

Spring Valley CCSD #99 School Board Meeting

Wednesday, May 18, 2022 7:00 PM

John F. Kennedy School, Kennedy Center, 999 N Strong Ave, Spring Valley, Illinois 61362

1. **Call to Order & Roll Call**
2. **Pledge of Allegiance**
3. **Approval of Regular Meeting Agenda**
4. **Intoduction/Recognition of Special Guests**
5. **Public Comment, Correspondence, and Announcements**
6. **Consent Agenda**
 - 6.A. **Approval of Regular Meeting Minutes from Previous Meeting**
 - 6.B. **Approval of the Financial Reports**
 - 6.C. **Approval of the Treasurer's Report**
 - 6.D. **Approval of District Bills**
7. **Reports, Updates & Informational Items**
 - 7.A. **Cash Flow & Budget Watch**
 - 7.B. **First Reading of the May Board Policy Updates**
 - 7.C. **Keyboarding**
 - 7.D. **Assistant Principal's Report**
 - 7.E. **Principal's Report**
 - 7.F. **Superintendent's Report**
8. **Action Items**
 - 8.A. **Approve the Resolution Honoring the Retirment of District Staff Members**
 - 8.B. **Approve Scholastic/Diamond Brothers Risk Management Property, Workman's Compensation and**

**Commercial Umbrella Insurance
Program for 2022-2023**

9. **Executive Session**

10. **Action Items Following
Closed Session**

11. **Adjournment**



**SPRING VALLEY COMMUNITY CONSOLIDATED SCHOOL DISTRICT #99
REGULAR MEETING OF THE BOARD OF EDUCATION
KENNEDY LIBRARY, JOHN F. KENNEDY SCHOOL
999 NORTH STRONG AVENUE, SPRING VALLEY, IL 61362
WEDNESDAY, APRIL 20, 2022, 7:00 P.M.**



MINUTES

1. CALL TO ORDER & ROLL CALL

7:00 pm

Board of Education Members Present-Ted Urbanski, Lindsay Ferrari, Tina Pienta, Jim Faletti, Trisha Harrison-Absent, Scott Coutts, Lisa Ponce.

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF REGULAR MEETING AGENDA

MOTION by Ferrari seconded by Pienta that the Board of Education approve the Regular Meeting Agenda.

Roll Call: Ferrari, Pienta, Faletti, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

4. INTRODUCTION/RECOGNITION OF SPECIAL GUESTS

5. PUBLIC COMMENT, CORRESPONDENCE, & ANNOUNCEMENTS

6. CONSENT AGENDA

6.1 Approval of March 16, 2022 Regular Meeting Minutes

6.2 Approval of the Financial Reports

6.3 Approval of the Treasurer's Report

6.4 Approval of District Bills

MOTION by Ponce seconded by Pienta that the Board of Education approve the Consent Agenda.

Roll Call: Ponce Pienta, Ferrari, Faletti, Coutts and Urbanski all voted aye. No nays. Motion carried.

7. REPORTS, UPDATES & INFORMATIONAL ITEMS

7.1 Cash Flow & Budget Watch – We received our first bill from Johnnes's, which will be reflected next month. Received Grant Money. Received additional \$54,757 EBF money. Expenditures are at 78%, Revenue is at 85%

7.2 2022-2023 Kindergarten Update –We are at 55 students so far. Kindergarten Round-Up is on April 27th.

7.3 ESSER III – Teachers gave Shelly a list of suggestions for school improvements for the ESSER III Grant.

7.4 Assistant Principal's Report –Enrollment is at 639 students.

110 minors were given out with the majority of them being for missing homework, 8 majors were given out.

Ryan has been meeting with parents of students who are failing.

Scholastic Bowl is competing in the SRC tournament this week.

The 2022-2023 athletic schedule is almost complete.

Extracurricular positions open- Baseball (2-3), 8th Boys Basketball, 7th grade girls and 8th grade girls Basketball, Speech, Musical/Play, 6th volleyball

7.5 Principal's Report – School picture contract is up for bid. We have 3 vendors interested. Title III grant- applied for it with Hall, we would hire a Bi-lingual teacher and aide. Pre-School Screening dates, 5/5, 5/13 and a date in the summer. Spring Concert is on May 12th and 6th grade orientation is on May 16th.

7.6 Superintendent's Report – Graduation in May 20th. Please let Jim know if you will be attending. Received the sidewalk grant that will connect Heather Apartments to JFK. Recycling event brought in approximately \$1200.

8. ACTION ITEMS

8.1 Approve the 2022-2023 Student Handbook Updates

MOTION by Faletti seconded by Ponce that the Board of Education approve the 2022-2023 Student Handbook Updates.

Roll Call: Faletti, Ponce, Ferrari, Pienta, Coutts and Urbanski all voted aye. No nays. Motion carried.

9. EXECUTIVE SESSION - Reference: 5 ILCS 120 (c) 1, 5, 11 & 14 [Review of closed session minutes, Personnel Matters, Property, Litigation]

7:21 pm

MOTION by Pienta seconded by Ponce that the Board of Education go into Executive Session.

Roll Call: Pienta, Ponce, Ferrari, Faletti, Coutts and Urbanski all voted aye. No nays. Motion carried.

Begin Closed: 7:22 pm

End Closed: 9:20 pm

10. ACTION ITEMS FOLLOWING CLOSED SESSION

10.1 Approve Closed Session Minutes for April

MOTION by Ferrari seconded by Pienta that the Board of Education approve Closed Session Minutes for April.

Roll Call: Ferrari, Pienta, Faletti, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

10.2 Approve the hiring of Bailey Simpson, K

MOTION by Faletti seconded by Ponce that the Board of Education approve the hiring of Bailey Simpson, K.

Roll Call: Faletti, Ponce, Ferrari, Pienta, Coutts and Urbanski all voted aye. No nays. Motion carried.

10.3 Approve the hiring of Kaitlyn Padgett, 1st grade

MOTION by Ferrari seconded by Coutts that the Board of Education approve the hiring of Kaitlyn Padgett, 1st grade.

Roll Call: Ferrari, Coutts, Pienta, Faletti, Ponce and Urbanski all voted aye. No nays. Motion carried.

10.4 Approve the hiring of Sydney Pederson, 3rd grade

MOTION by Ponce seconded by Ferrari that the Board of Education approve the hiring of Sydney Pederson, 3rd grade.

Roll Call: Ponce, Ferrari, Pienta, Faletti, Coutts and Urbanski all voted aye. No nays. Motion carried.

10.5 Approve the hiring of Liz Gross, SPED

MOTION by Pienta seconded by Faletti that the Board of Education approve the hiring of Liz Gross, SPED.

Roll Call: Pienta, Faletti, Ferrari, Coutts, Ponce and Urbanski all voted aye. No nays. Motion carried.

10.6 Approve with regret the resignation of Allana Harper, Aide

MOTION by Ferrari seconded by Ponce that the Board of Education approve with regret the resignation of Allana Harper, Aide.

Roll Call: Ferrari, Ponce, Pienta, Faletti, Coutts and Urbanski all voted aye. No nays. Motion carried.

10.7 Approve Referee Fees to \$70/2 games.

MOTION by Faletti seconded by Ponce that the Board of Education approve Referee fees to \$70/2games.

Roll Call: Faletti, Ponce, Ferrari, Pienta, Coutts and Urbanski all voted aye. No nays. Motion carried.

11. ADJOURNMENT

9:35 pm

MOTION by Pienta seconded by Coutts that the Board of Education adjourn the April 20, 2022 Board of Education Meeting.

Roll Call: Pienta, Coutts, Ferrari, Faletti, Ponce and Urbanski all voted aye. No nays. Motion carried.

Attest:

Theodore Urbanski, President

Tina Pienta, Secretary

Spring Valley CCSD #99
 Account #27540002561
 April 30, 2022

<u>Category</u>	<u>Cost Basis</u>	<u>Market Value</u>	<u>%</u>	<u>Estimated Annual Income</u>	<u>Current Yield</u>
Cash & Cash Equivalents	\$797,657	\$797,657	23.10%	\$1,356	0.17%
Certificates of Deposit	\$740,000	\$736,983	21.34%	\$3,133	0.43%
T-Bills	\$299,588	\$299,599	8.68%	\$1,191	0.40%
Commercial Paper	\$0	\$0	0.00%	\$0	0.00%
Pass-Thru Securities	\$0	\$0	0.00%	\$0	0.00%
Taxable Municipal Bonds	\$1,564,832	\$1,523,252	44.12%	\$30,572	2.01%
U.S. Government Obligations	<u>\$100,160</u>	<u>\$95,413</u>	<u>2.76%</u>	<u>\$400</u>	<u>0.42%</u>
TOTAL ASSETS	\$3,502,237	\$3,452,903	100.00%	\$36,652	1.06%

<u>Sales/Maturities/Calls</u>	<u>Coupon</u>	<u>Maturity</u>	<u>Par</u>
US T-Bill	0.00%	04/05/22	\$500,000
Ottawa Savings Bank CD	0.25%	04/25/22	\$245,000

<u>Purchases</u>	<u>Coupon</u>	<u>Maturity</u>	<u>Par</u>
Fox Lake, IL Series A	4.00%	11/01/22	\$100,000
US T-Bill	0.00%	08/16/22	\$100,000

Assets Held 4/30/22

Spring Valley CCSD #99
 Account #27540002561
 Cash Basis Earnings Worksheet
 April 30, 2022

Fiscal Year Ending: 6/30/22
 Fiscal Year Beginning: 7/01/21

MONTHLY INCOME

Apr-22	Prepaid Interest (Accrued)	\$0.00
	CD Interest	\$1,090.67
	UST/Agencies/Municipals	\$0.00
	T-Bills/Commercial Paper	\$115.70
	4/1/22 Money Market	<u>\$35.23</u>
	April Monthly Total	\$1,241.60
	Previous Fiscal YTD Interest	\$16,463.72
	Total Fiscal YTD Interest	<u>\$17,705.32</u>

MONTHLY ACCOUNT CHARACTERISTICS

Yield on Portfolio: 1.06%
 Duration (excluding cash): 0.99

MONTHLY CASH BASIS EARNINGS

Apr-22	March Interest	\$1,241.60
	Realized Gain/Loss	\$0.00
	Fees	<u>-\$432.90</u>
	Monthly Cash Basis Earnings	<u>\$808.70</u>

**FISCAL YEAR-TO-DATE
 CASH BASIS EARNINGS**

DIVIDENDS/INTEREST	\$17,705.32
REALIZED GAIN/LOSS	-\$9,863.65
FEES	<u>-\$4,456.31</u>
YTD CASH BASIS EARNINGS	<u>\$3,385.36</u>

**PRIOR YEAR FISCAL YEAR-TO-DATE
 CASH BASIS EARNINGS**

DIVIDENDS/INTEREST	\$25,317.66
REALIZED GAIN/LOSS	-\$4,510.82
FEES	<u>-\$3,799.63</u>
YTD CASH BASIS EARNINGS	<u>\$17,007.21</u>

Spring Valley District 99 Expenditure Repo

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Spring Valley CCSD 99

Education Fund 10						
Fund	10	Education Fund				
Function	1110	Regular Programs				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget

Education Fund

Regular Programs

10-1110-1100-1	Regular Salaries	1,747,992.00	192,029.98	1,386,033.57	361,958.43	79.29
10-1110-1100-12	Insurance Stipend Salaries	22,000.00	0.00	22,000.00	0.00	100.00
10-1110-1100-20	Title II Teacher Salary	13,525.00	0.00	13,525.13	(0.13)	100.00
10-1110-1100-58	ESSER Salaries	157,928.00	15,208.60	115,338.65	42,589.35	73.03
10-1110-1500-1	Home Hospital Tutoring Salary	0.00	75.00	75.00	(75.00)	0.00
10-1110-1700-1	Sick Days - Teachers	0.00	0.00	0.00	0.00	0.00
10-1110-2100-1	Regular TRS	171,536.00	18,688.38	141,675.17	29,860.83	82.59
10-1110-2100-12	Insurance Stipend TRS	1,741.00	0.00	1,740.64	0.36	99.98
10-1110-2100-20	Title II TRS	3,566.00	416.37	2,695.65	870.35	75.59
10-1110-2100-58	ESSER TRS	15,617.00	1,504.18	12,060.56	3,556.44	77.23
10-1110-2101-20	Title II Federal TRS	4,085.00	317.98	317.98	3,767.02	7.78
10-1110-2101-58	ESSER Federal TRS	17,892.00	1,723.12	13,256.58	4,635.42	74.09
10-1110-2110-1	Regular NEC	11,177.00	1,204.37	9,131.55	2,045.45	81.70
10-1110-2110-12	Insurance Stipend NEC	113.00	0.00	112.16	0.84	99.26
10-1110-2110-20	Title II NEC	230.00	26.82	173.66	56.34	75.50
10-1110-2110-58	ESSER NEC	1,005.00	96.93	777.15	227.85	77.33
10-1110-2120-1	Regular ETHIS/THIS	29,924.00	3,260.11	26,285.39	3,638.61	87.84
10-1110-2120-12	Insurance Stipend EHTIS/THIS	305.00	0.00	303.68	1.32	99.57
10-1110-2120-20	Title II ETHIS/THIS	622.00	72.63	470.22	151.78	75.60
10-1110-2120-58	ESSER ETHIS/THIS	3,681.00	262.40	2,149.98	1,531.02	58.41
10-1110-2200-1	Regular Vision Insurance	3,000.00	222.44	2,184.50	815.50	72.82
10-1110-2200-20	Title II Vision Insurance	79.00	6.60	52.80	26.20	66.84
10-1110-2200-58	ESSER Vision Insurance	158.00	24.77	195.61	(37.61)	123.80
10-1110-2201-1	Retiree Insurance	25,000.00	1,658.09	17,606.37	7,393.63	70.43
10-1110-220-58	ESSER SALARIES (31B)	0.00	0.00	6,600.00	(6,600.00)	0.00
10-1110-2210-1	Regular Life Insurance	2,035.00	156.99	1,556.91	478.09	76.51
10-1110-2210-20	Title II Life Insurance	55.00	4.56	36.48	18.52	66.33
10-1110-2210-58	ESSER Life Insurance	164.00	15.02	117.54	46.46	71.67
10-1110-2220-1	Regular Health Insurance	246,931.00	19,862.38	198,290.31	48,640.69	80.30
10-1110-2220-20	Title II Health Insurance	7,566.00	587.56	4,743.38	2,822.62	62.69
10-1110-2220-58	ESSER Health Insurance	14,660.00	2,220.53	17,719.64	(3,059.64)	120.87
10-1110-2230-1	Regular Dental Insurance	18,000.00	1,460.52	13,867.78	4,132.22	77.04
10-1110-2230-20	Title II Dental Insurance	438.00	40.18	317.78	120.22	72.55
10-1110-2230-58	ESSER Dental Insurance	876.00	162.75	1,267.89	(391.89)	144.74
10-1110-2300-1	Tuition Reimbursement	10,000.00	1,950.00	24,348.50	(14,348.50)	243.49
10-1110-3100-25	Title IV SSAE Purchased Service	7,057.00	0.00	1,200.00	5,857.00	17.00
10-1110-3100-58	ESSER Purchased Service	63,892.00	0.00	64,058.48	(166.48)	100.26
10-1110-3200-1	Regular Purchased Service	2,750.00	0.00	2,466.08	283.92	89.68

Spring Valley District 99 Expenditure Repo

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Spring Valley CCSD 99

Education Fund 10								
Fund	10	Education Fund						
Function	1110	Regular Programs						
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
10-1110-3400-1	Postage		3,500.00	0.00	3,671.10	(171.10)	104.89	
10-1110-4100-1	Regular Supplies		22,000.00	3,032.15	25,323.37	(3,323.37)	115.11	
10-1110-4100-30	Digital Equity Supplies		49,056.00	0.00	47,928.00	1,128.00	97.70	
10-1110-4100-24	Rural Achievement Supplies		19,554.00	1,225.69	12,249.65	7,304.35	62.65	
10-1110-4100-58	ESSER Supplies		4,488.00	0.00	8,198.76	(3,710.76)	182.68	
10-1110-4101-1	Supplies - Middle		1,500.00	89.46	4,348.28	(2,848.28)	289.89	
10-1110-4102-1	Supplies - Primary		3,500.00	137.76	3,771.79	(271.79)	107.77	
10-1110-4200-1	Textbooks		0.00	0.00	0.00	0.00	0.00	
10-1110-4300-1	Other Supplies - Teachers		11,000.00	1,243.72	6,601.08	4,398.92	60.01	
10-1110-4300-25	Title IV SSAE Supplies		2,613.00	0.00	0.00	2,613.00	0.00	
10-1110-4400-1	Art Supplies		600.00	0.00	508.05	91.95	84.68	
10-1110-4500-1	Vocal Music Supplies		400.00	0.00	316.58	83.42	79.15	
10-1110-4600-1	Band Supplies		1,500.00	255.00	1,380.66	119.34	92.04	
10-1110-4700-1	PE Supplies		2,000.00	124.93	671.78	1,328.22	33.59	
10-1110-5100-1	Regular Capital Outlay		0.00	0.00	0.00	0.00	0.00	
10-1110-5100-58	ESSER Capital Outlay		0.00	0.00	0.00	0.00	0.00	
1110	Regular Programs		2,727,311.00	269,367.97	2,219,721.87	507,589.13	81.39	** Function
Function 1111								
10-1111-1200-1	Substitute Salary		78,000.00	7,516.82	64,352.51	13,647.49	82.50	
10-1111-2110-1	Substitute NEC		350.00	31.56	284.30	65.70	81.23	
10-1111-2120-1	Substitute ETHIS		600.00	48.01	448.89	151.11	74.82	
1111	Function 1111		78,950.00	7,596.39	65,085.70	13,864.30	82.44	** Function
Pre-K Programs								
10-1125-1100-16	ECE Salaries		105,020.00	12,230.06	89,124.12	15,895.88	84.86	
10-1125-1200-16	ECE Substitutes		1,500.00	797.66	1,470.65	29.35	98.04	
10-1125-2100-16	ECE TRS		6,260.00	730.88	5,646.99	613.01	90.21	
10-1125-2110-16	ECE NEC		403.00	49.02	368.25	34.75	91.38	
10-1125-2120-16	ECE ETHIS/THIS		1,579.00	130.52	1,053.59	525.41	66.73	
10-1125-2200-16	ECE Vision Insurance		195.00	16.19	162.44	32.56	83.30	
10-1125-2210-16	ECE Life Insurance		164.00	14.12	140.56	23.44	85.71	
10-1125-2220-16	ECE Health Insurance		18,660.00	1,447.52	14,822.14	3,837.86	79.43	
10-1125-2230-16	ECE Dental Insurance		1,293.00	117.99	1,150.86	142.14	89.01	
10-1125-3100-16	ECE Purchased Service		987.00	0.00	647.00	340.00	65.55	
10-1125-4100-16	ECE Supplies		1,289.00	61.52	1,349.33	(60.33)	104.68	
1125	Pre-K Programs		137,350.00	15,595.48	115,935.93	21,414.07	84.41	** Function
Special Ed Programs K-12								
10-1200-6100-1	Lighted Way Tuition		6,627.00	0.00	6,626.60	0.40	99.99	
1200	Special Ed Programs K-12		6,627.00	0.00	6,626.60	0.40	99.99	** Function

Spring Valley District 99 Expenditure Repo

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Spring Valley CCSD 99

Education Fund 10								
Fund	10	Education Fund						
Function	1215	Infant/Toddler (I/T)						
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
Infant/Toddler (I/T)								
10-1215-1100-1	Life Skills Salaries		139,471.00	19,121.72	124,344.13	15,126.87	89.15	
10-1215-2100-1	Life Skills TRS		8,607.00	585.63	4,804.41	3,802.59	55.82	
10-1215-2101-1	Life Skills Salaries (25B)		0.00	0.00	0.00	0.00	0.00	
10-1215-2110-1	Life Skills NEC		555.00	37.74	309.59	245.41	55.78	
10-1215-2120-1	Life Skills ETHIS/THIS		1,502.00	102.15	922.68	579.32	61.43	
10-1215-2200-1	Life Skills Vision Insurance		80.00	0.00	13.20	66.80	16.50	
10-1215-2210-1	Life Skills Life Insurance		324.00	22.80	226.99	97.01	70.06	
10-1215-2220-1	Life Skills Health Insurance		7,735.00	260.32	3,932.95	3,802.05	50.85	
10-1215-2230-1	Life Skills Dental Insurance		219.00	0.00	73.04	145.96	33.35	
10-1215-4100-1	Life Skills Supplies		2,000.00	82.50	1,290.93	709.07	64.55	
1215	Infant/Toddler (I/T)		160,493.00	20,212.86	135,917.92	24,575.08	84.69	** Function
Cross-Categorical (Cc)								
10-1220-1100-1	CC Primary Salaries		45,729.00	7,346.80	60,657.62	(14,928.62)	132.65	
10-1220-2100-1	CC Primary TRS		3,759.00	397.86	3,675.40	83.60	97.78	
10-1220-2110-1	CC Primary NEC		243.00	25.65	236.92	6.08	97.50	
10-1220-2120-1	CC Primary ETHIS/THIS		1,156.00	69.39	703.89	452.11	60.89	
10-1220-2200-1	CC Primary Vision Insurance		0.00	0.00	25.96	(25.96)	0.00	
10-1220-2210-1	CC Primary Life Insurance		110.00	13.68	136.39	(26.39)	123.99	
10-1220-2220-1	CC Primary Health Insurance		8,000.00	0.00	2,479.48	5,520.52	30.99	
10-1220-2230-1	CC Primary Dental Insurance		500.00	0.00	178.96	321.04	35.79	
10-1220-4100-1	CC Primary Supplies		0.00	0.00	1,058.44	(1,058.44)	0.00	
1220	Cross-Categorical (Cc)		59,497.00	7,853.38	69,153.06	(9,656.06)	116.23	** Function
Function 1221								
10-1221-1100-1	CC Middle Salaries		159,287.00	17,851.65	136,589.20	22,697.80	85.75	
10-1221-2100-1	CC Middle TRS		9,700.00	1,119.47	8,594.00	1,106.00	88.60	
10-1221-2110-1	CC Middle NEC		626.00	72.14	553.85	72.15	88.47	
10-1221-2120-1	CC Middle ETHIS/THIS		1,692.00	195.26	1,593.59	98.41	94.18	
10-1221-2200-1	CC Middle Vision Insurance		160.00	12.76	131.29	28.71	82.06	
10-1221-2210-1	CC Middle Life Insurance		219.00	22.50	236.73	(17.73)	108.10	
10-1221-2220-1	CC Middle Health Insurance		14,358.00	1,135.40	11,945.12	2,412.88	83.19	
10-1221-2230-1	CC Middle Dental Insurance		850.00	77.64	777.29	72.71	91.45	
10-1221-4100-1	CC Middle Supplies		400.00	0.00	858.72	(458.72)	214.68	
1221	Function 1221		187,292.00	20,486.82	161,279.79	26,012.21	86.11	** Function
Function 1222								
10-1222-1100-1	CC JH Salaries		131,651.00	15,656.42	114,102.99	17,548.01	86.67	
10-1222-2100-1	CC JH TRS		10,764.00	1,278.57	9,708.75	1,055.25	90.20	
10-1222-2110-1	CC JH NEC		694.00	82.38	625.57	68.43	90.14	

