 9.f. Approve the Final FY 21-22 School Calendar
- 9.g. Approve Addition to the Reciprocal Reporting Agreement
- 9.h. Approve JH/HS Cheerleading program to use activity funds to purchase tickets for Cheer Live
- 9.i. Destroying of Executive Session Tapes for the Month(s) of August 2020 and prior
- 10. Executive Session - For the purpose of:
 - 10.a. *The appointment, employment compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine validity. 5 ILCS 10/2(c).*
 - 10.b. *Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5ILCS 120/2(c)(11)*
 - 10.c. *Student disciplinary cases. 5ILCS120/2(c)(9)*
- 11. *Personnel Consent Agenda (*Policy 5:280*)
 - 11.a. Logan Walling as NBE Teacher
 - 11.b. Kelsie Knox-NBE Paraprofessional
 - 11.c. Lindsay Prather as JH Track Coach
 - 11.d. Michelle Burger as Assistant JH Track Coach
 - 11.e. Maddie Shawgo as HS Assistant Track Coach
 - 11.f. Cindy Moore as SADD Sponsor
 - 11.g. Kara Cox as NBE Spelling Bee Sponsor
 - 11.h. Delaney Workman as NBE Spelling Bee Sponsor
- 12. Approve Resolution for Honorable Dismissal, Reduction in force, Erin Morris to 5/8 teacher for the 22-23 School Year
- 13. Resignations:
 - Michelle Bagby-JH/HS Math Teacher
 - Dillon Binkley-Head Junior High Boys Basketball Coach
- 14. Adjournment

March 16, 2022

Board of Education
New Berlin CUSD 16
600 North Cedar
New Berlin IL 62670

On behalf of the many community members that have graciously shared their time, efforts, and guidance, BLDD Architects is pleased to offer a recommendation regarding future investments in the Jr/Sr High School campus. ***After considering dozens of ideas and variations of potential plans, it is our conclusion that the district is best served by replacing most of the current facility with a new addition and remodeling the remaining portions of the newest part of the existing facility, the Pretzel Dome in particular.***

The logic supporting this recommendation is founded on the work of the past year of study, including a robust collection of information on the current infrastructure, instructional delivery models, staff surveys, community surveys, and the work of task force and community members. This work provided clarity of both the physical needs facing the district, financial realities of the community, and the community's opinions of the realities and their objective and subjective response to the information shared with them.

The guidance from participants was nearly unanimous throughout the duration of our work with the community, students, and staff:

- ***Significant work was necessary to provide appropriate facilities for the 6-12th grade instruction.¹***
- ***The community is reluctant/unable to support a tax rate increase.²***
- ***It is time for the community to address these issues, economically, institutionally, and for the health of the district.***

These positions were reinforced at every opportunity for the community to engage in the process, the community survey, the 7 task force meetings, and the 4 community meetings.

As the community engagement efforts concluded this winter, the strongest scenarios, a complete replacement or a replacement and remodeling option became the clear preference. Both scenarios met the goals of the educational team, replaced, or remodeled all spaces, included support for the programs now and in the future, and solved the needs for the current and future generations. ***Each scenario also avoided changing the property tax rate.*** The overwhelming response to these two solutions was validated at the 3rd and 4th engagement sessions, with each receiving significant support. ***The majority of people, when asked would support either option with only those who preferred the additions and remodel vocalizing opposition to the complete replacement option.***

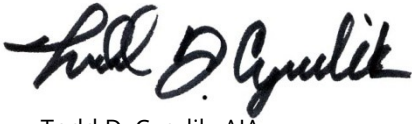
1. 58.5% of the respondents agreed "the facilities are old and beyond being able to cost-effectively repair and upgrade" 74.4% of community participants disagree with the statement "our schools are fine the way they are"
2. 61.5% of community respondents agree with the statement "people like me can't afford to pay more property taxes no matter how good the cause"

However, our professional opinion is that the best choice for the district is replacing most of the current facility with a new addition and remodeling the remaining portions of the newest part of the existing facility, the Pretzel Dome in particular.

- In the community survey nearly half of respondents placed significant priority of keeping the Pretzel Dome³
- Community engagement sessions demonstrated that the community would support a project if it met the needs *and* did not affect the tax rate. The full replacement, while currently meeting that goal, leaves less of a margin for absorbing the stress of the current economic climate.⁴
- The solution is slightly larger and will provide identical quality of instructional and program space.⁵
- The lower overall cost allows the district to accommodate other priorities with the current tax rate.⁶
- This option provides for the district, its students, staff, and community needs and can be supported by a greater majority of the community, based on polling, participant comments, and community engagement outcomes.⁷

On behalf of the community, the district staff, the students, and our BLDD team, we thank you for undertaking the efforts of the last year. We feel that the results of these efforts have created clarity and enthusiasm for a bright and deliberate educational future for New Berlin.

BLDD Architects, Inc.



Todd D. Cyrulik, AIA
Principal

3. *48.1% of the respondents rated the Dome a 5-7 on a 7-point priority scale*
4. *Maximum project cost without a tax rate change \$36M. Complete Replacement \$34.9M, Partial Replacement \$31.5M*
5. *Complete Replacement 85,000 SF vs Partial Replacement 102,000 SF*
6. *Participants at community engagement sessions 3 and 4 expressed a desire to improve outdoor athletic facilities, additional fine arts space, bus storage, and greenhouse improvements.*
7. *CES 3 and CES 4 Participant selection:*
 - a. *Complete Replacement Scenario:*
 - i. Received 38% of the top votes at CES #3 (amongst 5 Scenarios)
 - ii. Received 58% of the top votes at CES #4
 - b. *Replacement of the Southern Wing:*
 - i. Received 50% of the top votes at CES #3 (amongst 5 Scenarios)
 - ii. Received 42% of the top votes at CES #4

<u>VENDOR</u>	<u>CHECK NUMBER</u>	<u>CHECK DATE</u>	<u>INVOICE NUMBER</u>	<u>INVOICE DESCRIPTION</u>	<u>ACCOUNT NUMBER</u>	<u>AMOUNT</u>	<u>BANK CODE</u>
TRS STATE OF ILLINOI	50082	03/01/2022	279246	EXCESS COSTS FEE - WHALEN	10E000 2310 8100 00 00000	613.00	UCB CHECKI
				Totals for 50082		613.00	
HEINEMANN LIBRARY	58289	03/11/2022	7336406	MAXEDON-FOUNTAS & PINNELL CLASSROOM CURRICULUM	10E103 1113 4200 00 00000	-2,316.25	UCB CHECKI
				Totals for 58289		-2,316.25	
SANGAMON DIESEL SERV	58435	02/18/2022	95384	BUS TEST	40E000 2552 4640 00 00000	-205.00	UCB CHECKI
SANGAMON DIESEL SERV	58435	02/18/2022	95384	BUS TEST	40E000 2554 3900 00 00000	205.00	UCB CHECKI
SANGAMON DIESEL SERV	58435	02/18/2022	95538	BUS TEST	40E000 2552 4640 00 00000	-349.00	UCB CHECKI
SANGAMON DIESEL SERV	58435	02/18/2022	95538	BUS TEST	40E000 2554 3900 00 00000	349.00	UCB CHECKI
				Totals for 58435		0.00	
CDW GOVERNMENT, INC.	58518	03/11/2022	K316281	CHROME TABLETS	10E000 2225 5400 00 00000	-23,200.00	UCB CHECKI
CDW GOVERNMENT, INC.	58518	03/11/2022	K316354	EPSON POWERLITE & SPEAKERS	10E000 2225 5400 00 00000	-3,185.95	UCB CHECKI
CDW GOVERNMENT, INC.	58518	03/11/2022	K316354	EPSON POWERLITE & SPEAKERS	10E000 2225 5400 00 00000	3,185.95	UCB CHECKI
CDW GOVERNMENT, INC.	58518	03/11/2022	K330910	GOOGLE CHROME EDU LICENSE	10E000 2225 4700 00 00000	-3,100.00	UCB CHECKI
				Totals for 58518		-26,300.00	
SAVVAS LEARNING CO	58566	03/11/2022	4026439907	LLEWELLYN- HS EXTRA TEXTBOOKS	10E301 1117 4200 00 00000	-840.22	UCB CHECKI
SAVVAS LEARNING CO	58566	03/11/2022	4026452353	LLEWELLYN- HS EXTRA TEXTBOOKS	10E301 1117 4200 00 00000	-840.22	UCB CHECKI
SAVVAS LEARNING CO	58566	03/11/2022	7027694232	LLEWELLYN- HS EXTRA TEXTBOOKS	10E301 1117 4200 00 00000	-333.45	UCB CHECKI
				Totals for 58566		-2,013.89	
CDW GOVERNMENT, INC.	58624	03/11/2022	K358226	CHROME TABLET CASE	10E000 2225 4100 00 00000	-2,530.00	UCB CHECKI
CDW GOVERNMENT, INC.	58624	03/11/2022	K358226	CHROME TABLET CASE	10E000 2225 4100 00 00000	2,530.00	UCB CHECKI
CDW GOVERNMENT, INC.	58624	03/11/2022	K414331	HP EXTRA LAPTOPS	10E000 2225 5400 00 00000	-4,563.00	UCB CHECKI
CDW GOVERNMENT, INC.	58624	03/11/2022	K427948	HP LAPTOPS	10E000 2225 5400 00 00000	-4,563.00	UCB CHECKI
CDW GOVERNMENT, INC.	58624	03/11/2022	K623575	USB HUB	10E000 2225 4100 00 00000	-64.20	UCB CHECKI
CDW GOVERNMENT, INC.	58624	03/11/2022	K623575	USB HUB	10E000 2225 4100 00 00000	64.20	UCB CHECKI
CDW GOVERNMENT, INC.	58624	03/11/2022	K624190	LOGITECH SPEAKER SYSTEM	10E000 2225 5400 00 00000	-190.95	UCB CHECKI
CDW GOVERNMENT, INC.	58624	03/11/2022	K624190	LOGITECH SPEAKER SYSTEM	10E000 2225 5400 00 00000	190.95	UCB CHECKI
				Totals for 58624		-9,126.00	
HEINEMANN LIBRARY	58637	03/11/2022	7375579	MAXEDON-FOUNTAS & PINNELL CLASSROOM CURRICULUM	10E103 1113 4200 00 00000	-5,428.20	UCB CHECKI
HEINEMANN LIBRARY	58637	03/11/2022	7377659	MAXEDON-FOUNTAS & PINNELL CLASSROOM CURRICULUM	10E103 1113 4200 00 00000	-2,171.28	UCB CHECKI
				Totals for 58637		-7,599.48	
SWOROBOWICZ, EMILY	58683	02/18/2022	375.00-R	TUITION REIMBURSEMENT ALLOCATION - 21-22 - SWOROBOWICZ	10E103 1113 2300 00 00000	375.00	UCB CHECKI
SWOROBOWICZ, EMILY	58683	02/18/2022	459.00	REIMBURSEMENT FOR REGISTRATION	10E103 2213 3320 00 00000	-459.00	UCB CHECKI
SWOROBOWICZ, EMILY	58683	02/18/2022	84.00-R	PROFESSIONAL DEVELOPMENT	10E103 2213 3320 00 00000	84.00	UCB CHECKI

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				ALLOCATION - 21-22 - SWOROBOWICZ			
					Totals for 58683	0.00	
SANGAMON DIESEL SERV	58796	02/18/2022	95851	BUS TEST	40E000 2552 4640 00 00000	-41.00	UCB CHECKI
SANGAMON DIESEL SERV	58796	02/18/2022	95851	BUS TEST	40E000 2554 3900 00 00000	41.00	UCB CHECKI
SANGAMON DIESEL SERV	58796	02/18/2022	96114	BUS TEST	40E000 2552 4640 00 00000	-164.00	UCB CHECKI
SANGAMON DIESEL SERV	58796	02/18/2022	96114	BUS TEST	40E000 2554 3900 00 00000	164.00	UCB CHECKI
					Totals for 58796	0.00	
SANGAMON DIESEL SERV	58886	02/18/2022	96463	BUS TEST	40E000 2552 4640 00 00000	-72.00	UCB CHECKI
SANGAMON DIESEL SERV	58886	02/18/2022	96463	BUS TEST	40E000 2554 3900 00 00000	72.00	UCB CHECKI
					Totals for 58886	0.00	
SANGAMON DIESEL SERV	58977	02/18/2022	96633	TRANSP - BUS TEST	40E000 2552 4640 00 00000	-246.00	UCB CHECKI
SANGAMON DIESEL SERV	58977	02/18/2022	96633	TRANSP - BUS TEST	40E000 2554 3900 00 00000	246.00	UCB CHECKI
					Totals for 58977	0.00	
SWOROBOWICZ, EMILY	58985	02/18/2022	375.00	TUITION REIMBURSEMENT	10E103 1113 2300 00 00000	375.00	UCB CHECKI
				ALLOCATION - 21-22 - SWOROBOWICZ			
SWOROBOWICZ, EMILY	58985	02/18/2022	459.00	TUITION REIMBURSEMENT	10E103 1113 2300 00 00000	-459.00	UCB CHECKI
				ALLOCATION - 21-22 - SWOROBOWICZ			
SWOROBOWICZ, EMILY	58985	02/18/2022	84.00	PROFESSIONAL DEVELOPMENT	10E103 2213 3320 00 00000	84.00	UCB CHECKI
				ALLOCATION - 21-22 - SWOROBOWICZ			
					Totals for 58985	0.00	
LOPEZ, OLGA	59057	03/08/2022	21.28	PROFESSIONAL DEVELOPMENT	10E000 2110 3320 00 00000	-21.28	UCB CHECKI
				ALLOCATION - 21-22 - LOPEZ			
					Totals for 59057	-21.28	
EIU TRACK & FIELD	59093	02/24/2022	300.00	TRACK ENTRY FEE FOR 3/4/22 AND 3/5/22	10E000 1500 6400 00 00000	300.00	UCB CHECKI
					Totals for 59093	300.00	
EDUSPIRE SOLUTIONS L	59105	03/02/2022	3329	SOFTWARE SUBSCRIPTION FEE FOR E-HALLPASS	10E301 1117 3900 00 00000	851.37	UCB CHECKI
					Totals for 59105	851.37	
FUTURE CHAMPIONS SPO	59106	03/02/2022	61	BSKBALL TOURNEY AT FUTURE CHAMPIONS ON 3/19/22	10E000 1500 6400 00 00000	370.00	UCB CHECKI
					Totals for 59106	370.00	
ILLINOIS EDUCATION A	59122	03/01/2022	20220301AD	Payroll accrual	10L000 4593 0000 00 00000	2,990.45	UCB CHECKI
					Totals for 59122	2,990.45	
AMERICAN CENTRAL INS	59123	03/08/2022	6	HRA DISBURSEMENT FOR 2021	10E000 2311 3910 00 00000	1,140.25	UCB CHECKI

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					Totals for 59123	1,140.25	
CRAY, KAITLAN	59124	03/08/2022	173.95	CRAY-AG GEN SUPPLIES	10E301 1117 4100 00 00000	173.95	UCB CHECKI
					Totals for 59124	173.95	
YPMA, NANCY	59125	03/08/2022	50.00	MORRIS - ACCOMPANIST	10E202 1115 4100 00 00000	50.00	UCB CHECKI
					Totals for 59125	50.00	
A-1 LOCK INC.	59138	03/17/2022	39753	JH/HS BLDG - DOOR REPAIR	20E301 2542 3230 00 00000	746.74	UCB CHECKI
					Totals for 59138	746.74	
A. MAESTRANZI SONS K	59139	03/17/2022	502405	JH/HS BUILDING - KNIFE SERVICE	10E301 2562 3900 00 00000	27.00	UCB CHECKI
A. MAESTRANZI SONS K	59139	03/17/2022	502404	ELEM BUILDING - KNIFE SERVICE	10E103 2562 3900 00 00000	27.00	UCB CHECKI
					Totals for 59139	54.00	
AEC	59140	03/17/2022	261136	JR/SR HIGH BLDG - EXTINGUISHERS	20E301 2542 3230 00 00000	202.00	UCB CHECKI
AEC	59140	03/17/2022	261135	ELEM BLDG - EXTINGUISHERS	20E103 2542 3230 00 00000	228.00	UCB CHECKI
					Totals for 59140	430.00	
AFFORDABLE SHRED	59141	03/17/2022	52452	SHRED SERVICE - DISTRICT WIDE	20E103 2542 3230 00 00000	60.00	UCB CHECKI
AFFORDABLE SHRED	59141	03/17/2022	52452	SHRED SERVICE - DISTRICT WIDE	20E301 2542 3230 00 00000	30.00	UCB CHECKI
					Totals for 59141	90.00	
CAROLINA BIOLOGICAL	59142	03/17/2022	51627131	JOHNSON-CLASS SUPPLIES/WORKBOOKS /SCOPES	10E301 1200 4100 00 00000	579.82	UCB CHECKI
CAROLINA BIOLOGICAL	59142	03/17/2022	51627131	JOHNSON-CLASS SUPPLIES/WORKBOOKS /SCOPES	10E301 1117 4100 00 00000	231.93	UCB CHECKI
					Totals for 59142	811.75	
CENTRAL ILLINOIS PRO	59144	03/17/2022	07523820	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4150 00 00000	43.95	UCB CHECKI
CENTRAL ILLINOIS PRO	59144	03/17/2022	07509736	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4151 00 00000	234.60	UCB CHECKI
CENTRAL ILLINOIS PRO	59144	03/17/2022	07509737	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4151 00 00000	194.30	UCB CHECKI
CENTRAL ILLINOIS PRO	59144	03/17/2022	07555882	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4150 00 00000	71.15	UCB CHECKI
CENTRAL ILLINOIS PRO	59144	03/17/2022	07555882	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4151 00 00000	38.50	UCB CHECKI
CENTRAL ILLINOIS PRO	59144	03/17/2022	07546246	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4150 00 00000	475.09	UCB CHECKI
CENTRAL ILLINOIS PRO	59144	03/17/2022	07546246	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4151 00 00000	195.20	UCB CHECKI
CENTRAL ILLINOIS PRO	59144	03/17/2022	07546248	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4151 00 00000	195.20	UCB CHECKI

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CENTRAL ILLINOIS PRO	59144	03/17/2022	07546251	JH/HS BLDG - CAFET FOOD & MILK	10E301 2562 4151 00 00000	434.30	UCB CHECKI
					Totals for 59144	1,882.29	
CENTRAL ILLINOIS PRO	59145	03/17/2022	07509732	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4151 00 00000	234.60	UCB CHECKI
CENTRAL ILLINOIS PRO	59145	03/17/2022	07509734	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4151 00 00000	273.10	UCB CHECKI
CENTRAL ILLINOIS PRO	59145	03/17/2022	07555885	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4150 00 00000	22.10	UCB CHECKI
CENTRAL ILLINOIS PRO	59145	03/17/2022	07555885	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4151 00 00000	82.95	UCB CHECKI
CENTRAL ILLINOIS PRO	59145	03/17/2022	07546239	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4150 00 00000	447.05	UCB CHECKI
CENTRAL ILLINOIS PRO	59145	03/17/2022	07546239	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4151 00 00000	195.20	UCB CHECKI
CENTRAL ILLINOIS PRO	59145	03/17/2022	075464241	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4151 00 00000	195.20	UCB CHECKI
CENTRAL ILLINOIS PRO	59145	03/17/2022	07546244	ELEM BLDG - CAFET FOOD & MILK	10E103 2562 4151 00 00000	434.30	UCB CHECKI
					Totals for 59145	1,884.50	
CROW, ABBY	59146	03/17/2022	1350.00	TUITION REIMBURSEMENT - 21-22	10E103 2213 3320 00 00000	600.00	UCB CHECKI
CROW, ABBY	59146	03/17/2022	1350.00-2	TUITION REIMBURSEMENT - 21-22	10E103 1113 2300 00 00000	750.00	UCB CHECKI
					Totals for 59146	1,350.00	
DEMCO MEDIA	59147	03/17/2022	7079337	PECORARO - LIBRARY REPAIRS & MAINTENANCE	10E000 2220 3230 00 00000	136.94	UCB CHECKI
					Totals for 59147	136.94	
ERTHAL OIL	59148	03/17/2022	10844	TRANSP - GASOLINE	40E000 2552 4640 00 00000	630.98	UCB CHECKI
ERTHAL OIL	59148	03/17/2022	10843	TRANSP - DIESEL FUEL	40E000 2552 4640 00 00000	6,505.22	UCB CHECKI
					Totals for 59148	7,136.20	
EULER, ASHLEY	59149	03/17/2022	10.61	EULER-GUIDANCE TRAVEL	10E000 2120 3320 00 00000	10.61	UCB CHECKI
					Totals for 59149	10.61	
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E000 2321 3250 00 00000	13.24	UCB CHECKI
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E103 1113 3250 00 00000	428.36	UCB CHECKI
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E305 2410 3250 00 00000	99.08	UCB CHECKI
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E202 2410 3250 00 00000	41.92	UCB CHECKI
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E301 1117 3250 00 00000	77.72	UCB CHECKI
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E202 1115 3250 00 00000	102.72	UCB CHECKI
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E103 2410 3250 00 00000	32.59	UCB CHECKI
GFI DIGITAL	59150	03/17/2022	2177119	COPIER USAGE - 02/01/2022 THRU 02/28/2022	10E000 2520 3250 00 00000	13.24	UCB CHECKI

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					Totals for 59150	808.87	
GIFFIN, WINNING, COHEN	59151	03/17/2022	5395	LEGAL FEES - ADMINISTRATION	80E000 2369 3180 00 00000	1,883.00	UCB CHECKI
GIFFIN, WINNING, COHEN	59151	03/17/2022	5668	LEGAL FEES - ADMINISTRATION	80E000 2369 3180 00 00000	100.00	UCB CHECKI
					Totals for 59151	1,983.00	
JEFF HARRES	59152	03/17/2022	739.50	2021-22 BASKETBALL MILEAGE	10E000 1500 3320 00 00000	739.50	UCB CHECKI
					Totals for 59152	739.50	
HENSON ROBINSON CO.	59153	03/17/2022	58	ELEM BLDG - REPAIR & MAINT	20E103 2542 3230 00 00000	364.00	UCB CHECKI
					Totals for 59153	364.00	
HUMMERT INTERNATIONA	59154	03/17/2022	147520	CRAY- SPRING GREENHOUSE PLANTS	10E301 1117 4130 00 00000	1,000.00	UCB CHECKI
					Totals for 59154	1,000.00	
ID SIGNS	59155	03/17/2022	30788	CHARACTER ED AWARD SIGNS FOR JH	10E202 1115 4100 00 00000	825.00	UCB CHECKI
					Totals for 59155	825.00	
INTERSTATE BILLING S	59156	03/17/2022	767992	BOBCAT REPAIRS	20E103 2542 3230 00 00000	2,427.57	UCB CHECKI
					Totals for 59156	2,427.57	
M.J. KELLNER CO. INC	59157	03/17/2022	266767	ELEM BLDG - FOOD & MILK	10E103 2562 4151 00 00000	257.20	UCB CHECKI
					Totals for 59157	257.20	
KOEHLER, WESLEY	59158	03/17/2022	175.00	WEBSITE SERVICES MONTHLY BILLING	10E000 2225 3900 00 00000	175.00	UCB CHECKI
					Totals for 59158	175.00	
LEVI, RAY & SHOUP, I	59159	03/17/2022	264617	MONTHLY APPLIANCE BASED BACKUP	10E000 2225 3900 00 00000	265.00	UCB CHECKI
					Totals for 59159	265.00	
MAXSON, STACEY	59161	03/17/2022	TUITION	TUITION REIMBURSEMENT - MAXSON	10E103 1113 2300 00 00000	375.00	UCB CHECKI
MAXSON, STACEY	59161	03/17/2022	TUITION-2	TUITION REIMBURSEMENT - MAXSON	10E103 2213 3320 00 00000	74.00	UCB CHECKI
					Totals for 59161	449.00	
MENARDS	59162	03/17/2022	97948	ELEM BLDG - GENERAL SUPPLIES	20E103 2542 4100 00 00000	30.00	UCB CHECKI
MENARDS	59162	03/17/2022	00391	ELEM BLDG - GENERAL SUPPLIES	20E103 2542 4100 00 00000	95.14	UCB CHECKI
					Totals for 59162	125.14	
MICKEY'S LINEN & TOW	59164	03/17/2022	6311140	JH/HS BLDG - MAT CLEANING	20E301 2542 3220 00 00000	148.29	UCB CHECKI
MICKEY'S LINEN & TOW	59164	03/17/2022	6313841	JH/HS BLDG - MAT CLEANING	20E301 2542 3220 00 00000	148.29	UCB CHECKI
MICKEY'S LINEN & TOW	59164	03/17/2022	6316594	JH/HS BLDG - MAT CLEANING	20E301 2542 3220 00 00000	148.29	UCB CHECKI
MICKEY'S LINEN & TOW	59164	03/17/2022	6319327	JH/HS BLDG - MAT CLEANING	20E301 2542 3220 00 00000	148.29	UCB CHECKI
MICKEY'S LINEN & TOW	59164	03/17/2022	6309769	ELEM BLDG - MAT CLEANING	20E103 2542 3220 00 00000	166.62	UCB CHECKI
MICKEY'S LINEN & TOW	59164	03/17/2022	6315194	ELEM BLDG - MAT CLEANING	20E103 2542 3220 00 00000	166.62	UCB CHECKI
MICKEY'S LINEN & TOW	59164	03/17/2022	6317953	ELEM BLDG - MAT CLEANING	20E103 2542 3220 00 00000	166.62	UCB CHECKI

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MICKEY'S LINEN & TOW	59164	03/17/2022	6320773	ELEM BLDG - MAT CLEANING	20E103 2542 3220 00 00000	181.82	UCB CHECKI
				Totals for 59164		1,274.84	
MIDWEST BUS SALES, I	59165	03/17/2022	R050023736	TRANS - REPAIRS - BUS #5	40E000 2554 3230 00 00000	6,604.22	UCB CHECKI
MIDWEST BUS SALES, I	59165	03/17/2022	R050024006	TRANS - REPAIRS - BUS #5	40E000 2554 3230 00 00000	1,680.13	UCB CHECKI
				Totals for 59165		8,284.35	
MINNESOTA MEMORY	59166	03/17/2022	35212	TECH	10E000 2225 4100 00 00000	849.75	UCB CHECKI
				Totals for 59166		849.75	
MUSIC SHOPPE, INC (T	59167	03/17/2022	3208666	MAGRATH - HS BAND REPAIRS	10E301 1117 3230 00 00000	157.82	UCB CHECKI
MUSIC SHOPPE, INC (T	59167	03/17/2022	3199479	MAGRATH - HS BAND REPAIRS	10E301 1117 3230 00 00000	-40.00	UCB CHECKI
				Totals for 59167		117.82	
NEW BERLIN WATER & S	59168	03/17/2022	0010004900	JH/HS BLDG- WATER AND SEWER CHARGE 01/24/22 TO 02/22/22	20E301 2542 3700 00 00000	1,658.13	UCB CHECKI
NEW BERLIN WATER & S	59168	03/17/2022	0020049300	NEW BERLIN ELEMENTARY WATER & SEWER 01/24/22 TO 02/22/22	20E301 2542 3700 00 00000	1,134.26	UCB CHECKI
				Totals for 59168		2,792.39	
PASZKIEWICZ COURT RE	59169	03/17/2022	27737	DISCIPLINE HEARING COURT REPORTER	10E000 2311 3900 00 00000	595.00	UCB CHECKI
				Totals for 59169		595.00	
PEARCE, KIMBERLY	59170	03/17/2022	99.81	PEARCE - NEW TEACHER SUPPLIES	10E103 1113 4100 00 00000	99.81	UCB CHECKI
				Totals for 59170		99.81	
PRAIRIELAND FS, INC-	59171	03/17/2022	11009372	JH/HS BLDG - GROUNDS IMPROVEMENT	20E301 2542 5200 00 00000	720.00	UCB CHECKI
PRAIRIELAND FS, INC-	59171	03/17/2022	151009395	JH/HS BLDG - GROUNDS IMPROVEMENT	20E301 2542 5200 00 00000	640.00	UCB CHECKI
PRAIRIELAND FS, INC-	59171	03/17/2022	151009398	JH/HS BLDG - GROUNDS IMPROVEMENT	20E301 2542 5200 00 00000	1,136.00	UCB CHECKI
				Totals for 59171		2,496.00	
PRAIRIE STATE PLUMBI	59172	03/17/2022	29489	JH/HS BLDG - WATER BOILER REPAIR	20E301 2542 3230 00 00000	1,040.00	UCB CHECKI
PRAIRIE STATE PLUMBI	59172	03/17/2022	29490	JH/HS BLDG - REPAIR TO PTAC UNIT	20E301 2542 3230 00 00000	1,531.64	UCB CHECKI
PRAIRIE STATE PLUMBI	59172	03/17/2022	29632	JH/HS BLDG - BACKFLOW PREVENTER INSPECTIONS	20E301 2542 3230 00 00000	232.00	UCB CHECKI
PRAIRIE STATE PLUMBI	59172	03/17/2022	29628	JH/HS BLDG - HOT WATER BOILER REPAIR	20E301 2542 3230 00 00000	2,119.63	UCB CHECKI
				Totals for 59172		4,923.27	
PURITAN SPRING WATER	59173	03/17/2022	1756519	DISTRICT OFFICE WATER	10E000 2321 4100 00 00000	5.48	UCB CHECKI
PURITAN SPRING WATER	59173	03/17/2022	917534	WATER DISPENSER RENTAL	40E000 2552 4100 00 00000	22.01	UCB CHECKI
				Totals for 59173		27.49	

