

## **Agenda**

1. CALL TO ORDER - President Jennifer Essig
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. VISITORS AND CORRESPONDENCE
5. REPORTS
  - 5.1. Financial Report
  - 5.2. Board Committee Reports
6. DISCUSSION AND INFORMATIONAL ITEMS
  - 6.1. Resignation - Cindy Doty, Teacher's Aide
  - 6.2. Resignation - Jackson Ryan, PE Teacher
  - 6.3. Resignation - Tom Smith, Head Coach for Boys Cross Country
  - 6.4. District Goals
  - 6.5. Other
7. CONSENT AGENDA
  - 7.1. Minutes
    - 7.1.1. Regular Board Meeting Minutes - June 13, 2022
    - 7.1.2. Executive Session Minutes - June 13, 2022
    - 7.1.3. Special Board Meeting Minutes - June 28, 2022
    - 7.1.4. Executive Session Minutes - June 28, 2022
  - 7.2. Bills
  - 7.3. Out of District Volunteers
8. ACTION ITEMS
  - 8.1. Personnel
    - 8.1.1. Certified Employment
      - 8.1.1.a. Approve Employment of Kathryn Petravick, Spanish Teacher
      - 8.1.1.b. Approve Employment of Erin Phillips, SLP
      - 8.1.1.c. Approve Employment of Grant Uftring, Physical Education Teacher
    - 8.1.2. Non-Certified Employment
      - 8.1.2.a. Approve Employment of Gary Beard, CARE & Security Coordinator
    - 8.1.3. Extracurricular Employment
      - 8.1.3.a. Approve Employment of Brittany Stage for Junior Class Head Sponsor
      - 8.1.3.b. Approve Employment of Lisa England for Head Intramurals Sponsor
      - 8.1.3.c. Approve Employment of Ben Page, Head Coach Boys Cross Country
      - 8.1.3.d. Approve Employment of Tom Smith, Assistant Girls Swim Coach
  - 8.2. Approve PE Uniform Vendors for 2022-2023

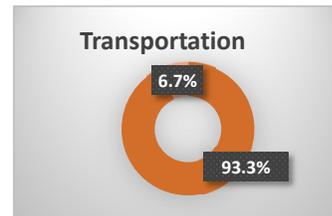
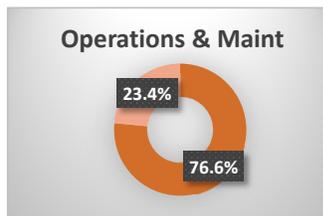
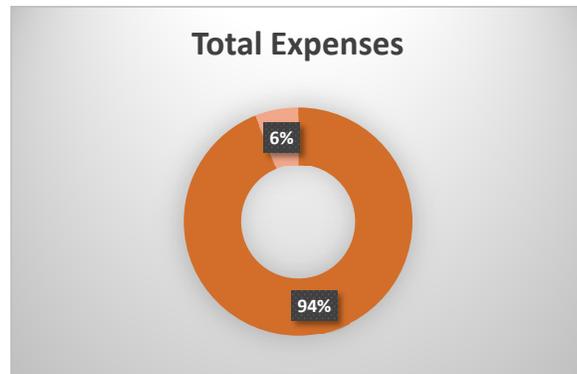
- 8.3. Approve CHAPS Club Name Change
- 8.4. Approve Consolidated District Plan
- 8.5. Approve Paper Education Company Service Agreement
- 8.6. Approve MTSS Part-time Specialist Job Description
- 9. EXECUTIVE SESSION
  - 9.1. 5 ILCS 120/2 (C)(21) - Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2:06.
  - 9.2. 5 ILCS 120 (c) (1) - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.
- 10. ACTION FOLLOWING EXECUTIVE SESSION
  - 10.1. Action on 6 month review of executive session minutes
  - 10.2. Action on destruction of executive session recordings
  - 10.3. Approve Pay Increases for Non-Bargaining/Non-Certified Staff
  - 10.4. Approve Reemployment of Administrative Staff
- 11. ADJOURNMENT

The next regular meeting is scheduled for August 8, 2022.

**Washington Community High School**  
**2021-2022 Expense Report**  
**As of June 30, 2022**

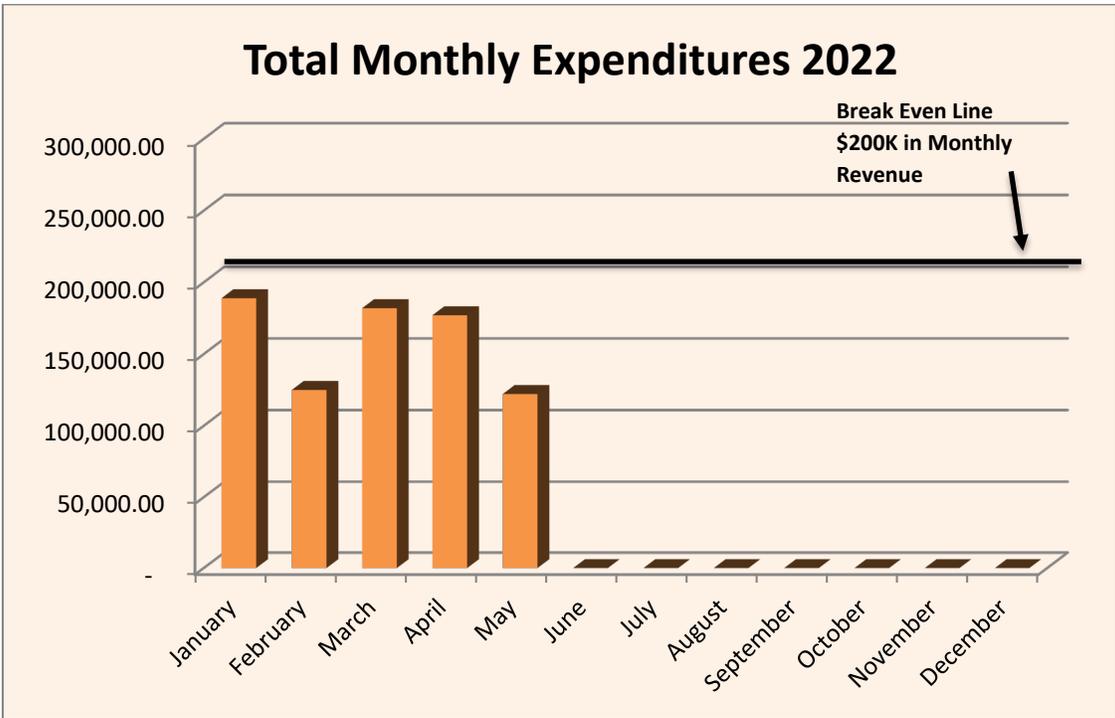
<u>Expenses by Fund</u>	<u>Budgeted</u>	<u>Actual</u>	<u>% Expended</u>	<u>Remaining</u>
Education Fund - 10	\$15,510,303.79	\$15,262,921.05	98.4%	1.6%
Operations & Maintenance Fund - 20	\$3,307,500.00	\$2,543,386.58	76.9%	23.1%
Bond & Interest Fund - 30	\$1,540,295.00	\$1,536,393.71	99.7%	0.3%
Transportation Fund - 40	\$1,021,274.00	\$939,135.35	92.0%	8.0%
IMRF/Social Security Fund - 50	\$495,999.00	\$475,842.72	95.9%	4.1%
Capital Improvements Fund - 60	\$0.00	\$0.00	0.0%	0.0%
Working Cash Fund - 70	\$0.00	\$0.00	0.0%	0.0%
Tort Immunity Fund - 80	\$84,509.00	\$70,975.00	84.0%	16.0%
Life Safety Fund - 90	\$218,111.00	\$0.00	0.0%	100.0%
<b>Totals</b>	<b>\$22,177,991.79</b>	<b>\$20,828,654.41</b>	<b>93.9%</b>	<b>6.1%</b>

<u>Itemized Expenses:</u>	<u>Budgeted</u>	<u>Actual</u>	<u>% Expended</u>	<u>% Remaining</u>
Payroll	\$10,100,327.95	\$10,124,639.49	100.2%	0.0%
Retirement/Insurance	\$2,704,780.00	\$2,678,493.07	99.0%	1.0%
IMRF/Social Security	\$495,999.00	\$475,842.72	95.9%	4.1%
Cafeteria	\$361,500.00	\$431,256.61	119.3%	0.0%
Athletics	\$249,025.00	\$224,986.37	90.3%	9.7%
Out of Dist Tuition & Other	\$872,500.00	\$926,359.78	106.2%	0.0%
Operations & Maintenance	\$3,257,000.00	\$2,493,435.73	76.6%	23.4%
Transportation	\$760,274.00	\$709,125.69	93.3%	6.7%
Bond	\$1,540,295.00	\$1,536,393.71	99.7%	0.3%
Capital Projects	\$0.00	0.00	0.0%	0.0%



<b>Investment Report 6.30.2022</b>							
	Education	Building	Bond & Int	Transportation	IMRF	Working Cash	Life Safety
ISDLAF	\$0.00	\$5.22	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
ISDMAX	\$665,806.75	\$690,735.82	\$14,785.04	\$720,081.84	\$7,127.46	\$123,128.18	\$53.18
Heartland IMA 4591	\$1,769,916.24						
Central IL Invest		\$4,130,671.38					
Total	\$2,435,722.99	\$4,821,412.42	\$14,785.04	\$720,081.84	\$7,127.46	\$123,128.18	\$53.18
<b>Total Investments</b>							
<b>\$8,122,311.11</b>							

<b>Insurance Report thru 5/31</b>			
Insurance Costs	Last Year	This year	Difference
Medical	\$481,725	\$402,142	-\$79,584
Dental	\$58,839	\$47,808	-\$11,030
Pharmacy	\$71,627	\$73,952	\$2,325
Vision	\$2,834	\$2,261	-\$573
Reinsur/fees	\$265,312	\$269,082	\$3,770
<b>Total Fixed/Claim</b>	<b>\$880,336</b>	<b>\$795,244</b>	<b>-\$85,092</b>
<b>Less Spec Reimb</b>	<b>\$18,780</b>	<b>\$0</b>	<b>-\$18,780</b>
<b>Total Cost</b>	<b>\$861,556</b>	<b>\$795,244</b>	<b>-\$66,312</b>



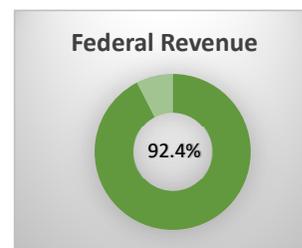
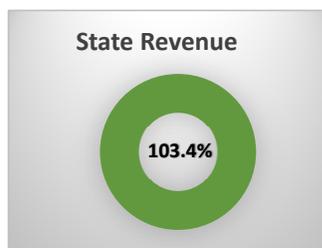
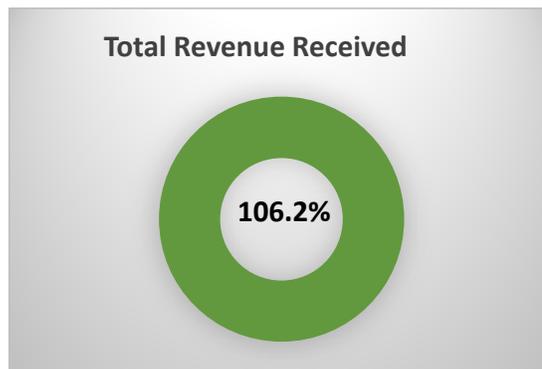
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**Washington Community High School**  
**2021-2022 Revenue Report**  
**As of June 30, 2022**

<u>Revenue by Fund</u>	<u>Budgeted</u>	<u>Actual</u>	<u>% Received</u>	<u>Remaining</u>
Education Fund - 10	\$17,241,670.00	\$16,828,730.90	97.6%	2.4%
Operations & Maintenance Fund - 20	\$3,170,250.00	\$3,076,303.90	97.0%	3.0%
Bond & Interest Fund - 30	\$1,481,741.00	\$1,471,899.06	99.3%	0.7%
Transportation Fund - 40	\$954,824.00	\$940,706.27	98.5%	1.5%
IMRF/Social Security Fund - 50	\$578,583.00	\$476,057.66	82.3%	17.7%
Capital Improvements Fund - 60	\$0.00	\$2,113,000.00	0.0%	0.0%
Working Cash Fund - 70	\$255,426.00	\$250,139.08	97.9%	2.1%
Tort Immunity Fund - 80	\$84,509.00	\$83,271.82	98.5%	1.5%
Life Safety Fund - 90	\$30,992.00	\$29,463.48	95.1%	4.9%
<b>Totals</b>	<b>\$23,797,995.00</b>	<b>\$25,269,572.17</b>	<b>106.2%</b>	<b>0.0%</b>

<u>Itemized Revenues:</u>	<u>Budgeted</u>	<u>Actual</u>	<u>% Received</u>	<u>% Remaining</u>
General Levy	\$14,735,302.00	\$14,689,188.51	99.7%	0.3%
Special Education	\$392,766.00	\$391,540.98	99.7%	0.3%
Replacement Tax	\$500,000.00	\$452,737.53	90.5%	9.5%
Interest	\$118,000.00	\$10,357.42	8.8%	91.2%
Cafeteria	\$473,400.00	\$288,773.32	61.0%	39.0%
Student Fees	\$153,700.00	\$152,592.89	99.3%	0.7%
Textbook rental	\$134,000.00	\$128,100.05	95.6%	4.4%
Other revenue	\$373,300.00	\$295,607.48	79.2%	20.8%
General State Aid	\$3,573,409.00	\$3,693,314.51	103.4%	0.0%
State Grants	\$391,305.00	\$311,674.20	79.6%	20.4%
Sale of Bonds	\$0.00	\$2,113,000.00		
Transp. Spec Ed	\$303,000.00	\$294,596.41	97.2%	2.8%
Federal Grants	\$2,649,813.00	\$2,448,088.87	92.4%	7.6%
Transfers	\$0.00	\$0.00	0.0%	0.0%



School Treasurer's Monthly Statement  
To The School Board of Washington School District 308, Tazewell County

5/1/2022	2022	Cash	Education 1	Building 2	B/I 3	Transp 4	IMRF 5	CAP PROJECTS 6	W/ C 7	TIJF 8	L/Safe 9
	Balance	6,928,671.87	3,208,336.21	1,293,932.12	184,240.37	777,990.55	217,901.94	40.56	957,905.67	71,809.44	216,515.01
05/02	Miscellaneous	123.51		123.51							
05/02	Miscellaneous	171.00	171.00								
05/02	Miscellaneous	783.20	700.20	83.00							
05/03	State Aid	788.16	788.16								
05/05	Miscellaneous	3,494.23	3,494.23								
05/09	State Aid	9,659.34	9,659.34								
05/09	State Aid	74,300.31	74,300.31								
05/10	Replacement Tax	111,658.37	66,995.02	33,497.51			11,165.84				
05/12	Miscellaneous	123.51		123.51							
05/12	Miscellaneous	228.00	228.00								
05/12	Miscellaneous	1,233.03	1,233.03								
05/12	State Aid	162,434.00	162,434.00								
05/13	State Aid	119,150.54	119,150.54								
05/16	Miscellaneous	76.70		76.70							
05/16	Miscellaneous	1,859.00	1,859.00								
05/19	Miscellaneous	12,596.09	12,519.39	76.70							
05/23	Miscellaneous	1,076.00	1,076.00								
05/24	State Aid	162,434.00	162,434.00								
05/24	State Aid	866,337.00	866,337.00								
05/25	State Aid	799.72	799.72								
05/26	Miscellaneous	624.21	624.21								
05/31	Miscellaneous	236.20	145.00	91.20							
05/31	Miscellaneous	362.00	362.00								
05/31	Cafeteria	3,734.74	3,734.74								
05/31	Webpay	39,125.47	39,125.47								
05/31	Interest	184.92	91.26	34.20	1.75	19.05	5.10	0.00	25.80	1.93	5.83
	<b>Total Receipts</b>	<b>1,573,593.25</b>	<b>1,528,261.62</b>	<b>34,106.33</b>	<b>1.75</b>	<b>19.05</b>	<b>11,170.94</b>	<b>0.00</b>	<b>25.80</b>	<b>1.93</b>	<b>5.83</b>
05/31	Net Salaries	694,775.89	676,886.11	1,359.29		16,530.49		0.00	0.00	0.00	0.00
05/31	Expenses	941,992.76	671,294.98	57,106.58	119,360.25	54,371.35	39,859.60	0.00	0.00	0.00	0.00
05/31	<b>Total Expenses</b>	<b>1,636,768.65</b>	<b>1,348,181.09</b>	<b>58,465.87</b>	<b>119,360.25</b>	<b>70,901.84</b>	<b>39,859.60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Ending Cash</b>										
	Per Book	6,865,496.47	3,388,416.74	1,269,572.58	64,881.87	707,107.76	189,213.28	40.56	957,931.47	71,811.37	216,520.84
05/31	Outstanding Checks	170,293.49	96,859.72	24,822.27	48,611.50			0.00	0.00	0.00	0.00
05/31	Balance Per Bank Statement	7,035,789.96	3,485,276.46	1,294,394.85	113,493.37	707,107.76	189,213.28	40.56	957,931.47	71,811.37	216,520.84

5/31/2022	Outstanding checks	Education	Building	B/I	Transportation	IMRF	CAP PROJECTS	W/C	TIJF	L/Safe
	229430	20.40	20.40							
	229596	19.00	19.00							
	230959	110.00	110.00							
	230998	25.00	25.00							
	231120	78.00	78.00							
	231121	78.00	78.00							
	231122	146.00	146.00							
	231140	120.00	120.00							
	231141	25,197.27	25,197.27							
	231232	60.00	60.00							
	231233	60.00	60.00							
	231277	68.00	68.00							
	231291	110.00	110.00							
	231302	60.00	60.00							
	231311	175.00	175.00							
	231322	60.00	60.00							
	14545	219.57	219.57							
	14346	192.44	192.44							
	14350	543.23	543.23							
	14348	67.54	67.54							
	14349	676.80	676.80							
	231351	25.00	25.00							
	231363	24,822.27		24,822.27						
	231355	13,544.00	13,544.00							
	231374	56.00	56.00							
	231368	35.35	35.35							
	231385	2,009.95	2,009.95							
	231397	48,611.50		48,611.50						
	231412	56.00	56.00							
	231424	2,677.70	2,677.70							
	231432	150.00	150.00							
	14351	25.50	25.50							
	14352	16.00	16.00							
	14353	517.24	517.24							
	14354	120.00	120.00							
	EFTPS	2,540.91	2,540.91							
	EFTPS	250.00	250.00							
	EFTPS	6,878.96	6,878.96							
	EFTPS	39,870.86	39,870.86							
		170,293.49	96,859.72	24,822.27	48,611.50	0.00	0.00	0.00	0.00	0.00

## **7. CONSENT AGENDA**

### **Recommendation:**

That the Board of Education approves the Consent Agenda as presented:

### **RESOLUTION 7.1.**

Be it resolved that the Board of Education hereby approves the minutes as follows:

7.1.1. Regular Board Meeting Minutes – June 13, 2022

7.1.2. Executive Session Minutes – June 13, 2022

7.1.3. Special Board Meeting Minutes – June 28, 2022

7.1.4. Executive Session Minutes – June 28, 2022

### **RESOLUTION 7.2.**

Be it resolved that the Board of Education hereby approves the payment of bills as presented, the payroll per contract, and that the Treasurer be permitted to issue orders for the payment of the same.

### **RESOLUTION 7.3**

Be it resolved that the Board of Education hereby approves the out of district volunteer coach as presented.

### **Suggested Motion:**

That the Board of Education approves the Consent Agenda and Resolutions 7.1, 7.2, and 7.3.

Washington Community High School Board of Education  
**Regular Board Meeting**

Monday, June 13, 2022

7:00 PM

WCHS Library

Agenda

**1. CALL TO ORDER**

The Board Meeting was called to order at 7:00 p.m.

**2. ROLL CALL**

Board Members in Attendance: Essig, Fischer, Kopinski, McNett, Ward, James

Board Members Absent: Nofsinger

Administration in Attendance: Freeman, Raubach-Davis

**3. PLEDGE OF ALLEGIANCE**

**4. ACTION ITEM**

4.1. Essig read the Varsity Baseball Team Resolution aloud. Ward motioned and McNett seconded the resolution. ROLL CALL: Yes - 6. No-None. MOTION CARRIED 6-0.

Each Varsity team member in attendance was presented with the resolution. Varsity Head Coach Kyle Wisher spoke to the Board, thanking them for all they do and the time put into our district. He spoke on the great successes of the Varsity Baseball team and presented the five trophies earned during the 2021-2022 school year. Herb Knoblauch, AD spoke to the Board on the hard work and successes of the team.

**5. VISITORS AND CORRESPONDENCE**

Meg Sutherland and John Antrobus; Washington Education Bridge Foundation. Ms. Sutherland spoke on the foundation regarding planned activities and fundraisers as well as the foundation's goal of gaining recognition and understanding this upcoming school year. The foundation recently awarded the WCHS transition program with \$2,000 which afforded them necessary equipment for provided services by the program. Their next fundraiser, Paint the Path, is planned for July 17.

**6. PUBLIC HEARING**

6.1 The District is amending the 2021-2022 budget, which was posted to the public, as required. No comments were made by the public.

**7. REPORTS**

**7.1 Deans' Report** - As presented

Washington Community High School Board of Education  
**Regular Board Meeting**

**7.2 Enrollment Report**

The enrollment is currently 1430. Dr. Freeman noted the reduction in enrollment count due to the number of mid-term graduates.

**7.3 Panther Pride Program History Report**

Discussion took place regarding the past three years of the program and student participation as well as plans for upcoming changes and focus on grades.

**7.4 Financial Report**

Dr. Freeman presented the financial reports. Discussion took place on transportation being over budget due to the increased gas prices.

**7.5 Board Committee Reports**

Kopinski with the Finance Committee reported from their last meeting an update on bonds and discussion of the amendments to the 2021-2022 budget and the 2022-2023 tentative budget. Essig reported from the Facilities Committee's last meeting an update on delays with the HVAC project due to supply chain issues. The committee also discussed the summer maintenance plan and discussed future long range planning.

**8. DISCUSSION AND INFORMATIONAL ITEMS**

Resignations were presented;

8.1 L. Barnes, Student Supervisor

8.2 B. Muniz, Spanish Teacher

8.3 B. Page, Junior Class Sponsor

8.4 A. Peterson, Assistant Girls Swim Coach

8.5 S. Schulz, Science Teacher

8.6 D. Spillman, Bus Driver

8.7 S. Spillman, Student Supervisor

8.8 A. Weisbruch, Part-time Business Teacher

8.9 The job description for the MTSS Part-time Interventionist was presented to the Board with explanation of the position by Dr. Freeman.

8.10 CHAPS Club is requesting a name change to WCHS Ag Club.

8.11 FOIA - Smartprocure

8.12 Other - Essig brought up discussion of Dr. Freeman's upcoming evaluation to be completed. Ward commented on the success of the recent graduation held at Bradley.

**9. CONSENT AGENDA**

James motioned and Ward seconded that the Board approve the consent agenda.

ROLL CALL: Yes - Fischer, Ward, James, McNett, Essig, Kopinski. No - None.

Washington Community High School Board of Education  
**Regular Board Meeting**

MOTION CARRIED 6-0.

**10. ACTION ITEMS**

10.1 Personnel

10.1.1 Certified Employment

10.1.1 a. Kopinski motioned and Fischer seconded that the Board approve the employment of Torri Wyzgowski for 2021-2022 Summer School English Teacher. ROLL CALL: Yes - James, Kopinski, McNett, Essig, Fischer, Ward. No - None. MOTION CARRIED 6-0.

10.1.1 b. Fischer motioned and James seconded that the Board approve the employment of Marc Heuermann as Business Teacher. ROLL CALL: Yes - Kopinski, James, McNett, Fischer, Ward, Essig. No - None. MOTION CARRIED 6-0.

10.1.1 c. McNett motioned and Fischer seconded that the Board approve the employment of Megan Pacelli for Special Education Teacher. ROLL CALL: Yes - McNett, Fischer, Essig, James, Kopinski. Abstain - Ward. No - None. MOTION CARRIED 5-0.

10.1.1 d. Kopinski motioned and McNett seconded that the Board approve the employment of Kelly Sandberg as English Teacher. ROLL CALL: Yes - Ward, McNett, James, Kopinski, Essig, Fischer. No - None. MOTION CARRIED 6-0.

10.1.1 e. James motioned and Ward seconded that the Board approve the hiring of Daniel Sinclair as Science Teacher. ROLL CALL: Yes - Kopinski, Fischer, Essig, James, Ward, McNett. No - None. MOTION CARRIED 6-0.

10.1.2 Retirement

10.1.2 a. Kopinski motioned and McNett seconded that the Board approve the notice of retirement of W. Nunnally, Counselor. Yes - James, Kopinski, Ward, Fischer, McNett, Essig. No - None. MOTION CARRIED 6-0.

10.2 James motioned and Kopinski seconded that the Board approve the 2021-2022 Amended Budget. ROLL CALL: Yes - Essig, Ward, Kopinski, Fischer, James, McNett. No - None. MOTION CARRIED 6-0.

10.3 Ward motioned and Kopinski seconded that the Board approve the 2022-2023 Tentative Budget. ROLL CALL: Ward, McNett, Essig, Fischer, James, Kopinski. No - None. MOTION CARRIED 6-0.

10.4 Kopinski motioned and Fischer seconded that the Board approve the Resolution to Prepay Reoccurring Bills. ROLL CALL: Yes - James, Kopinski, Fischer, Ward, McNett, Essig. No - None. MOTION CARRIED 6-0.

Washington Community High School Board of Education  
**Regular Board Meeting**

10.5 Ward motioned and Kopinski seconded that the Board approve the Resolution for Regulatory Basis of Accounting. ROLL CALL: Yes - Fischer, Ward, McNett, Essig, James, Kopinski. No - None. MOTION CARRIED: 6-0.0

10.6 Kopinski motioned and Fischer seconded that the Board approve the Administrative Job Descriptions with the change from wording of Director to Administrator. ROLL CALL: Yes - Ward, Essig, McNett, Kopinski, James, Fischer. No - None. MOTION CARRIED 6-0.