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10						
Fund	10	Education Fund				
Function	1222	Function 1222				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-1222-2120-1	CC JH ETHIS/THIS	1,877.00	223.05	1,798.73	78.27	95.83
10-1222-2200-1	CC JH Vision Insurance	160.00	13.20	132.00	28.00	82.50
10-1222-2210-1	CC JH Life Insurance	165.00	13.68	135.19	29.81	81.93
10-1222-2220-1	CC JH Health Insurance	14,358.00	1,175.12	12,008.60	2,349.40	83.64
10-1222-2230-1	CC JH Dental Insurance	1,000.00	80.36	781.64	218.36	78.16
1222 Function 1222		160,669.00	18,522.78	139,293.47	21,375.53	86.70 ** Function
Special Education Programs Pre-K						
10-1225-1100-1	Pre School Salary	29,378.00	3,886.87	28,516.90	861.10	97.07
10-1225-2100-1	Pre School TRS	1,804.00	208.18	1,619.97	184.03	89.80
10-1225-2110-1	Pre School NEC	116.00	13.41	104.36	11.64	89.97
10-1225-2120-1	Pre School ETHIS/THIS	316.00	36.31	300.17	15.83	94.99
10-1225-2200-1	Pre School Vision Insurance	40.00	3.21	32.64	7.36	81.60
10-1225-2210-1	Pre School Life Insurance	55.00	6.27	58.47	(3.47)	106.31
10-1225-2220-1	Pre School Health Insurance	3,590.00	285.62	2,969.52	620.48	82.72
10-1225-2230-1	Pre School Dental Insurance	225.00	19.53	193.14	31.86	85.84
1225 Special Education Programs Pre-K		35,524.00	4,459.40	33,795.17	1,728.83	95.13 ** Function
Remedial and Supplemental Programs K-12						
10-1250-1100-26	Title I Salary	106,878.00	12,176.53	90,642.87	16,235.13	84.81
10-1250-2100-26	Title I TRS	10,570.00	1,204.25	8,964.66	1,605.34	84.81
10-1250-2101-26	Title I Federal TRS	12,109.00	1,379.53	10,287.16	1,821.84	84.95
10-1250-2110-26	Title I NEC	69.00	77.60	577.88	(508.88)	837.51
10-1250-2120-26	Title I ETHIS/THIS	2,666.00	210.04	1,667.96	998.04	62.56
10-1250-2210-26	Title I Life Insurance	110.00	9.04	90.96	19.04	82.69
10-1250-3100-26	Title I Purchased Service	14,764.00	0.00	16,149.17	(1,385.17)	109.38
10-1250-4100-26	Title I Supplies	8,564.00	8,034.78	33,470.99	(24,906.99)	390.83
10-1250-5100-26	Title I Capital Outlay	4,600.00	0.00	1,999.00	2,601.00	43.46
1250 Remedial and Supplemental Programs K-12		160,330.00	23,091.77	163,850.65	(3,520.65)	102.20 ** Function
Interscholastic Programs						
10-1500-1100-1	Extracurricular Salaries	52,000.00	3,751.03	16,414.29	35,585.71	95.97
10-1500-2100-1	Extracurricular TRS	5,143.00	0.00	981.42	4,161.58	79.35
10-1500-2110-1	Extracurricular NEC	332.00	0.00	63.25	268.75	79.21
10-1500-2120-1	Extracurricular ETHIS/THIS	897.00	0.00	171.21	725.79	80.14
10-1500-2220-1-2	EXTRA CURRICULAR SALARIES (28B)	0.00	0.00	29.05	(29.05)	0.00
10-1500-2230-1-2	EXTRA CURRICULAR SALARIES (43B)	0.00	0.00	2.46	(2.46)	0.00
10-1500-3100-1	Extracurricular Purchased Service	3,500.00	0.00	13,415.00	(9,915.00)	383.29
10-1500-3300-1	Extracurricular Travel	5,000.00	0.00	1,518.02	3,481.98	30.36
10-1500-4100-1	Extracurricular Supplies	3,000.00	161.00	6,159.81	(3,159.81)	205.33
10-1500-6100-1	Extracurricular Fees	2,500.00	0.00	1,135.00	1,365.00	45.40

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10							
Fund	10	Education Fund					
Function	1500	Interscholastic Programs					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
1500	Interscholastic Programs		72,372.00	3,912.03	39,889.51	32,482.49	106.71 ** Function
<u>Bilingual Programs</u>							
10-1800-1100-38	Bi-Lingual Salaries		82,114.00	9,493.36	69,181.66	12,932.34	84.25
10-1800-2100-38	Bi-Lingual TRS		5,347.00	617.07	4,714.85	632.15	88.18
10-1800-2110-38	Bi-Lingual NEC		345.00	39.78	303.94	41.06	88.10
10-1800-2120-38	Bi-Lingual ETHIS/THIS		933.00	107.64	874.56	58.44	93.74
10-1800-2200-38	Bi-Lingual Vision Insurance		80.00	9.56	86.72	(6.72)	108.40
10-1800-2210-38	Bi-Lingual Life Insurance		110.00	9.12	91.20	18.80	82.91
10-1800-2220-38	Bi-Lingual Health Insurance		7,179.00	853.86	7,868.40	(689.40)	109.60
10-1800-2230-38	Bi-Lingual Dental Insurance		450.00	60.72	534.60	(84.60)	118.80
10-1800-4100-38	Bi-Lingual Supplies		400.00	0.00	1,329.00	(929.00)	332.25
1800	Bilingual Programs		96,958.00	11,191.11	84,984.93	11,973.07	87.65 ** Function
<u>Guidance Services</u>							
10-2120-1100-1	Guidance Salary		151,622.00	17,624.29	128,162.10	23,459.90	84.53
10-2120-2100-1	Guidance TRS		15,106.00	1,743.06	13,110.54	1,995.46	86.79
10-2120-2110-1	Guidance NEC		974.00	112.32	844.84	129.16	86.74
10-2120-2120-1	Guidance ETHIS/THIS		2,635.00	304.08	2,432.47	202.53	92.31
10-2120-2200-1	Guidance Vision Insurance		200.00	16.50	165.00	35.00	82.50
10-2120-2210-1	Guidance Life Insurance		110.00	9.12	91.20	18.80	82.91
10-2120-2220-1	Guidance Health Insurance		18,112.00	1,483.20	15,146.10	2,965.90	83.62
10-2120-2230-1	Guidance Dental Insurance		1,500.00	112.20	1,091.34	408.66	72.76
2120	Guidance Services		190,259.00	21,404.77	161,043.59	29,215.41	84.64 ** Function
<u>Health Services</u>							
10-2130-1100-1	Nurse Salary		0.00	74.91	6,094.15	(6,094.15)	0.00
10-2130-2200-1	Nurse Vision Insurance		80.00	6.60	66.00	14.00	82.50
10-2130-2210-1	Nurse Life Insurance		55.00	9.12	68.40	(13.40)	124.36
10-2130-2220-1	Nurse Health Insurance		7,179.00	587.56	6,004.30	1,174.70	83.64
10-2130-2230-1	Nurse Dental Insurance		500.00	40.18	390.82	109.18	78.16
10-2130-3100-58	ESSER Grant Purchased Service		0.00	0.00	0.00	0.00	0.00
10-2130-3100-1	Nurse Purchased Service		500.00	0.00	146.00	354.00	29.20
10-2130-4100-1	Nurse Supplies		800.00	0.00	1,039.90	(239.90)	129.99
10-2130-4100-58	ESSER Grant Supplies		1,590.00	0.00	2,182.89	(592.89)	137.29
10-2130-5100-1	Nurse Capital Outlay		0.00	0.00	899.00	(899.00)	0.00
10-2130-5100-58	ESSER Grant Capital Outlay		0.00	0.00	0.00	0.00	0.00
2130	Health Services		10,704.00	718.37	16,891.46	(6,187.46)	157.81 ** Function
<u>Speech Pathology/Audio Services</u>							
10-2150-1100-1	Speech Salary		118,394.00	13,662.68	99,574.60	18,819.40	84.10
10-2150-2100-1	Speech TRS		11,710.00	1,351.23	10,283.16	1,426.84	87.82

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10							
Fund	10	Education Fund					
Function	2150	Speech Pathology/Audio Services					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
10-2150-2110-1	Speech NEC	755.00	87.06	662.63	92.37	87.77	
10-2150-2120-1	Speech ETHIS/THIS	2,043.00	235.72	1,907.94	135.06	93.39	
10-2150-2200-1	Speech Vision Insurance	80.00	8.91	94.25	(14.25)	117.81	
10-2150-2210-1	Speech Life Insurance	110.00	8.62	89.76	20.24	81.60	
10-2150-2220-1	Speech Health Insurance	10,423.00	795.75	8,594.56	1,828.44	82.46	
10-2150-2230-1	Speech Dental Insurance	500.00	56.59	582.06	(82.06)	116.41	
10-2150-3100-1	Speech Purchased Service	200.00	0.00	0.00	200.00	0.00	
10-2150-3300-1	Speech Travel	0.00	0.00	0.00	0.00	0.00	
10-2150-4100-1	Speech Supplies	0.00	0.00	1,129.88	(1,129.88)	0.00	
10-2150-4100-26	Title I Speech Supplies	0.00	0.00	536.39	(536.39)	0.00	
10-2150-6100-1	Speech Dues & Fees	500.00	0.00	577.00	(77.00)	115.40	
2150 Speech Pathology/Audio Services		144,715.00	16,206.56	124,032.23	20,682.77	85.71	** Function
Improvement of Instruction Serv							
10-2210-3100-1	Regular Staff Development	500.00	0.00	0.00	500.00	0.00	
10-2210-3100-26	Title I Staff Development	10,370.00	875.55	7,272.91	3,097.09	70.13	
10-2210-3100-58	ESSER Grant Staff Development	0.00	0.00	0.00	0.00	0.00	
10-2210-6100-26	Title I Dues & Fees	239.00	0.00	0.00	239.00	0.00	
2210 Improvement of Instruction Serv		11,109.00	875.55	7,272.91	3,836.09	65.47	** Function
Educational Media Services							
10-2220-1100-1	Library Salaries	68,350.00	7,904.93	58,951.56	9,398.44	86.25	
10-2220-2100-1	Library TRS	4,634.00	534.72	4,041.34	592.66	87.21	
10-2220-2110-1	Library NEC	299.00	34.47	260.52	38.48	87.13	
10-2220-2120-1	Library ETHIS/THIS	843.00	93.27	745.31	97.69	88.41	
10-2220-2200-1	Library Vision Insurance	175.00	12.98	129.80	45.20	74.17	
10-2220-2210-1	Library Life Insurance	110.00	9.12	91.20	18.80	82.91	
10-2220-2220-1	Library Health Insurance	17,380.00	1,422.26	14,535.98	2,844.02	83.64	
10-2220-2230-1	Library Dental Insurance	1,200.00	98.46	957.66	242.34	79.81	
10-2220-3100-1	Library Software Services	1,000.00	0.00	756.73	243.27	75.67	
10-2220-3100-58	ESSER Grant Purchased Service	0.00	0.00	0.00	0.00	0.00	
10-2220-3300-1	Library Travel	200.00	0.00	10.25	189.75	5.13	
10-2220-4100-1	Library Supplies	9,000.00	507.80	9,036.36	(36.36)	100.40	
10-2220-4100-22	Back to Books Grant	0.00	0.00	0.00	0.00	0.00	
10-2220-4100-26	Title I Library Supplies	0.00	0.00	1,099.97	(1,099.97)	0.00	
10-2220-4100-58	ESSER Grant Library Supplies	0.00	0.00	0.00	0.00	0.00	
10-2220-4105-1	Accelerated Reader Supplies	0.00	0.00	0.00	0.00	0.00	
10-2220-4200-1	Library Per Capita Grant	750.00	0.00	491.38	258.62	65.52	
10-2220-4300-1	Library Audio Visual	0.00	0.00	0.00	0.00	0.00	
10-2220-5100-1	Library Capital Outlay	0.00	0.00	0.00	0.00	0.00	
10-2220-6100-1	Library Dues & Fees	0.00	0.00	20.00	(20.00)	0.00	

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10							
Fund	10	Education Fund					
Function	2220	Educational Media Services					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
2220	Educational Media Services		103,941.00	10,618.01	91,128.06	12,812.94	87.67 ** Function
Service Area Direction							
10-2221-3100-1	Computer Purchased Service		15,000.00	0.00	400.00	14,600.00	2.67
10-2221-3250-1	Tech Lease Payment		61,406.00	0.00	61,405.35	0.65	100.00
10-2221-4100-1	Computer Supplies		12,000.00	339.50	5,864.33	6,135.67	48.87
10-2221-4200-1	Computer Software		28,000.00	0.00	27,261.67	738.33	97.36
10-2221-5100-1	Computer Capital Outlay		33,000.00	0.00	975.99	32,024.01	2.96
2221	Service Area Direction		149,406.00	339.50	95,907.34	53,498.66	64.19 ** Function
Audio-Visual Services							
10-2223-1100-1	Tech Specialist Salary		85,696.00	9,888.00	72,512.00	13,184.00	84.62
10-2223-2200-1	Tech Specialist Vision Insurance		156.00	12.98	129.80	26.20	83.21
10-2223-2210-1	Tech Specialist Life Insurance		55.00	4.56	45.60	9.40	82.91
10-2223-2220-1	Tech Specialist Health Insurance		14,176.00	1,161.94	11,852.80	2,323.20	83.61
10-2223-2230-1	Teach Specialist Dental Insurance		1,074.00	98.46	957.66	116.34	89.17
10-2223-4100-1	Tech Specialist Supplies		1,000.00	0.00	0.00	1,000.00	0.00
10-2223-5100-1	Tech Specialist Capital Outlay		1,000.00	0.00	0.00	1,000.00	0.00
2223	Audio-Visual Services		103,157.00	11,165.94	85,497.86	17,659.14	82.88 ** Function
Computer-Assisted Inst							
10-2225-1100-1	Tech Coordinator Salary		52,790.00	6,091.20	44,668.80	8,121.20	84.62
10-2225-2200-1	Tech Coordinator Vision Insurance		119.00	9.90	99.00	20.00	83.19
10-2225-2210-1	Tech Coordinator Life Insurance		55.00	4.56	45.60	9.40	82.91
10-2225-2220-1	Tech Coordinator Health Insurance		10,933.00	895.64	9,141.80	1,791.20	83.62
10-2225-2230-1	Tech Coordinator Dental Insurance		786.00	72.02	700.52	85.48	89.12
10-2225-4100-1	Tech Coordinator Supplies		500.00	0.00	111.01	388.99	22.20
10-2225-5100-1	Tech Coordinator Capital Outlay		0.00	0.00	0.00	0.00	0.00
2225	Computer-Assisted Inst		65,183.00	7,073.32	54,766.73	10,416.27	84.02 ** Function
Assessment/Testing							
10-2230-3100-26	Title I Testing Purchased Service		6,620.00	0.00	6,620.00	0.00	100.00
10-2230-4100-1	Testing Supplies		0.00	0.00	0.00	0.00	0.00
10-2230-4100-26	Title I Testing Supplies		0.00	0.00	0.00	0.00	0.00
2230	Assessment/Testing		6,620.00	0.00	6,620.00	0.00	100.00 ** Function
Board of Education Services							
10-2310-1100-1	Board Secretary Salary		1,800.00	207.69	1,523.06	276.94	84.61
10-2310-1101-1	Board Treasurer Salary		1,800.00	207.69	1,523.06	276.94	84.61
10-2310-2210-1	Board Secretary Life Insurance		0.00	0.00	0.18	(0.18)	0.00
10-2310-3170-1	Board Audit Services		11,000.00	0.00	10,800.00	200.00	98.18
10-2310-3180-1	Board Legal Services		9,000.00	0.00	3,335.00	5,665.00	37.06
10-2310-3300-1	Board Travel		6,000.00	0.00	9,303.12	(3,303.12)	155.05

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10						
Fund	10	Education Fund				
Function	2310	Board of Education Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-2310-3500-1	Board Legal Advertising	500.00	0.00	1,141.14	(641.14)	228.23
10-2310-3800-1	Board Bond Insurance	5,000.00	0.00	199.00	4,801.00	3.98
10-2310-3900-1	Board Other Purchased Service	20,000.00	196.25	12,724.86	7,275.14	63.62
10-2310-4100-1	Board Supplies	1,500.00	33.24	4,242.93	(2,742.93)	282.86
10-2310-6100-1	Board Dues & Fees	4,000.00	0.00	0.00	4,000.00	0.00
2310 Board of Education Services		60,600.00	644.87	44,792.35	15,807.65	73.91 ** Function
Executive Admin Services						
10-2320-1100-1	Superintendent Salary	102,064.00	11,776.65	87,747.60	14,316.40	85.97
10-2320-1101-1	Sup` t Secretary Salary	35,698.00	4,118.95	30,690.30	5,007.70	85.97
10-2320-1700-1	Sick Days - Sup` t	0.00	0.00	0.00	0.00	0.00
10-2320-2100-1	Superintendent TRS	13,289.00	1,370.25	10,451.03	2,837.97	78.64
10-2320-2110-1	Superintendent NEC	856.00	88.32	673.62	182.38	78.69
10-2320-2120-1	Superintendent ETHIS/THIS	2,319.00	239.04	1,853.12	465.88	79.91
10-2320-2200-1	Sup` t & Secretary Vision Insurance	232.00	19.36	193.60	38.40	83.45
10-2320-2210-1	Sup` t & Secretary Life Insurance	219.00	18.22	182.02	36.98	83.11
10-2320-2220-1	Sup` t & Secretary Health Insurance	21,174.00	1,736.32	17,701.30	3,472.70	83.60
10-2320-2230-1	Sup` t & Secretary Dental Insurance	1,800.00	156.74	1,524.50	275.50	84.69
10-2320-3100-1	Superintendent Purchased Service	0.00	0.00	0.00	0.00	0.00
10-2320-3300-1	Sup` t & Secretary Travel	300.00	0.00	1,090.75	(790.75)	363.58
10-2320-4100-1	Superintendent Office Supply	300.00	0.00	268.72	31.28	89.57
10-2320-5100-1	Superintendent Capital Outlay	0.00	0.00	0.00	0.00	0.00
10-2320-6100-1	Superintendent Dues & Fees	2,000.00	0.00	225.00	1,775.00	11.25
2320 Executive Admin Services		180,251.00	19,523.85	152,601.56	27,649.44	84.66 ** Function
Office Of Principal Serv						
10-2410-1100-1	Principal Salary	135,518.00	15,684.75	117,403.37	18,114.63	86.63
10-2410-1101-1	Princ Secretary Salary	54,472.00	6,335.71	46,770.73	7,701.27	85.86
10-2410-1100-58	ESSER Salaries	2,400.00	0.00	2,400.00	0.00	100.00
10-2410-1700-1	Sick/Pers Day - Principal	0.00	0.00	0.00	0.00	0.00
10-2410-2100-1	Principal TRS	15,817.00	1,863.36	14,397.67	1,419.33	91.03
10-2410-2100-58	ESSER TRS	237.00	0.00	259.55	(22.55)	109.51
10-2410-2101-58	ESSER Federal TRS	272.00	0.00	271.91	0.09	99.97
10-2410-2110-1	Principal NEC	1,020.00	120.09	927.87	92.13	90.97
10-2410-2110-58	ESSER NEC	15.00	0.00	16.73	(1.73)	111.53
10-2410-2120-1	Principal ETHIS/THIS	1,758.00	325.05	2,590.36	(832.36)	147.35
10-2410-2120-58	ESSER ETHIS/THIS	60.00	0.00	45.27	14.73	75.45
10-2410-2200-1	Princ & Secretary Vision Insurance	500.00	38.72	393.66	106.34	78.73
10-2410-2210-1	Princ & Secretary Life Insurance	438.00	36.44	364.30	73.70	83.17
10-2410-2220-1	Princ & Secretary Health Insurance	42,348.00	3,472.64	35,937.98	6,410.02	84.86
10-2410-2230-1	Princ & Secretary Dental Insurance	3,800.00	313.48	3,078.03	721.97	81.00

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10							
Fund	10	Education Fund					
Function	2410	Office Of Principal Serv					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-2410-2300-1	Principal Tuition Reimbursement		3,200.00	0.00	3,200.00	0.00	100.00
10-2410-3100-1	Principal Purchased Service		0.00	0.00	0.00	0.00	0.00
10-2410-3300-1	Princ & Secretary Travel		0.00	0.00	0.00	0.00	0.00
10-2410-4100-1	Principal Supplies		1,800.00	98.99	3,096.98	(1,296.98)	172.05
10-2410-5100-1	Principal Capital Outlay		0.00	1,849.00	1,849.00	(1,849.00)	0.00
10-2410-6100-1	Principal Dues & Fees		1,000.00	0.00	679.67	320.33	67.97
2410	Office Of Principal Serv		264,655.00	30,138.23	233,683.08	30,971.92	88.30
							** Function
Fiscal Services							
10-2520-1100-1	Bookkeeper Salary		46,906.00	5,412.22	40,326.42	6,579.58	85.97
10-2520-2200-1	Bookkeeper Vision Insurance		80.00	6.60	66.00	14.00	82.50
10-2520-2210-1	Bookkeeper Life Insurance		55.00	4.56	45.60	9.40	82.91
10-2520-2220-1	Bookkeeper Health Insurance		7,179.00	587.56	6,004.30	1,174.70	83.64
10-2520-2230-1	Bookkeeper Dental Insurance		450.00	40.18	390.82	59.18	86.85
10-2520-3100-1	Bookkeeper Purchased Service		9,000.00	8,600.00	8,600.00	400.00	95.56
10-2520-4100-1	Bookkeeper Supplies		1,000.00	0.00	1,722.56	(722.56)	172.26
10-2520-5100-1	Bookkeeper Capital Outlay		0.00	0.00	0.00	0.00	0.00
10-2520-6100-1	Bookkeeper Dues & Fees		100.00	0.00	47.38	52.62	47.38
2520	Fiscal Services		64,770.00	14,651.12	57,203.08	7,566.92	88.32
							** Function
Food Services							
10-2560-1100-1	Food Service Salaries		99,648.00	11,977.53	84,306.86	15,341.14	84.60
10-2560-1200-1	Food Service Substitute		2,500.00	212.85	954.29	1,545.71	38.17
10-2560-2210-1	Food Service Life Insurance		214.00	13.68	127.68	86.32	59.66
10-2560-2220-1	Food Service Health Insurance		0.00	0.00	0.00	0.00	0.00
10-2560-3100-1	Food Service Purchased Service		2,500.00	0.00	680.90	1,819.10	27.24
10-2560-4100-1	Food Supplies		60,000.00	12,997.30	83,560.52	(23,560.52)	139.27
10-2560-4100-16	ECE Supplies		3,000.00	349.78	869.30	2,130.70	28.98
10-2560-4100-58	ESSER Grant Supplies		0.00	0.00	0.00	0.00	0.00
10-2560-4200-1	Non-Food Supplies		2,000.00	397.21	4,042.11	(2,042.11)	202.11
10-2560-5100-1	Food Service Capital Outlay		0.00	0.00	0.00	0.00	0.00
2560	Food Services		169,862.00	25,948.35	174,541.66	(4,679.66)	102.75
							** Function
Internal Services							
10-2570-3250-1	Copy Machine Rental		21,000.00	1,736.89	16,289.91	4,710.09	77.57
10-2570-4100-1	Internal Supplies		1,500.00	0.00	430.17	1,069.83	28.68
2570	Internal Services		22,500.00	1,736.89	16,720.08	5,779.92	74.31
							** Function
Other Support Services							
10-2900-3100-1	Investment Fees		3,800.00	327.65	3,330.16	469.84	87.64
2900	Other Support Services		3,800.00	327.65	3,330.16	469.84	87.64
							** Function
Community Services							

