Regular Meeting

Monday, April 18, 2022 6:00 PM
Central 301 District Office, 275 South St, P.O. Box 396, Burlington, IL 60109

1. **Meeting Call to Order - President Gorman**

1.A. Roll Call

1.B. Approval of Agenda

2. **Pledge of Allegiance**

3. **Public Open Forum**

3.A. Recognition of Visitors

3.B. Public Comments

4. **Action Reports**

4.A. Consent Agenda

4.A.1) Minutes

4.A.2) Regular Meeting March 21, 2022

4.A.3) Retreat Minutes April 9, 2022

4.A.4) Treasurers Report

4.A.5) Payment of Bills

4.A.6) Payment of Bills - Northern Kane County Regional Vocational System

4.B. Approve High School Graduation Requirements

4.C. Approve Affiliation Agreements between Northern Kane County Region 110 and Anderson Humane, Animal Care Clinic of Randall Pointe, Animal Clinic of South Elgin, Army Trail Animal Hospital, Autumn Green Animal Hospital, Bartlett Animal Hospital, Companion Animal Specialty, and Emergency, Critters Pet Shop, Elgin Animal Clinic, Lombard Veterinary Hospital, Loyal Companions Animal Hospital and Pet Resort, Pet Vet Animal Clinic and Mobile Practice, South Town Animal Hospital, Spring Hill Veterinary Clinic, Tails Humane Society for Student Veterinary Assistant Clinical Experiences

4.D. Approve the FFA Overnight Trip to Attend the State Convention

4.E. Approve the Girls Basketball Team Overnight Trip to the Purdue Women's Basketball Team Camp

4.F. Approve the Consolidated District Plan (Grants)

5. **Information Items**

5.A. Enrollment Discussion and Boundary Shift

5.B. Capital Projects Update and Reconfiguration of District Office

5.C. Athletics and Activities Update

6. **Freedom of Information Act (FOIA)**

6.A. Jonathan Fagg - WLS-TV requested information on books that have been challenged in district libraries.

7. **Executive Session**

7.A. Adjourn to Closed Session to hear information regarding:
The appointment, employment, resignation, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee or against legal counsel for the public body to determine its validity [5 ILCS 120/2(c)(1)]. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning the salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)]. To consider the placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2(c)(10)]. 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. [5 ILCS 120/2(c)(11)]. The setting of a price for sale or lease of property owned by the public body. [5 ILCS 120/2(c)(6)]

7.B. Open Session

7.C. Action Items from Closed Session

7.D. Approve the Personnel Report

8. **Board Open Forum**

9. **Adjourn**

Central Community Unit School District 301
Board of Education Minutes

Where:	Central CUSD #301 District Office	Meeting:	Regular
Date:	March 21, 2022	Time:	6:01 p.m.

Board Members Present		**Administrators Present**	
Afeef, Junaid	Y	Stirn, Todd	Y
Falk, Marc	Y	Mongan, Esther	Y
Hemphill, Dornetia	Y	Pflug, Daina	Y
Nolan, Eric	Y	Ahlstedt, Carrie	N
Penar, Mitch	Y	Barr, Christine	N
Rabe, Laura	Y	Birkmeier, Shayne	N
Gorman, Jeff	Y	Britts-Axen, Cathy	N
		Diversey, Steve	Y
		Engle, Graydon	N
		Farrington, Sarah	N
		Haug, Matthew	N
		Jurs, Rebecca	N
		Lewis, Kim	N
		McCastland, Kerri	N
		Mills, Sofia	N
		Mirenda, Pamela	N
		Moretti, Megan	N
		Paszt, Alex	N
		Polowy, Dan	Y
		Porto, Pam	N
		Potsic, Mike	N
		Schreiber, Jill	N
		Sharp, Lindsey	N
		Testone, Chris	N
		Tobin, Brian	N
		Vaughn, Michelle	N
		Walter, Carie	N

Roll Call — Roll was called at 6:00 p.m.

Present: Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
Absent: None

Approve Agenda — Motion by Nolan, second by Falk, to approve the agenda as presented.

Voting yes: Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
Voting no: None
Absent: None

Consent Agenda — Motion by Nolan, second by Falk, to approve the consent agenda as presented.

Voting yes: Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
Voting no: None
Absent: None

Resolution Part Time	Motion by Rabe, second by Nolan, to approve the resolution to dismiss all part-time teachers.	
	Voting yes:	Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
	Voting no:	None
	Absent:	None
Resolution 1st, 2nd, 3rd year teachers	Motion by Rabe, second by Nolan to approve the resolution to dismiss certain first, second, or third year teachers.	
	Voting yes:	Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
	Voting no:	None
	Absent:	None
TRS-SSP	Motion by Afeef, second by Nolan, to approve the resolution for the TRS supplemental savings plan.	
	Voting yes:	Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
	Voting no:	None
	Absent:	None
IHSA Agreement	Motion by Falk, second by Nolan, to renew the agreement with the Illinois High School Association (IHSA) as presented.	
	Voting yes:	Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
	Voting no:	None
	Absent:	None
Overnight Trip	Motion by Afeef, second by Falk, to approve the overnight trip for the girls wrestling team to attend the IHSA State girls wrestling competition.	
	Voting yes:	Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
	Voting no:	None
	Absent:	None
Board Certified Delegates	Motion by Nolan, second by Hemphill, to approve the board certified delegated authority as presented.	
	Voting yes:	Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
	Voting no:	None
	Absent:	None
Fox Valley Agreement	Motion by Noan, second by Penar, to approve the Fox Valley Career Center agreement for the 2022-223 school year.	
	Voting yes:	Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
	Voting no:	None
	Absent:	None

Executive Session at 7:10 p.m.

Motion by Nolan, second by Nolan, to adjourn open session and move into executive session

Voting yes: Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
Voting no: None
Absent: None

Open Session

Motion by Afeef, second by Hemphill to adjourn executive session and return to open session at 10:08 p.m.

Voting yes: Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
Voting no: None
Absent: None

Personnel Report

Motion by Afeef, second by Penar to approve the March 21 2022, personnel report as presented. Remove Alyssa Guenther from the resolution of dismissal of 1st, 2nd, or 3rd year probationary teachers and move her to the resolution to dismiss part-time probationary teachers.

Voting yes: Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
Voting no: None
Absent: None

Adjourn

Motion by Afeef, second by Hemphill, to adjourn at 10:15 p.m.

Voting yes: Afeef, Falk, Hemphill, Nolan, Penar, Rabe, Gorman
Voting no: None
Absent: None

BOE Meeting

1. Roll Call
2. Pledge of Allegiance
3. Public Open Forum
   - 3.1 Public Comments – Dr. Stirn and President Gorman welcomed guests and thanked guests visiting remotely.
   - 3.2 Public Comments – Mr. John Knewitz made public comments related to various topics including Critical Race Theory and some misunderstandings associated with it. He also spoke about the role of the board of education, their role in serving the interests of the community and the need to avoid partisan politics. The Board of Education serves the entire community.

4. Action Items
   - 4.1 Consent Agenda– Business Manager Pflug presented the financials for March. Revenues are currently at 42.53% compared to 48.51% a year ago. Expenditures are at 49.63% compared to 50.80% a year ago. The district received impact fees for 18 new home starts totaling $106,896.38 and $9,305.02 in transition fees. The bills payable is typical for March.

   - 4.2 Approve the Resolution to Dismiss Part-Time Teachers – Annually all part-time teachers are released by State law. They can reapply for positions once they are posted.

4.3 Approve the Resolution to Dismiss 1st, 2nd, and 3rd, year Probationary Teachers – The Dismissal of First, Second-, or Third-year Probationary Teachers is an action covered under Senate Bill 7. The resolution includes the name of a probationary teacher for dismissal upon approval of the Board.

4.4 Approve the Resolution for TRS-SSP – This resolution approves an optional savings plan that any member of TRS can choose to have funds deducted from their paycheck and deposited into a 457(b)deferred compensation plan.

4.5 Approve membership in the IHSA for the 2022-2023 School Year -Annually we must renew the district's membership with IHSA.

4.6 Approve Overnight Trip for Girl's Wrestling - Two Wrestlers Soraya Walikonis and Victoria Macias qualified for the 1st annual State Wrestling Tournament in Bloomington, IL.

4.7 Approve the Board-Certified Delegated Authority – This motion delegates specific district employees the authority to work on grants and their applications.

4.8 Approve the Fox Valley Vocational Cooperative Joint Agreement – Currently, Central does not have any students that attend the vocational center. The Mid-Valley Superintendents serve on the Board of Directors. The agreement allows Dr. Stirn to serve on the Board of the cooperative.

5. Information Items

5.1 Instructional Coach Presentation – Stacy Reagan and Gail Stover presented an overview of all the work they do representing the various schools. The coaches started the school year with new teacher training, mentor protégé's and working with new and current teachers on technology and professional development. The Coaching Hub offers quarterly professional development courses over the school year and provides resources for district approved technology.

5.2 Recognition of Illinois State Scholars – Central High School had 49 seniors who represent the top 10% of all high school graduates.

5.3 Enrollment – the enrollment report was taken March 15, 2022. The district has increased 343 students from this point last year.

5.4 Central High School Schedule 2022-2023 - The proposed schedule reduces the graduation requirements from 23.5 to 20.5. Students will have the opportunity to take seven courses or six courses with an academic advisory. The academic advisory will be offered on the second and last period of every day. The new schedule will allow for more flexibility for students to choose the courses they are interested in. By changing the schedule the early release days will be eliminated.

5.5 Athletics and Activities Update – The girls basketball season ended with a 23-10 record and they won the regional. Many girls earned all area, as well as all conference team honors. Boys basketball made it to the sectionals and broke the school record with 31 wins. The basketball team is the regional and conference champions, and five starters received all conference. Our two girl wrestlers made it to the state tournament. Both girls are freshmen and did great at State. In spring sports, the boys from indoor track won the indoor conference and they are ranked 4th in the state. Girl's track is in rebuild but still finished 4th last weekend. Soccer played Naperville North and won 6-0.

The math contest has four state qualifiers, the final is at the end of the month. ACES/WYSE won

sectional and will compete online for state the first week of April.

The play "The Addams Family" was a success.

The service club just finished Feed My Starving Children, 51 volunteers participated.

The 2nd annal Color Run is also coming up Saturday, May 14th . It's a fun day and all proceeds go to the National Alliance of Mental Illness – in honor of mental awareness month.

5.6 Capital Projects Update – Director Polowy reported that the Prairie Knolls and Country Trails cafeteria expansion will be started with construction fencing, concrete and masonry. April bids may include the generator at Lily Lake, PV parking lot expansion, CT front drive. The transportation/buildings and grounds project will be bid in May. Typical painting, tile and carpet replacement, etc. will happen this summer.

6. Executive Session
   - 6.1 Adjourn Executive Session
   - 6.2 Return to Open Session
   - 6.3 Action Items from Closed Session
   - 6.3.1 Remove Allison Guenther from the 1st, 2nd, and 3rd, dismissal resolution and add her to the part time staff dismissal resolution.
   - 6.3.2 The personnel report for March 21, 2022, was approved

8. Adjourn

Laura Rabe, Vice President

Marc Falk, Secretary

Central Community Unit School District 301
Board of Education Minutes

Where:	Central CUSD #301 District Office	Meeting:	Regular
Date:	April 9, 2022	Time:	8:00 a.m.

Board Members Present	
Afeef, Junaid	Y
Falk, Marc	Y
Hemphill, Dornetia	Y
Nolan, Eric	Y
Penar, Mitch	N
Rabe, Laura	Y
Gorman, Jeff	Y

Administrators Present	
Stirn, Todd	Y
Mongan, Esther	Y
Birkmeier, Shayne	Y
McCastland, Kerri	Y
Mills, Sofia	Y
Nolan, Sarah	Y
Pflug, Daina	Y
Potsic, Mike	Y
Sharp, Lindsey	Y
Tobin, Brian	Y

Roll Call — Roll was called at 8:04 p.m.

Present: Afeef, Falk, Hemphill, Nolan, Rabe, Gorman
Absent: Penar

Approve Agenda — Motion by Nolan, second by Hemphill, to approve the agenda as presented.

Voting yes: Afeef, Falk, Hemphill, Nolan, Rabe, Gorman
Voting no: None
Absent: Penar

Executive Session — Motion by Nolan, second by Afeef, to adjourn open session and move into executive session at 8:06 a.m.

Voting yes: Afeef, Falk, Hemphill, Nolan, Rabe, Gorman
Voting no: None
Absent: Penar

Open Session — Motion by Nolan, second by Hemphill to adjourn executive session and return to open session at 8:26 a.m.

Voting yes: Afeef, Falk, Hemphill, Nolan, Rabe, Gorman
Voting no: None
Absent: Penar

Personnel Report — Motion by Afeef, second by Hemphill to approve the personnel report for April 9, 2022 as presented.

Voting yes: Afeef, Falk, Hemphill, Nolan, Rabe, Gorman
Voting no: None
Absent: Penar

Adjourn — Motion by Afeef, second by Nolan to adjourn at 12:01 p.m.

Voting yes: Afeef, Falk, Hemphill, Nolan, Rabe, Gorman
Voting no: None
Absent: Penar

BOE Meeting

1. Roll Call
2. Pledge of Allegiance

3. Executive Session
   The appointment, employment, resignation, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee or against legal counsel for the public body to determine its validity [5 ILCS 120/2(c)(1)].

   3.1 Adjourn Executive Session
   3.2 Return to Open Session
   3.3 Approve the Personnel Report

4. Information Items
   District administrators presented information on future goals, curriculum and instruction, college and career, special populations, technology, enrollment and financial considerations.

Jeff Gorman, President

Marc Falk, Secretary

FD	Description	March 2021-22 Beginning Balance	March 2021-22 Deposits	March 2021-22 Withdrawals	March 2021-22 Monthly Activity	Ending Balance
10	IMPREST-DISTRICT	2,177.12	2,000.00	2,213.66	-213.66	1,963.46
10	IMPREST-CHS	2,906.49	67.00	2,102.00	-2,035.00	871.49
10	CASH IN BANK-EDUCATION	3,523,840.48	4,553,237.50	4,319,102.73	234,134.77	3,757,975.25
10	CASH IN BANK - PAYROLL	858.21	2,390,429.25	2,390,114.61	314.64	1,172.85
10	PAYFLEX ACCOUNT	2,098.04	9,789.92	10,029.92	-240.00	1,858.04
10	DEBIT CARD ACCOUNT	788.41	1,660.00	2,448.41	-788.41	
10	PETTY CASH	1,380.00				1,380.00
10	INVESTMENT- BUSINESS NOW/SWEEP	19,442,109.66	1,180.01	2,838,210.29	-2,837,030.28	16,605,079.38
10	CHS ACTIVITY CASH	127,464.79	38,818.82	15,076.16	23,742.66	151,207.45
10	ELEM MS ACTIVITY CASH	24,914.39	231.00	143.84	87.16	25,001.55
10	INTERGOVERNMENTAL A/R NK					
10		23,128,537.59	6,997,413.50	9,579,441.62	-2,582,028.12	20,546,509.47
20	IMPREST-DISTRICT					
20	CASH IN BANK-O&M	1,542,866.41	207,575.72	515,376.70	-307,800.98	1,235,065.43
20	CASH IN BANK - PAYROLL	864.35	165,781.65	165,615.93	165.72	1,030.07
20	INVESTMENT-BUSINESS NOW/SWEEP	5,765,857.92	86,150.98		86,150.98	5,852,008.90
20		7,309,588.68	459,508.35	680,992.63	-221,484.28	7,088,104.40
30	CASH IN BANK-DEBT SERVICE	96,732.31		475.00	-475.00	96,257.31
30	INVESTMENT-BUSINESS NOW/SWEEP	1,154,669.44	70.08		70.08	1,154,739.52
30		1,251,401.75	70.08	475.00	-404.92	1,250,996.83
40	IMPREST-DISTRICT					
40	IMPREST-CHS					
40	CASH IN BANK-TRANSPORTATION	440,036.85	1,645.63	306,243.65	-304,598.02	135,438.83
40	CASH IN BANK - PAYROLL	799.84	183,010.62	183,065.38	-54.76	745.08
40	INVESTMENT-BUSINESS NOW/SWEEP	4,959,205.25	300.99		300.99	4,959,506.24
40		5,400,041.94	184,957.24	489,309.03	-304,351.79	5,095,690.15
50	CASH IN BANK-IMRF	160,896.93	326,950.67	269,449.06	57,501.61	218,398.54
50	CASH IN BANK-PAYROLL		103,208.91	103,208.91		
50	INVESTMENT-BUSINESS NOW/SWEEP	1,940,145.06	336.78	222,691.00	-222,354.22	1,717,790.84
50	INTERGOVERNMENTAL A/R NK					
50		2,101,041.99	430,496.36	595,348.97	-164,852.61	1,936,189.38
60	CASH IN BANK-CAPITAL PROJECT	1,632,810.56	106,896.38		106,896.38	1,739,706.94
60	INVESTMENTS-BUSINESS NOW/SWEEP	1,761,673.45	106.92		106.92	1,761,780.37
60		3,394,484.01	107,003.30		107,003.30	3,501,487.31
70	CASH IN BANK-WORKING CASH	443.66				443.66
70	INVESTMENT-BUSINESS NOW/SWEEP	2,544,079.68	154.41		154.41	2,544,234.09
70		2,544,523.34	154.41		154.41	2,544,677.75
80	CASH IN BANK-TORT	70,660.94		20,661.94	-20,661.94	49,999.00
80	INVESTMENT- BUSINESS NOW/SWEEP	821,377.96	49.86		49.86	821,427.82
80		892,038.90	49.86	20,661.94	-20,612.08	871,426.82
	Grand Asset Totals	46,021,658.20	8,179,653.10	11,366,229.19	-3,186,576.09	42,835,082.11

Number of Accounts: 32

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

Central Community Unit School Dist. 301
Revenue Summary Report
March 2022

	2021-22 Original Budget	% of Fund	March MTD	2021-22 FYTD	Remaining Budget	FYTD Percent
10-Education Fund						
Total Local Revenue	37,012,960.00	56.13%	428,579.24	18,931,381.86	18,081,578.14	51.15%
Total State Revenue	26,291,111.00	39.87%	752,465.44	4,301,164.60	21,989,946.40	16.36%
Total Federal Revenue	2,635,783.00	4.00%	527,348.15	2,658,117.37	(22,334.37)	100.85%
Total Education Fund	**65,939,854.00**	**100.00%**	**1,708,392.83**	**25,890,663.83**	**40,049,190.17**	**39.26%**
20-O&M Fund						
Total Local Revenue	5,576,000.00	54.19%	90,050.98	2,783,174.99	2,792,825.01	49.91%
Total State Revenue	1,369,335.00	13.31%	-	1,753,835.00	(384,500.00)	128.08%
Total Federal Revenue	3,344,212.00	32.50%	178,332.73	1,539,234.73	1,804,977.27	46.03%
Total O&M Fund	**10,289,547.00**	**100.00%**	**268,383.71**	**6,076,244.72**	**4,213,302.28**	**59.05%**
30-Debt Service Fund						
Total Local Revenue	8,566,600.00	100.00%	70.08	4,404,797.18	4,161,802.82	51.42%
Total Debt Service Fund	**8,566,600.00**	**100.00%**	**70.08**	**4,404,797.18**	**4,161,802.82**	**51.42%**
40-Transportation Fund						
Total Local Revenue	2,638,990.00	52.14%	881.85	1,263,241.74	1,375,748.26	47.87%
Total State Revenue	2,422,400.00	47.86%	-	2,099,992.82	322,407.18	86.69%
Total Transportation Fund	**5,061,390.00**	**100.00%**	**881.85**	**3,363,234.56**	**1,698,155.44**	**66.45%**
50-IMRF/SS Fund						
Total Local Revenue	2,156,280.00	100.00%	(22,354.22)	1,069,692.40	1,086,587.60	49.61%
Total IMRF/SS Fund	**2,156,280.00**	**100.00%**	**(22,354.22)**	**1,069,692.40**	**1,086,587.60**	**49.61%**
60-Capital Projects Fund						
Total Local Revenue	479,800.00	100.00%	107,003.30	456,750.21	23,049.79	95.20%
Total Capital Projects Fund	**479,800.00**	**100.00%**	**107,003.30**	**456,750.21**	**23,049.79**	**95.20%**
70-Working Cash Fund						
Total Local Revenue	87,385.00	100.00%	154.41	44,266.93	43,118.07	50.66%
Total Working Cash Fund	**87,385.00**	**100.00%**	**154.41**	**44,266.93**	**43,118.07**	**50.66%**
80-Tort Fund						
Total Local Revenue	891,410.00	100.00%	49.86	512,919.20	378,490.80	57.54%
Total Tort Fund	**891,410.00**	**100.00%**	**49.86**	**512,919.20**	**378,490.80**	**57.54%**
Revenue-All Funds						
1000 Total Local Revenue	57,409,425.00	61.42%	604,435.50	29,466,224.51	27,943,200.49	51.33%
3000 Total State Revenue	30,082,846.00	32.18%	752,465.44	8,154,992.42	21,927,853.58	27.11%
4000 Total Federal Revenue	5,979,995.00	6.40%	705,680.88	4,197,352.10	1,782,642.90	70.19%
Total Revenue-All Funds	**93,472,266.00**	**100.00%**	**2,062,581.82**	**41,818,569.03**	**51,653,696.97**	**44.74%**

Central Community Unit School Dist. 301
Revenue Detail Report
March 2022

Account Number	Description	2021-22 Original Budget	March MTD	2021-22 FYTD	Remaining Budget	FYTD Percent
10R000 1110 0000	TAXES	28,964,385.00	-	14,150,205.84	14,814,179.16	48.85%
10R000 1140 0000	SPECIAL ED TAXES	5,923,425.00	-	2,834,869.96	3,088,555.04	47.86%
10R001 1510 0000	INTEREST	19,500.00	1,180.01	5,708.12	13,791.88	29.27%
10R002 1611 0000	LUNCH, STUDENTS	272,000.00	37,849.70	401,323.94	(129,323.94)	147.55%
10R002 1620 0000	LUNCH, ADULTS	4,050.00	3,163.15	3,163.15	886.85	78.10%
10R000 1711 0000	ATHLETIC ADMISSION	17,000.00	140.00	33,663.00	(16,663.00)	198.02%
10R000 1720 0000	ATHLETIC PART FEE	76,000.00	22,230.00	123,115.00	(47,115.00)	161.99%
10R002 1720 0000	OTHER FEES	172,100.00	30,902.91	194,376.65	(22,276.65)	112.94%
10R000 1790 0000	ACTIVITY ACCOUNTS REVENUE	440,000.00	39,049.82	221,155.93	218,844.07	50.26%
10R000 1811 0000	TEXTBOOK INCOME	450,000.00	141,134.38	406,158.52	43,841.48	90.26%
10R000 1830 0000	TECHNOLOGY FEES	250,000.00	141,881.25	234,901.48	15,098.52	93.96%
10R000 1930 0000	TRANSITION FEES	140,000.00	9,305.02	54,320.14	85,679.86	38.80%
10R000 1950 0000	REFUND OF PRIOR YEAR EXPEND	20,000.00	-	114,785.73	(94,785.73)	573.93%
10R000 1970 0000	DRIVERS ED B-T-W	45,000.00	(81.00)	30,485.67	14,514.33	67.75%
10R002 1991 0000	CAREER PATHWAYS	189,500.00	-	99,000.00	90,500.00	52.24%
10R000 1999 0000	OTHER LOCAL REVENUES	30,000.00	1,824.00	24,148.73	5,851.27	80.50%
Total Local Revenue		**37,012,960.00**	**428,579.24**	**18,931,381.86**	**18,081,578.14**	**51.15%**
10R000 3001 0000	EVIDENCE-BASE FUNDING	6,177,595.00	681,534.00	3,748,431.00	2,429,164.00	60.68%
10R001 3001 0000	EVIDENCE-BASE FUNDING-MV COOP	208,540.00	48,196.86	131,150.96	77,389.04	62.89%
10R002 3001 0000	EVIDENCE BASED FUNDING-ALOP	-	6,256.91	37,541.27	(37,541.27)	0.00%
10R000 3100 0000	SPECIAL ED - PRIVATE FACILITY	200,000.00	-	297,622.99	(97,622.99)	148.81%
10R000 3120 0000	SPECIAL ED - ORPHANAGE	2,000.00	-	-	2,000.00	0.00%
10R000 3220 0000	CAREER & TECHNICAL EDUCATION	26,502.00	272.95	21,871.66	4,630.34	82.53%
10R000 3235 0000	CTE AGRICULTURE EDUCATION	4,700.00	1,789.00	2,392.00	2,308.00	50.89%
10R002 3235 0000	CTE FFA 3 CIRCLES GRANT	21,574.00	12,920.00	12,920.00	8,654.00	59.89%
10R000 3360 0000	STATE FREE LUNCH & BREAKFAST	2,000.00	1,495.72	10,485.74	(8,485.74)	524.29%
10R000 3370 0000	DRIVER ED	35,000.00	-	38,167.53	(3,167.53)	109.05%
10R000 3998 0000	TRS-ON BEHALF PAYMENTS	19,600,000.00	-	-	19,600,000.00	0.00%
10R000 3999 0000	OTHER STATE REVENUE	10,000.00	-	-	10,000.00	0.00%
10R001 3999 0000	LIBRARY GRANT	3,200.00	-	581.45	2,618.55	18.17%
Total State Revenue		**26,291,111.00**	**752,465.44**	**4,301,164.60**	**21,989,946.40**	**16.36%**
10R000 4210 0000	NAT'L SCHOOL LUNCH PROGRAM	5,000.00	202,173.50	1,124,004.22	(1,119,004.22)	0.00%
10R000 4225 0000	SUMMER FOOD SERVICE PROGRAM	750,000.00	-	-	750,000.00	0.00%
10R000 4300 0000	TITLE I LOW INCOME	285,650.00	67,351.00	360,323.00	(74,673.00)	126.14%
10R000 4400 0000	TITLE IV-A SSAE GRANT	25,800.00	-	-	25,800.00	0.00%
10R000 4600 0000	IDEA PRESCHOOL	7,181.00	88.00	3,159.00	4,022.00	43.99%
10R000 4620 0000	IDEA FLOW THROUGH	790,619.00	23,297.00	541,274.00	249,345.00	68.46%
10R000 4625 0000	IDEA FLOW THROUGH ROOM & BOARD	100,000.00	11,243.19	89,914.39	10,085.61	89.91%
10R000 4745 0000	CARL PERKINS	20,744.00	799.00	19,126.54	1,617.46	92.20%
10R000 4905 0000	TITLE III IEP GRANT	1,200.00	-	1,200.00	-	100.00%
10R000 4909 0000	TITLE III ELL-TBE/TPI LIPLEPS	35,235.00	1,800.00	32,238.00	2,997.00	91.49%
10R001 4909 0000	TITLE III EL BILINGUAL ED PD	4,000.00	-	3,818.00	182.00	95.45%
10R000 4932 0000	TITLE II-TEACHER QUALITY	55,814.00	-	16,474.00	39,340.00	29.52%
10R000 4991 0000	MEDICAID MATCHING-ADMIN OUTREACH	90,000.00	-	64,476.27	25,523.73	71.64%
10R000 4992 0000	MEDICAID MATCHING-FEE FOR SVC	55,000.00	1,659.19	70,184.68	(15,184.68)	127.61%
10R000 4998 0000	ESSER GRANT (CARES ACT)	107,760.00	-	101,580.00	6,180.00	94.27%
10R002 4998 0000	ESSER II GRANT (CRRSA)	158,315.00	-	-	158,315.00	0.00%
10R003 4998 0000	ESSER III GRANT (ARP)	143,465.00	218,937.27	230,345.27	(86,880.27)	160.56%
Total Federal Revenue		**2,635,783.00**	**527,348.15**	**2,658,117.37**	**(22,334.37)**	**100.85%**
Total Education Fund		**65,939,854.00**	**1,708,392.83**	**25,890,663.83**	**40,049,190.17**	**39.26%**
20R000 1111 0000	TAXES	5,262,350.00	-	2,507,764.56	2,754,585.44	47.65%
20R000 1230 0000	CORP PERSONAL PROPERTY TAX	151,000.00	85,581.99	168,998.51	(17,998.51)	111.92%
20R001 1510 0000	INTEREST	6,150.00	568.99	2,143.52	4,006.48	34.85%
20R001 1720 0000	PARKING FEES	29,000.00	50.00	31,825.00	(2,825.00)	109.74%
20R000 1910 0000	RENTALS	82,500.00	3,850.00	50,331.50	32,168.50	61.01%
20R000 1950 0000	REFUND OF PRIOR YEAR EXPENDITURES	15,000.00	-	-	15,000.00	0.00%
20R000 1999 0000	OTHER REVENUE	30,000.00	-	22,111.90	7,888.10	73.71%
Total Local Revenue		**5,576,000.00**	**90,050.98**	**2,783,174.99**	**2,792,825.01**	**49.91%**
20R000 3001 0000	EVIDENCE-BASE FUNDING	1,319,335.00	-	1,703,835.00	(384,500.00)	129.14%
20R000 3925 0000	SCHOOL MAINTENANCE GRANT	50,000.00	-	50,000.00	-	0.00%

Central Community Unit School Dist. 301
Revenue Detail Report
March 2022

Account Number	Description	2021-22 Original Budget	March MTD	2021-22 FYTD	Remaining Budget	FYTD Percent
Total State Revenue		**1,369,335.00**	**-**	**1,753,835.00**	**(384,500.00)**	**128.08%**
20R000 4998 0000	ESSER GRANT (CARES ACT)	15,312.00	-	13,584.00	1,728.00	88.71%
20R002 4998 0000	ESSER II GRANT (CRRSA)	884,155.00	7,976.00	929,710.00	(45,555.00)	105.15%
20R003 4998 0000	ESSER III GRANT (ARP)	2,444,745.00	170,356.73	595,940.73	1,848,804.27	24.38%
Total Federal Revenue		**3,344,212.00**	**178,332.73**	**1,539,234.73**	**1,804,977.27**	**46.03%**
Total O&M Fund		**10,289,547.00**	**268,383.71**	**6,076,244.72**	**4,213,302.28**	**59.05%**
30R000 1112 0000	TAXES	8,041,400.00	-	3,880,526.66	4,160,873.34	48.26%
30R001 1510 0000	INTEREST	3,200.00	70.08	995.52	2,204.48	31.11%
30R000 1930 0000	IMPACT FEES	522,000.00	-	523,275.00	(1,275.00)	100.24%
Total Local Revenue		**8,566,600.00**	**70.08**	**4,404,797.18**	**4,161,802.82**	**51.42%**
Total Debt Service Fund		**8,566,600.00**	**70.08**	**4,404,797.18**	**4,161,802.82**	**51.42%**
40R000 1113 0000	TAXES	2,632,390.00	-	1,255,096.02	1,377,293.98	47.68%
40R000 1415 0000	FIELD TRIP FEES	500.00	-	-	500.00	0.00%
40R001 1510 0000	INTEREST	4,100.00	300.99	1,234.99	2,865.01	30.12%
40R000 1999 0000	OTHER REVENUE	2,000.00	580.86	6,910.73	(4,910.73)	345.54%
Total Local Revenue		**2,638,990.00**	**881.85**	**1,263,241.74**	**1,375,748.26**	**47.87%**
40R000 3500 0000	STATE AID, REGULAR	1,492,000.00	-	1,316,111.58	175,888.42	88.21%
40R000 3510 0000	STATE AID, SPECIAL ED	930,400.00	-	783,881.24	146,518.76	84.25%
Total State Revenue		**2,422,400.00**	**-**	**2,099,992.82**	**322,407.18**	**86.69%**
Total Transportation Fund		**5,061,390.00**	**881.85**	**3,363,234.56**	**1,698,155.44**	**66.45%**
50R000 1114 0000	IMRF TAXES	1,046,590.00	-	503,969.94	542,620.06	48.15%
50R000 1151 0000	SOC SEC/MEDICARE TAXES	1,046,590.00	-	503,969.94	542,620.06	48.15%
50R000 1230 0000	CORP PERSONAL PROPERTY TAX	60,000.00	(22,691.00)	60,725.53	(725.53)	101.21%
50R001 1510 0000	INTEREST	3,100.00	336.78	1,026.99	2,073.01	33.13%
Total Local Revenue		**2,156,280.00**	**(22,354.22)**	**1,069,692.40**	**1,086,587.60**	**49.61%**
Total IMRF/SS Fund		**2,156,280.00**	**(22,354.22)**	**1,069,692.40**	**1,086,587.60**	**49.61%**
60R001 1510 0000	INTEREST	1,800.00	106.92	453.26	1,346.74	25.18%
60R000 1930 0000	IMPACT FEES	478,000.00	106,896.38	456,296.95	21,703.05	95.46%
Total Local Revenue		**479,800.00**	**107,003.30**	**456,750.21**	**23,049.79**	**95.20%**
Total Capital Projects Fund		**479,800.00**	**107,003.30**	**456,750.21**	**23,049.79**	**95.20%**
70R000 1115 0000	TAXES	85,365.00	-	43,615.78	41,749.22	51.09%
70R001 1510 0000	INTEREST	2,020.00	154.41	651.15	1,368.85	32.24%
Total Local Revenue		**87,385.00**	**154.41**	**44,266.93**	**43,118.07**	**50.66%**
Total Working Cash Fund		**87,385.00**	**154.41**	**44,266.93**	**43,118.07**	**50.66%**
80R000 1120 0000	TAXES	880,710.00	-	421,593.24	459,116.76	47.87%
80R001 1510 0000	INTEREST	700.00	49.86	195.96	504.04	27.99%
80R000 1999 0000	REFUND PRIOR YEAR EXPENDITURES	10,000.00	-	91,130.00	(81,130.00)	0.00%
Total Local Revenue		**891,410.00**	**49.86**	**512,919.20**	**378,490.80**	**57.54%**
Total Tort Fund		**891,410.00**	**49.86**	**512,919.20**	**378,490.80**	**57.54%**
	Revenue-All Funds					
1000	Total Local Revenue	57,409,425.00	604,435.50	29,466,224.51	27,943,200.49	51.33%
3000	Total State Revenue	30,082,846.00	752,465.44	8,154,992.42	21,927,853.58	27.11%
4000	Total Federal Revenue	5,979,995.00	705,680.88	4,197,352.10	1,782,642.90	70.19%
	Total Revenue-All Funds	**93,472,266.00**	**2,062,581.82**	**41,818,569.03**	**51,653,696.97**	**44.74%**