10.7 Fischer motioned and Kopinski seconded that the Board approve the 2022-2023 School Meal Prices. ROLL CALL: Yes -McNett, Essig, James, Kopinski, Fischer, Ward. No - None. MOTION CARRIED 6-0.

10.8 James motioned and Ward seconded that the Board approve the RTO Plan. ROLL CALL: Yes - Ward, Fischer, James, Essig, Kopinski, McNett. No - None. MOTION CARRIED 6-0.

10.9 Kopinski motioned and McNett seconded that the Board approve the Cleaning Services Agreement with Gabberts Cleaning Service. ROLL CALL: Yes - Kopinski, McNett, Fischer, Essig, James, Ward. No - None. MOTION CARRIED 6-0.

10.10 Ward motioned and Kopinski seconded that the Board approve the 2022-2023 Handbook Revisions. ROLL CALL: Yes - Fischer, Kopinski, Ward, McNett, James, Essig. MOTION CARRIED 6-0.

10.11 Kopinski motioned and Fischer seconded that the Board approve Miller, Hall, & Triggs Service Rate. ROLL CALL: Yes - Essig, James, McNett, Ward, Kopinski, Fischer. No - None. MOTION CARRIED 6-0.

10.12 Ward motioned and McNett seconded that the Board approve the Audit Engagement Letter. ROLL CALL: Yes - Fischer, Ward, McNett, Essig, Kopinski, James. No - None. MOTION CARRIED: 6-0.

**11. EXECUTIVE SESSION**

McNett motioned and Kopinski seconded that the Board convene to executive session at 8:25 p.m. ROLL CALL: Yes - Fischer, Essig, Ward, McNett, Kopinski, James. No - None. MOTION CARRIED 6-0.

*11.1 5 ILCS 120 (c)(1) - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including*

Washington Community High School Board of Education  
**Regular Board Meeting**

*hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.*

*11.2 5 ILCS 120/2 (c)(2) – Collective negotiating matters between the District and its employees of their representatives, or deliberations concerning salary schedules for one or more classes of employees.*

The Board returned from executive session at 9:47 p.m. ROLL CALL: Yes - Kopinski, Ward, Essig, McNett, James, Fischer. No - None.

**12. ACTION FOLLOWING EXECUTIVE SESSION**

12.1 James motioned and Ward seconded that the Board approve the contract for Ron Ehlers. ROLL CALL: Yes - McNett, Ward, Kopinski, Fischer, James, Essig. No - None. MOTION CARRIED 6-0.

12.2 Essig motioned and Ward seconded that the Board approve the contract for Cory Lyons. ROLL CALL: Yes - Ward, Kopinski, Fischer, Essig, McNett, James. No - None. MOTION CARRIED 6-0.

**13. ADJOURNMENT**

Ward motioned and Fischer seconded the Regular Board Meeting to adjourn at 9:50 p.m. ROLL CALL: Fischer, James, Ward, Kopinski, Essig, McNett. No - None. MOTION CARRIED 6-0.

The next Regular Board Meeting is scheduled for July 11, 2022.

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President

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Secretary

Washington Community High School Board of Education  
**Special Board Meeting**

Tuesday, June 28, 2022  
4:00 PM  
WCHS Library

Agenda

1. **CALL MEETING TO ORDER**

The Special Board Meeting was called to order at 4:00 PM.  
Essig amended the order of the current agenda

2. **ROLL CALL**

Board Members in Attendance: James, Essig, Fischer, Kopinski, Ward, Nofsinger  
Board Members Absent: McNett  
Administration in Attendance: Freeman, Beverlin

3. **VISITORS AND CORRESPONDENCE**

None

4. **ACTION ITEM**

Nofsinger motioned and Kopinski seconded that the Board approve the Collective Bargaining Agreement. ROLL CALL: Yes - Ward, Kopinski, Nofsinger, Fischer, Essig, James. No - None. MOTION CARRIED 6-0.

5. **OTHER**

Fischer offered the Charges and Goals draft document for Board review that was created following the feedback from Reatha Owens, IASB, from the Boards previously held planning session. Discussion and feedback took place regarding edits to the draft. Further feedback from Board members was set to be completed and communicated to Dr. Freeman by July 6, 2022.

Board member McNett phoned in to Dr. Freeman at 4:11 PM to discuss and confirm her non attendance.

Discussion took place regarding potential future changes to committee communication with the Board. Discussion took place regarding Department Chair communication with the Board and the public to highlight program successes.

Washington Community High School Board of Education  
**Special Board Meeting**

**6. EXECUTIVE SESSION**

Ward motioned and Kopinski seconded that the Board convene to executive session at 4:58 PM.

ROLL CALL: Yes - James, Fischer, Ward, Essig, Kopinski, Nofsinger. No - None.

MOTION CARRIED 6-0.

5.1. 5 ILCS 120 (c) (1) - The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.

5.2. 5 ILCS 120/2 (c)(2) - Collective negotiating matters between the District and its employees of their representatives, or deliberations concerning salary schedules for one or more classes of employees.

The Board returned from Executive Session at 5:09 PM. ROLL CALL: Nofsinger, Fischer, Ward, Kopinski, Essig, James.

**7. ADJOURNMENT**

Fischer motioned and Ward seconded that the Special Board Meeting adjourn at 5:10 PM. ROLL CALL: Yes - Ward, Nofsinger, James, Essig, Fischer, Kopinski. No - None. MOTION CARRIED 6-0.

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President

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Secretary

# WASHINGTON COMMUNITY HIGH SCHOOL

## Balance Sheet

As of June 30, 2022

	TOTAL
<b>ASSETS</b>	
Current Assets	
Bank Accounts	
Checking-Activity Account	316,256.61
ISDLAF Interest	45,909.37
<b>Total Bank Accounts</b>	<b>\$362,165.98</b>
<b>Total Current Assets</b>	<b>\$362,165.98</b>
<b>TOTAL ASSETS</b>	<b>\$362,165.98</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Other Current Liabilities	
Accounting	0.00
Advocate For Awareness	403.77
After Midnight	5,985.20
Art Club	2,491.64
Athletics General	7,037.46
Orange Crush	737.51
<b>Total Athletics General</b>	<b>7,774.97</b>
Automobile	242.28
Band-CLOSED	-301.00
Drumline - T. Weston Memorial	301.00
<b>Total Band-CLOSED</b>	<b>0.00</b>
Baseball	8,587.35
Basketball-Boys	9,851.26
Basketball-Camps	0.00
Basketball-Girls	2,450.20
Bass Fishing	2,701.78
Black & Orange Card Program	0.00
Bloom	3,482.96
Book Club	3,330.14
Bowl-a-thon Fundraiser	0.00
Bowl-A-Thon-CLOSED	0.00
Boys Basketball Camp	0.00
Boys BKB Tournament	-130.00
Boys Track	5,133.08
Broadway	-76.61
Chaps	509.64
Cheerleaders	5,387.75
Chess	833.55
Chorus	4,970.95
Concession Upkeep	0.00
Counseling	1,648.06

	TOTAL
CPR Health Fund	1,676.53
Creative Fashions-CLOSED	0.00
Cross Country	1,209.36
Drama Club	6,100.17
Driving Skills For Life	1,635.54
Engineering Technology	130.12
Evan Knoblauch Memorial-CLOSED	0.00
Fellowship Of Christian Athlete	60.85
Fitness Club	1,680.97
Fitness Fair	3,970.41
Hope Week	1,384.67
Unified PE	150.00
<b>Total Fitness Club</b>	<b>7,186.05</b>
Former Class Funds	7,165.07
French Club	1,691.56
Freshman Class	997.52
Frosh Soph Track Invitational-C	0.00
Game Club	1,087.55
Gay Straight Alliance (GSA)	196.35
General	356.03
Girls Basketball Tourney-CLOSED	0.00
Girls Track	-58.12
Global Affairs	267.65
Golf	9,595.02
GRANT-Rain Garden	0.00
Graphic Arts-CLOSED	0.00
Homeless-CLOSED	0.00
IMC Fine Fund-CLOSED	0.00
Impact	5,181.15
Inter Rel Co-op (T. Gardner)	5,513.22
Interest ISDLAF	20,816.68
International Club	1,196.67
Intramurals	970.55
Intrst NOW Acct	16,322.35
JFL Football	3,783.23
Journalism	68.51
Junior Class	5,570.52
Key Club-CLOSED	0.00
Lacrosse - Girls	6,455.07
Lacrosse-Boys	9,222.57
Leadership & Community Service	1,860.70
Leadership Challenge	217.98
Life Skills Class	95.26
Lift A Thon	4,108.30
Manufacturing	3,504.76
Mathletes	312.73
Mini Bakery	234.92
Mini Shop-CLOSED	0.00
National Honor Society	7,770.20
Operation Snowball	2,888.41

	TOTAL
Panther Embroidery Shop	178.08
Panther Perk	2,056.05
Panther Professionals	0.00
Pantherette Camp	0.00
Pantherettes	4,604.13
Pep Club	1,154.41
Pepsi & 7Up Mkt	8,248.09
Concessions	-2,383.77
<b>Total Pepsi &amp; 7Up Mkt</b>	<b>5,864.32</b>
Physics Club-CLOSED	0.00
PNC Bank Grant-Science	1,000.00
Preschool (FCS)	422.95
Project Choices-CLOSED	0.00
Readapalooza	439.61
Reading Instruction Materials-C	0.00
Renaissance Fair	217.21
Robotics	11,105.22
Rotary Club Relief	829.97
Scholarships	1,549.30
Classmates Music	0.16
Cody Carlin Memorial	5,000.00
Dalfonso Family Scholarship	750.00
Eric Eblen Memorial Scholarship	0.09
Erick Norlin Fund	4,000.00
Floyd O'Reed Memorial	2,000.00
Hunkler Stagen	0.00
Impact Scholarship	1,000.00
James Ashbrook Memorial Fund	2,000.00
M. Morris Memorial Scholarship	0.00
Marilyn Drake Scholarship	750.00
Mike Sluder Fund	143.00
Orange & Black/Herff Jones	250.00
Scott Wehnes Memorial	0.00
Stephen F Mason Fund	700.00
Washington Township United Fund	3,000.00
WLCS Scholarship Fund	220.00
<b>Total Scholarships</b>	<b>21,362.55</b>
Scholastic Bowl	730.00
School Sign-Outdoor Improvement	0.00
Science Club	826.56
Senior Class	2,861.29
Sisterhood Traveling Dress-CLOS	0.00
Soccer-Boys	6,023.83
Soccer-Girls	1,430.90
Softball	10,353.19
Softball Pink Day	0.00
Sophomore Class	707.39
Spanish Club	1,395.92
Special Ed Co-op	12,557.80
Special Events-Athletics	9,753.31

	TOTAL
Speech	556.61
State Football Playoff	4,429.10
Student Council	8,291.20
Swim Team	723.28
Technology Club	0.00
Tennis - Boys	6,823.34
Tennis - Girls	8,212.56
Fence Sign Fundraiser	1,100.00
<b>Total Tennis - Girls</b>	<b>9,312.56</b>
Tough Love-CLOSED	0.00
Tournament of Champions	0.00
Tournament of Champions - 2012	0.00
Tournament Of Champions-2010-CL	0.00
Tournament of Champions-2011-CL	0.00
Trap Shooting Club	2,038.99
Volleyball	6,299.44
Washington Township Special Ed	55.00
WCHS Hardship	11,655.60
Wrestling	7,937.19
Wrestling F-CLOSED	0.00
Yearbook	7,156.38
<b>Total Other Current Liabilities</b>	<b>\$362,122.38</b>
<b>Total Current Liabilities</b>	<b>\$362,122.38</b>
<b>Total Liabilities</b>	<b>\$362,122.38</b>
Equity	
Retained Earnings	43.60
Net Income	0.00
<b>Total Equity</b>	<b>\$43.60</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$362,165.98</b>

WASHINGTON COMMUNITY HIGH SCHOOL

Balance Sheet Detail  
As of June 30, 2022

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
<b>ASSETS</b>									
Checking-Activity Account									
Beginning Balance									
									321,700.36
06/01/2022	Check	15211	Weissman	224512066 Dance Tgths/Shoes	Pantherettes		\$2,255.95	-2,255.95	319,444.41
06/01/2022	Check	15212	Soccer.com	9400287223, 940080838, 9400280193	-Split-	\$510.12		-510.12	318,934.29
06/01/2022	Check	15213	The Home Depot Pro	686517426 Chop Saw	Manufacturing	\$350.00		-350.00	318,584.29
06/01/2022	Check	15214	Soccer.com	9400301076	Soccer-Boys		\$157.00	-157.00	318,427.29
06/01/2022	Deposit			Deposit	-Split-	\$2,068.00		2,068.00	320,495.29
06/03/2022	Deposit			Deposit	-Split-	\$5,372.00		5,372.00	325,867.29
06/06/2022	Deposit			Deposit	Pepsi & 7Up	\$2,800.00		2,800.00	328,667.29
					Mkt:Concessions				
06/06/2022	Deposit		Concessions		Baseball	\$1,879.50		1,879.50	330,546.79
06/08/2022	Deposit		CBAI Foundation for Community Banking	Deposit	Scholarships	\$500.00		500.00	331,046.79
06/08/2022	Deposit			Deposit	-Split-	\$5,921.00		5,921.00	336,967.79
06/08/2022	Check	15215	Washington Community Foundation	Senior Class Scholarship Fund	Scholarships		\$500.00	-500.00	336,467.79
06/09/2022	Expense		Revtrak		General		\$9.64	-9.64	336,458.15
06/09/2022	Deposit		Amazon		-Split-	\$933.35		933.35	337,391.50
06/10/2022	Check	15220	Dave Barker		Volleyball	\$900.00		-900.00	336,491.50
06/10/2022	Check	15221	Gordon Food Service		-Split-	\$185.85		-185.85	336,305.65
06/10/2022	Check	15222	Riddell/All American Sports Corp.		State Football Playoff	\$197.03		-197.03	336,108.62
06/10/2022	Check	15219	VISA - Joe Sander		-Split-	\$2,039.44		-2,039.44	334,069.18
06/10/2022	Check	15217	VISA - PURCHASE ACCT.		-Split-	\$473.11		-473.11	333,596.07
06/10/2022	Deposit			Deposit	-Split-	\$500.00		500.00	334,096.07
06/10/2022	Check	15218	VISA - Panther 2 card		-Split-	\$2,560.02		-2,560.02	331,536.05
06/10/2022	Deposit			Deposit	-Split-	\$6,600.00		6,600.00	338,136.05
06/10/2022	Check	15216	VISA - Panther 1 card		-Split-	\$1,875.44		-1,875.44	336,260.61
06/13/2022	Check	15225	Snatched Sports	Jerseys/Shorts INV 148	Lacrosse-Boys	\$1,330.00		-1,330.00	334,930.61
06/13/2022	Check	15224	Snatched Sports	Senior Flags (Boys LAX) Inv147	Lacrosse-Boys	\$312.00		-312.00	334,618.61
06/13/2022	Check	15223	Herb Knoblach	Reimbursement: Baseball (water/team meal)	-Split-	\$239.61		-239.61	334,379.00
06/14/2022	Deposit			Deposit	-Split-	\$3,038.44		3,038.44	337,417.44
06/17/2022	Check	15233	Kyle Geirmaeirt	IHSA Sectionals - Trainer (Softball)	Softball	\$150.00		-150.00	337,267.44
06/17/2022	Check	15232	Herb Knoblach	Manager - IHSA Baseball Sectionals	Baseball	\$200.00		-200.00	337,067.44
06/17/2022	Check	15241	Josten's Inc.	INV 1291425	-Split-	\$12,508.73		-	324,558.71
								12,508.73	
06/17/2022	Check	15240	Pepsi-Cola	Inv#32996964 Concessions	-Split-	\$345.10		-345.10	324,213.61
06/17/2022	Check	15239	WCHS Band Boosters	Amazon Refund for FY 21-22 Credit Memos	Athletics General	\$56.48		-56.48	324,157.13
06/17/2022	Check	15238	IHSA	20% Ticket Sales	Athletics General	\$784.80		-784.80	323,372.33
06/17/2022	Check	15237	Teamworks	Inv#57141	-Split-	\$620.00		-620.00	322,752.33
06/17/2022	Check	15236	Mike Gehringer	Trainer services for softball sectionals	Softball	\$75.00		-75.00	322,677.33
06/17/2022	Check	15235	Kyle Geirmaeirt	IHSA Reg. - Trainer (Girls Soccer)	Soccer-Girls	\$50.00		-50.00	322,627.33
06/17/2022	Check	15231	Herb Knoblach	Manager - IHSA Softball Sectionals	Softball	\$200.00		-200.00	322,427.33
06/17/2022	Check	15230	Herb Knoblach	Manager - IHSA Girls Soccer	Soccer-Girls	\$100.00		-100.00	322,327.33
06/17/2022	Check	15229	IHSA	80% Ticket Sales	Soccer-Girls	\$250.00		-250.00	322,077.33
06/17/2022	Check	15234	Kyle Geirmaeirt	IHSA Sectionals - Trainer (Baseball)	Baseball	\$150.00		-150.00	321,927.33
06/17/2022	Check	15228	Jeremy McMenimen	ASEP Certification Reimbursement	-Split-	\$129.00		-129.00	321,798.33
06/17/2022	Check	15227	Parkside Athletics	Indoor Tennis Court Rental	Tennis - Boys	\$882.00		-882.00	320,916.33
06/17/2022	Check	15226	Teamworks	Inv#57138	-Split-	\$1,909.50		-1,909.50	319,006.83
06/21/2022	Check	15243	Weissman	INV224527009	-Split-	\$507.77		-507.77	318,499.06
06/21/2022	Deposit			Deposit	-Split-	\$835.00		835.00	319,334.06
06/21/2022	Check	15242	Acuspike	INV 21942	Volleyball	\$100.00		-100.00	319,234.06
06/21/2022	Check	15245	IHSA	80% Softball Post Season	Softball	\$907.70		-907.70	318,326.36
06/21/2022	Check	15246	Martin Signs	INV19064	Baseball	\$900.00		-900.00	317,426.36
06/21/2022	Check	15244	IHSA	80% Baseball ticket sales	Baseball	\$4,573.30		-4,573.30	312,853.06
06/23/2022	Check	15247	WCHS	Amazon credit memos	-Split-	\$1,422.44		-1,422.44	311,430.62
06/23/2022	Check	15248	Teamworks	INV #57217	Basketball-Camps	\$560.50		-560.50	310,870.12
06/24/2022	Check	15249	Soccer.com	Q5621131	-Split-	\$995.54		-995.54	309,874.58
06/24/2022	Deposit			Deposit	-Split-	\$2,056.00		2,056.00	311,930.58
06/27/2022	Check	15250	Discount Dance	Order 15976473	-Split-	\$467.39		-467.39	311,463.19
06/28/2022	Deposit			Deposit	-Split-	\$4,785.00		4,785.00	316,248.19
06/30/2022	Deposit	INTEREST		Interest Earned	Intrst NOW Acct	\$8.42		8.42	316,256.61
<b>Total for Checking-Activity Account</b>								<b>\$ -</b>	<b>5,443.75</b>
ISDLAF Interest									
Beginning Balance									
									45,909.37
<b>Total for ISDLAF Interest</b>									
<b>TOTAL ASSETS</b>								<b>\$ -</b>	<b>\$362,165.98</b>
								<b>5,443.75</b>	
<b>LIABILITIES AND EQUITY</b>									
Liabilities									
Advocate For Awareness									
Beginning Balance									
									403.77
<b>Total for Advocate For Awareness</b>									
After Midnight									
Beginning Balance									
									5,985.20
<b>Total for After Midnight</b>									
Art Club									
Beginning Balance									
									2,491.64
<b>Total for Art Club</b>									
Athletics General									
Beginning Balance									
									3,987.26
06/09/2022	Deposit		Amazon	Amazon Refund	Checking-Activity Account	\$214.17		214.17	4,201.43
06/09/2022	Deposit		Amazon	Amazon Refund - Band Portion	Checking-Activity Account	\$56.48		56.48	4,257.91
06/10/2022	Deposit			Spring Sports Start Up Money (returned)	Checking-Activity Account	\$4,000.00		4,000.00	8,257.91
06/13/2022	Check	15223	Herb Knoblach	McDonalds: Team Meal (baseball)	Checking-Activity Account	\$37.61		-37.61	8,220.30
06/13/2022	Check	15223	Herb Knoblach	McDonalds: Team Meal (baseball)	Checking-Activity Account	\$37.47		-37.47	8,182.83
06/13/2022	Check	15223	Herb Knoblach	McDonalds: Team Meal (baseball)	Checking-Activity Account	\$38.22		-38.22	8,144.61

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
06/13/2022	Check	15223	Herb Knoblach	McDonalds: Team Meal (baseball)	Checking-Activity Account	\$34.99		-34.99	8,109.62
06/13/2022	Check	15223	Herb Knoblach	McDonalds: Team Meal (baseball)	Checking-Activity Account	\$45.12		-45.12	8,064.50
06/13/2022	Check	15223	Herb Knoblach	McDonalds: Team Meal (baseball)	Checking-Activity Account	\$33.78		-33.78	8,030.72
06/13/2022	Check	15223	Herb Knoblach	Walmart: Water (baseball)	Checking-Activity Account	\$7.03		-7.03	8,023.69
06/13/2022	Check	15223	Herb Knoblach	McDonalds: Team Meal (baseball)	Checking-Activity Account	\$5.39		-5.39	8,018.30
06/14/2022	Deposit			Amazon Refund for Band Boosters (writing check to Band Booster out of Athl Gen Account) FY 21-22	Checking-Activity Account		\$56.48	56.48	8,074.78
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$214.17	214.17	8,288.95
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$58.46	58.46	8,347.41
06/17/2022	Check	15238	IHSA	Reimbursement of Ticket Sales - 20% to IHSA (UB Reg.)	Checking-Activity Account	\$784.80		-784.80	7,562.61
06/17/2022	Check	15239	WCHS Band Boosters	Amazon Refund for FY 21-22 Credit Memos	Checking-Activity Account	\$56.48		-56.48	7,506.13
06/17/2022	Journal Entry	426		Dominos Pizza Order from 5/19/22 (Lost Receipt) Credit goes to Girls Soccer as they were originally charged for the fee by mistake (Per Herb Knoblauch)	-Split-	\$139.56		-139.56	7,366.57
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$214.17		-214.17	7,152.40
06/23/2022	Check	15247	WCHS	Band Boosters Amazon Credit Memo	Checking-Activity Account	\$56.48		-56.48	7,095.92
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$58.46		-58.46	7,037.46
<b>Total for Athletics General</b>								<b>\$3,050.20</b>	
Orange Crush Beginning Balance									737.51
<b>Total for Orange Crush</b>									
<b>Total for Athletics General with sub-accounts</b>								<b>\$3,050.20</b>	
Automobile Beginning Balance									242.28
<b>Total for Automobile</b>									
Band-CLOSED Beginning Balance									-301.00
<b>Total for Band-CLOSED</b>									
Drumline - T. Weston Memorial Beginning Balance									301.00
<b>Total for Drumline - T. Weston Memorial</b>									
<b>Total for Band-CLOSED with sub-accounts</b>									
Baseball Beginning Balance									6,169.16
06/03/2022	Deposit			Ticket Sales - Sectionals (6/2/22 game)	Checking-Activity Account		\$2,940.00	2,940.00	9,109.16
06/06/2022	Deposit		Concessions	Concessions 6/1 & 6/4 2022 Events	Checking-Activity Account		\$1,879.50	1,879.50	10,988.66
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$500.00	500.00	11,488.66
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$500.00	500.00	11,988.66
06/10/2022	Check	15221	Gordon Food Service	Concesssion Stand: hot dogs	Checking-Activity Account	\$69.98		-69.98	11,918.68
06/10/2022	Check	15221	Gordon Food Service	Consession Stand: Hot dogs/buns (baseball sectional tournament 6/4/22)	Checking-Activity Account	\$115.87		-115.87	11,802.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$200.00	200.00	12,002.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$200.00	200.00	12,202.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$200.00	200.00	12,402.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$100.00	100.00	12,502.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$100.00	100.00	12,602.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$500.00	500.00	13,102.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$100.00	100.00	13,202.81
06/10/2022	Deposit			Donation from local businesses for state tournament	Checking-Activity Account		\$100.00	100.00	13,302.81
06/10/2022	Journal Entry	424		Concessions	-Split-		\$1,671.80	1,671.80	14,974.61
06/10/2022	Journal Entry	425		Candy for Baseball State Tourney	-Split-	\$43.96		-43.96	14,930.65
06/17/2022	Check	15237	Teamworks	ST350 Baseball State Shirts	Checking-Activity Account	\$140.00		-140.00	14,790.65
06/17/2022	Check	15237	Teamworks	ST350 Baseball State Shirts	Checking-Activity Account	\$480.00		-480.00	14,310.65
06/17/2022	Check	15232	Herb Knoblach	IHSA Manager for Baseball Sectionals	Checking-Activity Account	\$200.00		-200.00	14,110.65
06/17/2022	Check	15234	Kyle Geirmaeirt	IHSA Sectionals Trainer	Checking-Activity Account	\$150.00		-150.00	13,960.65
06/21/2022	Check	15244	IHSA	80% of baseball ticket sales to IHSA	Checking-Activity Account	\$4,573.30		-4,573.30	9,387.35
06/21/2022	Check	15246	Martin Signs	Sign for building/State Baseball	Checking-Activity Account	\$900.00		-900.00	8,487.35
06/24/2022	Deposit			Donation - State Finals Meals	Checking-Activity Account		\$100.00	100.00	8,587.35
<b>Total for Baseball</b>								<b>\$2,418.19</b>	
Basketball-Boys Beginning Balance									1,590.76
06/08/2022	Deposit			Ticket Sales-Baseball Sectionals (6/4/22 Morton Opponent Game)	Checking-Activity Account		\$4,088.00	4,088.00	5,678.76
06/28/2022	Journal Entry	427		Split remaining balance from BBall Camps between Boys/Girls BBall activity accounts	-Split-		\$440.00	440.00	6,118.76
06/28/2022	Deposit			Basketball Camp	Checking-Activity Account		\$2,980.00	2,980.00	9,098.76
06/28/2022	Deposit			Basketball Camp	Checking-Activity Account		\$752.50	752.50	9,851.26
<b>Total for Basketball-Boys</b>								<b>\$8,260.50</b>	
Basketball-Camps Beginning Balance									2,250.01