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10							
Fund	10	Education Fund					
Function	3000	Community Services					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-3000-3100-16	ECE Testing		200.00	0.00	100.00	100.00	50.00
10-3000-4100-26	Title I Reading Night Supplies		1,277.00	0.00	1,276.14	0.86	99.93
3000	Community Services		1,477.00	0.00	1,376.14	100.86	93.17
							** Function
Nonprogrammed Charges							
10-4000-3100-26	Title I Payment to ROE		0.00	0.00	0.00	0.00	0.00
10-4000-3100-58	ESSER School Improvement		3,500.00	0.00	3,500.00	0.00	100.00
4000	Nonprogrammed Charges		3,500.00	0.00	3,500.00	0.00	100.00
							** Function
Payments Sp Ed Programs							
10-4120-3100-1	BMP Joint Agreement Assessment		400,878.00	0.00	400,877.84	0.16	100.00
10-4120-3400-1	Vision & Hearing Services		15,000.00	0.00	3,995.00	11,005.00	26.63
10-4120-6700-1	Spec Ed Tuition - Other Schools		60,000.00	6,517.92	51,101.88	8,898.12	85.17
4120	Payments Sp Ed Programs		475,878.00	6,517.92	455,974.72	19,903.28	95.82
							** Function
Function 4221							
10-4221-6700-1	Spec Ed Tuition - Private Facility		0.00	0.00	0.00	0.00	0.00
4221	Function 4221		0.00	0.00	0.00	0.00	0.00
							** Function
Other Interest on Short-Term Debt							
10-5150-6100	Interest on Bonds		179,278.00	89,638.75	179,277.50	0.50	100.00
5150	Other Interest on Short-Term Debt		179,278.00	89,638.75	179,277.50	0.50	100.00
							** Function
10	Education Fund		6,095,038.00	659,819.64	5,201,695.11	893,342.89	85.96
							* Fund
10	Education Fund		6,095,038.00	659,819.64	5,201,695.11	893,342.89	85.96
							Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Oper, Build, & Maint Fund 20							
Fund	20	Oper, Build, & Maint Fund					
Function	2540	Oper and Maint of Plant Services					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
Oper, Build, & Maint Fund							
Oper and Maint of Plant Services							
20-2540-1100-1	Custodian Salaries	165,256.00	18,364.09	133,169.76	32,086.24	80.58	
20-2540-1200-1	Custodian Substitute	0.00	0.00	0.00	0.00	0.00	
20-2540-1300-1	Custodian Overtime	0.00	0.00	0.00	0.00	0.00	
20-2540-2200-1	Custodian Vision Insurance	80.00	6.60	67.09	12.91	83.86	
20-2540-2210-1	Custodian Life Insurance	164.00	13.68	138.01	25.99	84.15	
20-2540-2220-1	Custodian Health Insurance	10,383.00	847.88	8,791.25	1,591.75	84.67	
20-2540-2230-1	Custodian Dental Insurance	439.00	40.18	398.31	40.69	90.73	
20-2540-3100-1	Telephone & Internet	14,000.00	1,494.33	12,829.87	1,170.13	91.64	
20-2540-3200-1	Grounds Upkeep Services	27,000.00	705.00	22,108.88	4,891.12	81.88	
20-2540-3200-58	ESSER Purchased Service	102,317.00	3,960.00	90,765.00	11,552.00	88.71	
20-2540-3201-1	Building Upkeep Services	25,000.00	672.14	79,821.35	(54,821.35)	319.29	
20-2540-3202-1	Equipment Upkeep Services	24,000.00	1,214.52	22,830.34	1,169.66	95.13	
20-2540-3700-1	Water	4,500.00	652.85	5,553.25	(1,053.25)	123.41	
20-2540-4100-1	Building Supply	21,000.00	2,667.09	31,598.30	(10,598.30)	150.47	
20-2540-4100-16	ECE Supplies	0.00	0.00	0.00	0.00	0.00	
20-2540-4100-25	Title IV SSAE Supplies	3,550.00	0.00	0.00	3,550.00	0.00	
20-2540-4100-58	ESSER Grant Supplies	0.00	0.00	1,568.50	(1,568.50)	0.00	
20-2540-4605-1	Gas	10,000.00	3,428.18	14,935.01	(4,935.01)	149.35	
20-2540-4606-1	Electricity	81,000.00	8,014.81	64,357.21	16,642.79	79.45	
20-2540-5100-58	ESSER Grant Capital Outlay	6,500.00	0.00	4,617.00	1,883.00	71.03	
20-2540-5100-1	Building Capital Outlay	20,000.00	0.00	0.00	20,000.00	0.00	
20-2540-5100-25	Title IV SSAE Capital Outlay	0.00	0.00	0.00	0.00	0.00	
2540	Oper and Maint of Plant Services	515,189.00	42,081.35	493,549.13	21,639.87	95.80	** Function
Other Support Services							
20-2900-3100-1	Investment Fees	500.00	62.31	662.22	(162.22)	132.44	
2900	Other Support Services	500.00	62.31	662.22	(162.22)	132.44	** Function
20	Oper, Build, & Maint Fund	515,689.00	42,143.66	494,211.35	21,477.65	95.84	* Fund
20	Oper, Build, & Maint Fund	515,689.00	42,143.66	494,211.35	21,477.65	95.84	Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Debt Service Fund or Fund Group 30						
Fund	30	Debt Service Fund or Fund Group				
Function	5200	Debt Service - Interest on Long-Term Debt				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Debt Service Fund or Fund Group						
Debt Service - Interest on Long-Term Debt						
30-5200-6000-1	Interest on Bonds	89,250.00	41,700.00	89,250.00	0.00	100.00
5200	Debt Service - Interest on Long-Term Debt	89,250.00	41,700.00	89,250.00	0.00	100.00 ** Function
Teachers/Employees Orders						
30-5300-6000-1	Principal on Bonds	390,000.00	0.00	390,000.00	0.00	100.00
5300	Teachers/Employees Orders	390,000.00	0.00	390,000.00	0.00	100.00 ** Function
Debt Service Other - Short Term Debt Principal						
30-5400-3000-1	Service Charge on Bonds	0.00	0.00	500.00	(500.00)	0.00
5400	Debt Service Other - Short Term Debt Principal	0.00	0.00	500.00	(500.00)	0.00 ** Function
30	Debt Service Fund or Fund Group	479,250.00	41,700.00	479,750.00	(500.00)	100.10 * Fund
30	Debt Service Fund or Fund Group	479,250.00	41,700.00	479,750.00	(500.00)	100.10 Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Transportation Fund 40						
Fund	40	Transportation Fund				
Function	2550	Pupil Transportation Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Transportation Fund						
<u>Pupil Transportation Services</u>						
40-2550-3100-16	ECE Transportation	51,622.00	12,804.00	77,406.00	(25,784.00)	149.95
40-2550-3310-1	Spec Ed Transportation	115,000.00	19,205.50	59,066.00	55,934.00	51.36
40-2550-3311-1	Regular Transportation	140,000.00	21,870.00	133,358.75	6,641.25	95.26
40-2550-3312-1	Extracurricular Transportation	0.00	175.00	655.25	(655.25)	0.00
40-2550-3313-1	Field Trip Transportation	2,900.00	350.00	1,462.50	1,437.50	50.43
40-2550-4100-1	Transportation Supplies	0.00	4,370.27	10,818.17	(10,818.17)	0.00
2550	Pupil Transportation Services	309,522.00	58,774.77	282,766.67	26,755.33	91.36
						** Function
<u>Other Support Services</u>						
40-2900-3100-1	Investment Fees	50.00	1.40	24.38	25.62	48.76
2900	Other Support Services	50.00	1.40	24.38	25.62	48.76
						** Function
40	Transportation Fund	309,572.00	58,776.17	282,791.05	26,780.95	91.35
						* Fund
40	Transportation Fund	309,572.00	58,776.17	282,791.05	26,780.95	91.35
						Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

I.M.R.F./Soc. Sec. Fund 50						
Fund	50	I.M.R.F./Soc. Sec. Fund				
Function	1110	Regular Programs				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget

I.M.R.F./Soc. Sec. Fund

Regular Programs

50-1110-2120-1	Regular IMRF	3,254.00	262.62	2,246.34	1,007.66	69.03	
50-1110-2130-1	Regular FICA	2,713.00	240.63	1,822.49	890.51	67.18	
50-1110-2140-1	Regular Medicare	25,000.00	2,678.72	19,184.19	5,815.81	76.74	
50-1110-2140-12	Insurance Stipend Medicare	256.00	0.00	255.20	0.80	99.69	
50-1110-2140-20	Title II Medicare	523.00	61.05	363.34	159.66	69.47	
50-1110-2140-58	ESSER Medicare	2,290.00	212.32	1,608.98	681.02	70.26	
1110	Regular Programs	34,036.00	3,455.34	25,480.54	8,555.46	74.86	** Function

Function 1111

50-1111-2130-1	Substitut FICA	500.00	93.10	890.77	(390.77)	178.15	
50-1111-2140-1	Substitute Medicare	1,500.00	91.58	763.99	736.01	50.93	
1111	Function 1111	2,000.00	184.68	1,654.76	345.24	82.74	** Function

Pre-K Programs

50-1125-2120-16	ECE IMRF	3,744.00	429.36	3,485.75	258.25	93.10	
50-1125-2130-16	ECE FICA	3,192.00	419.99	2,885.94	306.06	90.41	
50-1125-2140-16	ECE Medicare	918.00	104.21	699.73	218.27	76.22	
1125	Pre-K Programs	7,854.00	953.56	7,071.42	782.58	90.04	** Function

Infant/Toddler (I/T)

50-1215-2120-1	Life Skills IMRF	7,986.00	869.79	7,033.72	952.28	88.08	
50-1215-2130-1	Life Skills FICA	6,632.00	768.29	5,437.52	1,194.48	81.99	
50-1215-2140-1	Life Skills Medicare	1,500.00	85.86	704.40	795.60	46.96	
1215	Infant/Toddler (I/T)	16,118.00	1,723.94	13,175.64	2,942.36	81.74	** Function

Cross-Categorical (Cc)

50-1220-2120-1	CC Primary IMRF	1,482.00	319.52	2,680.13	(1,198.13)	180.85	
50-1220-2130-1	CC Primary FICA	1,248.00	292.75	2,171.70	(923.70)	174.01	
50-1220-2140-1	CC Primary Medicare	550.00	58.32	519.40	30.60	94.44	
1220	Cross-Categorical (Cc)	3,280.00	670.59	5,371.23	(2,091.23)	163.76	** Function

Function 1221

50-1221-2120-1	CC Middle IMRF	7,043.00	712.30	6,240.41	802.59	88.60	
50-1221-2130-1	CC Middle FICE	5,828.00	652.61	5,055.50	772.50	86.75	
50-1221-2140-1	CC Middle Medicare	1,450.00	164.13	1,196.21	253.79	82.50	
1221	Function 1221	14,321.00	1,529.04	12,492.12	1,828.88	87.23	** Function

Function 1222

50-1222-2120-1	CC JH IMRF	2,573.00	269.55	2,193.41	379.59	85.25	
50-1222-2130-1	CC JH FICA	2,129.00	246.96	1,781.87	347.13	83.70	
50-1222-2140-1	CC JH Medicare	1,650.00	187.44	1,359.58	290.42	82.40	

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

I.M.R.F./Soc. Sec. Fund 50						
Fund	50	I.M.R.F./Soc. Sec. Fund				
Function	1222	Function 1222				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
1222	Function 1222	6,352.00	703.95	5,334.86	1,017.14	83.99 ** Function
Special Education Programs Pre-K						
50-1225-2120-1	Pre School IMRF	1,041.00	164.82	1,352.65	(311.65)	129.94
50-1225-2130-1	Pre School FICA	1,068.00	150.99	1,095.95	(27.95)	102.62
50-1225-2140-1	Pre School Medicare	275.00	30.52	222.43	52.57	80.88
1225	Special Education Programs Pre-K	2,384.00	346.33	2,671.03	(287.03)	112.04 ** Function
Remedial and Supplemental Programs K-12						
50-1250-2140-26	Title I Medicare	1,550.00	173.74	1,287.16	262.84	83.04
1250	Remedial and Supplemental Programs K-12	1,550.00	173.74	1,287.16	262.84	83.04 ** Function
Interscholastic Programs						
50-1500-2120-1	Extracurricular IMRF	0.00	0.00	0.00	0.00	0.00
50-1500-2130-1	Extracurricular FICA	0.00	257.27	257.27	(257.27)	0.00
50-1500-2140-1	Extracurricular Medicare	1,000.00	0.00	146.04	853.96	60.63
1500	Interscholastic Programs	1,000.00	257.27	403.31	596.69	114.36 ** Function
Bilingual Programs						
50-1800-2120-38	Bi-Lingual IMRF	2,594.00	271.71	2,230.80	363.20	86.00
50-1800-2130-38	Bi-Lingual FICA	2,146.00	248.94	1,813.76	332.24	84.52
50-1800-2140-38	Bi-Lingual Meciare	785.00	86.28	629.99	155.01	80.25
1800	Bilingual Programs	5,525.00	606.93	4,674.55	850.45	84.61 ** Function
Guidance Services						
50-2120-2140-1	Guidance Medicare	2,215.00	250.59	1,807.99	407.01	81.62
2120	Guidance Services	2,215.00	250.59	1,807.99	407.01	81.62 ** Function
Health Services						
50-2130-2120-1	Nurse IMRF	3,193.00	625.50	4,010.84	(817.84)	125.61
50-2130-2130-1	Nurse FICA	2,932.00	569.73	3,280.37	(348.37)	111.88
2130	Health Services	6,125.00	1,195.23	7,291.21	(1,166.21)	119.04 ** Function
Speech Pathology/Audio Services						
50-2150-2140-1	Speech Medicare	1,717.00	193.65	1,394.56	322.44	81.22
2150	Speech Pathology/Audio Services	1,717.00	193.65	1,394.56	322.44	81.22 ** Function
Educational Media Services						
50-2220-2120-1	Library IMRF	2,573.00	269.55	2,328.15	244.85	90.48
50-2220-2130-1	Library FICA	2,129.00	218.35	1,597.10	531.90	75.02
50-2220-2140-1	Library Medicare	750.00	69.13	466.67	283.33	62.22
2220	Educational Media Services	5,452.00	557.03	4,391.92	1,060.08	80.56 ** Function
Audio-Visual Services						

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

I.M.R.F./Soc. Sec. Fund 50							
Fund	50	I.M.R.F./Soc. Sec. Fund					
Function	2223	Audio-Visual Services					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
50-2223-2120-1	Tech Specialist IMRF	7,927.00	825.66	6,825.99	1,101.01	86.11	
50-2223-2130-1	Tech Specialist FICA	6,556.00	707.54	5,051.50	1,504.50	77.05	
2223	Audio-Visual Services	14,483.00	1,533.20	11,877.49	2,605.51	82.01	** Function
Computer-Assisted Inst							
50-2225-2120-1	Tech Coordinator IMRF	4,883.00	508.62	4,205.03	677.97	86.12	
50-2225-2130-1	Tech Coordinator FICA	4,038.00	439.73	3,151.00	887.00	78.03	
2225	Computer-Assisted Inst	8,921.00	948.35	7,356.03	1,564.97	82.46	** Function
Board of Education Services							
50-2310-2120-1	Board IMRF	0.00	0.00	14.06	(14.06)	0.00	
50-2310-2130-1	Board FICA	276.00	15.90	127.20	148.80	46.09	
2310	Board of Education Services	276.00	15.90	141.26	134.74	51.18	** Function
Executive Admin Services							
50-2320-2120-1	Sup` t Secretary IMRF	4,235.00	421.98	3,474.62	760.38	82.05	
50-2320-2130-1	Sup` t Secretary FICA	3,213.00	386.59	2,824.48	388.52	87.91	
50-2320-2140-1	Superintendent Medicare	1,952.00	199.69	1,461.10	490.90	74.85	
2320	Executive Admin Services	9,400.00	1,008.26	7,760.20	1,639.80	82.56	** Function
Office Of Principal Serv							
50-2410-2120-1	Princ Secretary IMRF	5,902.00	622.38	5,101.18	800.82	86.43	
50-2410-2130-1	Princ Secretary FICA	4,909.00	570.21	4,148.16	760.84	84.50	
50-2410-2140-1	Principal Medicare	2,320.00	273.18	1,990.15	329.85	85.78	
50-2410-2140-58	ESSER Medicare	35.00	0.00	38.05	(3.05)	108.71	
2410	Office Of Principal Serv	13,166.00	1,465.77	11,277.54	1,888.46	85.66	** Function
Fiscal Services							
50-2520-2120-1	Bookkeeper IMRF	5,105.00	531.66	4,395.58	709.42	86.10	
50-2520-2130-1	Bookkeeper FICA	4,222.00	487.11	3,572.14	649.86	84.61	
2520	Fiscal Services	9,327.00	1,018.77	7,967.72	1,359.28	85.43	** Function
Oper and Maint of Plant Services							
50-2540-2120-1	Custodian IMRF	15,375.00	1,761.41	13,206.14	2,168.86	85.89	
50-2540-2130-1	Custodian FICA	14,250.00	1,585.14	10,949.86	3,300.14	76.84	
50-2540-2140-1	CUSTODIAN SALARIES (MR)	0.00	0.00	4.88	(4.88)	0.00	
2540	Oper and Maint of Plant Services	29,625.00	3,346.55	24,160.88	5,464.12	81.56	** Function
Food Services							
50-2560-2120-1	Food Service IMRF	9,557.00	1,039.38	8,171.31	1,385.69	85.50	
50-2560-2130-1	Food Service FICA	8,130.00	968.52	6,738.31	1,391.69	82.88	
2560	Food Services	17,687.00	2,007.90	14,909.62	2,777.38	84.30	** Function
Other Support Services							

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

I.M.R.F./Soc. Sec. Fund 50						
Fund	50	I.M.R.F./Soc. Sec. Fund				
Function	2900	Other Support Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
50-2900-3100-1	Investment Fees	100.00	12.52	111.78	(11.78)	111.78
2900	Other Support Services	100.00	12.52	111.78	(11.78)	111.78
50	I.M.R.F./Soc. Sec. Fund	212,914.00	24,159.09	180,064.82	32,849.18	84.92
50	I.M.R.F./Soc. Sec. Fund	212,914.00	24,159.09	180,064.82	32,849.18	84.92

** Function

* Fund

Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Capital Projects Fund or Fund Group 60							
Fund	60	Capital Projects Fund or Fund Group					
Function	2530	Facilities Acqu Const Services					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Capital Projects Fund or Fund Group							
Facilities Acqu Const Services							
60-2530-3100-1	Construction Services		0.00	0.00	0.00	0.00	0.00
2530	Facilities Acqu Const Services		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u> ** Function
Other Support Services							
60-2900-3100-1	Investment Fees		150.00	0.00	0.00	150.00	0.00
2900	Other Support Services		<u>150.00</u>	<u>0.00</u>	<u>0.00</u>	<u>150.00</u>	<u>0.00</u> ** Function
Debt Service-Interest on Short-Term Debt							
60-5100-6200-1	Debt Certificate Interest		0.00	0.00	0.00	0.00	0.00
5100	Debt Service-Interest on Short-Term Debt		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u> ** Function
Debt Service - Interest on Long-Term Debt							
60-5200-6100-1	Debt Certificate Principal		0.00	0.00	0.00	0.00	0.00
5200	Debt Service - Interest on Long-Term Debt		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u> ** Function
60	Capital Projects Fund or Fund Group		<u>150.00</u>	<u>0.00</u>	<u>0.00</u>	<u>150.00</u>	<u>0.00</u> * Fund
60	Capital Projects Fund or Fund Group		<u>150.00</u>	<u>0.00</u>	<u>0.00</u>	<u>150.00</u>	<u>0.00</u> Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Working Cash Fund 70						
Fund	70	Working Cash Fund				
Function	8990	Function 8990				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget

Working Cash Fund

Function 8990

70-8990-6600-1	Permanent Transfer to Fund 40	0.00	0.00	0.00	0.00	0.00	
70-8990-6601-1	Permanent Transfer to Fund 50	0.00	0.00	0.00	0.00	0.00	
8990	Function 8990	0.00	0.00	0.00	0.00	0.00	** Function
70	Working Cash Fund	0.00	0.00	0.00	0.00	0.00	* Fund
70	Working Cash Fund	0.00	0.00	0.00	0.00	0.00	Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Tort Immunity and Judgment Fund 80						
Fund	80	Tort Immunity and Judgment Fund				
Function						
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Tort Immunity and Judgment Fund						
80-1222-1100-1	CC JH Salaries	5,002.00	499.41	2,996.46	2,005.54	59.91
80-1225-1100-1	Pre School Salaries	2,815.00	494.07	2,964.42	(149.42)	105.31
80-2130-1100-1	Nurse Salary	38,324.00	7,415.84	37,406.05	917.95	97.60
80-2220-1100-1	Library Salary	6,326.00	729.90	4,379.40	1,946.60	69.23
80-2320-1100-1	Superintendent Salary	18,012.00	2,078.23	13,854.96	4,157.04	76.92
80-2320-1101-1	Sup` t Secretary Salary	6,300.00	726.87	4,845.80	1,454.20	76.92
80-2361-3800-1	Unemployment Insurance	5,000.00	0.00	9,827.28	(4,827.28)	196.55
80-2361-3801-1	Liability Insurance	9,814.00	0.00	9,814.00	0.00	100.00
80-2361-3802-1	Property Insurance	24,721.00	0.00	24,721.00	0.00	100.00
80-2100	SUPERINTENDENT SALARY (35B)	0.00	0.00	32.64	(32.64)	0.00
80-2110		0.00	0.00	2.10	(2.10)	0.00
80-2120	SUPERINTENDENT SALARY (32B)	0.00	0.00	5.69	(5.69)	0.00
80-220	SUPERINTENDENT SALARY (31B)	0.00	0.00	330.00	(330.00)	0.00
Regular Programs						
80-1110-1100-1	Regular Salaries	0.00	0.00	0.00	0.00	0.00
1110	Regular Programs	0.00	0.00	0.00	0.00	0.00 ** Function
Infant/Toddler (I/T)						
80-1215-1100-1	Life Skills Salaries	12,362.00	1,426.26	8,557.56	3,804.44	69.22
1215	Infant/Toddler (I/T)	12,362.00	1,426.26	8,557.56	3,804.44	69.22 ** Function
Cross-Categorical (Cc)						
80-1220-1100-1	CC Primary Salaries	8,574.00	502.62	4,915.76	3,658.24	57.33
1220	Cross-Categorical (Cc)	8,574.00	502.62	4,915.76	3,658.24	57.33 ** Function
Function 1221						
80-1221-1100-1	CC Middle Salaries	14,969.00	1,998.15	11,988.90	2,980.10	80.09
1221	Function 1221	14,969.00	1,998.15	11,988.90	2,980.10	80.09 ** Function
Health Services						
80-2130-5100-1	Nurse Capital Outlay	4,500.00	0.00	3,744.00	756.00	83.20
2130	Health Services	4,500.00	0.00	3,744.00	756.00	83.20 ** Function
Risk Management and Claims Services Payments						
80-2365-3100-1	Tort Purchased Service	0.00	0.00	0.00	0.00	0.00
80-2365-3900-1	Risk Management Purchased Service	3,500.00	0.00	0.00	3,500.00	0.00
2365	Risk Management and Claims Services Payments	3,500.00	0.00	0.00	3,500.00	0.00 ** Function
Educational, Inspectional, Sup Serv due to loss						
80-2367-4100-1	Tort Supplies	0.00	0.00	0.00	0.00	0.00
2367	Educational, Inspectional, Sup Serv due to loss	0.00	0.00	0.00	0.00	0.00 ** Function

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Tort Immunity and Judgment Fund 80						
Fund	80	Tort Immunity and Judgment Fund				
Function	2369	Legal Services				
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Legal Services						
80-2369-3180-1	Legal Services	0.00	0.00	0.00	0.00	0.00
2369	Legal Services	0.00	0.00	0.00	0.00	0.00 ** Function
Office Of Principal Serv						
80-2410-1100-1	Principal Salary	33,679.00	2,767.90	17,500.10	16,178.90	51.96
80-2410-1101-1	Princ Secretary Salaries	9,690.00	1,118.04	7,453.60	2,236.40	76.92
80-2410-2100	PRINCIPAL SALARIES (35B)	0.00	0.00	63.86	(63.86)	0.00
80-2410-2110	PRINCIPAL SALARIES (33B)	0.00	0.00	4.11	(4.11)	0.00
80-2410-2120	PRINCIPAL SALARIES (32B)	0.00	0.00	11.13	(11.13)	0.00
80-2410-220	PRINCIPAL SALARIES (31B)	0.00	0.00	645.70	(645.70)	0.00
2410	Office Of Principal Serv	43,369.00	3,885.94	25,678.50	17,690.50	59.21 ** Function
Fiscal Services						
80-2520-1100-1	Bookkeeper Salary	8,278.00	955.11	6,367.40	1,910.60	76.92
2520	Fiscal Services	8,278.00	955.11	6,367.40	1,910.60	76.92 ** Function
Oper and Maint of Plant Services						
80-2540-1100-1	Custodian Salary	21,028.00	2,730.88	16,124.21	4,903.79	76.68
2540	Oper and Maint of Plant Services	21,028.00	2,730.88	16,124.21	4,903.79	76.68 ** Function
Food Services						
80-2560-1100-1	Food Service Salary	4,077.00	470.35	2,822.08	1,254.92	69.22
2560	Food Services	4,077.00	470.35	2,822.08	1,254.92	69.22 ** Function
Other Support Services						
80-2900-3100-1	Investment Fees	200.00	6.32	130.22	69.78	65.11
80-2900-3800-1	Worker's Compensation Insurance	27,330.00	0.00	28,698.00	(1,368.00)	105.01
2900	Other Support Services	27,530.00	6.32	28,828.22	(1,298.22)	104.72 ** Function
80	Tort Immunity and Judgment Fund	264,501.00	23,919.95	220,206.43	44,294.57	83.25 * Fund
80	Tort Immunity and Judgment Fund	264,501.00	23,919.95	220,206.43	44,294.57	83.25 Fund