Central Community Unit School Dist. 301
Expenditure Summary by Fund Report
March 2022

	2021-22 Original Budget	% of Fund	March MTD	2021-22 FYTD	Encumbered Amount	Budget Remaining	FYTD Percent
10-Education							
1000 Salaries	28,500,721.00	41.92%	2,362,272.12	20,935,531.72	-	7,565,189.28	73.46%
2000 Benefits	8,351,150.00	12.28%	640,822.34	6,262,301.84	-	2,088,848.16	74.99%
3000 Purchased Services	3,549,332.00	5.22%	338,872.47	1,798,817.57	156,666.16	1,593,848.27	55.09%
4000 Supplies	3,435,557.00	5.05%	129,162.28	1,144,350.75	1,388,128.52	903,077.73	73.71%
5000 Capital Outlay	248,200.00	0.37%	-	26,002.10	-	222,197.90	10.48%
6000 Other/Dues/Fees	23,377,600.00	34.39%	810,637.99	1,953,771.88	64,015.95	21,359,812.17	8.63%
7000 Non-Capital Equipment	522,898.00	0.77%	6,725.21	69,464.75	49,710.00	403,723.25	22.79%
Total Education Fund	**67,985,458.00**	**100.00%**	**4,288,492.41**	**32,190,240.61**	**1,658,520.63**	**34,136,696.76**	**49.79%**
20-O&M							
1000 Salaries	2,283,220.00	21.02%	165,451.19	1,450,929.51	-	832,290.49	63.55%
2000 Benefits	592,100.00	5.45%	42,157.98	389,212.38	-	202,887.62	65.73%
3000 Purchased Services	1,100,000.00	10.13%	76,285.08	666,546.94	15,517.33	417,935.73	62.01%
4000 Supplies	1,504,312.00	13.85%	135,680.89	972,371.35	48,178.37	483,762.28	67.84%
5000 Capital Outlay	5,103,900.00	46.99%	70,533.99	2,228,542.53	184,032.58	2,691,324.89	47.27%
6000 Other/Dues/Fees	102,000.00	0.94%	-	60.00	-	101,940.00	0.06%
7000 Non-Capital Equipment	175,000.00	1.61%	2,214.04	78,094.03	4,934.16	91,971.81	47.44%
Total O&M	**10,860,532.00**	**100.00%**	**492,323.17**	**5,785,756.74**	**252,662.44**	**4,822,112.82**	**55.60%**
30-Debt Service							
3000 Purchased Services	4,000.00	0.05%	475.00	1,375.00	-	2,625.00	34.38%
6000 Other/Bonds	8,382,376.00	99.95%	-	7,889,000.00	-	493,376.00	94.11%
Total Debt Service	**8,386,376.00**	**100.00%**	**475.00**	**7,890,375.00**	**-**	**496,001.00**	**94.09%**
40-Transportation							
1000 Salaries	2,323,940.00	49.80%	182,363.00	1,709,966.46	-	613,973.54	73.58%
2000 Benefits	138,355.00	2.97%	11,635.95	106,479.51	-	31,875.49	76.96%
3000 Purchased Services	1,539,610.00	33.00%	47,037.29	1,509,154.22	9,657.75	20,798.03	98.65%
4000 Supplies	414,200.00	8.88%	62,809.50	308,847.35	32,212.40	73,140.25	82.34%
6000 Other/Dues/Fees	220,000.00	4.71%	2,508.00	8,491.00	658.00	210,851.00	4.16%
7000 Non-Capital Equipment	30,000.00	0.64%	530.34	530.34	-	29,469.66	1.77%
Total Transportation	**4,666,105.00**	**100.00%**	**306,884.08**	**3,643,468.88**	**42,528.15**	**980,107.97**	**79.00%**
50-IMRF/SS							
2000 Benefits	1,829,431.00	100.00%	142,498.39	1,339,362.38	-	490,068.62	73.21%
Total IMRF/SS	**1,829,431.00**	**100.00%**	**142,498.39**	**1,339,362.38**	**-**	**490,068.62**	**73.21%**
60-Capital Projects							
5000 Capital Outlay	450,000.00	100.00%	-	9,453.00	-	440,547.00	2.10%
Total Capital Projects	**450,000.00**	**100.00%**	**-**	**9,453.00**	**-**	**440,547.00**	**2.10%**
70-Working Cash							
6000 Transfers	-		-	-	-	-	0.00%
Total Working Cash	**-**	**0.00%**	**-**	**-**	**-**	**-**	**0.00%**
80-Tort							
3000 Purchased Services	875,000.00	100.00%	20,661.94	211,043.97		663,956.03	24.12%
Total Tort	**875,000.00**	**100.00%**	**20,661.94**	**211,043.97**	**-**	**663,956.03**	**24.12%**
Total Expenditures	**95,052,902.00**		**5,251,334.99**	**51,069,700.58**	**1,953,711.22**	**42,029,490.20**	**55.78%**
Expenditures Across All Funds							
1000 Salaries	33,107,881.00	34.83%	2,710,086.31	24,096,427.69	-	9,011,453.31	72.78%
2000 Benefits	10,911,036.00	11.48%	837,114.66	8,097,356.11	-	2,813,679.89	74.21%
3000 Purchased Services	7,067,942.00	7.44%	483,331.78	4,186,937.70	181,841.24	2,699,163.06	61.81%
4000 Supplies	5,354,069.00	5.63%	327,652.67	2,425,569.45	1,468,519.29	1,459,980.26	72.73%
5000 Capital Outlay	5,802,100.00	6.10%	70,533.99	2,263,997.63	184,032.58	3,354,069.79	42.19%
6000 Other/Dues/Fees/Bonds	32,081,976.00	33.75%	813,145.99	9,851,322.88	64,673.95	22,165,979.17	30.91%
7000 Non-Capital Equipment	727,898.00	0.77%	9,469.59	148,089.12	54,644.16	525,164.72	27.85%
Total Expenditures Across all Funds	**95,052,902.00**	**100.00%**	**5,251,334.99**	**51,069,700.58**	**1,953,711.22**	**42,029,490.20**	**55.78%**

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
A DISCOUNT T	20224124	Two's-day shirts	10E008 1110 4900 00 000000 0000	172.00
A DISCOUNT T	20224155	Shirts for staff for Staff Appreciation Week	10E008 2410 4100 00 000000 0000	609.50
			Totals for A DISCOUNT T	781.50
A FREEDOM FLAG CO	24302	USA Flags	20E001 2540 4120 00 000000 0000	1,625.40
			Totals for A FREEDOM FLAG CO	1,625.40
ADVANCE AUTO PARTS	2454-462562	Prime Guard Oil Drums with Pump	40E001 2550 4120 00 000000 0000	923.66
ADVANCE AUTO PARTS	2454-464279	Tire Gauge	40E001 2550 4100 00 000000 0000	28.79
ADVANCE AUTO PARTS	2454-464406	Tire Gauge Returned	40E001 2550 4100 00 000000 0000	-28.79
ADVANCE AUTO PARTS	2454-464676	Hydraulic Lubricant	40E001 2550 4120 00 000000 0000	92.28
ADVANCE AUTO PARTS	2454-464677	10W30 Oil	40E001 2550 4120 00 000000 0000	60.60
ADVANCE AUTO PARTS	2454-463877	Clamp Returns	40E001 2550 4100 00 000000 0000	-60.32
ADVANCE AUTO PARTS	2454-465104	Washer Pressure Hose	40E001 2550 4100 00 000000 0000	116.06
ADVANCE AUTO PARTS	2454-464278	7" Variable Speed Drill	40E001 2550 4100 00 000000 0000	157.99
ADVANCE AUTO PARTS	4717232	Oil Refund	40E001 2550 4100 00 000000 0000	-33.71
			Totals for ADVANCE AUTO PARTS	1,256.56
ADVOCATE SHERMAN OCC	818303	Bus Drivers Physicals & Post Accident Rapids	40E001 2550 3190 00 000000 0000	635.00
ADVOCATE SHERMAN OCC	819048	Bus Driver Randoms & Physical	40E001 2550 3190 00 000000 0000	243.00
ADVOCATE SHERMAN OCC	819303	Random Drug Pull Maintenance Fee	40E001 2550 3190 00 000000 0000	250.00
			Totals for ADVOCATE SHERMAN OCCUPATIONAL	1,128.00
AGUINAGA, JACOB	Mar 2022	Reimb for Mileage March 2022	10E001 2660 3320 00 000000 0000	74.55
			Totals for AGUINAGA, JACOB	74.55
AHW LLC	11323355	Grounds Vehicle Repair	20E002 2540 3230 00 000000 0000	1,112.50
			Totals for AHW LLC	1,112.50
ALEXANDER LEIGH CENT	3722	Monthly tuition Mar 2022	10E001 1912 6700 00 000000 0000	28,347.84
			Totals for ALEXANDER LEIGH CENTER FOR AU	28,347.84
ALEXIAN BROTHERS BEH	118251144	Tutoring Services, Medical Rec #8089100	10E001 1200 3140 00 462000 0000	256.00
ALEXIAN BROTHERS BEH	118251391	Tutoring Services, Medical Rec #8091186	10E001 1200 3140 00 462000 0000	96.00
ALEXIAN BROTHERS BEH	118249462	Tutoring Services, Medical Rec #8090854	10E001 1200 3140 00 462000 0000	192.00
ALEXIAN BROTHERS BEH	118251235	Tutoring Services, Medical Rec #8089385	10E001 1200 3140 00 462000 0000	416.00
			Totals for ALEXIAN BROTHERS BEHAVIORAL H	960.00
ALPHA BAKING COMPANY	220267073014	Bread	10E008 2560 4100 00 000000 0000	39.88
ALPHA BAKING COMPANY	220267073015	Bread	10E010 2560 4100 00 000000 0000	43.78
ALPHA BAKING COMPANY	220267070013	Bread	10E005 2560 4100 00 000000 0000	19.90
ALPHA BAKING COMPANY	220267067023	Bread	10E004 2560 4100 00 000000 0000	40.92
ALPHA BAKING COMPANY	220267070012	Bread	10E004 2560 4100 00 000000 0000	22.68
ALPHA BAKING COMPANY	220267070011	Bread	10E011 2560 4100 00 000000 0000	81.12
ALPHA BAKING COMPANY	220267070010	Bread	10E002 2560 4100 00 000000 0000	146.64
ALPHA BAKING COMPANY	220267067024	Bread	10E003 2560 4100 00 000000 0000	55.40
ALPHA BAKING COMPANY	220267080018	Bread	10E010 2560 4100 00 000000 0000	46.00
ALPHA BAKING COMPANY	220267080017	Bread	10E008 2560 4100 00 000000 0000	97.20
ALPHA BAKING COMPANY	220267081013	Bread	10E002 2560 4100 00 000000 0000	237.88
ALPHA BAKING COMPANY	220267081014	Bread	10E003 2560 4100 00 000000 0000	37.96

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
ALPHA BAKING COMPANY	220267081015	Bread	10E011 2560 4100 00 000000 0000	85.52
ALPHA BAKING COMPANY	220267080019	Bread	10E005 2560 4100 00 000000 0000	73.84
ALPHA BAKING COMPANY	220267081016	Bread	10E004 2560 4100 00 000000 0000	94.12
			Totals for ALPHA BAKING COMPANY	1,122.84
AMAZON.COM	553776648634	Supplies for Instructional Coaches	10E002 2212 4100 00 000000 0000	155.38
AMAZON.COM	963995594663	Supplies for Instructional Coaches	10E002 2212 4100 00 000000 0000	38.88
AMAZON.COM	797443936848	Shifting the Balance	10E001 2212 4100 00 000000 0000	38.40
AMAZON.COM	449876386695	Finding Lifelines	10E002 2212 4100 00 000000 0000	224.55
AMAZON.COM	636746784359	Maintenance Supplies	20E001 2540 4110 00 000000 0000	25.46
AMAZON.COM	644683438769	Maintenance Supplies	20E001 2540 4110 00 000000 0000	163.00
AMAZON.COM	458774475993	Calendar Planner	40E001 2550 4110 00 000000 0000	20.98
AMAZON.COM	774786643458	Dust-Off, Computer Cleaner	40E001 2550 4110 00 000000 0000	52.99
AMAZON.COM	873837587344	Refund	40E001 2550 4110 00 000000 0000	-12.99
AMAZON.COM	938994473333	Wireless Computer Mouse	40E001 2550 4110 00 000000 0000	11.99
AMAZON.COM	437585773973	Seating Chart Magnets Buses	40E001 2550 4110 00 000000 0000	399.80
AMAZON.COM	456458569533	Seating Chart Magnets	40E001 2550 4110 00 000000 0000	399.80
AMAZON.COM	739367938998	Seating Chart Magnets	40E001 2550 4110 00 000000 0000	199.90
AMAZON.COM	966857855376	USB Cable Splitter	40E001 2550 4110 00 000000 0000	12.99
AMAZON.COM	669984957948	Purell, Drivers Refill Sanitizer Station	40E001 2550 4110 00 000000 0000	47.06
AMAZON.COM	834863584438	Stainless Steel Cabinets	40E001 2550 4110 00 000000 0000	121.98
AMAZON.COM	673394638735	Wireless Mouse	40E001 2550 4110 00 000000 0000	19.95
AMAZON.COM	965576987589	Key Board Rest Pads, Desk Mouse	40E001 2550 4110 00 000000 0000	145.90
AMAZON.COM	695888685443	Bus Safety Step	40E001 2550 4110 00 000000 0000	72.49
AMAZON.COM	536567934786	Library Grant books CHS	10E001 2220 4100 00 399900 0000	13.04
AMAZON.COM	868578635747	Guidance supplies	10E002 2120 4100 00 000000 0000	7.98
AMAZON.COM	935954545497	Guidance supplies	10E002 2120 4100 00 000000 0000	20.82
AMAZON.COM	533473345859	Guidance supplies	10E002 2120 4100 00 000000 0000	6.90
AMAZON.COM	457747934936	Musical supplies	10E002 1130 4900 00 000000 0000	128.99
AMAZON.COM	897596957337	Guidance supplies	10E002 2120 4100 00 000000 0000	22.99
AMAZON.COM	974334469657	Office supplies	10E002 2410 4100 00 000000 0000	95.36
AMAZON.COM	466433659387	Science supplies	10E002 1130 4100 00 000000 0000	17.66
AMAZON.COM	466667996548	Office supplies	10E002 2410 4100 00 000000 0000	35.00
AMAZON.COM	647479493354	Nurse supplies	10E002 1130 4250 00 000000 0000	172.55
AMAZON.COM	664559755937	Nurse supplies	10E002 1130 4250 00 000000 0000	15.98
AMAZON.COM	735689699869	SpEd supplies	10E002 1205 4100 00 000000 0000	15.30
AMAZON.COM	765579335385	Guidance supplies	10E002 2120 4100 00 000000 0000	41.97
AMAZON.COM	855977345473	Math supplies	10E002 1130 4100 00 000000 0000	-10.99
AMAZON.COM	438493689858	Guidance supplies	10E002 2120 4100 00 000000 0000	7.43
AMAZON.COM	436879495746	Library Grant CHS books	10E001 2220 4100 00 399900 0000	26.08
AMAZON.COM	447869386774	Nurse supplies	10E002 1130 4250 00 000000 0000	6.74
AMAZON.COM	454639953538	Guidance supplies	10E002 2120 4100 00 000000 0000	174.86
AMAZON.COM	453577874876	Supplies	10E011 1120 4100 00 000000 0000	359.91
AMAZON.COM	559935335666	Supplies	10E011 2140 4100 00 000000 0000	22.49
AMAZON.COM	488799369973	Supplies	10E011 1120 4110 00 000000 0000	14.98
AMAZON.COM	764954886478	Supplies	10E011 1120 4110 00 000000 0000	36.18
AMAZON.COM	598457778569	Supplies	10E011 1120 4110 00 000000 0000	9.99
AMAZON.COM	735388539934	Supplies	10E011 1120 4100 00 000000 0000	111.90
AMAZON.COM	757538744565	Supplies	10E011 1500 4100 00 000000 0000	242.19
AMAZON.COM	799945733786	Supplies	10E011 1120 4110 00 000000 0000	23.99
AMAZON.COM	637833579853	Supplies for DO	10E001 2520 4100 00 000000 0000	108.80
AMAZON.COM	997987744798	Static Cling Window Shade	40E001 2550 4100 00 000000 0000	68.69
AMAZON.COM	938454785589	Soccer Balls, Basketballs	10E008 1110 4100 00 000000 0000	43.14

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
AMAZON.COM	576586374683	Soccer Balls, Basketballs	10E008 1110 4100 00 000000 0000	46.83
AMAZON.COM	693465498697	Poster Board for Music Concert	10E008 1110 4100 00 000000 0000	23.97
AMAZON.COM	939488865559	Books	10E005 2220 4300 00 000000 0000	27.96
AMAZON.COM	648999433676	Books	10E005 2220 4300 00 000000 0000	8.95
AMAZON.COM	435833645788	Library Books	10E005 2220 4300 00 000000 0000	162.62
AMAZON.COM	565539779394	Instructional Supplies 4th Grade	10E005 1110 4100 00 000000 0000	18.66
AMAZON.COM	645555733795	Instructional Supplies-4th Grade Schultz	10E005 1110 4100 00 000000 0000	20.99
AMAZON.COM	695583764756	Instructional Supplies-4th Grade Schultz	10E005 1110 4100 00 000000 0000	11.59
AMAZON.COM	899435377834	Instructional Supplies-4th Grade Schultz	10E005 1110 4100 00 000000 0000	12.66
AMAZON.COM	445385763894	Instructional Supplies 4th grade	10E005 1110 4100 00 000000 0000	15.88
AMAZON.COM	567355655678	Instructional Supplies 4th grade	10E005 1110 4100 00 000000 0000	9.03
AMAZON.COM	588935475589	Instructional Supplies 4th grade Schultz	10E005 1110 4100 00 000000 0000	12.00
AMAZON.COM	635758339833	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	12.58
AMAZON.COM	645774973994	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	8.96
AMAZON.COM	664978887657	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	8.97
AMAZON.COM	745644963848	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	12.59
AMAZON.COM	759877378343	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	14.86
AMAZON.COM	796483575567	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	8.15
AMAZON.COM	888773864565	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	9.00
AMAZON.COM	963753768776	Instructional Supplies-4th grade	10E005 1110 4100 00 000000 0000	8.99
AMAZON.COM	669677756745	Instructional Supplies-4th grade Schultz	10E005 1110 4100 00 000000 0000	73.68
AMAZON.COM	437766694769	Instructional Supplies 4th grade	10E005 1110 4100 00 000000 0000	8.15
AMAZON.COM	866938949559	Speech Supplies	10E005 2150 4100 00 000000 0000	115.24
AMAZON.COM	463769539878	Classroom Set up for 5th grade	10E005 2410 4100 00 000000 0000	172.14
AMAZON.COM	456797353457	Classroom Set up for 5th grade	10E005 2410 4100 00 000000 0000	237.98
AMAZON.COM	586979378593	LL Library Grant Book, Office Supplies	10E005 2410 4100 00 000000 0000	22.48
AMAZON.COM	586979378593	LL Library Grant Book, Office Supplies	10E001 2220 4100 00 399900 0000	6.83
AMAZON.COM	596699763773	Office Supplies	10E005 2410 4100 00 000000 0000	20.89
AMAZON.COM	985638856796	Science Supplies	10E003 1120 4100 00 000000 0000	133.01
AMAZON.COM	433489895467	LMC supplies	10E003 2220 4100 00 000000 0000	24.07
AMAZON.COM	594555889475	Nurse Supplies	10E003 1120 4250 00 000000 0000	58.84
AMAZON.COM	633875636457	LMC supplies	10E003 2220 4100 00 000000 0000	514.39
AMAZON.COM	539797539489	Ear buds for testing	10E003 2410 4100 00 000000 0000	68.95
AMAZON.COM	499647476939	LMC supplies	10E003 1120 4900 00 000000 0000	7.99
AMAZON.COM	489849555679	APC Network UPS, 2000VA Smart	10E001 2660 4100 00 000000 0000	1,478.17
AMAZON.COM	595594378343	Supplies	10E001 2660 4100 00 000000 0000	59.99
AMAZON.COM	794897365967	Supplies	10E001 2660 4100 00 000000 0000	340.50
AMAZON.COM	463875934469	Supplies	10E001 2660 4100 00 000000 0000	188.99
AMAZON.COM	473856558389	Misc tech supplies, chargers	10E001 2660 4100 00 000000 0000	3,399.00
AMAZON.COM	459538393537	Supplies	10E001 2660 4100 00 000000 0000	149.99
AMAZON.COM	594866389373	Supplies	10E001 2660 4100 00 000000 0000	298.50
AMAZON.COM	456469834757	Supplies	10E001 2660 4100 00 000000 0000	576.93

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
AMAZON.COM	739943547385a	Plate Tectonics Equipment Model	10E011 1120 4110 00 000000 0000	57.99
AMAZON.COM	645754586967	Library Books	10E010 2220 4300 00 000000 0000	145.00
AMAZON.COM	764445568376	Library Books	10E010 2220 4300 00 000000 0000	5.96
AMAZON.COM	547599758736	Science Curriculum	10E010 1110 4100 00 000000 0000	17.98
AMAZON.COM	443673577787	Office supplies	10E010 2410 4100 00 000000 0000	14.95
AMAZON.COM	737555597777	Office supplies	10E010 2410 4100 00 000000 0000	51.00
AMAZON.COM	757379787864	Office Supplies	10E010 2410 4100 00 000000 0000	13.90
AMAZON.COM	567598889458	Office Supplies	10E010 2410 4100 00 000000 0000	32.16
AMAZON.COM	893865553476	Office Supplies	10E010 2410 4100 00 000000 0000	74.16
AMAZON.COM	934439875796	Student supplies	10E001 1200 4100 00 462000 0000	44.98
AMAZON.COM	447689789748	Training Books for nurse	10E001 2130 4100 00 000000 0000	104.20
AMAZON.COM	433446644499	Student supplies	10E001 1200 4100 00 462000 0000	109.02
AMAZON.COM	447337556575	Student Supplies	10E001 1200 4100 00 462000 0000	14.97
AMAZON.COM	448845475573	Supplies	10E004 1110 4100 00 000000 0000	53.70
AMAZON.COM	587539595768	3 Tier rolling cart	10E004 1800 4100 00 000000 0000	26.99
AMAZON.COM	585978588365	Office supplies	10E004 1110 4100 00 000000 0000	317.09
AMAZON.COM	697836489497	Supplies	10E004 1110 4100 00 000000 0000	128.92
AMAZON.COM	936565564876	Supplies	10E004 1110 4100 00 000000 0000	50.95
AMAZON.COM	958588665377	Supplies	10E004 1110 4100 00 000000 0000	18.59
AMAZON.COM	676679878559	Banner	10E004 2410 4100 00 000000 0000	91.99
AMAZON.COM	995454535683	Planners	10E004 2410 4100 00 000000 0000	80.71
AMAZON.COM	634337888978	Office supplies	10E004 2140 4100 00 000000 0000	27.37
AMAZON.COM	463896339648	Office, Classroom supplies	10E004 1110 4100 00 000000 0000	88.94
AMAZON.COM	463896339648	Office, Classroom supplies	10E004 2140 4100 00 000000 0000	14.99
AMAZON.COM	573876478574	Classroom, health supplies	10E004 1110 4100 00 000000 0000	24.99
AMAZON.COM	573876478574	Classroom, health supplies	10E004 1110 4250 00 000000 0000	29.96
			Totals for AMAZON.COM	14,032.84
AMITA HEALTH SAINT J	2505	Homebound tutoring	10E001 1200 3140 00 462000 0000	96.00
AMITA HEALTH SAINT J	4705	Homebound Tutoring	10E001 1200 3140 00 462000 0000	160.00
			Totals for AMITA HEALTH SAINT JOSEPH HOS	256.00
ARCO MECHANICAL EQUI	19991	Gas Detection Calibration Services of Toxalert CMS	20E001 2540 3100 00 000000 0000	570.00
			Totals for ARCO MECHANICAL EQUIPMENT SAL	570.00
ASCD	14196104	ASCD Membership for T. Kolkebeck	10E010 2410 6400 00 000000 0000	49.00
			Totals for ASCD	49.00
ATHLETICO MANAGEMENT	822697	CHS Athletico Contract 2021-2022	10E002 1500 3190 00 000000 0000	10,250.00
			Totals for ATHLETICO MANAGEMENT LLC	10,250.00
AVI SYSTEMS, INC	88788927	Cafeteria Screen & Sound System	10E004 2410 7100 00 000000 0000	2,099.00
			Totals for AVI SYSTEMS, INC	2,099.00
BANNER UP SIGNS	76945	AP signs	10E002 2410 4900 00 000000 0000	55.00
			Totals for BANNER UP SIGNS	55.00
BLAKLEY, ALISON	Lunch Refund	Food Service Refund PV	10R008 1611 0000 00 000000 0000	46.60
			Totals for BLAKLEY, ALISON	46.60
BLICK ART MATERIALS	8223861	Supplies	10E011 1120 4110 00 000000 0000	211.50
BLICK ART MATERIALS	8217506	Art supplies	10E002 1130 4100 00 000000 0000	13.96
			Totals for BLICK ART MATERIALS	225.46
BLOCH, JAMES	Spring 2022	CHS Student-Athlete Leadership	10E002 1500 3190 00 000000 0000	1,500.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
		training		
			Totals for BLOCH, JAMES	1,500.00
BLUE CROSS BLUE SHIE	Dental Claims 03	Dental Claims	10E002 1130 2230 00 000000 0000	-605.08
BLUE CROSS BLUE SHIE	Dental Claims 03	Dental Claims	20E001 2540 2230 00 000000 0000	-648.54
BLUE CROSS BLUE SHIE	Dental Claims 03	Dental Claims	40E001 2550 2230 00 000000 0000	-418.76
			Totals for BLUE CROSS BLUE SHIELD	-1,672.38
BOSTON HIGASHI SCHOO	2204600	Monthly Tuition and Room & Board March 2022	10E001 1912 6700 00 000000 0000	22,570.65
			Totals for BOSTON HIGASHI SCHOOL, INC	22,570.65
BRANNSTROM, DAVID	Mar 2022	Reimb for Mileage March 2022	10E001 2212 3320 00 000000 0000	82.03
			Totals for BRANNSTROM, DAVID	82.03
BROOKES PUBLISHING	1221513	ASQ Digital Order for EC Screenings	10E001 2230 3190 00 462000 0000	149.95
			Totals for BROOKES PUBLISHING	149.95
BROOKS, CHARLES	Feb 17	PKMS Reimb for Supplies	10E011 1120 4110 00 000000 0000	143.78
			Totals for BROOKS, CHARLES	143.78
BSN SPORTS, INC	916510948	Wrestling Singlets	10E002 1500 4110 00 000000 0000	1,521.13
BSN SPORTS, INC	916510926	Softball, Track, Baseball Supplies	10E002 1500 4100 00 000000 0000	4,613.58
BSN SPORTS, INC	916494857	Crossbars for track	10E002 1500 4100 00 000000 0000	305.66
BSN SPORTS, INC	916705221	Athletic Supplies	10E011 1500 4100 00 000000 0000	1,292.03
BSN SPORTS, INC	915516079	Athletics Supplies	10E003 1500 4100 00 000000 0000	884.12
			Totals for BSN SPORTS, INC	8,616.52
CAMELOT THERAPEUTIC	INV130499	Monthly tuition Feb 2022	10E001 1912 6700 00 000000 0000	620.49
			Totals for CAMELOT THERAPEUTIC SCHOOLS,	620.49
CARDMEMBER SERVICE	7577 04-22	T. Stirn Administrative Expenses	10E001 2310 4100 00 000000 0000	277.00
CARDMEMBER SERVICE	7577 04-22	T. Stirn Administrative Expenses	10E001 2520 4100 00 000000 0000	18.26
CARDMEMBER SERVICE	7577 04-22	T. Stirn Administrative Expenses	10E001 2520 4100 00 000000 0000	48.33
CARDMEMBER SERVICE	7577 04-22	T. Stirn Administrative Expenses	10E001 2520 3100 00 000000 0000	27.72
CARDMEMBER SERVICE	7577 04-22	T. Stirn Administrative Expenses	10E001 2320 4100 00 000000 0000	157.36
CARDMEMBER SERVICE	7577 04-22	T. Stirn Administrative Expenses	10E001 2320 6400 00 000000 0000	24.35
CARDMEMBER SERVICE	7577 04-22	T. Stirn Administrative Expenses	10E001 2520 3100 00 000000 0000	27.72
CARDMEMBER SERVICE	7577 04-22a	E. Mongan Curriculum Expenses	10E001 2520 3100 00 000000 0000	504.07
CARDMEMBER SERVICE	7577 04-22a	E. Mongan Curriculum Expenses	10E001 2210 6400 00 000000 0000	14.95
CARDMEMBER SERVICE	7577 04-22a	E. Mongan Curriculum Expenses	10E001 2520 3100 00 000000 0000	233.32
CARDMEMBER SERVICE	7577 04-22a	E. Mongan Curriculum Expenses	10E001 2320 6400 00 000000 0000	97.00
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	15.17
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	241.00
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	0.51
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 4100 00 000000 0000	121.86
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 4100 00 000000 0000	204.89
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	18.74
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	352.45
CARDMEMBER SERVICE	7577 04-22b	B. Tobin Technology Expenses	10E001 2660 3160 00 000000 0000	-179.00
			Totals for CARDMEMBER SERVICE	2,205.70
CENGAGE LEARNING	77506399	Materials for STAR program	10E004 1205 4100 00 000000 0000	109.73
CENGAGE LEARNING	77403401	Shipping & Handling Edge	10E001 1100 3100 00 430000 0000	42.12