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REPUBLIC SERVICES	59174	03/17/2022	0352-00270	GARBAGE SERVICE	40E000 2550 3210 00 00000	797.50	UCB CHECKI
				Totals for 59174		797.50	
RUGGLESS AUTO SERVIC	59175	03/17/2022	87847	TRANSP - REPAIRS TO PICKUP	40E000 2554 3230 00 00000	1,505.69	UCB CHECKI
				Totals for 59175		1,505.69	
SANGAMON DIESEL SERV	59176	03/17/2022	96832	TRANSP - BUS TESTING - #116, 18, 7, & 11	40E000 2554 3230 00 00000	154.00	UCB CHECKI
				Totals for 59176		154.00	
SANGAMON-MENARD CO.	59177	03/17/2022	29-16-0222	FINGERPRINT/BACKGROUND CHECK - MARTIN, SAMANTHA	10E000 2311 6400 00 00000	46.00	UCB CHECKI
				Totals for 59177		46.00	
SANGAMON AREA SPECIA	59178	03/17/2022	3RD QTR	SASED - 3RD QUARTER BILLING	10E000 4120 6000 00 00000	204,379.75	UCB CHECKI
				Totals for 59178		204,379.75	
SASED LUNCH FUND	59179	03/17/2022	197.25	SASED CENTRAL LUNCHES	10E301 2562 4150 00 00000	197.25	UCB CHECKI
				Totals for 59179		197.25	
SCHOOL SPECIALTY LLC	59180	03/17/2022	2081294386	KENNEDY-SPANISH CLASS SUPPLIES	10E301 1117 4100 00 00000	4.52	UCB CHECKI
				Totals for 59180		4.52	
SENTINEL INSECT CONT	59181	03/17/2022	296495	JH/HS BLDG - PEST CONTROL	20E301 2542 3210 00 00000	76.00	UCB CHECKI
SENTINEL INSECT CONT	59181	03/17/2022	296496	JH/HS BLDG - PEST CONTROL	20E103 2542 3210 00 00000	46.00	UCB CHECKI
				Totals for 59181		122.00	
SHERWIN-WILLIAMS	59182	03/17/2022	2836-3	JH/HS BLDG - PAINT	20E301 2542 4100 00 00000	98.89	UCB CHECKI
				Totals for 59182		98.89	
SOUTH COUNTY PUBLICA	59183	03/17/2022	140.00	COMMUNITY ENGAGEMENT AD	10E000 2311 3500 00 00000	72.00	UCB CHECKI
				Totals for 59183		72.00	
TRIAD INDUSTRIAL SUP	59184	03/17/2022	273573	ELEM BLDG - SUPPLIES	20E103 2542 4100 00 00000	759.24	UCB CHECKI
TRIAD INDUSTRIAL SUP	59184	03/17/2022	273572	JH/HS BLDG - SUPPLIES	20E301 2542 4100 00 00000	741.35	UCB CHECKI
TRIAD INDUSTRIAL SUP	59184	03/17/2022	273654	ELEM BLDG - SUPPLIES	20E301 2542 4100 00 00000	672.00	UCB CHECKI
TRIAD INDUSTRIAL SUP	59184	03/17/2022	273857	ELEM BLDG - SUPPLIES	20E301 2542 4100 00 00000	390.00	UCB CHECKI
				Totals for 59184		2,562.59	
TUXHORN TOWING	59185	03/17/2022	T5873	ELEM BLDG - BOBCAT TOWING FOR REPAIRS	20E301 2542 3230 00 00000	300.00	UCB CHECKI
TUXHORN TOWING	59185	03/17/2022	T5876	ELEM BLDG - BOBCAT TOWING FOR REPAIRS	20E301 2542 3230 00 00000	300.00	UCB CHECKI
				Totals for 59185		600.00	
US BANK EQUIPMENT FI	59186	03/17/2022	466168481	TRANSP - COPIER RENTAL 01/20/2022 - 03/20/2022	40E000 2554 3250 00 00000	288.13	UCB CHECKI
				Totals for 59186		288.13	
WELLMAN'S LAWN CARE,	59187	03/17/2022	25180	2022 MONTHLY CONTRACT	20E103 2542 3230 00 00000	1,267.50	UCB CHECKI
WELLMAN'S LAWN CARE,	59187	03/17/2022	25180	2022 MONTHLY CONTRACT	20E301 2542 3230 00 00000	1,267.50	UCB CHECKI

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					Totals for 59187	2,535.00	
ZEP MANUFACTURING CO	59188	03/17/2022	9007165040	2022 MONTHLY CONTRACT	20E103 2542 4100 00 00000	810.50	UCB CHECKI
					Totals for 59188	810.50	
MCQUALITY, JEREMY	104080	02/28/2022	60	OFFICIAL - BOYS FRESHMAN BASKETBALL 2/3/22	10E000 1500 3190 00 00000	-60.00	IMPREST
					Totals for 104080	-60.00	
RUSSELL, SCOTT	104083	02/28/2022	60	OFFICIAL - BOYS FRESHMAN BASKETBALL 2/3/22	10E000 1500 3190 00 00000	-60.00	IMPREST
					Totals for 104083	-60.00	
TAYLOR, JEAN	104085	02/28/2022	120	OFFICIAL - GIRLS JH VOLLEYBALL 2/3/22	10E000 1500 3190 00 00000	-120.00	IMPREST
					Totals for 104085	-120.00	
ANDERSON, JAGGER	104089	02/07/2022	100	OFFICIAL - BOYS FRESH BASKETBALL 2/7/22	10E000 1500 3190 00 00000	100.00	IMPREST
					Totals for 104089	100.00	
ANDERSON, JAGGER	104090	02/07/2022	100.00	OFFICIAL - BOYS 6TH BASKETBALL 2/10/22	10E000 1500 3190 00 00000	100.00	IMPREST
					Totals for 104090	100.00	
COLEMAN, JUSTIN	104091	02/07/2022	60	OFFICIAL - BOYS JV BASKETBALL 2/08/22	10E000 1500 3190 00 00000	60.00	IMPREST
					Totals for 104091	60.00	
CUNNINGHAM, JEFFREY	104092	02/07/2022	60	OFFICIAL - BOYS 6TH GR BASKETBALL 2/7/22	10E000 1500 3190 00 00000	60.00	IMPREST
					Totals for 104092	60.00	
ENGEL, ROBERT JR	104093	02/07/2022	80	OFFICIAL - BOYS V BASKETBALL 2/8/22	10E000 1500 3190 00 00000	80.00	IMPREST
					Totals for 104093	80.00	
HERMES, KEVIN	104094	02/07/2022	100	OFFICIAL - BOYS JH BASKETBALL 2/4/22	10E000 1500 3190 00 00000	100.00	IMPREST
					Totals for 104094	100.00	
MCQUALITY, JEREMY	104095	02/07/2022	60	OFFICIAL - BOYS JV BASKETBALL 2/08/22	10E000 1500 3190 00 00000	60.00	IMPREST
					Totals for 104095	60.00	
MORELL, PAUL	104096	02/07/2022	100	OFFICIAL - BOYS JH BASKETBALL 2/4/22	10E000 1500 3190 00 00000	100.00	IMPREST
					Totals for 104096	100.00	
POINTS, TORREY	104097	02/07/2022	80	OFFICIAL - BOYS V BASKETBALL 2/8/22	10E000 1500 3190 00 00000	80.00	IMPREST
					Totals for 104097	80.00	

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RODDEN, DANIEL	104098	02/07/2022	60	OFFICIAL - BOYS JH BASKETBALL 2/9/22	10E000 1500 3190 00 00000	60.00	IMPREST
				Totals for 104098		60.00	
SIMMONS, DOUG	104099	02/07/2022	80	OFFICIAL - BOYS V BASKETBALL 2/8/22	10E000 1500 3190 00 00000	80.00	IMPREST
				Totals for 104099		80.00	
WEST, ROBERT	104100	02/07/2022	60	OFFICIAL - BOYS JH BASKETBALL 2/09/22	10E000 1500 3190 00 00000	60.00	IMPREST
				Totals for 104100		60.00	
ANDERSON, JAGGER	104105	02/09/2022	100	OFFICIAL - BOYS FRESH BASKETBALL 02/09/22	10E000 1500 3190 00 00000	100.00	IMPREST
				Totals for 104105		100.00	
ENGEL, ROBERT JR	104109	02/16/2022	80.00	BOYS VARSITY BBALL OFFICIAL - 02/21/22	10E000 1500 3190 00 00000	80.00	IMPREST
				Totals for 104109		80.00	
LEININGER, BRAD	104110	02/16/2022	80.00	BOYS VARSITY BBALL OFFICIAL - 02/21/22	10E000 1500 3190 00 00000	80.00	IMPREST
				Totals for 104110		80.00	
POINTER, SARAH	104111	02/16/2022	80.00	BOYS VARSITY BBALL OFFICIAL - 02/21/22	10E000 1500 3190 00 00000	80.00	IMPREST
				Totals for 104111		80.00	
FELHAUER, KATHERINE	104113	02/23/2022	70	OFFICIAL - GIRLS JH VOLLEYBALL 2/23/22	10E000 1500 3190 00 00000	70.00	IMPREST
				Totals for 104113		70.00	
MINER, TAMMY	104114	02/23/2022	70	OFFICIAL - GIRLS JH VOLLEYBALL 2/28/22	10E000 1500 3190 00 00000	70.00	IMPREST
				Totals for 104114		70.00	
ILLINOIS HIGH SCHOOL	104116	03/31/2022	85	MAGRATH -HS & JH BAND CONTEST DUES & FEES	10E301 1117 6400 00 00000	85.00	IMPREST
				Totals for 104116		85.00	
SECRETARY OF STATE -	104118	03/31/2022	4	RENEWAL FEE	40E000 2554 3900 00 00000	4.00	IMPREST
				Totals for 104118		4.00	
KLOPPE'S GARAGE	104120	03/07/2022	325168	JH/HS BLDG - SNOWBLOWER REPAIR	20E301 2542 3230 00 00000	438.00	IMPREST
				Totals for 104120		438.00	
LOPEZ, OLGA	104122	03/08/2022	26.33	MILEAGE REIMBURSEMENT - LOPEZ	10E000 2110 3320 00 00000	26.33	IMPREST
LOPEZ, OLGA	104122	03/08/2022	26.33	MILEAGE REIMBURSEMENT - LOPEZ	10E000 2110 3320 00 00000	-26.33	IMPREST
				Totals for 104122		0.00	
LOPEZ, OLGA	104123	03/08/2022	26.33	MILEAGE REIMBURSEMENT - LOPEZ	10E000 2110 3320 00 00000	22.23	IMPREST

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					Totals for 104123	22.23	
AT&T MOBILITY	59361631	03/14/2022	2873016840	STUDENT HOT SPOTS FOR REMOTE LEARNING	10E000 2225 3900 00 00000	206.20	UCB CHECKI
					Totals for 59361631	206.20	
AMEREN CIPS	80120322	03/17/2022	AME8012-03	ELEM BUILDING - ELECTRICITY	20E103 2542 4660 00 00000	16,008.45	UCB CHECKI
					Totals for 80120322	16,008.45	
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301AD	Payroll accrual	20L000 4530 0000 00 00000	20.00	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301AD	Payroll accrual	40L000 4530 0000 00 00000	20.00	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301AD	Payroll accrual	10L000 4530 0000 00 00000	10,053.79	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301AD	Payroll accrual	20L000 4530 0000 00 00000	889.28	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301AD	Payroll accrual	40L000 4530 0000 00 00000	804.25	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301BD	Payroll accrual	10L000 4530 0000 00 00000	139.48	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301CD	Payroll accrual	10L000 4530 0000 00 00000	26.79	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301DD	Payroll accrual	40L000 4530 0000 00 00000	81.52	UCB CHECKI
ILLINOIS DEPT OF REV	202100493	03/01/2022	20220301ED	Payroll accrual	10L000 4530 0000 00 00000	5.66	UCB CHECKI
					Totals for 202100493	12,040.77	
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	10L000 4570 0000 00 00000	2,822.29	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	20L000 4570 0000 00 00000	1,202.26	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	40L000 4570 0000 00 00000	1,123.30	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	10L000 4520 0000 00 00000	600.00	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	20L000 4520 0000 00 00000	80.00	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	40L000 4520 0000 00 00000	45.00	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	10L000 4520 0000 00 00000	25.55	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	40L000 4520 0000 00 00000	131.89	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	10L000 4520 0000 00 00000	17,444.96	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	20L000 4520 0000 00 00000	1,094.40	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	40L000 4520 0000 00 00000	1,295.95	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	10L000 4580 0000 00 00000	3,217.57	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	20L000 4580 0000 00 00000	281.18	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AD	Payroll accrual	40L000 4580 0000 00 00000	262.70	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AF	Payroll accrual	50L000 4571 0000 00 00000	5,147.85	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301AF	Payroll accrual	50L000 4580 0000 00 00000	3,761.45	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301BD	Payroll accrual	10L000 4570 0000 00 00000	174.71	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301BD	Payroll accrual	10L000 4520 0000 00 00000	0.00	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301BD	Payroll accrual	10L000 4580 0000 00 00000	40.86	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301BF	Payroll accrual	50L000 4571 0000 00 00000	174.71	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301BF	Payroll accrual	50L000 4580 0000 00 00000	40.86	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301CD	Payroll accrual	10L000 4570 0000 00 00000	24.57	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301CD	Payroll accrual	10L000 4520 0000 00 00000	0.00	UCB CHECKI

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	NUMBER	DATE	NUMBER	DESCRIPTION		AMOUNT	CODE
INTERNAL REVENUE SER	202100495	03/01/2022	20220301CD	Payroll accrual	10L000 4580 0000 00 00000	5.75	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301CF	Payroll accrual	50L000 4571 0000 00 00000	24.57	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301CF	Payroll accrual	50L000 4580 0000 00 00000	5.75	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301DD	Payroll accrual	40L000 4570 0000 00 00000	102.11	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301DD	Payroll accrual	40L000 4520 0000 00 00000	157.22	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301DD	Payroll accrual	40L000 4580 0000 00 00000	23.88	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301DF	Payroll accrual	50L000 4571 0000 00 00000	102.11	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301DF	Payroll accrual	50L000 4580 0000 00 00000	23.88	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301ED	Payroll accrual	10L000 4580 0000 00 00000	0.40	UCB CHECKI
INTERNAL REVENUE SER	202100495	03/01/2022	20220301EF	Payroll accrual	50L000 4580 0000 00 00000	0.40	UCB CHECKI
Totals for 202100495						39,438.13	
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	10L000 4511 0000 00 00000	-28.27	UCB CHECKI
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	10L000 4511 0000 00 00000	1,416.59	UCB CHECKI
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	40L000 4511 0000 00 00000	0.41	UCB CHECKI
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	10L000 4511 0000 00 00000	53.27	UCB CHECKI
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	40L000 4511 0000 00 00000	0.36	UCB CHECKI
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	10L000 4511 0000 00 00000	98.16	UCB CHECKI
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	10L000 4511 0000 00 00000	126.98	UCB CHECKI
THIS	202100496	03/01/2022	20220301AD	Payroll accrual	10L000 4511 0000 00 00000	134.09	UCB CHECKI
THIS	202100496	03/01/2022	20220301AF	Payroll accrual	40L000 4510 0000 00 00000	0.30	UCB CHECKI
THIS	202100496	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	1,060.55	UCB CHECKI
THIS	202100496	03/01/2022	20220301AF	Payroll accrual	40L000 4510 0000 00 00000	0.27	UCB CHECKI
THIS	202100496	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	39.71	UCB CHECKI
THIS	202100496	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	72.44	UCB CHECKI
THIS	202100496	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	94.52	UCB CHECKI
THIS	202100496	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	99.84	UCB CHECKI
THIS	202100496	03/01/2022	20220301BD	Payroll accrual	10L000 4511 0000 00 00000	-15.11	UCB CHECKI
THIS	202100496	03/01/2022	20220301BD	Payroll accrual	10L000 4511 0000 00 00000	0.27	UCB CHECKI
THIS	202100496	03/01/2022	20220301BF	Payroll accrual	10L000 4510 0000 00 00000	-21.03	UCB CHECKI
THIS	202100496	03/01/2022	20220301BF	Payroll accrual	10L000 4510 0000 00 00000	0.20	UCB CHECKI
THIS	202100496	03/01/2022	20220301CF	Payroll accrual	10L000 4510 0000 00 00000	-11.25	UCB CHECKI
Totals for 202100496						3,122.30	
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AD	Payroll accrual	40L000 4510 0000 00 00000	3.63	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AD	Payroll accrual	10L000 4510 0000 00 00000	371.82	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	-206.58	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	40L000 4510 0000 00 00000	0.26	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	965.63	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	40L000 4510 0000 00 00000	0.23	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000 4510 0000 00 00000	34.16	UCB CHECKI

VENDOR	CHECK		INVOICE		ACCOUNT				BANK	
	NUMBER	DATE	NUMBER	DESCRIPTION	NUMBER				AMOUNT	CODE
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	62.71	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	87.33	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	86.62	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	0.00	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	40L000	4510	0000	00 00000	4.00	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	14,983.23	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	984.63	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	1,354.96	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	1,343.93	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301AF	Payroll accrual	10L000	4510	0000	00 00000	1,141.76	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301BF	Payroll accrual	10L000	4510	0000	00 00000	-18.20	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301BF	Payroll accrual	10L000	4510	0000	00 00000	0.18	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301BF	Payroll accrual	10L000	4510	0000	00 00000	-147.93	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301BF	Payroll accrual	10L000	4510	0000	00 00000	2.72	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301CF	Payroll accrual	10L000	4510	0000	00 00000	-9.74	UCB CHECKI
TRS STATE OF ILLINOI	202100497	03/01/2022	20220301CF	Payroll accrual	10L000	4510	0000	00 00000	-79.07	UCB CHECKI
Totals for 202100497									20,966.28	
AXA EQUITABLE LIFE I	202100498	03/01/2022	20220301AD	Payroll accrual	10L000	4590	0000	00 00000	5,090.00	UCB CHECKI
AXA EQUITABLE LIFE I	202100498	03/01/2022	20220301AD	Payroll accrual	10L000	4590	0000	00 00000	1,144.26	UCB CHECKI
AXA EQUITABLE LIFE I	202100498	03/01/2022	20220301AD	Payroll accrual	20L000	4590	0000	00 00000	233.93	UCB CHECKI
Totals for 202100498									6,468.19	
AMERICAN FIDELITY H.	202100501	03/01/2022	20220301AD	Payroll accrual	10L000	4574	0000	00 00000	115.00	UCB CHECKI
AMERICAN FIDELITY H.	202100501	03/01/2022	20220301AD	Payroll accrual	20L000	4574	0000	00 00000	57.50	UCB CHECKI
AMERICAN FIDELITY H.	202100501	03/01/2022	20220301AD	Payroll accrual	10L000	4574	0000	00 00000	658.30	UCB CHECKI
Totals for 202100501									830.80	
AT&T MOBILITY	202100553	03/14/2022	2872939623	TRANSP- MOBILE PHONES 01/12/2022 - 02/11/2022	40E000	2552	3400	00 00000	117.93	UCB CHECKI
Totals for 202100553									117.93	
BOBCAT OF SPRINGFIEL	202100554	03/14/2022	W02886	ELEM BUILDING - SKID STEER REPAIR	20E103	2542	3230	00 00000	2,427.57	UCB CHECKI
Totals for 202100554									2,427.57	
FRONTIER	202100558	03/17/2022	2174882040	NEW BERLIN DISTRICT OFFICE PHONES - 02/16/22 - 03/15/22	20E000	2542	3400	00 00000	239.59	UCB CHECKI
Totals for 202100558									239.59	
FRONTIER	202100559	03/17/2022	2174883107	JH FAX MACHINE 02/22/22 - 03/21/22	20E000	2542	3400	00 00000	216.22	UCB CHECKI
Totals for 202100559									216.22	
FRONTIER	202100560	03/17/2022	2174886011	JH PHONES 02/22/22 TO 03/21/22	20E000	2542	3400	00 00000	328.63	UCB CHECKI

VENDOR	CHECK NUMBER	CHECK DATE	INVOICE NUMBER	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT	BANK CODE
				Totals for 202100560		328.63	
FRONTIER	202100561	03/17/2022	2171980288	SECONDARY INTERNET CONNECTION 02/11/22 TO 03/10/22	20E000 2542 3400 00 00000	900.00	UCB CHECKI
FRONTIER	202100561	03/17/2022	2174886111	HS PRINCIPALS OFFICE PHONE-02/22/22 - 03/21/22	20E000 2542 3400 00 00000	293.34	UCB CHECKI
				Totals for 202100561		1,193.34	
FRONTIER	202100562	03/17/2022	2174886412	AD PHONES - 02/22/22 - 03/21/22	20E000 2542 3400 00 00000	80.80	UCB CHECKI
				Totals for 202100562		80.80	
FRONTIER	202100563	03/17/2022	2174886482	NB ELEM SCHOOL PHONE-02/22/22 - 03/21/22	20E000 2542 3400 00 00000	310.69	UCB CHECKI
				Totals for 202100563		310.69	
GORDON FOOD SERVICE	202100564	03/17/2022	16255620	FFA WEEK SUPPLIES / FARMER BREAKFAST 9216	10A000 1200 0000 00 00000	-31.36	UCB CHECKI
GORDON FOOD SERVICE	202100564	03/17/2022	58395A	ELEM CAFET - FOOD & MILK	10E103 2562 4150 00 00000	-171.70	UCB CHECKI
GORDON FOOD SERVICE	202100564	03/17/2022	841280559	COMMUNITY ENGAGEMENT MEETING	10E000 2311 4100 00 00000	47.51	UCB CHECKI
GORDON FOOD SERVICE	202100564	03/17/2022	841280795	FFA WEEK SUPPLIES / FARMER BREAKFAST 9216	10A000 1200 0000 00 00000	490.54	UCB CHECKI
GORDON FOOD SERVICE	202100564	03/17/2022	879719	ELEM CAFET - REBATE	10R000 1690 0000 00 00000	-11.65	UCB CHECKI
				Totals for 202100564		323.34	
GORDON FOOD SERVICE	202100565	03/17/2022	216847108	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	170.75	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	216847109	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	1,151.12	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	216847109	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4160 00 00000	104.48	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	216847109	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4151 00 00000	261.91	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	216847109	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4112 00 00000	43.45	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217017823	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	1,405.98	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217017823	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4160 00 00000	50.44	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217017823	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4151 00 00000	126.30	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217017824	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	647.23	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217190919	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	1,417.64	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217190919	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4160 00 00000	225.56	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217190919	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4151 00 00000	319.96	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	217190930	ELEM CAFET - FOOD & MILK	10E103 2562 4150 00 00000	287.37	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	841281255	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	88.31	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	CB2484304	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	510.32	UCB CHECKI
GORDON FOOD SERVICE	202100565	03/17/2022	CB2484304A	ELEM CAFET - FOOD & SUPPLIES	10E103 2562 4150 00 00000	68.53	UCB CHECKI
				Totals for 202100565		6,879.35	
GORDON FOOD SERVICE	202100566	03/17/2022	216847110	JH/HS CAFET - FOOD & SUPPLIES	10E301 2562 4150 00 00000	1,349.14	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	216847110	JH/HS CAFET - FOOD & SUPPLIES	10E301 2562 4151 00 00000	175.27	UCB CHECKI

VENDOR	CHECK	CHECK	INVOICE	INVOICE	ACCOUNT	BANK	
	NUMBER	DATE	NUMBER	DESCRIPTION	NUMBER	AMOUNT	CODE
GORDON FOOD SERVICE	202100566	03/17/2022	216847114	JH/HS CAFET - FOOD & SUPPLIES	10E301 2562 4150 00 00000	605.57	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217017819	JH/HS CAFET - FOOD & SUPPLIES	10E301 2562 4150 00 00000	463.08	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217017819	JH/HS CAFET - FOOD & SUPPLIES	10E301 2562 4160 00 00000	118.61	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217017819	JH/HS CAFET - FOOD & SUPPLIES	10E301 2562 4151 00 00000	56.16	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217017825	JH/HS CAFET - FOOD & MILK	10E301 2562 4150 00 00000	819.16	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217190922	JH/HS CAFET - FOOD & MILK	10E301 2562 4150 00 00000	1,922.64	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217190922	JH/HS CAFET - FOOD & MILK	10E301 2562 4151 00 00000	151.05	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217190933	JH/HS CAFET - FOOD & MILK	10E301 2562 4150 00 00000	154.59	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217190933	JH/HS CAFET - FOOD & MILK	10E301 2562 4160 00 00000	88.02	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	217190933	JH/HS CAFET - FOOD & MILK	10E301 2562 4151 00 00000	27.82	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	841281256	JH/HS CAFET - FOOD & MILK	10E301 2562 4100 00 00000	14.70	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	841281522	JH/HS CAFET - FOOD & MILK	10E301 2562 4150 00 00000	66.77	UCB CHECKI
GORDON FOOD SERVICE	202100566	03/17/2022	CB-2491718	JH/HS CAFET - FOOD & SUPPLIES	10E301 2562 4150 00 00000	101.43	UCB CHECKI
				Totals for 202100566		6,114.01	
HAAS, SHELLEY	202100567	03/17/2022	89.90	TRAVEL REIMBURSEMENT - IPA	10E103 2410 3320 00 00000	89.90	UCB CHECKI
				Totals for 202100567		89.90	
LOWE'S COMPANIES, IN	202100569	03/17/2022	902262	ELEM BLDG - SUPPLIES	20E103 2542 4100 00 00000	54.86	UCB CHECKI
				Totals for 202100569		54.86	
SYMMETRY ENERGY SERV	202100570	03/17/2022	12909584	JH/HS BLDG - NATURAL GAS - JANUARY 2022	20E301 2542 4650 00 00000	1,505.03	UCB CHECKI
				Totals for 202100570		1,505.03	
MEDIACOM	202100571	03/17/2022	12909584	JH/HS BLDG - NATURAL GAS - JANUARY 2022	20E000 2542 3400 00 00000	2,625.00	UCB CHECKI
				Totals for 202100571		2,625.00	
NEW BERLIN EDUCATION	212200012	03/01/2022	20220301AD	Payroll accrual	10L000 4595 0000 00 00000	315.00	UCB CHECKI
				Totals for 212200012		315.00	
				Totals for checks		342,330.58	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	69,433.69	-11.65	187,591.21	257,013.25
20	OPERATONS/BLD/MAINT FUND	3,858.55	0.00	47,827.11	51,685.66
40	TRANSPORTATION FUND	4,057.28	0.00	18,309.81	22,367.09
50	MUNICIPAL RETIREMENT FUND	9,281.58	0.00	0.00	9,281.58
80	TORT FUND	0.00	0.00	1,983.00	1,983.00
***	Fund Summary Totals ***	86,631.10	-11.65	255,711.13	342,330.58

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

Description: SBAA Entity 103 Acct. Receipt/Disbursement Summary Rpt - Activity Account Summary