Spring Valley District 99 Expenditure Repo

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Capital Improvement Fund 90							
Fund	90	Capital Improvement Fund					
Function	2530	Facilities Acqu Const Services					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
Capital Improvement Fund							
Facilities Acqu Const Services							
90-2530-3100-1	Life Safety Purchased Service		0.00	0.00	0.00	0.00	0.00
90-2530-3600-1	Life Safety Architect		0.00	0.00	0.00	0.00	0.00
2530	Facilities Acqu Const Services		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u> ** Function
Other Support Services							
90-2900-3100-1	Investment Fees		150.00	22.70	197.55	(47.55)	131.70
2900	Other Support Services		<u>150.00</u>	<u>22.70</u>	<u>197.55</u>	<u>(47.55)</u>	<u>131.70</u> ** Function
90	Capital Improvement Fund		<u>150.00</u>	<u>22.70</u>	<u>197.55</u>	<u>(47.55)</u>	<u>131.70</u> * Fund
90	Capital Improvement Fund		<u>150.00</u>	<u>22.70</u>	<u>197.55</u>	<u>(47.55)</u>	<u>131.70</u> Fund
	Report Total:		<u><u>7,877,264.00</u></u>	<u><u>850,541.21</u></u>	<u><u>6,858,916.31</u></u>	<u><u>1,018,347.69</u></u>	<u><u>87.56</u></u>

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10						
Source of Revenue	1000	General Levy				
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance	% of Budget Revenue
General Levy						
10-111000-1	Local Taxes - Education	847,769.00	0.00	852,982.33	(5,213.33)	100.61
10-113000-1	Local Taxes - Tech Lease	36,542.00	0.00	36,766.33	(224.33)	100.61
10-114000-1	Local Taxes - Spec Ed	14,617.00	0.00	14,706.36	(89.36)	100.61
10-151000-1	Interest on Investments	15,000.00	(6,074.02)	(17,681.63)	32,681.63	-117.88
10-161100-1	Breakfast & Lunch	3,500.00	138.51	2,415.79	1,084.21	69.02
10-161400-1	Milk - Students	1,500.00	52.50	2,047.79	(547.79)	136.52
10-171100-1	Extracurricular Admissions	5,000.00	0.00	9,560.00	(4,560.00)	191.20
10-172000-1	Extracurricular/Organization Fees	5,000.00	420.00	8,111.45	(3,111.45)	162.23
10-172100-1	Technology Fees	20,000.00	221.50	16,231.39	3,768.61	81.16
10-172200-1	iPad Student Insurance	500.00	0.00	0.00	500.00	0.00
10-179000-1	Yearbooks/Cap & Gown	6,000.00	900.00	5,915.91	84.09	98.60
10-181100-1	Registration Fees	25,000.00	227.00	24,291.47	708.53	97.17
10-195000-1	Prior Year Refund	6,150.00	0.00	6,115.51	34.49	99.44
10-199900-1	Other Revenue	50,000.00	21,817.25	75,392.23	(25,392.23)	150.78
10-199901-1	E-Rate Reimbursement	3,700.00	0.00	3,684.57	15.43	99.58
10-199904-1	Student Locks	250.00	0.00	186.00	64.00	74.40
10-199906-1	Band Rental Fees	500.00	95.00	1,293.00	(793.00)	258.60
1000	General Levy	1,041,028.00	17,797.74	1,042,018.50	(990.50)	100.10
* Source of Revenue						
Revenue From State Sources						
10-300100-1	Evidence Based Funding	3,588,661.00	344,430.00	2,899,861.00	688,800.00	80.81
10-310000-1	Spec Ed Private Facility	50,000.00	8,918.23	37,609.71	12,390.29	75.22
10-336000-1	State Lunch Reimbursement	0.00	313.08	5,521.53	(5,521.53)	0.00
10-370500-16	ECE Grant	139,050.00	0.00	170,492.00	(31,442.00)	122.61
10-399901-1	Library Per Capita Grant	750.00	0.00	100.00	650.00	13.33
3000	Revenue From State Sources	3,778,461.00	353,661.31	3,113,584.24	664,876.76	82.40
* Source of Revenue						
Revenue From Federal Sources						
10-410700-24	Rural Achievement Program	19,554.00	0.00	0.00	19,554.00	0.00
10-421000-1	Federal Lunch Reimbursement	1,000.00	37,768.37	246,386.40	(245,386.40)	24,638.64
10-422000-1	Federal Breakfast Reimbursement	500.00	5,777.89	36,679.80	(36,179.80)	7,335.96
10-422500-1	Summer Food Service Program	275,000.00	0.00	561.44	274,438.56	0.20
10-430000-26	Title I Grant	178,836.00	0.00	186,733.00	(7,897.00)	104.42
10-440000-25	Title IV SSAE Grant	9,670.00	0.00	0.00	9,670.00	0.00
10-460000-1	Pre School Flow Through	6,851.00	0.00	6,851.00	0.00	100.00
10-462000-1	IDEA Flow Through	162,593.00	0.00	164,775.60	(2,182.60)	101.34
10-493200-20	Title II Grant	24,852.00	0.00	25,468.00	(616.00)	102.48
10-499100-1	Medicaid Admin Outreach	25,000.00	0.00	29,986.00	(4,986.00)	119.94
10-499200-1	Medicaid Fee for Service	10,000.00	3,951.87	11,122.24	(1,122.24)	111.22
10-499800-58	ESSER/Digital Equity	288,435.00	0.00	289,956.00	(1,521.00)	100.53

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Education Fund 10								
Source of Revenue		Revenue From Federal Sources						
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget		
4000	Revenue From Federal Sources	1,002,291.00	47,498.13	998,519.48	3,771.52	99.62	*	Source of Revenue
10	Education Fund	5,821,780.00	418,957.18	5,154,122.22	667,657.78	88.53		Fund

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Oper, Build, & Maint Fund 20						
Source of Revenue		General Levy				
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
20-111100-1	Local Taxes - Building	274,063.00	0.00	275,748.23	(1,685.23)	100.61
20-123000-1	Corporate Personal Prop Replace Tax	125,792.00	44,192.37	180,736.54	(54,944.54)	143.68
20-151000-1	Interest on Investments	1,200.00	(1,468.48)	(5,047.09)	6,247.09	-420.59
20-196000-1	TIF Funds	20,000.00	0.00	26,361.56	(6,361.56)	131.81
20-199900-1	Other Revenue	8,000.00	570.00	57,728.60	(49,728.60)	721.61
20-199901-1	E-Rate Reimbursement	8,500.00	0.00	0.00	8,500.00	0.00
1000	General Levy	437,555.00	43,293.89	535,527.84	(97,972.84)	122.39
Revenue From Federal Sources						
20-440000-25	Title IV SSAE - Building	3,550.00	0.00	0.00	3,550.00	0.00
20-499800-58	ESSER/Digital Equity	108,817.00	0.00	0.00	108,817.00	0.00
4000	Revenue From Federal Sources	112,367.00	0.00	0.00	112,367.00	0.00
20	Oper, Build, & Maint Fund	549,922.00	43,293.89	535,527.84	14,394.16	97.38

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Debt Service Fund or Fund Group 30									
Source of Revenue	1000	General Levy							
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance	% of Budget Revenue			
General Levy									
30-111200-1	Local Taxes - Debt Service	479,252.00	0.00	482,199.14	(2,947.14)	100.61			
30-151000-1	Interest on Investments	100.00	(266.88)	(1,094.17)	1,194.17	-1,094.17			
1000	General Levy	479,352.00	(266.88)	481,104.97	(1,752.97)	100.37	*	Source of Revenue	
30	Debt Service Fund or Fund Group	479,352.00	(266.88)	481,104.97	(1,752.97)	100.37		Fund	

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Transportation Fund 40							
Source of Revenue	1000	General Levy					
Account Number	Description		Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy							
40-111300-1	Local Taxes - Transportation		87,700.00	0.00	88,239.12	(539.12)	100.61
40-141100-1	Student Bus Fees		10,000.00	375.00	9,693.00	307.00	96.93
40-151000-1	Interest on Investments		100.00	(24.92)	(198.12)	298.12	-198.12
1000	General Levy		97,800.00	350.08	97,734.00	66.00	99.93
							* Source of Revenue
Revenue From State Sources							
40-350000-1	Regular State Reimbursement		35,000.00	15.18	10,029.19	24,970.81	28.65
40-300100-1	Evidence Based Funding		150,000.00	0.00	150,000.00	0.00	100.00
40-351000-1	Spec Ed State Reimbursement		45,000.00	22,430.99	78,923.93	(33,923.93)	175.39
40-370500-16	ECE Grant		51,622.00	0.00	51,622.00	0.00	100.00
3000	Revenue From State Sources		281,622.00	22,446.17	290,575.12	(8,953.12)	103.18
							* Source of Revenue
40	Transportation Fund		379,422.00	22,796.25	388,309.12	(8,887.12)	102.34
							Fund

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

I.M.R.F./Soc. Sec. Fund 50						
Source of Revenue		1000	General Levy			
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
General Levy						
50-111400-1	Local Taxes - IMRF	91,208.00	0.00	91,769.47	(561.47)	100.62
50-115000-1	Local Taxes - Soc Sec/Med	100,775.00	0.00	101,394.43	(619.43)	100.61
50-151000-1	Interest on Investments	150.00	(294.13)	(1,244.38)	1,394.38	-829.59
1000	General Levy	192,133.00	(294.13)	191,919.52	213.48	99.89
* Source of Revenue						
Revenue From State Sources						
50-300100-1	Evidence Based Funding	50,000.00	0.00	50,000.00	0.00	100.00
50-370500-16	ECE Grant	7,854.00	0.00	7,854.00	0.00	100.00
3000	Revenue From State Sources	57,854.00	0.00	57,854.00	0.00	100.00
* Source of Revenue						
Revenue From Federal Sources						
50-430000-26	Title I Grant	1,550.00	0.00	0.00	1,550.00	0.00
50-493200-20	Title II Grant	196.00	0.00	0.00	196.00	0.00
50-499800-58	ESSER/Digital Equity	2,325.00	0.00	7,854.00	(5,529.00)	337.81
4000	Revenue From Federal Sources	4,071.00	0.00	7,854.00	(3,783.00)	192.93
* Source of Revenue						
50	I.M.R.F./Soc. Sec. Fund	254,058.00	(294.13)	257,627.52	(3,569.52)	101.41
Fund						

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Capital Projects Fund or Fund Group 60		Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget	
Source of Revenue	1000 General Levy						
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget	
General Levy							
60-151000-1	Interest on Investments	100.00	0.00	0.00	100.00	0.00	
1000	General Levy	100.00	0.00	0.00	100.00	0.00	* Source of Revenue
60	Capital Projects Fund or Fund Group	100.00	0.00	0.00	100.00	0.00	Fund

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Working Cash Fund 70									
Source of Revenue	1000	General Levy							
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget			
General Levy									
70-111500-1	Local Taxes - Working Cash	36,542.00	0.00	36,766.33	(224.33)	100.61			
70-151000-1	Interest on Investments	1,500.00	(1,420.43)	(4,233.77)	5,733.77	-282.25			
1000	General Levy	38,042.00	(1,420.43)	32,532.56	5,509.44	85.52	*	Source of Revenue	
70	Working Cash Fund	38,042.00	(1,420.43)	32,532.56	5,509.44	85.52		Fund	

Spring Valley District 99 Revenue Report

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Spring Valley CCSD 99

Tort Immunity and Judgment Fund 80								
Source of Revenue	1000	General Levy						
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget		
General Levy								
80-112000-1	Taxes - Tort Insurance	194,190.00	0.00	195,384.08	(1,194.08)	100.61		
80-151000-1	Interest on Investments	750.00	(143.76)	(705.05)	1,455.05	-94.01		
80-199900-1	Other Revenue	0.00	0.00	2,869.00	(2,869.00)	0.00		
1000	General Levy	194,940.00	(143.76)	197,548.03	(2,608.03)	101.34	* Source of Revenue	
80	Tort Immunity and Judgment Fund	194,940.00	(143.76)	197,548.03	(2,608.03)	101.34	Fund	

Spring Valley District 99 Revenue Report

Printed: 5/9/2022 11:23 AM
Spring Valley CCSD 99

Capital Improvement Fund 90									
Source of Revenue	1000	General Levy							
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget			
General Levy									
90-111800-1	Local Taxes - Fire Prevention/Safety	36,542.00	0.00	36,766.33	(224.33)	100.61			
90-151000-1	Interest on Investments	500.00	(542.85)	(1,738.28)	2,238.28	-347.66			
1000	General Levy	<u>37,042.00</u>	<u>(542.85)</u>	<u>35,028.05</u>	<u>2,013.95</u>	<u>94.56</u>	*	Source of Revenue	
90	Capital Improvement Fund	<u>37,042.00</u>	<u>(542.85)</u>	<u>35,028.05</u>	<u>2,013.95</u>	<u>94.56</u>		Fund	
	Report Total:	<u>7,754,658.00</u>	<u>482,379.27</u>	<u>7,081,800.31</u>	<u>672,857.69</u>	<u>91.32</u>			

SPRING VALLEY C.C. ELEMENTARY SCHOOLS

ACTIVITY REPORT

April 2022

	BEGINNING BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
BAND	\$13.25	\$0.00	\$0.00	\$13.25
BASKETBALL - BOYS	\$1,785.16	\$0.00	\$0.00	\$1,785.16
BASKETBALL - GIRLS	\$1,466.98	\$0.00	\$0.00	\$1,466.98
CANDY-SODA MACHINES	\$1,200.71	\$0.00	\$0.00	\$1,200.71
CHEER	\$578.00	\$0.00	\$0.00	\$578.00
COUNSELING	\$388.00	\$0.00	\$0.00	\$388.00
FIELD TRIPS	\$92.82	\$440.00	\$0.00	\$532.82
HHP (HELP HERMES PROJECT)	\$169.99	\$0.00	\$0.00	\$169.99
JFK ACTIVITY FUND (PRINC.)	\$3,830.22	\$0.00	\$0.00	\$3,830.22
JFK LIBRARY - MEDIA CENTER	\$774.28	\$0.00	\$0.00	\$774.28
JUMP ROPE FOR HEART	\$0.00	\$0.00	\$0.00	\$0.00
MUSICAL	\$2,463.69	\$0.00	\$0.00	\$2,463.69
PBIS - JFK	\$5,406.07	\$1,873.58	\$756.76	\$6,522.89
RETIREMENT PARTY	\$57.58	\$0.00	\$0.00	\$57.58
SCHOLASTIC BOWL	\$112.44	\$0.00	\$0.00	\$112.44
SPECIAL EDUCATION DONATION	\$0.00	\$0.00	\$0.00	\$0.00
SPEECH	\$1,672.16	\$0.00	\$0.00	\$1,672.16
STARVED ROCK CONFERENCE	\$0.00	\$0.00	\$0.00	\$0.00
STUDENT COUNCIL	\$145.00	\$0.00	\$0.00	\$145.00
SUNSHINE FUND	\$855.44	\$0.00	\$100.00	\$755.44
TRACK	\$725.41	\$0.00	\$112.00	\$613.41
VOLLEYBALL	\$1,246.78	\$0.00	\$0.00	\$1,246.78
Total	\$22,983.98	\$2,313.58	\$968.76	\$24,328.80
CHECKBOOK BALANCE		\$24,328.80		

SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99
TREASURER'S REPORT - DISTRICT CHECKING ACCOUNT 0000961450
APRIL 30, 2022

BEGINNING BALANCE - BOOKS	04/01/2022	\$ 797,244.06
ADD: CASH RECEIPTS		492,732.21
TRANSFER FROM INVESTMENT ACCOUNT		-
SUBTRACT: CASH DISBURSEMENTS		(850,499.48)
TRANSFER TO INVESTMENT ACCOUNT		-
ADJUSTMENTS: TRS correction		0.04
		-
		-
		-
ENDING BALANCE - BOOKS	04/30/2022	<u>\$ 439,476.83</u>

RECONCILIATION OF CHECKING ACCOUNT

BALANCE PER 4/30/2022 BANK STATEMENT		\$ 517,496.22
ADD: DEPOSITS IN TRANSIT		-
SUBTRACT: OUTSTANDING CHECKS		(78,019.39)
ADJUSTMENTS: NSF checks to be redeposited		-
		-
RECONCILED BALANCE		<u>\$ 439,476.83</u>

DETAIL OF RECONCILED CHECKING ACCOUNT BALANCE PER FUND

10 EDUCATIONAL		\$ 268,743.12
20 OPERATIONS & MAINTENANCE		150,268.98
30 DEBT SERVICES		(41,333.14)
40 TRANSPORTATION		22,945.31
50 MUNICIPAL RETIREMENT/SOCIAL SECURITY		12,302.25
60 CAPITAL PROJECTS		-
70 WORKING CASH		52.81
80 TORT		26,214.20
90 FIRE PREVENTION & SAFETY		283.30
		-
ENDING BALANCE		<u>\$ 439,476.83</u>



 Lucy Frasco, Treasurer

05/16/2022

SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99
DISTRICT CHECKING - OUTSTANDING CHECKS AND ADDITIONAL RECONCILIATIONS
APRIL 30, 2022

District Checking - Outstanding Checks

Check Date	Check No.	Amount
Dec 2021	42955	\$ 100.00
Jan 2022	42999	125.00
April 2022	43180	16.00
April 2022	43181	3,818.36
April 2022	43182	48,427.08
April 2022	43186	52.94
April 2022	43188	5,770.00
April 2022	43193	89.46
April 2022	43195	3,450.00
April 2022	43204	11,442.99
April 2022	43215	504.42
April 2022	43217	60.00
April 2022	43221	300.00
April 2022	43224	1,950.00
April 2022	43226	507.80
April 2022	43237	1,088.41
April 2022	43239	225.00
April 2022	Payroll-related EFTs	91.93
		78,019.39

Additional Reconciliations

Flex Plan - Spring Valley City Bank	
Beginning Balance	\$ 15,764.26
Add: Deposits	968.34
Deposit in transit	-
Less: Reimbursements/fees	(1,398.53)
Ending Balance	\$ 15,334.07
Vezzetti Capital Mgmt., Inc.	
Beginning Balance	\$ 3,463,256.03
Dividends & Interest	1,241.60
Change in market value	(11,594.54)
Property taxes received	-
Realized gain/loss	-
Transfers to/from checking	-
Ending Balance	\$ 3,452,903.09
Regular Checking	\$ 439,476.83
Total All Accounts	\$ 3,907,713.99

Total All Accounts by Fund

10 EDUCATIONAL	\$ 2,334,615.14
20 O & M (BUILDING)	647,290.39
30 DEBT SERVICES	47,692.94
40 TRANSPORTATION	34,150.26
50 MR/SS	112,191.59
60 CAPITAL PROJECTS	-
70 WORKING CASH	473,798.19
80 TORT	76,625.28
90 FIRE PREVENTION & SAFETY	181,350.20
	\$ 3,907,713.99

Bills Payable List

Printed: 5/18/2022 2:08 PM
 Spring Valley CCSD 99
 Expense on Date: 5/1/2022 to 5/31/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
Adam Falkenhayn						
		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
Amanda Foote						
		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
AMAZON.COM						
		Stroller		522	49.99	10-1125-4100-16
		Retirement Party		522	79.96	10-2310-4100-1
		Tie Dye Kits, Bubble Wands, Water Balls		522	173.31	10-1250-4100-26
		Retirement Party		522	7.99	10-2310-4100-1
		Water Balloons		522	35.40	10-1250-4100-26
		Art Supplies		522	113.81	10-1110-4400-1
		Retirement Party		522	14.99	10-2310-4100-1
		Retirement Party		522	10.99	10-2310-4100-1
		Retirement Party		522	73.70	10-2310-4100-1
		Retirement Party		522	70.98	10-2310-4100-1
		Computer Supplies		522	381.75	10-2221-4100-1
		Organizer		522	198.92	10-1110-4100-1
					<u>\$1,211.79</u>	
Amy Ossola						
		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
APPLE INC.						
		Computer Capital Outlay		522	3,596.00	10-2221-5100-1
					<u>\$3,596.00</u>	
BEHAV DISORDER PROG COOP						
		Spec Ed Tuition - Other Schools		522	4,500.00	10-4120-6700-1
					<u>\$4,500.00</u>	
BRITTANY TORAASON						
		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
Brooke Jeppson						
		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
BRYAN DICKINSON						
		Other Supplies - Teachers		522	297.92	10-1110-4300-1
					<u>\$297.92</u>	
CHASE CARD SERVICES						
		Treadmill Repair		522	230.15	20-2540-3202-1
		Trailer License Plate Sticker		522	37.00	20-2540-3202-1
		Vacuum Cleaners		522	1,558.25	20-2540-4100-1
		Sch Bowl		522	15.00	10-1500-4100-1
		DIAL 4 Forms		522	131.60	10-1250-4100-26
		Adm Lunch		522	134.22	10-2310-4100-1
		Chorus Awards		522	36.73	10-1500-4100-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 5/1/2022 to 5/31/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Telephone & Internet		522	409.20	20-2540-3100-1
		Postage		522	31.75	10-1110-3400-1
					<u>\$2,583.90</u>	
CHRISTY PERRA		Title I Staff Development		522	248.00	10-2210-3100-26
		Other Supplies - Teachers		522	299.23	10-1110-4300-1
					<u>\$547.23</u>	
CINTAS CORP #396		Building Upkeep Services		522	56.83	20-2540-3201-1
		Building Upkeep Services		522	56.83	20-2540-3201-1
					<u>\$113.66</u>	
CITY OF SPRING VALLEY		Water South		522	381.64	20-2540-3700-1
		Water North		522	174.52	20-2540-3700-1
					<u>\$556.16</u>	
COMCAST CABLE		Telephone & Internet		522	399.49	20-2540-3100-1
					<u>\$399.49</u>	
CONSTELLATION NEW ENERGY		Electricity		522	7,274.29	20-2540-4606-1
		Gas		522	2,520.71	20-2540-4605-1
					<u>\$9,795.00</u>	
DIGITAL COPY SYSTEMS		Copy Machine Rental		522	1,571.58	10-2570-3250-1
					<u>\$1,571.58</u>	
DRESBACH DISTRIBUTING CO		Building Supply		522	1,184.55	20-2540-4100-1
					<u>\$1,184.55</u>	
E3 Diagnostics Inc		Nurse Purchased Service		522	84.00	10-2130-3100-1
					<u>\$84.00</u>	
ERIC MERCER		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
FLEX SOURCE LLC		Board Other Purchased Service		522	55.00	10-2310-3900-1
					<u>\$55.00</u>	
GRAPHIC ELECTRONICS		Extracurricular Supplies		522	27.50	10-1500-4100-1
					<u>\$27.50</u>	
HALL HIGH SCHOOL		Mini Bus Use for State Track Meet		522	100.00	40-2550-3312-1
					<u>\$100.00</u>	
HOMETOWN NATL BANK		Investment Fees		522	284.93	10-2900-3100-1
		Investment Fees		522	20.88	20-2900-3100-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 5/1/2022 to 5/31/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Investment Fees		522	12.37	10-2900-3100-1
		Investment Fees		522	1.56	40-2900-3100-1
		Investment Fees		522	13.88	50-2900-3100-1
		Investment Fees		522	65.83	10-2900-3100-1
		Investment Fees		522	7.00	80-2900-3100-1
		Investment Fees		522	25.16	90-2900-3100-1
					<u>\$431.61</u>	
HR IMAGINING PARTNERS INC						
		Yearbooks		522	6,630.00	10-1110-4100-1
					<u>\$6,630.00</u>	
HYVEE						
		Retirement Gifts		522	15.03	10-2310-4100-1
		Retirement Gifts		522	40.83	10-2310-4100-1
					<u>\$55.86</u>	
IASB						
		Annual Dues		522	3,396.00	10-2310-3900-1
		Board Book, PRESS, SBPOL		522	6,195.00	10-2310-3900-1
					<u>\$9,591.00</u>	
ILLINOIS VALLEY CELLULAR						
		Telephone & Internet		522	3.81	20-2540-3100-1
					<u>\$3.81</u>	
IMPREST FUND						
		IMPREST FUND EDUCATION		522	1,016.59	10-111-1
					<u>\$1,016.59</u>	
JB CONTRACTING						
		Equipment Upkeep Services		522	442.73	20-2540-3202-1
					<u>\$442.73</u>	
Jessalynn DeSerf						
		Other Supplies - Teachers		522	293.37	10-1110-4300-1
					<u>\$293.37</u>	
JOHANNES BUS SERVICE						
		ECE Transportation		522	8,148.00	40-2550-3100-16
		Spec Ed Transportation		522	15,990.00	40-2550-3310-1
		Regular Transportation		522	15,546.00	40-2550-3311-1
		Extracurricular Transportation		522	757.75	40-2550-3312-1
		Field Trip Transportation		522	1,036.00	40-2550-3313-1
		Fuel Escalation		522	3,303.39	40-2550-4100-1
					<u>\$44,781.14</u>	
JOHN'S SERVICE & SALES						
		Equipment Upkeep Services		522	365.75	20-2540-3202-1
		Library Geo System		522	3,251.36	20-2540-3202-1
					<u>\$3,617.11</u>	
KAITLYN FOLEY						
		Track Mileage		522	124.02	10-1500-3300-1
					<u>\$124.02</u>	
KATE FIOCCHI						