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
		Assessments		
			Totals for CENGAGE LEARNING	151.85
CENTRAL DUPAGE HOSPI	301-032322	Homebound tutoring	10E001 1200 3140 00 462000 0000	720.00
			Totals for CENTRAL DUPAGE HOSPITAL	720.00
CINTAS CORPORATION #	4113990538	Service Mats	40E001 2550 4100 00 000000 0000	94.60
CINTAS CORPORATION #	4115573482	Service Mats	40E001 2550 4100 00 000000 0000	71.52
CINTAS CORPORATION #	4105860014	Service Mats, December	40E001 2550 4100 00 000000 0000	94.60
			Totals for CINTAS CORPORATION #355	260.72
CLIENTFIRST TECHNOLO	13507	Consulting	10E001 2660 3190 00 000000 0000	1,736.25
			Totals for CLIENTFIRST TECHNOLOGY CONSUL	1,736.25
COEO SOLUTIONS LLC	1067329	Phones	20E001 2540 3400 00 000000 0000	3,788.38
			Totals for COEO SOLUTIONS LLC	3,788.38
COMMUNITY THERAPY CO	1630	Speech Therapy Services for CHS, Mar 2022	10E001 2150 3100 00 462000 0000	3,496.00
			Totals for COMMUNITY THERAPY CORP	3,496.00
CONSERV FS	6413677	Grounds Supplies Bulk Salt	20E001 2540 4120 00 000000 0000	2,215.06
CONSERV FS	6413719	Grounds Supplies Bulk Salt	20E001 2540 4120 00 000000 0000	2,185.84
CONSERV FS	6414313	Grounds Supplies	20E001 2540 4120 00 000000 0000	2,750.00
			Totals for CONSERV FS	7,150.90
CONTINENTAL RESOURCE	91117764	HPE Tech Care Essential wDMR Svc 3/9/22-3/8/23	10E001 2660 3160 00 000000 0000	1,450.00
			Totals for CONTINENTAL RESOURCES, INC	1,450.00
CORE ACADEMY	SESINV-019836	Monthly tuition March 2022	10E001 1912 6700 00 000000 0000	2,823.84
			Totals for CORE ACADEMY	2,823.84
COVE SCHOOL, INC	SD-301-0322	Monthly tuition March 2022	10E001 1912 6700 00 000000 0000	4,918.72
			Totals for COVE SCHOOL, INC	4,918.72
CULLUM, KATHARINE	Mar 2022	Reimb for Mileage March 2022	10E003 1120 3320 00 000000 0000	33.34
CULLUM, KATHARINE	Mar 2022	Reimb for Mileage March 2022	10E005 1110 3320 00 000000 0000	33.35
			Totals for CULLUM, KATHARINE	66.69
DATAMATION IMAGING S	APR-74951	Monthly file storage March 2022	10E001 2660 3160 00 462000 0000	483.00
DATAMATION IMAGING S	APR-74951	Monthly file storage March 2022	10E001 2660 3160 00 000000 0000	168.00
			Totals for DATAMATION IMAGING SERVICES	651.00
DELL MARKETING LP	10568570802	Dell Latitude 5400 Chromebook Enterprise	10E001 1100 4110 00 000000 0000	5,780.00
DELL MARKETING LP	10574525293	Chromebooks cases, License	10E001 1100 4110 00 000000 0000	110,560.00
DELL MARKETING LP	10557357783	Droptech Dell 3100 2-in-1 cases-reissue ck 78838	10E001 2660 4100 00 000000 0000	928.40
			Totals for DELL MARKETING LP	117,268.40
DEMCO	7096310	CMS LMC McCoy	10E003 2220 4100 00 000000 0000	196.20
DEMCO	7098029	Library media supplies	10E004 2220 4100 00 000000 0000	207.01
			Totals for DEMCO	403.21
DORSEY, ELISABETH	Mar 8	Reimb for conference, Practical	10E010 2210 6400 00 000000 0000	120.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
		Trauma-Informed Strategies to Reduce Anxiety in Students 03/08/22		
			Totals for DORSEY, ELISABETH	120.00
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E001 2540 4660 00 000000 0000	1,127.43
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E002 2540 4660 00 000000 0000	21,431.98
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E003 2540 4660 00 000000 0000	5,473.73
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E004 2540 4660 00 000000 0000	6,460.81
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E005 2540 4660 00 000000 0000	2,415.74
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E008 2540 4660 00 000000 0000	6,334.90
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E010 2540 4660 00 000000 0000	6,526.90
DYNEGY ENERGY SERVIC	395546622031	Electric Service All Buildings	20E011 2540 4660 00 000000 0000	11,625.49
			Totals for DYNEGY ENERGY SERVICES	61,396.98
ECOWATER/DEKALB BOTT	10025 02-22	Water for Athletics office	10E002 1500 4900 00 000000 0000	27.76
			Totals for ECOWATER/DEKALB BOTTLED WATER	27.76
EDUCATION WEEK	E3E5C0A6-0004	Digital Subscription S. Birkmeier 2/20/22-6/20/22	10E001 2212 6400 00 000000 0000	20.00
			Totals for EDUCATION WEEK	20.00
ELGIN KEY & LOCK CO	220539	Maintenance Supplies	20E001 2540 4110 00 000000 0000	76.60
ELGIN KEY & LOCK CO	220531	Maintenance Supplies	20E001 2540 4110 00 000000 0000	207.40
			Totals for ELGIN KEY & LOCK CO INC	284.00
ENTEC SERVICES INC	SIN043682	Technical Support Program	20E001 2540 3100 00 000000 0000	1,815.00
			Totals for ENTEC SERVICES INC	1,815.00
FEECE OIL COMPANY	3864944	Fuel	40E001 2550 4640 00 000000 0000	1,761.45
FEECE OIL COMPANY	3864943	Fuel	40E001 2550 4640 00 000000 0000	7,425.41
FEECE OIL COMPANY	3865948	Fuel	40E001 2550 4640 00 000000 0000	5,379.00
FEECE OIL COMPANY	3865949	Fuel	40E001 2550 4640 00 000000 0000	3,155.34
FEECE OIL COMPANY	3866753	Fuel	40E001 2550 4640 00 000000 0000	2,316.55
FEECE OIL COMPANY	3866752	Fuel	40E001 2550 4640 00 000000 0000	5,975.37
FEECE OIL COMPANY	3867556	DEF Fuel Additive	40E001 2550 4640 00 000000 0000	394.02
FEECE OIL COMPANY	3867555	Oil, Bulk	40E001 2550 4120 00 000000 0000	2,743.00
FEECE OIL COMPANY	3867961	Fuel	40E001 2550 4640 00 000000 0000	6,948.13
FEECE OIL COMPANY	3867962	Fuel	40E001 2550 4640 00 000000 0000	2,006.00
FEECE OIL COMPANY	3868855	Fuel	40E001 2550 4640 00 000000 0000	1,130.54
FEECE OIL COMPANY	3868800	Fuel	40E001 2550 4640 00 000000 0000	5,409.81
			Totals for FEECE OIL COMPANY	44,644.62
FIRST SECURITY SYSTE	3400254	Intercom & Clock for Mobile Units CT PV LL HBT	20E003 2540 5400 00 499800 0000	6,200.00
			Totals for FIRST SECURITY SYSTEMS, INC	6,200.00
FLINN SCIENTIFIC, IN	2683760	Science supplies	10E002 1130 4100 00 000000 0000	139.32
FLINN SCIENTIFIC, IN	2688028	Science supplies	10E002 1130 4100 00 000000 0000	10.48
			Totals for FLINN SCIENTIFIC, INC	149.80
FOLLETT CONTENT SOLU	431923	Supplies	10E011 2220 4300 00 000000 0000	654.00
FOLLETT CONTENT SOLU	431923A	Supplies	10E011 2220 4300 00 000000 0000	538.77
FOLLETT CONTENT SOLU	400101F	Library books	10E004 2220 4300 00 000000 0000	356.87
			Totals for FOLLETT CONTENT SOLUTIONS, LL	1,549.64

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
FOLLETT SCHOOL SOLUT	1467773	Library labels	10E004 2220 4100 00 000000 0000	106.71
FOLLETT SCHOOL SOLUT	1469491	Barcode Labels	10E002 2220 4100 00 000000 0000	209.71
FOLLETT SCHOOL SOLUT	1471036	Destiny Labels	10E005 2220 4100 00 000000 0000	208.32
FOLLETT SCHOOL SOLUT	1471036	Destiny Labels	10E008 2220 4100 00 000000 0000	208.31
FOLLETT SCHOOL SOLUT	1470929	Destiny Labels	10E010 2220 4100 00 000000 0000	107.63
FOLLETT SCHOOL SOLUT	1470940	Destiny Labels 4 & 5	10E004 2220 4100 00 000000 0000	209.71
			Totals for FOLLETT SCHOOL SOLUTIONS, INC	1,050.39
FORSTER CONSULTING,	46	Hearing Officer Fee	10E001 2310 3100 00 000000 0000	1,162.50
			Totals for FORSTER CONSULTING, INC	1,162.50
FREESTYLE PHOTOGRAPH	1602671	Art supplies	10E002 1130 4100 00 000000 0000	1,687.99
			Totals for FREESTYLE PHOTOGRAPHIC SUPPLI	1,687.99
GET FRESH PRODUCE IN	4001832	Produce	10E004 2560 4100 00 000000 0000	68.19
GET FRESH PRODUCE IN	4004446	Produce	10E008 2560 4100 00 000000 0000	68.19
GET FRESH PRODUCE IN	4001897	Produce	10E010 2560 4100 00 000000 0000	22.73
GET FRESH PRODUCE IN	4003554	Produce	10E011 2560 4100 00 000000 0000	38.56
GET FRESH PRODUCE IN	4023479	Produce	10E002 2560 4100 00 000000 0000	120.01
GET FRESH PRODUCE IN	4012278	Produce	10E004 2560 4100 00 000000 0000	45.26
GET FRESH PRODUCE IN	4023482	Produce	10E004 2560 4100 00 000000 0000	564.14
GET FRESH PRODUCE IN	4023488	Produce	10E008 2560 4100 00 000000 0000	453.10
GET FRESH PRODUCE IN	4023481	Produce	10E010 2560 4100 00 000000 0000	436.13
GET FRESH PRODUCE IN	4023451	Produce	10E011 2560 4100 00 000000 0000	374.92
GET FRESH PRODUCE IN	4014024	Produce	10E011 2560 4100 00 000000 0000	10.20
			Totals for GET FRESH PRODUCE INC	2,201.43
GORDON FOOD SERVICE	217236175	Food	10E004 2560 4100 00 000000 0000	1,704.96
GORDON FOOD SERVICE	16270847	Food	10E002 2560 4100 00 000000 0000	-8.88
GORDON FOOD SERVICE	16269335	Food	10E002 2560 4100 00 000000 0000	-24.47
GORDON FOOD SERVICE	217212785	Food	10E005 2560 4100 00 000000 0000	1,232.17
GORDON FOOD SERVICE	217212785	Food	10E005 2560 4900 00 000000 0000	34.53
GORDON FOOD SERVICE	217377914	Food	10E010 2560 4100 00 000000 0000	1,012.77
GORDON FOOD SERVICE	217377904	Supplies	10E010 2560 4900 00 000000 0000	132.75
GORDON FOOD SERVICE	217198285	Food	10E008 2560 4100 00 000000 0000	1,598.62
GORDON FOOD SERVICE	217198285	Food	10E008 2560 4900 00 000000 0000	425.04
GORDON FOOD SERVICE	217377903	Food	10E008 2560 4100 00 000000 0000	1,168.25
GORDON FOOD SERVICE	217377903	Food	10E008 2560 4900 00 000000 0000	122.68
GORDON FOOD SERVICE	217366413	Food	10E002 2560 4100 00 000000 0000	9,395.13
GORDON FOOD SERVICE	217366423	Supplies	10E002 2560 4900 00 000000 0000	461.06
GORDON FOOD SERVICE	217544763	Food	10E010 2560 4100 00 000000 0000	1,589.20
GORDON FOOD SERVICE	217544762	Supplies	10E010 2560 4900 00 000000 0000	188.08
GORDON FOOD SERVICE	217377908	Food	10E011 2560 4100 00 000000 0000	295.29
GORDON FOOD SERVICE	217377909	Food	10E011 2560 4100 00 000000 0000	3,162.33
GORDON FOOD SERVICE	217377912	Supplies	10E011 2560 4900 00 000000 0000	202.78
GORDON FOOD SERVICE	217377905	Food	10E011 2560 4100 00 000000 0000	228.68
GORDON FOOD SERVICE	217377907	Supplies	10E011 2560 4900 00 000000 0000	102.60
GORDON FOOD SERVICE	217377915	Food	10E011 2560 4100 00 000000 0000	0.00
GORDON FOOD SERVICE	217544754	Food	10E011 2560 4100 00 000000 0000	134.12
GORDON FOOD SERVICE	217544767	Food	10E011 2560 4100 00 000000 0000	5,134.18
GORDON FOOD SERVICE	217544757	Supplies	10E011 2560 4900 00 000000 0000	89.46
GORDON FOOD SERVICE	217544766	Food	10E011 2560 4100 00 000000 0000	0.00
GORDON FOOD SERVICE	217534595	Food	10E002 2560 4100 00 000000 0000	6,604.04
GORDON FOOD SERVICE	16293648	Food	10E002 2560 4100 00 000000 0000	-62.24
GORDON FOOD SERVICE	217534580	Supplies	10E002 2560 4900 00 000000 0000	447.29
GORDON FOOD SERVICE	217412011	Food	10E004 2560 4100 00 000000 0000	1,431.46

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
GORDON FOOD SERVICE	217412011	Food	10E004 2560 4900 00 000000 0000	23.64
GORDON FOOD SERVICE	216140862	Supplies	10E004 2560 4900 00 000000 0000	98.64
GORDON FOOD SERVICE	217544764	Food, Supplies	10E008 2560 4100 00 000000 0000	2,514.15
GORDON FOOD SERVICE	217544764	Food, Supplies	10E008 2560 4900 00 000000 0000	336.64
GORDON FOOD SERVICE	16255419	Food	10E003 2560 4100 00 000000 0000	-10.38
GORDON FOOD SERVICE	217183750	Food	10E003 2560 4100 00 000000 0000	880.50
GORDON FOOD SERVICE	217236188	Food	10E003 2560 4100 00 000000 0000	860.92
GORDON FOOD SERVICE	217236184	Supplies	10E003 2560 4900 00 000000 0000	211.43
GORDON FOOD SERVICE	217366422	Food	10E003 2560 4100 00 000000 0000	595.19
GORDON FOOD SERVICE	217412012	Food	10E003 2560 4100 00 000000 0000	1,126.76
GORDON FOOD SERVICE	217534582	Food	10E003 2560 4100 00 000000 0000	807.81
GORDON FOOD SERVICE	217534588	Supplies	10E003 2560 4900 00 000000 0000	323.91
GORDON FOOD SERVICE	217563473	Food, Supplies	10E005 2560 4100 00 000000 0000	1,689.53
GORDON FOOD SERVICE	217563473	Food, Supplies	10E005 2560 4900 00 000000 0000	36.75
GORDON FOOD SERVICE	217575816	Food, Supplies	10E004 2560 4100 00 000000 0000	2,062.77
GORDON FOOD SERVICE	217575816	Food, Supplies	10E004 2560 4900 00 000000 0000	69.06
GORDON FOOD SERVICE	16302566	Food	10E004 2560 4100 00 000000 0000	-24.80
GORDON FOOD SERVICE	16367050	Food	10E002 2560 4100 00 000000 0000	-73.75
GORDON FOOD SERVICE	16367750	Food	10E003 2560 4100 00 000000 0000	-57.68
			Totals for GORDON FOOD SERVICE INC	48,272.97
GRAINGER	9247833453	Maintenance Supplies	20E001 2540 4110 00 000000 0000	136.16
GRAINGER	9254658892	Maintenance Supplies	20E001 2540 4110 00 000000 0000	44.16
GRAINGER	9261369426	Maintenance Supplies	20E001 2540 4110 00 000000 0000	166.66
			Totals for GRAINGER	346.98
GREEN CLOSET CREATIV	1136	Website updates	10E001 2660 3160 00 000000 0000	1,670.00
			Totals for GREEN CLOSET CREATIVE	1,670.00
GROOT INC	8578505T107	March Refuse and Recycle All Buildings	20E001 2540 3210 00 000000 0000	2,469.87
			Totals for GROOT INC	2,469.87
HAEHNEL, STEPHENIE	Mar 7	CMS Reimb for supplies	10E003 1120 4100 00 000000 0000	47.79
			Totals for HAEHNEL, STEPHENIE	47.79
HAMILTON ACADEMY	Mar 2022	Monthly Tuition Mar 2022	10E001 1912 6700 00 000000 0000	5,595.12
			Totals for HAMILTON ACADEMY	5,595.12
HAMPSHIRE AUTO PARTS	617228	Grounds Supplies	20E001 2540 4120 00 000000 0000	392.48
			Totals for HAMPSHIRE AUTO PARTS	392.48
HARING, EMILY	Jan 25	CHS Reimb for Deposit on State Practice Space for Cheer	10E002 1500 4120 00 000000 0000	50.00
HARING, EMILY	Mar 2022	Reimb for Mileage March 2022	10E001 2660 3320 00 000000 0000	42.61
			Totals for HARING, EMILY	92.61
HARNESS, SUSAN	Mar 2022	Reimb for Mileage Mar 2022	10E001 2130 3320 00 000000 0000	32.76
			Totals for HARNESS, SUSAN	32.76
HEALY AWARDS INC	INV057080	Athletic Replacement Text for Boards and Signs	10E011 1500 4100 00 000000 0000	98.15
			Totals for HEALY AWARDS INC	98.15
HEINEMANN	7425135	ELL teacher manuals	10E004 1800 4100 00 000000 0000	415.80
			Totals for HEINEMANN	415.80

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
HESPEL, MARK	Uniform FY22a	2021-2022 Uniform Reimb	20E002 2540 4110 00 000000 0000	58.56
			Totals for HESPEL, MARK	58.56
HINCKLEY SPRING WATE	2448865 040222	Water Filtration System	40E001 2550 4100 00 000000 0000	70.03
HINCKLEY SPRING WATE	14870571 040922	B & G Bottled Water	20E001 2540 3700 00 000000 0000	60.37
			Totals for HINCKLEY SPRING WATER COMPANY	130.40
HODGES LOIZZI EISENH	54863	Attorney fees	80E001 2369 3180 00 000000 0000	28,173.74
			Totals for HODGES LOIZZI EISENHAMMER ROD	28,173.74
HOME DEPOT PRO	672079951	Custodial Supplies	20E001 2540 4100 00 000000 0000	30.48
HOME DEPOT PRO	672079977	Custodial Supplies	20E001 2540 4100 00 000000 0000	55.90
HOME DEPOT PRO	672348182	Custodial Supplies	20E001 2540 4100 00 000000 0000	62.63
HOME DEPOT PRO	672629979	Custodial Supplies	20E001 2540 4100 00 000000 0000	62.63
HOME DEPOT PRO	672079969	Custodial Supplies	20E001 2540 4100 00 000000 0000	87.02
HOME DEPOT PRO	672629961	Custodial Supplies	20E001 2540 4100 00 000000 0000	98.90
HOME DEPOT PRO	672629953	Custodial Supplies	20E001 2540 4100 00 000000 0000	105.00
HOME DEPOT PRO	673433488	Custodial Supplies	20E001 2540 4100 00 000000 0000	22.30
HOME DEPOT PRO	673433462	Custodial Supplies	20E001 2540 4100 00 000000 0000	237.10
HOME DEPOT PRO	673433447	Custodial Supplies	20E001 2540 4100 00 000000 0000	237.10
HOME DEPOT PRO	673433470	Custodial Supplies	20E001 2540 4100 00 000000 0000	261.12
HOME DEPOT PRO	673433439	Custodial Supplies	20E001 2540 4100 00 000000 0000	290.00
HOME DEPOT PRO	673688339	Custodial Supplies	20E001 2540 4100 00 000000 0000	333.74
HOME DEPOT PRO	673688313	Custodial Supplies	20E001 2540 4100 00 000000 0000	398.63
HOME DEPOT PRO	673688362	Custodial Supplies	20E001 2540 4100 00 000000 0000	858.74
HOME DEPOT PRO	673433454	Custodial Supplies	20E001 2540 4100 00 000000 0000	881.48
HOME DEPOT PRO	673688347	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,332.07
HOME DEPOT PRO	673688354	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,548.70
HOME DEPOT PRO	673688305	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,548.70
HOME DEPOT PRO	673688321	Custodial Supplies	20E001 2540 4100 00 000000 0000	2,682.37
HOME DEPOT PRO	675255517	Custodial Supplies	20E001 2540 4100 00 000000 0000	17.87
HOME DEPOT PRO	675790547	Custodial Supplies	20E001 2540 4100 00 000000 0000	154.56
HOME DEPOT PRO	674735113	Custodial Supplies	20E001 2540 4100 00 000000 0000	629.45
HOME DEPOT PRO	674735121	Maintenance Supplies	20E001 2540 4110 00 000000 0000	342.24
HOME DEPOT PRO	675519268	Maintenance Supplies	20E001 2540 4110 00 000000 0000	762.12
HOME DEPOT PRO	675519250	Maintenance Supplies	20E001 2540 4110 00 000000 0000	1,402.48
HOME DEPOT PRO	675790539	Maintenance Supplies	20E001 2540 4110 00 000000 0000	3,063.05
HOME DEPOT PRO	676556285	Custodial Supplies	20E001 2540 4100 00 000000 0000	470.70
HOME DEPOT PRO	676815822	Custodial Supplies	20E001 2540 4100 00 000000 0000	6.04
HOME DEPOT PRO	677326829	Custodial Supplies	20E001 2540 4100 00 000000 0000	390.63
HOME DEPOT PRO	677326852	Custodial Supplies	20E001 2540 4100 00 000000 0000	473.24
HOME DEPOT PRO	677072787	Custodial Supplies	20E001 2540 4100 00 000000 0000	580.00
HOME DEPOT PRO	677072761	Custodial Supplies	20E001 2540 4100 00 000000 0000	580.00
HOME DEPOT PRO	677072779	Custodial Supplies	20E001 2540 4100 00 000000 0000	580.00
HOME DEPOT PRO	677326811	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,090.14
HOME DEPOT PRO	677326845	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,270.83
HOME DEPOT PRO	677326837	Custodial Supplies	20E001 2540 4100 00 000000 0000	1,448.53
HOME DEPOT PRO	677326803	Custodial Supplies	20E001 2540 4100 00 000000 0000	2,470.08
HOME DEPOT PRO	677233116	Maintenance Supplies	20E001 2540 4110 00 000000 0000	347.93
HOME DEPOT PRO	676048846	First Aid Cabinet	40E001 2550 4100 00 000000 0000	140.74
			Totals for HOME DEPOT PRO	27,355.24
HOUGHTON MIFFLIN COM	955526829	Math workbooks	10E004 1110 4200 00 000000 0000	402.16
HOUGHTON MIFFLIN COM	955526830	Math consumables	10E004 1110 4200 00 000000 0000	286.25
HOUGHTON MIFFLIN COM	955526828	Math consumables	10E004 1110 4200 00 000000 0000	194.92

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
HOUGHTON MIFFLIN COM	955532709	HMH Into Reading Digital & Print 6-Year Subscription 2023-2024 to 2028-2029	10E010 1100 4200 00 000000 0000	63,209.03
HOUGHTON MIFFLIN COM	955530233	HMH Into Reading Digital & Print 6-Year Subscription 2023-2024 to 2028-2029	10E010 1100 4200 00 000000 0000	52,272.00
HOUGHTON MIFFLIN COM	955532713	HMH Into Reading Digital & Print 6-Year Subscription 2023-2024 to 2028-2029	10E010 1100 4200 00 000000 0000	6,196.70
HOUGHTON MIFFLIN COM	955531006	HMH Into Reading Digital & Print 6-Year Subscription 2023-2024 to2028-2029 For Leads Teacher	10E010 1100 4200 00 000000 0000	4,721.37
HOUGHTON MIFFLIN COM	955530231	HMH Into Reading Blending Coaching Membership	10E004 1100 4200 00 000000 0000	11,700.00
HOUGHTON MIFFLIN COM	955530231	HMH Into Reading Blending Coaching Membership	10E005 1100 4200 00 000000 0000	3,900.00
HOUGHTON MIFFLIN COM	955530231	HMH Into Reading Blending Coaching Membership	10E008 1100 4200 00 000000 0000	11,700.00
HOUGHTON MIFFLIN COM	955530231	HMH Into Reading Blending Coaching Membership	10E010 1100 4200 00 000000 0000	11,700.00
HOUGHTON MIFFLIN COM	955534208	HMH Into Reading Digital & Print 6-Year Subscription 2023-2024 to 2028-2029	10E010 1100 4200 00 000000 0000	168.61
HOUGHTON MIFFLIN COM	955534207	HMH Into Reading Digital & Print 6-Year Subscription 2023-2024 to 2028-2029	10E010 1100 4200 00 000000 0000	165.31
			Totals for HOUGHTON MIFFLIN COMPANY	166,616.35
HUBERT COMPANY	632055	Supplies	10E011 2560 4900 00 000000 0000	3,373.13
HUBERT COMPANY	535021	Supplies	10E011 2560 4900 00 000000 0000	814.10
HUBERT COMPANY	640636	Supplies	10E008 2560 4900 00 000000 0000	507.43
			Totals for HUBERT COMPANY	4,694.66
HUNTLEY HIGH SCHOOL	1803-22	CHS Dues for Fox Valley Conference	10E002 1500 6400 00 000000 0000	25.00
			Totals for HUNTLEY HIGH SCHOOL	25.00
HUNTLEY MIDDLE SCHOO	Apr 30a	PKMS Entry Fee J-Barb Invitational 4/30/22	10E011 1500 6400 00 000000 0000	150.00
			Totals for HUNTLEY MIDDLE SCHOOL - DEKAL	150.00
ILLINOIS ATHLETIC DI	FY23	CHS Athletic Directors Association Conference Registration	10E002 1500 6400 00 000000 0000	160.00
			Totals for ILLINOIS ATHLETIC DIRECTOR'S	160.00
ILLINOIS PRINCIPALS	384198	2022 What Went Wrong: How to Avoid SpEd Litigation, AA#1886 5/24/22	10E011 2410 6400 00 000000 0000	199.00
ILLINOIS PRINCIPALS	383655	IPA Registration Theresa Kolkebeck	10E010 2410 6400 00 000000 0000	397.00
			Totals for ILLINOIS PRINCIPALS ASSOCIATI	596.00
INTERSTATE BILLING S	3026978191	Fuel Filters	40E001 2550 4100 00 000000 0000	286.80
INTERSTATE BILLING S	3026835050	V-Band Clamps, Gasket	40E001 2550 4100 00 000000 0000	85.64
			Totals for INTERSTATE BILLING SERVICE	372.44