Account	Description	Jul. 1, 2021 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Feb. 28, 2022 Ending Balance
95L103 8101 0000 00 000000	NBE GENERAL FND/NONCATE/NBE GENERAL FUND	-69.28	-4,912.46	2,068.87	-2,912.87
95L103 8102 0000 00 000000	NBE CONSUMBABLE/NONCATE/NBE CONSUMABLES	-120.62	0.00	0.00	-120.62
95L103 8103 0000 00 000000	NBE SHOE DONAT/NONCATE/NBE SHOE DONATION	46.80	0.00	0.00	46.80
95L103 8104 0000 00 000000	NBE MKT DAY K-5/NONCATE/NBE MARKET DAY K-5	0.00	0.00	0.00	0.00
95L103 8105 0000 00 000000	NBE OFFICE/NONCATE/NBE OFFICE	-747.51	0.00	0.00	-747.51
95L103 8106 0000 00 000000	NBE MKT DAY LIB/NONCATE/NBE MARKET DAY LIBRARY	0.00	0.00	0.00	0.00
95L103 8107 0000 00 000000	NBE YEARBOOK/NONCATE/NBE YEARBOOK	-1,939.75	-98.00	152.43	-1,885.32
95L103 8108 0000 00 000000	NBE SANG AUDITO/NONCATE/NBE SANGAMON AUDITORIUM	-6.00	0.00	0.00	-6.00
95L103 8109 0000 00 000000	NBE PEPSI/NONCATE/NBE PEPSI	-463.68	-33.01	169.86	-326.83
95L103 8110 0000 00 000000	NBE FUND & GRNT/NONCATE/NBE FALL FUNDRAISER	-13,596.98	0.00	1,736.61	-11,860.37
95L103 8111 0000 00 000000	NBE LOST LIB BK/NONCATE/NBE LOST LIBRARY BOOK	-342.41	0.00	0.00	-342.41
95L103 8112 0000 00 000000	NBE AUTHOR VIST/NONCATE/NBE AUTHOR VISIT FUND	-738.07	0.00	0.00	-738.07
95L103 8113 0000 00 000000	NBE PBIS REW/BT/NONCATE/NBE PBIS REWARDS / BOX TO	-2,817.37	-289.80	128.85	-2,978.32
95L103 8114 0000 00 000000	NBE TEACH GRANT/NONCATE/NBE TEACHERS GRANT	0.00	0.00	0.00	0.00
95L103 8115 0000 00 000000	NBE BEHAV SUPPS/NONCATE/NBE STAFF BEHAVOIR SUPPLI	538.00	0.00	0.00	538.00
95L103 8116 0000 00 000000	NBE NURSE'S DON/NONCATE/NBE NURSE'S DONATION	-34.33	0.00	0.00	-34.33
95L103 8117 0000 00 000000	NBE SCHOOL INT/NONCATE/NBE WHOLD SCHOOL INT	-1,437.04	0.00	0.00	-1,437.04
95L103 8119 0000 00 000000	NBE MENTORING/NONCATE/NBE MENTORING	-336.41	0.00	0.00	-336.41
95L103 8120 0000 00 000000	NBE ART FUND/NONCATE/NBE ART FUND	-175.00	0.00	0.00	-175.00
95L103 8121 0000 00 000000	ART DONATION/NONCATE/NBE OFFICE	-8,046.66	0.00	4,000.00	-4,046.66
	Total Liability Accounts:	-30,286.31	-5,333.27	8,256.62	-27,362.96
	Total Liability Accounts:	-30,286.31	-5,333.27	8,256.62	-27,362.96
	Grand Total:	-30,286.31	-5,333.27	8,256.62	-27,362.96

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

Description: SBAA Entity 103 Account Activity Report - MONTHLY BOARD REPORT

Account: 95L103 8101 0000 00 000000 NBE GENERAL FND///NONCATE /NBE GENERAL FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,912.87CR	
				Ending balance		2,912.87CR	

Account: 95L103 8102 0000 00 000000 NBE CONSUMBABLE///NONCATE /NBE CONSUMABLES

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		120.62CR	
				Ending balance		120.62CR	

Account: 95L103 8103 0000 00 000000 NBE SHOE DONAT///NONCATE /NBE SHOE DONATION

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		46.80	
				Ending balance		46.80	

Account: 95L103 8104 0000 00 000000 NBE MKT DAY K-5///NONCATE /NBE MARKET DAY K-5

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8105 0000 00 000000 NBE OFFICE///NONCATE /NBE OFFICE

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		747.51CR	
				Ending balance		747.51CR	

Account: 95L103 8106 0000 00 000000 NBE MKT DAY LIB///NONCATE /NBE MARKET DAY LIBRARY

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8107 0000 00 000000 NBE YEARBOOK///NONCATE /NBE YEARBOOK

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,885.32CR	
				Ending balance		1,885.32CR	

Account: 95L103 8108 0000 00 000000 NBE SANG AUDITO///NONCATE /NBE SANGAMON AUDITORIUM

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		6.00CR	
				Ending balance		6.00CR	

Account: 95L103 8109 0000 00 000000 NBE PEPSI///NONCATE /NBE PEPSI

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		326.83CR	
				Ending balance		326.83CR	

Account: 95L103 8110 0000 00 000000 NBE FUND & GRNT///NONCATE /NBE FALL FUNDRAISER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		11,860.37CR	
				Ending balance		11,860.37CR	

Account: 95L103 8111 0000 00 000000 NBE LOST LIB BK///NONCATE /NBE LOST LIBRARY BOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		342.41CR	
				Ending balance		342.41CR	

Account: 95L103 8112 0000 00 000000 NBE AUTHOR VIST///NONCATE /NBE AUTHOR VISIT FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		738.07CR	
				Ending balance		738.07CR	

Account: 95L103 8113 0000 00 000000 NBE PBIS REW/BT///NONCATE /NBE PBIS REWARDS / BOX TOPS

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,728.32CR	
02/08/2022	Receipt		460 WARREN-BOYNTON STATE BANK	DONATION FOR STEM "SALTY DOUGH" PROGRAM	250.00CR	2,978.32CR	L 8113 0000 00 000000
				Ending balance		2,978.32CR	

Account: 95L103 8114 0000 00 000000 NBE TEACH GRANT///NONCATE /NBE TEACHERS GRANT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8115 0000 00 000000 NBE BEHAV SUPPS///NONCATE /NBE STAFF BEHAVOIR SUPPLIES

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		538.00	
				Ending balance		538.00	

Account: 95L103 8116 0000 00 000000 NBE NURSE'S DON///NONCATE /NBE NURSE'S DONATION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		34.33CR	
				Ending balance		34.33CR	

Account: 95L103 8117 0000 00 000000 NBE SCHOOL INT//NONCATE /NBE WHOLD SCHOOL INT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,437.04CR	
				Ending balance		1,437.04CR	

Account: 95L103 8118 0000 00 000000 NBE TECH FUNDRA//NONCATE /NBE TECH FUNDRAISER

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8119 0000 00 000000 NBE MENTORING//NONCATE /NBE MENTORING

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		336.41CR	
				Ending balance		336.41CR	

Account: 95L103 8120 0000 00 000000 NBE ART FUND//NONCATE /NBE ART FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		175.00CR	
				Ending balance		175.00CR	

Account: 95L103 8121 0000 00 000000 ART DONATION//NONCATE /NBE OFFICE

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		4,046.66CR	
				Ending balance		4,046.66CR	

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

Description: SBAA Entity 400 Acct. Receipt/Disbursement Summary Rpt - Activity Account Balance Sheet

Account	Description	Jul. 1, 2021 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Feb. 28, 2022 Ending Balance
95L400 9101 0000 00 000000	JH GENERAL FUND/NONCATE/JH FUND	-4,764.80	-2,487.87	4,593.55	-2,659.12
95L400 9102 0000 00 000000	JH CHEER/NONCATE/JH CHEERLEADING	-3,757.09	-9,282.50	7,456.39	-5,583.20
95L400 9103 0000 00 000000	JH STUD COUNCIL/NONCATE/JH STUDENT COUNCIL	-10,311.50	-13,011.00	8,837.60	-14,484.90
95L400 9104 0000 00 000000	JH BOYS BASK/NONCATE/JH BOYS BASKETBALL	-3,700.16	-1,804.00	2,959.75	-2,544.41
95L400 9105 0000 00 000000	JH GIRLS BASKET/NONCATE/JH GIRLS BASKETBALL	-2,315.09	-9,382.00	3,336.86	-8,360.23
95L400 9106 0000 00 000000	JH VOLLEYBALL/NONCATE/JH VOLLEYBALL	-5,258.58	-1,953.25	3,810.02	-3,401.81
95L400 9108 0000 00 000000	JH YEARBOOK/NONCATE/JH YEARBOOK	-4,145.08	-40.00	0.00	-4,185.08
95L400 9110 0000 00 000000	JH SOFTBALL/NONCATE/JH SOFTBALL	-1,579.12	-560.00	0.00	-2,139.12
95L400 9114 0000 00 000000	JH TRACK/NONCATE/JH TRACK	-2,479.95	-2,215.00	2,869.94	-1,825.01
95L400 9115 0000 00 000000	JH BOX TOPS/NONCATE/JH BOX TOPS	0.00	0.00	0.00	0.00
95L400 9116 0000 00 000000	JH BOYS BASE/NONCATE/JH BOYS BASEBALL	-6,411.11	-4,834.00	3,422.66	-7,822.45
95L400 9119 0000 00 000000	6TH GRADE FUNDR/NONCATE/6TH GRADE FUNDRAISING	0.00	0.00	0.00	0.00
95L400 9120 0000 00 000000	6TH BOYS BASKET/NONCATE/6TH BOYS BASKETBALL	-1,896.07	0.00	0.00	-1,896.07
95L400 9121 0000 00 000000	JH SCHOL BOWL/NONCATE/JH SCHOLASTIC BOWL	-663.21	-4,660.00	4,657.00	-666.21
95L400 9122 0000 00 000000	JH SCIENCE CLUB/NONCATE/JH SCIENCE CLUB	0.00	0.00	0.00	0.00
95L400 9123 0000 00 000000	JH PE/NONCATE/JH PE	-522.20	0.00	0.00	-522.20
95L400 9124 0000 00 000000	JH FLOWER FUND/NONCATE/JH FLOWER FUND	-65.59	0.00	0.00	-65.59
95L400 9201 0000 00 000000	HS YEARBOOK/NONCATE/HS YEARBOOK	-10,186.17	-1,100.52	2,801.18	-8,485.51
95L400 9202 0000 00 000000	HS ART FUND/NONCATE/HS ART FUND	-1,542.59	0.00	247.42	-1,295.17
95L400 9203 0000 00 000000	HS BAND/NONCATE/HS BAND	-10,064.15	-1,469.75	948.99	-10,584.91
95L400 9204 0000 00 000000	HS BRICK FUND/NONCATE/HS BRICK FUND	0.00	0.00	0.00	0.00
95L400 9205 0000 00 000000	HS FLOWER/NONCATE/HS FLOWER	-69.11	-62.43	62.43	-69.11
95L400 9206 0000 00 000000	HS CLASS 2001/NONCATE/HS CLASS OF 2001	0.00	0.00	0.00	0.00
95L400 9207 0000 00 000000	HS PEP CLUB/NONCATE/HS PEP CLUB	0.00	0.00	0.00	0.00
95L400 9208 0000 00 000000	HS SPANISH/NONCATE/HS SPANISH CLUB	0.00	-1,234.00	0.00	-1,234.00
95L400 9210 0000 00 000000	HS CLASS 1999/NONCATE/HS CLASS OF 1999	0.00	0.00	0.00	0.00
95L400 9211 0000 00 000000	HS CLASS 2000/NONCATE/HS CLASS OF 2000	0.00	0.00	0.00	0.00
95L400 9212 0000 00 000000	HS CLASS 2002/NONCATE/HS CLASS OF 2002	-733.23	0.00	0.00	-733.23
95L400 9213 0000 00 000000	HS CLASS 2003/NONCATE/HS CLASS OF 2003	-87.88	0.00	0.00	-87.88
95L400 9214 0000 00 000000	HS JOINT CONC/NONCATE/HS JOINT CONCESSION	1.31	0.00	0.00	1.31
95L400 9215 0000 00 000000	HS DRAMA CLUB/NONCATE/HS DRAMA CLUB	-1,724.01	0.00	0.00	-1,724.01
95L400 9216 0000 00 000000	HS FFA/NONCATE/HS FFA	-4,154.58	-11,612.07	7,787.79	-7,978.86
95L400 9217 0000 00 000000	HS HOMECOMING/NONCATE/HS HOMECOMING	-5,622.78	-2,527.00	2,414.61	-5,735.17
95L400 9218 0000 00 000000	HS FCCLA/NONCATE/HS FCCLA	-1,641.83	-3,078.50	895.00	-3,825.33
95L400 9219 0000 00 000000	HS CHARACT SCH/NONCATE/HS CHARACTER SCHOLARSHIP	0.00	0.00	0.00	0.00
95L400 9220 0000 00 000000	HS PE/NONCATE/HS PE	158.75	0.00	0.00	158.75
95L400 9223 0000 00 000000	HS BASEBALL/NONCATE/HS BASEBALL	-661.50	-8,037.10	2,710.34	-5,988.26
95L400 9224 0000 00 000000	HS STUDENT COUN/NONCATE/HS STUDENT COUNCIL	-2,511.82	0.00	0.00	-2,511.82

Account	Description	Jul. 1, 2021 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Feb. 28, 2022 Ending Balance
95L400 9226 0000 00 000000	HS BOYS BASKETB/NONCATE/HS BOYS BASKETBALL	-19,631.73	-18,197.00	10,342.14	-27,486.59
95L400 9227 0000 00 000000	HS FB CHEERLEAD/NONCATE/HS FOOTBALL CHEERLEADING	-388.31	0.00	388.31	0.00
95L400 9228 0000 00 000000	HS BB CHEERLEAD/NONCATE/HS BASKETBALL CHEERLEADIN	-2,549.56	-22,387.06	21,735.29	-3,201.33
95L400 9229 0000 00 000000	HS FOOTBALL/NONCATE/HS FOOTBALL	-24,458.90	-9,607.96	31,309.89	-2,756.97
95L400 9230 0000 00 000000	HS BOYS TRACK/NONCATE/HS BOYS TRACK	0.00	-775.00	775.00	0.00
95L400 9231 0000 00 000000	HS VOLLEYBALL/NONCATE/HS VOLLEYBALL	-11,753.42	-11,560.95	12,072.12	-11,242.25
95L400 9232 0000 00 000000	HS GENERAL FUND/NONCATE/HS GENERAL FUND	-1,901.40	-1,529.12	1,961.99	-1,468.53
95L400 9233 0000 00 000000	HS GIRLS SOFTBA/NONCATE/HS GIRLS SOFTBALL	-4,858.88	0.00	3,282.40	-1,576.48
95L400 9236 0000 00 000000	HS SADD/NONCATE/HS SADD	-1,230.31	-1,438.00	0.00	-2,668.31
95L400 9239 0000 00 000000	HS ROESCH TRUST/NONCATE/HS ROESCH TRUST	-120.64	0.00	0.00	-120.64
95L400 9241 0000 00 000000	HS TRACK/NONCATE/HS CO-ED TRACK	-1,520.35	-6,700.00	961.86	-7,258.49
95L400 9242 0000 00 000000	HS CHOIR/NONCATE/HS CHOIR	28.45	0.00	0.00	28.45
95L400 9246 0000 00 000000	HS KEY CLUB/NONCATE/HS KEY CLUB	-926.74	-420.00	0.00	-1,346.74
95L400 9249 0000 00 000000	HS SCHOL BOWL/NONCATE/HS SCHOLARSHIP BOWL	-3,767.43	-2,795.00	2,232.24	-4,330.19
95L400 9250 0000 00 000000	HS CLASS 2005/NONCATE/HS CLASS OF 2005	-271.88	0.00	0.00	-271.88
95L400 9251 0000 00 000000	HS TECH PREP/NONCATE/HS TECHNICAL PREP	-7.67	0.00	0.00	-7.67
95L400 9252 0000 00 000000	HS CLASS 2006/NONCATE/HS CLASS OF 2006	-259.00	0.00	0.00	-259.00
95L400 9255 0000 00 000000	HS DISCRETION/NONCATE/HS DISCRETIONARY	-219.69	0.00	0.00	-219.69
95L400 9258 0000 00 000000	HS SPORTS COMP/NONCATE/HS SPORTS COMPLEX	0.00	0.00	0.00	0.00
95L400 9260 0000 00 000000	HS CLASS 2009/NONCATE/HS CLASS OF 2009	-442.73	0.00	0.00	-442.73
95L400 9262 0000 00 000000	HS CLASS 2010/NONCATE/HS CLASS OF 2010	-269.91	0.00	0.00	-269.91
95L400 9263 0000 00 000000	HS LIBRARY FUND/NONCATE/HS LIBRARY FUND	-1,234.26	0.00	0.00	-1,234.26
95L400 9264 0000 00 000000	HS PRETZL PRIDE/NONCATE/HS PRETZEL PRIDE	-24.21	0.00	0.00	-24.21
95L400 9265 0000 00 000000	HS CLASS 2011/NONCATE/HS CLASS OF 2011	-662.33	0.00	0.00	-662.33
95L400 9266 0000 00 000000	HS CLASS 2012/NONCATE/HS CLASS OF 2012	-768.55	0.00	0.00	-768.55
95L400 9267 0000 00 000000	HS CLASS 2013/NONCATE/HS CLASS OF 2013	-365.43	0.00	0.00	-365.43
95L400 9268 0000 00 000000	HS FLAGS/NONCATE/HS FLAGS	-748.80	0.00	0.00	-748.80
95L400 9269 0000 00 000000	HS CLASS 2014/NONCATE/HS CLASS OF 2014	0.00	0.00	0.00	0.00
95L400 9270 0000 00 000000	HS SAMSUNG GRNT/NONCATE/HS SAMSUNG GRANT	0.00	0.00	0.00	0.00
95L400 9271 0000 00 000000	POST SEASON ATH/NONCATE/POST SEASON ATHLETIC FUND	-50.00	-3,473.00	2,749.88	-773.12
95L400 9272 0000 00 000000	PRETZEL FESTIVA/NONCATE/PRETZEL FESTIVAL	-4,120.04	-5,069.00	5,277.70	-3,911.34
95L400 9273 0000 00 000000	HS CLASS 2015/NONCATE/HS CLASS OF 2015	0.00	0.00	0.00	0.00
95L400 9274 0000 00 000000	ATH GENERAL FND/NONCATE/ATHLETICS GENERAL FUND	-10,585.79	-5,372.90	2,571.79	-13,386.90
95L400 9278 0000 00 000000	ACT PREP ACCT/NONCATE/ACT PREP ACCOUNT	-8.58	0.00	0.00	-8.58
95L400 9279 0000 00 000000	HS CLASS 2016/NONCATE/HS CLASS OF 2016	-2,056.10	0.00	0.00	-2,056.10
95L400 9280 0000 00 000000	HS CLASS 2017/NONCATE/HS CLASS OF 2017	-3,144.37	0.00	0.00	-3,144.37
95L400 9281 0000 00 000000	SANGAMON CONF./NONCATE/SANGAMON CONFERENCE ACCOUN	0.00	0.00	0.00	0.00
95L400 9282 0000 00 000000	GREENHOUSE ACCT/NONCATE/GREENHOUSE ACCOUNT	-2,802.52	0.00	1,505.60	-1,296.92
95L400 9283 0000 00 000000	HS CLASS 2018/NONCATE/HS CLASS OF 2018	-1,973.29	0.00	0.00	-1,973.29

<u>Account</u>	<u>Description</u>	<u>Jul. 1, 2021 Beginning Balance</u>	<u>Posted SBAA Receipts</u>	<u>Posted SBAA Disbursements</u>	<u>Feb. 28, 2022 Ending Balance</u>
95L400 9284 0000 00 000000	CREWS SCHOLARSH/NONCATE/DAMIEN CREWS SCHOLARSHIP	-4,926.72	-250.00	0.00	-5,176.72
95L400 9285 0000 00 000000	ROYALTIES/NONCATE/ROYALTIES	-1,209.54	0.00	0.00	-1,209.54
95L400 9286 0000 00 000000	HS CLASS 2019/NONCATE/HS CLASS OF 2019	-11.59	0.00	0.00	-11.59
95L400 9287 0000 00 000000	HS WRESTLING/NONCATE/HS WRESTLING	-2,417.04	0.00	0.00	-2,417.04
95L400 9288 0000 00 000000	HS CLASS 2020/NONCATE/CLASS OF 2020	-6,281.53	0.00	0.00	-6,281.53
95L400 9289 0000 00 000000	HS CLASS 2021/NONCATE/HS CLASS OF 2021	-41.20	0.00	0.00	-41.20
95L400 9290 0000 00 000000	THORNTON AG SCH/NONCATE/THORNTON AG SCHOLARSHIP A	-982.93	0.00	0.00	-982.93
95L400 9291 0000 00 000000	HS CLASS 2022/NONCATE/HS CLASS OF 2022	-2,395.96	-660.00	434.72	-2,621.24
95L400 9292 0000 00 000000	HS CLASS 2023/NONCATE/HS CLASS OF 2023	-2,728.00	-795.00	490.00	-3,033.00
95L400 9293 0000 00 000000	HS CLASS 2024/NONCATE/HS CLASS OF 2024	-674.00	-1,405.07	772.00	-1,307.07
95L400 9294 0000 00 000000	CLASS OF 2025/NONCATE/9294-HS CLASS OF 2025	0.00	-3,352.00	2,080.40	-1,271.60
	Total Liability Accounts:	-211,472.02	-175,138.05	160,754.86	-225,855.21
	Total Liability Accounts:	-211,472.02	-175,138.05	160,754.86	-225,855.21
	Grand Total:	-211,472.02	-175,138.05	160,754.86	-225,855.21

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

Description: SBAA Entity 400 Account Activity Report - MONTHLY BOARD REPORT

Account: 95L400 9101 0000 00 000000

JH GENERAL FUND///NONCATE /JH FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,630.53CR	
02/15/2022	Check	304555	RELEVENT SPEAKERS NETWORK	ATTA BOY ASSEMBLY	1,900.00	2,730.53CR	L 9101 0000 00 000000
02/16/2022	Check	304569	PURITAN SPRING WATER	WATER COOLER SUPPLIES	49.95	2,680.58CR	L 9101 0000 00 000000
02/16/2022	Check	304569	PURITAN SPRING WATER	WATER COOLER SUPPLIES	21.46	2,659.12CR	L 9101 0000 00 000000
				Ending balance		2,659.12CR	

Account: 95L400 9102 0000 00 000000

JH CHEER///NONCATE /JH CHEERLEADING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,524.95CR	
02/15/2022	JE	000003629		XFER TO JH CHEER ACCT #9102 - CHICKEN DINNER PROCEEDS	1,058.25CR	5,583.20CR	L 9102 0000 00 000000
				Ending balance		5,583.20CR	

Account: 95L400 9103 0000 00 000000

JH STUD COUNCIL///NONCATE /JH STUDENT COUNCIL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		15,826.11CR	
02/16/2022	Check	304568	AMF STRIKE 'N SPARE LANES	SCHOOL/CAMP EVENT - 03/18/2022	1,341.21	14,484.90CR	L 9103 0000 00 000000
				Ending balance		14,484.90CR	

Account: 95L400 9104 0000 00 000000

JH BOYS BASK///NONCATE /JH BOYS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,716.58CR	
02/08/2022	Check	304544	KOTNER HOLLY	FOOD FOR 8TH GRADE NIGHT	172.17	2,544.41CR	L 9104 0000 00 000000
				Ending balance		2,544.41CR	

Account: 95L400 9105 0000 00 000000

JH GIRLS BASKET///NONCATE /JH GIRLS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		8,360.23CR	
				Ending balance		8,360.23CR	

Account: 95L400 9106 0000 00 000000

JH VOLLEYBALL///NONCATE /JH VOLLEYBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,938.11CR	
02/07/2022	Check	304536	TAYLOR JEAN M	OFFICIAL JH VOLLEYBALL TOURNAMENT	210.00	2,728.11CR	L 9106 0000 00 000000
02/07/2022	Check	304537	BEATY BILL JR.	OFFICIAL JH VOLLEYBALL TOURNAMENT	210.00	2,518.11CR	L 9106 0000 00 000000
02/07/2022	Check	304538	BEATY BILL JR.	OFFICIAL - JH VOLLEYBALL TOURNAMENT	210.00	2,308.11CR	L 9106 0000 00 000000
02/07/2022	Check	304539	MINER TAMMY	OFFICIAL JH VOLLEYBALL TOURNAMENT	210.00	2,098.11CR	L 9106 0000 00 000000
02/07/2022	Check	304540	FELLHAUER KATHERINE	OFFICIAL JH VOLLEYBALL TOURNAMENT	210.00	1,888.11CR	L 9106 0000 00 000000

Account: 95L400 9106 0000 00 000000

JH VOLLEYBALL//NONCATE /JH VOLLEYBALL

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
02/07/2022	Void Chk	304537	BEATY BILL JR.	OFFICIAL JH VOLLEYBALL TOURNAMENT	210.00CR	2,098.11CR	L 9106 0000 00 000000
02/08/2022	Check	304547	THE CUBBY HOLE	JH TSHIRTS	383.55	1,714.56CR	L 9106 0000 00 000000
02/10/2022	Check	304549	PRIMO DESIGNS	JH VOLLEYBALL SHIRTS	206.00	1,508.56CR	L 9106 0000 00 000000
02/15/2022	Check	304556	THE CUBBY HOLE	PLAQUES FOR TOURNEY ON 2/12/22	60.00	1,448.56CR	L 9106 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	JH VOLLEYBALL TOURN 2/1/22	1,367.25CR	2,815.81CR	L 9106 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	JH VOLLEYBALL TSHIRTS	186.00CR	3,001.81CR	L 9106 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	JH VOLLEYBALL ENTRY FEE	200.00CR	3,201.81CR	L 9106 0000 00 000000
02/25/2022	Receipt	1191	VARIOUS PAYORS	JH VOLLEYBALL TOURNY ENTRY FEE	200.00CR	3,401.81CR	L 9106 0000 00 000000
				Ending balance		3,401.81CR	

Account: 95L400 9108 0000 00 000000

JH YEARBOOK//NONCATE /JH YEARBOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,185.08CR	
				Ending balance		4,185.08CR	

Account: 95L400 9110 0000 00 000000

JH SOFTBALL//NONCATE /JH SOFTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,139.12CR	
				Ending balance		2,139.12CR	

Account: 95L400 9114 0000 00 000000

JH TRACK//NONCATE /JH TRACK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,865.01CR	
02/08/2022	Check	304546	PRIMO DESIGNS	JH TRACK UNIFORMS	2,040.00	1,825.01CR	L 9114 0000 00 000000
				Ending balance		1,825.01CR	

Account: 95L400 9115 0000 00 000000

JH BOX TOPS//NONCATE /JH BOX TOPS

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9116 0000 00 000000

JH BOYS BASE//NONCATE /JH BOYS BASEBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7,822.45CR	
				Ending balance		7,822.45CR	

Account: 95L400 9119 0000 00 000000

6TH GRADE FUNDR//NONCATE /6TH GRADE FUNDRAISING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	

Account: 95L400 9119 0000 00 000000 6TH GRADE FUNDR//NONCATE /6TH GRADE FUNDRAISING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Ending balance		0.00	

Account: 95L400 9120 0000 00 000000 6TH BOYS BASKET//NONCATE /6TH BOYS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,896.07CR	
				Ending balance		1,896.07CR	

Account: 95L400 9121 0000 00 000000 JH SCHOL BOWL//NONCATE /JH SCHOLASTIC BOWL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		736.21CR	
02/08/2022	Check	304548	PLEASANT PLAINS HIGH SCHOOL	PIZZA FOR SCHOLASTIC BOWL TORUENY - 2/12/22	70.00	666.21CR	L 9121 0000 00 000000
				Ending balance		666.21CR	

Account: 95L400 9122 0000 00 000000 JH SCIENCE CLUB//NONCATE /JH SCIENCE CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9123 0000 00 000000 JH PE//NONCATE /JH PE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		522.20CR	
				Ending balance		522.20CR	

Account: 95L400 9124 0000 00 000000 JH FLOWER FUND//NONCATE /JH FLOWER FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		65.59CR	
				Ending balance		65.59CR	

Account: 95L400 9201 0000 00 000000 HS YEARBOOK//NONCATE /HS YEARBOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		8,485.51CR	
				Ending balance		8,485.51CR	

Account: 95L400 9202 0000 00 000000 HS ART FUND//NONCATE /HS ART FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,295.17CR	
				Ending balance		1,295.17CR	

Account: 95L400 9203 0000 00 000000 HS BAND//NONCATE /HS BAND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		10,594.91CR	
02/15/2022	JE	000003628		NSF CHECK - REINDL	10.00	10,584.91CR	L 9203 0000 00 000000
				Ending balance		10,584.91CR	

Account: 95L400 9204 0000 00 000000 HS BRICK FUND//NONCATE /HS BRICK FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9205 0000 00 000000 HS FLOWER//NONCATE /HS FLOWER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		69.11CR	
				Ending balance		69.11CR	

Account: 95L400 9206 0000 00 000000 HS CLASS 2001//NONCATE /HS CLASS OF 2001

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9207 0000 00 000000 HS PEP CLUB//NONCATE /HS PEP CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9208 0000 00 000000 HS SPANISH//NONCATE /HS SPANISH CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
02/16/2022	Receipt	1184	VARIOUS PAYORS	SPANISH CLUB TSHIRTS	1,019.00CR	1,019.00CR	L 9208 0000 00 000000
02/25/2022	Receipt	1190	VARIOUS PAYORS	SPANISH CLUB T-SHIRT	215.00CR	1,234.00CR	L 9208 0000 00 000000
				Ending balance		1,234.00CR	

Account: 95L400 9210 0000 00 000000 HS CLASS 1999//NONCATE /HS CLASS OF 1999

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9211 0000 00 000000 HS CLASS 2000//NONCATE /HS CLASS OF 2000

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	

Account: 95L400 9211 0000 00 000000 HS CLASS 2000//NONCATE /HS CLASS OF 2000

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Ending balance		0.00	

Account: 95L400 9212 0000 00 000000 HS CLASS 2002//NONCATE /HS CLASS OF 2002

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		733.23CR	
				Ending balance		733.23CR	

Account: 95L400 9213 0000 00 000000 HS CLASS 2003//NONCATE /HS CLASS OF 2003

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		87.88CR	
				Ending balance		87.88CR	