Bills Payable List

Printed: 5/18/2022 2:08 PM
 Spring Valley CCSD 99
 Expense on Date: 5/1/2022 to 5/31/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Tuition Reimbursement		522	450.00	10-1110-2300-1
					<u>\$450.00</u>	
Katie Ritchie		Extracurricular Travel		522	217.04	10-1500-3300-1
		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$517.04</u>	
KENDRICK PEST CONTROL INC		Building Upkeep Services		522	60.00	20-2540-3201-1
					<u>\$60.00</u>	
KIRA SETCHELL		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
KOHL WHOLESALE		Food Supplies		522	9,204.20	10-2560-4100-1
		ECE Supplies		522	79.52	10-2560-4100-16
		Non-Food Supplies		522	318.09	10-2560-4200-1
					<u>\$9,601.81</u>	
Kristen Hall		Other Supplies - Teachers		522	278.00	10-1110-4300-1
		Tuition Reimbursement EDUC 583		522	450.00	10-1110-2300-1
					<u>\$728.00</u>	
Kristin Wroblecki		Grounds Upkeep Services		522	68.31	20-2540-3200-1
		Life Skills Field Trip		522	54.00	10-1215-4100-1
					<u>\$122.31</u>	
Mamba Gaga LLC		Mamba Gaga Shipping		522	500.00	10-1110-4700-1
		Mamba Gaga		522	4,600.00	10-1250-5100-26
					<u>\$5,100.00</u>	
Maty Nowakowski		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
MAUTINO DIST CO INC		Regular Supplies		522	75.00	10-1110-4100-1
		Regular Supplies		522	62.50	10-1110-4100-1
		Regular Supplies		522	100.00	10-1110-4100-1
					<u>\$237.50</u>	
MTCO		Telephone & Internet		522	355.87	20-2540-3100-1
					<u>\$355.87</u>	
PERMA BOUND		Library Supplies		522	28.02	10-2220-4100-1
					<u>\$28.02</u>	
Republic Services		Grounds Upkeep Services		522	316.26	20-2540-3200-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 5/1/2022 to 5/31/2022

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$316.26</u>	
RLI		Bond Number LSM0189444		522	75.00	10-2310-3800-1
		Bond Number LSM0540678		522	4,038.00	10-2310-3800-1
					<u>\$4,113.00</u>	
SCHOOL NURSE SUPPLY, INC		Nurse Supplies		522	173.03	10-2130-4100-1
					<u>\$173.03</u>	
SHANNON LEININGER		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
Specialized Education of Illinois		Spec Ed Tuition - Other Schools		522	3,579.24	10-4120-6700-1
					<u>\$3,579.24</u>	
SPRING VALLEY SUPERMARKET		Retirement Party		522	31.93	10-2310-4100-1
					<u>\$31.93</u>	
TECHNOLOGY MADE EASY		Computer Supplies		522	121.50	10-2221-4100-1
					<u>\$121.50</u>	
The Home Depot Pro		Building Supply		522	785.18	20-2540-4100-1
		Building Supply		522	1,199.00	20-2540-4100-1
					<u>\$1,984.18</u>	
TJ Orlandi		Track Mileage		522	121.91	10-1500-3300-1
		Gas for State Track Bus		522	85.19	10-1500-3300-1
					<u>\$207.10</u>	
TNT LAWN & SNOW, LLC		Grounds Upkeep Services		522	1,040.00	20-2540-3200-1
					<u>\$1,040.00</u>	
VALLEY FLOWERS		Luscher Plant		522	60.00	10-2310-4100-1
					<u>\$60.00</u>	
VERIZON WIRELESS		Telephone & Internet		522	270.32	20-2540-3100-1
					<u>\$270.32</u>	
WENDY WOULFE		Other Supplies - Teachers		522	300.00	10-1110-4300-1
					<u>\$300.00</u>	
WILSON LANGUAGE TRAINING		Just Words/ Reading Fluency		522	1,551.96	10-1250-4100-26
					<u>\$1,551.96</u>	
Report Total					<u>\$127,260.09</u>	

Spring Valley CCSD #99
Cash Flow 2021 - 2022

	Education	O & M	Debt Svcs	Transport	IMRF/SS	Working Csh	Tort	Fire Pre & Saf
Final FY21 & FY22 July	\$ 2,389,357	\$ 618,697	\$ 46,824	\$ (37,653)	\$ (5,690)	\$ 441,267	100,520	\$ 146,518
Beginning Balance								
Revenue	118,771	22,817	7	27,020	1	512	121	47
Expenses	490,394	36,383	0	0	15,532	0	61,876	3
Change	-371,623	-13,566	7	27,020	-15,531	512	-61,755	44
AUGUST								
Beginning Balance	\$ 2,017,734	\$ 605,131	\$ 46,831	\$ (10,633)	\$ (21,221)	\$ 441,779	38,765	\$ 146,562
Revenue	1,039,104	165,930	285,121	55,191	114,197	21,687	115,532	21,736
Expenses	453,722	65,530	0	0	16,290	0	5,471	15
Change	585,382	100,400	285,121	55,191	97,907	21,687	110,061	21,721
SEPTEMBER								
Beginning Balance	\$ 2,603,116	\$ 705,531	\$ 331,952	\$ 44,558	\$ 76,686	\$ 463,466	148,826	\$ 168,283
Revenue	395,588	-107	-118	192	-25	-166	-55	-60
Expenses	482,846	37,510	0	17,260	16,860	0	19,107	21
Change	-87,258	-37,617	-118	-17,068	-16,885	-166	-19,162	-81
OCTOBER								
Beginning Balance	\$ 2,515,858	\$ 667,914	\$ 331,834	\$ 27,490	\$ 59,801	\$ 463,300	129,664	\$ 168,202
Revenue	862,137	149,115	182,079	55,865	72,974	13,582	73,804	13,785
Expenses	773,246	119,742	438,050	0	25,500	0	21,070	21
Change	88,891	29,373	-255,971	55,865	47,474	13,582	52,734	13,764
NOVEMBER								
Beginning Balance	\$ 2,604,749	\$ 697,287	\$ 75,863	\$ 83,355	\$ 107,275	\$ 476,882	182,398	\$ 181,966
Revenue	268,355	4,777	9,288	176,824	53,606	235	6,489	532
Expenses	407,977	42,681	0	72,826	16,751	0	14,060	23
Change	-139,622	-37,904	9,288	103,998	36,855	235	-7,571	509
DECEMBER								
Beginning Balance	\$ 2,465,127	\$ 659,383	\$ 85,151	\$ 187,353	\$ 144,130	\$ 477,117	174,827	\$ 182,475
Revenue	169,275	61,585	5,536	21,142	10,217	981	2,386	631
Expenses	612,658	38,390	0	34,540	17,739	0	17,618	23
Change	-443,383	23,195	5,536	-13,398	-7,522	981	-15,232	608
JANUARY								
Beginning Balance	\$ 2,021,744	\$ 682,578	\$ 90,687	\$ 173,955	\$ 136,608	\$ 478,098	159,595	\$ 183,083
Revenue	455,528	35,302	-94	22,644	-152	-599	-94	-190
Expenses	395,734	20,490	0	24,684	15,811	0	15,753	24
Change	59,794	14,812	-94	-2,040	-15,963	-599	-15,847	-214
FEBRUARY								
Beginning Balance	\$ 2,081,538	\$ 697,390	\$ 90,593	\$ 171,915	\$ 120,645	\$ 477,499	143,748	\$ 182,869
Revenue	443,604	11,860	-62	6,612	7,752	-329	-63	-126
Expenses	515,767	58,651	0	39,078	15,848	0	15,752	23
Change	-72,163	-46,791	-62	-32,466	-8,096	-329	-15,815	-149
MARCH								
Beginning Balance	\$ 2,009,375	\$ 650,599	\$ 90,531	\$ 139,449	\$ 112,549	\$ 477,170	127,933	\$ 182,720
Revenue	674,344	41,027	-385	25	-648	-2,051	-428	-784
Expenses	407,240	32,690	0	35,627	15,575	0	25,579	23
Change	267,104	8,337	-385	-35,602	-16,223	-2,051	-26,007	-807
APRIL								
Beginning Balance	\$ 2,276,479	\$ 658,936	\$ 90,146	\$ 103,847	\$ 96,326	\$ 475,119	101,926	\$ 181,913
Revenue	418,957	43,294	-267	22,796	-294	-1,420	-144	-543
Expenses	659,820	42,144	41,700	58,776	24,159	0	23,920	23
Change	-240,863	1,150	-41,967	-35,980	-24,453	-1,420	-24,064	-566
MAY								
Beginning Balance	\$ 2,035,616	\$ 660,086	\$ 48,179	\$ 67,867	\$ 71,873	\$ 473,699	77,862	\$ 181,347
Revenue								
Expenses								
Change								
JUNE								
Beginning Balance								
Revenue								
Expenses								
Change								
Final FY22								
Current Balance all Funds:	\$	3,616,529						

May FY22 SV 99 Budget Watch

Revenue Highlights:

Budget Projection for FY22 \$7,744,446

Revenues: \$482,379

91.3% Received Revenues

FEES & TAXES

- Local taxes = 100.61% of \$2,199,199 (from all 8 Funds)
- Evidence Based Funding = 80.81% of budgeted amount (\$3,588,661 expected)
- Registration = 97.17% of \$25,000
- Tech Fees = 81% of \$20,000
- TIF = 132% of \$20,000
- Corporate Personal Property Tax = 144% of \$125,792

GRANTS

- ECE = 123% of Ed. Fund - State/Federal portion of \$138,660
- ECE = 0% of IMRF/SS portion of \$7,854
- Title II Class Size = 103% of Federal portion of \$18,296
- Title I = 104.42% of Federal portion of \$161,493

SPECIAL EDUCATION

- Special Ed Private Facility = 75% of State/Federal portion of \$50,000

TRANSPORTATION

- Bus fees = 97% of \$10,000
- Regular prorated Transportation = 29% of State/Fed portion of \$35,000
- Special Ed Transportation = 175% of State/Federal portion of \$45,000
- Local taxes Transportation = 101% of \$87,700
- ECE = 100% – Transportation portion \$52,012

Expenditure Highlights:

Budget Projection for FY22 \$7,744,446

Expenditures: \$850,541

87.56% Expended

- Teacher substitutes 82.5% - expected \$78,000
- Tech: Software = 97% of \$28,000; Tech Capital Outlay 3% of \$33,000
- Building Upkeep 319% of 25,000; Grounds Upkeep 82% of \$27,000; Equipment Upkeep 95% of \$24,000; Supplies 150% of \$21,000; Gas 149% of \$10,000; Electric 80% of \$81,000; Water 151% of \$4,500

Current Balance = \$3,616,529

Document Status: Draft Update

2:230 Public Participation at Board of Education Meetings and Petitions to the Board

~~For an overall minimum of 20 minutes of~~ During each regular and special open meeting of the Board, [PRESSPlus1](#) any person may comment to or ask questions of the Board (*public participation*), subject to the reasonable constraints established and recorded in this policy's guidelines below. [Q1](#) The Board listens to comments or questions during public participation; responses to comments to or questions of the Board are most often managed through policy 3:30, Chain of Command. [PRESSPlus2](#) ~~During public participation, there will be a 20-minute minimum total length of time for any one subject. When public participation takes less time than these minimums, it shall end.~~

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. This includes following the directives of the Board President. [PRESSPlus3](#) to maintain order and decorum for all.
2. Use a sign-in sheet, if requested. [PRESSPlus4](#)
3. Identify oneself and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to five minutes. In unusual circumstances, and when an individual has made a request to speak for a longer period of time, the Board President may allow a person may be allowed to speak for more than five minutes. If multiple individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.
4. Observe, when necessary and appropriate, the Board President's authority to:
 - a. ~~Shortening of~~ the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak; and/or
 - b. ~~Expansion of the overall minimum of 20 minutes for public participation and/or the 20-minute minimum total length of time for any one subject; and/or~~
 - c. ~~Determination of~~ procedural matters regarding public participation not otherwise covered in Board policy.
5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, *Visitors to and Conduct on School Property*.

Petitions or written correspondence to the Board shall be presented to the Board of Education at the next regularly scheduled Board meeting.

LEGAL REF.:

105 ILCS 5/10-6 and 5/10-16.

5 ILCS 120/2.06, Open Meetings Act.

~~105 ILCS 5/10-6 and 5/10-16.~~

CROSS REF.: 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the

Community), 8:30 (Visitors to and Conduct on School Property), 8:110 (Public Suggestions and Complaints)

Questions and Answers:

***Required Question 1. **Consult with the board attorney for guidance before adopting a maximum time limit for public participation; public comment rules are frequently challenged.**

The Ill. Public Access Counselor (PAC) has issued only unpublished, non-binding opinions approving of 30- and 60-minute overall time limits for public comment under OMA. The PAC has issued a binding opinion finding that a public body violated OMA when, pursuant to an unrecorded rule, it limited public comment on a controversial topic to 15 minutes. Public Access Opinion (PAO) 19-2. The PAC noted that while the lack of an adopted policy on the time period for public comment did not “necessarily mean that public comment must be allowed to continue indefinitely,” the public body presented “no evidence that limiting comments was necessary to maintain decorum or that extending the comment period would have unduly interfered with the orderly transaction of public business.”

If the Board would like to establish a maximum time limit for public participation, IASB will revise the first sentence of the paragraph as follows:

For a maximum of 60 minutes during each regular and special open meeting of the Board, any person may comment to or ask questions of the School Board (*public participation*), subject to the reasonable constraints established and recorded in this policy’s guidelines below. The time limit for public participation at a meeting may be extended upon the majority vote of the Board members at the regular or special meeting.

If a board wants to establish a time limit other than 60 minutes, substitute with the time limit desired. Note that any extension of a public comment period cannot be based on the viewpoint of a speaker(s).

Would the Board like to establish a maximum time limit for public participation?

- No (default)
 - Yes, the Board would like to establish a maximum time limit of 60 minutes.
 - Yes, the Board would like to establish a time limit other than 60 minutes. What time limit has the board established? (Enter the number of minutes.):
-

PRESSPlus Comments

PRESSPlus 1. Updated in response to subscriber feedback regarding time minimums and maximums for public participation during school board meetings and for continuous improvement. Customize this policy to ensure it is responsive to the community’s public participation needs.

While it does not apply directly to school boards, the Empowering Public Participation Act, 5 ILCS 850/, added by P.A. 102-348, prohibits law enforcement agencies or officers employed by them from intentionally conducting background checks of individuals based solely on the fact that they are speaking at an open meeting of a public body. Consult the board attorney for a discussion related to the appropriateness of board members and school officials using search engines and/or other social media platforms to search for information about individuals speaking during public participation. **Issue 109, May 2022**

PRESSPlus 2. The law does not require board members to respond during public participation, and best practices for meetings instruct board members to refrain from engaging in commentary with members of the public during public participation. **Issue 109, May 2022**

PRESSPlus 3. Policy 2:110, *Qualifications, Term, and Duties of Board Officers*, governs the board president's duties, one of which is to preside at all meetings, including presiding over public participation and enforcing this policy. Enforcing this policy is key to the board conducting a successful meeting. The board president should speak with the board attorney to: (1) craft opening statements for the public participation portion of the meeting related to enforcement of this policy and consequences for violating it or any other related board policies, and (2) discuss whether the presence of security and/or law enforcement is advisable, especially when public participation is expected to be long or contentious. For a resource on best practices for managing challenging public comment periods, including a sample opening statement, see: www.iasb.com/policy-services-and-school-law/guidance-and-resources/managing-challenging-public-comment-periods/ and other learning opportunities through IASB's Online Learning Center, at: www.iasb.com/conference-training-and-events/training/online-learning/online-courses/. **Issue 109, May 2022**

PRESSPlus 4. Optional. A public commenter cannot be excluded for refusing to provide his or her home address. PAO 14-9. Generally, a board should consult with its attorney regarding the practice of excluding public commenters for reasons relating to the sign-in sheet. **Issue 109, May 2022**

Document Status: 5-Year-Review - Needs Review

3:70 Succession of Authority

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and approved by the Board.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

ADOPTED: May 17, 2017

Document Status: Draft Update

4:70 Resource Conservation

The School District will conserve energy resources by:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in the School Code, if economically and practically feasible.
3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibility of potential markets for other recyclable materials that are present in the District's waste stream; and (c) be designed to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that is generated by the District.
4. Adherence to energy conservation measures.

LEGAL REF.:

105 ILCS 5/10-20.19c and 5/19b. [PRESSPlus1](#)

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs)

ADOPTED: September 20, 2017

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 109, May 2022**

Document Status: 5-Year-Review - Needs Review

5:70 Religious Holidays

Supervisors shall grant an employee's request for time off to observe a religious holiday if the employee gives at least 5 days' prior notice and the absence does not cause an undue hardship.

Employees may use earned vacation time, or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

LEGAL REF.:

Religious Freedom Restoration Act, [775 ILCS 35/15](#).

Illinois Human Rights Act, [775 ILCS 5/2-101](#) and [5/2-102](#).

ADOPTED: May 17, 2017

Document Status: Draft Update

5:80 Court Duty

The District will pay full salary during the time an employee is on court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any school-related matter pending in court. [PRESSPlus1](#)

The District will deduct any fees that an employee receives for the court duty remuneration, less mileage and meal expenses, from the employee's compensation, or make arrangements for the employee to endorse the fee check to the District. [PRESSPlus2](#)

An employee should give at least five days' prior notice of pending court duty to the District.

Witness Duty

The District will pay full salary during the time a licensed employee is absent due to a subpoena to serve as a witness in a trial or have a deposition taken in any school-related matter pending in court. [Q1](#)

Jury Duty

The District will pay full salary during the time a licensed employee is absent due to jury duty. [Q2](#)

LEGAL REF.:

105 ILCS 5/10-20.7.

[705 ILCS 305/4.1, Jury Act.](#)

ADOPTED: May 17, 2017

Questions and Answers:

***Required Question 1. The School Code mandates this provision for certificated [licensed] employees serving witness duty. 105 ILCS 5/10-20.7. Despite the statute's limitation to licensed employees, many boards apply this language to educational support personnel.

Would the Board like to apply this language to both licensed and educational support personnel?

- No (default)
- Yes (IASB will strike "licensed" from the text and correct the grammar.)

***Required Question 2. The School Code mandates this provision for certificated [licensed] employees serving jury duty. 105 ILCS 5/10-20.7. In contrast, the Jury Act requires that employers give any employee time off from employment for jury duty, but it does not require that employers pay the

employee while on jury duty. 705 ILCS 305/4.1. Despite the statute's limitation to licensed employees, many boards apply this language to educational support personnel.

Would the Board like to apply this language to both licensed and educational support personnel?

- No (default)
 - Yes (IASB will strike "licensed" from the text and correct the grammar.)
-

PRESSPlus Comments

PRESSPlus 1. In response to a 5-year review, this text is relocated under new Witness Duty and Jury Duty subheadings, below. **Issue 109, May 2022**

PRESSPlus 2. Updated to reflect the PRESS sample language. **Issue 109, May 2022**

Document Status: Draft Update

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA), School Code, and awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) training as follows (see policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting, and prevention of child abuse and neglect.
2. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
3. By January 31, 2023, and every year after, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors, and boundary violations.

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

In addition, the staff development program shall include each of the following:

1. At least, once every two years, training of all District staff by a person with expertise on anaphylactic reactions and management.
2. At least every two years, an in-service to train school personnel, at a minimum, to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.
3. Training that, at a minimum, provides District staff with a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) and the availability of appropriate sources of counseling and referral.
4. Training for licensed school personnel and administrators who work with students in grades kindergarten through 8 to identify the warning signs of mental illness and suicidal behavior in youth along with appropriate intervention and referral techniques.

5. Education for staff instructing students in grades 7 through 8¹², [PRESSPlus1](#) concerning teen dating violence as recommended by the District's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students or Complaint Manager.
6. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
7. Annual continuing education and/or training opportunities (*professional standards*) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three year period.
8. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
9. Every two years, school personnel who work with students must complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.
10. Training for school personnel to develop cultural competency, including understanding and reducing implicit racial bias.
11. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
12. For nurses, administrators, school counselors, teachers, persons employed by a local health department and assigned to a school, and persons who contract with the District to perform services in connection with a student's seizure action plan, training in the basics of seizure recognition, first aid, and appropriate emergency protocols.
13. For all District staff, annual sexual harassment prevention training.
14. Title IX requirements for training as follows (see policy 2:265, *Title IX Sexual Harassment Grievance Procedure*):
 - a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
 - b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
 - c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 - d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and*

Prevention.

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210](#) and [235](#).

[105 ILCS 5/2-3.62](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), 5/10-23.13, [5/22-80\(h\)](#), and [5/24-5](#).

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 150/25](#), Seizure Smart School Act.

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20](#), [226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: 2:265 (Title IX Sexual Harassment Grievance Procedure), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Food Allergy Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

PRESSPlus Comments

PRESSPlus 1. Suggested correction, as elementary schools should reference "grades 7 through 8" versus "grades 7 through 12".

Document Status: 5-Year-Review - Needs Review

5:110 Recognition for Service

The Board of Education will periodically recognize those District employees who contribute significantly to the educational programs and welfare of the students.

ADOPTED: May 17, 2017

Document Status: 5-Year-Review - Needs Review

5:140 Solicitations By or From Staff

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent.

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

ADOPTED: May 17, 2017

Document Status: 5-Year-Review - Needs Review

5:240 Suspension

Suspension Without Pay

Please refer to the applicable collective bargaining agreement(s).

Suspension With Pay

Please refer to the applicable collective bargaining agreement(s).

Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended by DCFS, proceeding with:
 - a. A suspension with pay; or
 - b. A suspension without pay.

Repayment of Compensation and Benefits

If a professional employee is suspended with pay, either voluntarily or involuntarily, pending the outcome of a criminal investigation or prosecution, and the employee is later dismissed as a result of his or her criminal conviction, the employee must repay to the District all compensation and the value of all benefits received by him or her during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.:

[5 ILCS 430/5-60\(b\)](#).

[105 ILCS 5/24-12](#).

[325 ILCS 5/7.4\(c-10\)](#).

[Cleveland Bd. of Educ. v. Loudermill](#), 470 U.S. 532 (1985).

Barszcz v. Community College District No. 504, 400 F.Supp. 675 (N.D. Ill., 1975).

Massie v. East St. Louis Sch. District No.189, 203 Ill.App.3d 965 (5th Dist. 1990).

CROSS REF.: 5:290 ([Educational Support Personnel](#) – Employment Termination and Suspensions)

Document Status: 5-Year-Review - Needs Review

6:70 Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religion, religious belief, or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.:

[*School Dist. of Abington Twp v. Schempp*](#), 374 U.S. 203 (1963).