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
J & D ENTERPRISES	902242214	Annual Bleacher Inspection & Repair	20E001 2540 3100 00 000000 0000	1,871.00
J & D ENTERPRISES	902242248	Annual Bleacher Inspection & Repair	20E001 2540 3100 00 000000 0000	3,300.00
			Totals for J & D ENTERPRISES	5,171.00
JAN NOHLING PHOTOGRA	22225	CHS Basketball Plaque	10E002 1500 3900 00 000000 0000	50.00
JAN NOHLING PHOTOGRA	23566	CHS Spring Banners	10E002 1500 3190 00 000000 0000	1,625.00
			Totals for JAN NOHLING PHOTOGRAPHY	1,675.00
JASCULCA TERMAN STRA	53262	Communication services	10E001 2310 3100 00 000000 0000	422.50
			Totals for JASCULCA TERMAN STRATEGIC COM	422.50
JJ KELLER & ASSOCIAT	9106784546	School Bus Training Book, Map21	40E001 2550 4100 00 000000 0000	82.34
			Totals for JJ KELLER & ASSOCIATES INC	82.34
JORGENSEN LABORATORI	Mar 22	Ag supplies	10E002 1400 4100 00 000000 0000	268.98
			Totals for JORGENSEN LABORATORIES, INC	268.98
KANE COUNTY REGIONAL	8002200148	March Fingerprinting	10E001 2520 3100 00 000000 0000	160.00
			Totals for KANE COUNTY REGIONAL OFFICE O	160.00
KENILWORTH MEDIA INC	75-A18349	AVA Examination Seats	10E002 2230 4100 00 474500 0000	3,100.00
			Totals for KENILWORTH MEDIA INCORPORATED	3,100.00
KING, NICHOLAS	Mar 2022	Reimb for Mileage March 2022	10E001 2660 3320 00 000000 0000	27.44
			Totals for KING, NICHOLAS	27.44
KRAUS, DANIEL JR	Uniform FY22	2021-2022 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	110.33
			Totals for KRAUS, DANIEL JR	110.33
LAKES COMMUNITY HIGH	Mar 18	CHS Track & Field Varsity Invitational 03/18/22	10E002 1500 6400 00 000000 0000	350.00
			Totals for LAKES COMMUNITY HIGH SCHOOL	350.00
LANG, BRYSON	Lunch Refund	Food Service Refund HBT	10R004 1611 0000 00 000000 0000	81.00
			Totals for LANG, BRYSON	81.00
LARSON & DARBY GROUP	42257	Professional Services for District Maintenance Building	20E001 2540 5400 00 000000 0000	3,064.75
LARSON & DARBY GROUP	42256	Professional Services for Cafeteria Expansion PKMS & CT	20E003 2540 5400 00 499800 0000	4,616.76
			Totals for LARSON & DARBY GROUP	7,681.51
LARSON EQUIPMENT & F	8005	IT Room Countertops	20E001 2540 7100 00 000000 0000	2,571.00
			Totals for LARSON EQUIPMENT & FURNITURE	2,571.00
LAUREATE DAY SCHOOL	LDS 66403	Monthly tuition February	10E001 1912 6700 00 000000 0000	5,785.38
LAUREATE DAY SCHOOL	LDS 66490	Retro billing due to rate change from Aug 21-Jan 2022	10E001 1912 6700 00 000000 0000	6,143.28
			Totals for LAUREATE DAY SCHOOL	11,928.66
LEHMANN, ALISA	Apr 6	Reimbursement for Speechpathology.com	10E001 2210 3100 00 462000 0000	89.00
			Totals for LEHMANN, ALISA	89.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
LOVE YOUR CLASSROOM	270	Behavioral consultant	10E001 2210 3100 00 462000 0000	597.20
			Totals for LOVE YOUR CLASSROOM LLC	597.20
MARENGO AUTO BODY AN	29830	Windshield, Bus #15	40E001 2550 3230 00 000000 0000	120.00
			Totals for MARENGO AUTO BODY AND GLASS	120.00
MARKERBOARD PEOPLE,	250704	Double sided graphboard combo pack	10E011 1120 4110 00 000000 0000	252.00
			Totals for MARKERBOARD PEOPLE, THE	252.00
MARTINDALE, J THOMAS	Spring 2022	CHS Student-Athlete Leadership training	10E002 1500 3190 00 000000 0000	1,000.00
			Totals for MARTINDALE, J THOMAS	1,000.00
MCCARTHY, MATTHEW	Mar 2022	Reimb for Mileage March 2022	10E001 2660 3320 00 000000 0000	99.68
			Totals for MCCARTHY, MATTHEW	99.68
MCCOY-PEPIOT, KATHLE	Mar 10	CMS Reimb for supplies	10E003 2220 4100 00 000000 0000	34.48
			Totals for MCCOY-PEPIOT, KATHLEEN	34.48
MCGRAW HILL SCHOOL E	121617427001	SPED workbooks	10E004 1110 4200 00 000000 0000	37.29
			Totals for MCGRAW HILL SCHOOL EDUCATION	37.29
MENARDS, ELGIN	30670	Misc Shop Supplies	40E001 2550 4100 00 000000 0000	245.70
MENARDS, ELGIN	31263	Maintenance Supplies	20E001 2540 4110 00 000000 0000	38.92
MENARDS, ELGIN	31446	Maintenance Supplies	20E001 2540 4110 00 000000 0000	73.27
MENARDS, ELGIN	31477	Maintenance Supplies	20E001 2540 4110 00 000000 0000	108.99
MENARDS, ELGIN	32458	Grounds Supplies	20E001 2540 4120 00 000000 0000	122.75
MENARDS, ELGIN	32355	Maintenance Supplies	20E001 2540 4110 00 000000 0000	371.27
			Totals for MENARDS, ELGIN	960.90
METRO PREP	MP 66355	Monthly Tuition February 2022	10E001 1912 6700 00 000000 0000	4,400.64
METRO PREP	M 66435	Retro billing due to rate change Aug 2021-Jan 2022	10E001 1912 6700 00 000000 0000	765.60
			Totals for METRO PREP	5,166.24
MHS INC	SIP00151753	MHS Protocols	10E001 2230 3190 00 462000 0000	1,407.50
			Totals for MHS INC	1,407.50
MIDWEST TRANSIT EQUI	X101061587:01	Windshield Replacement, Bus 15	40E001 2550 3230 00 000000 0000	202.40
MIDWEST TRANSIT EQUI	R102019148:02	Windshield Replacement, Bus 6	40E001 2550 3230 00 000000 0000	402.30
MIDWEST TRANSIT EQUI	R331001695:02	Hose Clamp Leak, Radiator	40E001 2550 3230 00 000000 0000	164.30
MIDWEST TRANSIT EQUI	R331001715:03	Heater Plug Replacement	40E001 2550 3230 00 000000 0000	260.71
MIDWEST TRANSIT EQUI	X106035071:01	LED Light Replacement	40E001 2550 4100 00 000000 0000	32.16
			Totals for MIDWEST TRANSIT EQUIPMENT, IN	1,061.87
MILHOUSEN, ANTHONY	Uniform FY22a	2021-2022 Uniform Reimbursement	20E002 2540 4110 00 000000 0000	97.03
			Totals for MILHOUSEN, ANTHONY	97.03
MILLENNIUM INVESTIGA	10674	Residency Surveillance	10E001 2310 3100 00 000000 0000	600.00
MILLENNIUM INVESTIGA	10673	Residency Surveillance	10E001 2310 3100 00 000000 0000	1,725.00
MILLENNIUM INVESTIGA	10672	Residency Surveillance	10E001 2310 3100 00 000000 0000	500.00
MILLENNIUM INVESTIGA	10671	Residency Surveillance	10E001 2310 3100 00 000000 0000	1,250.00
MILLENNIUM INVESTIGA	10670	Residency Surveillance	10E001 2310 3100 00 000000 0000	1,100.00
			Totals for MILLENNIUM INVESTIGATIONS	5,175.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
MOLLY HAWKINS	43010-B	Art Supplies	10E002 1130 4100 00 000000 0000	75.24
			Totals for MOLLY HAWKINS	75.24
MUSIC & ARTS CENTER,	INV030852418	Supplies	10E011 1120 4110 00 000000 0000	36.00
MUSIC & ARTS CENTER,	INV030839359	Supplies	10E011 1120 4110 00 000000 0000	44.00
MUSIC & ARTS CENTER,	INV030839575	Repair	10E011 1120 3230 00 000000 0000	51.00
MUSIC & ARTS CENTER,	INV030928863	Vocal supplies	10E002 1130 4100 00 000000 0000	20.00
MUSIC & ARTS CENTER,	CN001069578	Drumhead repairs	10E002 1130 3230 00 000000 0000	-107.58
MUSIC & ARTS CENTER,	INV027713847	Drumhead repairs	10E002 1130 3230 00 000000 0000	0.00
MUSIC & ARTS CENTER,	INV030610723	Supplies	10E011 1120 4110 00 000000 0000	69.51
MUSIC & ARTS CENTER,	INV030610354	Supplies	10E011 1120 4110 00 000000 0000	48.98
MUSIC & ARTS CENTER,	INV030891075	Supplies	10E011 1120 4110 00 000000 0000	108.00
MUSIC & ARTS CENTER,	INV030623889	Supplies	10E011 1120 4110 00 000000 0000	235.95
			Totals for MUSIC & ARTS CENTER, INC	505.86
NELCO	8099606	AP Envelopes	10E001 2520 4100 00 000000 0000	385.50
			Totals for NELCO	385.50
NEWHOPE ACADEMY	32022W29	Monthly tuition March 2022	10E001 1912 6700 00 000000 0000	4,201.20
			Totals for NEWHOPE ACADEMY	4,201.20
NICOR GAS	01-61-78-10005 0	Gas Service Transportation	40E001 2550 4650 00 000000 0000	398.98
			Totals for NICOR GAS	398.98
NIHIP	April 2022 Final	Medical Claims	10E002 1130 2210 00 000000 0000	-6.08
NIHIP	April 2022 Final	Medical Claims	10E002 1130 2220 00 000000 0000	395.70
NIHIP	April 2022 Final	Medical Claims	20E001 2540 2210 00 000000 0000	-3.04
NIHIP	April 2022 Final	Medical Claims	20E001 2540 2220 00 000000 0000	-236.42
NIHIP	April 2022 Final	Medical Claims	40E001 2550 2210 00 000000 0000	-1.52
NIHIP	April 2022 Final	Medical Claims	40E001 2550 2220 00 000000 0000	780.28
			Totals for NIHIP	928.92
NSN EMPLOYER SERVICE	2022-2023	2022-2023 Unemployment Services	80E001 2363 3830 00 000000 0000	1,634.55
			Totals for NSN EMPLOYER SERVICES, INC	1,634.55
ODONNELL, JOSEPH	Mar 17	PKMS Reimb for Wrestling end of year party	10E011 1500 4100 00 000000 0000	137.20
			Totals for ODONNELL, JOSEPH	137.20
OFFICE DEPOT	229242484001	Office, staff supplies	10E004 2410 4100 00 000000 0000	375.66
OFFICE DEPOT	229290872001	Office, staff supplies	10E004 2410 4100 00 000000 0000	17.20
OFFICE DEPOT	229290878001	Office, staff supplies	10E004 2410 4100 00 000000 0000	14.69
OFFICE DEPOT	229242484002	Office, staff supplies	10E004 2410 4100 00 000000 0000	5.72
OFFICE DEPOT	231403131001	B&G Office Supplies	20E001 2540 4110 00 000000 0000	75.92
OFFICE DEPOT	233345535002	Office Supplies	10E010 2410 4100 00 000000 0000	57.75
OFFICE DEPOT	233345535001	Office Supplies	10E010 2410 4100 00 000000 0000	61.17
OFFICE DEPOT	233462020001	Office Supplies	10E010 2410 4100 00 000000 0000	30.99
			Totals for OFFICE DEPOT	639.10
PACE ANALYTICAL SERV	I9504567	CMS Water Sampling	20E001 2540 3100 00 000000 0000	184.55
			Totals for PACE ANALYTICAL SERVICES, LLC	184.55
PARRA, ROBERTO	Mar 2022	Reimb for Mileage March 2022	10E001 2660 3320 00 000000 0000	83.75
			Totals for PARRA, ROBERTO	83.75

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
PAULUS, KIMBERLY	Mar 7	CMS Athletics Reimb Scholastic Bowl end of season pizza	10E003 1500 4100 00 000000 0000	47.43
			Totals for PAULUS, KIMBERLY	47.43
PEARSON NCS	17779245	Online Protocols	10E001 2230 3190 00 462000 0000	1,285.00
			Totals for PEARSON NCS	1,285.00
PEERLESS NETWORK, IN	513357	Phones	20E001 2540 3400 00 000000 0000	3,123.60
			Totals for PEERLESS NETWORK, INC.	3,123.60
PEPSI COLA GEN BOT I	82150714	Pepsi products	10E002 1500 4900 00 000000 0000	283.92
PEPSI COLA GEN BOT I	81480311	CHS, DO Pepsi products	10E001 2520 4100 00 000000 0000	281.54
PEPSI COLA GEN BOT I	81480311	CHS, DO Pepsi products	10E002 1500 4900 00 000000 0000	232.41
PEPSI COLA GEN BOT I	81480310	Pop	10E002 2560 4100 00 000000 0000	650.12
PEPSI COLA GEN BOT I	83010807	Pop	10E011 2560 4100 00 000000 0000	406.42
PEPSI COLA GEN BOT I	82656456	Pepsi Order	10E008 2410 4900 00 000000 0000	204.80
PEPSI COLA GEN BOT I	82599701	Pop	10E002 2560 4100 00 000000 0000	1,219.94
			Totals for PEPSI COLA GEN BOT INC	3,279.15
PERMA-BOUND	1924533-00	CMS Textbooks ELA	10E003 1120 4200 00 000000 0000	1,273.36
			Totals for PERMA-BOUND	1,273.36
PETTY CASH	Mar 23	Replenish CHS cash box	10E002 2410 4100 00 000000 0000	39.64
			Totals for PETTY CASH	39.64
PHILLIPS, JENNIFER	Uniform FY22a	2021-2022 Uniform Reimb	10E002 2560 4110 00 000000 0000	96.90
			Totals for PHILLIPS, JENNIFER	96.90
PIONEER MANUFACTURIN	INV828998	Grounds Supplies, Acct No CE5575	20E001 2540 4120 00 000000 0000	4,863.40
			Totals for PIONEER MANUFACTURING CO/ATHL	4,863.40
PITNEY BOWES GLOBAL	3105427721	Postage Meter	10E001 2410 3250 00 000000 0000	180.00
			Totals for PITNEY BOWES GLOBAL FINANCIAL	180.00
PITNEY BOWES INC	Postage 03-22	March postage added to meter	10E011 2410 3410 00 000000 0000	500.00
PITNEY BOWES INC	Postage 03-22	March postage added to meter	10E001 2520 3410 00 000000 0000	500.00
			Totals for PITNEY BOWES INC	1,000.00
POLOWY, DANIEL	Mar 29	B & G Office Staff Meeting	20E001 2540 4110 00 000000 0000	55.55
			Totals for POLOWY, DANIEL	55.55
POTSIC, MICHAEL	Mar 2022	Reimb for Mileage Mar 2022	10E001 2330 3320 00 000000 0000	23.40
			Totals for POTSIC, MICHAEL	23.40
PRIME CONSTRUCTION,	P21-128	Electric Pad Installation, Excavate for Trailer Septic CT Mobile	20E003 2540 5400 00 499800 0000	2,300.00
PRIME CONSTRUCTION,	P22-134	Asphalt Patching PK	20E001 2540 3230 00 000000 0000	3,800.00
			Totals for PRIME CONSTRUCTION, INC	6,100.00
PRIOLA, RACHEL	Mar 2022	Reimb for Mileage March 2022	10E001 2212 3320 00 000000 0000	73.29
			Totals for PRIOLA, RACHEL	73.29
PUT-IN-CUPS	104445	Supplies Prairie Knolls Falcons Block Letters	10E011 1500 4100 00 000000 0000	422.62
			Totals for PUT-IN-CUPS	422.62

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
RALPH HELM INC	356226	Grounds Supplies	20E001 2540 4120 00 000000 0000	1,364.86
			Totals for RALPH HELM INC	1,364.86
RAY SCHRIEBER DISPOS	2866	Roll Off for Spring Play Disposal CHS	20E001 2540 3210 00 000000 0000	410.00
			Totals for RAY SCHRIEBER DISPOSAL CO	410.00
REMREY, DOUGLAS	Mar 9	CMS End of Season	10E003 1500 4100 00 000000 0000	95.84
			Totals for REMREY, DOUGLAS	95.84
REVTRAK	Fees 03-22	March credit card fees	10E001 2520 3100 00 000000 0000	1,223.46
			Totals for REVTRAK	1,223.46
RHODES, RACHEL	Mar 2022	Reimb for Mileage Mar 2022	10E008 1205 3320 00 000000 0000	19.74
RHODES, RACHEL	Mar 2022	Reimb for Mileage Mar 2022	10E010 1205 3320 00 000000 0000	19.74
			Totals for RHODES, RACHEL	39.48
RIDDELL ALL AMERICAN	951556859	Football Helmets Repair	10E011 1500 3230 00 000000 0000	3,498.19
			Totals for RIDDELL ALL AMERICAN SPORTS C	3,498.19
RIVER CITY RACE MANA	2022-3	CHS Boys Track Meet Timing 3/11/22	10E002 1500 3900 00 000000 0000	900.00
RIVER CITY RACE MANA	2022-2	CHS Girls Track Meet Timing 3/8/22	10E002 1500 3900 00 000000 0000	900.00
RIVER CITY RACE MANA	2022-4	CHS Girls Track Meet Timing 3/12/22	10E002 1500 3900 00 000000 0000	900.00
RIVER CITY RACE MANA	2022-5	CHS Girls Track Meet Timing	10E002 1500 3900 00 000000 0000	900.00
			Totals for RIVER CITY RACE MANAGEMENT LL	3,600.00
ROUTE 47 TRANSPORTAT	Mar 2022	Private Transportation	40E001 2550 3310 00 000000 0000	6,330.00
ROUTE 47 TRANSPORTAT	Mar 2022a	Private Transportation	40E001 2550 3310 00 000000 0000	3,480.00
ROUTE 47 TRANSPORTAT	Mar 2022b	Private Transportation	40E001 2550 3310 00 000000 0000	1,620.00
			Totals for ROUTE 47 TRANSPORTATION SERVI	11,430.00
RT REPAIR	16423	Grounds Vehicle Repairs	20E002 2540 3230 00 000000 0000	120.00
RT REPAIR	16469	Grounds Vehicle Repair	20E002 2540 3230 00 000000 0000	1,050.45
			Totals for RT REPAIR	1,170.45
SAVAGE PRO AUDIO INC	1791	Speakers & Repairs CHS	10E002 1500 7100 00 000000 0000	2,048.00
			Totals for SAVAGE PRO AUDIO INC	2,048.00
SCHOLASTIC BOOK FAIR	W5113400BF	PV Scholastic Book Fair	10E008 1110 4900 00 000000 0000	8,951.41
			Totals for SCHOLASTIC BOOK FAIRS-15	8,951.41
SCHOOL NURSE SUPPLY,	883039-IN	Nurse Supplies	10E003 1120 4250 00 000000 0000	436.33
			Totals for SCHOOL NURSE SUPPLY, INC	436.33
SCHOOL SPECIALTY LLC	208129560951	Office Supplies	10E008 1110 4100 00 000000 0000	242.08
SCHOOL SPECIALTY LLC	208129612323	Supplies	10E011 2220 4100 00 000000 0000	299.96
SCHOOL SPECIALTY LLC	208129662072	Supplies	10E011 1120 4110 00 000000 0000	57.93
SCHOOL SPECIALTY LLC	208129635409	LMC Supplies	10E003 2410 4100 00 000000 0000	135.00
			Totals for SCHOOL SPECIALTY LLC	734.97
SCHOOL TECHNOLOGY AS	INV-8951	Time Clocks, Reader, Skyward SMS 2.0, Installation, Training	10E001 2660 7100 00 000000 0000	35,298.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
			Totals for SCHOOL TECHNOLOGY ASSOCIATES	35,298.00
SCHOOLBELLS LTD	1208	Private Transportation	40E001 2550 3310 00 000000 0000	3,387.00
			Totals for SCHOOLBELLS LTD	3,387.00
SCHREUR, LAMBERTUS	Mar 2022	Reimb for Mileage March 2022	10E001 2660 3320 00 000000 0000	11.82
			Totals for SCHREUR, LAMBERTUS	11.82
SCHURING & SCHURING	Mar 2022 CT	Dairy	10E010 2560 4100 00 000000 0000	1,543.87
SCHURING & SCHURING	Mar 2022 CHS	Dairy	10E002 2560 4100 00 000000 0000	1,596.64
SCHURING & SCHURING	Mar 2022 HBT	Dairy	10E004 2560 4100 00 000000 0000	1,705.37
SCHURING & SCHURING	Mar 2022 LL	Dairy	10E005 2560 4100 00 000000 0000	736.11
SCHURING & SCHURING	Mar 2022 CMS	Dairy	10E003 2560 4100 00 000000 0000	447.85
SCHURING & SCHURING	Mar 2022 PKMS	Dairy	10E011 2560 4100 00 000000 0000	1,366.44
SCHURING & SCHURING	Mar 2022 PV	Dairy	10E008 2560 4100 00 000000 0000	1,750.27
			Totals for SCHURING & SCHURING	9,146.55
SEAL OF ILLINOIS	10736	Monthly Tuition Mar 2022	10E001 1912 6700 00 000000 0000	9,155.52
			Totals for SEAL OF ILLINOIS	9,155.52
SEPTRAN, INC	9188172	Private Transportation Dec 2021	40E001 2550 3310 00 000000 0000	1,826.40
SEPTRAN, INC	91888181	Private Transportation Jan 2022	40E001 2550 3310 00 000000 0000	1,412.97
			Totals for SEPTRAN, INC	3,239.37
SERVICE CONCEPTS, IN	29036	Maintenance Supplies	20E001 2540 4110 00 000000 0000	16,724.90
SERVICE CONCEPTS, IN	29063	Maintenance Supplies	20E001 2540 4110 00 000000 0000	60.00
SERVICE CONCEPTS, IN	29064	Maintenance Supplies	20E001 2540 4110 00 000000 0000	321.86
SERVICE CONCEPTS, IN	29065	Maintenance Supplies	20E001 2540 4110 00 000000 0000	0.00
SERVICE CONCEPTS, IN	29062	Repair	10E011 2560 3230 00 000000 0000	147.36
SERVICE CONCEPTS, IN	29061	Repair Heating Element	10E005 2560 7100 00 000000 0000	1,377.32
SERVICE CONCEPTS, IN	29091	Kitchen service contract	10E001 2560 3190 00 000000 0000	2,133.33
SERVICE CONCEPTS, IN	28602	Maintenance Supplies	20E001 2540 7100 00 000000 0000	777.94
SERVICE CONCEPTS, IN	29083	Maintenance	20E001 2540 3100 00 000000 0000	0.00
SERVICE CONCEPTS, IN	29090	Maintenance 10th Billing Plumbing Contract	20E001 2540 3100 00 000000 0000	2,560.00
SERVICE CONCEPTS, IN	29089	Maintenance 10th Billing HVAC Contract	20E001 2540 3100 00 000000 0000	12,800.00
SERVICE CONCEPTS, IN	29119	Maintenance Repairs	20E001 2540 3230 00 000000 0000	695.86
SERVICE CONCEPTS, IN	29116	Maintenance Repairs	20E001 2540 3230 00 000000 0000	18,673.69
SERVICE CONCEPTS, IN	29120	Maintenance Repairs	20E001 2540 3230 00 000000 0000	0.00
SERVICE CONCEPTS, IN	29126	Maintenance Supplies	20E001 2540 4110 00 000000 0000	151.02
SERVICE CONCEPTS, IN	29127	Maintenance Supplies	20E001 2540 7100 00 000000 0000	1,502.73
SERVICE CONCEPTS, IN	29118	Maintenance Supplies	20E001 2540 4110 00 000000 0000	879.05
			Totals for SERVICE CONCEPTS, INC	58,805.06
SERVICE SANITATION I	8359398	Delivery of Port-O-Lets for Athletic Fields CHS	20E001 2540 3100 00 000000 0000	121.53
SERVICE SANITATION I	8366542	Transportation Restroom Service	20E001 2540 3100 00 000000 0000	230.02
SERVICE SANITATION I	8366543	Athletic Fields Restroom Service	20E001 2540 3100 00 000000 0000	434.00
SERVICE SANITATION I	8366546	Mobile Classroom Restroom Service	20E001 2540 3100 00 000000 0000	652.70
SERVICE SANITATION I	8366541	ALS Mobile Restroom Service	20E001 2540 3100 00 000000 0000	652.70
SERVICE SANITATION I	8366545	Mobile Classroom Restroom Service	20E001 2540 3100 00 000000 0000	1,305.40
SERVICE SANITATION I	8366544	Mobile Classroom Restroom Service	20E001 2540 3100 00 000000 0000	1,305.40
			Totals for SERVICE SANITATION INC	4,701.75
SIBANDA, NATASHA	Lunch Refund	Food Service Refund PV-reissue ck	10R008 1611 0000 00 000000 0000	30.20

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
		78068		
			Totals for SIBANDA, NATASHA	30.20
SIGN A RAMA, USA	INV-11411	Maintenance Supplies	20E001 2540 4110 00 000000 0000	2,384.48
			Totals for SIGN A RAMA, USA	2,384.48
SMARTSIGN/MY PARKING	MPS-689372	Maintenance Supplies	20E001 2540 4110 00 000000 0000	150.08
			Totals for SMARTSIGN/MY PARKING SIGN	150.08
SMITH, KYLE	Mar 2022	Reimb for Mileage March 2022	10E001 2660 3320 00 000000 0000	47.79
			Totals for SMITH, KYLE	47.79
SNYDER, ERICA	Mar 2022	Reimb for Mileage March 2022	10E001 2212 3320 00 000000 0000	51.43
			Totals for SNYDER, ERICA	51.43
SONITROL CHICAGOLAND	249695	Security Services and Intrusion Services CMS	20E001 2540 3100 00 000000 0000	1,629.00
SONITROL CHICAGOLAND	249696	Security Services and Intrusion Services PKMS	20E001 2540 3100 00 000000 0000	2,091.00
SONITROL CHICAGOLAND	249694	Security Services and Intrusion Services CHS	20E001 2540 3100 00 000000 0000	2,724.00
			Totals for SONITROL CHICAGOLAND WEST	6,444.00
SPARE WHEELS TRANSPO	26184	Private Transportation	40E001 2550 3310 00 000000 0000	8,351.53
SPARE WHEELS TRANSPO	26183	Private Transportation	40E001 2550 3310 00 000000 0000	7,393.05
SPARE WHEELS TRANSPO	26260	Private Transportation	40E001 2550 3310 00 000000 0000	8,555.23
			Totals for SPARE WHEELS TRANSPORTATION C	24,299.81
STAGERIGHT CORPORATI	287148	Sound Shells	10E002 2410 7100 00 000000 0000	17,970.00
			Totals for STAGERIGHT CORPORATION	17,970.00
STAN'S OFFICE TECHNO	366166	Staples for Copiers	10E008 1110 4170 00 000000 0000	25.00
STAN'S OFFICE TECHNO	366167	Staples for Copiers	10E008 1110 4170 00 000000 0000	18.83
STAN'S OFFICE TECHNO	366175	Staples for Copiers	10E008 1110 4170 00 000000 0000	30.25
STAN'S OFFICE TECHNO	366225	Supplies	10E011 1120 4170 00 000000 0000	25.00
STAN'S OFFICE TECHNO	366224	Supplies	10E011 1120 4170 00 000000 0000	25.00
STAN'S OFFICE TECHNO	366227	Supplies	10E011 1120 4170 00 000000 0000	36.45
STAN'S OFFICE TECHNO	366210	Copier supplies	10E002 2410 4100 00 000000 0000	50.00
STAN'S OFFICE TECHNO	366211	Copier supplies	10E002 2410 4100 00 000000 0000	25.00
STAN'S OFFICE TECHNO	366212	Copier supplies	10E002 2410 4100 00 000000 0000	25.00
STAN'S OFFICE TECHNO	366213	Copier supplies	10E002 2410 4100 00 000000 0000	50.00
STAN'S OFFICE TECHNO	366214	Copier supplies	10E002 2410 4100 00 000000 0000	28.25
STAN'S OFFICE TECHNO	366215	Copier supplies	10E002 2410 4100 00 000000 0000	28.25
STAN'S OFFICE TECHNO	366256	Staples for Copier	10E005 1110 4170 00 000000 0000	35.23
STAN'S OFFICE TECHNO	366255	Staples for Copier	10E005 1110 4170 00 000000 0000	18.83
STAN'S OFFICE TECHNO	366693	Black and Color pages	10E001 2410 3250 00 000000 0000	14,376.25
STAN'S OFFICE TECHNO	366261	Copier Staples	10E010 1110 4170 00 000000 0000	25.00
STAN'S OFFICE TECHNO	366250	Staples	10E004 1110 4170 00 000000 0000	25.00
STAN'S OFFICE TECHNO	366249	Staples	10E004 1110 4170 00 000000 0000	25.00
			Totals for STAN'S OFFICE TECHNOLOGIES	14,872.34
STEINMEIER, MELISSA	Mar 16	Reimb for IL ASCD PreK & Kindergarten 03/16/22	10E010 2210 6400 00 000000 0000	256.08
STEINMEIER, MELISSA	Tuition 03-22	Tuition Reimb, Dev & Char of Individual with Special Needs	10E010 1110 2300 00 000000 0000	300.00
			Totals for STEINMEIER, MELISSA	556.08

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
SUMMIT SCHOOL, INC	34716	Monthly Tuition March 2022	10E001 1912 6700 00 000000 0000	16,906.32
			Totals for SUMMIT SCHOOL, INC	16,906.32
SUNBELT RENTALS, INC	122641042-0001	Maintenance Supplies, Scrubber Rental	20E001 2540 4110 00 000000 0000	2,564.17
			Totals for SUNBELT RENTALS, INC	2,564.17
SUNBELT STAFF, LLC	20343558	Contracted School Psychologist	10E001 2140 3140 00 000000 0000	1,392.00
SUNBELT STAFF, LLC	20348196	Contracted School Psychologist	10E001 2140 3140 00 000000 0000	1,392.00
SUNBELT STAFF, LLC	20353535	Contracted School Psychologist	10E001 2140 3140 00 000000 0000	1,392.00
			Totals for SUNBELT STAFF, LLC	4,176.00
SWANK MOTION PICTURE	358266	290 Titles 12/1/2021-11/30/2024	10E001 2660 3160 00 000000 0000	12,600.00
			Totals for SWANK MOTION PICTURES	12,600.00
THE COSTUMER	488379.1.2	Musical supplies, Addams Family	10E002 1130 3900 00 000000 0000	2,574.15
			Totals for THE COSTUMER	2,574.15
UNITY SCHOOL BUS PAR	516921-IN	Safety Harnesses & Attachments	40E001 2550 4100 00 000000 0000	672.90
			Totals for UNITY SCHOOL BUS PARTS	672.90
US BANK EQUIPMENT FI	467396727	Copiers	10E001 2410 3250 00 000000 0000	7,482.00
			Totals for US BANK EQUIPMENT FINANCE, IN	7,482.00
VALENTINI, MARK	Mar 9	PKMS Reimb for Girls Basketball end of year party	10E011 1500 4100 00 000000 0000	113.63
			Totals for VALENTINI, MARK	113.63
VAUGHN, MICHELLE	Mar 2022	Reimb for Mileage March 2022	10E001 2330 3320 00 000000 0000	114.78
			Totals for VAUGHN, MICHELLE	114.78
VERIZON WIRELESS SER	9901960115	B & G Cell Phone MiFi Emergency Phones	20E001 2540 3400 00 000000 0000	996.40
			Totals for VERIZON WIRELESS SERVICES LLC	996.40
VILKAITIS, ALINA	Uniform FY22a	2021-2022 Uniform Reimb	20E002 2540 4110 00 000000 0000	83.16
			Totals for VILKAITIS, ALINA	83.16
VILLAGE OF BURLINGTO	119 04-22	Water Service DO	20E001 2540 3700 00 000000 0000	48.50
			Totals for VILLAGE OF BURLINGTON	48.50
VIRCO INC	91976620	Chair for CT student	10E001 1200 4100 00 462000 0000	148.01
			Totals for VIRCO INC	148.01
WAKOH WEAR INC	2022-0116	CMS Wrestling T-shirts	10E003 1500 4100 00 000000 0000	195.00
			Totals for WAKOH WEAR INC	195.00
WAREHOUSE DIRECT	5190837-0	Office supplies	10E001 2520 4100 00 000000 0000	28.51
WAREHOUSE DIRECT	5161801-1	Office supplies	10E002 2410 4100 00 000000 0000	59.62
WAREHOUSE DIRECT	C5161801-1	Office supplies	10E002 2410 4100 00 000000 0000	-59.62
WAREHOUSE DIRECT	5170651-0	Maintenance Supplies	20E001 2540 4110 00 000000 0000	3,150.00
WAREHOUSE DIRECT	5196910-0	Psych supplies	10E002 2140 4100 00 000000 0000	23.53
WAREHOUSE DIRECT	C5174483-0	Guidance supplies credit	10E002 2120 4100 00 000000 0000	-24.06
WAREHOUSE DIRECT	5198648-0	Office Supplies	10E001 2520 4100 00 000000 0000	58.39
WAREHOUSE DIRECT	5191639-0	Supplies	10E001 2520 4100 00 000000 0000	113.39

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
WAREHOUSE DIRECT	5193944-1	Office Supplies	10E002 1500 4100 00 000000 0000	151.50
WAREHOUSE DIRECT	5193944-0	Office Supplies	10E002 1500 4100 00 000000 0000	8.72
WAREHOUSE DIRECT	5201815-0	Maintenance supplies, freight for runners	20E001 2540 4110 00 000000 0000	538.75
WAREHOUSE DIRECT	5210400-0	Office Supplies	10E001 2520 4100 00 000000 0000	81.73
			Totals for WAREHOUSE DIRECT	4,130.46
WILLIAMS SCOTSMAN	9013400391	CHS Rental of ALS Mobile	20E001 2540 3100 00 000000 0000	828.42
			Totals for WILLIAMS SCOTSMAN	828.42
WOW BUSINESS	14166807 03-22	Internet Access	10E001 2660 3160 00 000000 0000	1,544.99
			Totals for WOW BUSINESS	1,544.99
			Totals for checks	1,014,672.12

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	0.00	157.80	665,455.88	665,613.68
20	OPERATIONS AND MAINTENANCE	0.00	0.00	224,517.54	224,517.54
40	TRANSPORTATION FUND	0.00	0.00	94,732.61	94,732.61
80	TORT FUND	0.00	0.00	29,808.29	29,808.29
*** Fund Summary Totals ***		0.00	157.80	1,014,514.32	1,014,672.12

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

Approved by the Board of Education

Jeff Gorman – President

4/18/2022

Date

Marc Falk – Secretary

4/19/2022

Date

VENDOR	INVOICE #	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
ACCARDI, DAVID	Feb 24	CMS Girls Basketball Official 02/24/22	10E003 1500 3190 00 000000 0000	60.00
			Totals for ACCARDI, DAVID	60.00
ANDERSON, AMOS	Feb 28	CMS Girls Basketball Official 02/28/22	10E003 1500 3190 00 000000 0000	60.00
			Totals for ANDERSON, AMOS	60.00
COWAN, JASON	Mar 11	CHS Track Official 3/11/22	10E002 1500 3900 00 000000 0000	125.00
			Totals for COWAN, JASON	125.00
FINSTEIN, MARK	Feb 24	CMS Girls Basketball Official 02/24/22	10E003 1500 3190 00 000000 0000	60.00
			Totals for FINSTEIN, MARK	60.00
FOSTON, JOHN	Feb 28	CMS Girls Basketball Official 02/28/22	10E003 1500 3190 00 000000 0000	60.00
			Totals for FOSTON, JOHN	60.00
GILBERT, CHRISTOPHER	Mar 19	CHS Track Official 3/19/22	10E002 1500 3900 00 000000 0000	175.00
			Totals for GILBERT, CHRISTOPHER	175.00
JACOBI, KEITH	Mar 11	CHS Track Official 3/11/22	10E002 1500 3900 00 000000 0000	175.00
JACOBI, KEITH	Mar 12	CHS Track Official 3/12/22	10E002 1500 3900 00 000000 0000	175.00
JACOBI, KEITH	Mar 8a	CHS Track Official 3/8/22	10E002 1500 3900 00 000000 0000	175.00
			Totals for JACOBI, KEITH	525.00
JERGER, CYNTHIA	Jan 2022	CHS Academic Bowl Reader 12/7, 1/11, 1/25, 2/1	10E002 1500 3190 00 000000 0000	260.00
			Totals for JERGER, CYNTHIA	260.00
KALFAS, THOMAS	Nov 16	CHS Girls Basketball Official 11/16/21-reissue ck 11968	10E002 1500 3190 00 000000 0000	67.00
			Totals for KALFAS, THOMAS	67.00
KAUSS, JAMES	Jan 21a	CHS Boys MLK Varsity Basketball Tournament Official 01/21/19-reissue check	10E002 1500 3900 00 000000 0000	65.00
			Totals for KAUSS, JAMES	65.00
KELM, JOHN	Mar 19	CHS Track Official 3/19/22	10E002 1500 3900 00 000000 0000	175.00
			Totals for KELM, JOHN	175.00
KRICH, BRUCE	Feb 22	CMS Girls Basketball Official 02/22/22	10E003 1500 3190 00 000000 0000	60.00
			Totals for KRICH, BRUCE	60.00
LAKES COMMUNITY HIGH	Apr 8	CHS IHSA State Organizational Contest for Band & Chorus	10E002 1500 6400 00 000000 0000	200.00
			Totals for LAKES COMMUNITY HIGH SCHOOL	200.00
RODERICK, THOMAS	Mar 12	CHS Track Official 3/12/22	10E002 1500 3900 00 000000 0000	150.00
			Totals for RODERICK, THOMAS	150.00
VRUGT, ADRIAAN	Feb 22	CMS Girls Basketball Official	10E003 1500 3190 00 000000 0000	60.00