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
06/01/2022	Deposit			Sponsor - Jodi Brown Ins Agency	Checking-Activity Account		\$750.00	750.00	3,000.01
06/08/2022	Deposit			TCI Companies Sponsor	Checking-Activity Account		\$250.00	250.00	3,250.01
06/10/2022	Deposit			Donation	Checking-Activity Account		\$100.00	100.00	3,350.01
06/17/2022	Check	15226	Teamworks	Staff Camp T Shirts - Gildan Dryblend Graphite Heather	Checking-Activity Account	\$199.50		-199.50	3,150.51
06/17/2022	Check	15226	Teamworks	Staff Camp T Shirts - Bella + Canvas Unisex Jersey Tee - Deep Heather	Checking-Activity Account	\$237.50		-237.50	2,913.01
06/17/2022	Check	15226	Teamworks	June 2022 Boys Camp T Shirts	Checking-Activity Account	\$940.50		-940.50	1,972.51
06/17/2022	Check	15226	Teamworks	June 2022 Girls Camp T Shirts	Checking-Activity Account	\$532.00		-532.00	1,440.51
06/23/2022	Check	15248	Teamworks	Gilden Dryblend Washington Basketball Camp Tshirts	Checking-Activity Account	\$560.50		-560.50	880.01
06/28/2022	Journal Entry	427		Split remaining balance from bball camps between Boys/Girls BBall activity accounts	-Split-	\$880.01		-880.01	0.00
<b>Total for Basketball-Camps</b>									<b>\$ - 2,250.01</b>
Basketball-Girls Beginning Balance									1,279.67
06/10/2022	Check	15217	VISA - PURCHASE ACCT.	Amazon -Graduation Gifts/Bracelets	Checking-Activity Account	\$21.98		-21.98	1,257.69
06/28/2022	Deposit			Basketball Camp	Checking-Activity Account		\$752.50	752.50	2,010.19
06/28/2022	Journal Entry	427		Split remaining balance from BBall Camps between Boys/Girls BBall activity accounts	-Split-		\$440.01	440.01	2,450.20
<b>Total for Basketball-Girls</b>									<b>\$1,170.53</b>
Bass Fishing Beginning Balance									2,651.78
06/03/2022	Deposit			Donation in Memory of Clem Goddard	Checking-Activity Account		\$50.00	50.00	2,701.78
<b>Total for Bass Fishing</b>									<b>\$50.00</b>
Bloom Beginning Balance									3,482.96
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$109.90	109.90	3,592.86
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$109.90		-109.90	3,482.96
<b>Total for Bloom</b>									<b>\$0.00</b>
Book Club Beginning Balance									3,330.14
<b>Total for Book Club</b>									
Boys BKB Tournament Beginning Balance									-130.00
<b>Total for Boys BKB Tournament</b>									
Boys Track Beginning Balance									5,432.29
06/10/2022	Check	15217	VISA - PURCHASE ACCT.	Amazon - Muscle Roller	Checking-Activity Account	\$49.32		-49.32	5,382.97
06/10/2022	Check	15219	VISA - Joe Sander	GPSCITY - Garmen Forerunner Watch	Checking-Activity Account	\$159.90		-159.90	5,223.07
06/10/2022	Check	15217	VISA - PURCHASE ACCT.	Amazon -Garmin Running Watch	Checking-Activity Account	\$89.99		-89.99	5,133.08
<b>Total for Boys Track</b>									<b>\$ -299.21</b>
Broadway Beginning Balance									-115.69
06/09/2022	Deposit		Amazon	Amazon Refund	Checking-Activity Account		\$39.08	39.08	-76.61
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$39.08	39.08	-37.53
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$39.08		-39.08	-76.61
<b>Total for Broadway</b>									<b>\$39.08</b>
Chaps Beginning Balance									509.64
<b>Total for Chaps</b>									
Cheerleaders Beginning Balance									6,511.75
06/10/2022	Check	15216	VISA - Panther 1 card	Varsity Spirit Registration: Reg Num 0010988211: Samantha Garcia	Checking-Activity Account	\$368.00		-368.00	6,143.75
06/10/2022	Check	15216	VISA - Panther 1 card	Varsity Spirit Registration: Reg Num 0010988216: Mo Minehan/Emily Webb	Checking-Activity Account	\$756.00		-756.00	5,387.75
<b>Total for Cheerleaders</b>									<b>\$ - 1,124.00</b>
Chess Beginning Balance									833.55
<b>Total for Chess</b>									
Chorus Beginning Balance									4,970.95
<b>Total for Chorus</b>									
Counseling Beginning Balance									1,648.06
<b>Total for Counseling</b>									
CPR Health Fund Beginning Balance									1,866.53
06/10/2022	Check	15216	VISA - Panther 1 card	American Red Cross	Checking-Activity Account	\$85.00		-85.00	1,781.53
06/10/2022	Check	15216	VISA - Panther 1 card	American Red Cross	Checking-Activity Account	\$105.00		-105.00	1,676.53
<b>Total for CPR Health Fund</b>									<b>\$ -190.00</b>
Cross Country Beginning Balance									1,209.36
<b>Total for Cross Country</b>									

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
Drama Club									6,060.69
Beginning Balance									
06/09/2022	Deposit		Amazon	Amazon Refund	Checking-Activity Account		\$39.48	39.48	6,100.17
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$39.48	39.48	6,139.65
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$39.48		-39.48	6,100.17
<b>Total for Drama Club</b>									<b>\$39.48</b>
Driving Skills For Life									1,635.54
Beginning Balance									
<b>Total for Driving Skills For Life</b>									
Engineering Technology									130.12
Beginning Balance									
<b>Total for Engineering Technology</b>									
Fellowship Of Christian Athlete									60.85
Beginning Balance									
<b>Total for Fellowship Of Christian Athlete</b>									
Fitness Club									1,680.97
Beginning Balance									
<b>Total for Fitness Club</b>									
Fitness Fair									3,970.41
Beginning Balance									
<b>Total for Fitness Fair</b>									
Hope Week									1,384.67
Beginning Balance									
<b>Total for Hope Week</b>									
Unified PE									150.00
Beginning Balance									
<b>Total for Unified PE</b>									
<b>Total for Fitness Club with sub-accounts</b>									
Former Class Funds									7,165.07
Beginning Balance									
<b>Total for Former Class Funds</b>									
French Club									1,691.56
Beginning Balance									
<b>Total for French Club</b>									
Freshman Class									997.52
Beginning Balance									
<b>Total for Freshman Class</b>									
Game Club									1,087.55
Beginning Balance									
<b>Total for Game Club</b>									
Gay Straight Alliance (GSA)									196.35
Beginning Balance									
<b>Total for Gay Straight Alliance (GSA)</b>									
General									215.67
Beginning Balance									
06/09/2022	Expense		Revtrak	Online Transaction Fees	Checking-Activity Account	\$9.64		-9.64	206.03
06/10/2022	Deposit			Reimbursement for broken refrigerator	Checking-Activity Account		\$150.00	150.00	356.03
<b>Total for General</b>									<b>\$140.36</b>
Girls Track									-58.12
Beginning Balance									
<b>Total for Girls Track</b>									
Global Affairs									267.65
Beginning Balance									
<b>Total for Global Affairs</b>									
Golf									9,595.02
Beginning Balance									
<b>Total for Golf</b>									
Impact									5,181.15
Beginning Balance									
<b>Total for Impact</b>									
Inter Rel Co-op (T. Gardner)									5,513.22
Beginning Balance									
<b>Total for Inter Rel Co-op (T. Gardner)</b>									
Interest ISDLAF									20,816.68
Beginning Balance									
<b>Total for Interest ISDLAF</b>									
International Club									1,196.67
Beginning Balance									
<b>Total for International Club</b>									
Intramurals									970.55
Beginning Balance									
<b>Total for Intramurals</b>									
Intrst NOW Acct									16,313.93
Beginning Balance									
06/30/2022	Deposit	INTEREST			Checking-Activity Account		\$8.42	8.42	16,322.35

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
<b>Total for Intrst NOW Acct</b>								<b>\$8.42</b>	
JFL Football									
Beginning Balance									
									3,783.23
<b>Total for JFL Football</b>									
Journalism									
Beginning Balance									
									68.51
<b>Total for Journalism</b>									
Junior Class									
Beginning Balance									
									5,470.53
06/10/2022	Check	15217	VISA - PURCHASE ACCT.	Amazon -Item Refund undeliverable glass vases	Checking-Activity Account		\$99.99	99.99	5,570.52
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$299.74	299.74	5,870.26
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$299.74		-299.74	5,570.52
<b>Total for Junior Class</b>								<b>\$99.99</b>	
Lacrosse - Girls									
Beginning Balance									
									5,656.59
06/10/2022	Check	15218	VISA - Panther 2 card	Jimmy Johns meals-game	Checking-Activity Account	\$238.82		-238.82	5,417.77
06/10/2022	Journal Entry	424		Concessions	-Split-		\$1,037.30	1,037.30	6,455.07
<b>Total for Lacrosse - Girls</b>								<b>\$798.48</b>	
Lacrosse-Boys									
Beginning Balance									
									12,030.04
06/10/2022	Check	15216	VISA - Panther 1 card	Jimmy Johns - Lacrosse Boys Party Boxes	Checking-Activity Account	\$182.54		-182.54	11,847.50
06/10/2022	Check	15219	VISA - Joe Sander	LAX.COM Rage Cage Goal	Checking-Activity Account	\$298.54		-298.54	11,548.96
06/10/2022	Check	15219	VISA - Joe Sander	LAX.COM Sales tax refund	Checking-Activity Account		\$17.56	17.56	11,566.52
06/10/2022	Journal Entry	424		Concessions	-Split-		\$725.20	725.20	12,291.72
06/10/2022	Check	15218	VISA - Panther 2 card	Brickhouse	Checking-Activity Account	\$182.16		-182.16	12,109.56
06/10/2022	Check	15219	VISA - Joe Sander	Gatorade - drink powders/protein bars	Checking-Activity Account	\$265.00		-265.00	11,844.56
06/10/2022	Check	15219	VISA - Joe Sander	Crankshooter.com Game Goal Nets	Checking-Activity Account	\$979.99		-979.99	10,864.57
06/13/2022	Check	15224	Snatched Sports	LAX Flags (Senior Gifts)	Checking-Activity Account	\$312.00		-312.00	10,552.57
06/13/2022	Check	15225	Snatched Sports	New Practice Attire: B/W jerseys and Orange Shorts	Checking-Activity Account	\$1,330.00		-1,330.00	9,222.57
<b>Total for Lacrosse-Boys</b>								<b>\$ -</b>	<b>2,807.47</b>
Leadership & Community Service									
Beginning Balance									
									1,860.70
<b>Total for Leadership &amp; Community Service</b>									
Leadership Challenge									
Beginning Balance									
									217.98
<b>Total for Leadership Challenge</b>									
Life Skills Class									
Beginning Balance									
									95.26
<b>Total for Life Skills Class</b>									
Lift A Thon									
Beginning Balance									
									4,108.30
<b>Total for Lift A Thon</b>									
Manufacturing									
Beginning Balance									
									3,854.76
06/01/2022	Check	15213	The Home Depot Pro	686517426 Chop Saw	Checking-Activity Account	\$350.00		-350.00	3,504.76
<b>Total for Manufacturing</b>								<b>\$ -350.00</b>	
Mathletes									
Beginning Balance									
									322.73
06/10/2022	Check	15216	VISA - Panther 1 card	Ron's Donuts	Checking-Activity Account	\$10.00		-10.00	312.73
<b>Total for Mathletes</b>								<b>\$ -10.00</b>	
Mini Bakery									
Beginning Balance									
									234.92
<b>Total for Mini Bakery</b>									
National Honor Society									
Beginning Balance									
									7,770.20
<b>Total for National Honor Society</b>									
Operation Snowball									
Beginning Balance									
									2,888.41
<b>Total for Operation Snowball</b>									
Panther Embroidery Shop									
Beginning Balance									
									178.08
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$20.99	20.99	199.07
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$20.99		-20.99	178.08
<b>Total for Panther Embroidery Shop</b>								<b>\$0.00</b>	
Panther Perk									
Beginning Balance									
									2,830.76
06/10/2022	Check	15216	VISA - Panther 1 card	Wal-Mart - food and tissues	Checking-Activity Account	\$101.63		-101.63	2,729.13
06/10/2022	Check	15216	VISA - Panther 1 card	Casey's - Breakfast Food	Checking-Activity Account	\$47.97		-47.97	2,681.16
06/10/2022	Check	15217	VISA - PURCHASE ACCT.	Amazon -shelving	Checking-Activity Account	\$329.27		-329.27	2,351.89
06/10/2022	Check	15216	VISA - Panther 1 card	Domino's Pizza	Checking-Activity Account	\$47.05		-47.05	2,304.84

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
06/10/2022	Check	15216	VISA - Panther 1 card	Pizza Ranch	Checking-Activity Account	\$172.25		-172.25	2,132.59
06/10/2022	Check	15217	VISA - PURCHASE ACCT.	Amazon -Paper trimmer and replacement blade	Checking-Activity Account	\$82.54		-82.54	2,050.05
06/14/2022	Deposit				Checking-Activity Account		\$6.00	6.00	2,056.05
<b>Total for Panther Perk</b>								<b>\$ -774.71</b>	
Pantherettes									
Beginning Balance									
06/01/2022	Check	15211	Weissman	224512066 Dance Tgths/Shoes	Checking-Activity Account	\$2,255.95		-2,255.95	6,978.62
06/10/2022	Check	15218	VISA - Panther 2 card	Nike -Shorts	Checking-Activity Account	\$51.00		-51.00	6,927.62
06/10/2022	Check	15218	VISA - Panther 2 card	Nike - Shorts	Checking-Activity Account	\$255.00		-255.00	6,672.62
06/10/2022	Check	15218	VISA - Panther 2 card	Adidas Shoes	Checking-Activity Account	\$468.57		-468.57	6,204.05
06/10/2022	Check	15218	VISA - Panther 2 card	Adidas Shoes	Checking-Activity Account	\$104.13		-104.13	6,099.92
06/10/2022	Check	15218	VISA - Panther 2 card	Adidas Shoes	Checking-Activity Account	\$520.63		-520.63	5,579.29
06/21/2022	Check	15243	Weissman	Black Ombre Mesh Drape Leotard XLx1	Checking-Activity Account	\$23.99		-23.99	5,555.30
06/21/2022	Check	15243	Weissman	Black Ombre Mesh Drape Leotard Lx2	Checking-Activity Account	\$43.98		-43.98	5,511.32
06/21/2022	Check	15243	Weissman	Black Ombre Mesh Drape Leotard MA x10	Checking-Activity Account	\$219.90		-219.90	5,291.42
06/21/2022	Check	15243	Weissman	Black Ombre Mesh Drape Leotard SA x7	Checking-Activity Account	\$153.93		-153.93	5,137.49
06/21/2022	Check	15243	Weissman	Black Ombre Mesh Drape Leotard XSA x 3	Checking-Activity Account	\$65.97		-65.97	5,071.52
06/27/2022	Check	15250	Discount Dance	N7924 Leotard Small (6)	Checking-Activity Account	\$254.94		-254.94	4,816.58
06/27/2022	Check	15250	Discount Dance	N7924 Leotard XS (1)	Checking-Activity Account	\$42.49		-42.49	4,774.09
06/27/2022	Check	15250	Discount Dance	N7924 Leotard Medium (4)	Checking-Activity Account	\$169.96		-169.96	4,604.13
<b>Total for Pantherettes</b>								<b>\$ -4,630.44</b>	
Pep Club									
Beginning Balance									
<b>Total for Pep Club</b>									1,154.41
Pepsi & 7Up Mkt									
Beginning Balance									
<b>Total for Pepsi &amp; 7Up Mkt</b>									8,248.09
Concessions									
Beginning Balance									
06/03/2022	Deposit			Baseball Sectionals (6/2/22)	Checking-Activity Account		\$2,142.00	2,142.00	-807.19
06/06/2022	Deposit			concessions start up money 6-6-2022	Checking-Activity Account		\$2,800.00	2,800.00	1,992.81
06/10/2022	Journal Entry	424			-Split-	\$4,075.44		-4,075.44	-2,082.63
06/10/2022	Journal Entry	425		Candy for Baseball State Tourney	-Split-		\$43.96	43.96	-2,038.67
06/17/2022	Check	15240	Pepsi-Cola	INV 85432113 Concessions Credit	Checking-Activity Account		\$191.46	191.46	-1,847.21
06/17/2022	Check	15240	Pepsi-Cola	INV 32996964 Concessions	Checking-Activity Account	\$536.56		-536.56	-2,383.77
<b>Total for Concessions</b>								<b>\$565.42</b>	
<b>Total for Pepsi &amp; 7Up Mkt with sub-accounts</b>								<b>\$565.42</b>	
PNC Bank Grant-Science									
Beginning Balance									
<b>Total for PNC Bank Grant-Science</b>									1,000.00
Preschool (FCS)									
Beginning Balance									
06/10/2022	Check	15218	VISA - Panther 2 card	Michaels Italian Feast-	Checking-Activity Account	\$118.17		-118.17	438.20
06/10/2022	Check	15218	VISA - Panther 2 card	Aunt Denas Bakery	Checking-Activity Account	\$15.25		-15.25	422.95
<b>Total for Preschool (FCS)</b>								<b>\$ -133.42</b>	
Readapalooza									
Beginning Balance									
<b>Total for Readapalooza</b>									439.61
Renaissance Fair									
Beginning Balance									
<b>Total for Renaissance Fair</b>									217.21
Robotics									
Beginning Balance									
06/09/2022	Deposit		Amazon	Amazon Refund	Checking-Activity Account		\$65.97	65.97	11,105.22
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$65.97	65.97	11,171.19
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$65.97		-65.97	11,105.22
<b>Total for Robotics</b>								<b>\$65.97</b>	
Rotary Club Relief									
Beginning Balance									
<b>Total for Rotary Club Relief</b>									829.97
Scholarships									
Beginning Balance									
06/08/2022	Deposit		CBAI Foundation for Community Banking	Scholarship Award to A. Reiser/\$500 goes to WCHS	Checking-Activity Account		\$500.00	500.00	2,049.30
06/08/2022	Check	15215	Washington Community Foundation		Checking-Activity Account	\$500.00		-500.00	1,549.30
<b>Total for Scholarships</b>								<b>\$0.00</b>	
Classmates Music									
Beginning Balance									
<b>Total for Classmates Music</b>									0.16

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
<b>Total for Classmates Music</b>									
	Cody Carlin Memorial								
	Beginning								5,000.00
	Balance								
<b>Total for Cody Carlin Memorial</b>									
	Dalfonso Family Scholarship								
	Beginning								750.00
	Balance								
<b>Total for Dalfonso Family Scholarship</b>									
	Eric Eblen Memorial Scholarship								
	Beginning								0.09
	Balance								
<b>Total for Eric Eblen Memorial Scholarship</b>									
	Erick Norlin Fund								
	Beginning								4,000.00
	Balance								
<b>Total for Erick Norlin Fund</b>									
	Floyd O'Reed Memorial								
	Beginning								2,000.00
	Balance								
<b>Total for Floyd O'Reed Memorial</b>									
	Impact Scholarship								
	Beginning								1,000.00
	Balance								
<b>Total for Impact Scholarship</b>									
	James Ashbrook Memorial Fund								
	Beginning								2,000.00
	Balance								
<b>Total for James Ashbrook Memorial Fund</b>									
	Marilyn Drake Scholarship								
	Beginning								750.00
	Balance								
<b>Total for Marilyn Drake Scholarship</b>									
	Mike Sluder Fund								
	Beginning								143.00
	Balance								
<b>Total for Mike Sluder Fund</b>									
	Orange & Black/Herff Jones								
	Beginning								250.00
	Balance								
<b>Total for Orange &amp; Black/Herff Jones</b>									
	Stephen F Mason Fund								
	Beginning								700.00
	Balance								
<b>Total for Stephen F Mason Fund</b>									
	Washington Township United Fund								
	Beginning								3,000.00
	Balance								
<b>Total for Washington Township United Fund</b>									
	WLCS Scholarship Fund								
	Beginning								220.00
	Balance								
<b>Total for WLCS Scholarship Fund</b>									
<b>Total for Scholarships with sub-accounts</b>								<b>\$0.00</b>	
	Scholastic Bowl								
	Beginning								730.00
	Balance								
<b>Total for Scholastic Bowl</b>									
	Science Club								
	Beginning								826.56
	Balance								
<b>Total for Science Club</b>									
	Senior Class								
	Beginning								2,861.29
	Balance								
<b>Total for Senior Class</b>									
	Soccer-Boys								
	Beginning								6,441.49
	Balance								
06/01/2022	Check	15212	Soccer.com	9400280193 Jacket Soccer Qty 5	Checking-Activity Account	\$196.20		-196.20	6,245.29
06/01/2022	Check	15212	Soccer.com	9400287223 Jacket Soccer Qty 7	Checking-Activity Account	\$274.68		-274.68	5,970.61
06/01/2022	Check	15212	Soccer.com	9400280838 Jacket Soccer Qty 1	Checking-Activity Account	\$39.24		-39.24	5,931.37
06/01/2022	Check	15214	Soccer.com	9400301076 Jacket B/W Qty 4	Checking-Activity Account	\$157.00		-157.00	5,774.37
06/08/2022	Deposit			Donation from Ruth Clift	Checking-Activity Account		\$50.00	50.00	5,824.37
06/14/2022	Deposit			Donation - Washington Chamber of Commerce	Checking-Activity Account		\$300.00	300.00	6,124.37
06/21/2022	Deposit			Donation	Checking-Activity Account		\$595.00	595.00	6,719.37
06/24/2022	Deposit			Donation	Checking-Activity Account		\$300.00	300.00	7,019.37
06/24/2022	Check	15249	Soccer.com	FA1032916 (#14 Large) Orange/White Adi Regista 20 Jsy (and customization)	Checking-Activity Account	\$536.06		-536.06	6,483.31
06/24/2022	Check	15249	Soccer.com	FA1032916 (# 11 Medium) Orange/White Adi Regista 20 Jsy (and customization)	Checking-Activity Account	\$421.19		-421.19	6,062.12
06/24/2022	Check	15249	Soccer.com	FA1032916 (#1 XLarge) Orange/White Adi Regista 20 Jsy (and customization)	Checking-Activity Account	\$38.29		-38.29	6,023.83
<b>Total for Soccer-Boys</b>								<b>\$ -417.66</b>	
	Soccer-Girls								
	Beginning								1,309.29
	Balance								
06/10/2022	Check	15218	VISA - Panther 2 card	Pizza Hut-team meals (5/18/22)	Checking-Activity Account	\$107.32		-107.32	1,201.97
06/10/2022	Check	15218	VISA - Panther 2 card	Pizza Hut- team meals (5/18/22)	Checking-Activity Account	\$12.21		-12.21	1,189.76
06/10/2022	Check	15218	VISA - Panther 2 card	Dominos (will be reimbursed to Soccer - Girls Acct)	Checking-Activity Account	\$139.56		-139.56	1,050.20
06/10/2022	Journal Entry	424		Concessions	-Split-		\$641.14	641.14	1,691.34
06/17/2022	Journal Entry	426		Credit from Athletics General Acct due to lost receipt/not a Girls Soccer fee as originally charged	-Split-		\$139.56	139.56	1,830.90
06/17/2022	Check	15235	Kyle Geirmaeirt	IHSA Reg. Trainer	Checking-Activity Account	\$50.00		-50.00	1,780.90
06/17/2022	Check	15230	Herb Knoblach	IHSA Girls Soccer Reg. - Manager	Checking-Activity Account	\$100.00		-100.00	1,680.90