[*Allegheny County v. ACLU Pittsburgh Chapter*](#), 492 U.S. 573 (1989).

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies)

ADOPTED: May 17, 2017

Document Status: Draft Update

6:80 Teaching About Controversial Issues

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose.
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

LEGAL REF.: [PRESSPlus1](#)

Garcetti v. Ceballos, 547 U.S. 410 (2006).

Mayer v. Monroe Cnty. Cmty. Sch. Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies)

ADOPTED: September 20, 2017

PRESSPlus Comments

PRESSPlus 1. Legal References are added. **Issue 109, May 2022**

Document Status: 5-Year-Review - Needs Review

6:140 Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths , including a public pre-school education. A *homeless child* is defined as provided in the McKinney Homeless Assistance Act and the ~~III.~~ Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.:

~~McKinney-Vento Homeless Assistance Act~~, 42 U.S.C. §11431 et seq., ~~McKinney-Vento Homeless Assistance Act~~. [PRESSPlus1](#)

~~III. Education for Homeless Children Act~~, 105 ILCS 45/, ~~Education for Homeless Children Act~~.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations, Immunizations, and Exclusion of Students)

~~ADOPTED: October 21, 2015~~

PRESSPlus Comments

PRESSPlus 1. The Legal Reference style is updated. **Issue 109, May 2022**

Document Status: Draft Update

6:290 Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

Missed Homework [PRESSPlus1](#)

Students absent for a valid cause may make up missed homework in a reasonable timeframe per policy 7:70, Attendance and Truancy.

CROSS REF.: 7:70 (Attendance and Truancy)

ADOPTED: September 20, 2017

PRESSPlus Comments

PRESSPlus 1. Optional. Updated in response to a 5-year review to align with sample policy 7:70, *Attendance and Truancy*. **Issue 109, May 2022**

Document Status: 5-Year-Review - Needs Review

6:330 Achievement and Awards

Awards and Honors

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the School Board's prior approval.

~~ADOPTED: September 20, 2017~~

Document Status: Draft Update

7:15 Student and Family Privacy Rights

Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students must advance or relate to the District's educational objectives, assist student's career choices or be for the purpose of monitoring the quality of the District's educational programs. Surveys having a business or marketing component may be permitted from time to time if they contain a significant educational component and are approved by the Building Principal. This applies to all surveys, regardless of whether the student answering the questions can be identified ~~or and regardless of~~ who created the survey.

Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act ([20 U.S.C. §1400 et seq.](#)).
3. Is otherwise authorized by Board policy.

Prohibition on Selling or Marketing Students' Personal Information ~~Is Prohibited~~ [PRESSPlus1](#)

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, ~~t~~he above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's "personal information" to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given to parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

Transfer of Rights

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.:

20 U.S.C. §1232h, Protection of Pupil Rights Act, ~~20 U.S.C. §1232h~~.

105 ILCS 5/10-20.38.

325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act, ~~325 ILCS 17/1 et seq.~~

~~105 ILCS 5/10-20.38~~.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:220 (Instructional Materials Selection and Adoption), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities)

~~ADOPTED: January 17, 2018~~

PRESSPlus Comments

PRESSPlus 1. Compare *personal information* under the Protection of Pupil Rights Act (PPRA) and the Children's Privacy Protection and Parental Empowerment Act (CPPPEA) with *covered information* under the Student Online Personal Protection Act (SOPPA) (105 ILCS 85/), which districts are always prohibited from selling, renting, leasing, or trading. 105 ILCS 85/26. *Covered information* is broadly defined as personally identifiable information of students (or linked to students) that is shared with an *operator* of a website, online service, or application that is used primarily for K-12 purposes and is designed and marketed for K-12 purposes. Therefore, in cases where the *covered information* is collected, disclosed, or used that also meets the definition of *personal information* under this policy, the PPRA and CPPPEA exceptions to the prohibition on selling students' personal information may not be available. Consult the board attorney for further guidance in these situations, and see sample policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, for more information about SOPPA requirements. **Issue 109, May 2022**

Document Status: Draft Update - Rewritten

7:285 Anaphylaxis Prevention, Response, and Management Program

Title has been updated. Original Title: Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. [PRESSPlus1](#) Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency. [PRESSPlus2](#) Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. [PRESSPlus3](#)

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540. [PRESSPlus4](#)
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540. [PRESSPlus5](#)
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*. [Q1](#)
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*. [PRESSPlus6](#)
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy. [PRESSPlus7](#)
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring [PRESSPlus8](#)

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy at

least once every three years by conducting a review and reevaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its reevaluation and assessment of this policy's outcomes and effectiveness. Any updates will reflect any necessary and appropriate revisions.

LEGAL REF.:

105 ILCS 5/2-3.182, 5/10-22.39(e), and 5/22-30.

23 Ill.Admin.Code §1.540.

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

Questions and Answers:

***Required Question 1. Has the Board adopted the School District Supply of Undesignated Epinephrine Injectors subhead in policy 7:270, *Administering Medicine to Students*?

Note: Be sure that the Board's adoption of the subhead regarding Undesignated Epinephrine Injectors in policy 7:270 is in alignment with the District's implementation of 105 ILCS 5/22-30, amended by P.A. 102-413. If the district maintains a supply of undesignated epinephrine injectors, but has not adopted the subhead in policy 7:270, see the **PRESS** sample, available at **PRESS** Online by logging in at www.iasb.com, at f/n 12.

- Yes (default)
 - No (IASB will delete #3 in alignment with policy 7:270.)
-

PRESSPlus Comments

PRESSPlus 1. This policy is updated in response to 105 ILCS 5/2-3.182, added by P.A. 102-413, requiring districts to adopt or update by 8-17-22 an anaphylaxis policy addressing prevention of and response to anaphylaxis in accordance with the model policy developed by the Ill. State Board of Education (ISBE), *Anaphylaxis Response Policy for Illinois Schools*, (*ISBE Model*), available at: www.isbe.net/Documents/Anaphylactic-policy.pdf.

It is presented as rewritten for PRESS Plus subscribers, however, a redlined version showing the changes made is available at **PRESS** Online by logging in at www.iasb.com.

The law requires the *ISBE Model*, and in turn a board's policy based on the *ISBE Model*, to include: (a) a procedure and treatment plan, including emergency protocols and responsibilities for school nurses and other appropriate school personnel, for responding to anaphylaxis, (b) requirements for a training course for appropriate school personnel on prevention and responding to anaphylaxis, (c) a procedure and appropriate guidelines for the development of an individualized emergency health care

plan for children with a food or other allergy that could result in anaphylaxis, (d) a communication plan for intake and dissemination of information provided by Illinois regarding children with a food or other allergy that could result in anaphylaxis, including a discussion of methods, treatments, and therapies to reduce the risk of allergic reactions, including anaphylaxis, (e) strategies for reducing the risk of exposure to anaphylactic causative agents, including food and other allergens, and (f) a communication plan for discussion with children who have developed adequate verbal communication and comprehension skills and with the parents or guardians of all children about foods that are safe and unsafe and about strategies to avoid exposure to unsafe food. 105 ILCS 5/2-3.182(b).

The *ISBE Model* is primarily focused on item (a). Little to no guidance for schools regarding items (b)-(f) exists in it other than to generally cite to voluminous resources made available by the Centers for Disease Control and Prevention (CDC) and National Association of School Nurses (NASN). This policy and its implementing procedures (available at **PRESS** Online by logging in at www.iasb.com) are designed to supplement the *ISBE Model* and further lead school officials to resources regarding items (b)-(f). 105 ILCS 5/2-3.182(b)(1-6).

Issue 109, May 2022

PRESSPlus 2. The *ISBE Model* does not provide a specific definition for *anaphylactic emergency*, but it appears to use that term and *anaphylaxis* interchangeably. **Issue 109, May 2022**

PRESSPlus 3. The *ISBE Model* provides that students at risk for anaphylaxis benefit from a policy that coordinates a planned response in the event of an anaphylactic emergency, and it emphasizes that an emergency plan should include all stakeholders. The clause “using a cooperative effort among students’ families, staff members, students, health care providers and emergency medical services, and the community” is optional and can be removed. The purpose of the clause is to share responsibility for management among all stakeholders. **Issue 109, May 2022**

PRESSPlus 4. Number one outlines the goals that the legislature directed ISBE to include in the topics covered by the *ISBE Model*. 105 ILCS 5/2-3.149(a)-(c). The *ISBE Model* is based on the *Virginia Dept. of Education Anaphylaxis Policy*, available at: www.doe.virginia.gov/support/health_medical/anaphylaxis_epinephrine/, and it incorporates NASN recommendations for a comprehensive anaphylaxis school policy. See the *NASN Sample Anaphylaxis Policy*, at: www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis. Boards may add further expectations and include additional goals that reflect those expectations here. Ensure that any additional expectations or goals align with policy 7:270, *Administering Medicines to Students*. **Issue 109, May 2022**

PRESSPlus 5. Number two includes the biennial in-service training program required by 105 ILCS 5/10-22.39(e) and training required by 105 ILCS 5/22-30(g) for those staff members who will be *trained personnel*, authorized by 105 ILCS 5/22-30(b-10), to provide or administer undesignated epinephrine in specific situations. The law authorizes *school nurses* and *trained personnel* to administer undesignated epinephrine. See policy 5:100, *Staff Development Program* (or, if the board has not adopted the list of all training in the policy, see f/n 5 of the sample policy at **PRESS** Online, available by logging in at www.iasb.com), and 7:270-AP2, *Checklist for District Supply of Undesignated Asthma Medication, Epinephrine Injectors, Opioid Antagonists, and/or Glucagon* (available at **PRESS** Online by logging in at www.iasb.com).

105 ILCS 5/22-30(b-5) does not specifically state that staff members authorized to administer (student-specific) epinephrine under a student's specific individual plan must also complete the more rigorous training required for *trained personnel*. However, the *ISBE Model* is clear that “[o]nly trained personnel should administer epinephrine to a student believed to be having an anaphylactic reaction,” and it requires each building-level administrator to identify at least two employees, in addition to the school nurse (if any), to be *trained personnel*. The more in-depth training for staff members who may administer epinephrine (whether student-specific or undesignated) is also a best practice emphasized in the *CDC Guidelines*, which is referenced in the *ISBE Model*. **Issue 109, May 2022**

PRESSPlus 6. Number four refers to the CDC's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs*, at: www.cdc.gov/healthyschools/foodallergies/pdf/20_316712-A_FA_guide_508tag.pdf (*CDC Guidelines*), which is cited in the *ISBE Model* as a resource for a “full food allergy and prevention of allergen exposure plan.” Adopting the entire, voluminous *CDC Guidelines* document as policy is not practical. The *CDC Guidelines* also state that not every recommendation will be appropriate or feasible for every district's needs. The *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*, at: <http://www.nasn.org/nasn-resources/resources-by-topic/allergies-anaphylaxis>, are also linked as a resource in the *ISBE Model*. The *ISBE Model* acknowledges that not all schools have access to school nurses or other health staff on a regular basis, and it encourages districts to take this into consideration when developing building-level plans. **Issue 109, May 2022**

PRESSPlus 7. Number five is required by 105 ILCS 5/2-3.182(c), added by P.A. 102-413. The notification must include contact information for parents/guardians to engage further with the district to learn more about individualized aspects of the policy. For ease of administration, districts may want to include this notification in student handbook(s). The Ill. Principal's Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/resources/model-student-handbook. **Issue 109, May 2022**

PRESSPlus 8. 105 ILCS 5/2-3.182(e) provides that ISBE shall review and update its model policy at least once every three years. Although this section does not expressly state that boards must also conduct a review within this time frame, that is the logical conclusion based on a board's duty in 105 ILCS 5/10-16.7 to direct the superintendent through policy. **Issue 109, May 2022**

Document Status: Draft Update

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent(s)/guardian(s) believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent(s)/guardian(s). No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an Ill. Food Allergy Emergency Action Plan and Treatment Authorization Form, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Glucagon

The Superintendent or designee shall implement [105 ILCS 145/27](#) and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated

care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber, or (2) fill the District's prescription for undesignated school glucagon.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act, ~~and scheduled to be repealed on July 1, 2020.~~

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540](#).

CROSS REF.: 7:285 (~~Food Allergy~~ [Anaphylaxis Prevention, Response, and Management Program](#)) [PRESSPlus1](#)

PRESSPlus Comments

PRESSPlus 1. Boards must adopt a policy that addresses the prevention of anaphylaxis and a district's response to medical emergencies resulting from anaphylaxis. See policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*. Due to the structure of the School Code and the IASB Policy Reference Manual, policy 7:285, *Anaphylaxis Prevention, Response, and Management Program*, does not address the administration of epinephrine and instead refers to this policy 7:270, *Administering Medicine to Students*. The accompanying administrative procedure for policy 7:285, 7:285-AP, *Anaphylaxis Prevention, Response, and Management Program*, is available at **PRESS Online** by logging in at www.iasb.com. **Issue 109, May 2022**

Assistant Principal's Report- May 18, 2022

Below you will find a breakdown of the number of minors and majors given since April 20, 2022. There were no majors given since the last board meeting, which is outstanding! We are wrapping up the end of the year with field trips, awards assemblies and numerous activities for the students. We had a very enjoyable Teacher Appreciation Week capped off with a visit from the Flo's food truck on Friday, May 6th. Our athletic season is wrapping up with 5 state track and field qualifiers. They will be competing this weekend in East Peoria at the IESA state finals. We have coaches lined up for softball and baseball, but have openings in seven other extra-curricular activities. Looking forward to a wonderful end of the year and summer. If you have any questions, feel free to call.

Grade	# of Minors	Yearly total	# of Majors	Yearly Total
K	18	88	0	1
1	8	100	0	2
2	12	53	0	0
3	1	35	0	0
4	2	118	0	1
5	11	232	0	5
6	9	134	0	6
7	10	141	0	9
8	5	230	0	22
Total as of 5/13/22	76	1,131	0	46

Grade	# of Students	
EC	4	
Pre-K	60	
K	75	
1	61	
2	66	
3	58	
4	59	
5	65	
6	57	
7	57	
8	76	
Total	638	

Principal's Report 5/18/2022

- Consolidated District Plan
- Picture contract
 - Jen Heredia Studios
 - A+ School Photography
- Kindergarten Roundup
 - 25 families attended
- 6th Grade Orientation
 - May 16th – I'll have numbers for the meeting
- Hall Math
 - 9 students recommended
- Saint Bede Spanish
 - 1 student

Applicant: SPRING VALLEY CCSD 99

County: Bureau

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-00-28-006-0990-04

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Nauman"/>	<input type="text" value="Shelly"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="815"/>	<input type="text" value="nauman.s@sv99.org"/>	
<input type="text" value="664"/>		
<input type="text" value="4601"/>		

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)Spring Valley CCSD #99 works with Hall Township Food Pantry and Faith Church to provide school supplies to students who are in need. We also work closely with the homeless liaison at the ROE to make sure all students have what is needed to be successful. We partner with a local church to provide food every other week for those students who are in great need. The district continuously better programs in order to reach all students. Interventions, audio books, supplemental materials will all be added in order to help reach all students. We hired a social worker for FY 23 to work with general education students who are in need. The bilingual committee will continue to meet to plan family events for the Spanish speaking community. More family engagement events will take place in order to bridge the gap between home and school. The district will continue to utilize two interventionists to work with struggling students during specified times and continue to find research-based interventions to help struggling students. The district will also keep an extra section kindergarten to reduce class sizes and hire an additional first grade teacher to reduce class sizes.

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

Applicant: SPRING VALLEY CCSD 99

County: Bureau

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-00-28-006-0990-04

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)

The district will use all funding sources to provide a quality education to all students. The grant funding will be used to purchase supplemental materials and provide salaries for two reading interventionists. In order to create smaller special education class sizes, we will use funds to pay for part of that teacher's salary. The district will use funds to have assemblies at the school and conduct family nights. Grant funds will also be used to supplement the preschool program and our bilingual program. The district will use local funds to make needed infrastructure changes to an outdated building. ESSER funds will be used to offer interventions, summer school, summer tutoring, and after school tutoring. We will also add an outdoor classroom for students to utilize. Title III funds will be used to hire an additional bilingual teacher since we've had an influx of English learners. Flow through and IDEA Preschool Flow Through (only for those with preschool aged students) will be utilized to support Child Find activities to seek, intervene and identify students with disabilities. Furthermore, it will be utilized to assist in the provision of School based social work services, school psychological services, special area administration and school based motor therapy services. IDEA Flow Through funds will also be utilized in accordance with 2 CFR 200.432, 200.474; 34 CFR 300.207, in using no less than 5% to fund professional development activities that will

enhance the academic, functional and social emotional development and progress of students with disabilities.

Response from the approved prior year Consolidated District Plan.

The district will use all funding sources to provide a quality education to all students. The grant funding will be used to purchase supplemental materials and provide salaries for two reading interventionists. In order to create smaller special education class sizes, we will use funds to pay for part of that teacher's salary. The district will use funds to have assemblies at the school and conduct family nights. Grant funds will also be used to supplement the preschool program and our bilingual program. The district will use local funds to make needed infrastructure changes to an outdated building.

Flow through and IDEA Preschool Flow Through (only for those with preschool aged students) will be utilized to support Child Find activities to seek, intervene and identify students with disabilities. Furthermore, it will be utilized to assist in the provision of School based social work services, school psychological services, special area administration and school based motor therapy services. IDEA Flow Through funds will also be utilized in accordance with 2 CFR 200.432, 200.474; 34 CFR 300.207, in using no less than 5% to fund professional development activities that will enhance the academic, functional and social emotional development and progress of students with disabilities.

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.

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)

Based on the needs assessments, the district needs to focus on the emotional well-being of students, continue to close gaps in reading and math, and make the programs more sustainable. The district needs to work on increasing parent participation and providing parent workshops in order to have students enter school with a higher readiness level.

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

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



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. Student data from building based team meetings

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

Even though students are making gains, some students are still struggling to perform on grade-level. Interventions will be used school-wide for students with tier 3 being intensive. We will increase our interventions since some programs don't work for all students. We will implement a new Heggerty series for third-fifth grade so that pk-5th grade has a comprehensive phonemic awareness program. Teachers will be trained on using Evaluwise, and we will partner with Janet Moore to provide math workshops to our teachers. Professional development for progress monitoring and SABERS (social/emotional screener) will also be provided.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Also identify needs assessment results, including description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals.

Title II funds will be used as classroom size reduction. The students who have been placed into the classroom have shown growth each year.

G. Title III - LIEP

Due to the increase in immigrant students, the district will hire an additional bilingual teacher and possibly another bilingual paraprofessional.

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 used to replace and purchase more cameras throughout the building as well as replacing and adding vape detectors in restrooms that are faulty or that need them due to possible use in those areas. Resources for our STEM, Health, foreign language enrichment and PBIS programs will be purchased as well. These will increase the awareness of promoting a healthy lifestyle, engaging activities, foreign language awareness, and positive student behavior. Assemblies on bullying, drug and alcohol prevention, and vaping will be purchased.

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

Funds will be used to provide STEM activities and enrichment opportunities for students. Book studies and maker space supplies will be purchased through grant funds. Sets of Rebecca Caudill and Bluestem books will also be purchased.

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

The annual special education needs assessment tool reviews the attainment of goals in the realm of special education provision of services, best practices for student performance in this special education subgroup and highly trained and qualified staff. Additionally, information from parents and outside agencies further indicates needs that school should address in a streamlined systematic approach that will increase student achievement and lifelong success.

The needs assessment information which indicates that our students primarily require additional supports and strategies to address youth and adolescent social and emotional skill sets to support the development of healthy students who can fully access all aspects of their entire educational experience. Therefore the goal of "Every school offers a safe and healthy learning environment for all students" will address the foundation of this identified need which shall drive further steps with an expectation in the reduction of outside mental health referrals and intervention to begin at an early onset.

Goals- 1. All students are supported by highly prepared and effective teachers and school leaders. 2. Every school offers a safe and healthy learning environment for all students.

L. IDEA, Part B - Preschool

The annual special education needs assessment tool reviews the attainment of goals in the realm of special education provision of services, best practices for student performance in this special education subgroup and highly trained and qualified staff. Additionally, information from parents and outside agencies further indicates needs that school should address in a streamlined systematic approach that will increase student achievement and lifelong success.

The needs assessment information which indicates that our students primarily require additional supports and strategies to address youth and adolescent social and emotional skill sets to support the development of healthy students who can fully access all aspects of their entire educational experience. Therefore the goal of "Every school offers a safe and healthy learning environment for all students" will address the foundation of this identified need which shall drive further steps with an expectation in the reduction of outside mental health referrals and intervention to begin at an early onset.

M. Elementary and Secondary School Emergency Relief Grant II

Summer school will be offered to students along with ESY for the most vulnerable populations. Interventionists will still provide targeted interventions for all students to increase learning and decrease skill deficits. An extra section of kindergarten will be provided again this year in order to decrease class sizes.

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

A social worker will be hired to better address the needs of our students. An extra first grade section will be added for FY 23 because our kindergarten students are still working to achieve grade-level skills due to the pandemic. Waggle will be utilized for individualized instruction that corresponds with our current math series. Students entered kindergarten lower than in previous years. Outdoor learning spaces will be created for all students.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Applicant: SPRING VALLEY CCSD 99

County: Bureau

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-00-28-006-0990-04

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

Ins

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

ISBE Goals:

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

District Goal(s):

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

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)

Meetings were held with interventionists, the assistant principal, the superintendent, bilingual teacher, teachers, the BPAC, and the board of education. Data meetings

were held throughout the school year to look at skill deficits and to evaluate the effectiveness of interventions.

Teachers, parents, and students were given the 5 Essentials Survey. Staff members were given the ASCD School Improvement Survey. The Instructional Leadership Team analyzed assessment data to determine goals and needed professional development. The Board of Education read through the Consolidation Plan and offered input.

The Director of Special Education, Gwen Garver, helps create the plan for IDEA Specific Requirements and the Foster Care Transportation. Communication is ongoing throughout the year about any questions or concerns.

Response from the prior year Consolidated District Plan.

Meetings were held with Principal, Assistant Principal, and the 2 Title I teachers and math interventionist monthly from August to February to discuss the current and future of Title I, how it is working, where it is broken, etc. Data meetings were held with each grade level to see what was working and what needed more attention. The special education committee met four times throughout the year.

The Instructional Leadership team met every other week in order to analyze student achievement data and determine best steps moving forward to focus on skills identified

Teachers, parents, and students were given the 5 Essentials Survey. Teachers and paraprofessionals were given the ASCD School Improvement Survey. The Instructional Leadership Team analyzed assessment data to determine goals and needed professional development. The Board of Education read through the Consolidation Plan and offered input.

The Director of Special Education, Gwen Garver, helps create the plan for IDEA Specific Requirements and the Foster Care Transportation. Communication is ongoing throughout the year about any questions or concerns.

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

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

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

[[count] of 7500 maximum characters used)

Specific strategies to increase family involvement, particularly among those who are the most at-risk students will be developed based upon results of the needs assessment. Parents will reflect the demographic makeup of the school, including the most at risk in the ongoing development and monitoring with suggested changes (if needed) of the Title I school plan. All parents are invited to curriculum and handbook meetings. A bilingual committee was added in FY 19 to gather input from the Spanish speaking community. A survey is also given to the preschool parents.

Response from the prior year Consolidated District Plan.

Specific strategies to increase family involvement, particularly among those who are the most at-risk students will be developed based upon results of the needs assessment. Parents will reflect the demographic makeup of the school, including the most at risk in the ongoing development and monitoring with suggested changes (if needed) of the Title I school plan. All parents are invited to curriculum and handbook meetings. A bilingual committee was added in FY 19 to gather input from the Spanish speaking community.

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

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

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

[[count] of 7500 maximum characters used)

The district will continue to provide monthly preschool family engagement activities, as well as family reading night and showcase night. The BPAC will continue to meet and plan activities for Spanish nights. Kindergarten Roundup and 6th grade orientation have a translator for a session. U of I Extension was present during preschool family events and will continue the partnership for FY 23.

Response from the prior year Consolidated District Plan.