VENDOR	INVOICE #	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
		02/22/22		
			Totals for VRUGT, ADRIAAN	60.00
			Totals for checks	2,102.00

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	0.00	0.00	2,102.00	2,102.00
*** Fund Summary Totals ***		0.00	0.00	2,102.00	2,102.00

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

Approved by the Board of Education

Jeff Gorman – President — April 18, 2022

Date

Marc Falk – Secretary — April 19, 2022

Date

VENDOR	INVOICE #	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
HERB'S BAKERY	Mar 1	CHS Donuts for IL State Scholars	10E002 2410 4100 00 000000 0000	99.36
			Totals for HERB'S BAKERY	99.36
LOUIE ANGELO'S, LLC	Mar 17	PV Conferences Dinner for Staff 03/17/22	10E008 2410 4100 00 000000 0000	522.03
			Totals for LOUIE ANGELO'S, LLC	522.03
MCALISTER'S DELI	Mar 17	HBT Teacher Dinner for Conferences 03/27/22	10E004 2410 4100 00 000000 0000	462.14
			Totals for MCALISTER'S DELI	462.14
SMITTY'S ON THE CORN	Mar 17	CHS P/T Conference Dinner 03/17/22	10E002 2410 4100 00 000000 0000	1,130.13
			Totals for SMITTY'S ON THE CORNER LLC	1,130.13
			Totals for checks	2,213.66

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	0.00	0.00	2,213.66	2,213.66
*** Fund Summary Totals ***		0.00	0.00	2,213.66	2,213.66

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

Approved by the Board of Education

Jeff Gorman – President — April 18, 2022

Date

Marc Falk – Secretary — April 19, 2022

Date

FD	Description	March 2021-22 Beginning Balance	March 2021-22 Deposits	March 2021-22 Withdrawals	March 2021-22 Monthly Activity	Ending Balance
97	NKRVS CASH	843,161.99	585,467.00	105,121.68	480,345.32	1,323,507.31
97		843,161.99	585,467.00	105,121.68	480,345.32	1,323,507.31
	Grand Asset Totals	843,161.99	585,467.00	105,121.68	480,345.32	1,323,507.31

Number of Accounts: 1

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

Northern Kane County Regional Vocational System
Revenues and Expenditures Report
March 2022

Revenues

Source	Description	2021-22 Original Budget	% of Fund	March MTD	2021-22 FYTD	Budget Remaining	FYTD Percent
1950-00	Prior Year Revenue	450.00	0.02%	-	450.00	-	100.00%
Total Local Revenues		**450.00**	**0.02%**	**-**	**450.00**	**-**	**100.00%**
3220-00	Career & Technical Education	1,151,201.00	61.60%	511,646.00	1,151,201.00	-	100.00%
3220-01	CTE Career Exploration	-	0.00%	-	-	-	0.00%
3220-02	CTE Educator Pathway	137,069.00	7.33%	17,069.00	137,069.00	-	100.00%
Total State Revenues		**1,288,270.00**	**68.93%**	**528,715.00**	**1,288,270.00**	**-**	**100.00%**
4745-00	Perkins V Grant	580,205.00	31.04%	56,752.00	388,520.00	191,685.00	66.96%
Total Federal Revenues		**580,205.00**	**31.04%**	**56,752.00**	**388,520.00**	**191,685.00**	**66.96%**
Total Revenues		**1,868,925.00**	**100.00%**	**585,467.00**	**1,677,240.00**	**191,685.00**	**89.74%**

Expenditures

Object	Description	2021-22 Original Budget	% of Fund	March MTD	2021-22 FYTD	Encumbered Amount	Budget Remaining	FYTD Percent
1000	Salaries	381,881.00	15.74%	13,630.05	262,461.57	-	119,419.43	68.73%
2000	Benefits	108,006.00	4.45%	3,827.32	75,733.17	-	32,272.83	70.12%
3000	Purchased Services	195,674.00	8.07%	3,384.78	30,356.49	-	165,317.51	15.51%
4000	Supplies	8,867.00	0.37%	5,765.66	55,637.65	-	(46,770.65)	627.47%
5000	Capital Outlay	20,000.00	0.82%	-	1,538.33	(12,610.00)	31,071.67	-55.36%
6000	Other/Dues/Fees	1,701,648.00	70.14%	49,323.87	1,206,437.99	(74,156.66)	569,366.67	66.54%
7000	Non-Capital Equipment	10,000.00	0.41%	29,190.00	56,586.54	(3,883.34)	(42,703.20)	527.03%
Total Expenditures		**2,426,076.00**	**100.00%**	**105,121.68**	**1,688,751.74**	**(90,650.00)**	**827,974.26**	**65.87%**

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
BELL, YALANDA	Mar 16	CTE conference speaker	97E110 2210 3100 00 322000	1,000.00
			Totals for BELL, YALANDA	1,000.00
CASTILLO, ISAUL	Mar 2022	Mileage reimb March 2022	97E110 2120 3100 00 322000	123.96
			Totals for CASTILLO, ISAUL	123.96
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2330 1100 00 322000	1,503.79
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2120 1100 00 322000	3,315.62
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2620 1100 00 322000	208.34
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2120 1100 00 474500	4,045.33
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2330 1100 00 474500	1,285.50
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2620 1100 00 474500	208.34
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2120 1100 02 322000	937.50
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2120 2100 00 322000	1,143.55
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2120 2100 02 322000	27.67
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2210 1100 02 322000	1,375.00
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2210 2100 02 322000	40.58
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2330 2100 00 322000	478.79
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2620 2100 00 322000	47.63
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2120 2100 00 474500	1,308.65
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2210 1100 00 474500	750.63
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2210 2100 00 474500	171.59
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2330 2100 00 474500	561.25
CENTRAL COMMUNITY USD 301	Mar 2022	NK reimb payroll and benefits-March 2022	97E110 2620 2100 00 474500	47.61
CENTRAL COMMUNITY USD 301	Mar FY22 Perkins	FY22 Perkins March	97E110 4140 6400 03 474500	4,896.10
CENTRAL COMMUNITY USD 301	Mar FY22 CTE	FY22 CTE March	97E110 4140 6400 03 322000	193.44
			Totals for CENTRAL COMMUNITY USD 301	22,546.91
COMMUNITY UNIT SCHOOL DIST 300	Mar FY22 Perkins	FY22 Perkins March	97E110 4140 6400 02 474500	10,500.00
COMMUNITY UNIT SCHOOL DIST 300	Mar FY22 CTE	FY22 CTE March	97E110 4140 6400 02 322000	14,163.00
			Totals for COMMUNITY UNIT SCHOOL DIST 30	24,663.00
COMMUNITY UNIT SCHOOL DIST 303	Mar FY22 CTE	FY22 CTE March	97E110 4140 6400 04 322000	30,238.70
			Totals for COMMUNITY UNIT SCHOOL DIST 30	30,238.70
NORTHERN KANE COUNTY CHAMBER OF	May 11	Spring EXPO booth fees-5/11/22	97E110 2120 3100 00 322000	75.00
			Totals for NORTHERN KANE COUNTY CHAMBER	75.00

VENDOR	INVOICE #	INVOICE DESCRIPTION	ACCOUNT NUMBER	AMOUNT
SCHOOL DISTRICT U-46	Feb FY21 CTEa	FY21 CTE Feb 2022	97E110 4140 6400 01 322000	2,612.77
SCHOOL DISTRICT U-46	Dec FY22 CTE	FY22 CTE Dec 2021	97E110 4140 6400 01 322000	98,090.41
SCHOOL DISTRICT U-46	Jan FY22 CTE	FY22 CTE January	97E110 4140 6400 01 322000	20,134.36
SCHOOL DISTRICT U-46	Feb FY22 CTE	FY22 CTE February	97E110 4140 6400 01 322000	29,158.03
SCHOOL DISTRICT U-46	Mar FY22 CTE	FY22 CTE March	97E110 4140 6400 01 322000	13,314.29
SCHOOL DISTRICT U-46	Feb FY22 Perkins	FY22 Perkins February	97E110 4140 6400 01 474500	1,345.00
SCHOOL DISTRICT U-46	Mar FY22 Perkins	FY22 Perkins March	97E110 4140 6400 01 474500	51,852.28
			Totals for SCHOOL DISTRICT U-46	216,507.14
STROH, TERRY	Mar 11	Reimb for Educators Rising conference	97E110 2210 3100 02 322000	204.18
			Totals for STROH, TERRY	204.18
TECHNOLOGY & MANUFACTURING ASSOC	609288	Education Annual Membership Dues	97E110 2120 3100 00 322000	300.00
			Totals for TECHNOLOGY & MANUFACTURING AS	300.00
			Totals for checks	295,658.89

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
97	NORTHERN KANE REG VOC SYSTEM	0.00	0.00	295,658.89	295,658.89
*** Fund Summary Totals ***		0.00	0.00	295,658.89	295,658.89

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

Approved by the Board of Education

_____ _____

Jeff Gorman – President Date

_____ _____

Marc Falk – Secretary Date

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Dr. Esther Mongan, Deputy Superintendent

TO: Board of Education & Dr. Todd Stirn, Superintendent

CC: Chris Testone, Lindsay Sharp

DATE: April 18, 2022

RE: Graduation Requirement Change

It is the recommendation of the Central administration that the board approve a change in the graduation requirements for Central High School students from 23.5 to 20.5.

The reduction of credits comes from the "elective" credits currently expected of our students. Students will now be expected to take 4 elective credits in lieu of the 7 over their 4 years of high school. Please note, students will still have the opportunity to take all 7 elective credits, and can do so by taking 7 courses and forgoing Academic Advisory. To accommodate this change it is recommended that we reduce graduation requirements to 20.5 from the previous 23.5; thereby, maintaining flexibility for students.

Additional notes for the Board:

Students will have the opportunity to take 7 classes as they do now. Students who wish to take 7 classes will not be enrolled in an Academic Advisory. Students who may consider this option should have confidence that they will be able to handle the load of 7 classes without the additional support of an advisory. Additionally, students will also have the option to take 6 classes and keep their Academic Advisory. In an effort to support students who are opting for the 7 class option, we will be providing supervised after school study/test make-up sessions on Tuesdays, Wednesdays, and Thursdays.

There may be instances in which students may not be able to take 7 classes. Examples may include: students that have to give up a period to travel to ECC for dual credit classes, regional pathways, or students who need specific support (i.e. resource). These special circumstances will be discussed with students and parents on an individual basis.

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Kerri McCastland, Director of College and Career Readiness

TO: Board of Education & Dr. Todd Stirn, Superintendent

CC: Chris Testone, Amber Ballard, Ryan Robinson, Buddy Haas, Kelly Greene

DATE: Apr 18, 2022

RE: Veterinarian Affiliation Agreements

As part of the National Association of Veterinary Technicians in America (NAVTA) program requirements for students to obtain their Veterinarian Assistant certificate students are required to complete 100 hours of externships. We are currently working with many different animal clinics to seek partnerships for these opportunities for our students. These agreements ensure that students receive practical experiences that meet educational standards, and ensure an appropriate learning environment away from the students' school that matches the career focus. I am seeking approval for the following sites:

Anderson Humane *(New)
Animal Care Clinic of Randall Pointe
Animal Clinic of South Elgin
Army Trail Animal Hospital
Autumn Green Animal Hospital
Bartlett Animal Hospital
Companion Animal Specialty & Emergency
Critters Pet Shop
Elgin Animal Clinic
Lombard Veterinary Hospital
Loyal Companions Animal Hospital and Pet Resort

CENTRAL
UNIT SCHOOL DISTRICT 301

Facilities continued:

Pet Vet Animal Clinics Mobile Practice

South Town Animal Hospital

Spring Hill Veterinary Clinic

Tails Humane Society

Standard Affiliation Agreement

Dear Anderson Humane

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Anderson Humane
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022by and between Anderson Humane ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Anderson Humane facility at 1000 S La Fox St, South Elgin, IL 60177 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students**. In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements**. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance**. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws.** The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Anderson Humane
1000 S La Fox St, South
Elgin, IL 60177

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Anderson Humane

Signature: _____

Printed Name: Ashley Kendall

Title: Senior Wildlife Manager

Date: 3/16/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District 301 CUSD 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Animal Care Clinic of Randall Pointe

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Animal Care Clinic of Randall Pointe
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT (**"Agreement"**) is entered into this 1st Day, of August , 2022by and between Animal Care Clinic of Randall Pointe (**"Facility"**), the Board of Education of Central Community Unit School District No. 301 (**"District"**), and Northern Kane Region 100 (collectively the **"Parties"**).

WHEREAS, the District desires to utilize Animal Care Clinic of Randall Pointe facility at 477 Briargate Dr, South Elgin, IL 60177 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students**. In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements**. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance**. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

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If to the Facility:

Animal Care Clinic of Randall Pointe
477 Briargate Dr
South Elgin, IL 60177

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

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9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

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executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

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12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Animal Care Clinic of Randall Pointe

Signature: _____

Printed Name: Tabby Arenson

Title: Practice Manager

Date: 3/25/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Animal Clinic of South Elgin

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Animal Clinic of South Elgin
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT (**"Agreement"**) is entered into this 1st Day, of August , 2022 by and between Animal Clinic of South Elgin ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Animal Clinic of South Elgin facility at 896 N La Fox St, South Elgin, IL 60177 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

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3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

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(c) Provide his/her own transportation.

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(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

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E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Animal Clinic of South Elgin
896 N La Fox St.
South Elgin, IL 60177

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Animal Clinic of South Elgin

Signature: _____

Printed Name: Jean W Churan DVM

Title: Owner

Date: 3/15/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Army Trail Animal Hospital LLC

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Army Trail Animal Hospital LLC
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022 by and between Army Trail Animal Hospital LLC ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Army Trail Animal Hospital LLC facility at 1095 W Army Trail Rd, Bartlett, IL 60103 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act,* 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements.** The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility.** The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies.** The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units.** The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance.** The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Army Trail Animal Hospital
LLC
1095 W Army Trail Rd
Bartlett, IL 60103

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Army Trail Animal Hospital LLC

Signature: Jennifer Anda

Printed Name: Jennifer Anda

Title: Practice Owner

Date: 3/17/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Autumn Green Animal Hospital

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Autumn Green Animal Hospital
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT (**"Agreement"**) is entered into this 1st Day, of August , 2022by and between Autumn Green Animal Hospital ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Autumn Green Animal Hospital facility at 39W124 Keslinger Rd, Geneva, IL 60134 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students**. In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements**. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance.** The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Autumn Green Animal
Hospital
39W124 Keslinger Rd
Geneva, IL 60134

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Autumn Green Animal Hospital

Signature: Vivian Grant

Printed Name: Vivian Grant

Title: owner

Date: 3/16/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Bartlett Animal Hospital

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Bartlett Animal Hospital
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022by and between Bartlett Animal Hospital ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Bartlett Animal Hospital facility at 1251 Humbracht Cir E, Bartlett, IL 60103 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students.** The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance.** The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements.** The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements**. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance**. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Bartlett Animal Hospital
1251 Humbracht Cir E
Bartlett, IL 60103

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Bartlett Animal Hospital

Signature: _____

Printed Name: Stacy Potter

Title: Practice Manager

Date: 3/14/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Companion Animal Specialty and Emergency

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Companion Animal Specialty and Emergency
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022by and between Companion Animal Specialty and Emergency ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Companion Animal Specialty and Emergency facility at 1095 Pingree Rd Ste 120, Crystal Lake, IL 60014 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students.** The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance.** The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements.** The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students.** The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences.** Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments.** Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students**. In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements**. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance**. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Companion Animal Specialty and
Emergency
1095 Pingree Rd Ste 120
Crystal Lake, IL 60014

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Companion Animal Specialty and Emergency

Signature: _____

Printed Name: Donna Gibbons

Title: CVT, ER/ICU Department Heac

Date: 3/15/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Critters Pet Shop

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Critters Pet Shop
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022by and between Critters Pet Shop ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Critters Pet Shop facility at 566 S Randall Rd, South Elgin, IL 60177 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students.** The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance.** The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements.** The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students.** The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences.** Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments.** Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements**. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance**. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws.** The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period.** The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students.** The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences.** Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Critters Pet Shop
566 S Randall Rd
South Elgin, IL 60177

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

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executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

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12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Critters Pet Shop

Signature: C. Janczak

Printed Name: CAROLINE JANCZAK

Title: SEC/TREAS CRITTERS

Date: 3/14/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Elgin Animal Clinic

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Elgin Animal Clinic
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT (**"Agreement"**) is entered into this 1st Day, of August , 2022by and between Elgin Animal Clinic (**"Facility"**), the Board of Education of Central Community Unit School District No. 301 (**"District"**), and Northern Kane Region 100 (collectively the **"Parties"**).

WHEREAS, the District desires to utilize Elgin Animal Clinic facility at 1380 E Chicago St, Elgin, IL 60120 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

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(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

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of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

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5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance.** The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Elgin Animal Clinic
1380 E Chicago St.
Elgin, IL 60120

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

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executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Elgin Animal Clinic

Signature: Lakhwinder Dhillon

Printed Name: Lakhwinder Dhillon

Title: Owner Veterinarian

Date: 3/22/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District 301 CUSD 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Lombard Veterinary Hospital

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Lombard Veterinary Hospital
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022by and between Lombard Veterinary Hospital ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Lombard Veterinary Hospital facility at 1300 S Main St, Lombard, IL 60148 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements.** The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility.** The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies.** The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units.** The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance.** The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Lombard Veterinary Hospital
1300 S Main St
Lombard, IL 60148

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Lombard Veterinary Hospital

Signature: _____

Printed Name: Katie Rochford

Title: Outpatient Team Lead

Date: 3/19/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Loyal Companions Animal Hospital and Pet Resort

Thank you for allowing our students to complete their required externship hours at your facility.
Loyal Companions Animal Hospital and Pet Resort

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Loyal Companions Animal Hospital and Pet Resort
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022by and between Loyal Companions Animal Hospital and Pet Resort ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Loyal Companions Animal Hospital and Pet Resort facility at 2312 W Main St, St. Charles, IL 60175 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

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(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

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5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance**. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Loyal Companions Animal
Hospital and Pet
Resort2312 W Main St
St. Charles, IL 60175

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Loyal Companions Animal Hospital and Pet Resort

Signature: Vicki Petsche

Printed Name: Vicki Petsche

Title: owner, veterinarian

Date: 3/29/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Pet Vet Animal Clinic and Mobile Practice

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Pet Vet Animal Clinic and Mobile Practice
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT (**"Agreement"**) is entered into this 1st Day, of August , 2022by and between Pet Vet Animal Clinic and Mobile Practice (**"Facility"**), the Board of Education of Central Community Unit School District No. 301 (**"District"**), and Northern Kane Region 100 (collectively the **"Parties"**).

WHEREAS, the District desires to utilize Pet Vet Animal Clinic and Mobile Practice facility at 11901 North St, Huntley, IL 60142 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements.** The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility.** The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies.** The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units.** The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance.** The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Pet Vet Animal Clinic and
Mobile Practice
11901 North St
Huntley, IL 60142

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Pet Vet Animal Clinic and Mobile Practice

Signature: Karen L Larsen, CVT

Printed Name: Karen L Larsen

Title: Practice Manager

Date: 3/16/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear South Town Animal Hospital

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
South Town Animal Hospital
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022by and between South Town Animal Hospital ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize South Town Animal Hospital facility at 1944 Gyorr Ave, South Elgin, IL 60177 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students.** The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance.** The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements.** The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students.** The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences.** Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements**. The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance**. The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

South Town Animal
Hospital
1944 Gyorr Ave
[illegible]

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
South Town Animal Hospital

Signature: _____

Printed Name: Anne Burton

Title: Office Manager

Date: 3/16/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Spring Hill Veterinary Clinic

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Spring Hill Veterinary Clinic
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT (**"Agreement"**) is entered into this 1st Day, of August , 2022by and between Spring Hill Veterinary Clinic (**"Facility"**), the Board of Education of Central Community Unit School District No. 301 (**"District"**), and Northern Kane Region 100 (collectively the **"Parties"**).

WHEREAS, the District desires to utilize Spring Hill Veterinary Clinic facility at 25 N Western Ave, Carpentersville, IL 60110 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students**. The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences**. Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

2. **Facility rules applicable to students during clinical assignments**. Students are to remain subject to the authority, policies, and regulations imposed by the District and, during periods of clinical assignment, students will be subject to all rules and regulations

of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

3. **Emergency treatment of students.** In case of emergency at a non-hospital site, standard procedure will be followed. The District may provide the Facility with specific protocols to be followed for emergency treatment of an individual student, if necessary. The Facility shall immediately notify the District liaison of any student injury or other emergency involving students. It is the student's responsibility to bear the cost of the emergency treatment.

4. **Designation of liaison to the District; communications relating to placements.** The Facility shall designate a liaison responsible for coordinating the placements. That person shall maintain contact with the District's designated liaison person to assure mutual participation in and surveillance of the program. The Facility shall notify the District in writing of any change or proposed change of the person(s) responsible for coordinating the placements.

5. **School Tour of Facility**. The Facility shall, on reasonable request, permit a tour of its clinical facilities and services available and other items pertaining to clinical learning experiences, by representatives of the District and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.

6. **Provision of Relevant Facility policies**. The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

7. **Facility Transportation and Use of Mobile Units**. The Facility must obtain advance written permission from the District for transportation of students by the Facility or it staff or for student participation in any mobile veterinary unit. Such permission must be signed by the Facility staff member, a District representative, the student, and the student's parent or guardian. At no time will one student be alone with any one Facility employee.

8. **FERPA Compliance.** The Facility shall comply with the applicable provisions of the *Family Educational Rights and Privacy Act of 1974*, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, as well as the *Illinois School Student Records Act*, 105 ILCS 10/1 et seq., and shall take all measures necessary to ensure the confidentiality of any and all information in its possession regarding the District's students who train at the Facility pursuant to this agreement. The Facility shall have access to student record information (records which alone, or with other records, personally identify a student) only to the extent necessary for student participation in the program. The Facility will maintain such records as confidential records and shall not disclose them to third parties except pursuant to court order, in the case of an emergency, or with consent of the District or student and parent/guardian. At the conclusion of a student's participation in the program, the Facility shall return all student records in its

possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Spring Hill Veterinary Clinic
25 N Western Ave
Carpentersville, IL 60110

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns**. This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only**. The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Spring Hill Veterinary Clinic

Signature: Erin Goelitz

Printed Name: Erin Goelitz

Title: Owner/Veterinarian

Date: 3/16/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title: _____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

Standard Affiliation Agreement

Dear Tails Humane Society

Thank you for allowing our students to complete their required externship hours at your facility.

Prior to our students beginning their externship visits at your facility, we will need this Affiliation Agreement completed. Please review this Affiliation Agreement document and place an electronic signature in the designated area. Once all required signatures are obtained, an electronic copy of this document will be shared with you for your records.

Please reach out with any questions or concerns you have regarding this document.

Thank you,

Izzy Castillo
Work Based Learning Specialist
Phone: 224-990-7093
isaul.castillo@central301.net

Amber Ballard, CVT
Program Coordinator
Phone: 224-990-7208
amber.ballard@central301.net

AFFILIATION AGREEMENT
BETWEEN
Northern Kane County Region 110
AND
Tails Humane Society
for Student Veterinary Assistant Externship Experience

THIS AGREEMENT ("Agreement") is entered into this 1st Day, of August , 2022 by and between Tails Humane Society ("**Facility**"), the Board of Education of Central Community Unit School District No. 301 ("**District**"), and Northern Kane Region 100 (collectively the "**Parties**").

WHEREAS, the District desires to utilize Tails Humane Society facility at 2250 Barber Greene Rd, DeKalb, IL 60115 for the purpose of providing veterinary assistant practical learning and clinical experiences (see Exhibit A for program-specific requirements) to the high school students of the District and the high school students of the other school districts in Northern Kane Region 110 (an intergovernmental agreement between Community Unit School District 300, Community Unit School District 301, Community Unit School District 303, and Unit School District U-46); and

WHEREAS, the Facility desires to provide such practical learning and clinical experiences to students, both as a community service and as ongoing education for its own staff.

NOW, THEREFORE, it is understood and agreed upon by the parties hereto as follows:

A. SCHOOL RESPONSIBILITIES:

1. **Provision of foundational curriculum to students**. The District shall have the total responsibility for planning and determining the adequacy of the educational experience of students in theoretical background, basic skill, professional ethics, attitude and behavior, and will assign to the Facility only those students who have satisfactorily completed the prerequisite didactic portion of the District's curriculum.

2. **Liability insurance**. The Facility and each participating school district shall provide its own General Liability insurance, including but not limited to property loss and damage claims, claims for bodily injury or death, and other civil actions, claims or suits, including the defenses thereof, which may be made against the insured party. No provision of insurance or self-insurance by the District, Northern Kane County Region 110, or other participating school district shall modify, amend, or in any other way remove the immunities of public employees and local governmental entities granted in the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1 et seq.

3. **Designation of liaison to Facility; communications relating to clinical placements**. The District and/or Northern Kane County Region 110 will designate a faculty or other professional staff member to coordinate and act as its liaison to the Facility. The

assignments to be undertaken by the students participating in the educational program will be mutually arranged and a regular exchange of information will be maintained by on-site visits when practical and by letter, email or telephone in other instances.

The District shall notify the Facility in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Facility.

4. **School notices to students.** The District shall notify each student prior to his or her arrival at the Facility that he/she is required to:

(a) Follow the administrative policies, standards, and practices of the Facility.

(b) Obtain medical care at his or her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Facility.

(c) Provide his/her own transportation.

(d) Report to the Facility on time and follow all established regulations during the regularly scheduled operating hours of the Facility.

(e) Conform to the standards and practices established by the District while functioning at the Facility.

(f) Obtain prior written approval of the Facility and the District before publishing any material relating to the clinical learning experience.

(g) Meet the personal, ethical, and professional standards required of employees of the Facility and that are consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies.

(h) Notify his or her home school district of any medical conditions which may affect participation at the Facility.

B. FACILITY RESPONSIBILITIES:

1. **Provision of facilities for supervised experiences.** Subject to the provisions of Section C.2 of this Agreement, the Facility agrees to make the appropriate facilities available to the District in order for the District to provide supervised clinical experiences to students. Such facilities shall include a safe working environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Facility procedures. Students shall be supervised by qualified Facility staff at all times.

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of the Facility and imposed by the Facility on its employees and agents with regard to following the administrative policies, standards, and practices of the Facility. The Facility must notify the District in advance of any specific requirements for the Facility, such as dress code, uniforms, or other workplace rules.

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6. **Provision of Relevant Facility policies.** The Facility shall provide the student(s) and the District the Facility's administrative policies, standards, and practices with which the students must comply relevant to the placement.

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possession to the District or, at the District's request, directly to the student's home school district if other than the District.

C. OTHER RESPONSIBILITIES:

1. **Compliance with client/patient privacy laws**. The District agrees to abide by and require that its participating faculty and students abide by all applicable state and federal laws, rules and regulations regarding client/patient privacy, including but not limited to, laws relating to consumer financial information. Students shall be required to comply with the Facility's policies and procedures regarding the confidentiality of client/patient information and the use of all such information. The Facility will notify the District and students of the foregoing laws and policies applicable to the Facility program. The Parties shall notify one another if there are known breaches of this confidentiality.

The District will advise students that dissemination or public posting of any client/patient information through social media or other means will be prohibited.

2. **Determination of instructional period**. The course of instruction will cover a period of time as arranged between the District and the Facility. The starting clinical date will begin on August 1st, 2022 with the last clinical on July 31st, 2023 .

3. **Determination of number of participating students**. The number of students eligible to participate in the clinical placement will be determined, and may be changed, by mutual agreement of the Parties. For certain clinical programs, IDPH regulations may limit the maximum number of students per sessions. Notwithstanding the foregoing, the Facility and the District agree and understand that the availability of clinical placements at the Facility during the term of this Agreement may periodically be affected by a variety of factors. In such event, the Facility may reduce the number of students eligible to participate in the clinical education program with prior notice to the District and adequate time for the District to reassign the student(s) to another clinical site. The Facility agrees further to accommodate students of the District who are similarly displaced from other clinical affiliates of the District to the extent that clinical space is available at the Facility.

4. **Evaluation of students' experiences**. Evaluation of the clinical learning experiences of the students will be accomplished jointly by the appropriate school district staff. The Parties agree that a clinical supervisor must be present throughout the entire time the students are present. Each student must be paired with a Facility staff member and supervised at all times. These Facility staff members will complete evaluations of the student she or he supervises, including but not limited to, evaluating the student's professionalism and personal attributes related to performance of outline skills. Specifically, the supervising Certified Veterinary Technician or Licensed Veterinarian must sign off on all performed skills listed on the Evaluation Form attached to this Agreement as Exhibit A. The Facility staff and the District's externship coordinator will communicate on a regular basis for the purpose of reviewing and evaluating current clinical experiences offered to students.

5. **Removal of students.**

(a) The District has the right to remove a student from a clinical education program. The District shall notify the Facility of such removal in writing.

(b) The Facility may immediately remove any student participating in a clinical education program from the Facility's premises for behavior that the Facility deems to be an immediate threat to the health or welfare of its clients/patients, staff members, visitors, or operations. In such an event, the Facility shall notify the relevant District staff member in writing of its actions and the reasons for its actions as soon as practicable. If the Facility desires to remove a student for any other reason, it shall notify the relevant District staff member in writing of the reasons for the removal and shall consult with that individual before removing the student.

D. TERM OF AGREEMENT:

The term of this Agreement shall be for one (1) year, to commence on 1st Day of July, 2022 . Either party may terminate this Agreement at any time, with or without cause, upon ninety (90) days prior written notice to the other party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the clinical learning experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.

E. ADDITIONAL TERMS:

1. **Stipulations as to liability**. Subject to applicable state law, neither party to this Agreement shall be legally liable for the consequences, whether bodily injury or property damage, occasioned by an act, omission, or neglect chargeable to the other party. Where Worker's Compensation or other obligation for payment of benefits may arise, this Agreement shall neither enlarge nor diminish such obligation.

2. **Criminal Background Screening**: Facility staff who come to the District schools to work with students will need to comply with the District's onsite security protocols, including sex offender and criminal background screening.

3. **Assignment of Agreement**. This Agreement may not be assigned without the prior written consent of the other party, which will not be unreasonably withheld.

4. **Entire Agreement**. This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

5. **Severability**. If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of

this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue valid and enforceable to the fullest extent permitted by law.

6. **Employment Status**. No assigned student or District faculty member under this Agreement shall in any way be considered an employee or agent of the Facility nor shall any such student or faculty member be entitled to any compensation, fringe benefits, Worker's Compensation, disability benefits, or other rights normally afforded to employees of the Facility. The students shall not at any time replace or substitute for any employee at the Facility or perform any of the duties normally performed by an employee of the Facility, except as such duties are part of the students' training or learning experience.