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
06/17/2022	Check	15229	IHSA	Ticket Sales - 80% to IHSA	Account Checking-Activity Account	\$250.00		-250.00	1,430.90
<b>Total for Soccer-Girls</b>									<b>\$121.61</b>
Softball									
Beginning Balance									
06/01/2022	Deposit			Ticket Sales (May 31,22 Sectionals)	Checking-Activity Account		\$1,213.00	1,213.00	10,096.89
06/08/2022	Deposit			Ticket Sales - Softball Sectionals (6/6/22 EP/Metamora Game)	Checking-Activity Account		\$1,498.00	1,498.00	11,594.89
06/17/2022	Check	15228	Jeremy McMenimen	Discount (IHSACP)	Checking-Activity Account		\$21.00	21.00	11,615.89
06/17/2022	Check	15228	Jeremy McMenimen	IHSA Coach Principles Online Course	Checking-Activity Account	\$90.00		-90.00	11,525.89
06/17/2022	Check	15233	Kyle Geirnaeirt	IHSA Sectionals Trainer	Checking-Activity Account	\$150.00		-150.00	11,375.89
06/17/2022	Check	15236	Mike Gehringer	Trainer Services for Sectionals	Checking-Activity Account	\$75.00		-75.00	11,300.89
06/17/2022	Check	15231	Herb Knoblach	IHSA Manager for Softball Sectionals	Checking-Activity Account	\$200.00		-200.00	11,100.89
06/17/2022	Check	15228	Jeremy McMenimen	IHSA Sport First Aid Online Course	Checking-Activity Account	\$60.00		-60.00	11,040.89
06/21/2022	Check	15245	IHSA	80% of post season softball sales	Checking-Activity Account	\$907.70		-907.70	10,133.19
06/24/2022	Deposit			Panther Classic Entry Fee - United Township High School	Checking-Activity Account		\$220.00	220.00	10,353.19
<b>Total for Softball</b>									<b>\$1,469.30</b>
Sophomore Class									
Beginning Balance									
<b>Total for Sophomore Class</b>									
Spanish Club									
Beginning Balance									
<b>Total for Spanish Club</b>									
Special Ed Co-op									
Beginning Balance									
<b>Total for Special Ed Co-op</b>									
Special Events-Athletics									
Beginning Balance									
06/10/2022	Check	15218	VISA - Panther 2 card	Embassy Suites Hotel IADA Conference	Checking-Activity Account	\$347.20		-347.20	8,317.31
06/24/2022	Deposit			Reimbursement for IHSA	Checking-Activity Account		\$1,436.00	1,436.00	9,753.31
<b>Total for Special Events-Athletics</b>									<b>\$1,088.80</b>
Speech									
Beginning Balance									
<b>Total for Speech</b>									
State Football Playoff									
Beginning Balance									
06/03/2022	Deposit			7 on 7 Dunlap	Checking-Activity Account		\$160.00	160.00	4,271.13
06/03/2022	Deposit			7 on 7 Limestone	Checking-Activity Account		\$80.00	80.00	4,351.13
06/10/2022	Check	15222	Riddell/All American Sports Corp.	SO#442041168 Partial Payment (remaining from budget acct) helmets, shoulder pads	Checking-Activity Account	\$197.03		-197.03	4,154.10
06/10/2022	Check	15219	VISA - Joe Sander	Gatorade - drink powder/protein bars	Checking-Activity Account	\$265.00		-265.00	3,889.10
06/21/2022	Deposit			7 on 7 Richwoods	Checking-Activity Account		\$130.00	130.00	4,019.10
06/21/2022	Deposit			7 on 7 Normal Community West	Checking-Activity Account		\$110.00	110.00	4,129.10
06/28/2022	Deposit			7 on 7 Tournament	Checking-Activity Account		\$140.00	140.00	4,269.10
06/28/2022	Deposit			7 on 7 Tournament	Checking-Activity Account		\$160.00	160.00	4,429.10
<b>Total for State Football Playoff</b>									<b>\$317.97</b>
Student Council									
Beginning Balance									
06/10/2022	Check	15219	VISA - Joe Sander	Rons Donuts	Checking-Activity Account	\$88.57		-88.57	8,291.20
<b>Total for Student Council</b>									<b>\$ -88.57</b>
Swim Team									
Beginning Balance									
<b>Total for Swim Team</b>									
Tennis - Boys									
Beginning Balance									
06/17/2022	Check	15227	Parkside Athletics	Rental for indoor tennis practice	Checking-Activity Account	\$882.00		-882.00	6,823.34
<b>Total for Tennis - Boys</b>									<b>\$ -882.00</b>
Tennis - Girls									
Beginning Balance									
06/10/2022	Deposit			Entry Fee - Peoria Christian: Invite	Checking-Activity Account		\$50.00	50.00	8,212.56
<b>Total for Tennis - Girls</b>									<b>\$50.00</b>
Fence Sign Fundraiser									
Beginning Balance									
<b>Total for Fence Sign Fundraiser</b>									
<b>Total for Tennis - Girls with sub-accounts</b>									<b>\$50.00</b>
Trap Shooting Club									
Beginning Balance									
<b>Total for Trap Shooting Club</b>									
Volleyball									
Beginning Balance									
06/10/2022	Deposit			Entry Fee - Pekin High School: VB Tournament	Checking-Activity		\$150.00	150.00	7,149.44

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	DEBIT	CREDIT	AMOUNT	BALANCE
06/10/2022	Check	15220	Dave Barker	Platforms used at practice for hitting/blocking Reps	Account Checking-Activity Account	\$900.00		-900.00	6,249.44
06/10/2022	Deposit			Entry Fee - Metamora: VB Tournament	Checking-Activity Account		\$150.00	150.00	6,399.44
06/21/2022	Check	15242	Acuspike	Ball Grip Replacement Set	Checking-Activity Account	\$100.00		-100.00	6,299.44
<b>Total for Volleyball</b>								<b>\$ -700.00</b>	
Washington Township Special Ed									
Beginning Balance									
									55.00
<b>Total for Washington Township Special Ed</b>									
WCHS Hardship									
Beginning Balance									
									11,137.43
06/09/2022	Deposit		Amazon	Amazon Refund	Checking-Activity Account		\$518.17	518.17	11,655.60
06/14/2022	Deposit			Amazon Refund Credit Memo FY 21-22	Checking-Activity Account		\$518.17	518.17	12,173.77
06/23/2022	Check	15247	WCHS	Amazon Credit Memo	Checking-Activity Account	\$518.17		-518.17	11,655.60
<b>Total for WCHS Hardship</b>								<b>\$518.17</b>	
Wrestling									
Beginning Balance									
									7,937.19
<b>Total for Wrestling</b>									
Yearbook									
Beginning Balance									
									18,215.11
06/01/2022	Deposit			Yearbook sales	Checking-Activity Account		\$35.00	35.00	18,250.11
06/01/2022	Deposit			Yearbook sales	Checking-Activity Account		\$35.00	35.00	18,285.11
06/01/2022	Deposit			Yearbook sales	Checking-Activity Account		\$35.00	35.00	18,320.11
06/08/2022	Deposit			Student Yearbook Purchase	Checking-Activity Account		\$35.00	35.00	18,355.11
06/14/2022	Deposit			Senior Ads	Checking-Activity Account		\$1,050.00	1,050.00	19,405.11
06/14/2022	Deposit			Yearbook Balance FY 21-22	Checking-Activity Account		\$260.00	260.00	19,665.11
06/17/2022	Check	15241	Josten's Inc.	Deposit	Checking-Activity Account		\$20,000.00	20,000.00	39,665.11
06/17/2022	Check	15241	Josten's Inc.	Shipping/Handling	Checking-Activity Account	\$1,432.48		-1,432.48	38,232.63
06/17/2022	Check	15241	Josten's Inc.	Total Charges	Checking-Activity Account	\$31,616.25		-	6,616.38
06/17/2022	Check	15241	Josten's Inc.	Credit (for extra copies)	Checking-Activity Account		\$540.00	540.00	7,156.38
<b>Total for Yearbook</b>								<b>\$ -</b>	
									<b>11,058.73</b>
<b>Total Liabilities</b>								<b>\$ -</b>	<b>\$362,122.38</b>
									<b>5,443.75</b>
Equity									
<b>Retained Earnings</b>									
									<b>\$43.60</b>
									<b>\$43.60</b>
<b>Net Income</b>									
									<b>\$0.00</b>
									<b>\$0.00</b>
<b>Total Equity</b>									
									<b>\$43.60</b>
									<b>\$43.60</b>
<b>Total Liabilities and Equity</b>								<b>\$ -</b>	<b>\$362,165.98</b>
									<b>5,400.15</b>

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
PEORIA COUNTY		Bus Training FY22	20220617H	Bus Driver Training Course	06/17/2022	4178	10.00
<b>PEORIA COUNTY REGIONAL</b>			<b>10.00</b>				
<b>Total Number of Batch Invoices:</b>				0			\$0.00
<b>Total Number of Open Invoices:</b>				0			\$0.00
<b>Total Number of History Invoices:</b>				1			\$10.00
<b>Total Number of Update in Progress Batch Invoices:</b>				0			\$0.00
<b>Total Number of Update in Progress Batch Reversal Invoices:</b>				0			\$0.00
<b>Total Number of Reversal History Invoices:</b>				0			\$0.00
<b>Total Number of Deleted History Invoices:</b>				0			\$0.00
<b>Total Number of Batch Reversal Invoices:</b>				0			\$0.00
<b>Total Invoices:</b>				<b>1</b>			<b>10.00</b>

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
ACCIDENT FUND		1000214273	20220622B	WORKMEN'S COMP	06/07/2022	231668	58,953.00
<b>ACCIDENT FUND</b>			<b>58,953.00</b>				
ALLDATA	0002300020	INVC01823237	20220622B	Subscription Renewal	06/18/2022	231669	975.00
<b>ALLDATA</b>			<b>975.00</b>				
AMAZON BUSINESS	0002300034	1XWY-QCPJ-3CDW	20220616B	Maintenance Supply	06/08/2022	231670	73.74
AMAZON BUSINESS	0002300054	1CFC-DT7P-CCMK	20220623B	Technology Supplies	06/15/2022	231670	317.39
AMAZON BUSINESS	0002300085	1JXD-FJKG-THYV	20220706b	Technology Supplies	06/29/2022	231670	431.35
AMAZON BUSINESS	0002300105	1FRR-7HXN-7LGK	20220706B	Math Dept Supplies	07/04/2022	231670	127.33
<b>AMAZON BUSINESS</b>			<b>949.81</b>				
AMEREN CILCO		20220616	20220622B	ACCT 5294731028	06/16/2022	231671	61.38
AMEREN CILCO		20220706-1001	20220708B	ACCT 9467381001	07/06/2022	231671	543.36
AMEREN CILCO		20220706-4007	20220708B	Acct 6345014007	07/06/2022	231671	53.82
AMEREN CILCO		20220706-6012	20220708B	Acct 2211156012	07/06/2022	231671	71.50
<b>AMEREN CILCO</b>			<b>730.06</b>				
ANDERSON		339	20220707B	Maintenance - Grounds	07/06/2022	231672	3,025.00
<b>ANDERSON BROTHERS</b>			<b>3,025.00</b>				
Apptegy, Inc		Contract Invoice-INV-0909	20220708B	Thrillshare	07/08/2022	231673	9,850.00
<b>Apptegy, Inc</b>			<b>9,850.00</b>				
Biology Magnets LLC	0002300073	125	20220629B	Biology Magnets Science Dept	07/02/2022	231674	441.00
<b>Biology Magnets LLC</b>			<b>441.00</b>				
BRECKLINS BP		20220630brecklin	20220708B	June Fuel	06/30/2022	231675	2,907.19
<b>BRECKLINS BP</b>			<b>2,907.19</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Burhoe, Michael		LR FY23	20220617H	Lunch Acct Rfnd	06/17/2022	231676	51.00
<b>Burhoe, Michael</b>			<b>51.00</b>				
BUSHUE		Washington308-20220630	20220705H	Background Checks Washington 308	07/05/2022	231677	912.00
<b>BUSHUE BACKGROUND</b>			<b>912.00</b>				
Calderas, Stephanie		LR FY23	20220617H	Lunch Acct Rfnd	06/17/2022	231678	29.35
<b>Calderas, Stephanie</b>			<b>29.35</b>				
CAROLINA	0002300077	51815157 RI	20220629B	30891977 conf num	06/28/2022	231679	255.07
<b>CAROLINA BIOLOGICAL</b>			<b>255.07</b>				
CDS Leasing A		76843434	20220706B	Acct 955821	07/02/2022	231680	198.00
<b>CDS Leasing A Program of</b>			<b>198.00</b>				
CDS OFFICE		INV1464397	20220707B	Copier Supplies	06/28/2022	231681	513.68
CDS OFFICE	0002300033	INV1460816	20220622B	District Office Printer Part	06/14/2022	231681	56.24
<b>CDS OFFICE</b>			<b>569.92</b>				
CHILDRENS HOME		INV1024839	20220616B	WCHS - May 2022	06/08/2022	231682	4,540.05
CHILDRENS HOME		INV1024881	20220616B	WCHS - May 2022	06/08/2022	231682	2,910.45
CHILDRENS HOME		INV1024884	20220616B	WCHS - May 2022	06/08/2022	231682	3,686.57
CHILDRENS HOME		INV1024911	20220616B	WCHS - May 2022	06/08/2022	231682	3,686.57
<b>CHILDRENS HOME</b>			<b>14,823.64</b>				
CITY OF		20220624-9700	20220707B	ACCT 0410-009700-00	06/24/2022	231683	352.66
CITY OF		20220624-9725	20220707B	ACCT 0410009725-00	06/24/2022	231683	2,618.81
CITY OF		20220624-9740	20220707b	ACCT 0410009740-00	06/24/2022	231683	26.80

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
CITY OF		20220624-9760	20220707B	ACCT 0410009760-00	06/24/2022	231683	23.61
CITY OF		20220624-9790	20220707B	ACCT 0410009790-00	06/24/2022	231683	8.18
CITY OF		20220624-9850	20220707B	ACCT 0410009850-00	06/24/2022	231683	56.30
<b>CITY OF WASHINGTON</b>			<b>3,086.36</b>				
CMC Neptune, LLC		9410	20220622B	Radio for Events	01/01/2022	231684	3,600.00
<b>CMC Neptune, LLC</b>			<b>3,600.00</b>				
CONSTELLATION		3491758	20220615B	Utilities-Gas ACCT ID: BG-308740	06/07/2022	231685	445.32
<b>CONSTELLATION</b>			<b>445.32</b>				
COURIER		5415	20220622B	WCHS308 - ADVOCATE	04/06/2022	231686	1,067.83
<b>COURIER PUBLICATIONS</b>			<b>1,067.83</b>				
DELL MARKETING LP	0002300006	10595388978	20220707B	Quote 3000117677435.1	06/28/2022	231687	731.50
DELL MARKETING LP	0002300031	10589773689	20220622B	Quote 3000121964085.1	06/08/2022	231687	1,890.00
<b>DELL MARKETING LP</b>			<b>2,621.50</b>				
DeltaMath Solutions Inc	0002300016	8808	20220622B	QUOTE # 12641	06/07/2022	231688	2,800.00
<b>DeltaMath Solutions Inc</b>			<b>2,800.00</b>				
Dynamic Gift LLC		12863	20220708B	Lanyards	06/28/2022	231689	301.00
<b>Dynamic Gift LLC</b>			<b>301.00</b>				
EBSCO CURRICULUM	0002300048	1000186816-1	20220707B	EBSCO: Supplies Periodicals database	07/05/2022	231690	2,426.00
<b>EBSCO CURRICULUM</b>			<b>2,426.00</b>				
Embrace Education		11116	20220615B	Annual Renewal 2022-2023	06/01/2022	231691	5,174.40
<b>Embrace Education</b>			<b>5,174.40</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
FARNSWORTH		234249	20220708B	Project 0200507.00	06/30/2022	231692	141.00
<b>FARNSWORTH GROUP</b>			<b>141.00</b>				
FIVE STAR WATER		20220623-97154	20220706B	BOTTLED WATER	06/23/2022	231693	6.25
<b>FIVE STAR WATER</b>			<b>6.25</b>				
FLINN SCIENTIFIC INC	0002200700	2720728	20220629B	Science Supplies	06/27/2022	231694	18.50
FLINN SCIENTIFIC INC	0002300078	2720456	20220629B	Science Supplies	06/24/2022	231694	1,441.80
FLINN SCIENTIFIC INC	0002300078	2721900	20220706B	Science Supplies Order No 22-571113-	07/29/2022	231694	42.00
FLINN SCIENTIFIC INC	0002300078	2723955	20220708B	Science Supplies	07/05/2022	231694	102.00
FLINN SCIENTIFIC INC	0002300078	2725048	20220708B	Science Supplies	07/06/2022	231694	15.48
<b>FLINN SCIENTIFIC INC</b>			<b>1,619.78</b>				
FRONTIER		20220619-3167	20220622B	PHONE LINES	06/19/2022	231695	994.33
FRONTIER		20220701-5031	20220706B	PHONE LINES	07/01/2022	231695	53.67
<b>FRONTIER</b>			<b>1,048.00</b>				
GABBERTS CLEANING		8174	20220622B	MONTHLY JANITORIAL SERV. &	06/15/2022	231696	27,073.48
<b>GABBERTS CLEANING</b>			<b>27,073.48</b>				
Garske, Daniel Joseph		Meals July22	20220617H	Meal Reimbursement	06/17/2022	9000000936	20.00
<b>Garske, Daniel Joseph</b>			<b>20.00</b>				
GETZ FIRE		I6-583201	20220708B	Yearly Inspection	07/01/2022	231697	267.00
<b>GETZ FIRE EQUIPMENT LLC</b>			<b>267.00</b>				
GHA Technologies, Inc.	0002300060	101223503	20220622B	Quote: 2549753	06/17/2022	231698	4,863.88
<b>GHA Technologies, Inc.</b>			<b>4,863.88</b>				
Global Industrial	0002300081	119294723	20220629B	New Equipment/Storage Cabinets -	06/27/2022	231699	812.58

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Global Industrial	0002300081	119304390	20220707B	New Equipment/Storage Cabinets -	06/29/2022	231699	3,092.00
<b>Global Industrial</b>			<b>3,904.58</b>				
GoGuardian	0002300018	INV52669	20220615B	Quote-195445	06/07/2022	231700	16,489.20
<b>GoGuardian</b>			<b>16,489.20</b>				
GOPHER SPORTS	0002300058	IN189402	20220622B	#IN189402 Customer 5032181	06/16/2022	231701	753.70
<b>GOPHER SPORTS</b>			<b>753.70</b>				
GRAYBAR		9326529170	20220708B	Maintenance Supplies	05/19/2022	231702	154.35
GRAYBAR		9326803458	20220708B	Maintenance	05/09/2022	231702	125.85
GRAYBAR		9327478697	20220629B	Maintenance	06/23/2022	231702	228.40
GRAYBAR		9327498806	20220629B	Maintenance	06/24/2022	231702	43.56
<b>GRAYBAR</b>			<b>552.16</b>				
GREAT AMERICA		31923617	20220629B	Acct# 014-1372701-000 COPIER	06/27/2022	231703	214.00
<b>GREAT AMERICA FINANCIAL</b>			<b>214.00</b>				
Hammer, Karen		Reimb July22	20220708H	Reimb Supply Closet	07/08/2022	9000000937	155.61
<b>Hammer, Karen Elizabeth</b>			<b>155.61</b>				
HERFF JONES INC -		1135562	20220629B	DIPLOMA	06/21/2022	231704	27.87
<b>HERFF JONES INC -</b>			<b>27.87</b>				
ILLINOIS ASSOC SCH		365871	20220622B	Goals Training	06/07/2022	231705	600.00
<b>ILLINOIS ASSOC SCH</b>			<b>600.00</b>				
ILLINOIS CANCER		2022070622ICC	20220706B	Memorial For James Dudley	07/06/2022	231706	25.00
<b>ILLINOIS CANCER CARE</b>			<b>25.00</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
INTEGRATED		0725360	20220706B	HOSTING SERVICE - August 2022	07/01/2022	231707	311.04
<b>INTEGRATED SYSTEMS</b>			<b>311.04</b>				
Interface Americas, Inc	0002300063	2257684	20220707B	Maintenance Supplies (CARE Room)	06/23/2022	231708	2,696.23
<b>Interface Americas, Inc</b>			<b>2,696.23</b>				
INTRADO		279169	20220706B	School Messenger Essentials 1 yr	06/06/2022	231709	2,157.12
<b>INTRADO INTERACTIVE</b>			<b>2,157.12</b>				
IWIRC		362459	20220615B	#10325041 Onsite Visit 3.28.2022	04/28/2022	231710	825.00
IWIRC		362462	20220615B	#10325041 Onsite Visit 05.03.2022	05/03/2022	231710	825.00
<b>IWIRC</b>			<b>1,650.00</b>				
Joop, Eric Thomas		Meals July22	20220617H	Meal Reimbursement	06/17/2022	9000000938	76.00
<b>Joop, Eric Thomas</b>			<b>76.00</b>				
KIDDER MUSIC		1000259888	20220622B	New Equipment- Band	06/13/2022	231711	3,490.00
<b>KIDDER MUSIC SERVICE</b>			<b>3,490.00</b>				
KIMPLING ACE		199563	20220615B	Maintenance Supplies	05/27/2022	231712	7.98
KIMPLING ACE		199830	20220624B	Maintenance	06/16/2022	231712	18.00
KIMPLING ACE		199831	20220624B	Maintenance	06/16/2022	231712	39.04
KIMPLING ACE		199975	20220708B	Maintenance Supplies	06/28/2022	231712	17.99
KIMPLING ACE		200044	20220708B	Maintenance Supplies	07/06/2022	231712	2.79
<b>KIMPLING ACE HARDWARE</b>			<b>85.80</b>				
KOHL WHOLESale		378614	20220706B	Cafe Supplies	04/29/2022	231713	5,738.08
KOHL WHOLESale		419763	20220708B	Cafe Supplies	07/08/2022	231713	2,008.40
<b>KOHL WHOLESale</b>			<b>7,746.48</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
KREILING ROOFING		8071	20220708B	Maintenance Roof Job#20220353	03/15/2022	231714	437.27
<b>KREILING ROOFING</b>			<b>437.27</b>				
Kuta Software LLC	0002300017	26589	20220615B	Site License Renewal	06/07/2022	231715	1,022.00
<b>Kuta Software LLC</b>			<b>1,022.00</b>				
Lab Aids	0002300076	00153035	20220629B	Science Supplies	06/23/2022	231716	165.65
<b>Lab Aids</b>			<b>165.65</b>				
Lake County		2022A17	20220615B	Superintendent Conference Fall 2022	04/09/2022	231717	400.00
<b>Lake County Superintendents</b>			<b>400.00</b>				
Lenover, Christopher		Meals July22	20220617H	Meal Reimbursement	06/17/2022	9000000939	7.00
<b>Lenover, Christopher Aaron</b>			<b>7.00</b>				
LIBERTY TERMITE&		191874	20220629B	PEST CONTROL	06/24/2022	231718	105.00
<b>LIBERTY TERMITE&amp;</b>			<b>105.00</b>				
Lindeman, Jana		LR FY23	20220617H	Lunch Acct Rfnd	06/17/2022	231719	59.80
<b>Lindeman, Jana</b>			<b>59.80</b>				
LINN, SARAH		SSR FY22	20220627H	Summer School Refund	06/27/2022	231720	110.00
<b>LINN, SARAH</b>			<b>110.00</b>				
MACKIN	0002300050	748508	20220708B	Supplies - Periodicals (Database	07/01/2022	231721	1,745.00
<b>MACKIN EDUCATIONAL</b>			<b>1,745.00</b>				
MARTIN		1423929	20220708B	Maintenance Part	05/17/2022	231722	137.31
MARTIN		1444560	20220707B	Transportation	07/01/2022	231722	19.76
<b>MARTIN</b>			<b>157.07</b>				
MENARDS -		20220614 menards	20220615B	Maintenance Supplies - Rebate Used	06/14/2022	231723	0.00

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
MENARDS -		6284388351	20220615B	Maintenance - Used Rebate	05/25/2022	231723	0.00
MENARDS -		66128	20220615B	Maintenance Supplies	06/07/2022	231723	63.37
MENARDS -		66171	20220615B	Maintenance Supplies	06/07/2022	231723	122.37
MENARDS -		66251	20220615B	Maintenance Supplies	06/08/2022	231723	575.48
MENARDS -		66561	20220622B	Maintenance Supplies	06/14/2022	231723	74.31
MENARDS -		66651	20220622B	Maintenance Supplies	06/16/2022	231723	12.58
MENARDS -		66713	20220622B	Maintenance Supplies	06/17/2022	231723	24.95
MENARDS -		66907	20220622B	Maintenance Supplies	06/21/2022	231723	71.98
MENARDS -		66968	20220622B	Technology supplies	06/22/2022	231723	109.92
MENARDS -		67225	20220708B	MAINTENANCE SUPPLIES	06/27/2022	231723	259.95
MENARDS -		67272	20220708B	Maintenance Supplies	06/28/2022	231723	67.93
MENARDS -		67282	20220708B	MAINTENANCE SUPPLIES	06/28/2022	231723	146.62
MENARDS -		67328	20220708B	MAINTENANCE SUPPLIES	06/29/2022	231723	44.90
MENARDS -		67334	20220708B	MAINTENANCE SUPPLIES	06/29/2022	231723	21.89
MENARDS -		67682	20220708b	MAINTENANCE SUPPLIES	07/06/2022	231723	104.99
<b>MENARDS - WASHINGTON</b>			<b>1,701.24</b>				
MIDWEST		00-10.06-9	20220707B	Service Order: 2021-04	06/30/2022	231724	6,331.62
<b>MIDWEST ENGINEERING</b>			<b>6,331.62</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
MIDWEST TRANSIT		V101012895	20220615B	Activity Lease Agreement	03/31/2022	231725	17,138.00
<b>MIDWEST TRANSIT EQUIP</b>			<b>17,138.00</b>				
Midwest Volleyball	0002300013	22215209	20220622B	Volleyball Supplies	05/16/2022	231726	507.88
Midwest Volleyball	0002300013	22215349	20220615B	Volleyball Supplies	05/17/2022	231726	436.56
<b>Midwest Volleyball</b>			<b>944.44</b>				
MILLER HALL &		20220510-180m Travel	20220616B	LEGAL FEES	05/10/2022	231727	13.45
MILLER HALL &		20220610-1080M	20220616B	LEGAL FEES	06/10/2022	231727	3,571.80
<b>MILLER HALL &amp; TRIGGS</b>			<b>3,585.25</b>				
miniPCR bio	0002300074	202101-5633	20220623B	Quote 202001-4249	06/22/2022	231728	7,713.50
<b>miniPCR bio</b>			<b>7,713.50</b>				
MOBILE MAXX		056390	20220629B	Storage Container	06/24/2022	231729	475.00
<b>MOBILE MAXX</b>			<b>475.00</b>				
MORTON		244921521730847516158	20220707B	Amer Specialty Insur	06/22/2022	231730	1,957.00
MORTON		746921621601004022460	20220707B	Tax Refund - New Balance	06/09/2022	231730	-8.75
MORTON		746921621741001479225	20220707B	Sales Tax Refund - Cosco	06/23/2022	231730	-4.12
MORTON		746921621741001479573	20220707b	Sales Tax Refund - Cosco	06/23/2022	231730	-0.85
MORTON		746921621741001479821	20220707B	Sales Tax Refund - Cosco	06/23/2022	231730	-0.84
MORTON	0002300056	246921621651002564123	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68
MORTON	0002300056	246921621651002564123	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68
MORTON	0002300056	246921621651002564123	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
MORTON	0002300056	246921621651002564124	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68
MORTON	0002300056	246921621651002564125	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68
MORTON	0002300056	246921621651002564125	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68
MORTON	0002300056	246921621651002564125	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68
MORTON	0002300056	246921621651002564125	20220707B	General Athletic Budget - State	06/11/2022	231730	403.68
<b>MORTON COMMUNITY BANK</b>			<b>5,171.88</b>				
MORTON		240009721563413059853	20220706B	Lariat Steakhouse	06/03/2022	231731	203.71
MORTON		242697921580010102746	20220706B	Jimmy Johns	06/06/2022	231731	41.79
MORTON		246921621671005030909	20220706B	Childers Mtg	06/16/2022	231731	19.13
MORTON		249064121571490225321	20220706B	IASB - Joint Conference	06/06/2022	231731	5,039.79
MORTON		249064121581491054716	20220708B	IASB - Joint Conference	07/06/2022	231731	719.97
MORTON		249064121601492470320	20220706B	IASB - Leading Leaders	06/09/2022	231731	309.00
<b>MORTON COMMUNITY BANK</b>			<b>6,333.39</b>				
MORTON		244939821651910042814	20220706B	FARM & FLEET - Brd Staff Recog.	06/14/2022	231732	50.00
MORTON		418019721666902274521	20220706B	Cafe	06/14/2022	231732	-300.00
MORTON	0002300038	249430021548980020303	20220706B	Costco: SPED Supplies	06/02/2022	231732	32.63
MORTON	0002300041	244921621580000002069	20220706B	DHS STEP: Ultimate SLP: (June)	06/06/2022	231732	12.95
MORTON	0002300053	244921521565852284648	20220706B	Maintenance Supplies	06/14/2022	231732	100.00