The district will include more family events and more Spanish nights for families. Preschool added multiple family event sin FY20. We would also like to partner with Headstart and the St. Margaret's Hospital in order to reach families with children younger than 3 years old to help them get needed services.

Title I Requirement:

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

ESEA section 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section Section 1116(a)(2) and Section 1112(b)(7)

*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

SESSION TIMEOUT 59:52

Close Printer Friendly Page

Private School Participation

File Upload instructions are linked below. Click here for general page instructions

NOTE: This page may remain blank if no private schools are listed or participating in the programs

NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

Yes No

Nonpublic School Consultation Form

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

Comments:

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

Ins

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

ISBE Goals:

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

District Goal(s):

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

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)

Students Entering PFA Program

The first step toward transitioning a student into the PFA program is to conduct a screening. Spring Valley screenings happen throughout the school year, but all day screenings are scheduled during August. The district has a designated point of contact person (secretary) to schedule screenings with families and provide information about how the screening will work, what the parent or guardian will bring with them and if an interpreter will be needed for the screening so that a translator can be arranged during that child's screening time. If an interpreter is needed that will be scheduled by the parent. Written parental permission is gained prior to each child's screening. Once the screening is completed, parents are given a copy of their child's screening results and each category of the screening is discussed with the screening personnel. The summary assessments will include the DIAL.

At the time of scheduling the screening, a parent interview is conducted by the preschool teacher. In order to ensure there are no language barriers during the parent interview between the screening and the parent/guardian, an interpreter is offered/used to assist the parent with any language barriers during the screening process. The parent interview portion of the screening uses the DIAL and a created form to collect information for the child's eligibility. During the interview with the DIAL we will gather information from the parent/guardian such as the child's: behavior concerns, socialization speech/language concerns, self-help issues, attention-to-task concerns, developmental delays, motor concerns, hearing/vision concerns, medical issues and family issues. The district interview form collects the following information: family income and financial subsidies like WIC, TANF, Medicaid, CCAP and SNAP, parent education level, the child's/families health, developmental history, if the child has been in an early learning program and family composition. As a part of the screening process, families will be required to complete the family income document and provide one form of proof of income (only if it is a public benefit). This document is used to complete the weighted eligibility form and will prioritize this portion of the eligibility process to ensure students in the most financial need (50% and FPL) are served by the preschool program. All screening documents will be located in the student's personal file. Our policy for this program is that no child will be excluded from our preschool program not being toilet trained. This is communicated during the parent interview at the screening and during the home visit.

Eligibility and wait list information is shared with all parents within two weeks of the screening. Depending on the time of year, the family is called (within two days of August screening) or sent a letter with information (May for August enrollment).

The Spring Valley Preschool for All program partners with Early Intervention (EI) to identify to serve and meet the needs of students in our community with special needs. We collaborate months in advance with students that will be "aging out" (day before 3rd birthday) of Early Intervention. A transition meeting and IEP meeting are held prior to the child turning three so that staff is informed, a case manager is selected, and necessary information is gathered by the team. An individualized education plan is developed and there is a smooth transition into our program when the child begins on their third birthday as a collaboration and an ongoing process that we conduct throughout the school year. There are typically 4-6 students annually that transfer in from EI during the school year.

Spring Valley believes it is necessary to ensure the smooth transition into and out of the preschool classroom/school. Prior to any student starting our preschool program, the family will have a home visit with the student starting the program from the child's classroom teacher. Parent(s)/Guardian and student will also attend orientation in the classroom before school begins for preschool. They will have the opportunity to meet all of the preschool staff, register and receive the student handbook, and they will be given the opportunity to ask additional questions.

Students Exiting PFA Program

We have a transition plan in place for children entering kindergarten. PFA staff, kindergarten teachers and administration will comprise the transition team. The transition team will meet in May to review individual needs of students in special education or EL programs, students that have behavioral or academic needs, health issues, etc. that are moving onto kindergarten. No students will remain in the Preschool for All program beyond their age eligible status of 5 years of age by September 1st.

We provide registration packets to each of our kindergarten bound students in April and allow for them to be registered prior to leaving preschool. We make sure that each of our students are allowed the opportunity to visit the kindergarten classrooms (May), meet the teachers, follow a mini schedule and experience how centers and play work in kindergarten. The kindergarten classrooms are in the hallway as our preschool program. Parents are provided the opportunity to complete a survey regarding the effectiveness of our program and the transition to a new program. This data gathered will be used by program staff to better plan for the program and transition our future students. Families will be invited to a Kindergarten Round-up night in May.

If a student moves out of the school district during preschool or for kindergarten, the school will support the family and new school. If possible, this will include an exit conference or survey with the classroom teacher. Any student apparel or projects will be given to the family. Once a records request is received from the new school, the student's records file and all required documents will be forwarded to the new school and the student exited from SIS within 5 days. The classroom teacher and principal will also be available by email or phone call to the new school if clarifying information on the student.

Response from the approved prior year Consolidated District Plan.

Students Entering PFA Program

The first step toward transitioning a student into the PFA program is to conduct a screening. Spring Valley screenings happen throughout the school year, but all day screenings are scheduled during August. The district has a designated point of contact person (secretary) to schedule screenings with families and provide information about how the screening will work, what the parent or guardian will bring with them and if an interpreter will be needed for the screening so that a translator can be arranged during that child's screening time. If an interpreter is needed that will be scheduled by the parent. Written parental permission is gained prior to each child's screening. Once the screening is completed, parents are given a copy of their child's screening results and each category of the screening is discussed with the screening personnel. The summary assessments will include the DIAL.

At the time of scheduling the screening, a parent interview is conducted by the preschool teacher. In order to ensure there are no language barriers during the parent interview between the screening and the parent/guardian, an interpreter is offered/used to assist the parent with any language barriers during the screening process. The parent interview portion of the screening uses the DIAL and a created form to collect information for the child's eligibility. During the interview with the DIAL we will gather information from the parent/guardian such as the child's: behavior concerns, socialization speech/language concerns, self-help issues, attention-to-task concerns, developmental delays, motor concerns, hearing/vision concerns, medical issues and family issues. The district interview form collects the following information: family income and financial subsidies like WIC, TANF, Medicaid, CCAP and SNAP, parent education level, the child's/families health, developmental history, if the child has been in an early learning program and family composition. As a part of the screening process, families will be required to complete the family income document and provide one form of proof of income (only if it is a public benefit). This document is used to complete the weighted eligibility form and will prioritize this portion of the eligibility process to ensure students in the most financial need (50% and FPL) are served by the preschool program. All screening documents will be located in the student's personal file. Our policy for this program is that no child will be excluded from our preschool program not being toilet trained. This is communicated during the parent interview at the screening and during the home visit.

Eligibility and wait list information is shared with all parents within two weeks of the screening. Depending on the time of year, the family is called (within two days of August screening) or sent a letter with information (May for August enrollment).

information (May for August enrollment).

The Spring Valley Preschool for All program partners with Early Intervention (EI) to identify to serve and meet the needs of students in our community with special needs. We collaborate months in advance with EI to identify students that will be "aging out" (day before 3rd birthday) of Early Intervention. A transition meeting and IEP meeting are held prior to the child turning three so that staff is informed, a case manager is selected, and necessary information is gathered by the team. An individualized education plan is developed and there is a smooth transition into our program when the child begins on their third birthday. This is a collaboration and an ongoing process that we conduct throughout the school year. There are typically 4-6 students annually that transfer in from EI during the school year.

Spring Valley believes it is necessary to ensure the smooth transition into and out of the preschool classroom/school. Prior to any student starting our preschool program, the family will have a home visit with the classroom teacher. Parent(s)/Guardian and student will also attend orientation in the classroom before school begins for preschool. They will have an opportunity to meet all of the preschool staff, register and receive the student handbook, and they will be given the opportunity to ask additional questions.

Students Exiting PFA Program

We have a transition plan in place for children entering kindergarten. PFA staff, kindergarten teachers and administration will comprise the transition team. The transition team will meet in May to review the individual needs of students in special education or EL programs, students that have behavioral or academic needs, health issues, etc. that are moving onto kindergarten. No students will remain in the PFA program beyond their age eligible status of 5 years of age by September 1st.

We provide registration packets to each of our kindergarten bound students in April and allow for them to be registered prior to leaving preschool. We make sure that each of our students are allowed an opportunity to visit the kindergarten classrooms (May), meet the teachers, follow a mini schedule and experience how centers and play work in kindergarten. The kindergarten classrooms are in the hallway as our preschool program. Parents are provided the opportunity to complete a survey regarding the effectiveness of our program and the transition to a new program. This data gathered will be used by program staff to better plan for the program and transition our future students. Families will be invited to a Kindergarten Round-up night in May.

If a student moves out of the school district during preschool or for kindergarten, the school will support the family and new school. If possible, this will include an exit conference or survey with the classroom teacher. Any student apparel or projects will be given to the family. Once a records request is received from the new school, the student's records file and all required documents will be forwarded to the new school and the student exited from SIS within 5 days. The classroom teacher and principal will also be available by email or phone call to the new school if clarifying information is needed on the student.

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

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

Ins

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 emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

District Goal(s):

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

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)

Students will receive 90 minutes of ELA instruction while using a research-based curriculum and 60 minutes of math instruction using a research-based curriculum. All students in K-5 will receive an additional 40 minutes of reading interventions and 30 minutes of math interventions to decrease skill deficits caused by hybrid learning. Students in 6-8th grade will receive an additional 40 minutes each day for tier 1 interventions. Students in grades pre-kindergarten and kindergarten will learn Visual Phonics to help promote language use. These skills will be reinforced during first and second grade. Students in grades K-5 will implement Heggerty and Secret Stories to improve phonemic awareness, phonological awareness, and phonics skills. Students in grades K-5 receive PE 5 days/week. Students in grades K-5 receive music 3 days/week and art 1 day/week. Students in grades 6th-8th have enrichment classes including Spanish, art, music appreciation, health, STEM, and technology.

Response from the prior year Consolidated District Plan.

Students will receive 90 minutes of ELA instruction while using a research-based curriculum and 60 minutes of math instruction using a research-based curriculum. All students in K-5 will receive an additional 40 minutes of reading interventions and 30 minutes of math interventions to decrease skill deficits caused by hybrid learning. Students in 6-8th grade will receive an additional 40 minutes each day for tier 1 interventions. Students in grades pre-kindergarten and kindergarten will learn Visual Phonics to help promote language use. These skills will be reinforced during first and second grade. Students in grades K-5 will implement Heggerty and Secret Stories to improve phonemic awareness, phonological awareness, and phonics skills. Students in grades K-5 receive PE 5 days/week. Students in grades K-5 receive music 3 days/week and art 1 day/week.

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.

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((count) of 7500 maximum characters used)

The district will switch to Fast Bridge for the universal screener and progress monitoring. i-Ready will be used for 6th-8th graders. Students in Tier 1 typically score above the 25th percentile on benchmark testing (fall/winter/spring):

Tier 2 qualifications:

Students in Tier 2 typically score below the 25th percentile on benchmark testing

The guidelines for entrance criteria for Tier 3:

If a child is not making sufficient progress in Tier 2, it is the district's policy to begin meeting as a building-based team (BBT). The student may then be moved into Tier 3 to give intensive 1:1 intervention instruction. This instruction is in addition to Tier 1 and Tier 2 instruction.

Guidelines for Exit Criteria:

Once a student meets his/her specific, individual goal(s), they are then released back into Tier 2.

After a six-week period, if a student is not making sufficient progress, the BBT will meet again to discuss how to better meet the student's educational needs.

The school created a building based team in order to have discussions on what interventions should be tried and then what the results are. If the intervention is working, we continue with it. If it isn't we then look at other interventions to see if something will work better for that student. Once the building based team has exhausted efforts, the students are referred to special education.

Response from the prior year Consolidated District Plan.

The district will switch to Fast Bridge for the universal screener and progress monitoring. i-Ready will be used for 6th-8th graders. Students in Tier 1 typically score above the 25th percentile on benchmark testing (fall/winter/spring):

Tier 2 qualifications:

Students in Tier 2 typically score below the 25th percentile on benchmark testing

The guidelines for entrance criteria for Tier 3:

If a child is not making sufficient progress in Tier 2, it is the district's policy to begin meeting as a building-based team (BBT). The student may then be moved into Tier 3 to give intensive 1:1 intervention instruction. This instruction is in addition to Tier 1 and Tier 2 instruction.

Guidelines for Exit Criteria:

Once a student meets his/her specific, individual goal(s) (usually between the 10th and 25th AIMSweb percentiles), they are then released back into Tier 2.

After a six-week period, if a student is not making sufficient progress, the BBT will meet again to discuss how to better meet the student's educational needs.

The school created a building based team in order to have discussions on what interventions should be tried and then what the results are. If the intervention is working, we continue with it. If it isn't we then look at other interventions to see if something will work better for that student. Once the building based team has exhausted efforts, the students are referred to special education.

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

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

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In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These students receive Tier 2 interventions/instruction in addition to their Tier 1 core. At this level, SV#99 interventions are typically 3 times per week for 30 minutes, in groups of 5 or less. Reading and paraprofessionals (under the guidance of the reading specialist) administer these interventions.

In Tier 3, students receive individualized intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

ELL students are placed in classrooms with teachers who hold the ESL endorsement and receive push in and pull out services from the bilingual teacher and bilingual paraprofessionals.

The district is looking to hire an additional bilingual teacher for the 2022-23 school year.

Response from the prior year Consolidated District Plan.

In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These students receive Tier 2 interventions/instruction in addition to their Tier 1 core. At this level, SV#99 interventions are typically 3 times per week for 30 minutes, in groups of 5 or less. Reading and paraprofessionals (under the guidance of the reading specialist) administer these interventions.

In Tier 3, students receive individualized intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

ELL students are placed in classrooms with teachers who hold the ESL endorsement and receive push in and pull out services from the bilingual teacher and bilingual paraprofessionals.

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

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

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([count] of 7500 maximum characters used)

Teachers use research-based curriculum and provide interventions within their classroom based on student need. Those students identified as needing extra support will receive scripted interventions reading or math interventionist. Students in grades 6-8 use i-Ready to help identify skill gaps and then use the program to help with skill mastery. Teachers facilitate small group and whole group instruction as well as hands-on opportunities and reflective questioning.

English Language Learners will receive extra language support from the ESL teacher, ESL paraprofessional, and teacher with the ESL endorsement. Adding an additional bilingual teacher will create small groups and more push-in opportunities for students.

Response from the prior year Consolidated District Plan.

Teachers use research-based curriculum and provide interventions within their classroom based on student need. Those students identified as needing extra support will receive scripted interventions reading or math interventionist. Students in grades 6-8 use i-Ready to help identify skill gaps and then use the program to help with skill mastery. Teachers facilitate small group and whole group instruction as well as hands-on opportunities and reflective questioning.

English Language Learners will receive extra language support from the ESL teacher, ESL paraprofessional, and teacher with the ESL endorsement.

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)

The teachers and Instructional Leadership Team will look at school report card data, IAR data, and local data to see where the area of concerns are and then devise a school improvement plan to address concerns. We will look at each subgroup and align academic performance to teacher. The district will provide professional development and coaching to teachers.

Response from the prior year Consolidated District Plan.

The teachers and Instructional Leadership Team will look at school report card data, IAR data, and local data to see where the area of concerns are and then devise a school improvement plan to address concerns. We will look at each subgroup and align academic performance to teacher. The district will provide professional development and coaching to teachers.

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

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

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

([count] of 7500 maximum characters used)

The district uses grant funds to help build a library program that ensures students can participate in STEM activities throughout their library time, during study hall, and before school. The librarian works closely with teachers to ensure continuity between classroom topics and weekly library visits. The librarian also pushed into classrooms to co-teach and provide lessons using different media platforms: district purchased 3D printers, and students have been using them.

Response from the prior year Consolidated District Plan.

The district uses grant funds to help build a library program that ensures students can participate in STEM activities throughout their library time, during study hall, and before school. The librarian works closely with teachers to ensure continuity between classroom topics and weekly library visits. The librarian also pushed into classrooms to co-teach and provide lessons using different media platforms: district is purchasing a 3D printer to help students start designing projects and seeing the result.

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)

Identification for gifted students is based on teacher assessments, FastBridge, and placement tests.

The district partners with the local high school and the private high school to offer advanced math and Spanish classes to 8th grade students. For the other grades, the district has allowed students to advance to the next grade level in single subjects and full schedules. Teachers also differentiate in their classrooms to allow for more challenging activities.

Response from the prior year Consolidated District Plan.

Identification for gifted students is based on teacher assessments, Aimsweb, and placement tests.

The district partners with the local high school and the private high school to offer advanced math and Spanish classes to 8th grade students. For the other grades, the district has allowed students to advance to the next grade level in single subjects and full schedules. Teachers also differentiate in their classrooms to allow for more challenging activities.

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

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

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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

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 paying special attention to addressing historic inequities.
- Learning Conditions:** All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide 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 applicable, through:* [1]

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

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

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

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

[[count] of 7500 maximum characters used)

The district is working with ISAC and the Gear Up grant to make transition to high school and college not only easier, but an expectation as well. Students will be working with a young adult through help them become more productive citizens and exploring careers and colleges. This will allow students to have a better idea of what path to take as they enter high school. The junior high teachers also meet to align the curriculum and discuss expectations so the transition from the elementary district to the high school district is easier for the students. The local high school added a transition class to help the incoming 8th graders who struggled and are at-risk for failing or dropping out of high school. The 8th grade students visit the local high school and meet with staff from the private high school. Eighth graders also visit the local community college to attend a career fair.

Response from the approved prior year Consolidated District Plan.

The district is working with ISAC and the Gear Up grant to make transition to high school and college not only easier, but an expectation as well. Students will be working with a young adult through help them become more productive citizens and exploring careers and colleges. This will allow students to have a better idea of what path to take as they enter high school. The junior high teachers also meet to align the curriculum and discuss expectations so the transition from the elementary district to the high school district is easier for the students. The local high school added a transition class to help the incoming 8th graders who struggled and are at-risk for failing or dropping out of high school. The 8th grade students visit the local high school and meet with staff from the private high school. Eighth graders also visit the local community college to attend a career fair.

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

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

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

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

[[count] of 7500 maximum characters used)

N/A the district is an elementary district.

Response from the approved prior year Consolidated District Plan.

N/A the district is an elementary district.

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

Applicant: SPRING VALLEY CCSD 99

County: Bureau

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-00-28-006-0990-04

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

Ins

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

Teachers will be able to participate in workshops that are specific to their grade levels or areas of needed improvement.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

No extra funds are provided for mentor teachers and mentee professional development

G. Title III - LIEP

Not providing through this grant

H. Title III - ISEP

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

Not providing through this grant

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

Not providing through this grant

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

CPI and Infinitec

L. IDEA, Part B - Preschool

CPI and Infinitec

M. Elementary and Secondary School Emergency Relief Grant II

Not providing through this grant

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

Math instruction and student understanding - Janet Moore

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

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

Ins

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 emotional needs of each and every child.
- Elevating Educators:** Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide every child an education that meets their needs.

District Goal(s):

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

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

[[count] of 7500 maximum characters used)

I. The district will continue to use the PBIS system in monitoring the behavior of all students. Reports of bullying and harassment will be taken by the counseling department and administration. T reports can be reported in various ways with the use of technology. Various programs provided by the counselors at each grade level will continue to address these issues and give strategies to staff how to report and cope with those behaviors.

II. The district will continue to use the current PBIS system to monitor student behaviors. Infractions are assigned various levels of severity with minor behaviors addressed by the classroom teacher and major violations handled by administration. The use of after school re-teach and after school detention will aid in keeping students in the classroom. For more severe infractions, the use of In-School Suspension will continue with multiple infractions resulting in Out of School Suspensions.

III. The district will continue to collaborate with the special education co-operative in dealing with students with special needs. The district will also work with the ELL teachers and aides in communication with those families who do not speak English or are recent migrants. These various subgroups will be taken into consideration when disciplinary consequences are given.

Response from the prior year Consolidated District Plan.

I. The district will continue to use the PBIS system in monitoring the behavior of all students. Reports of bullying and harassment will be taken by the counseling department and administration. T reports can be reported in various ways with the use of technology. Various programs provided by the counselors at each grade level will continue to address these issues and give strategies to staff how to report and cope with those behaviors.

II. The district will continue to use the current PBIS system to monitor student behaviors. Infractions are assigned various levels of severity with minor behaviors addressed by the classroom teacher and major violations handled by administration. The use of after school re-teach and after school detention will aid in keeping students in the classroom. For more severe infractions, the use of In-School Suspension will continue with multiple infractions resulting in Out of School Suspensions.

III. The district will continue to collaborate with the special education co-operative in dealing with students with special needs. The district will also work with the ELL teachers and aides in communication with those families who do not speak English or are recent migrants. These various subgroups will be taken into consideration when disciplinary consequences are given.

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

[[count] of 7500 maximum characters used)

All students who are homeless begin immediately and are provided school supplies and free busing. We talk with the families to see if there are any immediate needs and then refer them to the community agency. The district also works with Youth Service Bureau and the ROE to provide services such as medical needs and housing items.

Response from the prior year Consolidated District Plan.

All students who are homeless begin immediately and are provided school supplies and free busing. We talk with the families to see if there are any immediate needs and then refer them to the community agency. The district also works with Youth Service Bureau and the ROE to provide services such as medical needs and housing items.

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

Applicant: SPRING VALLEY CCSD 99

County: Bureau

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-00-28-006-0990-04

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

Title I Specific Requirements - Part Two

Ins

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 return to the Coordinated Funding page and select Title I, save the page, and return to this page.

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

ISBE Goals:

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

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

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

Section 1111(d)

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

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

No schools identified under this part

((count) of 7500 maximum characters used)

No schools identified under this part

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

The District, which is the school, will utilize the Instructional Leadership Team to create a comprehensive support and improvement plan for the school to improve student outcomes, if they are identified ISBE. The plan will contain evidence-based interventions, a needs assessment, resource inequities, and meet the additional requirements of ESSA and ISBE. The district will also have in its plan, step necessary to address specific subgroup issues that may arise.

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)

A school wide program at John F. Kennedy school will address the needs of the diverse impoverished community. Funding will go further to address the needs of the students if a school wide plan is implemented. We will provide pull-out small group and individual services in grades K-8 as well as push-in services in grades K-5 to assist students in the classroom focusing on critical reading areas (including, but not limited to, phonemic awareness, phonics, vocabulary, fluency, and comprehension) and math foundational skills. All students will receive interventions based on diagnostic testing and classroom form assessments.

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

A school wide program at John F. Kennedy school will address the needs of the diverse impoverished community. Funding will go further to address the needs of the students if a school wide plan is implemented. We will provide pull-out small group and individual services in grades K-8 as well as push-in services in grades K-5 to assist students in the classroom focusing on critical reading areas (including, but not limited to, phonemic awareness, phonics, vocabulary, fluency, and comprehension) and math foundational skills.

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

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

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

((count) of 7500 maximum characters used)

Schoolwide Program Only

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

Schoolwide Program Only

Title I Requirement:

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

*Required Field

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



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 Coordinated Funding page and select IDEA, save the page, and return to this page.

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

ISBE Goals:

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

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

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

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

([count] of 7500 maximum characters used)

The needs assessment information which indicates that our students primarily require additional supports and strategies to address youth and adolescent social and emotional skill sets to support the development of healthy students who can fully access all aspects of their entire educational experience. Therefore the goal of "Every school offers a safe and healthy learning environment for all students" address the foundation of this identified need which shall drive further steps with an expectation in the reduction of outside mental health referrals and intervention to begin at an early onset. The 2C school year was difficult for many students. Mental health is an area where we want to partner with outside agencies to better help the needs of all students. From achievement data, we found student gaps in phonemic awareness, phonological awareness, and phonics, so we will be focusing on student mastery of these skills.

Response from the approved prior year Consolidated District Plan.

The needs assessment information which indicates that our students primarily require additional supports and strategies to address youth and adolescent social and emotional skill sets to support the development of healthy students who can fully access all aspects of their entire educational experience. Therefore the goal of "Every school offers a safe and healthy learning environment for all students" address the foundation of this identified need which shall drive further steps with an expectation in the reduction of outside mental health referrals and intervention to begin at an early onset. The 2C school year was difficult for many students. Mental health is an area where we want to partner with outside agencies to better help the needs of all students. From achievement data, we found student gaps in phonemic awareness, phonological awareness, and phonics, so we will be focusing on student mastery of these skills.