7. **Notice to Parties**. Any notice, demand, or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the District, by notifying the Facility, and in the case of the Facility, by notifying the District, or to such other addresses as the parties may specify in writing from time to time:

If to the Facility:

Tails Humane Society
2250 Barber Greene Rd
DeKalb, IL 60115

If to the District:

275 South Street
Burlington IL, 60109
Program in Career and Technical Education
Attention: Career and Technical Education Department
Facsimile: (847)464-6021

8. **Governing Law**. This Agreement shall be construed and enforced in accordance with the laws of the State of Illinois, without regard to the conflict of laws provisions thereof.

9. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument.

10. **No Third-Party Beneficiaries**. This Agreement shall inure exclusively to the benefit of and be binding upon the parties hereto and their respective successors, assigns,

executors and legal representatives. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.

11. **Agreement binding on parties successors and assigns.** This Agreement shall be binding upon the District and the Facility, their successors, employees, agents and assigns, during the initial term of this Agreement and any extensions thereof.

12. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.

For and on behalf of:

Veterinary Facility:
Tails Humane Society

Signature: Michelle Groeper

Printed Name: Michelle Groeper

Title: Executive Director

Date: 3/16/2022

Board of Education,
Central Community Unit School District 301

Signature: _____

Printed Name: _____

Title: _____

Date: _____

Northern Kane Region 110
By Its Administrative District
District __CUSD 301_____

Signature: _____

Printed Name: _____

Title:_____

Date: _____

EXHIBIT A
STUDENT EVALUATION FORM

[TO BE ATTACHED]

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Steve Diversey, Athletic/Activities Director

TO: District 301 Board of Education

DATE: 4/6/22

RE: Approval of Overnight Trip for 20 FFA students plus 2 chaperones for FFA Illinois State Convention, Springfield, IL, State Capitol Convention Center

I am requesting the approval of an overnight trip Central High School FFA Students and 2 chaperones: Ryan Robinson and William Haas to attend the FFA Illinois State Convention, Springfield, IL, State Capitol Convention Center; Tuesday, June 14, 2022, through Thursday, June 16, 2022.

Students will be competing in state competitions, watching sessions, participating in workshops, and accepting their state awards from the previous year. Each person attending the State Convention must pay $100.00. The Central FFA Alumni & supporters have helped offset some of the trip's overall cost for the two nights of hotel reservations, registration fees, workshops, and college/career show.

The participants will be staying at the President Abraham Lincoln, Springfield DoubleTree, 701 East Adams Street, Springfield, IL.

A detailed Itinerary for FFA Illinois State Convention, Springfield, IL, State Capitol Convention Center is attached.

Thank you for your support of Central High School Athletics and Activities.

Illinois State FFA Convention

Springfield, IL – Bank of Springfield Center

Hotel Information: President Abraham Lincoln DoubleTree Hotel: 701 East Adams Street, Springfield, IL 62701

CENTRAL
UNIT SCHOOL DISTRICT 301

Tentative Agenda

Tuesday June 14th

Leaving Central High School at 7:30 a.m.

Stopping for breakfast & lunch along the way (bring money)

Check into hotel

Change into ***official dress*** – Head to convention center

1:00 pm SESSION 1

National Chapter Award – Growing Leaders

Vet Science CDE Recognition

5:00 pm DINNER

7:00 pm SESSION 2

National Chapter Award – Building Communities

Keynote Speaker – National Officer

Wednesday June 15th

8:00 am SESSION 3 & Workshops

National Chapter Award – Strengthening Agriculture

Proficiency Awards

11:00 am LUNCH

12 pm COLLEGE/CAREER FAIR

2:00 pm SESSION 4

State Degree Ceremony – 8 students

Public Speaking LDE Results

CENTRAL
UNIT SCHOOL DISTRICT 301

Keynote Speaker

7:00 pm DINNER

Thursday June 16th

8:00 am Delegate Election Session

12:00 pm Lunch

1:00 pm SESSION 5

National Chapter Award – Premier Chapter for Sections

National Chapter Award – National Finalist

National Chapter Award – Top 5 in State

Leave Springfield @ 4:00 pm (approximately)

Arrive at Central High School 7-8p.m. (approximately)

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Steve Diversey, Athletic/Activities Director

TO: District 301 Board of Education

DATE: 4/18/22

RE: CHS GIRLS BASKETBALL TEAM CAMP

The girl's basketball program will be attending the Purdue University Women's Basketball team camp to compete against and practice with schools at the university on an overnight trip.

Friday 6/24

Time	
6:00 AM	Arrive at CHS
6:30 AM	Depart CHS
9:30 AM	Arrive at Purdue University Check in to camp
10:00-12:00 PM	Games
12:00-1:00 PM	Lunch in the dorm cafeteria
1:00-4:00 PM	Games
4:00-5:00 PM	Hang out in dorms
5:00-6:00 PM	Dinner in the dorm cafeteria
6:00-9:00 PM	Hang out in dorms
9:00 PM	Back to rooms
10:00 PM	Lights out

CENTRAL
UNIT SCHOOL DISTRICT 301

Saturday 6/25

Time	
8:00 AM	Breakfast in dorm cafeteria
9:00-12:00 PM	Camp practice/Games
12:00-1:00 PM	Lunch
1:00-4:00 PM	Camp practice/Games
4:00-5:00 PM	Hang out in dorms
5:00-6:00 PM	Lunch in dorms
6:00-9:00 PM	Movie Night at GQT Wabash Landing 9 Theater 300 E State St, West Lafayette, IN 47906
9:00 PM	Back to rooms
10:00 PM	Lights out

Sunday 6/26

Time	
8:00 AM	Breakfast in dorm cafeteria
9:00-12:00 PM	Camp practice/Games
12:00 PM	Depart for Central High School
3:00 PM	Arrive at Central High School

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Sofia Mills, EL Director/Grant Coordinator

TO: Board of Education, Dr. Todd Stirn

DATE: April 18, 2022

RE: Consolidated District Plan (CDP)

It is the recommendation of the Central administration that the board approve the Consolidated District Plan (CDP) for FY 2023. The plan includes the following grants: Title I, Part A, Title II, Part A, Title IV-Part A, Title III Language Instruction Education Program (LIEP), Title III-Immigrant Student Education Program (ISEP), IDEA, Part B Flow-Through, IDEA, Part B-Preschool, Elementary and Secondary School Emergency Relief Grant (ESSER) II, American Rescue Plan (ARP)- LEA (Elementary and Secondary School Relief Grant III), and Foster Care Transportation Plan. Approval of this plan is a procedural requirement and does not signal any change in the grants for which we apply or receive.

Additional notes for the Board:

The Consolidated District Plan addresses the planning portion of the grant process. All districts that intend to submit an application for one of the Federal Grants must have an approved CDP with ISBE before submission of the grant application. No state grants are included in the CDP.

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Applicant: CENTRAL CUSD 301 **County:** Kane

Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 23-CDP-00-31-045-3010-26

Consolidated District Plan

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Overview

PROGRAM:	Consolidated District Plan
PURPOSE:	The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
BOARD GOALS:	• Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. • Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. • Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.
FY 2023 Included Programs:	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 Elementary and Secondary School Emergency Relief Grant II American Rescue Plan - LEA (Elementary and Secondary School Emergency Relief Grant III) Foster Care Transportation Plan
LEGISLATION:	Every Student Succeeds Act (ESSA) Individuals with Disabilities Education Act Rehabilitation Act Strengthening Career and Technical Education for the 21st Century Act Workforce Innovation and Opportunity Act Head Start Act

	McKinney-Vento Homeless Assistance Act
	Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA) ESSER II
	American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)
	Adult Education and Family Literacy Act
Due Date:	District plans must be submitted to the Illinois State Board of Education and approved before any FY 2023 grant applications for included programs can be approved.
	Submission by April 1 is recommended.
Duration:	The District Plan was submitted initially for the school year 2022-2023 and must be updated annually thereafter.
Amendments:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
Instructions:	**Instructions in PDF format**
Common Abbreviations:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)
	IDEA - Individuals with Disabilities Education Act
	ISBE - Illinois State Board of Education
	LEA - Local Educational Agency
	LIEP - Language Instruction Educational Program
	SEA - State Education Agency

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Applicant: CENTRAL CUSD 301 **County:** Kane

Application: 2022-2023 Consolidated District Plan - 00
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Consolidated District Plan

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Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Mills	Sofia	M

Phone*: 847 464 6005

Email*: sofia.mills@central301.net

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)Central Community Unit School District #301 serves an academically, culturally, and socio-economically diverse population. The district and the Board of Education committed to equal access and treatment for all students, families and employees.
Central's board policy of nondiscrimination and equity governs decision-making at all levels. Such policies incorporate the following principles: the Board of Education shall not discriminate against children, parents/guardians, employees, applicants, contractors, or individuals participating in board and/or agency-sponsored activities. Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited or denied equal access to educational and extracurricular programs and activities.
Central monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for employees, students, and their families alleging discrimination. These procedures are accessible for use by all school stakeholders. The district also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.
Central monitors the program participation consistently through:
a.Provide strong MTSS programs to intervene early to close academic gaps and to limit entry into low-level courses.
b.Provide electives and multiple pathways into given courses; thereby removing tracking or minimal access to higher-

level coursework.
c.Identify and provide systematic help to students who are deficient in credits to reduce the repetition of coursework and falling behind in graduation date.
d.Provide strong education for all, giving priority to early learning and closing skill gaps along the way, providing resources to intervention courses and SEL programs.
f.Establish goals and concrete targets to monitor equity, particularly to the youth who have low school attainment and dropout.

3. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

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Applicant: CENTRAL CUSD 301 **County:** Kane

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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

Consolidated District Plan

Applicant: CENTRAL CUSD 301 **County:** Kane

Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application

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Needs Assessment/Programs

Instructions

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.

- [x] Title I, Part A - Improving Basic Programs
- [x] 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
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [x] Title III - Language Instruction Educational Program (LIEP)
- [x] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] IDEA, Part B - Preschool
- [x] ESSER II (Elementary and Secondary School Emergency Relief II)
- [x] 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.*
(2994 of 7500 maximum characters used)

Alignment of federal and local funds will assist in providing equitable and rigorous programming to all students by highly trained teachers, staff, and administration. Additionally, rigorous coursework continues to be developed based on needs assessments and data gleaned from state achievement tests (when available), common summative assessments, formative assessments, and research-based progress monitoring tools, along with research-based programs to assist students who are struggling. The district continues to monitor skill gaps between low socioeconomic students, students with disabilities, English learners, race, and gender alongside their peers. It is the goal of the district to implement and monitor the progress of all students to make sure we are meeting their academic, social, and emotional needs. Additionally, we work in collaboration and in a partnership with parents to ensure they have a voice in necessary professional development activities for their children, along with discussing the needs of our staff through a survey relevant to professional development needs. Mentoring for new teachers and administration will ensure that highly trained educators are able to promote an equitable and rigorous experience for our youth. The LEA will work in collaboration with individuals for the Title III grant and IDEA to work in concert with Title I, II, and IV to provide additional supports that align to the district's vision of closing gaps for our struggling youth and promoting a more rigorous curriculum for our advanced learners, in addition to, providing supports such as a book study with "Removing Labels", by Dominique Smith, Douglas Fisher, and Nancy Frey. We continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on learning targets. Dollars will be spent to ensure that we

Response from the approved prior year Consolidated District Plan.

Alignment of federal and local funds will assist in providing equitable and rigorous programming to all students by highly trained teachers, staff, and administration. Additionally, rigorous coursework continues to be developed based on needs assessments and data gleaned from state achievement tests (when available), common summative assessments, formative assessments, and research-based progress monitoring tools, along with research-based programs to assist students who are struggling. The district continues to monitor skill gaps between low socioeconomic students, students with disabilities, English learners, race, and gender alongside their peers. It is the goal of the district to implement and monitor the progress of all students to make sure we are meeting their academic, social, and emotional needs. Additionally, we work in collaboration and in a partnership with parents to ensure they have a voice in necessary professional development activities for their children, along with discussing the needs of our staff through a survey relevant to professional development needs. Mentoring for new teachers and administration will ensure that highly trained educators are able to promote an equitable and rigorous experience for our youth. The LEA will work in collaboration with individuals for the Title III grant and IDEA to work in concert with Title I, II, and IV to provide additional supports that align to the district's vision of closing gaps for our struggling youth and promoting a more rigorous curriculum for our advanced learners, in addition to, providing supports such as a book study with "Removing Labels", by Dominique Smith, Douglas Fisher, and Nancy Frey. We continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on learning targets. Dollars will be spent to ensure that we

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.

- [x] 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.

label-field-descriptive-text (1374 of 7500 maximum characters used)

The LEA engaged is a systemic continuous improvement process embedded with data-based decision making focused on best practices and high expectations in teaching and learning. Stakeholders participated in strategic planning and identified District priorities. The LEA did not use an isolated tool but various assessments and resources (i.e., school and/or district report card(s), Five essential Survey, Student achievement data, current recruitment and retention efforts and effectiveness data, etc.) to be a part of identifying our organizational short and long-term goals and strategies. The LEA utilizes qualitative and quantitative data and accountability metrics set by the District. Through data collection and analysis, LEA determined trends and areas of need, including, but not limited to: LEA policies and practices, student outcomes/performance, student engagement, student opportunities, professional practice, climate and culture, and stakeholder engagement. The scope of the needs assessments also focused on academic proficiency, access and enrollment/participation in courses, access and the level of student participation advance courses, preschool participation, student achievement, college and career, special populations, access and usage of educational supports, chronic absenteeism, technology, safe learning environment, and social-emotional needs.

Legislative References:

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

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

Save Page

*Required field, applicable for all funding sources

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Needs Assessment Impact

Instruct

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. Special education services needs assessment - assesses feedback from administration and staff on the special education service needs and necessity of additional staffing, along with and professional development needs. K-12 focus groups (school district administrators, school faculty and staff, school-age children, parents/guardians, and/or stakeholders)- gather feedback to inform improvement planning and identify opportunities for growth.

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

The five essentials survey results for all schools is utilized to show challenges that we need to address. Areas of improvement include instructional leadership. Student achievement data will be used to establish areas of weakness within our district. In the area of current recruitment and retention effort instructional coaches will work with staff relevant to instructional pedagogy through the "coaching model" for new staff as part of the mentoring process, as well as with struggling teachers from k-12 grade. Through our progressional development survey we are designing "professional growth activity plans (PGAPs)" that align to teacher needs, in addition to, developing online professional development classes that teachers can take at home, during their plan time or any other time that is beneficial to them through our "Central University". Through our Title I committee work we have developed specific goals to focus on progress monitoring of struggling youth, IEP students, EL students, etc., to assist in closing student achievement gaps. Additionally, we have purchased Imagine Learning licenses to assist in closing gaps for our language learners and Ellevation software as a means to progress monitor the EL students growth. Frequent data meetings, Title I meetings, and progress monitoring allows us to monitor the success of struggling learners and adjust to their needs throughout the school year. The needs of students with disabilities is ascertained through a needs assessment completed with our partner Mid-Valley Cooperative. This helps us to determine the support needed for staffing and professional development. Lastly, a special education needs assessment is completed by our staff to assess feedback from administration and staff relevant to the need for additional staff e.g., social worker, MTSS Coordinator, etc., along with specific professional development needs. Additionally, we continue to work to promote best practices and instructional coaching for improved relevant curriculum alignment and training on learning targets. Dollars will be spent to ensure that we have research-based programs and software to assist teachers and students in meeting the students' needs and in closing skill deficits.

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

The School Improvement Process is part of all seven (7) of our schools. Each school aligns their school improvement alongside that of the district improvement plan. The goals established are utilized within each school and the development of goals are specific to each school's needs. The work done in each building involves various stakeholders to develop strategies, analyze data and results from strategy implementation, gather input and make recommendations for future improvements.

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.

Instructional pedagogy is an area for needs assessment. Professional development involves teachers from multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; their rubrics and scoring sessions help teachers and administrators develop a common vocabulary around instruction; it is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); it supports collaborative, collegial and reflective dialogues around instruction. Authentic Intellectual Work (AIW) will continue to be used to assist middle and high school teachers; (AIW) is a framework for ensuring that ALL students have access to intellectually rigorous learning experiences that have value beyond school. It guides teachers to consider why they teach what they teach and how best to engage students; lastly it assumes that teachers bring valuable experiences and expertise to the table; their expertise is an essential component of team meetings. Curriculum and assessment work continues to be done through collaboration with teaching staff to make sure we are providing a differentiated approach to teaching and learning so that all students' needs can be met for where they are at. Additionally, instructional coaches will provide online professional development to incorporate best practices in learning targets, assessment, and curriculum lesson design. Central University PD as a resource to help improve teacher performance. Also, we will be utilizing MTSS training through the CAREI team out of the University of Minnesota to realign our objectives for academic, social-emotional, behavior, and tiered learning. For new administration within our district mentoring will take place regarding instructional leadership and the use of the feedback process. Professional development on lesson design, literacy and math practices, crucial conversations, special populations, and SB100 will be a few of the topics discussed within the professional development

G. Title III - LIEP

EL/Bilingual Staff Professional Development- Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade. We continue to look for quality bilingual educators within our district but are struggling to find qualified individuals. We will work to train within our district to assist in building the pool for our students. This will be done by seeking individuals who are interested in becoming bilingual within the district and finding programs to assist them in reaching their goals. By providing language instruction, professional development for staff, and fostering parental involvement, EL students will receive the appropriate support and instruction to encourage positive academic,

emotional, and social performance and achievements outcomes. Through language and instruction, EL students will build their language and literacy skills; through collaborative efforts with EL teachers and professional development, educators will be more involved in the improvement of educational outcomes and supporting the success of our EL students; teachers will promote language learning through the use of learning strategies gained from professional development; and by engaging with our learners' parents, we are offering more opportunities of outreach, partnerships, and involvement in their child's education experience; and therefore, the activities include in this grant proposal will contribute to the success of our EL students.

H. Title III - ISEP

EL/Bilingual Staff Professional Development- Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

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.

Student Support Staff Professional Development - Professional development will be centered in the area of Tier 2 or 3 social work services focused on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards. Professional development will be provided for special education teachers that utilize specific intervention/curriculum. Professional development for co-teaching at the middle school level. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school. Ongoing monitoring of FBA/BIPs development in buildings to support SEL/behavior needs of students. Ongoing monitoring of implementation of STOIC at each building level. Implementation of STEAM-Provide science anchored, hands-problem and inquiry-based learning experiences to build students' scientific and technological literacy skills. Integrated experiences led by instructional coaches in collaboration with classroom teachers. Develop critical and conventional thinking, self-discovery and problem-solving skills; purposeful integration of technology to engage innovative design and assist students in becoming global thinkers (engineering design process); reflective experiences and design efforts to seek ways to improve outcomes and capture student learning.

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

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

The special education needs assessment was completed by building administration and related service personnel. District leadership met with each building's administration and special education staff to address the IEP subgroup. Areas that are being targeted are interventions for students at the Tier 2 and 3 level, as well as a review of the delivery of services. The goal will be to increase IEP student achievement and better serve our students. The grant activity will be to purchase interventions/curriculum to meet the needs of our IEP students Kindergarten - 12th grade. The other main area is supporting students with social-emotional needs. The grant activity will be to provide professional development activities related to social-emotional learning, and purchase interventions/curriculum for the social-emotional learning classroom/district. Continue to use the grant to fund related services.

L. IDEA, Part B - Preschool

The needs assessment conducted by the district indicated a need for additional/replenishment of curricular supplies. The needs assessment identified the need for more hands-on materials and interactive activities that allow students to investigate, explore, and question the world around them. The grant will be used to purchase these materials.

M. Elementary and Secondary School Emergency Relief Grant II

ESSER II allocations were reviewed by stakeholder groups. The District will complete the ESSER II Grant projects during the 2021-2022 school year, except for the cafeteria improvements which will continue to take place through 2022-2023 school year.

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

ESSER III allocations were reviewed by stakeholder groups. The District explained the extent to which and how funds will be used to implement prevention and mitigation strategies that are, to the extent practicable, consistent with CDC guidance; how the district will use the funds it reserves under Section 2001 (e) (1) of the ARP to address the academic impact of lost instructional time; how the district will use its remaining ARP ESSER funds; how the district will ensure interventions it implements will respond to the social, emotional, mental health, and academic needs of all students, particularly those students disproportionality impacted by the COVID-19 pandemic.

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

*Required field, applicable for all funding sources selected

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

Stakeholder Involvement

Instructions

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's growth in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establish proper interventions and monitoring of goals for each student. Guided reading is implemented within the general education core and progress within the Fountas and Pinnell system is monitored. Additionally, FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been implemented to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online married to the district goals.

5x5 -Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design and common assessments. Implementation of Math curriculum resource, Math in Focus, purchased to assist in closing gaps within the core. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustment to curriculum as instruction continues. The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to, the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, PSAT data and FastBridge for reading. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, ELA transition class, in conjunction with Elgin Community College (still being worked on), Math Momentum (class designed to close skill deficits), English I, II and III Momentum (classes designed to close skill deficits) and writers lab (class designed to assist struggling students in writing.

High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students 6th grade school year. Student with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 4 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready. The high school currently offers dual credit opportunities for our students at our post-secondary institution. We are currently working on the completion of a memorandum of understanding (MOU) for our teachers at the high school level to instruct dual credit within our doors. Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Naviance, a system that allows our students to Naviance Student makes it easier. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, healthcare sciences, automotive, in addition to, other district programs we offer that are not part of the regional pathway initiative. Cohort data is monitored for all students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

Special Populations/Safe and healthy environment: The district implemented programs (ie. STAR, SPACE: ALOP, LEADS, Early Childhood, MTSS, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health. As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program. MTSS/Coordinator of Special Programs will assist with character education, STOIC, and SEL. Lastly, our mentoring program is used to prepare and keep effective teachers and leaders.

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. [x] Teachers (1,7,8,9,10)
- B. [x] Principals (1,7,8,9,10)
- C. [x] Other school leaders (1,8,9,10)
- D. [x] Paraprofessionals (1)
- E. [x] 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. [x] 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. [x] Title I director (1)
- J. [x] Title II director (1)
- K. [x] Bilingual director (1,7)
- L. [x] Title IV director (1)
- M. [x] Special Education director
- N. [x] Guidance staff
- O. [ ] Local government representatives (8)
- P. [x] 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]**

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([count] of 7500 maximum characters used)

All site-based school improvement plans are aligned to district improvement initiatives. Consequently, the work done in each building involves various stakeholders (teachers, specialists (reading, special education, EL personnel, psychologists), administration and parents) to develop strategies, analyze data and results for all subgroups and the general building and district-wide and student population, gather input and make recommendations for future academic, SEL, behavioral improvements. The elementary and middle school buildings have Parent-Teacher Organizations, which meet monthly, and include Principal Reports, in which building administration, and teacher leaders (when appropriate) update parents on initiatives and plans to improve the learning environment of the schools through district-wide Title I committee . The committee established a Parent University to present topics to parents in areas such as,but not limited to of student anxiety, social media safety, navigating district systems, drug and alcohol awareness, and social emotional learning. Additional Parent Universities will be established. Site/SIP teams anticipate meeting at each Title Building to discuss and align initiatives with the district Title I Committee.

Response from the prior year Consolidated District Plan.

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

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LEA will work with building-wide school improvement plans which incorporate parents to discuss initiative and seek input from parents. Additionally, the district has a curriculum council which consists of parents, teachers, administration and the Board of Education where data and gap analysis are discussed. During these discussions parent input is used along with other stakeholder input to identify strategies, programs and initiatives that can assist in continuing to close the gap. Lastly, a Title I committee has been formed to focus directly on data relevant to gaps, parent education and parent communication. Additionally, the district website has begun to build parent resources for our parents to utilize for questions, resources within Kane County and the district's continuum of services, parent university videos and resources (social anxiety and its effect on school, social media awareness, navigating district systems, social-emotional learning), deaf and hard of hearing resources, mental health resources and school shelf which provides a library of materials for different topics (academic, college planning and preparation, bullying and school safety, life skills, drug and alcohol awareness, mental health and well-being, parent involvement, and special services) by grade.

Response from the prior year Consolidated District Plan.

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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)

The district's Parental Involvement Policy (8:95) states- In order to assure collaborative relationships between students' families and the District and to enable parents/guardians to become active partners in education, the Superintendent or designee shall:1. Keep parent(s)/guardian(s) thoroughly informed about their child's school and education. 2. Encourage parents/guardians' involvement in their child's school and education. 3. Establish effective two-way communication between parents/guardians and the District. 4. Seek input from parent(s)/guardian(s) on significant school-related issues. 5. Inform parents/guardians on how they can assist their children's learning.

Activities/strategies for effective parent and family engagement the LEA includes, but not limited to: Open houses, Parent/teacher conferences, BPAC, Rocket Launch, Triple A (academics, athletics and activities), IHSA Night, FAFSA Night, AP Night, Fine Arts Programs, Literacy Nights, Parent University, Focus Groups, PTO events, increased resources added to our parent resource page for professional development for parents and resources. Approaches to effectively reach parents of English Learners is through communication, partnerships, and creating opportunities for parent involvement. One way our District is navigating reaching more parents is through the adoption of a new District-wide technology tool, Parent Square. This will offer stakeholders to reach parents in their preferred language and continue to open-lines of communication. In addition, the district will continue to provide qualified interpreters and telephone interpretation service as needed. The District will continue to provide resources in languages other than English. The District will continue to build capacity and community partnerships. Creating a welcoming cultural environment, including adding additional bilingual staff in buildings to ensure EL families are valued part of our school community. EL parents are encouraged to volunteer in the classroom as well as school events The District will be adding a bilingual parent liaison to continue to support and encourage parents' involvement. BPAC meetings and planned workshops on accessing school resources, supporting social-emotional health, equitable access, and celebrating cultural diversity.

Response from the prior year Consolidated District Plan.

Open houses, Parent University, Parent/teacher conferences, BPAC, Rocket Launch, Triple A (academics, athletics and activities), IHSA Night, FAFSA Night, AP Night, Fine Arts Programs, Literacy Nights, PTO events, increased resources added to our parent resource page for professional development for parents and resources. Approaches to effectively reach parents of English Learners is through communication, partnerships, and creating opportunities for parent involvement. One way our District is navigating reaching more parents is through the adoption of a new District-wide technology tool, Parent Square. This will offer stakeholders to reach parents in their preferred language and continue to open-lines of communication. In addition, the district will continue to provide qualified interpreters and telephone interpretation service as needed. The District will continue to provide resources in languages other than English. The District will continue to build capacity and community partnerships .Creating a welcoming cultural environment, including adding additional bilingual staff in buildings to ensure EL families are valued part of our school community. EL parents are encouraged to volunteer in the classroom as well as school events The District will be adding a bilingual community liaison to continue to support and encourage parents' involvement. BPAC meetings and planned workshops on accessing school resources, supporting social-emotional health, equitable access, and celebrating cultural diversity.

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

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

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

Will Private Schools participate in the Program?
(●) Yes ( ) No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Good Shepherd Lutheran Preschool	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 102	( ) Yes (●) No Total Enrollment Number Student(s): 102	Choose File No ...en 2022-2023 Good Shepherd CDP Consultation Form.pdf
Westminster Christian School	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	(●) Yes ( ) No Total Enrollment Number Student(s): 340	( ) Yes (●) No Total Enrollment Number Student(s): 340	Choose File No ...en SY23 Westminster CDP Consultation Form.pdf
St. Peter's Little Saints Preschool	☐	( ) Yes (●) No Number of Low-Income Student(s): 0	( ) Yes (●) No Total Enrollment Number Student(s): 31	( ) Yes (●) No Total Enrollment Number Student(s): 31	Choose File No ...en SY23 Little Saints CDP Consultation Form.pdf

Comments:

Close Printer Friendly Page

Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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Click to Return to Application Select

Preschool Coordination

Instruction

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's growth in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establish proper interventions and monitoring of goals for each student. Guided reading is implemented within the general education core and progress within the Fountas and Pinnell system is monitored. Additionally, FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been implemented to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online married to the district goals.

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High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students 6th grade school year. Student with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 4 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready. The high school currently offers dual credit opportunities for our students at our post-secondary institution. We are currently working on the completion of a memorandum of understanding (MOU) for our teachers at the high school level to instruct dual credit within our doors. Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Naviance, a system that allows our students to Naviance Student makes it easier. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, healthcare sciences, automotive, in addition to, other district programs we offer that are not part of the regional pathway initiative. Cohort data is monitored for all students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

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

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

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

([count] of 7500 maximum characters used)

The district currently has an early childhood continuum that has walk-in speech services, blended classes, and instructional level classes. Our early childhood program services 3 and 4-year-olds. The blended classes are made up of students with special needs and general education peers. The EC program helps ensure the transition to kindergarten is fluid and successful by focusing on pre-academic skills, social skills emotional regulation, problem-solving, self-care skills, and fine and gross motor. Speech and Language Pathologists and Social Workers push into the classrooms and instruct lessons each week. The P4 classes do activities with the kindergarten classes. The student's progress is monitored using Teaching Strategies GOLD. Additionally, we work with other agencies through our collaborative Alliance with Elgin Community College, known as the " Alliance for Kindergarten Readiness". This alliance establishes the time for partner schools to come together to discuss a multitude of topics. It was developed to bridge the gap between early childhood and kindergarten teachers and is an extension of Elgin College's Alliance for College Readiness, we focus on increasing early childhood success through communication and collaboration. This alliance allows early education facilities within the region and kindergarten teachers to meet and discuss state standards, expectations for kindergarten within the region, and to do site visits of preschool programs that feed into the district.

Response from the approved prior year Consolidated District Plan.

The district currently has an early childhood program that has blended and instructional level classes. Our early childhood program services 3 and 4-year-olds. The blended classes are made up of students with special needs and general education peers. The EC program helps ensure the transition to kindergarten is fluid and successful by focusing on pre-academic skills, social skills, emotional regulation, problem-solving, self-care skills, and fine and gross motor. Speech and Language Pathologists and Social Workers push into the classrooms and instruct lessons each week. The P4 classes do activities with the kindergarten classes. The students' progress is monitored using Teaching Strategies GOLD. Additionally, we work with other agencies through our collaborative Alliance with Elgin Community College, known as the " Alliance for Kindergarten Readiness". This alliance establishes the time for partner schools to come together to discuss a multitude of topics. It was developed to bridge the gap between early childhood and kindergarten teachers and is an extension of the Elgin College's Alliance for College Readiness, we focus on increasing early childhood success through communication and collaboration. This alliance allows early education facilities within the region and kindergarten teachers to meet and discuss state standards, expectations for kindergarten within the region, and to do site visits of preschool programs that feed into the district.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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Student Achievement and Timely Graduation

Instructions

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:

- [x] 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.
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Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's growth in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establish proper interventions and monitoring of goals for each student. Guided reading is implemented within the general education core and progress within the Fountas and Pinnell system is monitored. Additionally, FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been implemented to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online married to the district goals.

5x5 -Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design and common assessments. Implementation of Math curriculum resource, Math in Focus, was purchased to assist in closing gaps within the core. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustment to curriculum as instruction continues. The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to, the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, PSAT data and FastBridge for reading. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, ELA transition class, in conjunction with Elgin Community College (still being worked on), Math Momentum (class designed to close skill deficits), English I, II and III Momentum (classes designed to close skill deficits) and writers lab (class designed to assist struggling students in writing.

High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students 6th grade school year. Student with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 4 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready. The high school currently offers dual credit opportunities for our students at our post-secondary institution. We are currently working on the completion of a memorandum of understanding (MOU) for our teachers at the high school level to instruct dual credit within our doors. Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Naviance, a system that allows our students to Naviance Student makes it easier. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, healthcare sciences, automotive, in addition to, other district programs we offer that are not part of the regional pathway initiative. Cohort data is monitored for all students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

Special Populations/Safe and healthy environment: The district implemented programs (Ie. STAR, SPACE: ALOP, LEADS, Early Childhood, MTSS, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health. As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program. MTSS/Coordinator of Special Programs will assist with character education, STOIC, and SEL. Lastly, our mentoring program is used to prepare and keep effective teachers and leaders.