Account: 95L400 9214 0000 00 000000 HS JOINT CONC//NONCATE /HS JOINT CONCESSION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1.31	
				Ending balance		1.31	

Account: 95L400 9215 0000 00 000000 HS DRAMA CLUB//NONCATE /HS DRAMA CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,724.01CR	
				Ending balance		1,724.01CR	

Account: 95L400 9216 0000 00 000000 HS FFA//NONCATE /HS FFA

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,578.86CR	
02/10/2022	Check	304550	PRIMO DESIGNS	FFA TSHIRTS	474.00	3,104.86CR	L 9216 0000 00 000000
02/25/2022	Receipt	1187	VARIOUS PAYORS	FFA STRAWBERRIES	2,296.00CR	5,400.86CR	L 9216 0000 00 000000
02/25/2022	Receipt	1187	VARIOUS PAYORS	FFA STRAWBERRIES	843.00CR	6,243.86CR	L 9216 0000 00 000000
02/25/2022	Receipt	1187	VARIOUS PAYORS	FFA STRAWBERRIES	776.00CR	7,019.86CR	L 9216 0000 00 000000
02/25/2022	Receipt	1187	VARIOUS PAYORS	FFA STRAWBERRIES	808.00CR	7,827.86CR	L 9216 0000 00 000000
02/25/2022	Receipt	1188	VARIOUS PAYORS	FFA	8.00CR	7,835.86CR	L 9216 0000 00 000000
02/28/2022	Receipt	1203	VARIOUS PAYORS	FFA - STRAWBERRY SALES - ONLINE SALES	143.00CR	7,978.86CR	L 9216 0000 00 000000
				Ending balance		7,978.86CR	

Account: 95L400 9217 0000 00 000000 HS HOMECOMING//NONCATE /HS HOMECOMING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		5,735.17CR	
				Ending balance		5,735.17CR	

Account: 95L400 9218 0000 00 000000 HS FCCLA//NONCATE /HS FCCLA

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,425.33CR	
02/16/2022	Receipt	1184	VARIOUS PAYORS	FCCLA CHOC. COVERED STRAWBERRIES	1,400.00CR	3,825.33CR	L 9218 0000 00 000000
				Ending balance		3,825.33CR	

Account: 95L400 9219 0000 00 000000 HS CHARACT SCH//NONCATE /HS CHARACTER SCHOLARSHIP

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9220 0000 00 000000 HS PE//NONCATE /HS PE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		158.75	
				Ending balance		158.75	

Account: 95L400 9223 0000 00 000000 HS BASEBALL//NONCATE /HS BASEBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6,801.42CR	
02/08/2022	Check	304542	BSN SPORTS INC	HITTERS/BAGS	813.16	5,988.26CR	L 9223 0000 00 000000
				Ending balance		5,988.26CR	

Account: 95L400 9224 0000 00 000000 HS STUDENT COUN//NONCATE /HS STUDENT COUNCIL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,511.82CR	
				Ending balance		2,511.82CR	

Account: 95L400 9226 0000 00 000000 HS BOYS BASKETB//NONCATE /HS BOYS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		27,386.59CR	
02/16/2022	Receipt	1184	VARIOUS PAYORS	HS BOYS BASKETBALL PROGRAMS	100.00CR	27,486.59CR	L 9226 0000 00 000000
				Ending balance		27,486.59CR	

Account: 95L400 9227 0000 00 000000 HS FB CHEERLEAD//NONCATE /HS FOOTBALL CHEERLEADING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9228 0000 00 000000 HS BB CHEERLEAD//NONCATE /HS BASKETBALL CHEERLEADING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,822.67CR	

Account: 95L400 9228 0000 00 000000 HS BB CHEERLEAD///NONCATE /HS BASKETBALL CHEERLEADING

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
02/08/2022	Check	304541	VARSITY SPIRIT FASHIONS	CHEERLEADING UNIFORMS	806.80	3,015.87CR	L 9228 0000 00 000000
02/08/2022	Check	304541	VARSITY SPIRIT FASHIONS	CHEERLEADING UNIFORMS	872.79	2,143.08CR	L 9228 0000 00 000000
02/15/2022	Check	304553	NELSON'S CATERING	CHICKEN DINNER FUNDRAISER - 02/08/22	2,956.50	813.42	L 9228 0000 00 000000
02/15/2022	JE	000003629		XFER TO JH CHEER ACCT #9102 - CHICKEN DINNER PROCEEDS	1,058.25	1,871.67	L 9228 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	HS BASKETBALL CHEER CHICKEN DINNER 2/8/22	1,849.00CR	22.67	L 9228 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	HS BASKETBALL CHEER DINNER 2/8/22	2,178.00CR	2,155.33CR	L 9228 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	HS BASKETBALL CHEER - CHICKEN DINNER 2/8/22	1,046.00CR	3,201.33CR	L 9228 0000 00 000000
				Ending balance		3,201.33CR	

Account: 95L400 9229 0000 00 000000 HS FOOTBALL///NONCATE /HS FOOTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,756.97CR	
				Ending balance		2,756.97CR	

Account: 95L400 9230 0000 00 000000 HS BOYS TRACK///NONCATE /HS BOYS TRACK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9231 0000 00 000000 HS VOLLEYBALL///NONCATE /HS VOLLEYBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		11,242.25CR	
				Ending balance		11,242.25CR	

Account: 95L400 9232 0000 00 000000 HS GENERAL FUND///NONCATE /HS GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,459.87CR	
02/28/2022	Receipt	1203	VARIOUS PAYORS	WBSB BANK INTEREST - 02/2022	8.66CR	1,468.53CR	L 9232 0000 00 000000
				Ending balance		1,468.53CR	

Account: 95L400 9233 0000 00 000000 HS GIRLS SOFTBA///NONCATE /HS GIRLS SOFTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,576.48CR	
				Ending balance		1,576.48CR	

Account: 95L400 9236 0000 00 000000 HS SADD//NONCATE /HS SADD

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,230.31CR	
02/16/2022	Receipt	1184	VARIOUS PAYORS	KOUNTRY KIDS LEARNING DONATION	500.00CR	1,730.31CR	L 9236 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	50/50 HALFTIME RAFFLE 2.8.22	338.00CR	2,068.31CR	L 9236 0000 00 000000
02/25/2022	Receipt	1186	VARIOUS PAYORS	SADD	300.00CR	2,368.31CR	L 9236 0000 00 000000
02/28/2022	Receipt	1192	VARIOUS PAYORS	SADD - AFTER PROM	300.00CR	2,668.31CR	L 9236 0000 00 000000
				Ending balance		2,668.31CR	

Account: 95L400 9239 0000 00 000000 HS ROESCH TRUST//NONCATE /HS ROESCH TRUST

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		120.64CR	
				Ending balance		120.64CR	

Account: 95L400 9241 0000 00 000000 HS TRACK//NONCATE /HS CO-ED TRACK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7,258.49CR	
				Ending balance		7,258.49CR	

Account: 95L400 9242 0000 00 000000 HS CHOIR//NONCATE /HS CHOIR

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		28.45	
				Ending balance		28.45	

Account: 95L400 9246 0000 00 000000 HS KEY CLUB//NONCATE /HS KEY CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,346.74CR	
				Ending balance		1,346.74CR	

Account: 95L400 9249 0000 00 000000 HS SCHOL BOWL//NONCATE /HS SCHOLARSHIP BOWL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,786.19CR	
02/16/2022	Check	304557	BARRETT ANGIE	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00	3,736.19CR	L 9249 0000 00 000000
02/16/2022	Check	304558	BROWN-REEVES LIZ	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00	3,686.19CR	L 9249 0000 00 000000
02/16/2022	Check	304559	DOUGHERTY BERNADETTE	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00	3,636.19CR	L 9249 0000 00 000000
02/16/2022	Check	304560	GLEASON LAUREN	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00	3,586.19CR	L 9249 0000 00 000000
02/16/2022	Check	304561	KLOPPE DANIEL	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	70.00	3,516.19CR	L 9249 0000 00 000000
02/16/2022	Check	304562	LIMESTALL ERIN N	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00	3,466.19CR	L 9249 0000 00 000000
02/16/2022	Check	304563	PETTY ELLEN	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	70.00	3,396.19CR	L 9249 0000 00 000000
02/16/2022	Check	304564	PETTY LEVI	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	70.00	3,326.19CR	L 9249 0000 00 000000
02/16/2022	Check	304565	SCHUTZ CONNOR	HS SCHOLASTIC BOWL MODERATOR - 02 21 2022	70.00	3,256.19CR	L 9249 0000 00 000000

Account: 95L400 9249 0000 00 000000 HS SCHOL BOWL//NONCATE /HS SCHOLARSHIP BOWL

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
02/16/2022	Check	304566	SUSZKO GINA	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00	3,206.19CR	L 9249 0000 00 000000
02/16/2022	Check	304567	LIMESTALL BRENDA	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00	3,156.19CR	L 9249 0000 00 000000
02/16/2022	Void Chk	304562	LIMESTALL ERIN N	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00CR	3,206.19CR	L 9249 0000 00 000000
02/16/2022	Void Chk	304566	SUSZKO GINA	HS SCHOLASTIC BOWL MODERATOR - 02/21/22	50.00CR	3,256.19CR	L 9249 0000 00 000000
02/24/2022	Receipt	1185	VARIOUS PAYORS	SCHOLASTIC BOWL	980.00CR	4,236.19CR	L 9249 0000 00 000000
02/25/2022	Receipt	1189	VARIOUS PAYORS	HS SCHOLASTIC BOWL - MASONIC TOURNAMENT	94.00CR	4,330.19CR	L 9249 0000 00 000000
				2/19/22			
				Ending balance		4,330.19CR	

Account: 95L400 9250 0000 00 000000 HS CLASS 2005//NONCATE /HS CLASS OF 2005

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		271.88CR	
				Ending balance		271.88CR	

Account: 95L400 9251 0000 00 000000 HS TECH PREP//NONCATE /HS TECHNICAL PREP

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7.67CR	
				Ending balance		7.67CR	

Account: 95L400 9252 0000 00 000000 HS CLASS 2006//NONCATE /HS CLASS OF 2006

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		259.00CR	
				Ending balance		259.00CR	

Account: 95L400 9255 0000 00 000000 HS DISCRETION//NONCATE /HS DISCRETIONARY

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		219.69CR	
				Ending balance		219.69CR	

Account: 95L400 9258 0000 00 000000 HS SPORTS COMP//NONCATE /HS SPORTS COMPLEX

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9260 0000 00 000000 HS CLASS 2009//NONCATE /HS CLASS OF 2009

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		442.73CR	
				Ending balance		442.73CR	

Account: 95L400 9262 0000 00 000000 HS CLASS 2010///NONCATE /HS CLASS OF 2010

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		269.91CR	
				Ending balance		269.91CR	

Account: 95L400 9263 0000 00 000000 HS LIBRARY FUND///NONCATE /HS LIBRARY FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,234.26CR	
				Ending balance		1,234.26CR	

Account: 95L400 9264 0000 00 000000 HS PRETZL PRIDE///NONCATE /HS PRETZEL PRIDE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		24.21CR	
				Ending balance		24.21CR	

Account: 95L400 9265 0000 00 000000 HS CLASS 2011///NONCATE /HS CLASS OF 2011

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		662.33CR	
				Ending balance		662.33CR	

Account: 95L400 9266 0000 00 000000 HS CLASS 2012///NONCATE /HS CLASS OF 2012

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		768.55CR	
				Ending balance		768.55CR	

Account: 95L400 9267 0000 00 000000 HS CLASS 2013///NONCATE /HS CLASS OF 2013

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		365.43CR	
				Ending balance		365.43CR	

Account: 95L400 9268 0000 00 000000 HS FLAGS///NONCATE /HS FLAGS

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		748.80CR	
				Ending balance		748.80CR	

Account: 95L400 9269 0000 00 000000 HS CLASS 2014///NONCATE /HS CLASS OF 2014

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9270 0000 00 000000 HS SAMSUNG GRNT//NONCATE /HS SAMSUNG GRANT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9271 0000 00 000000 POST SEASON ATH//NONCATE /POST SEASON ATHLETIC FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		310.78	
02/07/2022	Receipt	1183	VARIOUS PAYORS	7TH GRADE SECTIONALS	880.00CR	569.22CR	L 9271 0000 00 000000
02/08/2022	Check	304543	IESA	2A SECTIONAL PROFIT	406.00	163.22CR	L 9271 0000 00 000000
02/08/2022	Check	304545	NEW BERLIN HIGH SCHOOL	2A SECTIONAL - 2/4/22 - TICKET TAKER & SUPERV	90.00	73.22CR	L 9271 0000 00 000000
02/15/2022	Check	304552	IESA	ADMISSION FOR 8TH GRADE SECTION - 02/19/22	338.10	264.88	L 9271 0000 00 000000
02/15/2022	Check	304554	NEW BERLIN HIGH SCHOOL	IESA 8TH GR BKB SECTION - TT & SUP - 02/09/22	90.00	354.88	L 9271 0000 00 000000
02/16/2022	Receipt	1184	VARIOUS PAYORS	8TH GRADE SECTIONAL ADMISSION	1,128.00CR	773.12CR	L 9271 0000 00 000000
				Ending balance		773.12CR	

Account: 95L400 9272 0000 00 000000 PRETZEL FESTIVA//NONCATE /PRETZEL FESTIVAL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,911.34CR	
				Ending balance		3,911.34CR	

Account: 95L400 9273 0000 00 000000 HS CLASS 2015//NONCATE /HS CLASS OF 2015

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9274 0000 00 000000 ATH GENERAL FND//NONCATE /ATHLETICS GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		13,896.90CR	
02/10/2022	Check	304551	ROYAL PUBLISHING	1/4 BANNER FOR JH CHEER AD	255.00	13,641.90CR	L 9274 0000 00 000000
02/16/2022	Check	304570	ROYAL PUBLISHING	BANNER FOR 7TH GRADE BOYS BSKTBALL	255.00	13,386.90CR	L 9274 0000 00 000000
				Ending balance		13,386.90CR	

Account: 95L400 9278 0000 00 000000 ACT PREP ACCT//NONCATE /ACT PREP ACCOUNT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		8.58CR	
				Ending balance		8.58CR	

Account: 95L400 9279 0000 00 000000 HS CLASS 2016///NONCATE /HS CLASS OF 2016

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,056.10CR	
				Ending balance		2,056.10CR	

Account: 95L400 9280 0000 00 000000 HS CLASS 2017///NONCATE /HS CLASS OF 2017

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,144.37CR	
				Ending balance		3,144.37CR	

Account: 95L400 9281 0000 00 000000 SANGAMON CONF.///NONCATE /SANGAMON CONFERENCE ACCOUNT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9282 0000 00 000000 GREENHOUSE ACCT///NONCATE /GREENHOUSE ACCOUNT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,296.92CR	
				Ending balance		1,296.92CR	

Account: 95L400 9283 0000 00 000000 HS CLASS 2018///NONCATE /HS CLASS OF 2018

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,973.29CR	
				Ending balance		1,973.29CR	

Account: 95L400 9284 0000 00 000000 CREWS SCHOLARSH//NONCATE /DAMIEN CREWS SCHOLARSHIP FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		5,176.72CR	
				Ending balance		5,176.72CR	

Account: 95L400 9285 0000 00 000000 ROYALTIES///NONCATE /ROYALTIES

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,209.54CR	
				Ending balance		1,209.54CR	

Account: 95L400 9286 0000 00 000000 HS CLASS 2019///NONCATE /HS CLASS OF 2019

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		11.59CR	
				Ending balance		11.59CR	

Account: 95L400 9287 0000 00 000000 HS WRESTLING///NONCATE /HS WRESTLING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,417.04CR	
				Ending balance		2,417.04CR	

Account: 95L400 9288 0000 00 000000 HS CLASS 2020///NONCATE /CLASS OF 2020

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6,281.53CR	
				Ending balance		6,281.53CR	

Account: 95L400 9289 0000 00 000000 HS CLASS 2021///NONCATE /HS CLASS OF 2021

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		41.20CR	
				Ending balance		41.20CR	

Account: 95L400 9290 0000 00 000000 THORNTON AG SCH///NONCATE /THORNTON AG SCHOLARSHIP AWARD

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		982.93CR	
				Ending balance		982.93CR	

Account: 95L400 9291 0000 00 000000 HS CLASS 2022///NONCATE /HS CLASS OF 2022

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,621.24CR	
				Ending balance		2,621.24CR	

Account: 95L400 9292 0000 00 000000 HS CLASS 2023///NONCATE /HS CLASS OF 2023

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,033.00CR	
				Ending balance		3,033.00CR	

Account: 95L400 9293 0000 00 000000 HS CLASS 2024///NONCATE /HS CLASS OF 2024

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,307.07CR	
				Ending balance		1,307.07CR	

Account: 95L400 9294 0000 00 000000 CLASS OF 2025///NONCATE /9294-HS CLASS OF 2025

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,271.60CR	
				Ending balance		1,271.60CR	

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

Check Dates 02/18/2022 through 03/17/2022 - Check Number

EMPLOYEE NAME	EMP	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER REIMBURSE	TAXABLE	NET		
	TYPE	NUMBER	T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
REBECA A ACOSTA	TCH	900061503	R	1,511.86			34.16	1,477.70	147.01	73.15	21.64	83.41			1,152.49
KATHERINE BARRETT	TCH	900061506	R	1,766.77			17.47	1,749.30	158.10	81.59	25.62	105.10			1,378.89
SARAH J BENTLEY	TCH	900061507	R	1,815.18			87.21	1,727.97	125.23	85.53	25.68	110.87			1,380.66
ELIZABETH K. BIRCH	TCH	900061508	R	1,426.96			43.85	1,383.11	84.14	68.46	20.26	85.32			1,124.93
JAMIE A. BROWN	TCH	900061509	R	2,306.69			22.81	2,283.88	170.44	108.05	33.45	52.66			1,919.28
JENNIFER E BROWN	TCH	900061510	R	1,549.65			96.73	1,452.92	122.54	71.92	21.96	113.08			1,123.42
MEAGAN M BUDKE	TCH	900061511	R	1,969.63			67.42	1,902.21	154.95	89.16	27.86	52.66			1,577.58
RACHEL R. COOPER	TCH	900061514	R	2,715.33			333.02	2,382.31	351.61	117.92	34.93	152.66			1,725.19
KARA L COX	TCH	900061515	R	2,775.40			27.45	2,747.95	247.63	136.02	40.24	52.66			2,271.40
MEGAN M COX	TCH25	900061516	R	2,020.83			403.48	1,617.35	38.48	70.06	24.61	78.22	208.33		1,614.31
ABBY N CROW	TCH	900061518	R	1,806.52			92.87	1,713.65	63.45	84.83	26.19	78.40			1,460.78
CARRIE J DAWDY	TCH25	900061521	R	1,897.86	217.25		82.01	2,033.10	94.68	90.74	37.82	55.39			1,754.47
KIMBERLY A. HEPPEPLY	TCH	900061525	R	2,815.65	56.25		28.41	2,843.49	401.97	140.75	41.64	52.66			2,206.47
NEALY A HICKS	TCH	900061526	R	1,775.25			17.56	1,757.69	128.80	87.01	25.74	52.66			1,463.48
BRANDON E HOTT	TCH	900061528	R	1,511.86			179.27	1,332.59	156.60	65.96	20.85	23.32			1,065.86
CHRISTINA L IACONO	TCH	900061531	R	1,467.65	94.25		44.80	1,517.10	107.59	75.10	22.65	52.66			1,259.10
LORETTA G INGEBRIGSTEN	TCH	900061532	R	1,481.77	53.00		15.18	1,519.59	108.40	75.22	22.25	52.66			1,261.06
WENDY C KANLLAKAN	TCH	900061536	R	2,462.24			816.41	1,645.83	193.87	76.47	35.09	52.66			1,287.74
SARAH L KNEPLER	TCH	900061538	R	2,267.81	270.00		176.11	2,361.70	297.07	116.90	35.04	152.66			1,760.03
AUDREY P LANZOTTI	TCH	900061540	R	1,728.50	28.00		20.47	1,736.03	177.89	80.91	25.42	76.97			1,374.84
ERIN M LUTTRELL	TCH25	900061541	R	2,008.16			80.87	1,927.29	74.63	95.40	28.23	64.53			1,664.50
DAVID J MACIEJEWSKI	TCH	900061542	R	2,272.64			139.51	2,133.13	173.85	105.59	32.95	61.66			1,759.08
TAYLOR L MAUS	TCH	900061544	R	1,857.11			201.74	1,655.37	116.52	81.94	26.44	52.66			1,377.81
STACEY R. MAXSON	TCH	900061546	R	2,519.79			44.13	2,475.66	193.45	122.55	36.26	101.94			2,021.46
JENNIFER M MCQUALITY	TCH	900061547	R	1,776.30			36.78	1,739.52	105.12	81.10	25.48				1,527.82
ALYCE N MOLNAR	TCH	900061549	R	1,549.65	54.25		131.98	1,471.92	146.04	72.86	23.02				1,230.00
KIMBERLY PEARCE	TCH25	900061553	R	2,456.32			99.29	2,357.03	380.23	111.87	35.62				1,829.31
ANDREA M RUPNIK	TCH	900061556	R	1,798.32			37.00	1,761.32	129.23	87.19	25.80	75.96			1,443.14
HOLLY M. RUPPEL	TCH	900061557	R	2,731.66			69.83	2,661.83	363.10	131.76	40.00	52.66			2,074.31
ROGER E. SEITZINGER	TCH	900061558	R	2,875.98			28.44	2,847.54	364.54	135.95	41.70	412.66			1,892.69
SARAH B SMITH	TCH25	900061559	R	2,519.04			224.91	2,294.13	365.14	108.76	36.53	52.66			1,731.04
EMILY K SWOROBOWICZ	TCH	900061562	R	2,403.13			248.77	2,154.36	154.90	96.64	34.85	52.66			1,815.31
CLINTON H THORNTON	TCH25	900061564	R	2,208.45			41.05	2,167.40	189.71	107.29	31.74	52.66			1,786.00
DELANEY L WORKMAN	TCH	900061568	R	1,549.65			92.81	1,456.84	144.51	72.11	22.47	71.87			1,145.88
BRIAN K. BANDY	TCH	900061571	R	2,755.20	617.60		27.25	3,345.55	468.96	160.50	87.20	77.71			2,551.18

Check Dates 02/18/2022 through 03/17/2022 - Check Number

EMPLOYEE NAME	EMP	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER REIMBURSE	TAXABLE	NET												
	TYPE	NUMBER		T	PAY	+	PAY	+	BENS	-	SHELTER	=	GROSS	-	TAX	-	TAX	-	TAX	-	DEDS	+	DEDS	-	BENS
MARY R BAUMAN	TCH	900061572	R	2,195.18			844.31	1,350.87	80.92	66.87	23.07	238.15	941.86												
NICOLE M BURKE	TCH	900061573	R	2,654.67			84.69	2,569.98	342.90	127.21	37.65	52.66	2,009.56												
TONYA K. DELANEY	TCH	900061575	R	3,257.56	150.00		88.33	3,319.23	251.68	164.30	57.90	52.66	2,792.69												
MARY M DILLON	TCH	900061576	R	2,141.82	22.50		399.41	1,764.91		72.31	26.77	90.61	1,575.22												
ASHLEY EULER	COUNS	900061577	R	2,849.89			558.88	2,291.01	202.80	113.40	41.21	52.66	1,880.94												
KIRSTIN E GEBHARDT	TCH	900061578	R	2,066.49	100.00		167.50	1,998.99	165.66	98.95	30.40	80.82	1,623.16												
JEFFREY HARRES	TCH	900061579	R	3,023.87			589.51	2,434.36	273.64	115.50	42.98	58.86	1,943.38												
LYNDEE I JOE	TCH25	900061581	R	1,785.04	22.50		362.09	1,445.45	102.77	71.55	25.93	52.66	1,192.54												
KATHRYN M KAUFFMAN	TCH	900061582	R	1,481.77	22.50		14.87	1,489.40	105.14	73.73	21.81	43.30	1,245.42												
ABIGAIL MAGRATH	TCH	900061585	R	1,599.57			244.25	1,355.32	132.33	67.09	23.19	285.83	846.88												
GILBERT Z MARUNA	TCH	900061586	R	2,036.53	222.90		171.48	2,087.95	197.90	98.27	38.21	52.66	1,700.91												
ERIN A MORRIS	TCH	900061588	R	1,629.28			85.56	1,543.72	154.93	76.41	23.28	48.60	1,240.50												
JENNIFER D OGDEN-TOM	TCH	900061589	R	2,332.42	131.25		811.75	1,651.92	167.31	76.67	33.73	52.66	1,321.55												
MALLORY R. WAINMAN	TCH	900061593	R	2,312.92			125.05	2,187.87	258.83	108.30	32.06	38.80	1,749.88												
EMILY R YATES	TCH	900061595	R	1,233.15			12.20	1,220.95	73.20	60.44	17.88	74.52	994.91												
MICHELLE M BAGBY	TCH	900061596	R	1,860.29			53.40	1,806.89	186.51	89.44	26.97	123.82	1,380.15												
DALTON R BARNES	TCH25	900061597	R	1,511.85			14.95	1,496.90	178.65	74.10	21.92	40.20	1,182.03												
DILLON BINKLEY	TCH	900061599	R	2,566.17			75.38	2,490.79	286.06	123.29	37.21	146.18	1,898.05												
KAITLAN CRAY	TCH	900061603	R	2,066.38	63.39		45.66	2,084.11	176.22	103.16	33.42	152.50	1,618.81												
AIMEE K. GRAY	TCH	900061606	R	2,458.62	45.00		638.83	1,864.79	97.90	77.21	28.05	70.26	1,591.37												
SETH C HILL	TCH	900061607	R	3,022.83			97.73	2,925.10	421.02	144.79	163.61	313.04	1,882.64												
LINDSAY E. JOHNSON	TCH	900061609	R	1,763.53	25.00		74.57	1,713.96	153.67	79.82	25.12	80.41	1,374.94												
SHELLY J KENNEDY	TCH	900061610	R	2,541.85			421.50	2,120.35	150.82	99.96	32.20	52.66	1,784.71												
LIBBY A. LANDERS	TCH	900061612	R	1,977.85			127.91	1,849.94	191.68	91.57	27.69	60.54	1,478.46												
ERIN N LIMESTALL	TCH	900061613	R	2,229.69			41.26	2,188.43	258.95	108.33	32.05	52.66	1,736.44												
MARK M MANGIARACINA	TCH	900061616	R	1,673.32			280.45	1,392.87	93.83	63.95	24.08	78.38	1,132.63												
MAGGIE M MCCCLAREY	TCH	900061618	R	2,446.84			67.50	2,379.34	104.71	112.78	34.85	52.66	2,074.34												
KRISTEN D. MCGUIRE	TCH	900061619	R	2,566.05			113.40	2,452.65	317.08	121.41	36.66	319.26	1,658.24												
STEVEN PRICE	TCH25	900061623	R	1,552.19			65.35	1,486.84	107.93	73.60	22.51	52.66	1,230.14												
JONATHAN D. REES	TCH	900061624	R	2,585.11			57.05	2,528.06	333.67	125.14	37.03	100.33	1,931.89												
TIMOTHY W ROBERTS	TCH	900061625	R	2,551.49			78.28	2,473.21	214.66	112.42	56.11	395.00	1,695.02												
CASEY R SPEARS	TCH	900061626	R	2,152.75			137.08	2,015.67	39.90	94.77	30.62	166.27	1,684.11												
KARA J. PECORARO	TCH25	900061640	R	2,075.96	22.50		120.75	1,977.71	111.92	87.87	30.43	52.66	1,694.83												
SARAH L KNEPLER	TCH	900061664	R		27.50		0.27	27.23		1.35	0.40		25.48												
REBECA A ACOSTA	TCH	900061667	R	1,511.86			34.16	1,477.70	147.01	73.15	21.64	83.41	1,152.49												