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
MORTON	0002300108	249064121751503043906	20220706B	Technology Supply	06/24/2022	231732	127.98
<b>MORTON COMMUNITY BANK</b>			<b>23.56</b>				
MORTON	0002300046	241374621621003881505	20220706B	Athletic General State Budget	06/11/2022	231733	672.00
MORTON	0002300055	246921621651002564123	20220706B	General Athletic Budget-State	06/11/2022	231733	403.68
MORTON	0002300055	246921621651002564124	20220706B	General Athletic Budget-State	06/11/2022	231733	403.68
MORTON	0002300055	246921621651002564124	20220706B	General Athletic Budget-State	06/11/2022	231733	403.68
MORTON	0002300055	246921621651002564124	20220706B	General Athletic Budget-State	06/11/2022	231733	403.68
MORTON	0002300055	246921621651002564125	20220706B	General Athletic Budget-State	06/11/2022	231733	403.68
MORTON	0002300055	246921621651002564125	20220706B	General Athletic Budget-State	06/11/2022	231733	403.68
MORTON	0002300075	246921621741004523478	20220706B	Principal Office Supplies- Michaels	06/23/2022	231733	415.20
MORTON	0002300083	246921621791003111393	20220706B	Quickbooks Online (Activity Accounts)	06/28/2022	231733	270.00
<b>MORTON COMMUNITY BANK</b>			<b>3,779.28</b>				
Morton Community	0002300040	246921621591009346045	20220707B	Amazon Order - Maintenance Equipment	06/08/2022	231734	1,284.48
Morton Community	0002300042	246921621621008863333	20220707B	Technology Budget	07/11/2022	231734	55.77
Morton Community	0002300042	246921621631001631269	20220707B	Technology Budget	07/12/2022	231734	19.59
Morton Community	0002300043	246921621641001470710	20220707B	Swim/Dive Team Equipment	07/13/2022	231734	139.99
Morton Community	0002300044	246921621655100810060	20220707B	Maintenance Supplies	07/14/2022	231734	17.98
Morton Community	0002300061	246921621711005227222	20220707B	Technology Supplies	06/20/2022	231734	125.08
Morton Community	0002300062	246292162170100199158	20220707B	Amazon Orders - Counselor Office	07/19/2022	231734	14.98

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Morton Community	0002300062	246921621721000902441	20220707B	Amazon Orders - Counselor Office	06/21/2022	231734	58.70
Morton Community	0002300062	246921621721002679087	20220707B	Amazon Orders - Counselor Office	07/21/2022	231734	196.11
Morton Community	0002300064	246921621721006708589	20220707B	Amazon: Counselors Supplies	06/21/2022	231734	61.27
Morton Community	0002300068	246921621721004860356	20220707B	Science General Supplies	06/21/2022	231734	156.64
Morton Community	0002300068	246921621721008159377	20220707B	Science General Supplies	06/21/2022	231734	34.48
Morton Community	0002300068	246921621731000388944	20220707b	Science General Supplies	06/22/2022	231734	69.95
Morton Community	0002300068	246921621731004064638	20220707B	Science General Supplies	07/22/2022	231734	27.30
Morton Community	0002300068	246921621741003769601	20220707B	Science General Supplies	06/23/2022	231734	1,001.12
Morton Community	0002300069	246921621721007997872	20220707B	Boys Soccer - Amazon Order	06/21/2022	231734	53.98
Morton Community	0002300070	244310621730837386163	20220707B	Staff Development Supplies	07/22/2022	231734	23.99
Morton Community	0002300079	246921621741001540191	20220707B	Standing Desks Bulk Order	06/23/2022	231734	1,624.87
Morton Community	0002300084	246921621801008115834	20220707B	Amazon - Tech order	06/29/2022	231734	162.50
Morton Community	0002300117	246921621631003934780	20220707B	Cross Country Budget	06/12/2022	231734	49.88
<b>Morton Community Bank (PA)</b>			<b>5,178.66</b>				
MTCO		11572642	20220706B	ACCOUNT 00043626-6	07/01/2022	231735	1,583.02
<b>MTCO</b>			<b>1,583.02</b>				
NCS PEARSON, INC		15606258	20220622B	Q-Interactive Standard License	09/02/2021	231736	70.00
NCS PEARSON, INC		15606259	20220622B	Q-Interactive Standard License	10/07/2021	231736	1,250.00

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
NCS PEARSON, INC		15821812	20220622B	Return Order # 3694221	09/09/2021	231736	-500.00
<b>NCS PEARSON, INC</b>			<b>820.00</b>				
NeuroRestorative		0522-380805-SchlFull	20220615B	May Tuition 2022	06/08/2022	231737	5,839.35
<b>NeuroRestorative</b>			<b>5,839.35</b>				
NEXT ERA ENERGY		57204716488813	20220622B	Bldg Upkp - Electric Acct -	06/08/2022	231738	13,063.73
<b>NEXT ERA ENERGY</b>			<b>13,063.73</b>				
Pacelli, Megan		20220706MP	20220707B	Reimbursement	07/06/2022	231739	45.00
<b>Pacelli, Megan</b>			<b>45.00</b>				
Pacelli, Nicholas P		Meals July22	20220617H	Meal Reimbursement	06/17/2022	9000000940	41.00
<b>Pacelli, Nicholas P</b>			<b>41.00</b>				
PDQ.COM	0002300030	PDQ18768	20220615B	Quote PDQUOTE15447	06/07/2022	231740	525.00
<b>PDQ.COM CORPORATION</b>			<b>525.00</b>				
PEORIA COUNTY		20220613JK	20220622B	In Hospital Tutoring - May 2022	06/13/2022	231741	140.00
PEORIA COUNTY		20220613MR	20220622B	In Hospital Tutoring - April, May 2022	06/13/2022	231741	210.00
<b>PEORIA COUNTY REGIONAL</b>			<b>350.00</b>				
PITNEY BOWES		20220630PBPP	20220708B	Postage	06/30/2022	231742	500.00
<b>PITNEY BOWES PURCHASE</b>			<b>500.00</b>				
PRESIDIO	0002300014	6011922000645	20220615B	QUOTE: 2001922007076-01	06/19/2022	231743	2,949.02
<b>PRESIDIO NETWORKED</b>			<b>2,949.02</b>				
Quadient Finance USA,		20220630QFI	20220708B	Postage - JULY	06/30/2022	231744	150.00
<b>Quadient Finance USA, Inc.</b>			<b>150.00</b>				
Reiser, Matthew P		Meals July22	20220617H	Meal Reimbursement	06/17/2022	9000000941	7.00
<b>Reiser, Matthew P</b>			<b>7.00</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
RIDDELL/ALL		951608375	20220629B	Equipment Reconditioning	07/01/2022	231745	8,419.95
<b>RIDDELL/ALL AMERICAN</b>			<b>8,419.95</b>				
Sander, Joseph		Mileage April-June 22	20220624B	Mileage Reimbursement April-June 2022	06/24/2022	231746	277.88
Sander, Joseph		Mileage April-June 22	20220624B	Mileage Reimbursement April-June 2022	06/24/2022	231746	-277.88
Sander, Joseph		Miles July22	20220627H	Mileage Reimbursement	06/27/2022	231746	277.88
Sander, Joseph		Miles July22	20220627H	Mileage Reimbursement	06/27/2022	231746	-277.88
Sander, Joseph		Miles July22-2	20220708H	Mileage Reimbursement	07/08/2022	231775	277.88
<b>Sander, Joseph Gregory</b>			<b>277.88</b>				
SANTANDER LEASING		2797403	20220615B	2022 SCHOOL BUSES	06/06/2022	231747	157,134.00
<b>SANTANDER LEASING LLC</b>			<b>157,134.00</b>				
SCREENCASTIFY, LLC	0002300019	SC-560732	20220623B	Order 00000158	06/15/2022	231748	1,080.00
<b>SCREENCASTIFY, LLC</b>			<b>1,080.00</b>				
SELECTIVE		20220630P&C	20220708B	Insurance P&C	06/30/2022	231749	39,974.00
<b>SELECTIVE INSURANCE</b>			<b>39,974.00</b>				
SERVICE AUTO		745833	20220707B	Transportation Supplies	06/06/2022	231750	37.38
<b>SERVICE AUTO SUPPLY</b>			<b>37.38</b>				
SKYWARD INC		0000216360	20220615B	SOFTWARE LICENSE	06/01/2022	231751	10,515.00
SKYWARD INC		0000217544	20220622B	MAINTENANCE RENEWAL 7-01-2022	07/01/2022	231751	119.00
SKYWARD INC		0000217887	20220622B	MAINTENANCE RENEWAL 7-01-2021	07/01/2022	231751	15,549.24
<b>SKYWARD INC</b>			<b>26,183.24</b>				
SMARTEST EDU, INC	0002300025	2021-12708	20220622B	Formative License Renewal	07/01/2022	231752	1,150.00
<b>SMARTEST EDU, INC</b>			<b>1,150.00</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
SPECIALIZED		INV138406	20220622B	June 2022 High Road School of	06/15/2022	231753	1,979.30
SPECIALIZED		INV138418	20220622B	June 2022 RSY High Road School of	06/15/2022	231753	1,363.52
<b>SPECIALIZED EDUCATION</b>			<b>3,342.82</b>				
Spillman, David Wesley		Meals July22	20220617H	Meal Reimbursement	06/17/2022	9000000942	7.00
<b>Spillman, David Wesley</b>			<b>7.00</b>				
STAPLES	0002300057	7358980950-0-1	20220622B	Supplies - Counselors	06/15/2022	231754	109.60
STAPLES	0002300059	7359032662-0-1	20220622B	Athletic Office Supplies	06/16/2022	231754	345.82
STAPLES	0002300065	7359212324-0-1	20220623B	Counselors Office Supplies	06/23/2022	231754	90.57
STAPLES	0002300095	7359939318-0-1	20220706B	Principals Office Supplies	06/30/2022	231754	323.96
STAPLES	0002300097	7359972005-0-1	20220706B	District office Supplies	06/30/2022	231754	47.21
STAPLES	0002300100	7360028618-0-1	20220706B	Supplies - Dean's Office	07/01/2022	231754	25.91
<b>STAPLES ADVANTAGE</b>			<b>943.07</b>				
TEAM WORKS		57226	20220622B	5'10" x 33'11" Black Tuffy Windscreen	06/22/2022	231755	5,053.97
<b>TEAM WORKS</b>			<b>5,053.97</b>				
THE BABY FOLD INC		14597	20220622B	Tuition	06/14/2022	231756	13,781.88
THE BABY FOLD INC		14673	20220622B	Tuition	06/15/2022	231756	656.28
<b>THE BABY FOLD INC</b>			<b>14,438.16</b>				
THE HOME DEPOT	0002300035	690083654	20220615B	Maintenance Supplies	06/09/2022	231757	1,392.55
THE HOME DEPOT	0002300093	693760647	20220708B	Supplies - Fine Arts (Art Dept)	06/30/2022	231757	282.96
<b>THE HOME DEPOT PRO</b>			<b>1,675.51</b>				
THE MUSIC SHOPPE		3281648	20220708H	Band Supplies	07/08/2022	231758	10,527.00

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
THE MUSIC SHOPPE		3281914	20220708H	Band Supplies	07/08/2022	231758	525.00
THE MUSIC SHOPPE		3282477	20220708H	Band Supplies	07/08/2022	231758	45.90
THE MUSIC SHOPPE		3283142	20220708H	Band Supplies	07/08/2022	231758	11.90
THE MUSIC SHOPPE		3283451	20220708H	Band Supplies	07/08/2022	231758	2,712.00
<b>THE MUSIC SHOPPE</b>			<b>13,821.80</b>				
THE PIPCO		20220630HVAC RENO	20220707B	HVAC Reno Payout #2	06/30/2022	231759	251,187.21
<b>THE PIPCO COMPANIES LTD</b>			<b>251,187.21</b>				
TMCSEA		1422308	20220622B	May/June 2022	05/31/2022	231760	23,893.04
<b>TMCSEA</b>			<b>23,893.04</b>				
TOUCH TONE		1799368	20220707B	COMMUNICATIONS	07/01/2022	231761	68.69
<b>TOUCH TONE</b>			<b>68.69</b>				
TRANSFINDER		48433	20220615B	Annual tech support & upgrade -	05/10/2022	231762	1,000.00
<b>TRANSFINDER</b>			<b>1,000.00</b>				
TURNITIN LLC	0002300032	IN11234355	20220622B	Quote-Q-499565-1	06/16/2022	231763	6,202.88
<b>TURNITIN LLC</b>			<b>6,202.88</b>				
TYLER		025-378781	20220615B	CUSTOMER 51974	06/01/2022	231764	1,289.50
<b>TYLER TECHNOLOGIES, INC.</b>			<b>1,289.50</b>				
UFTRING CHEV-		CTCS574664	20220629B	VIN 1526 5000 mile oil change	06/17/2022	231765	70.06
UFTRING CHEV-		CVCS575187	20220708B	ACCT 6137 - Driver Ed.	07/01/2022	231765	208.95
<b>UFTRING CHEV-OLDS-SAAB</b>			<b>279.01</b>				
UNLAND & COMP INC		4586	20220615B	WASHCHS-01	06/09/2022	231766	19,647.00
<b>UNLAND &amp; COMP INC JAMES</b>			<b>19,647.00</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
USPS		20220629bulkmail	20220708B	Bulk Mail 2022-2023	06/29/2022	231767	500.00
<b>USPS</b>			<b>500.00</b>				
VERIZON WIRELESS		990913749	20220629B	ACCT 780318592-0001	06/18/2022	231768	686.24
<b>VERIZON WIRELESS</b>			<b>686.24</b>				
VITAL SIGNS		60837	20220624B	Maintenance Signs	06/24/2022	231769	1,800.00
<b>VITAL SIGNS</b>			<b>1,800.00</b>				
WASTE		3173104-2070-6	20220706B	ACCT 20-59268-33005	06/30/2022	231770	922.49
<b>WASTE MANAGEMENT</b>			<b>922.49</b>				
WCHS CAFETERIA		FY23 Start Up	20220706KL	FY23 Start Up Cash	07/06/2022	231771	362.00
<b>WCHS CAFETERIA</b>			<b>362.00</b>				
WCHS IMPREST FUND		Imprest July22	20220708H	Replenish Imprest Account - June 2022	07/08/2022	231776	10.00
<b>WCHS IMPREST FUND</b>			<b>10.00</b>				
WIELAND'S LAWN		856934	20220615B	Maintenance Supplies	06/08/2022	231772	41.24
WIELAND'S LAWN		860414	20220708B	Maintenance supplies	07/07/2022	231772	99.80
<b>WIELAND'S LAWN MOWER</b>			<b>141.04</b>				
WOODFORD COUNTY		20220613BP	20220622B	Black Partridge Program 2021-22	06/13/2022	231773	15,258.31
<b>WOODFORD COUNTY SPEC</b>			<b>15,258.31</b>				
XELLO INC.	0002300011	INV37942	20220708B	Technology Purchased Services:FY23	07/05/2022	231774	4,931.20
<b>XELLO INC.</b>			<b>4,931.20</b>				

## Invoice Listing (Condensed)

Washington CHSD 308

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Total Number of Batch Invoices:			0				\$0.00
Total Number of Open Invoices:			0				\$0.00
Total Number of History Invoices:			236				\$882,341.75
Total Number of Update in Progress Batch Invoices:			0				\$0.00
Total Number of Update in Progress Batch Reversal Invoices:			0				\$0.00
Total Number of Reversal History Invoices:			0				\$0.00
Total Number of Deleted History Invoices:			0				\$0.00
Total Number of Batch Reversal Invoices:			0				\$0.00
Total Invoices:			236				882,341.75

## WCHS Coaching Volunteers

2022- 2023

### **Football**

Dakota Bullard  
Robert Garcia  
Dan Walter  
Roger Horton  
Jackson Ryan  
Travis Engstrom  
Danny Thornton

### **Boys Basketball**

Josh Hack  
Brad Stewart  
Ben Armstrong

### **Wrestling**

Joe Butler  
Mike Carr

### **Pantherettes**

Brittany Hofer

### **Boys Track**

Ben Davidson

### **Volleyball**

Mandy Schermerhorn

### **Boys Soccer**

Nick Feeney

### **Softball**

Lyle Baele  
Addie Baele  
Jeremy McMenimen

### **BLAX**

Adam Nussbaum  
Jason Pettit  
Drew Vicary

### **Cheer**

Jessica Bielema

### **Baseball**

Tate Hardesty  
Dan Marsh

## **8. ACTION ITEMS**

### **8.1. Personnel**

#### **8.1.1. Certified Employment**

##### **8.1.1.a. Approve Employment of Kathryn Petravick – Spanish Teacher**

###### **Recommendation:**

That the WCHS Board of Education approve the employment of Kathryn Petravick as a 2022-2023 Spanish Teacher at the rate presented in the Recommendation for Employment.

###### **Suggested Motion:**

Move to approve the recommendation for employment of Kathryn Petravick as a 2022-2023 Spanish Teacher as presented.

##### **8.1.1.b. Approve Employment of Erin Phillips – Speech-language pathologist**

###### **Recommendation:**

That the WCHS Board of Education approve the employment of Erin Phillips as the Speech-language pathologist for the 2022-2023 school year at the rate presented in the Recommendation for Employment.

###### **Suggested Motion:**

Move to approve the recommendation for employment of Erin Phillips as the Speech-language pathologist for the 2022-2023 school year as presented.

##### **8.1.1.c. Approve Employment of Grant Uftring - Physical Education Teacher**

###### **Recommendation:**

That the WCHS Board of Education approve the employment of Grant Uftring as a Physical Education Teacher for the 2022-2023 school year at the rate presented in the Recommendation for Employment.

###### **Suggested Motion:**

Move to approve the recommendation for employment of Grant Uftring as a Physical Education Teacher for the 2022-2023 school year as presented.

## **8. ACTION ITEMS**

### **8.1. Personnel**

#### **8.1.2. Non-Certified Employment**

##### **8.1.2.a. Approve Employment of Gary Beard – CARE and Security Coordinator**

###### **Recommendation:**

That the WCHS Board of Education approve the employment of Gary Beard as the CARE and Security Coordinator.

###### **Suggested Motion:**

Move to approve the recommendation for employment of Gary Beard as the CARE and Security Coordinator as presented.

## **8. ACTION ITEMS**

### **8.1. Personnel**

#### **8.1.3. Extracurricular Personnel**

##### **8.1.3.a. Approve Employment of Brittany Stage – Junior Class Head Sponsor**

###### **Recommendation:**

That the WCHS Board of Education approve the employment of Brittany Stage as the Junior Class Head Sponsor for the 2022-2023 school year at the rate presented in the recommendation for employment.

###### **Suggested Motion:**

Move to approve the recommendation for Brittany Stage as the Junior Class Head Sponsor as presented.

##### **8.1.3.b. Approve Employment of Lisa England – Head Intramurals Sponsor**

###### **Recommendation:**

That the WCHS Board of Education approve the employment of Lisa England as the Head Intramurals Sponsor for the 2022-2023 school year at the rate presented in the recommendation for employment.

###### **Suggested Motion:**

Move to approve the recommendation for Lisa England as the Head Intramurals Sponsor as presented.

##### **8.1.3.c. Approve Employment of Ben Page – Head Boys Cross Country Coach**

###### **Recommendation:**

That the WCHS Board of Education approve the employment of Ben Page as the Head Boys Cross Country Coach for the 2022-2023 school year at the rate presented in the recommendation for employment.

###### **Suggested Motion:**

Move to approve the recommendation for Ben Page as the Head Boys Cross Country Coach as presented.

#### **8.1.3.d. Approve Employment of Tom Smith – Assistant Girls Swim Coach**

##### **Recommendation:**

That the WCHS Board of Education approve the employment of Tom Smith as the Assistant Girls Swim Coach for the 2022-2023 school year at the rate presented in the recommendation for employment.

##### **Suggested Motion:**

Move to approve the recommendation for Tom Smith as the Assistant Girls Swim Coach as presented.

April 22, 2022

The members of the WCHS CHAPS club and sponsor have determined a need for a club name change. Effective the 2022-2023 school year, we move to change CHAPS to the WCHS Ag Club. The name change would clarify the overall club mission of Agriculture Education/Awareness with students and with community members helping to increase club enrollment. No other changes to the constitution or club organization are needed.

[WCHS Ag Club Constitution](#)

## **ACTION ITEMS**

### **Approve CHAPS Club Name Change**

#### **Recommendation:**

That the Board of Education approve the name change of CHAPS to the WCHS Ag Club as presented.

#### **Suggested Motion:**

Motion to approve the name change CHAPS to the WCHS Ag Club as recommended.

[Close Printer Friendly Page](#)**Applicant:** WASHINGTON COMM H S DIST 308**County:** Tazewell[Consolidated District Plan](#) ▾**Application:** 2022-2023 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 23-CDP-00-53-090-3080-16

## 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** Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

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

[Close Printer Friendly Page](#)

**Applicant:** WASHINGTON COMM H S DIST 308

**County:** Tazewell

[Consolidated District Plan](#) ▼

**Application:** 2022-2023 Consolidated District Plan - 00

**Cycle:** Original Application

[Printer-Friendly](#)

[Click to Return to Application Select](#)

**Project Number:** 23-CDP-00-53-090-3080-16

## Contact Information

[Instructions](#)

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

Last Name*	First Name*	Middle Initial
<input type="text" value="Freeman"/>	<input type="text" value="Kyle"/>	<input type="text" value="W"/>
Phone*	Email*	
<input type="text" value="309"/> <input type="text" value="444"/> <input type="text" value="5501"/>	<input type="text" value="kwfreeman@wacohi.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) *WCHS will use the research-based, instructional design ADDIE model to assess, design, develop, implement, and evaluate programs to ensure equitable participation of students, teachers, and other beneficiaries of special needs.*

### 3. General Completion Instructions

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

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

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

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

***How to Complete Pages with Pre-populated Fields***

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

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

\*Required field, applicable for all funding sources

[Close Printer Friendly Page](#)

**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application

**County:** Tazewell

[Consolidated District Plan](#) ▼

[Printer-Friendly](#)

[Click to Return to Application Select](#)

**Project Number:** 23-CDP-00-53-090-3080-16

### Amendments

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

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

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

### Plan Changes

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

([count] of 5000 maximum characters used)

\*Required field, applicable for all funding sources



[Close Printer Friendly Page](#)

Applicant: WASHINGTON COMM H S DIST 308

County: Tazewell

[Consolidated District Plan](#) ▼

Application: 2022-2023 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 23-CDP-00-53-090-3080-16

**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.**

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

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

([count] of 7500 maximum characters used)

WCHS will continue to use Title and IDEA funds in conjunction with state and local resources to carry out activities which improve basic programs to meet the needs of students, school improvement, preparation, training, and recruitment of high-quality teachers, principals, and other school leaders, student support

and academic enrichment, and special education. These funds support and provide a small portion of the funds needed to address these areas of need. Title I funds are used to support the needs of at risk students and to provide ongoing professional development to develop high quality instruction in the classroom. Title II pays for teacher registration and travel to professional development activities in specific content areas and for ongoing curriculum assessment and revision. Title IV funds are used to jump start learning (dual credit, early college, work-based learning) fees and course payments for students that desire the opportunity to begin working towards their post-graduation career or focus of study while still in high school. IDEA funds are used for special education services which meet the needs of targeted students.

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

WCHS will continue to use Title and IDEA funds in conjunction with state and local resources to carry out activities which improve basic programs to meet the needs of students, school improvement, preparation, training, and recruitment of high-quality teachers, principals, and other school leaders, student support and academic enrichment, and special education. These funds support and provide a small portion of the funds needed to address these areas of need. Title I funds are used to support the needs of at risk students and to provide ongoing professional development to develop high quality instruction in the classroom. Title II pays for teacher registration and travel to professional development activities in specific content areas and for ongoing curriculum assessment and revision. Title IV funds are used to jump start learning (dual credit, early college, work-based learning) fees and course payments for students that desire the opportunity to begin working towards their post-graduation career or focus of study while still in high school. IDEA funds are used for special education services which meet the needs of targeted students.

### 3. Will the LEA braid funding?

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

No  n/a

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

Indicate all that apply.

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

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

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

[[count] of 7500 maximum characters used)

The district reviews data from each of the sources below when completing the needs assessment.

1. 8th Grade STAR/MAP scores, grades, and teacher recommendations: This data is used to determine placement of students into a freshman English class co-taught between the district reading specialist and a learning specialist (special education teacher). Students are placed in this course because they are below grade-level and need targeted support to develop better literacy and executive functioning skills.

2. 9th grade McGinitie-Gates tests scores/progress, grades, and teacher recommendations: This data from the co-taught freshman English course is then used to determine those students who are placed into a Strategic Reading and Writing course taught by the district reading specialist. Students placed in this course did not show sufficient progress in development of literacy and executive functioning skills and are in need of more intensive intervention.