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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The district continues to work on completing common summative and formative assessments for all content areas K-12 that align to the state standards. These assessments allow us to monitor the standards that students are meeting throughout the year and to monitor success via proficiency within the standards. OTUS, an assessment tool, will help us to monitor this standards-based approach for each individual student and allow us to look at the proficiency of grade-level standards over time. At a minimum of two times a year at the elementary, middle school, and high school levels, data teams are established to monitor the progress of all students. The buildings utilize all assessments, common unit assessments, Illinois Assessment of Readiness (K-8) and SAT (9-12), to monitor the growth of all students from K-12 grade. Formal processes are put into place for targeted interventions specifically in mathematics and English language arts at the 6-12 grade level through a tiered system of supports and English language arts for K-5. At this time, the district does not see a specific need for mathematics intervention at the elementary level. Instructional coaches will continue to work with teachers K-12 on differentiation strategies, grading practices, learning targets and STEM activities at the elementary level. Student growth measures are monitored within each teachers' evaluation process to monitor growth through a pre-post SLO. Additionally, grade levels at the elementary and content departments at the middle and high school level view the results of common unit assessments along with the growth metrics provided by the state to analyze the growth of students relevant to the Illinois State Standards. Based on their discussions, instructional changes are made. The three-tiered level of supports (Tier I, Tier II and Tier III) are used in addition to an added support at the middle/high school level for our non-language speakers, e.g., Inside and Edge (research-based program). We utilize research-based programs to target growth within each of these tiers and progress monitor each individual student to ensure they are making expected growth. If they are not, we discuss additional supports that need to be put in place to provide a personal learning experience and growth method for all students.

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The district continues to work on completing common assessments for all content areas K-12 that align to the state standards. These assessments allow us to monitor the standards that students are meeting throughout the year and and to monitor success via proficiency within the standards. OTUS,an assessment tool, will help us to monitor this standards-based approach for each individual student and allow us to look at proficiency of grade level standards over time. At a minimum of three times a year at the elementary and middle school level and two times a year at the high school level, data teams are established to monitor the progress of all students. The buildings utilize all assessments, common unit assessments, Illinois Assessment of Readiness (K-8) and SAT (9-12), to monitor the growth of all students from K-12 grade. Formal processes are put into place for targeted interventions specifically in mathematics and English language arts at the 6-12 grade level through a tiered system of supports and English language arts for K-5. At this time, the district does not see a specific need for mathematics intervention at the elementary level. Instructional coaches will continue to work with teachers K-12 on differentiation strategies, grading practices, learning targets and STEM activities at the elementary level. Student growth measures are monitored within each teachers' evaluation process to monitor growth through a pre-post SLO. Additionally, grade levels at the elementary and content departments at the middle and high school level view the results of common unit assessments along with the growth metrics provided by the state to analyze the growth of students relevant to the Illinois State Standards. Based on their discussions, instructional changes are made. The three-tiered level of supports (Tier I, Tier II and Tier III) are used in addition to an added support at the middle/high school level for our non-language speakers, e.g., Inside and Edge (research-based program). We utilize research-based programs to target growth within each of these tiers and progress monitor each individual student to ensure they are making expected growth. If they are not, we discuss additional supports that need to be put in place to provide a personal learning experience and growth method for all students.

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 district utilizes multiple measures to establish identification criteria for students at risk of failure. This is dependent on grade levels: K-5 - Multiple measures are utilized to monitor the success of students. We currently have a 3x3 goal that monitors all students' growth in reading at the third-grade level by the third grade. The measures utilized to monitor this are: PreK-Kindergarten - FastBridge - EarlyReading to monitor letter sound fluency and letter name fluency and Fountas and Pinnell guided reading level, in addition to key indicators of the KIDS Survey and common unit assessments aligned to the Illinois State Standards; First and second grade - both Fountas and Pinnell's guided reading levels and FastBridge aReading and CBM are utilized for measurement in addition to the common unit assessments aligned to the Illinois State Standards; Third through fifth grade utilize the Fountas and Pinnell guided reading levels and FastBridge aReading and CBM as measurement tools, common unit assessments and Illinois Assessment

of Readiness (IAR) scores. Within grade bands we use the benchmark established within each of these programs to triangulate how a student is performing. Utilizing either national or local norms allows us to establish appropriate criteria of what we consider to be "on target" at each grade level. These targets are used to help determine the students who are at risk and to establish an appropriate intervention plan for each child utilizing reading supports, EL supports, and specific research programs to assist in the pedagogical approach to each student's intervention plan. EL students utilize Imagine Learning as a research program to assist students in meeting their annual benchmarks. Growth is progress monitored consistently. Lastly, a system has been developed to make sure we are placing 6th-grade students into math classes that help to progress toward access to Algebra I by the 8th grade. This is monitored consistently and new cut scores are adjusted based on the success of previous cohorts, as well as assessment results in CoGat for mathematics. 6-12 - Multiple measures are utilized to monitor the success of students. We currently have district-wide goals that align with college and career readiness goals. As part of this we use multiple measures to help us move toward that goal. FastBridge, IAR, PSAT and SAT scores are utilized to establish students who are at risk academically. Currently, we utilize National Geographic Inside/Edge a researched program for our ELL students that have minimal language skills. In an effort to improve and target academic behaviors that get in the way of students at risk we have both an After School Intervention Program (ASIP) and targeted task classes are used to assist students who are struggling in a content area by giving students access to those teachers. We have instituted a Math Momentum course that front loads key vocabulary and concepts in mathematics for students who are struggling in grades 6-8. Lastly, for grades 9-12 we have both credit recovery options for students who fall behind via Edmentum and a homework club to assist students who are struggling or have questions. We also offer an Alternative Learning Opportunity Program (ALOP) for students who are struggling either socially, emotionally or academically at the high school level. Progress monitoring via FastBridge is utilized to monitor interventions and growth of students in addition to common unit assessments. Additionally, teams meet on a weekly basis to discuss both academic and behavior intervention success. Normed data is analyzed formally two to three times a year as well. In reference to struggling students with social-emotional issues, we added an MTSS Coordinator of special programs to monitor effective implementation of MTSS. Through 5Labs, an early warning dashboard identifies at risk students needing additional support using metrics in grades/credits, discipline, attendance, and SEL needs. Lastly, we will offer targeted support during Academic Advisory for students earning low-average grades in all content areas. Students will be scheduled in and out based on their success in their courses. A work refusal program is in place for those struggling to earn a passing grade in more than three classes.

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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]

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We have specific targeted data teams that monitor each student and their progress. Specifically, we utilized Fastbridge at grades K through 12th as a universal screener and progress monitoring tool. This allows us to monitor a student's progress on an annual basis, as well as to monitor their progress over time (year over year). We have common unit assessments (written to the Illinois state standards) that allow us to determine if students are successful compared to their peers on local assessments. These assessments are developed in every content area and within every grade band from K-12th grade. Illinois Assessment of Readiness (IAR), FastBridge, KIDS survey, Fountas and Pinnell (K-5), and PSAT/SAT scores are monitored on an annual basis and records are being tracked for each cohort as well as for each student. Teachers have access to the data via our Student Information System. This data, in addition to other scores, are utilized as we meet in data teams throughout the year to monitor progress and establish additional interventions if needed. Every student's progress is consistently monitored by a team at all levels. In elementary school, the focus is primarily on literacy. We have reading specialists who intervene with students that are struggling. Additionally, we have a TBE/TPI program that intervenes and assists students who are ELL. Numeracy at this time is not problematic at the elementary level and therefore the most targeted area is reading. At the middle school level, we have reading specialists that work directly with our Tier 2 and Tier 3 students to help target specific deficits in reading. Additionally, we have other support mechanisms for students who may have academic behaviors (poor homework completion, organization issues, attention issues, etc.); we place these students in a targeted study hall to work specifically on skills to help them be successful. We also offer an after-school intervention program (ASIP) for students to get targeted assistance. These programs are filled by students who have been targeted via data teams. At the high school level, we offer intervention classes in mathematics and English language arts. Additionally, we are able to monitor progress via the common unit assessments which monitor success of the student for the Illinois state standards. We also have a college prep course which works specifically on academic behaviors. Students who are not on track for graduating are put on a specific list and monitored closely by our college and career readiness instructor. He works closely with them on both academics and academic behaviors to develop skills so they can be successful. Academic Advisory has been implemented as another program to help monitor the success of students. Students are required to monitor their work completion daily alongside their Academic Advisory teacher. This teacher communicates daily with students to ensure they are increasing their work completion, establishing retakes for tests, etc. At the elementary school level, we offer summer school for students who are struggling and behind their peers, in reading/literacy; and for middle and high school we offer summer school to help students specifically in areas of remediation or failure, and/or to address learning loss due to COVID. Supplemental instructional programs that address the language and academic needs of ELs with Title III funds may include: Imagine Language and Literacy, a program that focuses on oral language, academic vocabulary, and strategies in reading, writing, listening, and speaking; National Geographic Edge, Inside, Reach, and Great Writing; Scholastic Watch & Learn; ELL Collection Reading A-Z, LLI, and authentic literature. Instructional materials are research-based and are also reviewed by WIDA Prime.

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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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Principals work with teams of teachers within their building to develop student improvement goals that are directly aligned to the district goals. For the elementary the goals they are specifically working on focus on: Success by Six (early childhood through kindergarten success); Full-day kindergarten (focused on literacy and numeracy); 3x3 academic behaviors (making sure all students can read at the 3rd grade level by the end of 3rd grade) and have the skills to complete homework on-time and persist in rigorous curriculum; and developing a strong culture/climate as measured by the 5Essentials survey. These teams establish specific instructional strategies, programs, and staff development that help to improve student learning. At the middle school, the goals focus on: Algebra Readiness (trying to increase access to all 8th grade students by the 8th grade); Academic behaviors (develop strategies that help students persevere with rigorous content, complete homework on time, organization, etc.,); building a positive culture/climate as measured by the 5Essentials survey; develop teachers in good assessment writing to help with valid and reliable common assessments; and monitor and improve the MTSS and credit recovery programs offered within the middle school. Lastly, the middle school, specifically, the 8th grade students, begin to work within Naviance to gain exposure to career inventories and discussions surrounding college-going. Additionally, the 8th grade center holds an annual trades day to allow students to be exposed to the "trades" in the industry, as well as, a college day to begin students understanding of college admissions, college searches based on the students career interest survey, high school course entrance requirements and cost. They also annually tour a local post-secondary institution. The 7th grade classes spend time in a 7th grade career class. At the high school, goals focus on: College and career readiness by integrating knowledge of Naviance when working with the college. A five year plan is implemented in conjunction with the student and guidance counselor to establish a plan for course taking at the high school level. This plan will incorporate the PaCE document that is part of the Postsecondary Workforce Readiness Act. College and career readiness is addressed at the 8-12th grade level via a career day that focuses on information relevant to the topic. The student support team has worked to implement a strong RTI process that helps meet different students at this level. A blended learning approach is offered for at risk students and for credit recovery in conjunction with a teacher who targets each student independently. Work is done with teachers to improve the culture and climate to promote a better learning environment for student learning through the School Improvement team by disaggregating the data from the 5Essentials survey. An SLO mode is utilized to help monitor and promote more specific targeted instruction in areas where students are not gaining as much as was desired through the common unit assessments. Teachers collaborate in data review sessions to see if there are things that can be gleaned from each other to improve instruction or student engagement. Additionally, they will use this data to discuss pathways for students to have additional access to AP courses. Additionally, at the middle and high school level we work on professional development activities that deal with Authentic Intellectual Work to improve student engagement, connection, and teacher pedagogy;alongside work in specified learning targets to ensure students know expected measured outcomes. In addition to supplemental materials, the District provides summer school for ELs in reading and math. The instructional programs are implemented in collaboration with the classroom EL teacher, coaches, and training provided by vendors.EL students identified for additional interventions are determined by their academic needs, more specifically a collaboration of teacher and EL recommendations, progress monitoring tools, and performance on local and state assessments. EL student's L1 language, proficiency levels, and educational history are also considered in additional supplemental activities and strategies.

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offered within the middle school. Lastly, the middle school, specifically, the 8th grade students, begin to work within Naviance to gain exposure to career inventories and discussions surrounding college-going. Additionally, the 8th grade center holds an annual trades day to allow students to be exposed the "trades" in the industry, as well as, a college day to begin students understanding of college admissions, college searches based on the students career interest survey, high school course entrance requirements and cost. They also tour annually a post-secondary institution. The 7th grade classes spend time in a 7th grade career class. At the high school, goals focus on: College and career readiness by integrating knowledge of Naviance when working with the college. A five year plan is implemented in conjunction with the student and guidance counselor to establish a plan for course taking at the high school level. This plan will incorporate the PaCE document that is part of the Postsecondary Workforce Readiness Act. College and career readiness is addressed at the 8-12th grade level via a career day that focuses on information relevant to the topic. The student support team has worked to implement a strong RTI process that helps meet different students at this level. A blended learning approach is offered for at risk students and for credit recovery in conjunction with a teacher who targets each student independently. Work is done with teachers to improve the culture and climate to promote a better learning environment for student learning through the School Improvement team by disaggregating the data from the 5Essentials survey. An SLO mode is utilized to help monitor and promote more specific targeted instruction in areas where students are not gaining as much as was desired through the common unit assessments. Teachers collaborate in data review sessions to see if there are things that can be gleaned from each other to improve instruction or student engagement. Additionally, they will use this data to discuss pathways for students to have additional access to AP courses. Additionally, at the middle and high school level we work on professional development activities that deal with Authentic Intellectual Work to improve student engagement, connection, and teacher pedagogy;alongside work in specified learning targets to ensure students know expected measured outcomes. In addition to supplemental materials, the District provides summer school for ELs in reading and math. The instructional programs are implemented in collaboration with the classroom EL teacher, coaches, and training provided by vendors.EL students identified for additional interventions are determined by their academic needs, more specifically a collaboration of teacher and EL recommendations, progress monitoring tools, and performance on local and state assessments. EL student's L1 language, proficiency levels, and educational history are also considered in additional supplemental activities and strategies.

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

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Disaggregate data by teacher to determine the highest performing teachers and develop a plan to provide additional instructional pedagogy to the teachers that are not performing and establish a plan to provide the highest performing teachers to the students that are struggling the most. Utilized instructional coaches to assist staff members in professional development for lesson design to the teachers who are struggling to get positive results. Develop teachers in different instructional strategies to facilitate the engagement of students in the academic experience. Disaggregate the data to understand the disparities, if any, that exist between low-income and/or minority youth. Currently, the district does not have any "out-of-field teachers". The plan will monitor if there are ineffective teachers. In reference to inexperienced teachers we will work with our instructional coaches to provide additional mentoring within the classroom relevant to differentiation, instructional strategies, classroom management, etc., in addition to making it a part of our induction program.

Response from the prior year Consolidated District Plan.

Disaggregate data by teacher to determine the highest performing teachers and develop a plan to provide additional instructional pedagogy to the teachers that are not performing and establish a plan to provide the highest performing teachers to the students that are struggling the most. Utilized instructional coaches to assist staff members in professional development for lesson design to the teachers who are struggling to get positive results. Develop teachers in different instructional strategies to facilitate the engagement of students in the academic experience. Disaggregate the data to understand the disparities, if any, that exist between low-income and/or minority youth. Currently, the district does not have any "out-of-field teachers". The plan will monitor if there are ineffective teachers. In reference to inexperienced teachers we will work with our instructional coaches to provide additional mentoring within the classroom relevant to differentiation, instructional strategies, classroom management, etc., in addition to making it a part of our induction program.

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.

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

([count] of 7500 maximum characters used)

Our district has been 1:1 with Chromebooks. We instruct students in digital literacy and appropriate websites within our curriculum. We currently have one certified librarian at each elementary school, one certified librarian at each middle school, and one certified librarian and library paraprofessional at the high school levels. These individuals work in collaboration with the building administration and teaching staff to provide different activities throughout the year e.g., reading challenge where each elementary school competes like a NCAA tournament for the best book that ends in whole school assembly, local author presentations, whole group reading, book fairs, etc. The Central Middle and Central High School have renovated the libraries to give them a more "college feel" to promote access and opportunity within the library. This promotes more foot traffic and has represented an increase in the number of books that are being read. Additionally, we offer digital books for students to read to help promote reading that meet the students preference for reading. We continue to look at ways to increase our library for students who are Title I and ESL in an effort to provide more materials that match their interests and reading level.

Response from the prior year Consolidated District Plan.

Our district recently went to 1:1 with Chromebooks. Through this process we instruct students in digital literacy and appropriate websites within our curriculum. We currently have library paraprofessionals within three elementary buildings and one certified librarian at the elementary level and one certified librarian at the middle and high school levels. These individuals work in collaboration with the building administration and teaching staff to provide different activities throughout the year e.g., reading challenge where each elementary school competes like a NCAA tournament for the best book that ends in whole school assembly, local author presentations, whole group reading, book fairs, etc. The Central Middle and Central High School have renovated the libraries to give them a more "college feel" to promote access and opportunity within the library. This promotes more foot traffic and has represented an increase in the number of books that are being read. Additionally, we offer digital books for students to read to help promote reading that meet the students preference for reading. We continue to look at ways to increase our library for students who are Title I and ESL in an effort to provide more materials that match their interest and reading level.

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)

We have a process in place for Early Entrance to kindergarten and first grade based on local established criteria as mandated by the Accelerated Placement Act. Currently, we differentiate within the classroom. At the high school, curriculum provides for honors and AP coursework, in addition to, establishing teachers who are qualified to teach dual credit. The dual credit program will expand as we gain additional teaching staff who are eligible to instruct. At the middle school we allow students who enter 6th grade and meet specific criteria to take the accelerated track for mathematics so that they take Math I as an eighth-grader. Currently, we are working on developing the same process for elementary. We will be looking to do compressed math for our high-achieving 4th and 5th graders. The compressed mathematics allows us to provide a mathematics progression that meets the needs of our more advanced students in elementary through high school. As the students enter 4th grade they will be completing all of 4th grade and half of 5th grade and then in 5th grade, they will be taking the second half of 5th-grade common core mathematics and then will be developing deeper pre-algebraic skills for the second semester in preparation for the advanced 6th-grade curriculum. Additionally, a new STEM course would provide students with experiences in skills that are essential in today's educational arena. With Fountas and Pinnell, students in elementary are leveled based on their reading ability, and differentiation is distinguished within the building to ensure that all students are challenged and that their needs are being met.

Response from the prior year Consolidated District Plan.

We have a process in place for Early Entrance to kindergarten and first grade based on local established criteria as mandated by the Accelerated Placement Act. Currently, we differentiate within the classroom. At the high school, curriculum provides for honors and AP coursework, in addition to, establishing teachers who are qualified to teach dual credit. The dual credit program will expand as we gain additional teaching staff who are eligible to instruct. At the middle school we allow students who enter 6th grade and meet specific criteria to take the accelerated track for mathematics so that they take Math I as an eighth-grader. Currently, we are working on developing the same process for elementary. We will be looking to do compressed math for our high-achieving 4th and 5th graders. The compressed mathematics allows us to provide a mathematics progression that meets the needs of our more advanced students in elementary through high school. As the students enter 4th grade they will be completing all of 4th grade and half of 5th grade and then in 5th grade, they will be taking the second half of 5th-grade common core mathematics and then will be developing deeper pre-algebraic skills for the second semester in preparation for the advanced 6th-grade curriculum. Additionally, a new STEM course would provide students with experiences in skills that are essential in today's educational arena. With Fountas and Pinnell, students in elementary are leveled based on their reading ability, and differentiation is distinguished within the building to ensure that all students are challenged and that their needs are being met.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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College and Career Readiness

Instructions

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.

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's growth in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establish proper interventions and monitoring of goals for each student. Guided reading is implemented within the general education core and progress within the Fountas and Pinnell system is monitored. Additionally, FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been implemented to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online married to the district goals.

5x5 -Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design and common assessments. Implementation of Math curriculum resource, Math in Focus, was purchased to assist in closing gaps within the core. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustment to curriculum as instruction continues. The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to, the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, PSAT data and FastBridge for reading. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, ELA transition class, in conjunction with Elgin Community College (still being worked on), Math Momentum (class designed to close skill deficits), English I, II and III Momentum (classes designed to close skill deficits) and writers lab (class designed to assist struggling students in writing.

High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students 6th grade school year. Student with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 4 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready. The high school currently offers dual credit opportunities for our students at our post-secondary institution. We are currently working on the completion of a memorandum of understanding (MOU) for our teachers at the high school level to instruct dual credit within our doors. Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Naviance, a system that allows our students to Naviance Student makes it easier. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, healthcare sciences, automotive, in addition to, other district programs we offer that are not part of the regional pathway initiative. Cohort data is monitored for all students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

Special Populations/Safe and healthy environment: The district implemented programs (Ie. STAR, SPACE: ALOP, LEADS, Early Childhood, MTSS, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health. As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program. MTSS/Coordinator of Special Programs will assist with character education, STOIC, and SEL. Lastly, our mentoring program is used to prepare and keep effective teachers and leaders.

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.*

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([count] of 7500 maximum characters used)

The middle school and high school continue to meet quarterly via our Subject Area Committee for career technical education and core academics to discuss movement toward college and careers. We continue to align programming in the middle school to exploratory/elective courses at the high school. These include: Agriculture/Energy and the Environment, Computer Science for Innovative Makers, Design and Modeling, and Automation and Robotics. These courses align to several of our current pathways e.g., Agriculture, Computer Science, MobileMaker, etc. This transition ensures that students are getting exploration exposure in middle school that may lead them down a pathway of their choice that will be enriched with focal classes, work-based learning opportunities, team-based challenges, problem-based learning, and a skill set that readies them to enter into the workplace in a career or onto post-secondary education. Continued exploration through a career fair is conducted annually. We currently instruct both Algebra and foreign language (German and Spanish) at the middle school and provide high school credit which allows for flexibility for students by providing more elective choice at the high school level. We make sure to establish relationships with 8th grade students and their parents prior to them entering the high school doors by hosting meetings during their 8th grade year to schedule and discuss career planning and offering parent nights to meet the counselors. 8th grade AAA night allows 8th grade students the opportunity to tour the school, meet with teachers, meet with counselors, move through a gallery of academic programs, sports, and clubs to ensure involvement when the student transitions to high school. In addition, every spring all 8th grade students come over to the high school to experience the actual school day experience and walk with students (peer leaders) throughout all aspects of the school day. Scheduling 8th grade students has become a responsibility for our high school counselors, which provides an opportunity for a fluid transition, relationships and for a plan to be discussed and altered throughout five years of the student's career in our district.

Students transitioning from high school to post-secondary education or careers also experience active counseling and planning. With our increased dual credit programming, students will see more dual credit than ever before. Within the dual credit offered at Elgin Community College, through our Memorandum of Understanding, our regional partnerships with Fox Valley Cooperative, we hope to continue dual credit offerings and expand toward four-year university dual credit in the areas where we have qualified educators. Regarding our qualified educators, we continue to use our funding dollars to enable teachers to attain the 18 master's credit hours required to teach these courses. As pathway programming continues to build out, so will the offerings to enable high school students to experience dual credit, team-based challenges, attaining employability skills, engaging in work-based learning hours. We continue to expand offerings to students through the Regional 509 CTE programming which began in 2018-19. Central houses the Veterinary Technology program at the high school, U-46 will house health occupation, precision manufacturing and welding programs and D300 will house manufacturing, welding, and education. This will continue to provide all our children with an opportunity to experience more options within a budgetary mechanism handled through the regional EFE. Central through their pathway work, which is aligned with our PaCE framework, will look to offer, INCubator program for entrepreneurial skills for students in the Business pathway, Mobile Maker for those in the Information Technology pathway, and Drones/ Video Production in Arts in the Audio/Video Technology and Communications pathway. We have many businesses and community leaders assist in the Incubator program and our community Foundation was utilized to provide funding for students interested in moving to the next level ACCelerator to begin their business venture. Our work with local employers expands through our pathways with embedded work-based learning experiences, team-based challenge hosting and advisory board involvement. This continued collaborative work also lends to the makeup of the high school college/career fair in the spring for all high school students to experience. Through our partnership with the Elgin Alignment Collaborative, we continue to host events within the region to promote, monitor and strategize ways to open access and provide skills for students to be ready for college and careers. An example would be our offering to senior students with the opportunity to explore post-secondary programming and employers seeking students ready to enter the workforce through a career.

Lastly, in our continued collaboration with Elgin Community College, we share data and work together to disaggregate data to monitor the readiness of our students in the post-secondary coursework they go onto. By continuing to offer dual credit classes in the high school, part-time/full-time at Elgin Community College we are increasing our student access to early college, high school or dual or concurrent enrollment opportunities. Our continued training of our counselors is allowing them to create meaningful presentations for students, align the career counseling to identify student interests and skills that will allow students to move through a five-year plan that allows them a vision and a path toward post-secondary success.

Response from the approved prior year Consolidated District Plan.

The middle schools and high school administration meet monthly to discuss movement toward college and careers. Annually, a career fair is conducted with the middle and high school students. This fair is in collaboration with key businesses in the area to provide experiences with different career option through a rotational style. We currently instruct both Algebra and foreign language (German and Spanish) at the middle school and provide high school credit which allows for flexibility for students at the high school level as they enter as 9th graders. We make sure to establish relationships with 8th grade students and their parents prior to them entering the high school doors by hosting meetings during their 8th grade year to schedule and discuss career planning and offering parent nights to meet the counselors. The high school and district work closely with the Elgin Alliance to promote, monitor and strategize ways to open access and provide skills for students to be ready for college and careers. We currently have dual-credit with Elgin Community College, regional partnerships, in addition to Fox Valley Cooperative. We have completed a Memorandum of Understanding with Elgin Community College for the purpose of ascertaining the opportunity to offer dual credit at our high school. This is in alignment with the Dual Credit Quality Act. We will be utilizing funding dollars to assist in providing training for our high school staff to get the 18 master's credit hours required to teach these courses. Within the region, we have developed a regional CTE program which began in in the 2018-19 school year that allows students from Central to go to either District U-46 or D300 and vis-a-vis. Central will house the Veterinary Technology program at the high school, U-46 will house health occupation, precision manufacturing and welding programs and D300 will house another welding and manufacturing program. This will provide all of our children an opportunity to experience more options within a budgetary mechanism handled through the

regional EFE. Also, in the 2018-19 school year, we began the Incubator program for entrepreneurial skills for students interested within the business strand and Mobile Maker for students interested in coding. We had many businesses and community leaders assist in the Incubator program and our community Foundation was utilized to provide funding for students interested in moving to the next level ACCelerator to begin their business venture. With all CTE accreditations we are looking to build relationships with businesses, including veterinarians, to provide internship opportunities for students. Collaboration with EFE and Chambers of Commerce in the area provides increase business partnerships for opportunities for our students. Lastly, as part of our collaboration with Elgin Community College we share data and work together to disaggregate data in order to monitor course taking patterns and grades of students that entered Elgin Community College ready or not ready to take a college level course. We are currently looking at the course taking patterns, SAT scores and grades of students that did not enter college ready to determine different options for these students. Additionally, we look at EL students and their success, overall college going rates, persistent levels, etc. to monitor success. Lastly, we are working in collaboration with ECC to develop pathways for our students that align to the PaCE framework and develops a five year plan for our youth.

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

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

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

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

([count] of 7500 maximum characters used)

Our region currently offers CTE pathways for students in the areas of precision manufacturing, welding, automotive, business, and veterinary science. Our regional agreement allows students to work in conjunction with D509 districts (U-46, D300, D303, D301, and Elgin Community College) to develop coursework that extends from grades 10 through post-secondary. We are currently offering industry certifications upon completion of the requirements. We are also working to offer work-based learning opportunities for the Health Sciences/Technology and Stem/Manufacturing pathways. We are auditing and ensuring that our Business pathway and our Arts, Audio/Visual Pathway have all incorporated elements to make it a strong pathway that promotes skills attainment and readiness for students that are headed toward in-demand occupations through the state of Illinois. In our region, we hope to launch the education pathway in 23-24 which will aid in the teacher pipeline back to Illinois. In additional pathways, we are establishing coursework alignment through dual credit, pathway development, team-based challenges, work-based learning opportunities, CTSO's (Career/Tech Student Organizations and creation of advisory boards. We've applied for the Pathway Endorsement for our Veterinary Science program. This program has graduated seniors onto post-secondary opportunities afforded to them through our district MOU with Fox College. In this cohort, students finished with 100 hours of work-based learning through 35+ regional industry professionals and veterinary businesses in our area, industry certification, team-based challenges both through the pathway and at the post-secondary level. We are currently working on dual credit through the pathway with both 4 year and 2-year post-secondary institutions. In addition to CTE dual credit, Central and ECC have agreed on dual credit offerings for Eng 101/102, foreign languages (German/Spanish), Physical Education and other mandated courses of study. Additionally, we have added some Project Lead the Way programs at the middle school level. This alignment through exploration, will help ready our students to create their five-year plan that directly aligns with the high school offerings and post-secondary course opportunities. Programming at the elementary level will be incorporated in the areas for the following school year to align with the middle school curriculum. We continually audit our programming with labor market data, student interest information and data collected from students and family surveys on CTE course offerings, pathways, and curriculum implementation. This data will continue to drive our district to ensure that our students are afforded high-interest, high demand careers and consistently monitored.

Response from the approved prior year Consolidated District Plan.

We currently offer through a regional agreement CTE pathways for students in the areas of: precision manufacturing, welding, automotive, business, and veterinary assistant. The regional agreement allows us to work in conjunction with D509 districts (U-46, D300, D303, D301 and Elgin Community College) to develop coursework that extends from grades 10 through post-secondary. We currently are working on alignment of the regional pathways at the secondary level to the post-secondary institution. The regional pathway curriculum will lead to industry certification. In addition to the regional pathways, we are establishing CTE coursework within the district for other opportunities, these include but are not limited to, business (entrepreneurship, coding, accounting), video production, drafting, etc. Additionally, we are working on developing work-based learning opportunities, Chrome Depot, where our students will work side-by-side with our technical department to gain hands-on experience in troubleshooting and fixing Chromebook issues. The students who are part of the veterinary assistant program will work side-by-side with veterinarians in a work-based internship program. Currently, we have about 35 veterinary partners. For the veterinary program we work in partnership with Fox College to allow our students to transfer coursework they have taken to their post-secondary institution. This includes allowing dual credit in courses such as Eng101/102, AP coursework, etc. Additionally, we have added some Project Lead the Way programs at our middle school in an attempt to align some experiences and skills that directly correspond to the high school coursework as a mechanism to garner additional interest and enrollment as part of our LNA process. Programming at the elementary level in the areas of STEM will be incorporated next school year to align with science and mathematics standards. Lastly, we are working with Rockford Career College to develop a new partnership and opportunity for our students in terms of post-secondary opportunities. Lastly, we continue to review our CTE offerings to make sure they align with labor market data. We continue to work with ECC, as a partner, to open additional opportunities that align with our pathway work and 5-year plan for our students. Work regarding student organizations and opportunities that align to our current CTE offerings is being developed, in addition to advisory boards as required by our Local Needs Assessment (LNA). We have hired a Director of College and Career Readiness for the 2021-2022 school year to work with other secondary institutions and the Regional EFE on increasing opportunities in career pathways and dual credit. They will work closely with middle and high school staff on career and technical education pathways to ensure high-interest, high-demand careers are consistently monitored.

Legislative References:

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

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

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

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instruction

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:

- [x] 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.
- [x] 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.
- [x] 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):

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

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's growth in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establish proper interventions and monitoring of goals for each student. Guided reading is implemented within the general education core and progress within the Fountas and Pinnell system is monitored. Additionally, FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been implemented to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online married to the district goals.

5x5 -Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design and common assessments. Implementation of Math curriculum resource, Math in Focus, was purchased to assist in closing gaps within the core. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustment to curriculum as instruction continues. The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to, the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, PSAT data and FastBridge for reading. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, ELA transition class, in conjunction with Elgin Community College (still being worked on), Math Momentum (class designed to close skill deficits), English I, II and III Momentum (classes designed to close skill deficits) and writers lab (class designed to assist struggling students in writing.