Check Dates 02/18/2022 through 03/17/2022 - Check Number

EMPLOYEE NAME	EMP	CHECK	CONTRACT	OTHER TAXABLE		FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER REIMBURSE		TAXABLE	NET	
	TYPE	NUMBER		T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS
KATHERINE BARRETT	TCH	900061670	R	1,766.77			17.47	1,749.30	158.10	81.59	25.62	105.10			1,378.89
SARAH J BENTLEY	TCH	900061671	R	1,815.18			87.21	1,727.97	125.23	85.53	25.68	110.87			1,380.66
ELIZABETH K. BIRCH	TCH	900061672	R	1,426.96			43.85	1,383.11	84.14	68.46	20.26	85.32			1,124.93
JAMIE A. BROWN	TCH	900061673	R	2,306.69			22.81	2,283.88	170.44	108.05	33.45	52.66			1,919.28
JENNIFER E BROWN	TCH	900061674	R	1,549.65			96.73	1,452.92	122.54	71.92	21.96	113.08			1,123.42
MEAGAN M BUDKE	TCH	900061675	R	1,969.63			67.42	1,902.21	154.95	89.16	27.86	52.66			1,577.58
RACHEL R. COOPER	TCH	900061678	R	2,715.33			333.02	2,382.31	351.61	117.92	34.93	152.66			1,725.19
KARA L COX	TCH	900061679	R	2,775.40			27.45	2,747.95	247.63	136.02	40.24	52.66			2,271.40
MEGAN M COX	TCH25	900061680	R	2,020.83			403.48	1,617.35	38.48	70.06	24.61	78.22	208.33		1,614.31
ABBY N CROW	TCH	900061682	R	1,806.52			92.87	1,713.65	63.45	84.83	26.19	78.40			1,460.78
CARRIE J DAWDY	TCH25	900061685	R	1,897.86	144.75		81.69	1,960.92	87.43	87.26	34.29	55.39			1,696.55
KIMBERLY A. HEPPERLY	TCH	900061689	R	2,815.65			27.85	2,787.80	390.82	138.00	40.83	52.66			2,165.49
NEALY A HICKS	TCH	900061690	R	1,775.25			17.56	1,757.69	128.80	87.01	25.74	52.66			1,463.48
BRANDON E HOTT	TCH	900061692	R	1,511.86			179.27	1,332.59	156.60	65.96	20.85	23.32			1,065.86
CHRISTINA L IACONO	TCH	900061695	R	1,467.65	57.25		44.43	1,480.47	103.64	73.28	22.11	52.66			1,228.78
LORETTA G INGEBRIGSTEN	TCH	900061696	R	1,481.77	63.75		15.29	1,530.23	109.55	75.75	22.41	52.66			1,269.86
WENDY C KANLLAKAN	TCH	900061700	R	2,462.24			816.41	1,645.83	193.87	76.47	35.09	52.66			1,287.74
SARAH L KNEPLER	TCH	900061702	R	2,267.81	93.75		174.37	2,187.19	258.68	108.27	32.49	152.66			1,635.09
AUDREY P LANZOTTI	TCH	900061704	R	1,728.50			20.19	1,708.31	174.68	79.56	25.02	76.97			1,352.08
ERIN M LUTTRELL	TCH25	900061705	R	2,008.16			80.87	1,927.29	74.63	95.40	28.23	64.53			1,664.50
DAVID J MACIEJEWSKI	TCH	900061706	R	2,272.64			139.51	2,133.13	173.85	105.59	32.95	61.66			1,759.08
TAYLOR L MAUS	TCH	900061708	R	1,857.11			201.74	1,655.37	116.52	81.94	26.44	52.66			1,377.81
STACEY R. MAXSON	TCH	900061710	R	2,519.79			44.13	2,475.66	193.45	122.55	36.26	101.94			2,021.46
JENNIFER M MCQUALITY	TCH	900061711	R	1,776.30			36.78	1,739.52	105.12	81.10	25.48				1,527.82
ALYCE N MOLNAR	TCH	900061713	R	1,549.65	51.75		131.95	1,469.45	145.75	72.74	22.99				1,227.97
KIMBERLY PEARCE	TCH25	900061717	R	2,456.32			99.29	2,357.03	380.23	111.87	35.62				1,829.31
ANDREA M RUPNIK	TCH	900061720	R	1,798.32			37.00	1,761.32	129.23	87.19	25.80	75.96			1,443.14
HOLLY M. RUPPEL	TCH	900061721	R	2,731.66			121.11	2,610.55	351.82	129.22	39.26	52.66			2,037.59
ROGER E. SEITZINGER	TCH	900061722	R	2,875.98			28.44	2,847.54	364.54	135.95	41.70	412.66			1,892.69
SARAH B SMITH	TCH25	900061723	R	2,519.04			224.91	2,294.13	365.14	108.76	36.53	52.66			1,731.04
EMILY K SWOROBOWICZ	TCH	900061726	R	2,403.13			248.77	2,154.36	154.90	96.64	34.85	52.66			1,815.31
CLINTON H THORNTON	TCH25	900061728	R	2,208.45			41.05	2,167.40	189.71	107.29	31.74	52.66			1,786.00
DELANEY L WORKMAN	TCH	900061732	R	1,549.65			92.81	1,456.84	144.51	72.11	22.47	71.87			1,145.88
BRIAN K. BANDY	TCH	900061735	R	2,755.20	7.96		27.25	2,735.91	339.79	130.42	40.56	77.71			2,147.43
MARY R BAUMAN	TCH	900061736	R	2,195.18			844.31	1,350.87	80.92	66.87	23.07	238.15			941.86

Check Dates 02/18/2022 through 03/17/2022 - Check Number

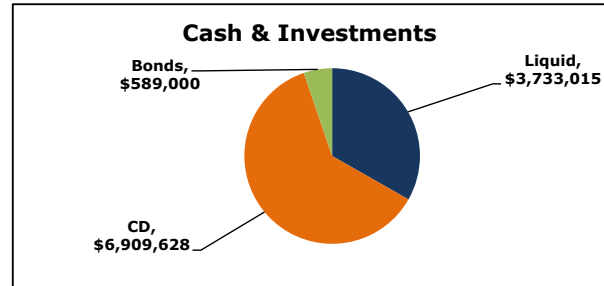
EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER REIMBURSE - DEDS	TAXABLE + DEDS	TAXABLE - BENS	NET = PAY
NICOLE M BURKE	TCH	900061737	R	2,654.67			84.69	2,569.98	342.90	127.21	37.65	52.66			2,009.56
TONYA K. DELANEY	TCH	900061739	R	3,257.56			88.33	3,169.23	233.68	156.88	46.42	52.66			2,679.59
MARY M DILLON	TCH	900061740	R	2,141.82			399.19	1,742.63		71.26	26.45	90.61			1,554.31
ASHLEY EULER	COUNS	900061741	R	2,849.89			558.88	2,291.01	202.80	113.40	41.21	52.66			1,880.94
KIRSTIN E GEBHARDT	TCH	900061742	R	2,066.49			165.52	1,900.97	154.80	94.10	28.95	80.82			1,542.30
JEFFREY HARRES	TCH	900061743	R	3,023.87			589.51	2,434.36	273.64	115.50	42.98	58.86			1,943.38
LYNDEE I JOE	TCH25	900061745	R	1,785.04			361.86	1,423.18	100.40	70.45	25.60	52.66			1,174.07
KATHRYN M KAUFFMAN	TCH	900061746	R	1,481.77			14.65	1,467.12	102.74	72.62	21.49	43.30			1,226.97
ABIGAIL MAGRATH	TCH	900061749	R	1,599.57			244.25	1,355.32	132.33	67.09	23.19	285.83			846.88
GILBERT Z MARUNA	TCH	900061750	R	2,036.53	169.15		171.60	2,034.08	191.33	95.59	33.32	52.66			1,661.18
ERIN A MORRIS	TCH	900061752	R	1,629.28	67.50		86.23	1,610.55	162.64	79.72	24.25	48.60			1,295.34
JENNIFER D OGDEN-TOM	TCH	900061753	R	2,332.42	143.75		811.87	1,664.30	168.74	77.27	33.91	52.66			1,331.72
MALLORY R. WAINMAN	TCH	900061757	R	2,312.92			125.05	2,187.87	258.83	108.30	32.06	38.80			1,749.88
EMILY R YATES	TCH	900061759	R	1,233.15	45.00		135.96	1,142.19	63.03	56.54	18.53	74.52			929.57
MICHELLE M BAGBY	TCH	900061760	R	1,860.29			53.40	1,806.89	186.51	89.44	26.97	123.82			1,380.15
DALTON R BARNES	TCH25	900061761	R	1,511.85			14.95	1,496.90	178.65	74.10	21.92	40.20			1,182.03
DILLON BINKLEY	TCH	900061763	R	2,566.17	482.50		80.15	2,968.52	380.18	146.94	44.21	146.18			2,251.01
KAITLAN CRAY	TCH	900061767	R	2,066.38	22.57		45.44	2,043.51	171.71	101.15	31.69	152.50			1,586.46
AIMEE K. GRAY	TCH	900061770	R	2,458.62	25.00		638.63	1,844.99	95.85	76.27	27.76	70.26			1,574.85
SETH C HILL	TCH	900061771	R	3,022.83			97.73	2,925.10	421.02	144.79	163.61	313.04			1,882.64
LINDSAY E. JOHNSON	TCH	900061773	R	1,738.53	50.00		74.32	1,714.21	153.52	79.82	25.12	80.41			1,375.34
SHELLY J KENNEDY	TCH	900061774	R	2,541.85			421.50	2,120.35	150.82	99.96	32.20	52.66			1,784.71
LIBBY A. LANDERS	TCH	900061776	R	2,333.28			131.43	2,201.85	261.91	108.99	32.84	60.54			1,737.57
		900061776	Q	-2,333.28			-131.43	-2,201.85	-261.91	-108.99	-32.84	-60.54			-1,737.57
ERIN N LIMESTALL	TCH	900061777	R	2,229.69			41.26	2,188.43	258.95	108.33	32.05	52.66			1,736.44
MARK M MANGIARACINA	TCH	900061780	R	1,673.32			280.45	1,392.87	93.83	63.95	24.08	78.38			1,132.63
MAGGIE M MCCLAREY	TCH	900061782	R	2,446.84			67.50	2,379.34	104.71	112.78	34.85	52.66			2,074.34
KRISTEN D. MCGUIRE	TCH	900061783	R	2,566.05			113.40	2,452.65	317.08	121.41	36.66	319.26			1,658.24
STEVEN PRICE	TCH25	900061787	R	1,552.19	45.00		65.80	1,531.39	112.70	75.80	23.16	52.66			1,267.07
JONATHAN D. REES	TCH	900061788	R	2,585.11			57.05	2,528.06	333.67	125.14	37.03	100.33			1,931.89
TIMOTHY W ROBERTS	TCH	900061789	R	2,551.49			78.28	2,473.21	214.66	112.42	56.11	395.00			1,695.02
CASEY R SPEARS	TCH	900061790	R	2,152.75			137.08	2,015.67	39.90	94.77	30.62	166.27			1,684.11
KARA J. PECORARO	TCH25	900061807	R	2,075.96			120.53	1,955.43	109.60	86.80	30.10	52.66			1,676.27
LIBBY A. LANDERS	TCH	900061830	R	1,931.06			127.45	1,803.61	186.12	89.28	27.01	60.54			1,440.66
Summary Totals				\$289,043.69				\$270,220.80		\$13,036.19		\$12,502.50			
					\$3,715.32		\$22,538.21		\$25,110.67		\$4,480.61		\$416.66		\$215,507.49
0	Check(s) Reported														
139	Deposit(s) Reported														

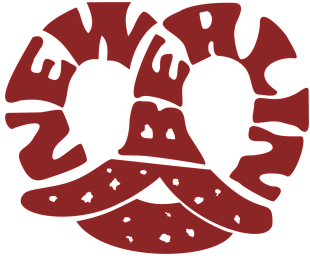
***** End of report *****

NEW BERLIN C.U.S.D. #16
TREASURER'S REPORT
February 28, 2022

FUND	Beginning Cash Balance	Receipts	Disbursements		Misc. Transactions	Bank Balance
			Payroll	Accounts Payable		
10 Education	2,755,033.41	137,601.72	360,497.66	335,098.46	(792.98)	2,196,246.03
20 Building	2,370,709.83	177.78	27,967.72	151,033.57	160.49	2,192,046.81
30 Bond & Interest	(204,387.89)	-	-	-	21.59	(204,366.30)
40 Transportation	555,450.01	50.14	30,071.82	36,165.94	(562.99)	488,699.40
50 IMRF	319,735.62	44.52	-	33,686.38	1,412.58	287,506.34
60 Capital Projects Fund	1,103.85	0.18	-	-	-	1,104.03
61 Capital Projects Fund - Sales Tax	1,705,356.28	71,421.02	-	-	-	1,776,777.30
70 Working Cash Fund	2,324,209.74	52.70	-	-	0.04	2,324,262.48
80 Tort	18,197.52	3.02	-	811.00	-	17,389.54
90 Fire Prevention & Safety	498,021.05	9.58	-	-	82.07	498,112.70
TOTAL	\$ 10,343,429.42	\$ 209,360.66	\$ 418,537.20	\$ 556,795.35	\$ 320.80	\$ 9,577,778.33

FUND	CASH			INVESTMENTS				BONDS			TOTAL
	UCB - General Fund	UCB MM	WBSB MM	WBSB #1	WBSB #2	CSB #1	CSB #2	NB WC Bonds (2015)	NB WC Bonds (2018)	Griggsville-Perry Bonds	
	0.0000%	0.3000%	0.6000%	0.4000%	2.7500%	0.1500%	2.3000%	2.2500%	3.0200%	2.5000%	
10 Education	(1,121,667.28)	23,261.49	4,515.37	500,000.00	-	-	2,201,136.27	-	240,800.00	348,200.00	2,196,245.85
20 Operations & Maintenance	803,060.17	8,092.57	832,168.44	-	-	-	548,703.91	-	-	-	2,192,025.09
30 Bond & Interest	(316,944.99)	-	112,624.59	-	-	-	-	-	-	-	(204,320.40)
40 Transportation	235,638.81	68,758.92	184,294.81	-	-	-	-	-	-	-	488,692.54
50 IMRF / Social Security	236,311.42	-	51,193.01	-	-	-	-	-	-	-	287,504.43
60 Capital Projects Fund	1,104.03	-	-	-	-	-	-	-	-	-	1,104.03
61 Capital Projects Fund - Sales Tax	1,776,777.30	-	-	-	-	-	-	-	-	-	1,776,777.30
70 Working Cash	317,946.97	392.02	-	-	-	805,664.46	1,200,259.04	-	-	-	2,324,262.49
80 Tort	17,389.54	-	-	-	-	-	-	-	-	-	17,389.54
90 Fire Prevention & Safety	57,807.80	30,745.74	409,543.92	-	-	-	-	-	-	-	498,097.46
TOTAL	\$ 2,007,423.77	\$ 131,250.74	\$ 1,594,340.14	\$ 500,000.00	\$ -	\$ 805,664.46	\$ 3,950,099.22	\$ -	\$ 240,800.00	\$ 348,200.00	\$ 9,577,778.33
	\$3,733,014.65			\$5,255,763.68				\$589,000.00			\$ 9,577,778.33





SETH HILL, TRANSPORTATION DIRECTOR
NEW BERLIN CUSD16
300 E. ELLIS ST.
NEW BERLIN, IL 62670
217-488-2040 EXT. 235

March Board Report

Transportation

- Utilization of Transportation Consultant
- Utilization of Training Coordinator for new drivers.
- Continuation of positive culture with staff
- Sent buses for general maintenance
- Sent buses for bi-yearly inspections
- Mechanic is working on installation of parts on buses to help be proactive on arising problems.
- Student incident reports from buses all handled by principals in a timely manner.
- Addition of new security cameras around bus garage
- Move in of furniture into office
- Open positions
 - Bus Driver
 - Bus Monitor
- Pretzel positives
 - New Monitor Hires are working well with students
 - Looking at Hiring a new driver

- Been able to have coverage on routes without using the Mechanic for coverage
- Incident reports declining.

March 2022 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent
From: Brandi Maxedon, Elementary School Principal
Shelley Haas, Elementary Assistant Principal

School/Building Improvement:

- The Panorama survey for winter benchmark showed a change from 53% to 58% feeling more comfortable with emotion regulation.

Curriculum and Instruction

- All grade levels and specials (Art, PE, and Music) spent time reviewing current curriculum guides and sharing them with administration on March 2nd. This was scheduled for February 2nd and February 18th but had to be rescheduled.
- Ms. Ingebretson and Ms. Workman will be working with Mrs. Larson on the 18th to look at adopting the new science curriculum.

Assessment -

- Illinois Assessment of Readiness will be taking place from March 28-April 22nd. All 3rd-5th grade students will complete the assessment.
- The DLM assessment will be taking place from March 4-May 4th.
- All 5th grade students will participate in the Illinois Science Assessment from March 15-April 29.

Professional Development:

- We will begin implementing PBIS-Tier 2 next school year. There will be a Tier 2 team that will be part of training in June.

Hires & Resignations

- Logan Walling -Elementary Educator
- Kelsey Knox-Paraprofessional

Pretzel Positives:

- The bus drivers who love our kids and are so patient when they get on the bus with a lot of energy at the end of the day!
- The MTSS team at NBE for taking the time to help work on a MTSS handbook that meets the needs of our school!!
- All grade level staff and interventionists for running data days and making intervention adjustments to ensure all students are getting the support they need.
- Mrs. Hick's classroom staff for all the love and support they give students.
- Jodi and Angie for being the first positive contact in our building!
- Our dedicated substitute teachers for loving our kids and showing up every day! We are blessed to have people that are so dedicated.
- Mrs. Haas for her wonderful energy at the morning assembly. She starts our day off with a smile and positive energy.
- Miss. Andrea Stone for showing up early each day and getting the gym ready for our students to arrive.
- The PBIS team for planning and organizing our first ever egg hunt at the elementary. It is awesome to see our staff coming up with fun events that students and staff enjoy.
- Mrs. Kittell with SASSED for taking time to help support a student and the staff.
- Mrs. Kirkpatrick for always being there for our students and families. Having a school social worker has been a blessing to our students and staff.
- Mrs. Cooper and Mrs. Rupnik for starting Young Authors this week.
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March 2022 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent

From: Hattie Llewellyn, High Principal

School Improvement

- NBHS Behavior Expectations Reboot - Last week, I met with all advisory classes and staff to discuss behavior expectations from the handbook that needed to be revisited. Click [here](#) to view the presentation. I have several students that are interested in serving on the handbook revision committee and will begin meeting with them after we return from Spring Break.
- Wednesday, during our School Improvement in-service, the staff will participate in a Technology Showcase that will be presented by the Technology Team. We will also have the National Guard leading a team building session similar to the sessions they do with our students.
- We have been implementing HS Academic Success interventions during 8th hour for the past two weeks and have seen a decrease in the number of students failing as well as the number of total courses failed. Mrs. Icenogle has been critical in overseeing and working with students that need support during lunch and 8th hour. Our HW detentions have also decreased this semester as a result of implementing a structured Advisory routine back in January. Click [here](#) to view the daily routine that students are participating in.

Curriculum and Instruction

- Mrs. Euler met with all 8-11th grade students to discuss the process of scheduling. Students have submitted their requests and she is now working on creating the 22.23 Master Schedule.
- On Wednesday, the science team will meet to review/discuss possible textbook adoption options.

Assessment

- Ms. McGuire and Ms. Johnson began the Illinois Science Assessment this week for the Junior class.
- SAT Suite of Assessments for Grades 9-11 is just around the corner! Students will test April 13th.

Pretzel Positives

- Ms. Magrath took 19 of our high school band students to the Tri-County Honor Band performance last Thursday, March 10th. This is a great opportunity for our students to work with other schools and directors for a full day! We will host this event next year, and are looking forward to this!
- We have been able to bring in several subs that are doing an outstanding job for us! Mr. Airsman, Mrs. Becker, Mr. Minder, and Mr. Buerkett (just started last week) are ready and willing to do what is needed to help out! Our permanent subs - Mr. Kruckeberg, Mr. Allen, and Mr. Wells go above and beyond everyday and are willing to take on any challenge that is presented to them!
- We are finalizing awards and making preparations for this year's 2022 Golden Honors Awards Night on Thursday, May 12th at 8 PM in the Dome.



February Board Report

Updated March 14 , 2022

Athletics

- Recommendation of Cindy Moore as SADD sponsor
- Recommendation of Lindsey Prather as JH Head Girls Track Coach
- Recommendation of Michelle Burger as JH Assistant Track Coach
- Recommendation of Maddie Shawgo as HS Assistant Track coach
- Approval of JH/HS Cheerleading program to use activity funds to purchase tickets for *Cheer Live*

- Resignation of Dillon Binkley as Head Junior High Boys Basketball Coach

- Open coaching positions:
 - Color Guard Sponsor
 - HS Head Volleyball Coach
 - HS Assistant Volleyball
 - JH Head Boys Basketball Coach

- Team Rules:
 - None at this time

Pretzel Positives

- Congratulations to the 7th grade girls volleyball team on their IESA 2A Regional Championship! We are all so proud of your hard work and dedication. Congratulations on a great season!
- Congratulations to the 8th grade girls volleyball team on their IESA 2A Regional Championship! Best of luck at the Waverly Sectional as you take on Nokomis!
- Congratulations to junior Kevin Howell on being selected to the Illinois Basketball Coaches Association 1A Special Mention All-State Team.



New Berlin CUSD #16



Summer Learning Opportunities 2022

We have an opportunity to continue to use federal dollars to reduce the learning loss due to the pandemic. If you are interested in summer employment (teachers, paraprofessionals, bus drivers, cafeteria, secretaries, nurse, etc., please keep reading all the options and e-mail Jill at jl Larson@pretzelpride.com with your interest no later than Tuesday(03/15) at 4 pm.

1. Pretzel Learning Camp K - 4
2. Pretzel Jump Start grades 1 – 5
3. Summer School Grades 6 - 12
4. Pretzel Academy for Incoming 6th graders
5. Pretzel Academy for Incoming 9th graders

Pretzel Learning Camp K - 4- June 2022

Student Attendance Days - June 13 - 24 , 8:15 am – 10:30 am (60 minutes of reading/60 minutes of math/15 minute break)/June 20 – is an observed holiday

Teacher Work Day - 8:00 am – 11:00 am (Prep time could be flexed differently) + 8 hours for teacher planning before summer school starts so 8 hours starting anywhere between June 6 - 10.

Class Size: Keep them small with 10 or less students

Curriculum Focus: ELA and Math

Administration will work with the interventionists and grade level teams to prioritize students who need to be invited so they continue closing the achievement gap.

Pretzel Jump Start grades 1 - 5 - August 2022

Student Attendance Days: August 1 - 12, 8:15 – 11:15 am (75 minutes of reading/75 minutes of math/30 minutes of physical activity and social emotional activity)

Teacher Work Day: 8:00 am – Noon (Prep time could be flexed differently) + 8 hours for teacher planning before summer school starts so 8 hours starting anywhere between July 25 - 29.

Class Size: Keep them small with 10 or less students

Curriculum Focus: ELA, Math, and Social and Emotional Learning

Administration will work with grade level teams to identify students who are below in reading and math that start off the school year behind or have a tough time transitioning back to a structured day and routine. The social workers will provide additional SEL data as well.

Summer School – Grades 6 – 12

Student Attendance Days - June 6 - 24, 8:15 am – 10:30 am/June 20 – is an observed holiday

Teacher or Paraprofessional Work Day - 8:00 am –10:30 am

Class Size: Depends on number of students who are failing courses

Curriculum Focus: Credit recovery and/or not being retained

Administration will work with the Director of Student Services to determine students who will be required to be in attendance to complete coursework in-person on Edgenuity.

6th Grade and 9th Grade Pretzel Academy - August 2022

Student Attendance Days: August 1 - August 5 Session 1/August 8 - 12 Session 2 from 8:15 am to 11:00 am

Students will attend five days total either Session 1 or Session 2. Each day will have a theme on how Pretzel students can be successful in their transition to a new building and/or school.

Teacher Work Day: 8 am to 11:30 (prep time could be flexed differently) + 8 hours for teacher planning before it starts in July.

Class Size: Small Groups - depending on # of teachers interested.

Curriculum Focus: Transition to Junior High or High School, organization, self-advocacy skills, study skills, leadership skills, technology, reading strategies, writing strategies, note taking, etc.

All incoming 6th graders and 9th graders would be eligible to attend. Administrators will work with staff that are interested in developing the skills that need to be taught.

Please let me know if you are interested by March 15 at 4 pm by indicating which one:

1. Pretzel Learning Camp K - 4
2. Pretzel Jump Start grades 1 – 5
3. Summer School Grades 6 - 12
4. Pretzel Academy for Incoming 6th graders
5. Pretzel Academy for Incoming 9th graders

If you have any questions, please let me know. It is important to know if we have staff to do this before moving forward.

Rate of pay: Teachers- \$35/hour and Support Staff (paraprofessionals, bus drivers, secretary, nurse) – hourly rate; rate of pay will change for August based on the rate of pay set for the new fiscal year which begins July 1.

**COMMUNITY UNIT SCHOOL DISTRICT #16
NEW BERLIN, ILLINOIS
February 24, 2022**

MINUTES OF REGULAR RESCHEDULED BOARD MEETING

President Neuman opened the meeting with the Pledge of Allegiance.

President Neuman called the Regular Board Meeting to order at 5:06 p.m. Members Kotner, Marr, Mann and Brashear were present. Member Gordon and Williams were absent.

The Superintendent offered Pretzel Shoutouts.

President Neuman opened the floor for Public Comment, of which there was no one.

A motion was made by Member Marr and seconded by Member Brashear to approve the financial reports. The motion passed on a 5-0, roll call vote. President Neuman, Members Kotner, Brashear, Marr and Mann voted yea.

REPORTS:

The Superintendent asked for questions regarding the administrative reports, of which there were none.

The Superintendent updated the Board on the SSO positions and transitions among staff and students. She discussed the upcoming ROE compliance audit, the community engagement meeting and that the Board should plan to make a decision in March on the scope of the project.

A motion was made by Member Kotner and seconded by Member Mann to approve the Consent Agenda. The motion passed on a roll call vote, 5-0. President Neuman, Members Kotner, Brashear, Marr and Mann voted yea.

A motion was made by Member Marr and seconded by Member Mann to approve the Return to Learn Plan updates with inclusion of local control for masks for the remainder of the year. The motion passed on a roll call vote 5-0. President Neuman, Members Kotner, Brashear, Marr and Mann voted yea.

A motion was made by Member Kotner and seconded by Member Brashear to approve the 22-23 Curriculum Guide. The motion passed on a roll call vote, 5-0. President Neuman, Members Kotner, Brashear, Marr and Mann voted yea.

A motion was made by Member Mann and seconded by Member Kotner to approve the 22-23 School Year Calendar. The motion passed on a roll call vote, 5-0. President Neuman, Members Kotner, Brashear, Marr and Mann voted yea.

Member Williams entered the meeting at 5:21 p.m.

A motion was made by Member Brashear and seconded by Member Marr to approve the reciprocal agreement with local law enforcement agencies. The motion passed on a roll call vote, 6-0. President Neuman, Members Kotner, Brashear, Marr, Mann and Williams voted yea.

A motion was made by Member Marr and seconded by Member Mann to approve the destroying of executive session tapes for the month(s) of July 2020 and prior. The motion passed on a roll call vote, 5-1. President Neuman, Members Kotner, Brashear, Marr and Mann voted yea. Member Williams voted no.

A motion was made by Member Kotner and seconded by Member Brashear, at 5:23 p.m., to adjourn to executive session for the purpose of employment and security/safety and litigation related issues. The motion passed on a roll call vote, 6-0. President Neuman, Members Kotner, Marr, Mann and Williams voted yea.

A motion was made at 6:39 p.m. by Member Kotner and seconded by Member Brashear to return to open session. The motion passed on a voice vote, 6-0. President Neuman, Members Kotner, Gordon, Marr, Mann and Williams voted yea.

A motion was made by Member Brashear and seconded by Member Marr to approve the personnel consent agenda (Rylie Hill-bus monitor, Breanne Kaufmann-NBE teacher 22-23 school year, Karlie MacKenzie-NBE Spec. Ed teacher 22-23 school year, Tyler Berola-NBE teacher 22-23 school year, Samantha Martin-Paraprofessional). The motion passed on a roll call vote, 6-0. President Neuman, Members Kotner, Gordon, Marr, Mann and Williams voted yea.

A motion was made at 6:39 p.m. by Member Kotner and seconded by Member Mann to adjourn the meeting. The motion passed on a voice vote, 6-0. President Neuman, Members Kotner, Gordon, Marr, Mann and Williams voted yea.

The meeting was adjourned at 6:39 p.m.

Secretary

President

MINUTES of a regular public meeting of the Board of Education of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, held in the New Berlin Elementary School Building, 600 North Cedar Street, New Berlin, Illinois, in said School District at 6:00 o'clock P.M., on the 17th day of March, 2022.

* * *

The meeting was called to order by Stephanie Neuman, the President, and upon the roll being called, the following members were physically present at said location:

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference:

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever:

The President announced that the Board of Education would next consider the adoption of a resolution providing for and requiring the submission of the proposition of issuing School Building Bonds to the voters of the District at the general primary election to be held on June 28, 2022.

Whereupon Member _____ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Education prior to said meeting and to everyone in attendance at said meeting who requested a copy:

RESOLUTION providing for and requiring the submission of the proposition of issuing School Building Bonds to the voters of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, at the general primary election to be held on the 28th day of June, 2022.