3. School report card: The district tracks the percentage of low income students, mobility and graduation rates yearly to identify trends. Support services and programming are developed as necessary.

4. Student Achievement Data: PSAT 9, PSAT 10, and SAT data are tracked. Data is disseminated to teachers and skill development is targeted within curriculum to strengthen areas of weakness.

5. Professional Development Plan: The district PD plan targets identified areas of weakness to assist teachers in developing instructional knowledge and skills

which support student learning.

6. School Improvement Plan: The BOE identifies yearly measurable goals which are based on data from all sources above.

7. Five Essentials Data: Results are reviewed yearly to determine areas of strength and areas of improvement.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources



[Close Printer Friendly Page](#)

**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-53-090-3080-16

**County:** Tazewell

[Consolidated District Plan](#) ▼

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[Click to Return to Application Select](#)

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Requirements</a>	<a href="#">Foster Care Transportation</a>
-----------------------------------------	------------------------------	-----------------------------------------------	----------------------------------------	-------------------------------------	------------------------------------	------------------------------------------	-------------------------------------------	----------------------------------------	--------------------------------------------	--------------------------------------------

**Needs Assessment Impact**

[Instructions](#)

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

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

List and describe other instruments and/or processes that were used in the needs assessment. *The district has measurable goals which serve as our school improvement plan.*

**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**

Each year the district uses the following measures for analysis of programs:

1. 8th grade STAR/MAP national percentile scores, 8th grade semester course grades, and teacher recommendation for placement in the intervention reading/English course taught by the district reading specialist. This varies year to year based on student needs.

2. Yearly standardized tests scores:

2017-18: 47% of students met or exceeded the benchmark on the SAT exam  
 2018-19: 42% of students met or exceeded the benchmark on the SAT exam  
 2019-20: 48% of students met or exceeded the benchmark on the SAT exam (October 2020)  
 2020-21: 44% of students met or exceeded the benchmark on the SAT exam

3. School report card data including but not limited to low income, mobility, and graduation rate.

Low Income - 2017-18: 21%, 2018-19: 21.5%, 2019-20: 21%, 2020-21: 22%  
 Mobility - 2017-18: 5%, 2018-19: 7%, 2019-20: 6%, 2020-21: 5%  
 Graduation Rate: 2017-18: 95%, 2018-19: 91%, 2019-20: 92%, 2020-21: 92%

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

District-Level Goal: We will assess curriculum taught during the hybrid schedule in the 2020-21 school year to determine gaps in student knowledge.

Sub-Goal 1: The administration will work with the faculty to develop and implement assessment of student knowledge and a plan to remediate curriculum not taught during the hybrid schedule in 2020-21.

Sub-Goal 2: The administration will work with faculty to identify students at risk of graduation due to failures during the 2020-21 school year and create a plan for remediation of failed courses.

**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.***

District-Level Goal: We will assess curriculum taught during the hybrid schedule in the 2020-21 school year to determine gaps in student knowledge.

Sub-Goal 3: The administration will work with the faculty to develop a PD plan that will provide support to teachers to achieve this goal.

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

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

Funds will be allocated to jump start learning (dual credit, early college, work-based learning) through fees and course payments for students that desire the opportunity to begin working toward their post-graduation career or focus of study while still in high school. 19 students have been accepted to participate in work-based learning instruction (CNA, Construction, Welding, Fire Science, EMS) during the 22-23 school year.

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

Standardized scores were analyzed for students in the special education sub-group. Results include the following information.

2017-18 SAT

ELA: 11% of students with disabilities met or exceeded

Math: 4% of students with disabilities met or exceeded

2018-19 SAT

ELA: 3% of students with disabilities met or exceeded

Math: 3% of students with disabilities met or exceeded

2020-21 (Senior) SAT

ELA: 3% of students with disabilities met or exceeded

Math: 1% of students with disabilities met or exceeded

2021-22: SAT

ELA: 5% of students with disabilities met or exceeded

Math: 0% of students with disabilities met or exceeded

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

**M. Elementary and Secondary School Emergency Relief Grant II**

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

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected



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Applicant: WASHINGTON COMM H S DIST 308

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[Consolidated District Plan](#) ▼Application: 2022-2023 Consolidated District Plan - 00  
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Project Number: 23-CDP-00-53-090-3080-16

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

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

**District Goal(s):**

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

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

- A.  Teachers (1,7,8,9,10)
- B.  Principals (1,7,8,9,10)
- C.  Other school leaders (1,8,9,10)
- D.  Paraprofessionals (1)
- E.  Specialized Instructional support personnel (1,2,3,4,8,9,10)
- F.  Charter school leaders (in a local educational agency that has charter schools) (1)
- G.  Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9,10)
- H.  Parent liaisons
- I.  Title I director (1)
- J.  Title II director (1)
- K.  Bilingual director (1,7)
- L.  Title IV director (1)
- M.  Special Education director
- N.  Guidance staff
- O.  Local government representatives (8)
- P.  Community members and community based organizations (7,8)
- Q.  Business representatives (2,3,4)
- R.  Researchers (7)
- S.  Institutions of Higher Education (7)

T.  Other - specify

U.  Additional Other - specify

Program Footnotes:

1 = Title I, Part A - Improving Basic Programs

2 = Title I, Part D - Neglected

3 = Title I, Part D - Delinquent

4 = Title I, Part D - State Neglected/Delinquent

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

6 = Title III, including LIEP and ISEP

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

8 = ESSER II

9 = ARP-LEA (ESSER III)

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

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

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

[[count] of 7500 maximum characters used)

May 3, 10, 11, 13, 16, 17, & 18: Admin met with individual department chairpersons to consult and identify needs for the 2022-23 school year and gather input from stakeholders for the CDP Plan.

March 14: Administrator's Meeting - discuss curriculum objectives for the 2022-23 school year and the needs that would be addressed in the CDP Plan.

Response from the prior year Consolidated District Plan.

4/28/20: Department Chair Meeting - Consulted with department chairs to identify needs for the 21-22 school year and gather input from stakeholders for the CDP Plan

3/1/21, 3/8/21: Administrator's Meeting - discussed needs for the 21-222 school year and the needs that would be addressed in the CDP Plan.

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

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)

Parent representatives participate in multiple district leadership committees. These include the Parent Community Advisory Council, and the district Title I planning committee. The district regularly employs surveys and other opportunities to gain parent insight and feedback on important district processes and initiatives. The district reading specialist contacts parents of identified students through a quarterly newsletter to inform them of their students' progress

Response from the prior year Consolidated District Plan.

Parent representatives participate in multiple district leadership committees. These include the district School Improvement Committee, the Parent Community Advisory Council, and the district Title I planning committee. The district regularly employs surveys and other opportunities to gain parent insight and feedback on important district processes and initiatives. The district reading specialist contacts parents of identified students through a quarterly newsletter to inform them of their students' progress

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

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

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[[count] of 7500 maximum characters used)

The district will implement effective parent and family engagement activities that include:

1. Representation on the Parent Community Advisory Council, the Discipline Committee, and the Title I planning committee.
2. Parent Teacher Conferences
3. Periodic online surveys to gather parent input
4. Extra Curricular Activities
5. Various parent booster organizations (Band Boosters, Choir Boosters, Athletic Boosters, Twelfth Man)

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

The district will implement effective parent and family engagement activities that include:

1. Representation on the School Improvement Committee, the Parent Community Advisory Council, the Discipline Committee, and the Title I planning committee.
2. Parent Teacher Conferences
3. Periodic online surveys to gather parent input
4. Extra Curricular Activities
5. Various parent booster organizations (Band Boosters, Choir Boosters, Athletic Boosters, Twelfth Man)

**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





# Consolidated District Plan

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**Private School Participation**

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

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

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

Will Private Schools participate in the Program?

Yes  No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Peoria Christian High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">Peoria Christian School 22-23.pdf</a>
Peoria Notre Dame High School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Chesterton Academy of the Sacred Heart	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">Chesterson Academy 22-23.pdf</a>
Illinois Central Christian School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen <a href="#">Illinois Christian School 22-23.pdf</a>

Comments:

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County: Tazewell

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Application: 2022-2023 Consolidated District Plan - 00

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Project Number: 23-CDP-00-53-090-3080-16

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Requirements</a>	<a href="#">Foster Care Transportation</a>
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**Preschool Coordination**

[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.

**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}

*We are a grade 9-12 high school district only with no preschool program.*

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

*We are a grade 9-12 high school district only with no preschool program.*

**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:** WASHINGTON COMM H S DIST 308

**County:** Tazewell

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**Application:** 2022-2023 Consolidated District Plan - 00

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<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Requirements</a>	<a href="#">Foster Care Transportation</a>
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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:**

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

**District Goal(s):**

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

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

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

([count] of 7500 maximum characters used)

WCHS provides students with daily instruction using the district approved curriculum that has been aligned to the Common Core Standards. Resources and materials are aligned to the district curriculum and are age appropriate. Curriculum maps have been designed and regularly reviewed for all courses taught at WCHS to ensure skill development is scaffolded and organized to ensure key skills are taught and opportunities for mastery are available. Multiple assessments are used to assess student progress. These include teacher designed formal and informal assessments, departmental common assessments, and standardized test scores. Students identified as needing additional support are placed in intervention courses co-taught with content experts and learning specialists to target deficit areas. Progress monitoring is completed for students determined to be at risk, and additional supports are put in place as needed. These include placement in a supported study hall (PAC Plus), math lab, English lab, and study lab. Professional development is provided on research-based best practices, technology, and school safety annually.

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

WCHS provides students with daily instruction using the district approved curriculum that has been aligned to the Common Core Standards. Resources and materials are aligned to the district curriculum and are age appropriate. Curriculum maps have been designed and regularly reviewed for all courses taught at WCHS to ensure skill development is scaffolded and organized to ensure key skills are taught and opportunities for mastery are available. Multiple assessments are used to assess student progress. These include teacher designed formal and informal assessments, departmental common assessments, and standardized test scores. Students identified as needing additional support are placed in intervention courses co-taught with content experts and learning specialists to target deficit areas. Progress monitoring is completed for students determined to be at risk, and additional supports are put in place as needed. These include placement in a supported study hall (PAC Plus), math lab, and study lab. Professional development is provided on research based best practices, technology, and school safety annually.

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

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

([count] of 7500 maximum characters used)

1. Incoming 9th grade students: 8th Grade STAR/MAP national percentile scores, grades, and teacher recommendation
2. PSAT 9, PSAT 10 scores - Students who are not meeting or exceeding standards are considered at risk.
3. SAT scores - Students who are not meeting or exceeding standards are considered at risk
4. Unit/Chapter tests - Students who score below 60% are considered at risk
5. Local and teacher created assessments aligned to standards - Students who score below 60% are considered at risk

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

1. Incoming 9th grade students: 8th Grade STAR national percentile scores, grades, and teacher recommendation
2. PSAT 9, PSAT 10 scores - Students who are not meeting or exceeding standards are considered at risk (Unable to provide testing during the 20-21 school year. Scheduled for the fall of 2021.)
3. SAT scores - Students who are not meeting or exceeding standards are considered at risk

4. Unit/Chapter tests - Students who score below 60% are considered at risk
5. Local and teacher created assessments aligned to standards - Students who score below 60% are considered at risk

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

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

*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)

1. Panther Academic Coach program (PAC): The PAC program is a transitional program providing additional student support. Academic, executive functioning, and social-emotional skills are pillars of this program. Students are provided individualized support in targeted areas of need by two certified teachers.
2. Co-taught Coursework: Learning specialists co-teach alongside content experts in the academic classroom to support individual needs to meet challenging state academic standards.
3. Peer Tutoring: Peer tutoring is a collegiate atmosphere in which peers collaborate and support each other academically, all while modelling successful learning and study strategies.
4. Math Lab: While providing credit recovery, students receive individualized instruction in specific math areas. In addition, students identified as having skill gaps are provided additional support by highly-qualified teachers.
5. English Lab: While providing credit recovery, students receive individualized instruction in specific writing and literacy areas. In addition, students identified as having skills gaps are provided support by highly-qualified teachers.
6. Counseling: Direct one-on-one support for students requiring intensive academic and social-emotional interventions is provided by the district MTSS coordinator.
6. Impact: Impact is a research-based service learning program for students identified as at-risk and behind in meeting the challenging state academic standards due to social-emotional needs, chronic absences, and ongoing disciplinary issues.
7. Testing room: It provides support for students in need of reading assistance such as: extended time, testing read aloud, and chunking.

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

1. Panther Academic Coach program (PAC): The PAC program is a transitional program providing additional student support. Academic, executive functioning, and social-emotional skills are pillars of this program. Students are provided individualized support in targeted areas of need by two certified teachers.
2. Co-taught Coursework: Learning specialists co-teach alongside content experts in the academic classroom to support individual needs to meet challenging state academic standards.
3. Peer Tutoring: Peer tutoring is a collegiate atmosphere in which peers collaborate and support each other academically, all while modelling successful learning and study strategies.
4. Math Lab: While providing credit recovery, students receive individualized instruction in specific math areas. In addition, students identified as having skill gaps are provided additional support by highly-qualified teachers.
5. Counseling: Direct one-on-one support for students requiring intensive academic and social-emotional interventions is provided by the district RtI coordinator.
6. Impact: Impact is a research-based service learning program for students identified as at-risk and behind in meeting the challenging state academic standards due to social-emotional needs, chronic absences, and ongoing disciplinary issues.
7. Testing room: It provides support for students in need of reading assistance such as: extended time, testing read aloud, and chunking.

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

For your convenience, the 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)

Instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning include:

1. Professional development
2. Technology integration
3. Intervention Services: Math Lab, English Lab, Study Lab, PAC Plus
4. Intervention Courses: Block Algebra 1, Practical Geometry, Algebra 2 Modified, English 1 Composition and Literature, Block American Studies, Physical Lab Science
5. Inclusion - including co-taught courses
6. Academic Counseling
7. Advanced Placement courses
8. Early College courses in conjunction with Illinois Central College: dual credit, Strong Start, dual enrollment, work-based learning
9. Summer school

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

Instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning include:

1. Professional development
2. Technology integration
3. Intervention Services: Math Lab, Study Lab, PAC,
4. Intervention Courses: Block Algebra 1, Practical Geometry, Algebra 2 Modified, English 1 Composition and Literature, Block American Studies, Lab Science, Physical Lab Science
5. Inclusion - including co-taught courses
6. Academic Counseling
7. Advanced Placement courses
8. Early College courses in conjunction with Illinois Central College: dual credit, Strong Start, dual enrollment, work-based learning
9. Summer school

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

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

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[[count] of 7500 maximum characters used)

New teachers are provided a one year mentoring program. This program involves monthly training with the building principal and programming coordinators as well a mentor in their content area. Meeting topics include working with at-risk students in addition to in-depth study of Lemov's Teach Like a Champion classroom teaching strategies.

The WCHS evaluation tool and process involves multiple observations of teachers, in-depth discussion and feedback, teacher self-reflection, and goal setting. If teachers do not meet WCHS's expectations,

intensive and individualized remediation programs are put in place.

Staff participation in weekly professional development meetings is required. The focus of this professional development time is evaluating and expanding current practices to support student learning, particularly students designated as at-risk.

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

New teachers are provided a one year mentoring program. This program involves monthly training with the building principal and programming coordinators as well a mentor in their content area. Meeting topics include working with at-risk students in addition to in-depth study of Lemov's Teach Like a Champion classroom teaching strategies.

The WCHS evaluation tool and process involves multiple observations of teachers, in-depth discussion and feedback, teacher self-reflection, and goal setting. If teachers do not meet WCHS's expectations, intensive and individualized remediation programs are put in place.

Staff participation in weekly professional development meetings is required. The focus of this professional development time is evaluating and expanding current practices to support student learning, particularly students designated as at-risk.

**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)*

WCHS offers a variety of effective school library programs. All programs provide an opportunity to develop digital literacy skills and improve academic achievement. Our library is staffed with a full time state certified and Google certified librarian who provides resources such as: a current selection of books and ebooks in both fiction and nonfiction, research database funding and instruction, co-taught plans on digital literacy skills and media ethics/literacy, academic integrity, website reliability, and digital citizenship. Other opportunities to improve academic achievement include a summer reading program (Readapalooza) as well as a book club and game club for students and faculty throughout the school year. Our library system also provides supports for struggling readers with membership with Reading Ally (audio books). WCHS maintains active membership in RAILS that provide cataloging and inter-library loan services.

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

WCHS offers a variety of effective school library programs. All programs provide an opportunity to develop digital literacy skills and improve academic achievement. Our library is staffed with a full time state certified and Google certified librarian who provides resources such as: a current selection of books and ebooks in both fiction and nonfiction, research database funding and instruction, co-taught plans on digital literacy skills, academic integrity, website reliability, and digital citizenship. Other opportunities to improve academic achievement include a summer reading program (Readapalooza) as well as a book club and game club for students and faculty throughout the school year. Our library system also provides supports for struggling readers with membership with Reading Ally (audio books). WCHS maintains active membership in RAILS that provide cataloging and inter-library loan services.

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

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

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

*[[count] of 7500 maximum characters used)*

WCHS does not offer a defined gifted program. However, our district provides opportunities for student advancement beyond college and career preparatory curriculum. These include:

1. Honors coursework: students may elect to enroll in a course designated with honors status. These courses challenge students beyond the expectations of state standards.
2. Advanced Placement coursework: WCHS offers nine AP courses which students may elect to take.
3. Dual Credit coursework: WCHS offers nine dual credit courses in conjunction with our local junior college.
4. Strong Start: WCHS seniors may elect to be dual enrolled, attending classes on campus at our local junior college while also receiving high school credit.
5. D2: WCHS juniors and seniors may enroll in full-time courses at ICC to earn an Associate's degree from ICC at the same time as a high school diploma from WCHS.
5. Work-based learning opportunities: CNA, Construction, Fire Science, EMS, Welding

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

WCHS does not offer a defined gifted program. However, our district provides opportunities for student advancement beyond college and career preparatory curriculum. These include:

1. Honors coursework: students may elect to enroll in a course designated with honors status. These courses challenge students beyond the expectations of state standards.
2. Advanced Placement coursework: WCHS offers nine AP courses which students may elect to take.
3. Dual Credit coursework: WCHS offers nine dual credit courses in conjunction with our local junior college.
4. Strong Start: WCHS seniors may elect to be dual enrolled, attending classes on campus at our local junior college while also receiving high school credit.
5. D2: WCHS juniors and seniors may enroll in full-time courses at ICC to earn an Associate's degree from ICC at the same time as a high school diploma from WCHS.
5. Work-based learning opportunities: CNA, Construction, Fire Science, EMS, Welding

**Title I Requirements:**

Ensure that all children receive a high-quality education.

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

**Legislative References:**

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

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

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

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

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

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

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

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

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

[Close Printer Friendly Page](#)

**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-53-090-3080-16

**County:** Tazewell

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<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Requirements</a>	<a href="#">Foster Care Transportation</a>
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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.

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

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

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

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

*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]**

Because WCHS is a single high school district with four separate grade school districts feeding into our high school, teachers regularly articulate with teachers in the feeder districts to coordinate curriculum and student outcomes. This includes coordination of content to meet state standards and emphasis on scaffolding and mastery of learning skills needed to be successful as students transition from middle school to high school. WCHS relies heavily on data from the middle schools to appropriately place students in their high school coursework. Three data points are used to determine placement. These are teacher recommendation, normed test scores taken during students' 8th grade year, and grades in 8th grade classes.

In addition the district offers programs available to both students and parents transitioning to high school. 8th Grade Parent nights and 8th Grade Orientation programs are coordinated. WCHS counselors and deans visit middle schools to introduce high school formatting and answer questions for incoming freshmen, and a Freshman Kick-Off event is provided at the beginning of each school year by WCHS teachers to assist in the transition to high school. 9th grade students are then placed in a Panther Academic Coach (PAC) course to assist throughout their freshman year in the transition to high school.

As WCHS prepares students for their college/career goals, various programming includes 9 dual credit courses in conjunction with our local junior college, 10 Advanced Placement courses, and work-based learning for students pursuing a career in the medical field. In addition WCHS seniors may pursue dual enrollment coursework, taking a portion of their classes at the local junior college campus while also receiving high school credit toward graduation or taking all coursework at the local junior college campus during their junior and senior years to graduate both high school and junior college with an Associate's degree at the same time.

Beginning their freshman year, students complete a series of career counseling activities. They begin by completing a career inventory through Xello to identify possible career areas. They then meet each year with their counselor to discuss and update their post-secondary goals and adjust their course of study accordingly. Students are provided multiple opportunities to complete visits to both colleges/universities and various career and workplace environments to gain information which will assist them in making their post-secondary plans. The district also provides on campus opportunities for students to meet with military and college/university representatives.

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

Because WCHS is a single high school district with four separate grade school districts feeding into our high school, teachers regularly articulate with teachers in the feeder districts to coordinate curriculum and student outcomes. This includes coordination of content to meet state standards and emphasis on scaffolding and mastery of learning skills needed to be successful as students transition from middle school to high school. WCHS relies heavily on data from the middle schools to appropriately place students in their high school coursework. Three data points are used to determine placement. These are teacher recommendation, normed test scores taken during students' 8th grade year, and grades in 8th grade classes.

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receiving high school credit toward graduation or taking all coursework at the local junior college campus during their junior and senior years to graduate both high school and junior college with an Associate's degree at the same time.

Beginning their freshman year, students complete a series of career counseling activities. They begin by completing a career inventory through Xello to identify possible career areas. They then meet each year with their counselor to discuss and update their post-secondary goals and adjust their course of study accordingly. Students are provided multiple opportunities to complete visits to both colleges/universities and various career and workplace environments to gain information which will assist them in making their post-secondary plans. The district also provides on campus opportunities for students to meet with military and college/university representatives.

**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.

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

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

**[(count) of 7500 maximum characters used]**

A) WCHS provides multiple experiences for students in career and vocational areas. Examples of these programs include: child development preschool program for the community, Technical Support Internship (TSI) program for students to gain hands-on experience and certification in Computer programming while maintaining technology at WCHS as well as township feeder districts and individual community members. In addition, vocational programming is provided in the areas of foods and nutrition, robotics, business, Computer Aided Drafting (CAD), automotive, welding, journalism, and in the areas of fine arts.

(B) WCHS students have access to various Work-Based Learning programs through Tazewell County/Area Education for Employment (EFE) and Illinois Central College. These programs provide classroom and hands-on learning experiences outside of the WCHS campus, yet still provide high school credit and sometimes even credit through our local junior college. Students attend WCHS part of the day and will spend the other part of the day at an assigned work site and/or off campus class. Students may enroll in the following work-based learning programs: CNA, construction, EMS, Fire Science, and Welding.

(C) WCHS offers a College and Career Night annually with representatives from ICC and WCHS staff to educate students and parents on the early college and career opportunities available at WCHS.

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

A) WCHS provides multiple experiences for students in career and vocational areas. Examples of these programs include: child development preschool program for the community, Technical Support Internship (TSI) program for students to gain hands-on experience and certification in Computer programming while maintaining technology at WCHS as well as township feeder districts and individual community members. In addition, vocational programming is provided in the areas of foods and nutrition, robotics, business, Computer Aided Drafting (CAD), automotive, manufacturing, journalism, and in the areas of fine arts.

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(C) WCHS offers a College and Career Night annually with representatives from ICC and WCHS staff to educate students and parents on the early college and career opportunities available at WCHS.

**Legislative References:**

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

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

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

[Close Printer Friendly Page](#)

Applicant: WASHINGTON COMM H S DIST 308

County: Tazewell

[Consolidated District Plan](#) ▼Application: 2022-2023 Consolidated District Plan - 00  
Cycle: Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 23-CDP-00-53-090-3080-16

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Requirements</a>	<a href="#">Foster Care Transportation</a>
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**Professional Development - Highly Prepared and Effective Teachers and School Leaders**[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.

**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**

Funds are provided to support salary and benefits for the district reading specialist, Intervention Coordinator, and MTSS Coordinator. In addition funds are set aside for homeless and neglected students.

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

Funds are provided to support salary and benefits for the district reading specialist, Intervention Coordinator, and MTSS Coordinator. In addition funds are set aside for homeless and neglected students.

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

Funds are used to pay for staff participation in content specific workshops and conferences. In addition stipends are provided for curriculum analysis and improvement in content areas. A stipend is also paid to a staff member who is a certified Project CRISS trainer to plan professional development activities with WCHS teachers. The trainer completes planning outside of contract hours. The activities include Project CRISS level one training, model lessons, and participation in lesson studies.

**G. Title III - LIEP****H. Title III - ISEP**

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

Funds are used to jump start learning in career exploration by providing tuition for students participating in work-based learning programs through Illinois Central College and PERFECT.

**J. Title V, Part B - Rural and Low Income Schools****K. IDEA, Part B - Flow-Through [2]**

Programs, services, and staff development activities support district-level needs identified by a comprehensive needs assessment conducted by our special education cooperative. The online proportion of the needs assessment analyzes district-level professional development needs and assists the cooperative in planning IDEA grant sponsored trainings for district teachers, support staff, and parents. The needs assessment data is sent to districts for further review and analysis.

**L. IDEA, Part B - Preschool****M. Elementary and Secondary School Emergency Relief Grant II****N. ARP-LEA Elementary and Secondary School Emergency Relief Grant III****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

[Close Printer Friendly Page](#)

**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-53-090-3080-16

**County:** Tazewell

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<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Requirements</a>	<a href="#">Foster Care Transportation</a>
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**Safe and Healthy Learning Environment**

[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.

**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)**

WCHS treats all subgroups as equally important and does not individualize supportive processes based on subgroup criteria. The district employs the following processes to support all students inclusive of sub groups.

(i) **Bullying and Harassment:** The district follows a strong policy against bullying and harassment. The policy is clearly defined for students and parents in the Student Handbook which is provided to them at registration at the beginning of each school year. All administrators are available to answer questions and offer support to students and parents. Students/parents/community members may report incidences of bullying safely and securely through an online form located on the district homepage. The Deans Office takes all reports of bullying/harassment seriously, investigates, and takes disciplinary action when appropriate. All students have daily access to school counselors and the mental health crisis counselor employed by the district as well as the school resource officer provided through the City of Washington Police Department.