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Special Populations/Safe and healthy environment: The district implemented programs (ie. STAR, SPACE: ALOP, LEADS, Early Childhood, MTSS, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health. As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program. MTSS/Coordinator of Special Programs will assist with character education, STOIC, and SEL. Lastly, our mentoring program is used to prepare and keep effective teachers and 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

(1) District-wide professional development for staff to enhance the teacher's professional learning, and individual and collective capacity to engage all students in meaningful, challenging work. Staff will participate in professional learning on identifying essential standards and will use that knowledge to participate in vertical articulation among grade level/content area/course teachers to identify crucial standards to be threaded into the curriculum.

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

Not provided.

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

Instructional pedagogy is an area we will continue to provide additional professional development to best prepare and retain effective staff. PD involves teachers from multiple content areas and grade levels working together to improve their instruction. The resulting conversations often give rise to collaborative and interdisciplinary learning opportunities; PD is designed to support instruction for ALL students, not just students within specialized academic programs (i.e. gifted, college-prep, ELL, remedial); PD supports collaborative, collegial and reflective dialogues around instruction. We will be utilizing MTSS training through the CAREI team out of the University of Minnesota to realign our objectives for academic, social-emotional, behavior, and tiered learning. Mentoring program for teachers to provide support in preparation and retention of effective teachers. Professional development for private school within boundaries include, but are not limited to, diversity training, mentoring for new teachers, classroom management, etc.

G. Title III - LIEP

Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

H. Title III - ISEP

Professional development will be centered around best practices and updated research within the field of teaching culturally and linguistically diverse student populations ranging from PreK-12th grade.

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

Student Support Staff Professional Development - Professional development will be centered in the area of Tier 2 or 3 social work services focused on designing intervention groups to target specific social-emotional(SEL)/behavior deficits with activities aligned to the IL SEL standards. Professional development will be provided for special education teachers that utilize specific intervention/curriculum. Professional development for co-teaching at the middle school level. Ongoing professional development for the ALOP program which supports students with academic, social, emotional, behavioral needs at the high school. Ongoing monitoring of FBA/BIPs development in buildings to support SEL/behavior needs of students. Ongoing monitoring of implementation of STOIC at each building level.

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

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

Teachers and staff will participate in the following training: classroom management, social-emotional learning, implementation of academic interventions, Crisis Prevention Intervention, and Functional Behavior Assessment/Behavior Intervention Plans. Teachers and staff will have the opportunity to attend conferences in their field of expertise.

L. IDEA, Part B - Preschool

The early childhood teachers will be provided professional development for curriculum writing, development, and implementation. The grant will be used to fund the professional development and materials needed by the staff to participate.

M. Elementary and Secondary School Emergency Relief Grant II

Not provided.

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

Not provided.

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

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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Safe and Healthy Learning Environment

Instruction

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:

- [x] 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.
- [x] 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):

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

Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

ELA 3X3: Student's growth in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establish proper interventions and monitoring of goals for each student. Guided reading is implemented within the general education core and progress within the Fountas and Pinnell system is monitored. Additionally, FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been implemented to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online married to the district goals.

5x5 -Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design and common assessments. Implementation of Math curriculum resource, Math in Focus, was purchased to assist in closing gaps within the core. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustment to curriculum as instruction continues. The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

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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.

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)

Central Community School District #301 strives to prevent bullying before it can even take place. At the elementary level this is done through the Character Education program, the Health Curriculum, and ongoing administrative/teacher expectation discussion with all students. Additionally, bullying boxes are placed within the building office for students to self-report incidents they witness so that administratior can assist promptly. Central created the school-based 301Cares electronic tip line in an effort to provide a safe, equitable and non-hostile learning community for all and offer an additional level of safety to our school communities. Crisis and wellness resources are also available. The district adheres to a policy of fair and equitable discipline for all students. CCUSD#301 does not discriminate in regards to gender, race, national origin, color, disability, SES, or age. Central District#301 has a non-discrimination policy, which is adhered to. The district has a bullying plan which has been filed with the State Board of Education and is placed within each of our school's Student/Parent Handbook.

Character Education
The Character Education Program focuses on the character traits of: Responsibility, Respect, Citizenship, Caring, Accepting, Honesty, Perseverance, and Fairness. Several of these traits link back to bullying and the appropriate way to treat other students at school. These traits are covered in all areas ongoing in the school and students are rewarded for showing these traits during the school day. The students are rewarded through awards which are given by the staff. Drawings are done throughout the school year to further reward positive behavior. The students are educated about bullying while the building promotes positive behaviors.

Health Curriculum
One of the major components to the Health Curriculum is decision making and bully prevention. The students openly discuss problems related to bullying in society and locally in the district. Students are given warning signs of bullying and coping skills on how to handle bullying. They go through bullying scenarios related to self and others. Information on resources available at each building is also given to the students. This information contains who handles bullying in the building and how it is managed. The students also discuss how to report bullying. K-1 will be provided SEL instruction in the classroom by the core teacher.

Social Studies Curriculum- Civics instruction K-12. *UPDATE**

Administrative/Teacher Discussions
Setting expectations on day one is another very important tool against bullying. During the first day, administration/teachers clearly define bullying and the consequences. They explain the bully reporting system and how bullying incidents are handled.

Interventions for Bullying
Once a bullying incident is reported we target how the bullying is affecting the victim psychologically, physically, socially and academically. We will get the victim's version of the incident and a list of possible witnesses. We will gather information on the type of bullying, (psychological or physical,) number of incidents, time of the incidents, and location of the incidents. Once we gather all of the needed informatior we will talk to the student who has been displaying the bullying actions. After all the information is collected we will make a determination on the severity of the bullying.

The District will provide professional development to administrators on SB 100 and discipline of special education students. Progressive discipline will be utilized and efforts will be made to keep students in the classroom and at school. The District will complete an analysis of each subgroup of students and discipline with the goal to reduce the use of aversive behavioral interventions. Professional development will also be provided to address consequences provide with a reduction of aversive behavioral interventions a goal and professional development will ensure that subgroups are disciplined appropriately.

Response from the prior year Consolidated District Plan.

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

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 will provide homeless children and youth the services they need to support their enrollment, attendance, and success. Homeless students are given priority with registration. Services provided may be in the form of: social work services, special education services, and access to interventions when necessary.

Response from the prior year Consolidated District Plan.

The District will provide homeless children and youth the services they need to support their enrollment, attendance, and success. These services may be in the form of: social work services, guidance counseling, special education services, transportation, free/reduced lunch, fee waivers, and access to interventions when necessary.

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

Consolidated District Plan

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Attendance Center Designation Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - CENTRAL HIGH SCHOOL	○	◉	○	○	4/18/2022
1001 - CENTRAL MIDDLE SCHOOL	○	◉	○	○	4/18/2022
1002 - PRAIRIE KNOLLS MIDDLE SCH	○	◉	○	○	4/18/2022
2003 - HOWARD B THOMAS GRADE SCHOOL	○	◉	○	○	4/18/2022
2004 - LILY LAKE GRADE SCHOOL	○	◉	○	○	4/18/2022
2006 - PRAIRIE VIEW GRADE SCHOOL	○	○	◉	○	4/18/2022
2007 - COUNTRY TRAILS ELEM	○	○	◉	○	4/18/2022

Describe anticipated Reorganizations:	NA

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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Title I Specific Requirements - Part Two

Instruction

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:

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

- [x] Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

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  Ninth grade on track: The district utilizes the "Freshman on Track" report to establish immediate interventions for students who are at risk for not graduating with their peers, in addition to, the students who participated in the middle school Academic Skill Intervention Class (ASIP) at the 6-8 grade level. College and Career class is utilized to monitor and develop relationships with these students by one of our interventionists. Skills such as self-advocacy, homework completion, effective study skills and test taking skills, etc., are worked on. These students grades are monitored closely and communication between family, student and the teacher are frequently made. Students are strategically placed in an Academic Advisory as a secondary support. These students' progress is monitored via class grades, Edmentum, if necessary, PSAT data and FastBridge for reading. Additionally, specific support in English, math or writing are provided through specific interventions such as math transition course, in conjunction with Elgin Community College, ELA transition class, in conjunction with Elgin Community College (still being worked on), Math Momentum (class designed to close skill deficits), English I, II and III Momentum (classes designed to close skill deficits) and writers lab (class designed to assist struggling students in writing.

  High school ready for college and career: The district begins the high school readiness for college and career in a more targeted way beginning with students 6th grade school year. Student with specific score trends are placed into a compressed math for their 6th, 7th and 8th grade school year to prepare them for Algebra Readiness in 8th Grade. Increasing this targeted number of students that are Algebra ready is a district goal. At this time, our goal is to get 50% of our students taking Algebra at the 8th grade year. The high school has begun to instruct some course in blended-online format to prepare students to face the blended approach of college coursework. Skills necessary to be successful in this type of course are worked on throughout the students experience. These courses are instructed, as well as many of our courses at the high school through a learning management system (LMS) Canvas to allow students experience in an LMS prior to entering college. This experience was made possible with our district going 1:1 about 4 years ago. Exposure to similar experiences they will encounter at the college level is key in ensuring students are ready. The high school currently offers dual credit opportunities for our students at our post-secondary institution. We are currently working on the completion of a memorandum of understanding (MOU) for our teachers at the high school level to instruct dual credit within our doors. Courses for our staff to get 18 hours of master's credit is being explored and we hope to use financial support via Title dollars to assist us in getting these teachers trained. This will provide us the opportunity to have many of our students exit the doors of the high school with college level coursework. Increasing the opportunity for more students to have access to AP coursework is another goal the district has established. We continue to make good progress toward this goal. Another element of exposure is for our students to have access to Naviance, a system that allows our students to Naviance Student makes it easier. As an element of the "career ready" we have been working in a partnership regionally to provide CTE Career Pathway access to our students by forming a partnership with D509 schools (U-46, D300, D303, D301 and Elgin Community College). This pathway work allows us to have more opportunities for our students to have access to different industry certification in areas of interest to them by us utilizing a memorandum of understanding (MOU) for our youth to attend schools for a set dollar amount into other district programs e.g., veterinary science, precision manufacturing, welding, healthcare sciences, automotive, in addition to, other district programs we offer that are not part of the regional pathway initiative. Cohort data is monitored for all students to see how they are progressing year-over-year, along with looking at cohort data relevant to instruction. If we see a need for additional instructional support we have instructional coaches who will target instruction and incorporate assistance in pedagogy, lesson and unit design.

  Special Populations/Safe and healthy environment: The district implemented programs (ie. STAR, SPACE: ALOP, LEADS, Early Childhood, MTSS, ELL) that are focused on best practices for our most challenging learners. Professional development, monitoring, and evaluation of program fidelity are essential for success. Staff training in Crisis Prevention Intervention and PD to encompass continued support relevant to both staff and students' social-emotional health. As part of a safe initiative, a school resource officer and dean assistants monitor the school. Additional programs that assist with relationship building is a work refusal program. MTSS/Coordinator of Special Programs will assist with character education, STOIC, and SEL. Lastly, our mentoring program is used to prepare and keep effective teachers and leaders.

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)

Currently, we do not have schools that fall into the category of comprehensive or targeted. However, we are consistently looking at our gap analysis and determining strategies on how to close the gaps by working with key personnel, e.g., EL teachers, special education teachers, social workers, etc. Additionally, discussing and helping staff members understand student differences is important. We currently are working within our district leadership team on strategies to assist teachers in understanding students with ACES scores that are high. Likewise, we are continuing to work on awareness of the implementation of the social-emotional standards. In collaboration with the MTSS Coordinator of Special Programs, the district will assist with the growing social-emotional issues within our district and nation.

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

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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)

- [x] 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)

Targeted assistance program consists of summer school programs at the elementary schools (K-5) focused on literacy and summer school programs at the middle and high school for credit recovery to keep failing students on track for graduation. Additionally, at the elementary level other researched programs are utilized to intervene with reading difficulties: Into Reading, LLI, Fountas and Pinnell, Jolly Phonics (K), Michael Heggerty, Reading Mastery, and Words Their Way. All of these programs are used to differentiate for student needs so that we can intervene and close skill gaps. The goal of all the reading programs utilized is to close gaps and have a breadth of options to meet each student where they are at. Middle School utilizes Achieve 3000, Read 180 and System 44 as interventions programs for reading comprehension and fluency. These are the primary focuses of these programs. High school utilizes Language! as a means to close reading deficits at the high school Level. Mathematics interventionists have beer added to work within the established curriculum to close skill deficits for targeted students. Edmentum, an online program, is used at both the middle and high school level to help close specific skill deficits and to help student recover credit that they lost. This program helps to keep students on target for graduating on time. Summer school is also offered to target students who are academically behind or who have failed their coursework in middle and high school. This time is targeted to close the gaps noted throughout the school year, and learning loss due to COVID. Additionally, a continued district goal is to offer a well-rounded education to our students. This encompasses continued support relevant to students' social-emotional health. Social work services are targeted for students who are struggling in social-emotional learning areas (anxiety, school refusal, poor work completion, self-regulation and truancy).

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

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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))

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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.

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

([count] of 7500 maximum characters used)

We included the steps followed when developing a response to intervention plan for each student within the district. Built in within this process is the parents participation and other school personnel.

MTSS Process (Steps):
1. Team/department discuss concerns/needs of students that are not being successful in the classroom
2. Team/department try classroom interventions - discussion surrounds specific strategies/programs to try within the regular education classroom (no pull out)
3. Team/department contact parents - parents are contacted with concerns and to discuss strategies that will be employed within the classroom.
4. Submit referral in Skyward - this provides documentation for all pertinent parties so that monitoring of success can be tracked and for longitudinal record keeping on the students performance.
5. Teachers fill out a referral as a department or team (team leader or department chair) - This tracks progress and incorporates all essential personnel in problem-solving team for the student.
6. Teachers will always use criteria type as ETR (Entry Record) & make parent contact via phone or conference - discussion with plan will be discussed with parent at this time since interventions are occurring within the classroom. Adjustments will be made if necessary after speaking with parents.

Questions asked: These are guiding questions during the problem-solving team meetings regarding struggling students.
What is the area of concern? What data represents a concern.
What data do you have to support this concern? - This provides the problem-solving team with factual data regarding student's struggles, not just a "gut feeling".
What interventions have you tried in the classroom? This provides the problem-solving team with data that can be used as they determine next steps for success of the student.
List parent contact/meeting dates. - Important as we want parents involved from the beginning of a student struggling. Parent contact/meetings are mandatory.
What outcome do you want to come from this referral: 1- Documentation purposes only, 2-meet with team for other ideas, 3-have a parent/team meeting, 4- Other - This brings everyone on the team up-to-speed on the concern regarding student and notifies the team on the level of concern.

Other Information.
Once this referral is submitted, an automated email will be sent to principals and other administrators that will input interventions into Skyward
Meet with PST team (staff only - parents may be invited) - This will be the initial meeting once there is a academic or social/emotional concern. It may be problem-solving team prior to having the parent present. This allows the teacher(s) to establish if the concern is something that will require interventions outside of the classroom.

Start an intervention (Elementary: School Psychologists, Middle School: Assistant Principals, High School: RTI Coordinator, Psych, or Counselor) - these are the individuals that are responsible for monitoring the data collection and input into the student information system for tracking of success.

The list below designates interventions that may be necessary and key areas that have been noted as areas within the district for intervention and for student success relevant to skill deficit. This helps us to determine what programs may be most appropriate.
Academic Behavior: note taking, organization, work completion, other
Attendance: Truant, other
Math: algebraic thinking, geometry, measurement and data, number sense, stats and probability, other
Other: other
Reading: comprehension, decoding, fluency, other
Writing: fluency, organization, style/convention, spelling convention, other
Speech Language: articulation, language, processing, other
Social/Emotional: anger, anxiety, coping, depression, social skills, other
Credit Recovery: Credit Recovery

This is the final step in the problem-solving team. Once interventions have been tried and time has been given for the intervention to take place discussion surrounds the next steps for the student. This is after progress monitoring has occurred.

Monitor interventions
Re-evaluating intervention with PST team
Continue intervention because it is working
Modify interventions
End/Change interventions
Move to more formal (PST, 504, IEP)

As you can see parents, school leaders and teams of support personnel are included this process. Within team problem-solving meetings all stakeholders address strategies, skills and interventions that are working and plans on how to "tweak" what is not working or plans on modifications that are needed. Additionally, in collaboration with the MTSS Coordinator of Special Programs to assist with social-emotional learning issues within our district. A District Multi-Tiered System of Support Process Guide is in development to inform stakeholders about MTSS components and specific practices within the district, in addition to highlighting District priorities.

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

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As you can see parents, school leaders and teams of support personnel are included this process. Within team problem-solving meetings all stakeholders address strategies, skills and interventions that are working and plans on how to "tweak" what is not working or plans on modifications that are needed. Additionally, for the FY22 school year, we will add a MTSS/ Coordinator of Special Programs to assist with social-emotional learning issues within our district.

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

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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IDEA Specific Requirements

Instruction

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:

- [x] 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.

- [x] Kindergarten: District provides an Early Childhood program for three and four-year-olds. Goals within this program ensure alignment to the kindergarten curriculum. The district provides a blended program to provide role models for the students with special needs. Review of the KIDS data, along with the Illinois Snapshot of Early Literacy is monitored to ensure that we have Success by Six - Lastly, several years ago the district implemented a full-day kindergarten program with a heavy emphasis on literacy and numeracy. These are district goals that are monitored through FastBridge early literacy and early numeracy. If students are not making the necessary progress intervention measures are put into place.

  ELA 3X3: Student's growth in reading at the third-grade level by the end of third grade. The district monitors students who are not closing gaps through the MTSS process and establish proper interventions and monitoring of goals for each student. Guided reading is implemented within the general education core and progress within the Fountas and Pinnell system is monitored. Additionally, FastBridge is our universal screener and progress monitoring tool to ensure that progress is being made. If it is not, students are moved into tiered intervention to ensure that gaps are being closely monitored and closed. Data from the Illinois Assessment of Readiness (IAR) is utilized on an annual basis to monitor progress of the district curriculum and instructional practices. Instructional coaches have been implemented to assist in instructional pedagogy, lesson and unit design, and in developing professional development opportunities via online married to the district goals.

  5x5 -Math: The district goals align with improving Tier I instruction, pedagogy, lesson and unit design and common assessments. Implementation of Math curriculum resource, Math in Focus, was purchased to assist in closing gaps within the core. FastBridge assessments for mathematics will be utilized as a universal screener and as a progress monitoring tool 3x a year to establish effectiveness of the program. Additionally, common assessments, which will be reviewed for effectiveness through OTUS data analysis will be used to make adjustment to curriculum as instruction continues. The Illinois Assessment of Readiness (IAR) will be used to monitor cohort data to see if we are seeing consistent growth and gains year-over-year.

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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 comprehensive needs assessment was used for planning of special education programming and service delivery. In reviewing our data from last year, there was a need to support our students with academic learning needs at the elementary level. We are looking at targeted interventions at the elementary level to meet the needs of our students. Professional development will be provided for staff based on identified areas for growth in meeting student needs. In reviewing the data from our needs assessment this year, we noticed the need for additional administrative support for our specialized programs and to help coordinate MTSS. This position is moving to full-time for the 22-23 school year. SEL needs are also on the rise per our needs assessment. Additional social work services are being added at 6 of our 7 buildings fo the 22-23 school year.

Response from the approved prior year Consolidated District Plan.

The comprehensive needs assessment was used for planning of special education programming and service delivery. In reviewing our data from last year, there was a need to support our students with academic learning needs at the elementary level. For the 20-21 school year we implemented the Specialized, Targeted, Academic and Rewarding (STAR) program for students in grades 3-5 to address this need. The purpose of the program is to provide specialized, targeted, research-based instruction and support in a small group learning environment that maximizes student academic achievement. During the 20-21 school year, we also started the Alternative Learning Opportunities Program (ALOP) for students in grades 9-12. The purpose of the program is to meet the needs of our at-risk high school student population through targeted skill development and intervention in the areas of academic success, academic behavior, credit recovery, and social-emotional learning. Additionally, professional development will be provided for staff based on identified areas for growth in meeting student needs. In reviewing the data from our needs assessment this year, we noticed the need for additional administrative support for our specialized programs and to help coordinate MTSS and STOIC. This position is being added for the 21-22 school year.

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

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

([count] of 7500 maximum characters used)

Purchase interventions to be used at the elementary level. Purchase specialized curriculum at the middle school level for 6th/7th grade self-contained science and social studies.

Response from the approved prior year Consolidated District Plan.

Continuing to support the needs of the two new programs, STAR for grades 3-5 and ALOP for grades 9-12, specific programming may be needed for each of them including specific programming materials and training for staff. Hire a Systems of Support Coordinator for the 21-22 school year.

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)

Hire a full-time MTSS Coordinator for the 22-23 school year to continue to develop and implement our systems of support.

Response from the approved prior year Consolidated District Plan.

Hire a Systems of Support Coordinator for the 21-22 school year to support our specialized programs and to coordinate MTSS and STOIC in the district.

*Required Field

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
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Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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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 driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

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

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

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Applicant: CENTRAL CUSD 301
Application: 2022-2023 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 23-CDP-00-31-045-3010-26

County: Kane

Consolidated District Plan

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

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*
Mongan	Esther	Deputy Superintendent	esther.mongan@central301.net

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Porto	Pam	Director of Transportation	pam.porto@central301.net

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

*Required field

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Best Interest Determination as it relates to School Stability

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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 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 includes a review of the student's progress, needs, and data related to the student. If a student appears to be functioning well in the school of origin that will be taken into consideration, as well as if the student were to change schools what may be the impact on the student and his/her level of stability. All efforts will be made to ensure the stability of the student and full consideration if remaining in the school of origin is in his/her best interest. The staff that will be involved in this process will be: Assistant Superintendent, Director of Student Services, Director of Transportation, Principal, and Student Services Team. Best interest determinations must be based on all factors including appropriateness of the current education setting, proximity to the school in which the child is enrolled at the time of placement. All factors part of the best interest decisions include safety, the child's age and placement of siblings, special needs, time in the school year, distance, and the effect of the community on the child's well-being and education.

Response from the approved prior year Consolidated District Plan.

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 includes a review of the student's progress, needs, and data related to the student. If a student appears to be functioning well in the school of origin that will be taken into consideration, as well as if the student were to change schools what may be the impact on the student and his/her level of stability. All efforts will be made to ensure the stability of the student and full consideration if remaining in the school of origin is in his/her best interest. The staff that will be involved in this process will be: Assistant Superintendent, Director of Student Services, Director of Transportation, Principal, and Student Services Team. Best interest determinations must be based on all factors including appropriateness of the current education setting, proximity to the school in which the child is enrolled at the time of placement. All factors part of the best interest decisions include safety, the child's age and placement of siblings, special needs, time in the school year, distance, and the effect of the community on the child's well-being and education.

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

See IDEA legislation here | **See Section 504 here**

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

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

As part of the process in determining whether remaining in a child's school of origin is in his or her best interest, will be to review the student's Individualized Education Plan or 504 Plan. This will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

Response from the approved prior year Consolidated District Plan.

As part of the process in determining whether remaining in a child's school of origin is in his or her best interest, will be to review the student's Individualized Education Plan or 504 Plan. This will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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

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

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

For students who are EL and have limited English in addition to their parents, the district would hire a translator to assist in the communication of the transportation plan to ensure they have clear understanding. Language will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

Response from the approved prior year Consolidated District Plan.

For students who are EL and have limited English in addition to their parents, the district would hire a translator to assist in the communication of the transportation plan to ensure they have clear understanding. Language will be taken into consideration when determining what is in the best interest of the student and to not compromise the student's stability. The student's services and placement will also be considered as part of the review process to ensure the student will continue to receive the services and placement that they require and are entitled to.

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 will work through the process of resolution between the court, foster parents, etc., but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

Response from the approved prior year Consolidated District Plan.

The district will work through the process of resolution between the court, foster parents, etc., but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

*Required field

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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. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed in foster care or changes residence while in foster care, the school will be notified by the caseworker for this student. if the child moves to a new residence and is not in the same school zone the district will notify the casework to make sure all parties are invited to make "best Interest Determination (BID)". During this meeting, the caseworker, foster care parent, and other essential members of the team will share information on the appropriateness of the current educational setting. The caseworker will take into account this information and the distance from potential placements to the child's current school in the decision-making process. The district's transportation director will identify potential ways that the child could be transported, these options could include, but are not limited to the following options: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. This information is provided to the foster care parent. If the decision is that the student will remain in the current school, the foster care parent will notify the school transportation director, who then assists the caseworker in arranging transportation to and from school. The following options will be discussed and considered when developing a transportation procedure for the student: A pre-existing transportation route, A new transportation route, Route-to-route hand-offs, district-to-district boundary hand-offs, Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or o Homeless students (McKinney-Vento Act). Alternative options will be taken into account if bussing is not available e.g., taxis carpooling, public transportation, etc. Lastly, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. The following funding options will be considered when developing the Transportation Procedures and plan for a foster care student: Title I of ESEA of 1965 as Amended by ESSA, IDEA funds, if the student has an Individual Education Program (IEP) that includes provisions for specialized transportation, state special education transportation funds, if the student has an IEP, and local funds.

Response from the approved prior year Consolidated District Plan.
Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed in foster care or changes residence while in foster care, the school will be notified by the caseworker for this student, if the child moves to a new residence and is not in the same school zone the district will notify the casework to make sure all parties are invited to make "best Interest Determination (BID". During this meeting, the caseworker, foster care parent, and other essential members of the team will share information on the appropriateness of the current educational setting. The caseworker will take into account this information and the distance from potential placements to the child's current school in the decision-making process. The district's transportation director will identify potential ways that the child could be transported, these options could include, but are not limited to the following options: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options; and Maturity and behavioral capacity. This information is provided to the foster care parent. If the decision is that the student will remain in the current school, the foster care parent will notify the school transportation director, who then assists the caseworker in arranging transportation to and from school. The following options will be discussed and considered when developing a transportation procedure for the student: A pre-existing transportation route, A new transportation route, Route-to-route hand-offs, district-to-district boundary hand-offs, Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or o Homeless students (McKinney-Vento Act). Alternative options will be taken into account if bussing is not available e.g., taxis carpooling, public transportation, etc. Lastly, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. The following funding options will be considered when developing the Transportation Procedures and plan for a foster care student: Title I of ESEA of 1965 as Amended by ESSA, IDEA funds, if the student has an Individual Education Program (IEP) that includes provisions for specialized transportation, state special education transportation funds, if the student has an IEP, and local funds.

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

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

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

- [ ] h. Other - describe
- [ ] i. Other - describe
- [ ] j. Other - describe

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
The district will work in conjunction with the Title I Coordinator and Student Support Services Coordinator to determine appropriate funding to establish what is best for the student.

Response from the approved prior year Consolidated District Plan.
The district will work in conjunction with the Title I Coordinator and Student Support Services Coordinator to determine appropriate funding to establish what is best for the student.

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.
The district will work through the process of resolution between the court, foster parents, etc., but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

Response from the approved prior year Consolidated District Plan.
The district will work through the process of resolution between the court, foster parents, etc., but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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.
The district will work through the process of resolution between the court, foster parents, etc., but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. It is recognized that the school of origin (SOO) is responsible for the transportation while all disputes are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

Response from the approved prior year Consolidated District Plan.
The district will work through the process of resolution between the court, foster parents, etc., but will make sure that the student remains in his/her school of origin while any dispute regarding transportation, best interest, etc. are being resolved. It is recognized that the school of origin (SOO) is responsible for the transportation while all disputes are being resolved. Ultimately, the final resolution will stand with DCFS in the cases of foster care.

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.

Through administrative and secretarial training, district employees will be made aware of Board Policy 4:110 which addresses that we must provide transportation to foster children. Additionally, the district will post the transportation plan for foster children on their district website.

Response from the approved prior year Consolidated District Plan.

Through administrative and secretarial training, district employees will be made aware of Board Policy 4:110 which addresses that we must provide transportation to foster children. Additionally, the district will post the transportation plan for foster children on their district website.

*Required field

Central Community Unit School District 301
Student Enrollment Report

Date: April 11, 2022

School	Year	PreK	KDG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Current Total	*YoY	%
	21-22	39	100	111	98	106	93	114								661	74	12.6
Country Trails	20-21	28	90	82	93	86	109	99								587	-54	-8.4
	19-20	36	86	101	86	118	104	110								641		
H.B. Thomas	21-22	49	112	106	112	99	103	118								699	98	16.3
	20-21	25	91	96	92	94	108	95								601	-49	-7.5
	19-20	33	100	97	99	109	97	115								650		
Lily Lake	21-22		53	32	48	48	35	48								264	25	10.5
	20-21		36	37	44	32	37	53								239	2	0.8
	19-20		38	40	35	32	52	40								237		
Prairie View	21-22	31	84	85	90	105	103	114								612	-12	-1.9
	20-21	30	75	92	106	104	112	105								624	-22	-3.4
	19-20	39	89	103	97	115	102	101								646		
Prairie Knolls	21-22								375	395						770	49	6.8
	20-21								368	353						721	41	6.0
	19-20								348	332						680		
Central MS	21-22										363					363	27	8.0
	20-21										336					336	28	9.1
	19-20										308					308		
Central HS	21-22											351	314	314	302	1281	63	5.2
	20-21											313	319	346	240	1218	64	5.5
	19-20											323	344	253	234	1154		
	21-22	119	349	14.4% 334	13.4% 348	6.9% 358	5.7% 334	7.7% 394	6.5% 375	7.0% 395	2.8% 363	4.5% 351	0.3% 314	-1.6% 314	-12.7% 302	4650	343	7.5
	20-21	83	292	-1.9% 307	-1.8% 335	-0.3% 316	-2.1% 366	-0.8% 352	0.8% 369	1.4% 353	1.2% 336	1.6% 313	-1.2% 319	0.6% 346	-5.1% 240	4327	-7	-0.7
	19-20	108	313	341	317	374	355	366	348	332	308	323	344	253	234	4316		
Special Education (not included in above numbers)																		
Out-of-District		1	1	2	1	2	3	7	4	8	6	6	6	6	16	68		

*YoY - Year-over-Year

CENTRAL
UNIT SCHOOL DISTRICT 301

MEMORANDUM

FROM: Dr. Esther Mongan, Deputy Superintendent

TO: Board of Education & Dr. Todd Stirn, Superintendent

CC: Pam Porto, Kim Lewis, Megan Moretti

DATE: April 18, 2022

RE: Boundary Shift

It is the recommendation of the District administration that the Board approves a boundary shift for three specific areas (South Street, Woodbridge and Waterford) to accommodate the growing enrollment of Howard B. Thomas.

	Loyola (South St.)	Woodbridge	Waterford	Total
Kindergarten	0	6	11	17
First	0	6	14	20
Second	0	5	10	15
Third	1	9	11	21
Fourth	2	6	11	19
Fifth	0	5	11	16
Total	**3**	**37**	**68**	**108**
*4th graders w/younger siblings		5	7	12

An average of the students coming from the three subdivision was taken to determine an estimated number of kindergarten students and the potential impact to HBT and PV.

Currently Prarie View Grade School (PV) has 611 students and Howard B. Thomas (HBT) has 698 students (including early childhood). Projecting enrollment by shifting the current 5th grade students out and using the same kindergarten projections as this school year. The shift would have the following impact to the two schools: PV (689 students) and HBT (583 students). The large drop is to allot for the incoming housing potential for HBT: Russel & Nesler Road, Townhomes by Ganseett Parkway (35-37 townhomes and approx. 70 homes) - approx. 84 students; McDonald Subdivision approx. 65-80 students for a total of 149 to 164 new students). These are current subdivisions that are seeing growth and completion of housing.

Also, please note that we examined the impact to 4th grade students currently at HBT recognizing they will move for one year and then move again to PKMS. This impacts 16 of the 91 students, approximately 18% of the students. Of this group, 12 of the 16 students have younger siblings. Based on this analysis, our recommendation would be to move all students to Prairie View beginning with the 2022-2023 school year.