* * *

WHEREAS, the Board of Education (the "*School Board*") of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois (the "*District*"), has considered the existing school facilities and the improvements and extensions necessary to be made thereto in order that the same will adequately serve the educational needs of the District; and

WHEREAS, the School Board does hereby find and determine that it is necessary and in the best interests of the District that the School Board be authorized to alter, repair and equip the Junior/Senior High School Building, including creating new classroom, gym and other instructional spaces, renovating the J.V. Kirby Pretzel Dome, improving heating, cooling and ventilation systems, installing school safety and security improvements, removing asbestos and making site improvements (the "*Project*") at an estimated cost of \$23,500,000; and

WHEREAS, the School Board does hereby find and determine that the Project is needed to provide a quality educational program; and

WHEREAS, there are insufficient funds on hand and available to pay the costs of the Project; and

WHEREAS, before the School Board can provide the Project and borrow money and issue bonds for such purpose, a proposition therefor (the "*Proposition*") must be submitted to the voters of the District and be approved by a majority of the voters of the District voting on the Proposition at an election to be held in and for the District; and

WHEREAS, it is deemed advisable, necessary and in the best interests of the District that the Proposition be submitted to the voters of the District at an election to be held and conducted in accordance with the general election law:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, as follows:

Section 1. Incorporation of Preambles. The School Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. Need for Project. It is necessary and in the best interests of the District that the School Board be authorized to provide the Project, and that it is necessary and in the best interests of the District that money be borrowed and in evidence thereof bonds of the District be issued therefor to the amount of \$23,500,000.

Section 3. Submission to Voters. The Proposition shall be submitted to the voters of the District in accordance with the general election law at the general primary election to be held on Tuesday, the 28th day of June, 2022, between the hours of 6:00 o'clock A.M. and 7:00 o'clock P.M. on said day (the "*Election*").

Section 4. Voting Precincts and Polling Places. The Election shall be held in the voting precincts and at the polling places established by the County Boards (the "*County Boards*") of The Counties of Sangamon and Morgan, Illinois (the "*Counties*"), for voters of the District at the Election.

Section 5. Election Notice. The County Clerks of the Counties (the "*County Clerks*") shall give notice of the Election (the "*Notice*"), in accordance with the general election law by (i) publishing the Notice once not more than 60 nor less than 10 days prior to the date of the

Election in a local, community newspaper having general circulation in the District, and (ii) posting a copy of the Notice at least 10 days before the date of the Election at the principal office of the County Clerks.

Section 6. Local Notice. The Secretary of the School Board shall post a copy of the Notice at the principal office of the District.

Section 7. Newspaper of General Circulation. It is hereby found and determined that the *New Berlin Bee* is a local, community newspaper having general circulation in the District as required by Section 125 of the Election Code of the State of Illinois, as amended (the "*Election Code*").

Section 8. Form of Notice. The Notice shall appear over the name or title of the County Clerks and shall be substantially in the following form:

NOTICE IS HEREBY GIVEN that at the general primary election to be held on Tuesday, the 28th day of June, 2022, the following proposition will be submitted to the voters of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois:

Shall the Board of Education of New Berlin Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, alter, repair and equip the Junior/Senior High School Building, including creating new classroom, gym and other instructional spaces, renovating the J.V. Kirby Pretzel Dome, improving heating, cooling and ventilation systems, installing school safety and security improvements, removing asbestos and making site improvements and issue bonds of said School District to the amount of \$23,500,000 for the purpose of paying the costs thereof?

The polls at the election will be open at 6:00 o'clock A.M. and will continue to be open until 7:00 o'clock P.M. of that day.

Dated this ____ day of _____, 2022.

County Clerk, The County of Sangamon, Illinois

County Clerk, The County of Morgan, Illinois

Section 9. Form of Ballot. The ballot to be used at the Election shall be in substantially the following form, with such necessary alterations, changes, deletions and insertions as may be required by Articles 24A, 24B or 24C of the Election Code if an electronic, mechanical or electric voting system is used at the Election:

(Face of Ballot)

OFFICIAL BALLOT

PROPOSITION TO ISSUE \$23,500,000 SCHOOL BUILDING BONDS

(INSTRUCTIONS TO VOTERS: Mark a cross (X) in the space opposite the word indicating the way you desire to vote.)

Shall the Board of Education of New Berlin Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, alter, repair and equip the Junior/Senior High School Building, including creating new classroom, gym and other instructional spaces, renovating the J.V. Kirby Pretzel Dome, improving heating, cooling and ventilation systems, installing school safety and security improvements, removing asbestos and making site improvements and issue bonds of said School District to the amount of \$23,500,000 for the purpose of paying the costs thereof?	YES	
	NO	

(Back of Paper Ballot)

OFFICIAL BALLOT

Official ballot for voting on the proposition to issue School Building Bonds of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, at the general primary election held on June 28, 2022.

Precinct Number: _____

Polling Place: _____

(Facsimile Signature)

County Clerk, The County of Sangamon,
Illinois

(Facsimile Signature)

County Clerk, The County of Morgan, Illinois

Section 10. Election Judges. The Election shall be conducted by the election judges appointed by the County Boards to act in the precincts at which the Proposition will be submitted to the voters of the District.

Section 11. Filing of Resolution. After the adoption hereof and not less than 68 days prior to the date of the Election, the Secretary of the School Board shall certify a copy hereof to the County Clerks in order that the Proposition may be submitted to the voters of the District at the Election.

Section 12. Canvass of Election. The Election shall be held and conducted and the returns thereof duly canvassed, all in the manner and time as provided by the general election law.

Section 13. Severability. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 14. Repealer and Effective Date. All resolutions and parts of resolutions in conflict herewith be and the same are hereby repealed, and that this Resolution be in full force and effect forthwith upon its adoption.

Adopted March 17, 2022.

President, Board of Education

Secretary, Board of Education

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

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE:

The following members voted NAY:

Whereupon the President declared the motion carried and the resolution adopted and did sign and approve the same in open meeting and did direct the Secretary to record the same in the records of the Board of Education of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF SANGAMON)

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education (the “*Board*”) of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois (the “*District*”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the Board held on the 17th day of March, 2022, insofar as the same relates to the adoption of a resolution entitled:

RESOLUTION providing for and requiring the submission of the proposition of issuing School Building Bonds to the voters of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, at the general primary election to be held on the 28th day of June, 2022.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the 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 an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 48 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 48hour period preceding said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, 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 the Election Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Codes and with all of the procedural rules of the Board.

I do further certify that the geographic or common name of the District by which the District is commonly known and referred to is New Berlin Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois.

There is hereby certified to the County Clerks of The Counties of Sangamon and Morgan, Illinois, for submitting to the voters of the District at the general primary election to be held on the 28th day of June, 2022, the proposition set forth in said resolution, which said resolution was duly adopted by the Board on the 17th day of March, 2022.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 16th day of March, 2022.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF SANGAMON)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Sangamon, Illinois (the “*County*”), and as such official I do further certify as follows:

1. That on the ____ day of _____, 2022, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION providing for and requiring the submission of the proposition of issuing School Building Bonds to the voters of Community School District Number 16, Sangamon and Morgan Counties, Illinois, at the general primary election to be held on the 28th day of June, 2022.

duly adopted by the Board of Education of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois (the “*District*”), on the 17th day of March, 2022, and that the same has been deposited in the official files and records of my office.

2. That included in the certification of said resolution were the form of public question (the “*Question*”) to be placed on the ballot at the general primary election to be held on the 28th day of June, 2022 (the “*Election*”), and the date on which the Question was initiated by the adoption of said resolution.

3. That the Question will be submitted to the voters of the District at the Election.

4. That notice that the Question will be submitted to the voters of the District at the Election (the “*Notice*”), will be given as required by Section 125 of the Election Code of the State of Illinois, as amended, by (a) publishing the Notice once not more than 60 nor less than 10 days prior to the date of the Election in a local, community newspaper

having general circulation in the District, and (b) posting a copy of the Notice at my principal office at least 10 days before the date of the Election, as set forth in Section 5 of said resolution, and that the Notice will be substantially in the form set forth in Section 8 of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature and the seal of the County, this ____ day of _____, 2022.

County Clerk, The County of Sangamon,
Illinois

(SEAL)

STATE OF ILLINOIS)
) SS
COUNTY OF MORGAN)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Morgan, Illinois (the “*County*”), and as such official I do further certify as follows:

1. That on the ____ day of _____, 2022, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION providing for and requiring the submission of the proposition of issuing School Building Bonds to the voters of Community School District Number 16, Sangamon and Morgan Counties, Illinois, at the general primary election to be held on the 28th day of June, 2022.

duly adopted by the Board of Education of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois (the “*District*”), on the 17th day of March, 2022, and that the same has been deposited in the official files and records of my office.

2. That included in the certification of said resolution were the form of public question (the “*Question*”) to be placed on the ballot at the general primary election to be held on the 28th day of June, 2022 (the “*Election*”), and the date on which the Question was initiated by the adoption of said resolution.

3. That the Question will be submitted to the voters of the District at the Election.

4. That notice that the Question will be submitted to the voters of the District at the Election (the “*Notice*”), will be given as required by Section 125 of the Election Code of the State of Illinois, as amended, by (a) publishing the Notice once not more than 60 nor less than 10 days prior to the date of the Election in a local, community newspaper

having general circulation in the District, and (b) posting a copy of the Notice at my principal office at least 10 days before the date of the Election, as set forth in Section 5 of said resolution, and that the Notice will be substantially in the form set forth in Section 8 of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature and the seal of the County, this ____ day of _____, 2022.

County Clerk, The County of Morgan, Illinois

(SEAL)

RESOLUTION TO SELL/DISPOSE OF SURPLUS OR OUTDATED EQUIPMENT/SUPPLIES

WHEREAS, certain equipment or supplies owned by New Berlin C.U.S.D. #16 is no longer necessary for its operation;

RESOLVED, to dispose of certain supplies or equipment described below:

- 3 old high jump track mats
- 6 track hurdles
- 3 file cabinets
- 3 two door cabinets
- 1 arm curl machine

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary of New Berlin C.U.S.D. #16, a public school district formed pursuant to the laws of the state of Illinois, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Education and that said meeting was held in accordance with state law on March 17, 2022, and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary this 17th day of March of 2022.

Secretary
Board of Education

March 27, 2022

New Berlin

Junior High

Curriculum Guide

2022-2023

New Berlin Junior High School
300 E. Ellis St.
New Berlin, IL 62670
217-488-6012
Fax: 217-488-3107

This document is always available on the district website.

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Community Unit School District No. 16

Mission statement

The Mission of Community Unit School District #16, is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstration Pretzel PRIDE– Perseverance, Respect, Integrity, Discipline, Empathy. ~~in partnership with parents and community, is to provide quality educational opportunities, resources, and encouragement necessary for our students to:~~

- ~~● Achieve their personal best academically and socially~~
- ~~● Become responsible and productive citizens~~
- ~~● Learn from and adapt to an ever-changing society~~

New Berlin Junior High Promotion Requirements

School board policy states that students must pass all of their academic classes to be promoted to the next grade level. Students may **NOT** fail one academic subject for the year to be promoted to the next grade.

Credit Recovery

Students may recover credits through an approved accredited program

The following expectations must be met:

- Summer school courses must be taken through an accredited program
- A student may take one credit (two courses) per summer
- A summer school course will only be allowed if the student previously failed the course at NBJHS
- The student assumes responsibility for all fees
- The course will not count towards a student's GPA
- The building principal must approve the course in advance

A student may request additional credit recovery courses through the principal's recommendation and approval of the Board of Education.

Grading Scale

GRADING SCALE

The grade scale used in CUSD #16 Schools to determine final grades is as follows:

A	92-100	C	72-77
A-	90-91	C-	70-71
B+	88-89	D+	68-69
B	82-87	D	62-67
B-	80-81	D-	60-62
C+	78-79	F	0-59

Testing

A variety of testing is done at New Berlin Junior High. Chapter and unit tests are administered regularly in each academic subject. Scores are used to help arrive at quarter grades (approximately 9 weeks).

Measures of Academic Progress (MAP) – MAP is an assessment screening that is administered to students in grades 6-8. MAP assessments provide detailed actionable data about where each child is on their unique learning path. With MAP and its reports, educators can compare class or grade-level performance to students from a wide variety of schools across the country. The test adapts to the student. When students answer a question correctly, it presents them with a more challenging question. When students miss a question, it presents a simpler question. Scores are measured in RIT scales. MAP test results will be a piece of data used to place students in honors courses.

Illinois Assessment of Readiness (IAR) is the state required series of tests given to students in grades 3-8. There is a single testing period this year that will be open for 30 days and extend from when roughly 75% of the school year is complete to the 90% mark. Tests are given in the areas of English Language Arts (ELA) and mathematics at all of these grade levels. All testing will be completed electronically via a computer. The results will show how well our schools and districts are doing in meeting the adopted Illinois Learning Standards, also known as the Common Core State Standards, for learning. Individual student results of the IAR assessment will be reported to parents, and school results will appear on the district report card.

Illinois Science Assessment (ISA) is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014. In compliance with federal testing requirements, this assessment will be administered to all students enrolled in a public school in grade 8. This assessment will be administered in an online format. Each test will begin with reading passages, called scenarios, and will be followed by a series of test items.

Response to Intervention (RtI)

RtI is the process of providing interventions to students who are at risk for academic and social-emotional/behavioral problems. The RtI process is a multi-step approach to providing services and interventions to students who struggle with learning and behavior in the school setting at increasing levels of intensity. All students are screened in reading fluency and comprehension, math, and science in the fall, winter and spring. In addition, students are screened for risk-factors related to social-emotional behaviors. All students who do not meet the set expectations on the screenings, or who are referred by their classroom teacher are given further testing to determine if they are in need of interventions. If interventions are needed, students will receive these interventions during the regular school day, and parents will be informed of the interventions being provided. The progress made by students at each stage of intervention is closely monitored. The information gained from an RTI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

New Berlin Junior High offers intervention courses through [IXL](#), [Edgenuity](#), [MyPath](#). Reading Intervention and Math Intervention are **required** for students who are identified for this program. Students are encouraged to perform their best on standardized testing that includes, but is not limited to: IAR and MAP testing. Students who fail to meet grade-level benchmarks and/or are identified by teacher recommendation will be enrolled in this course.

Course Offerings

6 th Grade		
Subject	Length	Course Code
Language Arts	Year	Required
Math	Year	Required
Science	Year	Required
Social Studies	Year	Required
Physical Education	Year	Required
Advisory	Year	Elective
Personal Development	Quarter	Elective
Technology	Quarter	Elective
Digital Citizenship	Quarter	Elective
Makers	Quarter	Elective
Art	Quarter	Elective
Mythology	Quarter	Elective
Reading Intervention	Variable	Required when identified
Math Intervention	Variable	Required when identified
Band	Year	Elective
Choir	Year	Elective

*Students enrolled in band will not be enrolled in an elective as the courses are at the same time. Those students in choir will not be enrolled in an advisory as the courses are at the same time.

*Students enrolled in band and/or chorus will not be enrolled in grade-level electives as the courses are at the same time.

7 th Grade		
Subject	Length	Course Code
Language Arts	Year	Required
Math	Year	Required
Science	Year	Required
Social Studies	Year	Required
Physical Education	Year	Required
Advisory	Year	Elective
STEAM	Quarter	Elective
Art	Quarter	Elective
Civic Leadership	Quarter	Elective
Makers	Quarter	Elective
Communications	Quarter	Elective
Career Exploration	Quarter	Elective
Technology	Quarter	Elective
Personal Fitness	Quarter	Elective
Reading Intervention	Variable	Required when identified
Math Intervention	Variable	Required when identified
Band	Year	Elective
Choir	Year	Elective

*Students enrolled in band will not be enrolled in an elective as the courses are at the same time. Those students in choir will not be enrolled in an advisory as the courses are at the same time.

*Students enrolled in band and/or chorus will not be enrolled in grade-level electives as the courses are at the same time.

8th Grade

<u>Subject</u>	<u>Length</u>	<u>Course Code</u>
Language Arts	Year	Required
Math	Year	Required
Science	Year	Required
Social Studies	Year	Required
Physical Education (includes Health)	Year	Required
Advisory	Year	Elective
STEAM	Quarter	Elective
Art	Quarter	Elective
Civic Leadership	Quarter	Elective
Communications	Quarter	Elective
Makers	Quarter	Elective
Career Exploration	Quarter	Elective
Technology	Quarter	Elective
Personal Fitness	Quarter	Elective
Reading Intervention	Variable	Required when identified
Math Intervention	Variable	Required when identified
Band	Year	Elective
Choir	Year	Elective

~~*Students enrolled in band will not be enrolled in an elective as the courses are at the same time. Those students in choir will not be enrolled in an advisory as the courses are at the same time.~~

*Students enrolled in band and/or chorus will not be enrolled in grade-level electives as the courses are at the same time.

English Language Arts

6	Required	1	<p>6 ELA – Language Arts (grade 6) will build upon students’ prior knowledge of grammar, vocabulary (Wordly wise), word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. This course uses various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. This course will be aligned with the ELA Common Core State Standards for grade 6.</p> <p>Unit 1: Childhood Unit 2: Animal Allies Unit 3: Modern Technology Unit 4: Imagination Unit 5: Exploration</p> <p>Wordly Wise (Book 8) is the vocabulary curriculum. The online program, IXL, is used to supplement reading, writing and grammar skills</p>
7	Required	1	<p>7 ELA - Language Arts (grade 7) will build upon students’ prior knowledge of grammar, vocabulary (Wordly wise), word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. This course uses various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. This course will be aligned with the ELA Common Core State Standards for grade 7.</p> <p>Unit 1: Generations Unit 2: A Starry Home Unit 3: Turning Points Unit 4: People and the Planet Unit 5: Facing Adversity</p> <p>Wordly Wise (Book 7) is the vocabulary curriculum. The online program, IXL, is used to supplement reading, writing and grammar skills.</p>
8	Required	1	<p>8 Language Arts - Language Arts (grade 8) will build upon students’ prior knowledge of grammar, vocabulary (Wordly wise), word usage, and the mechanics of writing, and include the four aspects of language use: reading, writing, speaking, and listening. This course uses various genres of literature to improve reading skills, and they link writing exercises for different purposes to those reading selections. This course will be aligned with the ELA Common Core State Standards for grade 8.</p> <p>Unit 1: Rites of Passage Unit 2: The Holocaust Unit 3: What Matters Unit 4: Human Intelligence Unit 5: Invention</p> <p>Wordly Wise (Book 8) is the vocabulary curriculum. The online program, IXL, is used to supplement reading, writing and grammar skills.</p>
7/8	Elective	Qtr.	<p>Communications – This elective aims to prepare students for as many communication situations as possible by teaching oral presentation and cooperation skills. Students will prepare and deliver a series of oral presentations, participate in collaborative discussions aimed at strengthening cooperation skills, and perform dramatic skits to a live audience. We approach communication with great respect and dignity for the human person. We communicate with others in a positive manner, with clear purpose and to the best of our ability. The NBJH Communications elective gives students the opportunity to become proficient and confident communicators – and they have fun doing it!</p>
6-8	Required if selected		<p>Reading Intervention – This course is intended to improve a student’s vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level.</p> <p>**Reading Interventions will be scheduled using testing data and will affect course requests**</p>

Reading Intervention is **required** for students who are identified for this program. Students are encouraged to perform their best on standardized testing that includes, but is not limited to: IAR, MAP, and other testing. Students who fail to meet grade-level benchmarks and/or are identified by teacher recommendation will be enrolled in this course. This may affect course requests.

Mathematics

Grade	Type	Credit	Description
6	Required	1	6 Math – Mathematics (grade 6) will emphasize skills in numerical operations (including basic operations and their proper order); measurement; patterns; simple functions; geometry; and concepts of data analysis, including statistics and probability. This course will be aligned with the Common Core State Standards in Math for grade 6. Board approved curriculum, IXL and other programs will be used to reinforce and assess student mastery of skills.
7	Required	1	7 Math – Mathematics (grade 7) will emphasize proficiency in skills involving numbers and operations; measurement; patterns; functions; algebraic formulas; geometry; and concepts of data analysis, including statistics and probability. This course will be aligned with the Common Core State Standards in Math for grade 7. Board approved curriculum, IXL and other programs will be used to reinforce and assess student mastery of skills.
8	Required	1	8 Math – Mathematics (grade 8) will emphasize proficiency in skills involving numbers and operations, measurement, patterns, simple functions, algebra, geometry, statistics, and probability. This course will be aligned with the Common Core State Standards in Math for grade 8. Board approved curriculum, IXL and other programs will be used to reinforce and assess student mastery of skills.
6-8	Required if selected		Math Intervention – This course is designed to be taken in addition to or in coordination with other mathematics courses, provide instruction to assist students in acquiring mathematical skills so that students attain necessary grade-level skills or to reach desired competency skills. **Math Interventions will be scheduled using testing data and will affect course requests**

Math Intervention is **required** for students who are identified for this program. Students are encouraged to perform their best on standardized testing that includes, but is not limited to: IAR, MAP, and other testing. Students who fail to meet grade-level benchmarks and/or are identified by teacher recommendation will be enrolled in this course. This may affect course requests.

General education math uses a variety of programs to assist students in mastering grade level skills. Some of these programs include, but are not limited to, Khan Academy, IXL, and Prodigy.

~~Electives will be assigned as courses are available.~~

Life, Physical, & Earth/Space Sciences

New Curriculum Coming Soon!

Grade	Type	Credit	Description
6	Required	±	6 Science—Science (grade 6) will include subject matter from earth/space sciences, and may organize material around thematic units. This course will align to the Next Generation Science Standards for grade 6.
7	Required	±	7 Science—Science (grade 7) will build on previous years of scientific inquiry and will include subject matter from life or environmental sciences, and may organize material around thematic units. This course will align to the Next Generation Science Standards for grade 7.
8	Required	±	8 Science—Science (grade 8) will build on subject matter from physical sciences, and may organize material around thematic units. This course will align to the Next Generation Science Standards for grade 8.

Engineering & Technology

Grade	Type	Credit	Description
7/8	Elective	Qtr	Makers—Students will explore a multifaceted approach to making during this class. They will have the opportunity to interact with hands-on activities as they create a variety of make-and-take crafts. They will work in small collaborative groups to solve engineering type problems, learn about the engineering process and its real world applications. They will utilize computer coding to develop a series of original stories and explore the world of computer science. STEM ideals such as persistence, collaboration, and creativity will be discussed and practiced throughout the course.

Electives will be **assigned** as courses are available.

Social Science & History

Grade	Type	Credit	Description
6	Required	1	6 Social Studies – Social Studies (grade 6) will provide a greater understanding of social studies disciplines, including history, geography, civics and government, and economics. This course will focus on the history, culture, and government of ancient civilizations: Mesopotamia, Egypt, Greece, China, Rome, and Early Europe.
7	Required	1	7 Social Studies - Social Studies comprises an overview of world geography. Topics will include the physical environment, the political landscape, the relationship between people and the land, economic production and development, and the movement of people, goods, and ideas. Also, included in 7 Social Studies are three units on U.S. and Illinois civics, and one unit on an intro to economics
8	Required	1	8 Social Studies – 8 Social Studies is primarily an overview of the history of the United States, concentrating on the period of time from our founding fathers to the present era.. This course will include a historical overview of political, military, scientific, and social development. This course will also include three units on U.S. and Illinois civics, and one unit on economics.

7-8	Elective	Quarterly	Civic Leadership — <i>Civic Leadership will explore the roles and responsibilities of each person to be a productive member of society.</i>
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Electives will be **assigned** as courses are available.

Fine & Performing Arts

Grade	Type	Credit	Description
6-8	Elective	±	Band —Band is a full-year course offered to grades 6-8. This course will develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles. Basic music history and theory will also be covered through preparing repertoire. Previous participation in band is required (exceptions may be made at the discretion of the director). Band is co-curricular; Students are required to attend multiple after-school performances for a grade.
6-8	Elective	±	Choir —Choir is a full year course offered to grades 6-8. The primary objective of choir is the development of an individual's ability to sing. No previous musical experience is required. Through the study of proper vocal technique, basic music theory, and performance of various styles of repertoire, students will develop skills necessary to perform choral literature in an ensemble setting. Participation in this class requires attending performances outside of the normal school day.
6-8	Elective	Qtr.	Art —Promote an appreciation for the visual arts while teaching the principles of organization—balance, rhythm, variety, harmony and emphasis—in direct relationship with the elements of design—line, shape, value, color and texture. Students will receive instruction in an array of art techniques. A wide variety of materials will be used to encourage creativity and experimentation with techniques.

Electives will be **assigned** as courses are available.

Physical, Health, & Safety Education

Grade	Type	Credit	Description
6	Required	1	Physical Education – Physical Education (grade 6) will involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health.
7	Required	1	Physical Education – Physical Education (grade 7) will involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health.
8	Required	1	Physical Education/Health – Physical Education (grade 8) will involve the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, and social development through physical activity. Activities include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity

			and health. Health topics (such as the effects of drugs and alcohol, sexual education, and healthy lifestyles) will also be included.
6-8	Per IEP	1	Adapted Physical Education - This course provides physical education activities (sports, fitness, and conditioning) adapted for students with special needs.
6	Elective	Quarter	Personal Development —Personal development will emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. This course will also have a substance abuse prevention component.

Electives will be **assigned** as courses are available.

Social Emotional Learning

Grade	Type	Credit	Description
6-7-8	Required	Qtr	Teen Issues —Second Step Middle School is a Social Emotional Learning (SEL) web-based curriculum that is based on the latest research in adolescent brain development and social psychology. Second Step centers around the following units: Unit 1: Mindsets and Goals Unit 2: Values and Friendships Unit 3: Thoughts, Emotions, and Decisions Unit 4: Serious Peer Conflicts
6	Optional	N/A	Superheroes —This optional program is designed for 6th grade boys and is led by high school student athletes / National Honor Society Members. The mission of the program is to empower boys with the skills needed to face challenges in today's society while developing leadership skills with an emphasis on respect, self-discipline, positive attitude, and sportsmanship.

Computer Technology

Grade	Type	Credit	Description
6-8	Elective	Quarter	Technology —Students will be introduced to various basic computer skills including: Google Apps for Education and keyboarding skills. Students will use appropriate technology skills to conduct research and complete core curriculum. Legal, social, and ethical issues related to the use of computers in daily life will be reinforced.
6	Elective	Semester	Digital Citizenship —Students will investigate topics about how to make safe, smart, and ethical decisions in the digital world. They will explore relevant 21st century concepts such as cyberbullying, internet security, privacy, intellectual property, and more!

Electives will be **assigned** as courses are available.

Academic Support

Grade	Type	Credit	Description
6-7-8	Elective	Year	Advisory – Study skills will prepare students for success in high school and/or postsecondary education. Course topics will vary according to the student involved, but typically include reading improvement skills, such as scanning, note-taking, and outlining; library and research; listening and note-taking; vocabulary skills; and test-taking skills. This course will also include exercises designed to generate organized, logical thinking and writing.

6-7-8	Elective		Reading Intervention - This course is intended to improve a student's vocabulary, critical-thinking and analysis skills, or reading rate and comprehension level. **Reading Interventions will be scheduled using testing data and will affect course requests**
6-7-8	Elective		Math Intervention - This course is designed to be taken in addition to or in coordination with other mathematics courses, provide instruction to assist students in acquiring mathematical skills so that students attain necessary grade-level skills or to reach desired competency skills. **Math Interventions will be scheduled using testing data and will affect course requests**

Electives will be assigned as courses are available.

6th Grade Elective Options

Grade	Type	Credit	Description
6	Elective	1	6 Band – Band is a full-year course offered to grades 6-8. This course will develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles. Basic music history and theory will also be covered through preparing repertoire. Previous participation in band is required (exceptions may be made at the discretion of the director). Band is co-curricular; Students are required to attend multiple after-school performances for a grade.
6	Elective	1	6 Choir - Choir is a full year course offered to grades 6-8. The primary objective of choir is the development of an individual's ability to sing. No previous musical experience is required. Through the study of proper vocal technique, basic music theory, and performance of various styles of repertoire, students will develop skills necessary to perform choral literature in an ensemble setting. Participation in this class requires attending performances outside of the normal school day.
6	Elective	.25	6 Makers – Students will explore a multifaceted approach to making during this class. They will have the opportunity to interact with hands-on activities as they create a variety of make and take crafts. They will work in small collaborative groups to solve engineering type problems, learn about the engineering process and its real world applications. They will utilize computer coding to develop a series of original stories and explore the world of computer science. STEM ideals such as persistence, collaboration, and creativity will be discussed and practiced throughout the course.
6	Elective	.25	6 Art – Promote an appreciation for the visual arts while teaching the principles of organization - balance, rhythm, variety, harmony and emphasis - in direct relationship with the elements of design - line, shape, value, color and texture. Students will receive instruction in an array of art techniques. A wide variety of materials will be used to encourage creativity and experimentation with techniques.
6	Elective	.25	6 Technology – Students will be introduced to various basic computer skills including: Google Apps for Education and keyboarding skills. Students will use appropriate technology skills to conduct research and complete core curriculum. Legal, social, and ethical issues related to the use of computers in daily life will be reinforced.
6	Elective	.25	6 Personal Development – Personal development will emphasize strengthening self-esteem, recognizing and resisting negative peer pressure, and developing coping skills for dealing with changes within one's self and within others. This course will also have a substance-abuse prevention component.
6	Elective	.25	6 Mythology – Students will explore a variety of myths and legends (Greek, Roman, Norse etc.). Students will understand how mythology and folklore have influenced the modern world through language, literature, and art.