(ii) **Overuse of Discipline Practices:** The district follows a policy in which teachers exhaust Tier One interventions in the classroom to address behavioral issues. This includes parent contact, teacher consultation with the counselors, deans, and other administrators, and positive behavior management strategies. Intervention programs provided to students during study hall hours and through after school programming also support classroom discipline issues.

(iii) **Adverse Behavioral Interventions:** The district does not at any time use aversive behavioral interventions that compromise student health and safety.

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

WCHS treats all subgroups as equally important and does not individualize supportive processes based on subgroup criteria. The district employs the following processes to support all students inclusive of sub groups.

(i) **Bullying and Harassment:** The district follows a strong policy against bullying and harassment. The policy is clearly defined for students and parents in the Student Handbook which is provided to them at registration at the beginning of each school year. All administrators are available to answer questions and offer support to students and parents. Students/parents/community members may report incidences of bullying safely and securely through an online form located on the district homepage. The Deans Office takes all reports of bullying/harassment seriously, investigates, and takes disciplinary action when appropriate. All students have daily access to school counselors and the mental health crisis counselor employed by the district as well as the school resource officer provided through the City of Washington Police Department.

(ii) **Overuse of Discipline Practices:** The district follows a policy in which teachers exhaust Tier One interventions in the classroom to address behavioral issues. This includes parent contact, teacher consultation with the counselors, deans, and other administrators, and positive behavior management strategies. Intervention programs provided to students during study hall hours and through after school programming also support classroom discipline issues.

(iii) **Adverse Behavioral Interventions:** The district does not at any time use averse behavioral interventions that compromise student health and safety.

**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.

*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)

WCHS follows all required regulations under the McKinney-Vento Act. The district homeless coordinator provides yearly training for all staff and works with identified students to coordinate and provide all needed supports, both academic, social-emotional, and personal. Five highly qualified counselors and one at-risk mental health counselor regularly monitor and support students' needs.

The district provides supportive academic programming for all at-risk students, including but not limited to, Panther Academic Coach (PAC), Math Lab, Study Lab/Peer Tutoring, access to learning specialists, extended hours for resources that may not be available at home.

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

WCHS follows all required regulations under the McKinney-Vento Act. The district homeless coordinator provides yearly training for all staff and works with identified students to coordinate and provide all needed supports, both academic, social-emotional, and personal. Five highly qualified counselors and one at-risk mental health counselor regularly monitor and support students' needs.

The district provides supportive academic programming for all at-risk students, including but not limited to, Panther Academic Coach (PAC), Math Lab, Study Lab/Peer Tutoring, access to learning specialists, extended hours for resources that may not be available at home.

**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

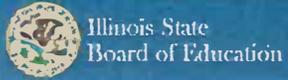
**Legislative Requirements:**

[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

[Close Printer Friendly Page](#)

## Attendance Center Designation

[Instructions](#)

## Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - WASHINGTON COMM HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Describe anticipated Reorganizations:</b>	
----------------------------------------------	--



[Close Printer Friendly Page](#)

**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-53-090-3080-16

**County:** Tazewell

Consolidated District Plan ▾

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

**Title I Specific Requirements - Part Two**

[Instructions](#)

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

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

**ISBE Goals:**

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

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

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

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

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

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

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

***No schools identified under this part***

*[[count] of 7500 maximum characters used)*

*The district Title I team will meet annually to analyze data including but not limited to standardized testing, McGinitie-Gates testing, teacher created classroom assessments, and specific reading assessment data to monitor student progress. The team is made up of the district reading specialist, the school librarian, principal, Intervention Coordinator, and a parent.*

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

*The district Title I team will meet annually to analyze data including but not limited to standardized testing, McGinitie-Gates testing, teacher created classroom assessments, and specific reading assessment data to monitor student progress. The team is made up of the district reading specialist, the school librarian, principal, Intervention Coordinator, and a parent.*

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

- Yes
- No

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

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

- School Lunch:** the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),

- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- Direct Certification

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

Section 1114 and 1115

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

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

[[count] of 7500 maximum characters used)

The WCHS targeted assistance program focuses on the area of reading. The district employs a highly-qualified reading specialist who provides instructional support for students below grade-level benchmarks on normed-assessments (ie. STAR, PSAT 10). Students are provided individualized, direct instruction on identified deficiencies in the area of reading. Identified 9th grade students get in-class interventions and support from the reading specialist as part of their English curriculum. The reading specialist then tracks students through 11th grade. Those students requiring more intensive instruction are placed in a one semester, course taught by the district reading specialist for individualized, targeted instruction. The district homeless coordinator will track students identified as homeless to provide support as necessary. Funds are set aside in the Title I grant to provide instructional support for these students if needed.

2022-23 Program Goals: 85% of students achieved measurable gains in reaching the targeted reading skill goals.

Program Goals:

1. 100% of the targeted and identified 9th grade students will show a 20% gain in reading as measured by a local pre-test at the beginning of the year and post-test at the end to measure comprehension improvement. Students will also be tracked on the 9th grade PSAT test.
2. 100% of the targeted and identified 11th grade students who do not meet college readiness standards will show a 20% gain in reading as measured by the 11th grade SAT exam.
3. 100% of students identified as homeless will earn the credits necessary to be promoted to the next level of high school as measured by the promotion/retention report.

If the district is categorized as comprehensive or targeted according to SIP, additional supports outside of the school day in a lab setting (Study Lab, Math Lab) will be implemented in the areas of reading, writing, and math if data indicates that students need this additional support. Certified teachers will run these programs to offer students the highest quality academic interventions and support. In addition the district curriculum committee will review programming, assess student needs and outcomes, and implement additional course offerings to support struggling students in the areas of reading and writing as needed. Intensive (4-6 week) programs in targeted areas (ie. study skills, test prep, social-emotional, etc.) will be designed and implemented by school counselors and personnel to support student needs.

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

The WCHS targeted assistance program focuses on the area of reading. The district employs a highly-qualified reading specialist who provides instructional support for students below grade-level benchmarks on normed-assessments (ie. STAR, PSAT 10). Students are provided individualized, direct instruction on identified deficiencies in the area of reading. Identified 9th grade students get in-class interventions and support from the reading specialist as part of their English curriculum. The reading specialist then tracks students through 11th grade. Those students requiring more intensive instruction are placed in a one semester, course taught by the district reading specialist for individualized, targeted instruction. The district homeless coordinator will track students identified as homeless to provide support as necessary. Funds are set aside in the Title I grant to provide instructional support for these students if needed.

2021-22 Program Goals: 85% of students achieved measurable gains in reaching the targeted reading skill goals.

Program Goals:

1. 100% of the targeted and identified 9th grade students will show a 20% gain in reading as measured by a local pre-test at the beginning of the year and post-test at the end to measure comprehension improvement. Students will also be tracked on the 9th grade PSAT test.
2. 100% of the targeted and identified 11th grade students who do not meet college readiness standards will show a 20% gain in reading as measured by the 11th grade SAT exam.
3. 100% of students identified as homeless will earn the credits necessary to be promoted to the next level of high school as measured by the promotion/retention report.

If the district is categorized as comprehensive or targeted according to SIP, additional supports outside of the school day in a lab setting (Study Lab, Math Lab) will be implemented in the areas of reading, writing, and math if data indicates that students need this additional support. Certified teachers will run these programs to offer students the highest quality academic interventions and support. In addition the district curriculum committee will review programming, assess student needs and outcomes, and implement additional course offerings to support struggling students in the areas of reading and writing as needed. Intensive (4-6 week) programs in targeted areas (ie. study skills, test prep, social-emotional, etc.) will be designed and implemented by school counselors and personnel to support student needs.

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

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

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

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

[[count] of 7500 maximum characters used)

The district has established the following criteria to identify the target populations:

1. Students scoring below the 30th percentile on normed assessments
2. Students scoring as being at risk in 1 or more of the at risk indicators survey provided by the district.
3. Student recommended by either a counselor or teacher based on formative assessments.
4. Students recommended based on historical academic indicators and on-going progress monitoring data taken throughout each school year.
5. Students scoring as below average in executive functioning skills on one of two rating scales taken by multiple individuals who are in regular contact with students.

Parents, administrators, teachers, support personnel, and paraprofessionals are asked to complete informal and formal surveys analyzing students' behaviors, academic strengths/weaknesses, executive functioning, social-emotional well-being.

Parent nights are held to explain programming. 8th Grade Orientation is held to introduce parents/students to the specific coursework their students will complete. Parent-Teacher Conferences provide opportunities for more specific conversation between parents and teachers. The district regularly provides curriculum information through Skyward management system to parents as well.

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

The district has established the following criteria to identify the target populations:

1. Students scoring below the 30th percentile on normed assessments
2. Students scoring as being at risk in 1 or more of the at risk indicators survey provided by the district.
3. Student recommended by either a counselor or teacher based on formative assessments.
4. Students recommended based on historical academic indicators and on-going progress monitoring data taken throughout each school year.
5. Students scoring as below average in executive functioning skills on one of two rating scales taken by multiple individuals who are in regular contact with students.

Parents, administrators, teachers, support personnel, and paraprofessionals are asked to complete informal and formal surveys analyzing students' behaviors, academic strengths/weaknesses, executive functioning, social-emotional well-being.

Parent nights are held to explain programming. 8th Grade Orientation is held to introduce parents/students to the specific coursework their students will complete. Parent-Teacher Conferences provide opportunities for more specific conversation between parents and teachers. The district regularly provides curriculum information through Skyward management system to parents as well.

**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:** WASHINGTON COMM H S DIST 308

**County:** Tazewell

[Consolidated District Plan](#) ▼

**Application:** 2022-2023 Consolidated District Plan - 00

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**Cycle:** Original Application

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**Project Number:** 23-CDP-00-53-090-3080-16

<a href="#">Needs Assessment Impact</a>	<a href="#">Stakeholders</a>	<a href="#">Private Schools Participation</a>	<a href="#">Preschool Coordination</a>	<a href="#">Student Achievement</a>	<a href="#">College and Career</a>	<a href="#">Professional Development</a>	<a href="#">Safe Learning Environment</a>	<a href="#">Title I Specific Pages</a>	<a href="#">IDEA Specific Requirements</a>	<a href="#">Foster Care Transportation</a>
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**IDEA Specific Requirements**

[Instructions](#)

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

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

**ISBE Goals:**

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

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

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

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

**[[count] of 7500 maximum characters used)**

Standardized scores were analyzed for students in the special education sub-group. Results include the following information.

2017-18 SAT

ELA: 11% of students with disabilities met or exceeded  
MATH: 4% of students with disabilities met or exceeded

2018-19 SAT

ELA: 3% of students with disabilities met or exceeded  
MATH: 3% of students with disabilities met or exceeded

2020-21 SAT

ELA: 3% of students with disabilities met or exceeded  
MATH: 1% of students with disabilities met or exceeded

2021-22: SAT

ELA: 5% of students with disabilities met or exceeded  
Math: 0% of students with disabilities met or exceeded

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

Standardized scores were analyzed for students in the special education sub-group. Results include the following information.

2017-18 SAT

ELA: 11% of students with disabilities met or exceeded  
MATH: 4% of students with disabilities met or exceeded

2018-19 SAT

ELA: 3% of students with disabilities met or exceeded  
MATH: 3% of students with disabilities met or exceeded

2020-21 (Senior) SAT

ELA: 3% of students with disabilities met or exceeded

MATH: 1% of students with disabilities met or exceeded

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

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

[[count] of 7500 maximum characters used)

The district's enrollment has stabilized, but there is still an increase in students falling under IDEA. The additional students, and their required services, will be handled by more special education staff members and instructional support staff. IDEA funds typically go to offset support staff salaries.

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

The district has a growing student population and with increased enrollment is an increase of students falling under IDEA. The additional students, and their required services, will be handled by more special education staff members and instructional support staff. IDEA funds typically go to offset support staff salaries.

**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)

For 2022-23, the district will apply the same scope of services as the previous fiscal year.

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

For 2021-22, the district will apply the same scope of services as the previous fiscal year.

\*Required Field

[Close Printer Friendly Page](#)

**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-53-090-3080-16

**County:** Tazewell

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

**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 medl-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]  
**Vehicle Usage:**  
[https://www.isbe.net/Documents/school\\_vehicle\\_guidance.pdf](https://www.isbe.net/Documents/school_vehicle_guidance.pdf)  
[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)  
<https://www.isbe.net/Documents/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

[Close Printer Friendly Page](#)

Applicant: WASHINGTON COMM H S DIST 308  
 Application: 2022-2023 Consolidated District Plan - 00  
 Cycle: Original Application  
 Project Number: 23-CDP-00-53-090-3080-16

County: Tazewell

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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 Transportat
	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*
Beverlin	Karen	Assistant Superintendent	klbeverlin@wacohi.net

2. LEA Transportation Director - required\*

Last Name*	First Name*	Position/Title*	Email*
Resler	Matt	Transportation Director	mresler@wacohi.net

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

\*Required field



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**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-53-090-3080-16

**County:** Tazewell

[Consolidated District Plan](#) ▼

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

**Best Interest Determination as it relates to School Stability**

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

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

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

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

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

**DO NOT use special characters, numbered or bulleted lists copied from Word, "see above", or n/a as this may delay the submission or approval of your plan.** The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures:

- Title/Role of Participant in Plan Development Name of Participant
- Title I Director/Coordinator Karen Stevens
- LEA Point of Contact (POC) Karen Beverlin
- LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office
- LEA representative that oversees transportation Karen Beverlin
- CWA POC Local Office
- Other (student services/pupil services, special education, etc.) Annette Gresham

If the child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, and other essential members of best interest determination will share information on the appropriateness of the current educational setting.

Factors that should be consider in determining whether the child remains in the school of origin include:

- How long is the placement expected to last and what is the permanent plan?
- How many schools has the child attended this year? The past few years?
- How strong is the child academically? Which school does the child prefer? Why?
- Does the child have siblings placed in the school?
- Does the child have positive peer relationships? Connection to staff?
- Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?
- How would the length of commute impact the child?
- Does the youth have any anxieties about the upcoming move or changes in his/her life?
- Are there any safety issues to consider?

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

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures:

- Title/Role of Participant in Plan Development Name of Participant
- Title I Director/Coordinator Karen Stevens
- LEA Point of Contact (POC) Joseph Sander
- LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office
- LEA representative that oversees transportation Joseph Sander
- CWA POC Local Office
- Other (student services/pupil services, special education, etc.) Annette Gresham

If the child moves to a new residence and is not in the same school zone, the foster care point of contact will be notified and be invited to participate in the best interest determination. The Child Welfare Agency worker, foster care point of contact, social worker, teacher, and other essential members of best interest determination will share information on the appropriateness of the current educational setting. Factors that should be considered in determining whether the child remains in the school of origin include:

- How long is the placement expected to last and what is the permanent plan?
- How many schools has the child attended this year? The past few years?
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- Does the child have positive peer relationships? Connection to staff?
- Would the timing of a transfer coincide with a logical juncture such as after testing, end of semester, or end of the school year?
- How would the length of commute impact the child?
- Does the youth have any anxieties about the upcoming move or changes in his/her life?
- Are there any safety issues to consider?

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

[See IDEA legislation here](#) [See Section 504 here](#)

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

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

The district provides transportation services for students falling under IDEA and Section 504 in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. Students who are in Foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the BID. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

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

The district provides transportation services for students falling under IDEA and Section 504 in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. Students who are in Foster care or are identified as IDEA or 504 eligible will have educational services as determined by the IEP or 504 plan to ensure there is not an interruption to the student's education or services. The Special Education team will be included in the BID. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

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

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

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

The district provides transportation services for students falling under English Language Learners in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. Student is Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

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

The district provides transportation services for students falling under English Language Learners in accordance with board policy. These provisions apply to students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. Student is Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

## 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 has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. If a transportation plan cannot be established, the district will collaborate with external organizations, DCFS, to establish a resolve for the student. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures:

Title/Role of Participant in Plan Development Name of Participant  
 Title I Director/Coordinator Karen Stevens  
 LEA Point of Contact (POC) Karen Beverlin  
 LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office  
 LEA representative that oversees transportation Karen Beverlin  
 CWA POC Local Office  
 Other (student services/pupil services, special education, etc.) Annette Gresham

Dispute resolution procedures will include: DCFS/Foster Parent appealing to district level administration (Director of Special Education, Director of Instruction or Superintendent) who will act as dispute mediators, should the need arise. The student's school placement will remain the school of origin until a final determination is made. DCFS has the final determination if a resolution cannot be agreed upon.

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

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. If a transportation plan cannot be established, the district will collaborate with external organizations, DCFS, to establish a resolve for the student. Per Board Policy 7:50, the Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools. Transportation, per Board Policy 4:110 Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

As part of your LEA's respective transportation plan, below are the individuals to consider identifying in the development of your Transportation Procedures:

Title/Role of Participant in Plan Development Name of Participant  
 Title I Director/Coordinator Karen Stevens  
 LEA Point of Contact (POC) Joseph Sander

LEA DCFS Liaison, as permitted by 105 ILCS 5/10-20.58, if any Local Office  
LEA representative that oversees transportation Joseph Sander  
CWA POC Local Office  
Other (student services/pupil services, special education, etc.) Annette Gresham

Dispute resolution procedures will include: DCFS/Foster Parent appealing to district level administration (Director of Special Education, Director of Instruction or Superintendent) who will act as dispute mediators, should the need arise. The student's school placement will remain the school of origin until a final determination is made. DCFS has the final determination if a resolution cannot be agreed upon.

**\*Required field**



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**Applicant:** WASHINGTON COMM H S DIST 308  
**Application:** 2022-2023 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 23-CDP-00-53-090-3080-16

**County:** Tazewell

[Consolidated District Plan](#) ▾

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

**Transportation Plan Development**

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

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

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

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

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

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.** The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district.

The Child Welfare Agency worker, foster care point of contact, transportation director, principal, social worker, and other essential members shall meet to determine transportation for foster care youth.

Factors that should/can be considered for transportation include:

- Safety
- Duration of the need for services
- The time/length of travel time for the student each day
- Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
- Traffic patterns
- Flexibility in school schedule
- Impact of extracurricular activities on transportation options.
- Maturity and behavioral capacity of student

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

The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district..

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- Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
- Traffic patterns
- Flexibility in school schedule
- Impact of extracurricular activities on transportation options.
- Maturity and behavioral capacity of student

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

- a. Pre-existing transportation route
- b. New transportation route
- c. Route-to-route hand-offs
- d. District-to-district boundary hand-offs
- e. Other services for which student is eligible, such as IDEA transportation options

- f. Options presented by DCFS worker
- g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

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

- h. Other - describe  
The district plan allows for mileage reimbursement to families providing transportation services. This expense is reimbursed at the IRS rate and the district has a process for families to submit mileage reimbursement to the Assistant Superintendent for approval.
- 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 funding for coordinated transportation will utilize the following: Transportation Fund, shared district funding (for external district transportation hand-offs) and use of activity funds allocated for student hardships.

Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion)

Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation);

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.

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

The funding for coordinated transportation will utilize the following: Transportation Fund, shared district funding (for external district transportation hand-offs) and use of activity funds allocated for student hardships.

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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.

**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.**

For all resolutions, the district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district.

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

For all resolutions, the district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district.

**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 provide transportation services using the following plan: The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

The district will provide transportation services using the following plan: The district has developed a thorough transportation plan that accounts for students falling under the following categories: Homeless, displaced due to natural disaster, IEP placement, administrative transfer and foster care. The plan accounts for transportation utilizing district transportation, shared transportation with adjacent districts and transportation reimbursement to families providing transportation services. Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

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

Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. WCHS will keep on file the WCHS, District 308 Transportation Procedures for students in foster care. All staff (certified and non-certified) will be informed of the foster care plan during via email the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services.

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

Requests will be brought forward to the transportation director to establish route services and pickup and dropoff times. The director will seek approval of transportation services through the Assistant Superintendent's office. Any transportation arrangements extending beyond district boundaries will require approval from the Superintendent in coordination with the Superintendent from the external district. WCHS will keep on file the WCHS, District 308 Transportation Procedures for students in foster care. All staff (certified and non-certified) will be informed of the foster care plan during via email the first week of school. The plan will also be available in the school handbook, so the process can be initiated as soon as one becomes aware of a student eligible for services.

\*Required field



[Close Printer Friendly Page](#)**Applicant:** WASHINGTON COMM H S DIST 308**County:** Tazewell**Consolidated District Plan** ▼**Application:** 2022-2023 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 23-CDP-00-53-090-3080-16

<a href="#">Plan Assurances</a>	<a href="#">State Assurances</a>	<a href="#">Debarment</a>	<a href="#">Lobbying</a>	<a href="#">GEPA 442</a>	<a href="#">Assurances</a>
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**Board Approval, Certification, and Assurances**[Instructions](#)

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

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

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

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

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

## **ACTION ITEMS**

### **Approve Consolidated District Plan**

#### **Recommendation:**

That the Board of Education approve the Consolidated District Plan as presented.

#### **Suggested Motion:**

Motion to approve the Consolidated District Plan as recommended.

## **Paper Education Company Inc. Service Agreement**

**THIS Paper Education Company Inc. SERVICE AGREEMENT** is entered into by and between:

**(Gradeslam America Inc-Paper Education)**, a Federal corporation having its principal place of business at 1223 Wilshire Blvd, Santa Monica, CA 90403(**"Gradeslam America Inc-Paper Education Company Inc."**); and

**Washington Community High School** is an educational institution having its head office at 115 Bondurant Street, Washington, IL 61571. United States (**"Customer"**).

(each a **"Party"** and collectively the **"Parties"**)

### **RECITALS**

**WHEREAS**, Gradeslam America Inc-Paper Education Company Inc. has developed an online chat-based platform to provide students access to educators in order to obtain tutoring in connection with their courses, the features of which are more fully set out on Paper Education Company Inc.'s website located at [www.paper.co](http://www.paper.co) (the **"Platform"**);

**WHEREAS**, Customer wishes to allow its students to access the Platform for their educational use in connection with the courses that they are taking in order to obtain tutoring from educators (**"Educators"**), as well as allowing teachers and administrators to access the Platform;

**WHEREAS**, Paper Education Company Inc. and Customer wish to set out the contractual terms pursuant to which access to students, teachers and administrators will be given to the Platform.

### **THE PARTIES HAVE THEREFORE AGREED AS FOLLOWS:**

#### **1. Purpose and Scope of the Agreement**

This Agreement contains the terms and conditions relating to the provision on a **"software-as-a- service"** basis or through a downloadable application of the Platform to students, teachers and administrators (each a **"User"**) associated to the Customer. Customer acknowledges that in order to be granted access to the Platform, each User must agree to comply with the terms of service and that the failure to agree to such terms of service or non-compliance with such terms of services may result in the exclusion of the User from the Platform, as these terms of service may be modified from

time to time. In the event a User is excluded due to a refusal to be bound by the terms of service or non-compliance to the terms of service, Customer shall not be entitled to reimbursement of any fees or other charges paid with respect to such User's access. It is Customer's responsibility to ensure that any parental approval or other formality required by local laws and regulations required for purposes of contractually binding Users is complied with.

## **2. Operation of the Platform**

The Platform provides access to Educators using chat functionalities to allow students attending the Customer's institution to obtain tutoring in connection with the courses defined by the Parties. The Platform and Educators are available on a 24 hours / 7 days per week basis, subject to the limitations set out in the Service Levels defined in this Agreement. Customer acknowledges that Educators qualified to interact with students on all courses topics may not be available at all times. Teachers and administrators have access to the Platform and are provided with means to assess interactions between students and Educators.

Students may access the Platform only for their educational use in connection with the courses for which they are registered at the Customer's institution. There are no limits to the number of interactions a student may have through the Platform, provided that these stay within reasonable bounds and do not become abusive.

In order to provide access to the Platform to Users, Customer must provide all necessary data set out in Schedule "A" in the specified electronic format so as to allow Paper Education Company Inc. to configure all accounts.

The pricing set out in Schedule "A" is for the maximum number of students indicated in such Schedule. To the extent that Customer wishes to allow access to the Platform to a number of students that exceeds the number set out in Schedule "A", Customer will be offered the option to do so at the price per additional student set out in Schedule "A", subject to the minimum quantities detailed in such schedule. The fee per student access shall not be prorated regardless of the point at which during a contract year new accesses are granted to the Platform. Additional accesses granted during the term shall be confirmed through electronic communications or in writing by Paper Education Company Inc..

## **3. Acceptable Use of the Platform**

Customer acknowledges that the following types of behavior by Customer or its Users of the Platform are unacceptable:

- (a) Posting or transmitting material that infringes, misappropriates or violates another person's intellectual property rights;
- (b) Posting or transmitting material that violates any right of publicity, right of privacy

- or other similar rights;
- (c) Using the Platform for purposes of stalking, harassing, threatening, bullying or other similar behavior;
  - (d) Posting or transmitting material that is defamatory, sexual in nature (other than as justified in light of the course content), obscene, offensive or discriminatory;
  - (e) Posting or transmitting any defamatory, pornographic, inaccurate, abusive, obscene, profane or offensive content.
  - (f) Compromising the integrity or operation of the Platform or attempting to do so;
  - (g) Tampering with, reverse-engineering, or hacking the Platform, circumventing any security or authentication measures, or attempting to gain unauthorized access to the Platform, related systems, networks, or data;
  - (h) Using "robots," "spiders," "offline readers," or other automated systems to send more request messages to the Platform than a human could reasonably send in the same period of time by using a normal browser;
  - (i) Making an unreasonable or abusive use of the access provided to the Platform;
  - (j) Generating and sending unsolicited commercial communications, advertising chain letters or spam;
  - (k) Uploading viruses, bots, worms, scripting exploits or other similar materials;
  - (l) Posting or transmitting content that is intended to be inflammatory;
  - (m) Using the Platform to recruit or solicit for employment or consulting Educators;
  - (n) Otherwise engaging in behavior that is illegal.