*Students enrolled in band and/or chorus will not be enrolled in grade-level electives as the courses are at the same time.

Electives will be **assigned** as courses.

7th and 8th Grade Elective Options

Grade	Type	Credit	Description
7-8	Elective	1	Band – Band is a full-year course offered to grades 6-8. This course will develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles. Basic music history and theory will also be covered through preparing repertoire. Previous participation in band is required (exceptions may be made at the discretion of the director). Band is co-curricular; Students are required to attend multiple after-school performances for a grade.
7-8	Elective	1	Choir - Choir is a full year course offered to grades 6-8. The primary objective of choir is the development of an individual's ability to sing. No previous musical experience is required. Through the study of proper vocal technique, basic music theory, and performance of various styles of repertoire, students will develop skills necessary to perform choral literature in an ensemble setting. Participation in this class requires attending performances outside of the normal school day.
7-8	Elective	.25	STEAM – (Science, Technology, Engineering, Arts, and Math) STEAM is an approach to learning that students will take thoughtful risks, engage in hands-on learning, persist in problem solving, embrace collaboration, and work through the creative process.
7-8	Elective	.25	Art – Promote an appreciation for the visual arts while teaching the principles of organization - balance, rhythm, variety, harmony and emphasis - in direct relationship with the elements of design - line, shape, value, color and texture. Students will receive instruction in an array of art techniques. A wide variety of materials will be used to encourage creativity and experimentation with techniques.
7-8	Elective	.25	Technology – Students will be introduced to various basic computer skills including: Google Apps for Education and keyboarding skills. Students will use appropriate technology skills to conduct research and complete core curriculum. Legal, social, and ethical issues related to the use of computers in daily life will be reinforced.
7-8	Elective	.25	Civics Leadership – Civic Leadership will explore the roles and responsibilities of each person to be a productive member of society.
7-8	Elective	.25	Career Exploration – This course will assist students to make informed decisions about their future academic and occupational goals. Students will also learn how to assess their own skills and interests, explore industry clusters and pathways, and develop plans for career and academic development.
7-8	Elective	.25	Personal Fitness – This course will focus on promoting healthy lifestyles while combining diet and exercise with the focus on students creating a personalized plan that is appropriate for a 10-15 year old.
7-8	Elective	.25	Communications –This elective aims to prepare students for as many communication situations as possible by teaching oral presentation and cooperation skills. Students will prepare and deliver a series of oral presentations, participate in collaborative discussions aimed at strengthening cooperation skills, and perform dramatic skits to a live audience. We approach communication with great respect and dignity for the human person. We communicate with others in a positive manner, with clear purpose and to the best of our ability. The NBJH Communications elective gives students the opportunity to become proficient and confident communicators - and they have fun doing it!

*Students enrolled in band and/or chorus will not be enrolled in grade-level electives as the courses are at the same time.

Electives will be assigned as courses.

Updated: 3.11.2022

eGrant Management System

Printed Copy of Application

Applicant: NEW BERLIN CUSD 16

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NEW BERLIN CUSD 16

Date Generated: 3/14/2022 12:04:15 PM

Generated By: Iniemeier4

1. Contact Information for Person Completing This Form

Last Name*

Larson

Phone*

217 480 2040

First Name*

Jilinda

Middle Initial

Email*

jl Larson@pretzelspride.com

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)

Equitable access in ESSA programs is provided for students, teachers, and program beneficiaries without regard to gender, race, national origin, color, disability, or age through the selection and needs assessment processes developed by the district. No barriers have been identified at this time, and each ESSA program has been designed to offer services and equitable access to all. A periodic evaluation of the barriers is completed.

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 rdisplay 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

Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2022-2023.* [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
- 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
- ESSER II (Elementary and Secondary School Emergency Relief II)
- ARP-ESSER III (Elementary and Secondary School Emergency Relief III)

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

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide programs may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

Response from the approved prior year Consolidated District Plan.

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide programs may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

3. Will the LEA braid funding?

Put N/A in the text area if no. List what programs will be supported if the answer is yes.

No ▾ N/A

4. Will the hybrid- blend Title II and/or Title IV funding?

Indicate all that apply.

- No Hybrid Funding
- Title II to Title I
- Title IV to Title I
- Title II to Title IV
- Title IV to Title II

5. Provide a Summary of the LEA's Needs Assessment.

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 utilizes the Title I needs assessment, Pre-K assessments, 5Essential Data, Special Education audits, and local surveys to determine the needs of students and staff. Benchmark assessments, IAR, SAT, and classroom formative and summative assessments to assess student achievement throughout the district. This data analysis assists with establishing a systematic MTSS process to align all resources, materials, and staffing to benefit every student group and ensure a comprehensive review of teaching and learning.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

Local stakeholder meetings and surveys have been conducted over the course of the school year on topics including technology integration needs, ELA and Math PD needs, high-quality instructional practices, new program offerings, new teacher induction & mentoring supports. Survey data, sign-in sheets, agendas, and SIP evaluations are on file with each building administrator. With new teachers hired at New Berlin Elementary, the need to provide initial training, as well as the need to re-train existing teachers was identified. Refresher courses will be provided in the Fountas & Pinnell Literacy Continuum. Small group guided reading instruction continues to be a focus for all staff members.

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

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions (Sound Reading Solutions, Reading Plus, Moby Max, Khan Academy) are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods (Reading Recovery protocol and Leveled Literacy Intervention by Heineman) will be used with students at the highest risk for not meeting state standards. All teachers use whole group and small group guided instruction for math and ELA serving all students at their individual reading and/or math level; co-teaching in selected sections for math and ELA to serve at-risk students in the classroom setting; research validated curriculum for math and ELA (Everyday Math 4th ed., and Smekens Literacy for reading and writing), Fountas & Pinnell Benchmark Assessment and NWEA MAP are administered to monitor progress and inform instruction; computer-based resources are used to supplement and individualize instruction for both at-risk and accelerated populations (MobyMax, Headsprouts, Raz Kids, Khan Academy, TouchMath, ST Math, Reading Plus, Sound Reading Solutions, IXL [for grades 6+]); trade books for leveled libraries. For school-based mental health and SEL needs, the district social worker and dedicated elementary behavior interventionist will coordinate to provide instruction and supports. Interventionist will lead preparation and co-teach, with the classroom teacher, bi-weekly classroom instruction of SEL standards to all students. Classroom teachers will reteach and reinforce lessons on the off weeks. The Panorama Student Survey will be utilized to determine students with SEL needs. Students identified via the screener will receive small group and individualized instruction and supports, including goal-based Check-in, Check-out, specific behavior intervention plans (BIPs) developed through the FBA process, and counseling. Data will be collected for all aspects of the mental health supports using the Panorama surveys. Problem solving meetings will be used to review data and to adjust services, and meetings may be initiated by one of the Tier 2/3 behavior team members or at the request of a classroom teacher. Staff will have access to all data for their assigned students, and schoolwide data will be shared as supports ongoing behavior-based initiatives. Additionally, we have completed our training for the 3-year implementation process to become a Model School for Responsibility-Centered Discipline. New staff will need to be provided background PD for RCD. We currently do not have any students enrolled in or living in local day programs or living institutions. If this changes, we will coordinate our services with our special education cooperative and local agencies who would be involved. Our school-wide plan was revisited, reviewed, and revised over the course of the school year and included input and participation from all required groups of stakeholders. A new principal was hired in fall of 2021. This principal will continue the push for all students to achieve mastery in ELA and Math during their second year.

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

The elementary and junior high campuses completed a 3- year implementation cycle for new ELA and Math curriculum components, including Fountas & Pinnell Classroom (elementary) and Collections and Go Math (junior high). New teachers will need to be provided with training to help them implement the programs with fidelity. District-wide, we have concluded a 3-year training cycle to become Model Schools with Responsibility-Centered Discipline. The elementary has decided to implement PBIS for fall of 2021. All new staff (including the new administration) will need training on the background and foundational principals already covered in the process. All of these PD opportunities are critical to increasing the efficacy of new staff, as well as to equip them for success and longevity with the district. Additional district- and building- specific needs will be addressed through the Mentoring & Induction program. Feedback from last three years (since Fall 2019) of new teachers will help guide topic selections for these PD sessions. Evaluations from the last three (since Fall 2019) New Teacher Orientation groups are on file with the building administrators.

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.

To ensure a safe and productive learning environment for all students, as well as to meet the mental, emotional, physical, and academic needs of all students, we implemented Responsibility-Centered Discipline district-wide (since Fall 2019). The Responsibility-Centered Discipline Program focuses on supports to students as they develop and strengthen the skill of self-regulation (controlling their thoughts and emotions) by taking responsibility for their behavior. The RCD Program is designed to help educators learn the necessary skills and develop a plan to systematically create a culture of student self-responsibility. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support student self-regulation in order to avoid potential consequences. The principal (hired Fall 2021) was trained and integrated into supporting the RCD program. The principal will continue to implement the RCD program and acclimate all staff to this system. The elementary implement PBIS in the Fall of 2021. New staff will be trained and mentored to implement the PBIS system. In addition, district wide, Panorama (social and emotional screener plus teacher playbook) was implemented in the fall of 2020. Staff was provided PD. The district will expand and implement the Panorama Student Success Platform which will allow all data to be in one place, easily accessible, as well as getting a whole picture of the individual student. New teachers will be trained and expected to implement strategies to benefit students in self-regulation.

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

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

The needs assessment and the SASSED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASSED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RTI model.

L. IDEA, Part B - Preschool

The needs assessment and the SASSED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASSED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RTI model.

M. Elementary and Secondary School Emergency Relief Grant II

N. ARP-LEA Elementary and Secondary Emergency Relief Grant III

XX

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

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 (1,7,8,9,10)
- B. Principals (1,7,8,9,10)
- C. Other school leaders (1,8,9,10)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8,9,10)
- 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 (1,2,3,4,7,8,9,10)
- 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
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP

7 = Title IV, Part A - Student Support and Academic Enrichment

8 = ESSER II

9 = ARP-LEA (ESSER III)

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)

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, preK and prevention initiative coordinators, early intervention program chief; early intervention parent educator; SLP, local School Board members, superintendent.

Response from the prior year Consolidated District Plan.

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, preK and prevention initiative coordinators, early intervention program chief; early intervention parent educator; SLP, local School Board members, superintendent.

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

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[[count] of 7500 maximum characters used)

A needs assessment survey was offered to all families for the purpose of seeking input. The results were reviewed by the planning committee and incorporated into the plan. Common themes were to maintain small student to teacher ratios, provide one-on-one or small group instruction when needed, and to increase in-class supports for students. Results also indicated a favorable view of current parent/school collaboration while encouraging a continuation of positive relationships. Over the course of the coming school year, we will seek feedback from parents during parent-teacher conferences and after all parent education events held at the school. Feedback will be reviewed by the planning committee for each event and considered for future implementation.

Response from the prior year Consolidated District Plan.

A needs assessment survey was offered to all families for the purpose of seeking input. The results were reviewed by the planning committee and incorporated into the plan. Common themes were to maintain small student to teacher ratios, provide one-on-one or small group instruction when needed, and to increase in-class supports for students. Results also indicated a favorable view of current parent/school collaboration while encouraging a continuation of positive relationships. Over the course of the coming school year, we will seek feedback from parents during parent-teacher conferences and after all parent education events held at the school. Feedback will be reviewed by the planning committee for each event and considered for future implementation.

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]

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([count] of 7500 maximum characters used)

In-person learning during the FY22 school year and being under new leadership, the elementary will host a parent night to engage families. This event received positive feedback and will continue. We collaborate with the local PTO to host 2 book fairs per year with 2 family nights per event. We also plan to offer 2 family nights in coordination with our Pre-K.

Response from the prior year Consolidated District Plan.

Due to being more in-person this coming school year and being under new leadership, the elementary will host a parent nights to engage families. We collaborate with the local PTO to host 2 book fairs per year with 2 family nights per event. We also plan to offer 2 family nights in coordination with our Pre-K.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)

[3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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

Private School Participation

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

The application has been locked. No more updates will be saved for the application.

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	<input type="checkbox"/>	<input type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No file chosen

Comments:

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.

All students exiting our PreK program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, and again after new student registration in late July, we schedule all students who are new to our building to be screened using a modified version of the same tool. The information gathered will assist in developing balanced class lists for kindergarten, as well as to make recommendations for the Transitional Kindergarten program. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

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

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([count] of 7500 maximum characters used)

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers to distribute. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. Using the B-3 continuum as guidance, we established a collaborative, cross-organizational board comprised of the following members: the pre-K program coordinator, the pre-K parent coordinator, a kindergarten teacher from the district, the chief of the county health department's division of early intervention, an early intervention service coordinator, as well as the building administrator. The board will meet a minimum of three times per year. Our goal for the year will be to critique our current transitional practices (strategy #4 on the B-3 continuum) to identify additional practices that will support smooth transitions from pre-K into kindergarten, and from kindergarten beyond. Potential additional practices will include: revising all forms to be consistent across programs and classrooms, providing additional time for collaboration between pre-K and kindergarten teachers, the use of a brief academic/developmental screening and a parent questionnaire for all new students K-3 that will provide critical information for meeting new children's academic, social-emotional, and family needs, and helping parents to read and understand the reporting systems for kindergarten - 3rd grade. The governing board will be responsible for reviewing proposed practices, developing additional practices, and implementing and monitoring of new practices to evaluate their success or need for change. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened using a modified version of the same tool. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Response from the approved prior year Consolidated District Plan.

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers to distribute. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. Using the B-3 continuum as guidance, we established a collaborative, cross-organizational board comprised of the following members: the pre-K program coordinator, the pre-K parent coordinator, a kindergarten teacher from the district, the chief of the county health department's division of early intervention, an early intervention service coordinator, as well as the building administrator. The board will meet a minimum of three times per year. Our goal for the year will be to critique our current transitional practices (strategy #4 on the B-3 continuum) to identify additional practices that will support smooth transitions from pre-K into kindergarten, and from kindergarten beyond. Potential additional practices will include: revising all forms to be consistent across programs and classrooms, providing additional time for collaboration between pre-K and kindergarten teachers, the use of a brief academic/developmental screening and a parent questionnaire for all new students K-3 that will provide critical information for meeting new children's academic, social-emotional, and family needs, and helping parents to read and understand the reporting systems for kindergarten - 3rd grade. The governing board will be responsible for reviewing proposed practices, developing additional practices, and implementing and monitoring of new practices to evaluate their success or need for change. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened using a modified version of the same tool. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

Ninety percent or more of third-grade students are reading at or above grade level and Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics. All Freshman will be on track to graduate at the end of their freshman year. This will be demonstrated by passing 5 credits and not failing more than a half a credit in any academic area. All students will complete the College & Career Readiness survey to document their academic and career experiences. This survey will be given annually in the fall to sophomores, juniors, and seniors. Student advisors will update each student response periodically throughout the year (after completing successful criteria of activities, etc.).

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]

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((count) of 7500 maximum characters used)

For ELA and Reading the following options will be used as best fits student needs: Reading specialist will push into the regular classroom to provide additional instruction for small groups, including those identified at risk for meeting standards. Co-teaching with the classroom teacher and a specialist will be employed for selected sections of Math and ELA. This approach will provide additional in-class instruction and supports for both at-risk students and for those who may struggle with isolated skills within these content areas. Research validated computer-based interventions, including Sound Reading Solutions, Reading Plus, Moby Max, and Raz Kids will be used to supplement classroom instruction. Time engaged in computer interventions will be supervised by a licensed teacher. Data will be monitored by the classroom teachers and the reading specialists. Pull-out small group or individual instruction will be provided for the students at greatest risk. Research validated curriculum and methods will be used, including the Reading Recovery protocol and the Leveled Literacy Intervention program by Heineman. For Math, the following options will be used as best fits student needs: Focused, small group instruction with the classroom teacher will be provided in addition to any whole group instruction. Computer-based programs that provide both practice and reteaching options will be used to support any individual deficit areas identified through the NWEA/MAP and performance on classroom assessments. Programs to be used include IXL, MobyMax, TouchMath, and Khan Academy. All teachers use both whole group and small group guided instruction for Math and Reading serving all students at both grade level and individual reading and/or math level. Co-teaching for selected sections of Math and ELA will serve both at-risk students, as well as benefit all students in these sections by providing access to additional instruction and supports. Research validated core curricula are being used for Math (Everyday Math, 4th ed.) and ELA/Reading (Fountas & Pinnell Classroom components, Really Great Reading Phonics, and Smekens Literacy for both reading and writing instruction). All leveled instruction for Reading is based on each student's individual reading level as determined by the Fountas & Pinnell BAS. Individualized math supports are determined and guided by NWEA/MAP results. All students have access to computer-based resources to individualize and supplement classroom instruction for both at-risk and accelerated individuals. Programs include MobyMax, Headsprouts, Raz Kids, IXL, Reading Plus, and Sound Reading Solutions. Trade books for literacy instruction are available, as well as an extensive library of leveled texts for use in guided reading.

Response from the prior year Consolidated District Plan.

For ELA and Reading the following options will be used as best fits student needs: Reading specialist will push in to the regular classroom to provide additional instruction for small groups, including those identified at risk for meeting standards. Co-teaching with the classroom teacher and a specialist will be employed for selected sections of Math and ELA. This approach will provide additional in-class instruction and supports for both at-risk students and for those who may struggle with isolated skills within these content areas. Research validated computer-based interventions, including Sound Reading Solutions, Reading Plus, Moby Max, and Raz Kids will be used to supplement classroom instruction. Time engaged in computer interventions will be supervised by a licensed teacher. Data will be monitored by the classroom teachers and the reading specialists. Pull-out small group or individual instruction will be provided for the students at greatest risk. Research validated curriculum and methods will be used, including the Reading Recovery protocol and the Leveled Literacy Intervention program by Heineman. For Math, the following options will be used as best fits student needs: Focused, small group instruction with the classroom teacher will be provided in addition to any whole group instruction. Computer-based programs that provide both practice and reteaching options will be used to support any individual deficit areas identified through the NWEA/MAP and performance on classroom assessments. Programs to be used include IXL, MobyMax, TouchMath, and Khan Academy. All teachers use both whole group and small group guided instruction for Math and Reading serving all students at both grade level and individual reading and/or math level. Co-teaching for selected sections of Math and ELA will serve both at-risk students, as well as benefit all students in these sections by providing access to additional instruction and supports. Research validated core curricula are being used for Math (Everyday Math, 4th ed.) and ELA/Reading (Fountas & Pinnell Classroom components, Really Great Reading Phonics, and Smekens Literacy for both reading and writing instruction). All leveled instruction for Reading is based on each student's individual reading level as determined by the Fountas & Pinnell BAS. Individualized math supports are determined and guided by NWEA/MAP results. All students have access to computer-based resources to individualize and supplement classroom instruction for both at-risk and accelerated individuals. Programs include MobyMax, Headsprouts, Raz Kids, IXL, Reading Plus, and Sound Reading Solutions. Trade books for literacy instruction are available, as well as an extensive library of leveled texts for use in guided reading.

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]

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The Fountas & Pinnell Benchmark Assessment and the NWEA/MAP are administered to all students 1st - 5th within the first 12 weeks of school in order to establish baseline data for reading. For kindergarten, the Aimsweb initial literacy benchmark assessments are given. The Fountas & Pinnell assessment is given at the end of each term to monitor progress and inform continued instruction. The NWEA/MAP or Aimsweb Plus are given at the recommended intervals to provide additional data to inform instruction. The Everyday Math 4th edition benchmark and units assessments are used K-5 for baseline and progress data in math. For grade 1st - 5th the NWEA/MAP is administered at the beginning of the school year and at recommended benchmark intervals. Computer-based programs, including Sound Reading Solutions and Reading Plus provide on-going, real-time data for monitoring student progress. Students at highest risk of failure to meet standards are progress monitored by a reading specialist using Aimsweb Plus, and/or Reading Recovery progress monitoring tools and protocols. The NWEA/MAP fall, winter, and spring benchmark assessments are administered to all 1st - 5th grade students in the areas of ELA and Math. The Fountas & Pinnell Benchmark Assessment System (BAS) will also be given to all 1st - 5th grade students at the beginning of the school year, as well as at the end of each trimester. Kindergarten will administer letter identification and naming inventory at all benchmark windows, as well as give the Fountas & Pinnell BAS in the spring. Students identified as at risk for failing to meet standards or make adequate progress are in ELA and Reading: scoring at a Fountas & Pinnell BAS level 2 below the grade level expectation whose graphed progress trend line does not show progress toward intersecting the aim line; receiving a 1 or 2 on the standards report card for grades K - 3 in at least 3 of the following areas: literature, informational text; foundational skills, and independent reading level; scoring at or below the 15th percentile on the NWEA/MAP ELA benchmark for two consecutive testing benchmarks in the current or previous grade (for direct teacher services) and between the 15th-25th percentile (for computer-based intervention). Students at risk for failing to meet standards or make adequate progress in Math are: scoring at or below the 15th percentile on the NWEA/MAP benchmark as indicated by the trend line for two or more consecutive testing benchmarks in the current or previous grade (for direct teacher services) and between the 15th - 25th percentile (for computer-based interventions); receiving a 1 on the standards report card in at least three of the following areas: Operations and Algebraic Thinking, Measurement and Data, Numbers and Operations, and Geometry. Additional focus is placed on Freshman coursework. The district has a goal to have all Freshman be on track to graduate at the conclusion of their Freshman year.

Response from the prior year Consolidated District Plan.

The Fountas & Pinnell Benchmark Assessment and the NWEA/MAP are administered to all students 1st - 5th within the first 12 weeks of school in order to establish baseline data for reading. For kindergarten, the Aimsweb initial literacy benchmark assessments are given. The Fountas & Pinnell assessment is given at the end of each term to monitor progress and inform continued instruction. The NWEA/MAP or Aimsweb Plus are given at the recommended intervals to provide additional data to inform instruction. The Everyday Math 4th edition benchmark and units assessments are used K-5 for baseline and progress data in math. For grade 1st - 5th the NWEA/MAP is administered at the beginning of the school year and at recommended benchmark intervals. Computer-based programs, including Sound Reading Solutions and Reading Plus provide on-going, real-time data for monitoring student progress. Students at highest risk of failure to meet standards are progress monitored by a reading specialist using Aimsweb Plus, and/or Reading Recovery progress monitoring tools and protocols. The NWEA/MAP fall, winter, and spring benchmark assessments are administered to all 1st - 5th grade students in the areas of ELA and Math. The Fountas & Pinnell Benchmark Assessment System (BAS) will also be given to all 1st - 5th grade students at the beginning of the school year, as well as at the end of each trimester. Kindergarten will administer letter identification and naming inventory at all benchmark windows, as well as give the Fountas & Pinnell BAS in the spring. Students identified as at risk for failing to meet standards or make adequate progress are in ELA and Reading: scoring at a Fountas & Pinnell BAS level 2 below the grade level expectation whose graphed progress trend line does not show progress toward intersecting the aim line; receiving a 1 or 2 on the standards report card for grades K - 3 in at least 3 of the following areas: literature, informational text; foundational skills, and independent reading level; scoring at or below the 15th percentile on the NWEA/MAP ELA benchmark for two consecutive testing benchmarks in the current or previous grade (for direct teacher services) and between the 15th-25th percentile (for computer-based intervention). Students at risk for failing to meet standards or make adequate progress in Math are: scoring at or below the 15th percentile on the NWEA/MAP benchmark as indicated by the trend line for two or more consecutive testing benchmarks in the current or previous grade (for direct teacher services) and between the 15th - 25th percentile (for computer-based interventions); receiving a 1 on the standards report card in at least three of the following areas: Operations and Algebraic Thinking, Measurement and Data, Numbers and Operations, and Geometry. Additional focus is placed on Freshman coursework. The district has a goal to have all Freshman be on track to graduate at the conclusion of their Freshman year.

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

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

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[(count) of 7500 maximum characters used]

Push-in instruction for small groups, including those identified at risk for meeting standards; co-teaching for selected sections of math and ELA; research validated computer-based interventions (Sound Reading Solutions, Reading Plus, IXL). For Reading/ELA, pull out small group instruction using research validated methods (Reading Recovery protocol, Really Great Reading Phonics, and Leveled Literacy Intervention by Heineman). Students will be progress monitored after every 10 intervention sessions. For those students not showing expected growth, a referral for special education services will be considered by the problem solving team. For math, students not showing appropriate progress with small group instruction and computer-based interventions will be progress monitored for potential referral for special education services.

Response from the prior year Consolidated District Plan.

Push-in instruction for small groups, including those identified at risk for meeting standards; co-teaching for selected sections of math and ELA; research validated computer-based interventions (Sound Reading Solutions, Reading Plus, IXL). For Reading/ELA, pull out small group instruction using research validated methods (Reading Recovery protocol, Really Great Reading Phonics, and Leveled Literacy Intervention by Heineman). Students will be progress monitored after every 10 intervention sessions. For those students not showing expected growth, a referral for special education services will be considered by the problem solving team. For math, students not showing appropriate progress with small group instruction and computer-based interventions will be progress monitored for potential referral for special education services.

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

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[(count) of 7500 maximum characters used]

Teachers will be supported through PD in the following areas that align with the goals of our school-wide plan: Special Populations - Autism training, CPI and de-escalation of behavior training; Mental Health & Behavior Supports - Review 360 training, Panorama Student Success Program, SEL curriculum PD for interventionist, RCD school-wide refreshers and ongoing training, PBIS implementation and follow up trainings; local offerings as available through the ROE, IPA, IEA, etc.; ELA/Reading - Smekens Literacy (reading and writing) online training and off-site conferences, Fountas & Pinnell Benchmark Assessment Program training; Math - Everyday Math Users Conference, other local offerings as available Data Analysis and Use - NWEA workshops, Reading Plus and Sound Reading PD as available, Fountas & Pinnell administration and interpretation PD; AIMSWeb Plus Implementation; BEEP (High Quality Instructional Practices). All new staff are provided training appropriate to assignment, including Smekens Literacy for classroom teachers and instructional practices for students with autism for both special ed and classroom teachers as appropriate.

Response from the prior year Consolidated District Plan.

Teachers will be supported through PD in the following areas that align with the goals of our school-wide plan: Special Populations - Autism training, CPI and de-escalation of behavior training; Mental Health & Behavior Supports - Review 360 training, Panorama Student Success Program, SEL curriculum PD for interventionist, RCD school-wide refreshers and ongoing training, PBIS implementation and follow up trainings; local offerings as available through the ROE, IPA, IEA, etc.; ELA/Reading - Smekens Literacy (reading and writing) online training and off-site conferences, Fountas & Pinnell Benchmark Assessment Program training; Math - Everyday Math Users Conference, other local offerings as available Data Analysis and Use - NWEA workshops, Reading Plus and Sound Reading PD as available, Fountas & Pinnell administration and interpretation PD; AIMSWeb Plus Implementation; BEEP (High Quality Instructional Practices). All new staff are provided training appropriate to assignment, including Smekens Literacy for classroom teachers and instructional practices for students with autism for both special ed and classroom teachers as appropriate.

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

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]

Currently, all teachers at New Berlin Elementary have classroom experience. The majority of teachers have 3 or more years of experience teaching in their field. Class lists are created by the administrator and balanced for gender and academic needs. Our student population is highly homogeneous, with only 7% of students identified as other than white. These students are distributed across all grades PK-5th.

Response from the prior year Consolidated District Plan.

Currently, all teachers at New Berlin Elementary have classroom experience. The majority of teachers have 3 or more years of experience teaching in their field. Class lists are created by the administrator and balanced for gender and academic needs. Our student population is highly homogeneous, with only 7% of students identified as other than white. These students are distributed across all grades PK-5th.

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

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

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[(count) of 7500 maximum characters used]

The district has employed a licensed school librarian and a paraprofessional to provide services to students. All K-5 students have library time once a week with the librarian. In addition to checking out books to read, students receive instruction in the area of digital literacy, including the following topics and activities: database searching through World Book online; internet searching and finding resources online; website evaluation and how to discern which sources are credible and which are not; research projects with use of internet, respecting intellectual property and appropriate ways to cite credit for information, and using Google Slides for presentation; online library catalog searches; introduction to coding through Hour of Code and other coding activities.

Response from the prior year Consolidated District Plan.

The district has employed a licensed school librarian and a paraprofessional to provide services to students. All K-5 students have library time once a week with the librarian. In addition to checking out books to read, students receive instruction in the area of digital literacy, including the following topics and activities: database searching through World Book online; internet searching and finding resources online; website evaluation and how to discern which sources are credible and which are not; research projects with use of internet, respecting intellectual property and appropriate ways to cite credit for information, and using Google Slides for presentation; online library catalog searches; introduction to coding through Hour of Code and other coding activities.

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.

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([count] of 7500 maximum characters used)

Reading: Literature circles (teacher facilitated); instructional level text job roles; produce synthesis project to demonstrate learning; project-based learning; essential question to engage in larger world view concepts; integrates meaningful text, vocabulary, multimedia; Words Their Way: derivational rootsMath: MAP to Khan Academy feature to guide individualized programming; enrichment activity provided by Everyday Math (Differentiation Options); progress at an independent rate through MobyMax skill sets; gifted students collaborate on math talk to explain a vocabulary word or strategy through technology as review, can be used as a reteaching component for struggling students Science/Social Studies: compacted unit to allow students to work through the chapter at their own pace (includes learning contract) with menu board of enrichment application projects to extend their learning and allow them to teach to the rest of the class.