Paper Education Company Inc. will use reasonable efforts to monitor profiles, actions, comments, and general usage of the Platform and suspend privileges to any User or Educator not adhering to the policies of the Platform. Customer agrees to promptly report any alleged improprieties of any Users or Educators of which it becomes aware via electronic correspondence so as to enable Paper Education Company Inc. to investigate such alleged improprieties.

#### **4. Professional Development**

Paper Education Company Inc. agrees to provide or support professional in order to promote the use of the Platform as further detailed in Schedule "A". Unless expressly provided in Schedule "A", all such services shall be provided remotely by Customer.

#### **5. Term of the Agreement**

The initial term of the Agreement shall be as specified in Schedule "A".

#### **6. Restrictions on Use of the Platform**

Customer agrees that it shall not itself or allow any User to: (a) sell, lease, license, sublicense, loan, encumber or otherwise transfer its right to use the Platform to a third party, in whole or in part, except as permitted under this Agreement; (b) make modifications, corrections, alterations, enhancements or other additions to the Platform;

(c) provide, disclose, divulge or make the Platform available to a third party by online services, remote dial-in or network or telecommunication links of any kind, other than as permitted in this Agreement; (d) circumvent the Platform's authentication or security access control systems or assist others to do so; and (e) disclose access credentials to unauthorized parties or fail to implement reasonable security measures to prevent such an occurrence.

## **7. Intellectual Property in the Platform**

Customer recognizes and agrees that all trade-marks, inventions (whether patentable or not), patent applications, patents, industrial designs, works protected by copyright, trade secrets, know-how or other intellectual property in or related to the Platform, including any suggestions that Customer or any User may make regarding the functionalities or other technical aspects (the "Platform Intellectual Property") are, as between the parties, the exclusive property of Paper Education Company Inc.. Upon the request of Paper Education Company Inc., Customer shall provide any reasonable documentation required to confirm Paper Education Company Inc.'s ownership in the Platform Intellectual Property. For clarity, Paper Education Company Inc. shall not own any content added to the Platform by Users or Customer, which content is licensed pursuant to the terms of this Agreement.

This Agreement does not grant Customer the right to access or obtain the source code of the Platform nor any programming documentation.

All rights, titles and interests that are not expressly addressed in this Agreement are expressly reserved by Paper Education Company Inc..

## **8. Hosting of Platform**

Unless otherwise expressly set out in Schedule "B", the Platform and associated data will be hosted in facilities located in the United States.

## **9. Service Level**

The Platform shall be available 95% of the time, calculated on a monthly basis. The Software shall not be considered unavailable to Customer if Customer's inability to access or use the Platform arises due to problems with Customers' or Users' hardware or software, or due to problems with third-party telecommunication services or networks.

Periods during which the Platform is unavailable due to a force majeure event or previously-scheduled maintenance shall not be counted as downtime for the purpose of this provision. Paper Education Company Inc. shall take commercially-reasonable measures to ensure that scheduled maintenance takes place between 7AM ET and 9AM ET and that Customer receives advanced notice of any such maintenance.

Notwithstanding the foregoing, Customer acknowledges that Paper Education Company

Inc. may need to perform emergency maintenance, for example to install security updates, without notice and that no such interruption of access to the Platform shall be considered unavailability for the purpose of calculating the service level.

## **10. Technical Support**

Paper Education Company Inc. agrees to provide remote technical support to Customer via telephone, chat, email or other efficient communication method between 9AM ET and 5PM ET, Monday to Friday, except holidays as observed by Paper Education Company Inc.. The purpose of the remote assistance service is to attempt to identify and resolve functional problems in the Platform. Technical support shall be requested by Customer representatives, not by students.

Each communication received will be given a severity level by Paper Education Company Inc. according to the following guidelines:

- a) Major Problem: when the Platform is not operational or has suffered a major loss of capability resulting in the inability to use the Platform, or if a failure is so frequent that it precludes productive use of the Platform or when the Platform is operational but its capability is severely degraded, such as the inability to run a major application within the Platform, a critical product feature or function does not work, or a failure requires on-going intervention in order to maintain productive use;
- b) Minor Problem: when the Platform is operational and the problem does not result in a significant impact on the performance of the Platform

Paper Education Company Inc. shall exercise all commercially reasonable efforts to meet the following response times:

- c) Major Problems will be acknowledged within 4 business hours and resolved within 3 business days; and
- d) Minor Problems will be acknowledged within 1 business days and resolved in a subsequent update.

Technical support services shall not include services: (a) in respect of User hardware and software problems; (b) in respect of education, installation, training or customization; (c) in respect to the use of the Platform in violation of this Agreement; (d) in respect of defects in or caused by third party software or hardware; (e) problems arising from network connectivity.

Paper Education Company Inc. shall not be responsible to correct any defect or other failure of performance of the Platform caused by the following: (a) use of the Platform that materially deviates from the documentation included in the Platform; (b) modification, customization, alteration or addition or attempted modification, customization, alteration or addition to the Platform; or (c) the abuse or misuse of the

Platform.

Paper Education Company Inc. may update the Platform from time to time and shall make commercially reasonable efforts to advise the Customer in advance of all updates that materially affect the functionality of the Platform.

Paper Education Company Inc. shall be under no obligation to refrain from updating the Platform or delay in performing such updates.

## **11. Monetary Consideration**

In consideration for the access granted herein to the Platform, Customer shall pay Paper Education Company Inc. the fees set forth in Schedule "A". Unless otherwise provided in Schedule "A" or as otherwise set out herein, the fees are payable in advance within thirty (30) days for the beginning of the initial term and any renewal terms. Except as otherwise set out in Schedule "A", the fees may be increased by Paper Education Company Inc. by giving the Customer thirty (30) days' prior written notice at any point in time and will be applied at the following invoice to be issued to the Customer. Customer shall have the option of terminating the Agreement by providing written notice if it disagrees with the price increase set out in Provider's written notice, provided this is done no later than at the expiration of the notice period. Except as otherwise noted in Schedule "A" to this Agreement, in the event that Customer adds additional student access during the term, fees associated with such additional accesses shall be payable within thirty (30) days of the end of the term during which they are requested. Except as otherwise noted in Schedule "A" to this Agreement, additional accesses may be purchased only in a minimum quantity of ten (10) student accesses at a time. There are no limits on the number of administrator and teacher accesses to the Platform and no charge for such accesses.

All amounts payable under this Agreement shall be non-refundable.

All payments shall be exclusive of any tariffs, duties or taxes imposed or levied by any government or governmental agency. Customer shall be liable for payment of all such taxes, however designated, levied or based on Customer's or its Users' possession or use of the Platform including, federal, provincial, state or local sales taxes. Customer agrees that all amounts payable by Customer pursuant to this Agreement shall be paid without any deduction or withholding on account of any taxes, monetary transfer fees, or other charges or withholdings of any nature, except to the extent that the deduction or withholding of any tax is required by applicable law, in which event Customer shall (i) pay to Paper Education Company Inc. such additional amount as is necessary so that Paper Education Company Inc. receives, after such deduction or withholding (including any withholding with respect to this additional amount), an amount equal to the amount that Paper Education Company Inc. would have received if such deduction or withholding had not been made and (ii) deliver to Paper Education Company Inc. within thirty (30) days after the date of such payment an official receipt of the relevant taxing

authority showing that Paper Education Company Inc. paid to such taxing authority the full amount of the tax required to be deducted or withheld. Paper Education Company Inc. shall take reasonable administrative actions, if possible, to lawfully mitigate or to help recover on behalf of Customer any withholding taxes, if and only if none of the foregoing actions would operate to prejudice Provider with respect to its tax liability or otherwise.

Unless otherwise expressly set forth in a Proposal, all prices are expressed in Canadian dollars.

## **12. Confidentiality**

Except as may be expressly provided by this Agreement or applicable laws, the Parties acknowledge that Content contributed by Users to the Platform is not confidential as the functionality of the Platform are based on student interactions being visible in whole or in part to administrators and teachers. Except as otherwise provided by this Agreement, Paper Education Company Inc. shall not use the Content contributed by Users other than for purposes of operating the Platform for the Customer and its Users' benefit. Paper Education Company Inc. may however compile and use aggregated data (which for clarity shall not include any personally identifiable information) pertaining to the Platform derived from multiple educational institutions for purposes of (i) further developing the Platform or related products or services; (ii) compiling and disseminating data regarding the use and content of the Platform as well as the courses for which tutoring is offered on the Platform. Personally Identifiable Information provided to Paper Education Company Inc. by Customer or Users shall be treated as confidential information and is subject to Paper Education Company Inc.'s privacy policy available at <https://paper.co/privacy-policy-services> and incorporated herein by reference, which may be updated from time to time by Paper Education Company Inc. by posting updates on its website. The contractual terms of this Agreement constitutes confidential information of Paper Education Company Inc..

During the performance of this Agreement, one Party (the "Disclosing Party") may authorize the other Party (the "Receiving Party") to access or host confidential information (hereinafter the "Confidential Information"). Subject to the other terms of this Agreement, Confidential Information shall include, without limitation, personally identifiable information, log-in credentials, contracts, technical or financial information, databases, trade secrets and know-how. Confidential Information shall not include information that (i) is or will become public other than as a result of a breach of this Agreement or (ii) was known to the Receiving Party prior to the disclosure thereof by the Disclosing Party, as evidenced by written documents.

The Receiving Party shall preserve the confidentiality of any Confidential Information, and shall refrain from using or disclosing the same for any purpose not previously approved in writing by the Disclosing Party or otherwise provided in this Agreement. However, the Receiving Party may disclose Confidential Information in cases where (i)

the information is made public through no fault of or contribution by the Receiving Party; (ii) the information was made available to the Receiving Party by a third party that was legally in possession thereof and was free to disclose same; (iii) the information was independently acquired by third parties without access to or knowledge of the Confidential Information; or (iv) this disclosure was required by law or a court order, provided that the Receiving Party gives the Disclosing Party enough advance warning of this requirement so as to give the latter enough time to adopt whatever measures may be needed to avoid or limit the disclosure.

Upon request or upon termination of this Agreement, the Receiving Party shall immediately return or, at the option of the Disclosing Party, destroy the Confidential Information. Moreover, at the request of the Disclosing Party, the Receiving Party agrees to certify, by means of an affidavit, that all of the Confidential Information has been returned or destroyed, as the case may be. However, Paper Education Company Inc. may retain an archival copy of all confidential information disclosed to it, to the extent required by law, regulation, or court order, or to comply with accounting principles.

### **13. Termination**

Each Party may terminate this Agreement in the event the other Party breaches the terms of this Agreement and fails to remedy such breach within thirty (30) days of written notice given by such Party.

Notwithstanding any provision of applicable law, including section 2125 of the Quebec Civil Code (the benefit of which is hereby waived by the Customer), this Agreement may not be terminated for convenience.

All rights to access and use the Platform expire when this Agreement is terminated, regardless of the reason for termination, and no right of use or other such right to access the Platform shall subsist for Customer and all Users.

### **14. Responsibility for Content and Disclaimer of Representations, Warranties, Conditions**

Customer and its Users are solely responsible for any content, messages, photos, videos, reviews or profiles (collectively, "Content") that are published or displayed (hereinafter, "post") on the Platform, or transmitted to other users of the Platform. Customer and Users shall not post any Content that violates is unacceptable pursuant to the terms of this Agreement. Customer understands and agrees that Paper Education Company Inc. may choose to review and delete any Content, in each case in whole or in part, that in the sole judgment of Paper Education Company Inc. violates this Agreement or which might be offensive, illegal, or that might violate the rights, harm, or threaten the safety of users of the Platform. Customer and its Users grant complete access to institutions affiliated to Customer to review, record and process any Content that has been provided on the Platform. Institutions affiliated to Customer who have been

granted access to their student's conversations agree that any information transmitted by Users and Educators shall not be shared with individuals outside of their institution. By posting Content to any area of the Platform, Customer and its Users automatically grant to Paper Education Company Inc., its affiliates, licensees and successors, an irrevocable, perpetual, non-exclusive, fully paid, worldwide license to use, copy, perform, display, make available, distribute, reproduce, adapt, modify and distribute such information and content and to prepare derivative works of, or incorporate into other works, such information and content, and to grant and authorize sublicenses of the foregoing. Such license may be used by Customer subject to the restrictions and limitations provided by this Agreement. Customer further represent and warrant that public posting and use of User Content by Paper Education Company Inc. will not infringe or violate the rights of any third party.

Use of the Platform, including but not limited to the Content posted on the Platform, must be in accordance with any and all applicable laws and regulations. Opinions, advice, statements, offers, or other information or content made available on the Platform or through the Platform, but not directly by Paper Education Company Inc., are those of their respective authors. Such authors are solely responsible for such content. Paper Education Company Inc. does not: (i) guarantee the accuracy, completeness, or usefulness of any information on the Platform or available through the Platform, or (ii) adopt, endorse or accept responsibility for the accuracy or reliability of any opinion, advice, or statements made by any party that appears on the Platform or through the Platform. Under no circumstances will Paper Education Company Inc. or its affiliates be responsible for any loss or damage resulting from: a) your reliance on information or other content posted on the Platform or transmitted to or by any User; or b) reviews or comments made about any User on the Platform by other Users.

Paper Education Company Inc. PROVIDES THE PLATFORM AND ANY AND ALL ASSOCIATED SERVICES ON AN "AS IS" BASIS AND GRANTS NO REPRESENTATIONS, WARRANTIES OR CONDITIONS OF ANY KIND, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE WITH RESPECT TO THE SERVICES OR THE PLATFORM (INCLUDING ALL INFORMATION CONTAINED THEREIN), INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT. Paper Education Company Inc. DOES NOT WARRANT THAT YOUR USE OF THE PLATFORM WILL BE SECURE, UNINTERRUPTED, ALWAYS AVAILABLE, ERROR-FREE OR WILL MEET CUSTOMER OR USER REQUIREMENTS, OR THAT ANY DEFECTS IN THE SERVICES WILL BE CORRECTED. Paper Education Company Inc. DISCLAIMS LIABILITY FOR, AND NO WARRANTY IS MADE WITH RESPECT TO, THE CONNECTIVITY AND AVAILABILITY OF THE SERVICES. IN ADDITION AND WITHOUT LIMITING THE FOREGOING, Paper Education Company Inc. MAKES NO REPRESENTATION OR WARRANTIES OF ANY KIND WHETHER EXPRESS OR IMPLIED REGARDING THE SUITABILITY OF ANY MEMBER OF THE PLATFORM TO PROVIDE SERVICES AS AN EDUCATOR OR TO SECURE THE SERVICES OF AN EDUCATOR, INCLUDING, WITHOUT LIMITATION, PARTICIPANTS IN ANY THIRD

PARTY VERIFICATION SERVICE OFFERED ON THE PLATFORM. Paper Education Company Inc. DOES NOT: (i) GUARANTEE THE ACCURACY, COMPLETENESS OR USEFULNESS OF ANY INFORMATION PROVIDED ON THE PLATFORM, OR (ii) ADOPT, ENDORSE OR ACCEPT RESPONSIBILITY FOR THE ACCURACY OR RELIABILITY OF ANY OPINION, ADVICE, OR STATEMENT MADE BY ANY PARTY OTHER THAN Paper Education Company Inc.. UNDER NO CIRCUMSTANCES WILL Paper Education Company Inc. BE RESPONSIBLE FOR ANY LOSS OR DAMAGE RESULTING FROM ANYONE'S RELIANCE ON INFORMATION OR OTHER CONTENT POSTED ON THE SERVICES, OR TRANSMITTED TO OR BY ANY USERS.

#### **15. Limitation of Liability**

In no event will Paper Education Company Inc. or its Affiliates, be liable for any indirect, special, incidental, or consequential damages, losses or expenses arising out of or relating to the use or inability to use the Platform, including without limitation damages related to any information received from the Platform, removal of Content from the Platform, including profile information, any email distributed to any user or any linked web site or use thereof or inability to use by any party, or in connection with any termination of your subscription or ability to access the Platform, failure of performance, error, omission, interruption, defect, delay in operation or transmission, computer virus or line or system failure, even if Paper Education Company Inc. or its Affiliates, or representatives thereof, are advised of the possibility of such damages, losses or expenses. UNDER NO CIRCUMSTANCES WILL Paper Education Company Inc.'S OR ITS AFFILIATES AGGREGATE LIABILITY, IN ANY FORM OF ACTION WHATSOEVER IN CONNECTION WITH THIS AGREEMENT OR THE USE OF THE SERVICES OR THE PLATFORM, EXCEED THE PRICE PAID BY THE CUSTOMER FOR THE INITIAL TERM.

TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT WILL Paper Education Company Inc. OR ITS AFFILIATES, BE LIABLE FOR ANY DAMAGES WHATSOEVER, WHETHER DIRECT, INDIRECT, GENERAL, SPECIAL, COMPENSATORY, CONSEQUENTIAL, AND/OR INCIDENTAL, ARISING OUT OF OR RELATING TO THE CONDUCT OF YOU OR ANYONE ELSE IN CONNECTION WITH THE USE OF THE PLATFORM, INCLUDING WITHOUT LIMITATION, BODILY INJURY, EMOTIONAL DISTRESS, AND/OR ANY OTHER DAMAGES RESULTING FROM INTERACTIONS WITH OTHER MEMBERS OF THE PLATFORM, WHETHER ONLINE OR OFFLINE.

In addition to the preceding paragraphs of this section and other provisions of this Agreement, any advice that may be posted on the Platform is for informational purposes only and is not intended to replace or substitute for any professional financial, medical, legal, or other advice. Paper Education Company Inc. makes no representations or warranties and expressly disclaims any and all liability concerning any treatment, action by, or effect on any person following the information offered or provided within or through the Platform.

## **16. Links to External Sites**

Links from the Platform to external sites (including external sites that are framed by Paper Education Company Inc.) do not constitute an endorsement by Paper Education Company Inc. of such sites or the content, products, and other materials presented on such sites or of the products and services that are the subject, but are for users' reference and convenience. Customer and its Users' access them at their own risk. It is the responsibility of the user to evaluate the content and usefulness of the information obtained from other sites. Paper Education Company Inc. does not control such sites, and is not responsible for their content. Just because Paper Education Company Inc. has hyperlinks to such sites does not mean that Paper Education Company Inc. endorses any of the material on such sites, or has any association with their operators. Customer further acknowledges that use of any site controlled, owned or operated by third parties is governed by the terms and conditions of use for those sites, and not by Paper Education Company Inc.'s terms of use and privacy policy. Paper Education Company Inc. expressly disclaims any liability derived from the use and/or viewing of links that may appear on the Platform. Customer hereby agrees to hold Paper Education Company Inc. harmless from any liability that may result from the use of links that may appear on the Platform.

## **17. Compliance with Privacy Legislation**

Paper Education Company Inc. requires Customer to obtain all necessary consents for the online collection, processing and transfer of information of students through the Platform, including without limitation any consent required by applicable laws for children under the age of 13. Customer should refrain from taking steps to register students for the Platform unless all required consents have been obtained. Customer must ensure that parents have access to the Paper Education Company Inc. privacy policy and terms of use. Paper Education Company Inc. will not knowingly collect any information from children under 13, except to the extent permitted by applicable laws. Should Paper Education Company Inc. determine that all required consents have not been obtained for particular students, it shall be entitled to immediately terminate access to the Platform for such students.

## **18. Third Party Verification Service**

Paper Education Company Inc. relies on a third-party verification service to verify information such as, but not limited to, name, address, social insurance number, and criminal background of Educators. Customer does hereby represent, understand and expressly agree that Paper Education Company Inc. is a conduit for the third-party verification service and does not have control over or assume any responsibility for the quality, accuracy, or reliability of the information provided by the third-party verification service.

## **19. Indemnification**

Subject to the limitations set forth, each party agrees to indemnify and save harmless each other party from and against any and all losses, liabilities, expenses (including, without limitation, reasonable fees and disbursements of counsel), claims, liens, damages or other obligations whatsoever (collectively, "Claims") that may actually and reasonably be payable by virtue of or which may actually and reasonably result from the inaccuracy of any of their respective representations or the breach of any of their respective warranties, covenants or agreements made in this Agreement or in any certificate, schedule or other instrument delivered pursuant to this Agreement; provided, however, that no claim for indemnity may be made hereunder if the facts giving rise to such Claim were in writing and known to the party seeking indemnification hereunder, such facts constituted a breach of the conditions to closing of the party seeking indemnification and the party seeking indemnification elected in any event to consummate the transactions contemplated by this Agreement. In addition, to the extent that applicable insurance coverage is available and paid to the party seeking indemnification hereunder with respect to the Claim for which indemnification is being sought, such amounts of insurance actually paid shall be deducted from the amount of the Claim for which indemnification may be sought hereunder and the indemnified party may recover only the amount of the loss actually suffered by the party to be indemnified. To the extent that such insurance payment is received subsequent to payment by the indemnifying party hereunder, the indemnified party shall reimburse the indemnifying party, up to the amount previously paid by the indemnifying party, for the amount of such insurance payment.

## **20. Miscellaneous**

Nothing in this Agreement shall be construed as making either party the partner, joint venturer, agent, legal representative, employer, contractor or employee of the other. Neither party shall have, or hold itself out to any third party as having, any authority to make any statements, representations or commitments of any kind, or to take any action, that shall be binding on the other, except as provided for herein or authorized in writing by the party to be bound. This Agreement will be binding on and will inure to the benefit of the legal representatives, successors and assigns of the parties hereto.

Customer shall not sell, transfer or assign any right, title or interest it has in or pursuant to this Agreement, without the prior written consent of Paper Education Company Inc.. Any assignment not in accordance with this provision shall be void. Paper Education Company Inc. may, upon notice to Customer, sell, transfer or assign any right, title or interest it has in this Agreement, if such sale, transfer or assignment (a) is part of the sale, transfer or assignment of all or substantially all of its assets or business; or (b) is made to one of its affiliates.

This Agreement shall constitute the entire agreement between the Parties with respect to the subject matter hereof and merges all prior and contemporaneous agreements and

June 13, 2022

communications. Except as expressly provided herein, it shall not be modified except by a written agreement signed by the Parties' authorized representatives.

The Parties have expressly requested that this agreement be drawn up in English and that all modifications thereof can be made in this language. *Les Parties ont expressément demandé que ce contrat soit rédigé en anglais et que toute modification à celui-ci puisse se faire également dans cette langue.*

## **21. Jurisdiction and Choice of Law**

If there is any dispute arising out of this Agreement, the Parties expressly agree that any such dispute shall be governed by the laws applicable in Quebec, without regard to its conflict of law provisions, and the Parties expressly agree and consent to the exclusive jurisdiction and venue of the provincial and federal courts of the province of Quebec for the resolution of any such dispute.

*[The next page is the signature page]*

June 13, 2022

**IN WITNESS WHEREOF, THE PARTIES HEREBY AGREE TO BE LEGALLY BOUND BY THE TERMS OF THIS AGREEMENT.**

**Washington Community High School**

*Kyle W. Freeman*

Signature

Name: *Kyle W. Freeman*

Title: *Superintendent*

Date: *7/1/22*

**Gradeslam America Inc-Paper  
Education Company Inc.**

Signature

Name: *Phillip Cutler*

Title: *CEO*

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

## SCHEDULE A

### CUSTOMER-SPECIFIC

### PARAMETERS

1. *Initial Term of the Agreement*  
**August 10, 2022 to August 10, 2023 (12 Months)**
2. *Student Access Included in the Scope of the Agreement and Fees Payable*  
**Unlimited Access for 1,450 Washington Community High School Students in grades nine (9) through twelve (12), inclusively. The fees payable will be \$47.42 USD per student, for a total of \$61,259.00 USD.**
3. *Fees Payable for Additional Student Accesses*  
**Students may be added at a rate of \$47.42 USD per student.**
4. *Data to be Provided by Customer to Activate Accesses to the Platform*  
**The customer must provide a user's first name and last name, email address, grade, and any relevant class rostering information.**
5. *Details of Professional Development*  
**Paper Education Company Inc. will execute professional development. Paper Education Company Inc. will provide customer support and training throughout the year to Washington Community High School and its stakeholders.**
6. **Special Terms**

## **ACTION ITEMS**

### **Approve Paper Education Company Service Agreement**

#### **Recommendation:**

That the Board of Education approve the service agreement with the Paper Education Company as presented.

#### **Suggested Motion:**

Motion to approve the service agreement with the Paper Education Company as recommended.

## **8. ACTION ITEMS**

### **8.6. Approve the MTSS Part-time Specialist Job Description**

#### **Recommendation:**

That the WCHS Board of Education approve the MTSS Part-time Specialist job description as presented.

#### **Suggested Motion:**

Move to approve the recommendation to approve the MTSS Part-time Specialist job description as presented.

## Multi-Tiered Systems of Support (MTSS) Part-time Specialist

### Qualifications:

- Certified Teacher
- Successful completion of training in the following areas including but not limited to:
  - Type B Diagnostic testing
  - Instructional Coaching
  - IEP/504 Law

Reports to: Principal

Job Goal: To provide assistance to the MTSS Coordinator in regards to school-wide monitoring and identification of intervention and instructional supports for targeted students, specifically students identified as at-risk.

### Performance Responsibilities:

1. Shall consult with classroom teachers, PAC teachers, math lab, and study lab supervisors to support identified at-risk students.
2. Shall collect and share student academic, behavioral, and social-emotional data with appropriate staff.
3. Shall consult and support classroom teachers in implementing appropriate research-based practices to meet the needs of at-risk students.
4. Shall observe at-risk students in classroom settings in order to assess student deficits.
5. Shall observe intervention classes to provide precise, real-time feedback and assist with implementation of evidence-based instructional practices. (co-teach, modeling)
6. Shall assist students and interventions in math lab, study lab, and PACs by modeling intervention strategies.
7. Shall progress monitor students (grades, attendance, discipline, counseling, standardized testing, classroom assessments).
8. Shall assist PAC teachers with executive functioning assessments to identify student deficits and assist in developing an appropriate plan.
9. Guidance, assistance, monitoring, and training of peer tutors.

Terms of Employment: As per the Collective Bargaining Agreement with BOE

Evaluation: As per the Collective Bargaining Agreement