Response from the prior year Consolidated District Plan.

Reading: Literature circles (teacher facilitated); instructional level text job roles; produce synthesis project to demonstrate learning; project-based learning; essential question to engage in larger world view concepts; integrates meaningful text, vocabulary, multimedia; Words Their Way: derivational rootsMath: MAP to Khan Academy feature to guide individualized programming; enrichment activity provided by Everyday Math (Differentiation Options); progress at an independent rate through MobyMax skill sets; gifted students collaborate on math talk to explain a vocabulary word or strategy through technology as review, can be used as a reteaching component for struggling students Science/Social Studies: compacted unit to allow students to work through the chapter at their own pace (includes learning contract) with menu board of enrichment application projects to extend their learning and allow them to teach to the rest of the class.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

Ninety percent or more of students graduate from high school ready for college and career.

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

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

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

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

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((count) of 7500 maximum characters used)

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior High. We will continue to improve this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and plans to address these. Licensed staff at the Junior and Senior High Schools will participate in all Responsibility-Centered Discipline training during the process of becoming an RCD Model School.

Response from the approved prior year Consolidated District Plan.

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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.

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

((count) of 7500 maximum characters used)

As an elementary attendance center, we have not provided specific coursework for career and technical education. We have implemented 1:1 use of Chromebooks district wide. Technical education focuses on the development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results offer valid information. The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content embedded throughout the 6-8 Science Curriculum. The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Engineering), and Family and Consumer Science Courses. We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of their choice in the afternoon. Our special education students complete career cruising, and also enroll in the STEP program to obtain skills necessary for success post graduation. The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

Response from the approved prior year Consolidated District Plan.

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Legislative References:

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

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

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

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

ISBE Goals:

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

All students are supported by highly prepared and effective teachers and school leaders.

For each program for which funding is anticipated for the 2022-2023 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

Teachers will be supported through PD in the following areas that align with the goals of our school-wide plan: Special Populations - Autism training, CPI and de-escalation of behavior training; Mental Health & Behavior Supports - Review360 training, SEL curriculum PD for interventionist, Panorama Student Success, PBIS, RCD school-wide refreshers and ongoing training, local offerings as available through the ROE, IPA, IEA, etc.; ELA/Reading - Smekens Literacy (reading and writing) online training and off-site conferences, Fountas & Pinnell Benchmark Assessment Program training; Math - Everyday Math Users Conference, other local offerings as available Data Analysis and Use - NWEA workshops, Reading Plus and Sound Reading PD as available, Fountas & Pinnell administration and interpretation PD; AIMSweb Plus; IPI, BEEP; All new staff are provided training appropriate to assignment, including Smekens Literacy for classroom teachers and instructional practices for students with autism for both special ed and classroom teachers as appropriate.

B. Title I, Part A - School Improvement Part 1003

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

The elementary and junior high campuses are in the middle of a 3- year implementation cycle for new ELA and Math curriculum components, including Fountas & Pinnell Classroom (elementary) and Collections and Go Math (junior high). New teachers will need to be provided training to help them implement the programs with fidelity. District-wide, we are in year 2 of a 3-year training cycle to become Model Schools with Responsibility-Centered Discipline. All new staff will need training on the background and foundational principals already covered in the process. All new and returning staff will attend ongoing PD on SIP and Teacher Institute Days related to current curriculum and program initiatives. All of these PD opportunities are critical to increase the efficacy of new staff, as well as to equip them for success and longevity with the district. Additional district- and building- specific needs will be addressed through the Mentoring & Induction program. Feedback from last year's group of new teachers will help guide topic selections for these PD session. Evaluations from last year's New Teacher Orientation are on file with the building administrators.

G. Title III - LIEP

H. Title III - ISEP

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

To ensure a safe and productive learning environment for all students, as well as to meet the mental, emotional, physical, and academic needs of all students, we are implementing Responsibility-Centered Discipline 6- 12. The elementary will implement PBIS. In addition, Panorama (social and emotional screener) and Panorama Student Success Platform will be utilized. Both PBIS and Responsibility-Centered Discipline Program focuses on supports to students as they develop and strengthen the skill of self-regulation (controlling their thoughts and emotions) by taking responsibility for their behavior. The RCD Program is designed to help educators learn the necessary skills and develop a plan to systematically create a culture of student self-responsibility. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support student self-regulation in order to avoid potential consequences. New staff will view a webinar to build background for both discipline programs. Problem Solving Teams are established at all three buildings in addition to Train the Trainer model.

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

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

Professional development is offered through the local cooperative, Sangamon Area Special Education District, or SASED. All staff who work with special populations are trained in safe de-escalation techniques through the Crisis Prevention Institute curriculum. Additional workshops on topics including autism, social-emotional learning, speech and language, and various reading and math intervention programs offered.

L. IDEA, Part B - Preschool

Professional development is offered through the local cooperative, Sangamon Area Special Education District, or SASED. All staff who work with special populations are trained in safe de-escalation techniques through the

Crisis Prevention Institute curriculum. Additional workshops on topics including autism, social-emotional learning, speech and language, and various reading and math intervention programs offered.

M. Elementary and Secondary School Emergency Relief Grant II

N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III

Not providing

Legislative Requirement:

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

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

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

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.

All schools in the New Berlin District offer safe and healthy learning environments for all students.

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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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 elementary school will move to utilizing the PBIS model for discipline while grades 6 - 12 to utilize Responsibility-Centered Discipline. Responsibility is the primary focus of the RCD Program. Both RCD and PBIS focus on responsibility, respect, and safety. The ability of the student to respond in a manner that can create lasting change and correct a problem he/she may have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment. When educators begin to address a student's behavior, sometimes it becomes evident that the student is not capable of self-regulation at that moment, is not yet ready to receive corrective feedback regarding their behavior, or is unwilling to propose a reasonable solution to change the behavior. The RCD and PBIS Process trains educators to recognize when students are not capable of self-regulation or not ready to discuss an issue, and offers those students time to cool off and gain control over his/her emotions so that he/she can prepare to move forward with a solution. THREE LEVELS OF COMPLIANCE for RCD The RCD Process incorporates three levels of compliance when responding to challenging moments with students: Level One: The student quickly recognizes that he/she has made a mistake, takes responsibility for the problem and works well with the teacher to resolve the issue. A Give 'Em 5 Coaching Conversation takes place and the issue is resolved. Level Two: The student begins to display signs of unwillingness to accept responsibility - including arguing, denying, ignoring the teacher, or interrupting the teacher. A Give 'Em 5 Coaching Conversation takes place and the student is given an RCD Thinking Sheet to complete. The student is able to gain self-control and finish the process with the teacher successfully. Level Three: The student refuses to accept responsibility and is unable or unwilling to give his/her best effort to work through the process with the teacher. The student does not demonstrate self-regulation of the behavior after presenting the solution to the teacher. The student is unable to maintain control through the Give 'Em 5 Coaching Conversation and is removed from the classroom setting and referred to the office. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support student self-regulation in order to avoid potential consequences.

Response from the prior year Consolidated District Plan.

The elementary school will move to utilizing the PBIS model for discipline while grades 6 - 12 to utilize Responsibility-Centered Discipline. Responsibility is the primary focus of the RCD Program. Both RCD and PBIS focus on responsibility, respect, and safety. The ability of the student to respond in a manner that can create lasting change and correct a problem he/she may have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment. When educators begin to address a student's behavior, sometimes it becomes evident that the student is not capable of self-regulation at that moment, is not yet ready to receive corrective feedback regarding their behavior, or is unwilling to propose a reasonable solution to change the behavior. The RCD and PBIS Process trains educators to recognize when students are not capable of self-regulation or not ready to discuss an issue, and offers those students time to cool off and gain control over his/her emotions so that he/she can prepare to move forward with a solution. THREE LEVELS OF COMPLIANCE for RCD The RCD Process incorporates three levels of compliance when responding to challenging moments with students: Level One: The student quickly recognizes that he/she has made a mistake, takes responsibility for the problem and works well with the teacher to resolve the issue. A Give 'Em 5 Coaching Conversation takes place and the issue is resolved. Level Two: The student begins to display signs of unwillingness to accept responsibility - including arguing, denying, ignoring the teacher, or interrupting the teacher. A Give 'Em 5 Coaching Conversation takes place and the student is given an RCD Thinking Sheet to complete. The student is able to gain self-control and finish the process with the teacher successfully. Level Three: The student refuses to accept responsibility and is unable or unwilling to give his/her best effort to work through the process with the teacher. The student does not demonstrate self-regulation of the behavior after presenting the solution to the teacher. The student is unable to maintain control through the Give 'Em 5 Coaching Conversation and is removed from the classroom setting and referred to the office. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support student self-regulation in order to avoid potential consequences.

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

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

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

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([count] of 7500 maximum characters used)

The district social worker is our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Response from the prior year Consolidated District Plan.

The district social worker is our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Title I Requirement:

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

Legislative Requirements:

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

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

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

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

Attendance Center Designation

[Instructions](#)

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - NEW BERLIN HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - NEW BERLIN JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2001 - NEW BERLIN ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/18/2021

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

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

For your convenience, the 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)

All New Berlin schools were identified as commendable on RC19, thus none of the schools are eligible for "comprehensive" or "targeted" support.

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

All New Berlin schools were identified as commendable on RC19, thus none of the schools are eligible for "comprehensive" or "targeted" support.

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.

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[[count] of 7500 maximum characters used)

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions (Sound Reading Solutions, Reading Plus, Moby Max, ST Math) are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods (Really Great Reading Phonics, Reading Recovery protocol, Leveled Literacy Intervention by Heineman) will be used with students at the highest risk for not meeting state standards.

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

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions (Sound Reading Solutions, Reading Plus, Moby Max, ST Math) are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods (Really Great Reading Phonics, Reading Recovery protocol, Leveled Literacy Intervention by Heineman) will be used with students at the highest risk for not meeting state standards.

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents,

administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1112(b)(9))

For your convenience, the 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)

Schoolwide Program Only

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

Schoolwide Program Only

Title I Requirement:

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

*Required Field

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

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

ISBE Goals:

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

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

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

([count] of 7500 maximum characters used)

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RTI model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RTI model.

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

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

([count] of 7500 maximum characters used)

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RTI model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RTI model.

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

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

([count] of 7500 maximum characters used)

There are no changes to the scope or nature of the services.

Response from the approved prior year Consolidated District Plan.

There are no changes to the scope or nature of the services.

*Required Field

Overview

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

PROGRAM:	Foster Care Transportation Plan
PURPOSE:	To comply with ESSA requirements for educational stability for students in foster care
REQUIRED FOR:	All Illinois school districts and state-authorized charter schools
RESOURCES:	ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014 US Department of Education (USDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) Educational Stability Requirements (Effective October 7, 2008) Public Act 099-0781 (effective 8/12/2016) USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016) Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section) ESEA of 1965 as Amended, Section 6312(c)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

Contact Information

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

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

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

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

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Lopez	Olga	Social Worker/Homeless Liaison	olopez@pretzelpride.com

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Hill	Seth	Transportation Director	shill@pretzelpride.com

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

3. Other personnel

Last Name	First Name	Position/Title	Email
Larson	Jilinda	Superintendent	jl Larson@pretzelpride.com

Click here to add information for additional other personnel.

4. Other personnel

Last Name	First Name	Position/Title	Email
Llewellyn	Hattie	Jr/Sr High Principal	hllewellyn@pretzelpride.com

Click here to add information for additional other personnel.

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

For your convenience, the 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 child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. Then the school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. Next, the child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. Then the best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. Finally, the child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: 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 safetyThe availability and quality of the services in the school to meet the child's educational and socioemotional needsHistory of school transfers and how they have impacted the childHow the length of the commute would impact the child, based on the child's developmental stageWhether 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 related aids and services and, if so, the availability of those required services in a school other than the school of origin;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.

Response from the approved prior year Consolidated District Plan.

The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. Then the school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. Next, the child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. Then the best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. Finally, the child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: 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 safetyThe availability and quality of the services in the school to meet the child's educational and socioemotional needsHistory of school transfers and how they have impacted the childHow the length of the commute would impact the child, based on the child's developmental stageWhether 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 related aids and services and, if so, the availability of those required services in a school other than the school of origin;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.

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

See IDEA legislation hereSee Section 504 here

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.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

Response from the approved prior year Consolidated District Plan.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

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.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner, Provide EL students with a language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time, and Ensure meaningful communication with limited English proficient (LEP) parents. The District will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

Response from the approved prior year Consolidated District Plan.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner, Provide EL students with a language assistance program that is educationally sound and proven successful, Sufficiently staff and support the language assistance programs for EL students, Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, Avoid unnecessary segregation of EL students, Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services, Meet the needs of EL students who opt out of language assistance programs, Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied, Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time, and Ensure meaningful communication with limited English proficient (LEP) parents. The District will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

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

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

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

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

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. Steps in the Process: 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, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID. 3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

Response from the approved prior year Consolidated District Plan.

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. Steps in the Process: 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, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID. 3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

*Required field

Transportation Plan Development

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

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

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

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

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

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

The district personnel involved in this process can included the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations The following factors should 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-Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

The district personnel involved in this process can included the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations The following factors should 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-Maturity and behavioral capacity.

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

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

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

- h. Other - describe _____
- 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.

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

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.

If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of

contact.2. An explanation of the reasons for the LEA's decision.

Response from the approved prior year Consolidated District Plan.

If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact.2. An explanation of the reasons for the LEA's decision.

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.

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

Response from the approved prior year Consolidated District Plan.

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

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.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

Response from the approved prior year Consolidated District Plan.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

*Required field

- 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.

03/17/2022

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.

v01.2021

- 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

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/icar/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 Educations 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 grantees or contractors 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 grantees or contractors 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.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v1.2019

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 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

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

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

[Not calling IWAS Web Service](#)

JILL LARSON

Signature of School District Superintendent / Agency Administrator

Signature of Board-Certified Delegated Authority for the School District Superintendent

Agreed to on this Date: 03/08/2022
 RCDT when agreed to: 51-084-0160-26

The application has not been submitted.

[Lock Application](#) [Unlock Application](#)

Application was created on: 3/8/2022

Assurances were agreed to on: 3/8/2022

Consistency Check was run on: 3/8/2022

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

[Submit to Administrator](#)

[Disapprove](#)

Application History(Read Only)[Instructions](#)

Status Change	UserId	Action Date
Consistency Check	jlanson49	03-08-2022 7:59 PM

Page Review Status Instructions

Expand All

Consolidated District Plan

Page Status

**Open Page
for editing**

[Consolidated District Plan](#)

Contact Information			OPEN	<input type="checkbox"/>
Needs Assessment and Programs			OPEN	<input type="checkbox"/>
Plan Specifics				
Needs Assessment Impact		OPEN		<input type="checkbox"/>
Stakeholders		OPEN		<input type="checkbox"/>
Private Schools Participation		OPEN		<input type="checkbox"/>
Preschool Coordination		OPEN		<input type="checkbox"/>
Student Achievement		OPEN		<input type="checkbox"/>
College and Career		OPEN		<input type="checkbox"/>
Professional Development		OPEN		<input type="checkbox"/>
Safe Learning Environment		OPEN		<input type="checkbox"/>
Title I Specific Pages				
Title I Specific - Part One	OPEN	<input type="checkbox"/>		
Title I Specific - Part Two	OPEN	<input type="checkbox"/>		
IDEA Specific Requirements			OPEN	<input type="checkbox"/>
Foster Care Transportation				
Foster Care Plan Contacts	OPEN	<input type="checkbox"/>		
BID - School Stability	OPEN	<input type="checkbox"/>		
Foster Care Transportation Plan	OPEN	<input type="checkbox"/>		
Assurance Pages				
Plan Assurances		OPEN		<input type="checkbox"/>
State Assurances		OPEN		<input type="checkbox"/>
Debarment		OPEN		<input type="checkbox"/>
Lobbying		OPEN		<input type="checkbox"/>
GEPA 442		OPEN		<input type="checkbox"/>
AssurancesText		OPEN		<input type="checkbox"/>
Assurances		OPEN		<input type="checkbox"/>

Save

Selectable Application Print

The application has been locked. No more updates will be saved for the application.

Request Print Job
<input type="checkbox"/> Consolidated District Plan
Requested Print Jobs
Requested by Injemeier4 on 3/14/2022
Completed Print Jobs
Completed - jlarson49 on 3/13/2022 9:01:10 PM



New Berlin CUSD #16 2021 - 22 School Calendar



Final Calendar Approval 03/17/22

August 2021						
Mon	Tue	Wed	Thu	Fri	Total	
2	3	4	5	6	0	
9	10	11	12	13	0	
TI	TI	18*	19*	20*	3	
23	24	25	26	27	5	
30	31				2	
			Total		10	

September 2021						
Mon	Tue	Wed	Thu	Fri	Total	
		1	2	3	3	
HOL	7	8	9	10	4	
13	14	15	16	17	5	
20	21	22	23	XHS	5	
27	28	29	30		4	
					21	
			Total		31	

October 2021						
Mon	Tue	Wed	Thu	Fri	Total	
				1	1	
4	5	6*	7	8	5	
HOL	12	13	14	15	4	
18	19	20	21	22	5	
25	26	PT*	PT*	NIA/PT	5	
					20	
			Total		51	

November 2021						
Mon	Tue	Wed	Thu	Fri	Total	
1	2	3*	4	5	5	
8	9	10	HOL	XHS	4	
15	16	17	18	19	5	
22	23*	NIA	HOL	NIA	2	
29	30				2	
					18	
			Total		69	

December 2021						
Mon	Tue	Wed	Thu	Fri	Total	
		1*	2	3	3	
6	7	8	9	10	5	
13	14	15	16	17	5	
20*	21*	NIA	NIA	NIA	2	
NIA	NIA	NIA	NIA	NIA	0	
					15	
			Total		84	

January 2022						
Mon	Tue	Wed	Thu	Fri	Total	
NIA	TI	5	6	7	3	
10	11	12	13	14	5	
HOL	18	19	20	21	4	
24	25	26	27	28	5	
31					1	
					18	
			Total		102	

February 2022						
Mon	Tue	Wed	Thu	Fri	Total	
	1	XED	XED	XED	1	
7	8	9	10	11	5	
14	15	16	XED	XED	3	
HOL	22	23	24	25	4	
28					1	
					14	
			Total		116	

March 2022						
Mon	Tue	Wed	Thu	Fri	Total	
	1	2*	3	4	4	
7	8	9	10	11	5	
14	15	16	17	18*	5	
NIA	NIA	NIA	NIA	NIA	0	
28	29	30	31		4	
					18	
			Total		134	

April 2022						
Mon	Tue	Wed	Thu	Fri	Total	
				1	1	
4	5	6*	7	8	5	
11	12	13	14	NIA	4	
NIA	19	20	21	22	4	
25	26	27	28	29	5	
					19	
			Total		153	

May 2022						
Mon	Tue	Wed	Thu	Fri	Total	
2	3	4*	5	XHS	5	
9	10	11	12	13	5	
16	17	18	19	20	5	
23	24	25	26	27	5	
HOL	31				1	
					21	
			Total		174	

June 2022						
Mon	Tue	Wed	Thu	Fri	Total	
		1	2*	TI	2	
6	7	8	9	10	0	
13	14	15	16	17	0	
20	21	22	23	24	0	
27	28	29	30		0	
					2	
			Total		176	

School Holidays (HOL)	
Labor Day	Sept. 6, 2021
Columbus Day	Oct. 11, 2021
Veteran's Day	Nov. 11, 2021
Thanksgiving Day	Nov. 25, 2021
MLK Day	Jan. 17, 2022
President's Day	Feb. 21, 2022
Memorial Day	May 30, 2022

Codes:
 *=2:21 pm dismissal
TI = Teacher Institute Day - No School for Students
 Monthly Professional Development/2:21 pm dismissal
NIA = Not in Attendance - School not in Session
 End of Quarter
 Parent-Teacher Conferences/Students dismissed t 2:21 pm
HOL = Legal Public School Holiday -No School
XHS = Half-day School Improvement-11:45 aqm
XED = Emergency Days - 5 emergency days are built into the calendar. If any emergency/snow days are used, the school ending date will change.

School Begins/Teachers	Aug. 16, 2021
1st Student Attendance Day	Aug. 18, 2021
End of 1st Quarter	Oct. 15, 2021
End of 2nd Quarter	Dec. 21, 2021
End of 3rd Quarter	March 18, 2022
School Ends (if no snow days)	June 2, 2022

Total Student Attendance Days	176
Emergency Days	5
Teacher Institute/Workshop	4
Total Calendar Days	185
Semester 1 Total Days	84
Semester 2 Total Days	92
	176

RECIPROCAL REPORTING AGREEMENT

This Reciprocal Reporting Agreement, entered this _____ day of _____, 2022 by and between the New Berlin CUSD #16 (hereafter referred to as “School District”), the Sangamon County Sheriff’s Department, the Springfield Police Department, New Berlin Police Department, and Loami Police Department, and Illinois State Police (hereafter collectively referred to as the “Police Department”), and the Sangamon County State’s Attorney (hereafter referred to as the “State’s Attorney”);

WITNESSETH:

WHEREAS, Section 10-20.14 of the Illinois School Code, 105 ILCS 5/10-20.14, authorizes the School District to establish and maintain a reciprocal reporting system between the School District and Police Department regarding the reporting of criminal offenses committed by students; and

WHEREAS, Section 1-7 of the Illinois Juvenile Justice Act of 1987, 705 ILCS 405/1-7, authorizes the Police Department to share law enforcement records with the School District concerning a minor enrolled in the School District who has been arrested or taken into custody for certain offenses; and

WHEREAS, the School District and Police Department have reached agreement concerning the protocol of reporting criminal offenses committed by students to each other and wish to memorialize the terms of such agreement herein; and

WHEREAS, both the School District and the Police Department are authorized to enter into this agreement.

NOW, THEREFORE, in consideration of the foregoing, and the promises and covenants set forth hereinafter, it is agreed as follows:

1. The School District's Superintendent or designee(s) with the Chiefs of Police or designee(s), Sheriff and State's Attorney will arrange for meetings as may be needed between School District, Police Department, and State's Attorney officials in order to share information, and shall share and make available information with each other that is related to the commission of criminal offenses by students who attend a school in the School District. Such information, to the extent allowed by law, shall include court records, police reports, dispositional, sentencing, background, and investigative information.
2. With respect to the arrest of students under the age of 17 years, the Police Department or designee(s) and the Principal of a respective attendance center in the School District shall report to each other the following activities when committed by a student who is enrolled in the Principal's attendance center:
 - Any unlawful use of weapons as prohibited by Section 24-1 of the Illinois Criminal Code of 1961;
 - Any violation of the Illinois Controlled Substances Act;
 - Any violation of the Illinois Cannabis Control Act;
 - Any forcible felony as defined in Section 2-8 of the Criminal Code of 1961;
 - Alcohol and Inhalant related offenses

The report may be verbal or written and should identify the student or employee by name and describe the circumstances surrounding the alleged criminal activity. The Police Department shall certify in writing that any information received from the School District will not be disclosed to any other party except as provided by law, or without the advance written consent of the student's parent or guardian. The report should be made as soon as practicable after the Police Department or Principal suspects that a student is involved in any such activity. The

Principal's obligation to report alleged criminal offenses arises only when such conduct occurs on school property or off school grounds at a school-related function.

3. With respect to the arrest of students age 17 years or older, the Police Department or designee(s) and the Principal of a respective attendance center in the School District shall report to each other any activity which is committed by a student who is enrolled in the Principal's attendance center which is considered to be a violation of any criminal law. The report may be verbal or written and should identify the student or employee by name and describe the circumstances surrounding the alleged criminal activity. The Police Department shall certify in writing that any information received from the School District will not be disclosed to any other party except as provided by law, or without the advance written consent of the student's parent or guardian. The report should be made as soon as practicable after the Police Department or Principal suspects that a student is involved in any such activity. The Principal's obligation to report alleged criminal offenses arises only when such conduct occurs on school property or off school grounds at a school-related function.
4. In the event a student who, at the time of arrest or being taken into custody is less than 17 years old, is adjudicated a delinquent for a crime which would be a felony if committed by an adult, or for a violation of Section 24-1, 24-3, 24-3.1, or 24-5 of the Criminal Code of 1961, the State's Attorney shall provide a copy of the dispositional order to the Principal or Superintendent of the School District.
5. In the event a student who, at the time of arrest or being taken into custody is at least 17 years old, is prosecuted for a violation of a criminal law, the State's Attorney shall supply any available information to the School District as requested by the Superintendent or designee(s).
6. This Agreement shall continue in effect until such time as the parties mutually agree to terminate the same. This Agreement shall inure to the benefit of and shall bind the Police

Departments and State's Attorney and its agents, representatives, officers, assigns and successors, and shall also bind the School District and its agents, representatives, successors or assigns.

7. This Agreement may be executed in counterparts, and any party hereto may sign any counterpart.
8. The Agreement shall be effective when each party hereto shall have signed a counterpart and a set of counterparts bearing the signatures of each party hereto shall constitute the Agreement as fully as if all the parties have signed a single document.
9. In the event there is an ongoing investigation with respect to any student in the school district, which, in the opinion of the Police Department or State's Attorney office would be hindered in any way by such disclosure, such information shall not be provided until the investigation is concluded.
10. The State's Attorney's Office reserves the right to modify or suspend any term of this Agreement, on a case-by-case basis in its' sole discretion.

IN WITNESS WHEREOF, the parties hereto have caused this Reciprocal Reporting Agreement to be executed on the date first written above.

New Berlin CUSD #16

By: _____, Superintendent

Sangamon County Sheriff's Department

By: _____, Sangamon County Sheriff

Springfield Police Department

By: _____, Springfield Chief of Police

New Berlin Police Department

By: _____, New Berlin Chief of Police

Loami Police Department

By: _____, Loami Chief of Police

Illinois State Police

By: _____, District 9 Representative

Sangamon County State's Attorney

By: _____, Sangamon County State's Attorney

RESOLUTION FOR THE HONORABLE REDUCTION IN TEACHER RESPONSIBILITIES AND EMPLOYMENT STATUS

WHEREAS, the Board of Education of New Berlin Community Unit School District #16 has requested and has received and considered recommendations from members of the District's administrative staff regarding teacher staffing and student classroom enrollment for the 2022-2023 school year; and

WHEREAS, the recommendations of the administration establish that there should be a reduction in assignments and duties of one (1) music/choir teacher for the 2022-2023 school year and an adjustment in the status of employment for the one (1) teacher, all being a result of sound educational and financial planning; and

WHEREAS, the Board of Education finds and determines that as a result of sound educational and financial planning it is in the best interests of the District to accept the administrators' recommendations heretofore made and thereby honorably reduce one (1) full-time teacher to 5/8 part-time teacher as of the last scheduled work day for said position for the 2021-2022 school year;

NOW, THEREFORE, BE IT AND IT IS HEREBY RESOLVED by the Board of Education of the New Berlin Community Unit School District #16 as follows:

Section 1. The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true, and correct, and does incorporate them into this Resolution by reference.

Section 2. That one (1) full-time music/choir teacher is hereby honorably reduced to a 5/8 part-time teacher, so that Erin Morris will become a 5/8 part-time teacher effective as of the last scheduled work day for said position in the 2021-2022 school year.

Section 3. That as a result of the honorable reduction of said position, Erin Morris is honorably reduced to 5/8 part-time teacher in and for this District; said honorable reduction to be effective as of the last scheduled work day for said position in the 2021-2022 school year.

Section 4. That as a result of the honorable reduction of said position, Erin Morris shall be paid a salary consistent with that of the reduction.

Section 5. The Superintendent is hereby directed and authorized to prepare a written notice of honorable reduction for signature by the President and Secretary of the Board of Education; that following the signing of said notice, the Superintendent is hereby directed and authorized to mail said notice to Erin Morris by regular mail and to additionally deliver to Erin Morris said notice by either one of the following methods:

1. By sending the above-referenced teacher a copy of said notice by electronic mail to the above-referenced teacher's District email address, and if applicable, any personal email address known to the District, so that Erin Morris receives the notice at least 45 days before the last scheduled work day for said position for the 2021-2022 school year;
2. By personally serving said notice on the above-referenced teacher and receiving a receipt for such notice signed by the teacher, so that Erin Morris receives the notice at

least 45 days before the last scheduled work day for said position for the 2021-2022 school year; or

3. By sending the above-referenced teacher a written notice by certified mail, return receipt requested, so that Morris receives said notice at least 45 days before the last scheduled work day for said position for the 2021-2022 school year.

Section 6. This Resolution shall be in full force and effect upon its adoption.

ADOPTED this 17th day of March, 2022 by the following roll call vote:

AYES: _____

NAYS: _____

ABSENT: _____

President, Board of Education

Attest:

Secretary, Board of Education