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)

Through funds will also be utilized in accordance with 2 CFR 200.432, 200.474; 34 CFR 300.207, in using no less than 5% to fund professional development activities that will enhance the academic, and social emotional development and progress of students with disabilities. All district staff are welcome to attend and community members and parents are welcome as well. Information will be disseminated via fliers as well as the special education cooperative's website.

Response from the approved prior year Consolidated District Plan.

Through funds will also be utilized in accordance with 2 CFR 200.432, 200.474; 34 CFR 300.207, in using no less than 5% to fund professional development activities that will enhance the academic, and social emotional development and progress of students with disabilities. All district staff are welcome to attend and community members and parents are welcome as well. Information will be disseminated via fliers as well as the special education cooperative's website.

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

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

([count] of 7500 maximum characters used)

There are no changes.

Response from the approved prior year Consolidated District Plan.

There are no changes.

*Required Field

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

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 should be included as applicable.

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Nauman	Shelly	Principal	nauman.s@sv99.org

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Nauman	Shelly	Principal	nauman.s@sv99.org

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

*Required field

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

Best Interest Determination as it relates to School Stability

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

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. When a student is placed into foster care, the Child Welfare Agency shall immediately contact the school of origin and share pertinent information on the student and their current needs. At this point, school staff shall immediately consult to make determine the best interest of the child in location of their attendance school. These individuals shall be the LEA Point of Contact, the LEA Transportation Director, Child Welfare Agency Representative, Foster Parent, Special Education Director (as appropriate), School Social Worker, and School Guidance Counselor (as appropriate).

Students in foster care shall remain in their school or origin, unless it is determined by school and Child Welfare Agency that remaining in that school is NOT in the best interest of the child. This should be in a timely manner not to exceed 3 school days. Factors to be considered and documented are: preference of the child; preference of the child's parent/educational decision-maker; child's attachment to school staff, peers; placement of the child's siblings; influence of the school's climate-including child's safety; ability of school to provide an appropriate educational experience to the child- including students with their educational programming; previous school transfers and their impact; length of commute (not exceed 60 minutes) and its impact; availability of English Learners programs.

Before it goes to the Child Welfare Agency, the district will work with all stakeholders and look at the age, needs of the child, and the distance from the school to home and other schools in the area to determine the best placement. In the case of a disagreement between the school and the Child Welfare Agency, the Child Welfare Agency will be the final decision-maker.

The Child Welfare Agency shall provide the school with the student's educational stability plan within 60 days of the placement. This plan will provide the school with the factors that led to the school decision.

Response from the approved prior year Consolidated District Plan.

When a student is placed into foster care, the Child Welfare Agency shall immediately contact the school of origin and share pertinent information on the student and their current needs. At this point, school staff shall immediately consult to make determinations of the best interest of the child in location of their attendance school. These individuals shall be the LEA Point of Contact, the LEA Transportation Director, Child Welfare Agency Representative, Foster Parent, Special Education Director (as appropriate) and School Guidance Counselor (as appropriate).

Students in foster care shall remain in their school or origin, unless it is determined by school and Child Welfare Agency that remaining in that school is NOT in the best interest of the child. This should be in a timely manner not to exceed 3 school days. Factors to be considered and documented are: preference of the child; preference of the child's parent/educational decision-maker; child's attachment to school staff, peers; placement of the child's siblings; influence of the school's climate-including child's safety; ability of school to provide an appropriate educational experience to the child- including students with their educational programming; previous school transfers and their impact; length of commute (not exceed 60 minutes) and its impact; availability of English Learners programs.

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The Child Welfare Agency shall provide the school with the student's educational stability plan within 60 days of the placement. This plan will provide the school with the factors that led to the school decision.

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.

IEPs and 504 plans will be followed, and students will need to remain in the LRE. If special busing is required, then that will be provided.

Response from the approved prior year Consolidated District Plan.

IEPs will be followed and students will need to remain in the LRE. If special busing is required, then that will be provided.

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.

Services will remain in place for English Learners. When arranging transportation, we need to consider the amount of English spoken and if the student is able to communicate with the bus driver.

Response from the approved prior year Consolidated District Plan.

Services will remain in place for English Learners. When arranging transportation, we need to consider the amount of English spoken and if the student is able to communicate with the bus driver.

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

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

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

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Students in foster care shall remain in their school or origin, unless it is determined by school and Child Welfare Agency that remaining in that school is NOT in the best interest of the child. This should be in a timely manner not to exceed 3 school days. Factors to be considered and documented are: preference of the child; preference of the child's parent/educational decision-maker; child's attachment to school staff, peers; placement of the child's siblings; influence of the school's climate-including child's safety; ability of school to provide an appropriate educational experience to the child- including students with their educational programming; previous school transfers and their impact; length of commute (not exceed 60 minutes) and its impact; availability of English Learners programs. In the case of a disagreement between the school and the Child Welfare Agency, the Child Welfare Agency will be the final decision-maker. The Child Welfare Agency shall provide the school with the student's educational stability plan within 60 days of the placement. This plan will provide the school with the factors that led to school decision.

Response from the approved prior year Consolidated District Plan.

Students in foster care shall remain in their school or origin, unless it is determined by school and Child Welfare Agency that remaining in that school is NOT in the best interest of the child. This should be in a timely manner not to exceed 3 school days. Factors to be considered and documented are: preference of the child; preference of the child's parent/educational decision-maker; child's attachment to school staff, peers; placement of the child's siblings; influence of the school's climate-including child's safety; ability of school to provide an appropriate educational experience to the child- including students with their educational programming; previous school transfers and their impact; length of commute (not exceed 60 minutes) and its impact; availability of English Learners programs. In the case of a disagreement between the school and the Child Welfare Agency, the Child Welfare Agency will be the final decision-maker. The Child Welfare Agency shall provide the school with the student's educational stability plan within 60 days of the placement. This plan will provide the school with the factors that led to school decision.

*Required field

Applicant: SPRING VALLEY CCSD 99

County: Bureau

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-00-28-006-0990-04

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

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. When a student is placed into foster care, the Child Welfare Agency shall immediately contact the school of origin and share pertinent information on the student and their current needs. At this point, school staff shall immediately consult to make determinations of the best interest of the child in location of their attendance school. These individuals shall be the LEA Point of Contact, the LEA Transportation Director, Child Welfare Agency Representative, Foster Parent, Special Education Director (as appropriate) and School Guidance Counselor (as appropriate).

Students in foster care shall remain in their school or origin, unless it is determined by school and Child Welfare Agency that remaining in that school is NOT in the best interest of the child. This should be completed in a timely manner not to exceed 3 school days. Factors to be considered and documented are: preference of the child; preference of the child's parent/educational decision-maker; child's attachment to school of origin including staff, peers; placement of the child's siblings; influence of the school's climate-including child's safety; ability of school to provide an appropriate educational experience to the child- including students with disabilities and their educational programming; previous school transfers and their impact; length of commute (not exceed 60 minutes) and its impact; availability of English Learners programs.

Before it goes to the Child Welfare Agency, the district will work with all stakeholders and look at the age, needs of the child, and the distance from the school to home and other schools in the area to determine if JFK is the best placement. In the case of a disagreement between the school and the Child Welfare Agency, the Child Welfare Agency will be the final decision-maker. The Child Welfare Agency shall provide the school with the student's educational stability plan within 60 days of the placement. This plan will provide the school with the factors that led to the school decision.

Response from the approved prior year Consolidated District Plan.

When a student is placed into foster care, the Child Welfare Agency shall immediately contact the school of origin and share pertinent information on the student and their current needs. At this point, school staff shall immediately consult to make determinations of the best interest of the child in location of their attendance school. These individuals shall be the LEA Point of Contact, the LEA Transportation Director, Child Welfare Agency Representative, Foster Parent, Special Education Director (as appropriate) and School Guidance Counselor (as appropriate).

Students in foster care shall remain in their school or origin, unless it is determined by school and Child Welfare Agency that remaining in that school is NOT in the best interest of the child. This should be completed in a timely manner not to exceed 3 school days. Factors to be considered and documented are: preference of the child; preference of the child's parent/educational decision-maker; child's attachment to school of origin including staff, peers; placement of the child's siblings; influence of the school's climate-including child's safety; ability of school to provide an appropriate educational experience to the child- including students with disabilities and their educational programming; previous school transfers and their impact; length of commute (not exceed 60 minutes) and its impact; availability of English Learners programs.

Before it goes to the Child Welfare Agency, the district will work with all stakeholders and look at the age, needs of the child, and the distance from the school to home and other schools in the area to determine if JFK is the best placement. In the case of a disagreement between the school and the Child Welfare Agency, the Child Welfare Agency will be the final decision-maker. The Child Welfare Agency shall provide the school with the student's educational stability plan within 60 days of the placement. This plan will provide the school with the factors that led to the school decision.

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

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

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

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

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

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

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

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

These all may be claimed via ISBE transportation or special transportation claim. The resources include Title IV-E funds, Special Education Fund E funds and transportation funds. They also may be reimbursable via Child Welfare agency for 50% of the costs.

Pre-existing transportation or route -this is the least restrictive and typically most favored option to maintain both the stability and sense of normalcy for the child as well as being of minimal no additional cost for the district.

New transportation route- this option is more restrictive, limiting peer interactions and more costly to the district.

Route to Route hand off - the option is less restrictive and may allow for students to be with many other their peers with a minimal to no additional cost to the district.

District to district boundary hand off - This is further on the continuum of restrictiveness. This could limit peer interaction with same school peers. It would also be a higher cost to the school of origin than lesser restrictive options.

Other services for which student is eligible such as IDEA transportation - The nature of this is more restrictive but may be the most appropriate for the child. Costs should remain similar to those which they had been before.

Options presented by Child Welfare workers - These should be considered in the best interest of the child and stability if the alternatives are overly intrusive to the current situation. This, as well as possible funding mainly through child welfare agencies.

Alternatives not directly provided by the district school such as taxis, carpools, public transportation, etc.- This option may be somewhat limited in scope as in this primarily rural area of Illinois, these resources are very limited. These should be considered and claimed via Child welfare agencies as well as typical claims through ISBE.

Response from the approved prior year Consolidated District Plan.

These all may be claimed via ISBE transportation or special transportation claim. The resources include Title IV-E funds, Special Education Fund E funds and transportation funds. They also may be reimbursable via Child Welfare agency for 50% of the costs.

Pre-existing transportation or route -this is the least restrictive and typically most favored option to maintain both the stability and sense of normalcy for the child as well as being of minimal no additional cost for the district.

New transportation route- this option is more restrictive, limiting peer interactions and more costly to the district.

Route to Route hand off - the option is less restrictive and may allow for students to be with many other their peers with a minimal to no additional cost to the district.

District to district boundary hand off - This is further on the continuum of restrictiveness. This could limit peer interaction with same school peers. It would also be a higher cost to the school of origin than lesser restrictive options.

Other services for which student is eligible such as IDEA transportation - The nature of this is more restrictive but may be the most appropriate for the child. Costs should remain similar to those which they had been before.

Options presented by Child Welfare workers - These should be considered in the best interest of the child and stability if the alternatives are overly intrusive to the current situation. This, as well as possible funding mainly through child welfare agencies.

Alternatives not directly provided by the district school such as taxis, carpools, public transportation, etc.- This option may be somewhat limited in scope as in this primarily rural area of Illinois, these resources are very limited. These should be considered and claimed via Child welfare agencies as well as typical claims through ISBE.

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.

In the case of an inability to come to an agreement, the child shall remain at the school of origin until the situation has been resolved. Every effort shall be made to come to a mutually agreeable plan of action. Ultimately, if both parties are unable to do so, the child welfare agency shall have final decision making authority.

Response from the approved prior year Consolidated District Plan.

In the case of an inability to come to an agreement, the child shall remain at the school of origin until the situation has been resolved. Every effort shall be made to come to a mutually agreeable plan of action. Ultimately, if both parties are unable to do so, the child welfare agency shall have final decision making authority.

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 works with the family, the bus company and the school of residence to work out transportation needs. The school of origin is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

The district works with the family, the bus company and the school of residence to work out transportation needs. The school of origin is responsible for the transportation while all disputes are being resolved.

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

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

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

The front office and the principal work very closely together when arranging for transportation for students in the foster care system. Any administrator or administrative assistant can initiate the plan by talking with the family about transportation needs and then following up with a phone call to the bus company if needed. The administrative assistant will notify the teachers of the transportation plan. The main point of contact is the principal.

Response from the approved prior year Consolidated District Plan.

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*Required field

We want to be your
School Picture Professionals!

 **jen heredia**
studio



815.228.9488



jhstudioonline@gmail.com



jhstudioline.com

Service with a Local Flair

Our best is what we offer. Because we are local photographers, we are accessible and offer some flexibility. Consider us an extension of your team, ready to work with you to get the school and your students what they need.

No Contracts to Sign

No need to sign a contract for multiple years. We ask for a year-long commitment and we will work to earn your continued trust.



Local Photographers

If you've ever had the feeling that your students are just a number, welcome to a refreshing new attitude in school photographers. We are local. And we care.



ID Cards

ID Cards are provided if required by the school. Your ID Card requirements are discussed during scheduling.



Fundraising Opportunities

We offer ways for the school or parent/teacher organization to earn money towards their goals.



Quality Photos at Affordable Prices

Experienced, local photographers bring a mobile studio set-up. We use our experience, professional lighting, and our friendliness to capture your students' smiles. Digital Downloads are also available for purchase.



Secure Photos & Payments

Password can be required at either the school or the student level, depending on your requirements.

Payments are securely processed through a third party, so credit/debit card information isn't exchanged at the local level.



Yearbook Coordination

We have options for yearbook coordinators, and can provide yearbook support for your staff. We can even make the yearbook a fundraiser!

Yearbook Pricing Example - 20 full color pages with a Soft Cover ranges from \$15 per yearbook depending on your fundraising options.



Free Staff Downloads

Discount Staff Prints

Flexible Scheduling

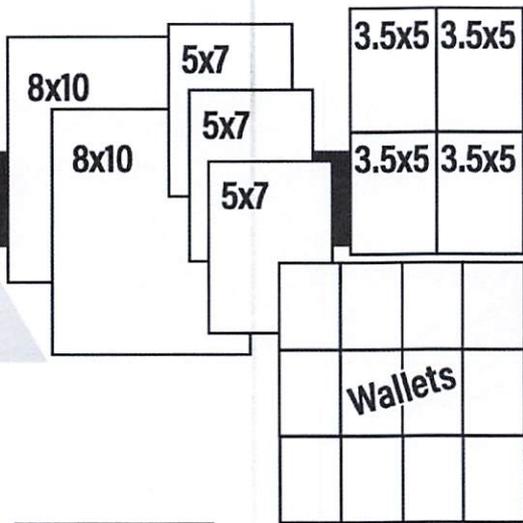
Free ID Cards

Varsity/8th Grade Coverage for Each Sport

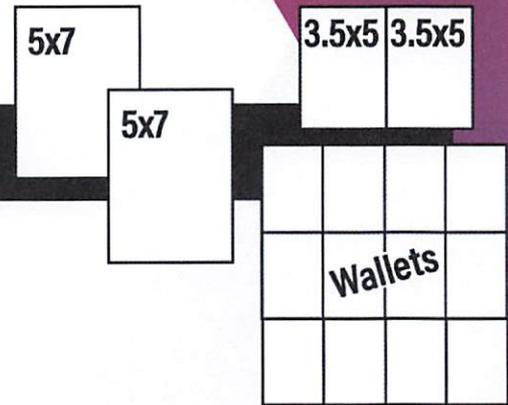
Complimentary Coach Photos

2022-23 School Year Pricing

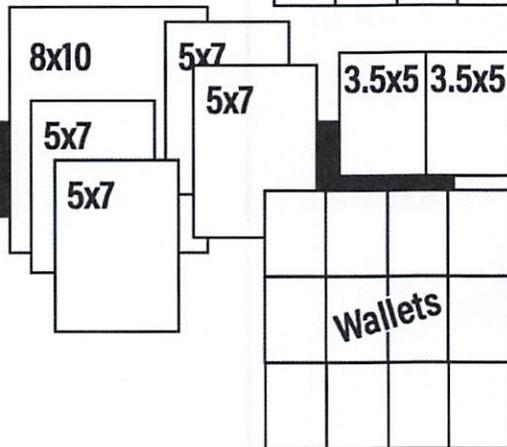
\$38



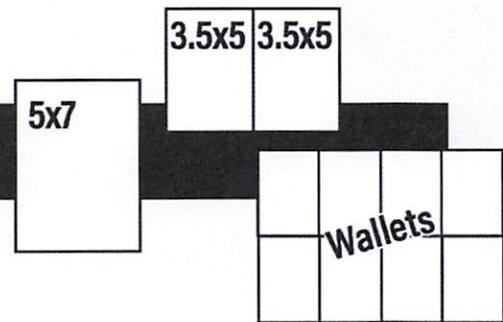
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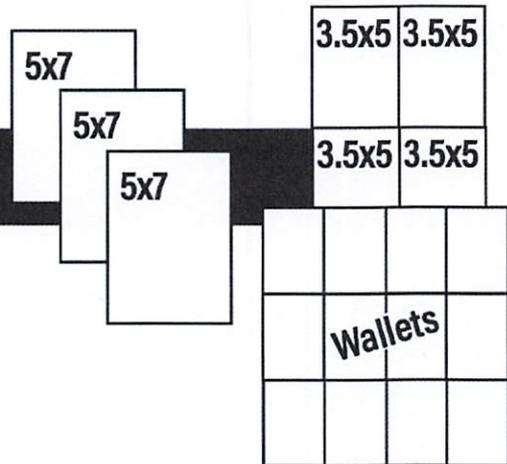
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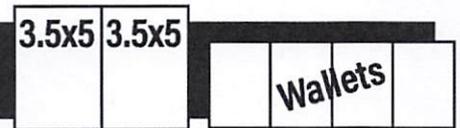
\$18



\$28



\$15



Secure Gallery Access

Gallery Proof before Ordering

One-Time Batch Delivery to School and Direct Shipping

Graduation Coverage

Yearbook Access to Photos

Designed Display School Print



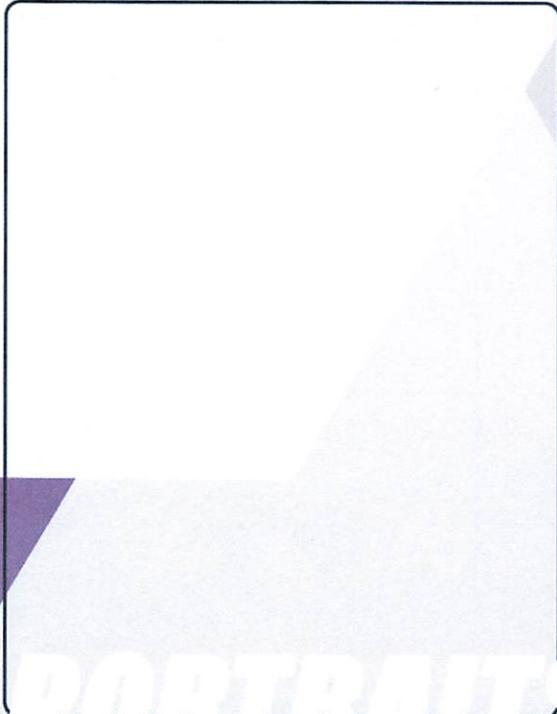
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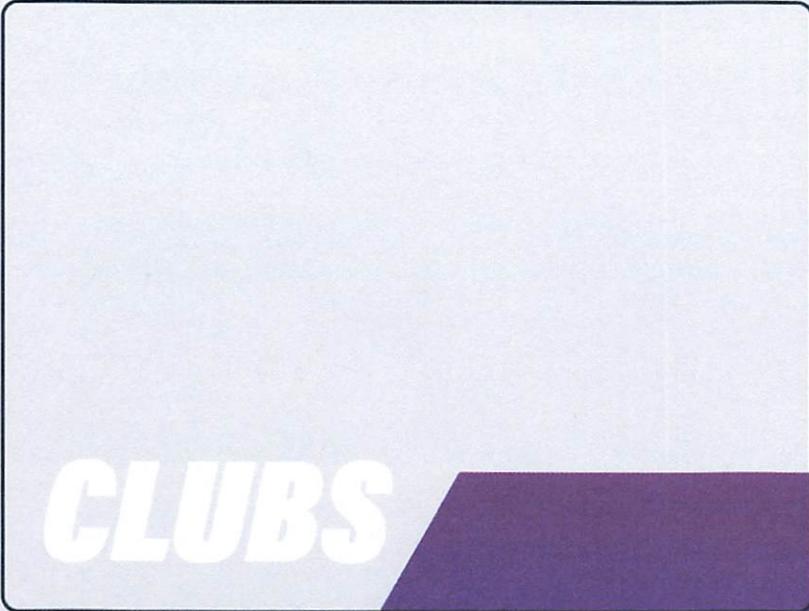
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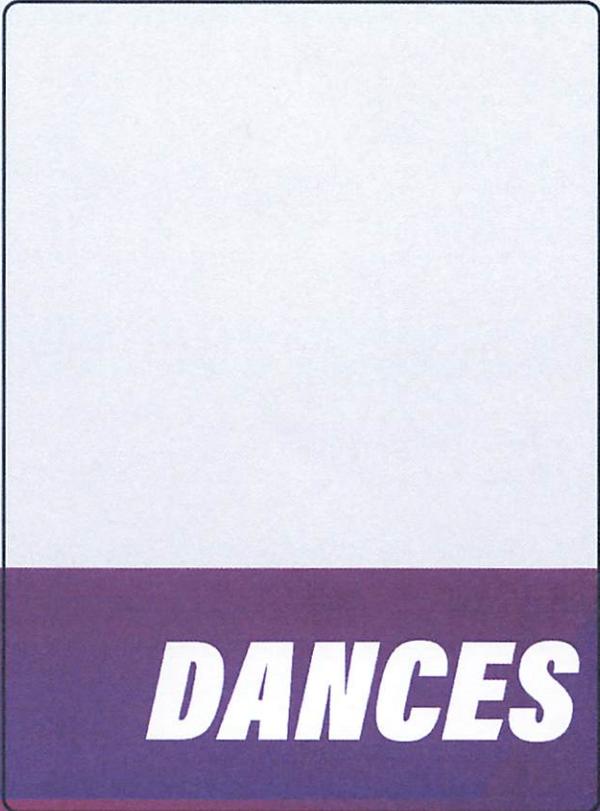
PORTTRAITS



SPORTS



CLUBS



DANCES

***Capturing moments for
students and families to
treasure!***

A+ School Photography

Groveland/Princeton IL and St. Louis MO
309-509-4838
apluswes@gmail.com

05/12/2022

Greetings SV99 Board Members, Administration, Faculty and Families,

We are excited to introduce our leadership team and appreciate your consideration to provide our products and services.

Our model is "Simple School Pictures". We work for all of you.

Dan Mainer- St. Louis- Oversees operations. He has been involved in the industry over 30 years. 20+ as a Territory Manager/Photographer for a national brand and over 10+ as a Sales Rep/Photographer for a local brand. Most recently the founder of A+.

Eric Mills- Princeton- Photography Team Leader. He has worked as a freelance photographer 30+ years. He has represented numerous national and local brands as well as providing professional independent work.

Wes Fischer- Groveland- That's me. 15 years as a local Sales Rep/Field Support. Former 8 year school board member Bartonville #66. I also spent over 10 years working with the National D.A.R.E. Program.

Each of us has been well educated and has learned what is needed to provide a simple, affordable and efficient school picture experience for everyone. We have surrounded ourselves with other industry professionals that share the same experience and enjoyment of working in this industry.

Please consider this as you review our attached proposal-

We do not charge the district for any of our services or school related products. The only bill will be for the agreed cost of the school yearbooks. We will provide at no charge, items such as the framed all school mosaic or composite. Framed Cap and Gown print, ID cards as needed etc. We like to keep it simple, no surprises from us. We are always ready to accommodate any that might be thrown our way.

Most important. We respect the valuable time that each and every one of you puts in to educate our children. Our intention is to make the school picture portion a non issue for everyone involved.

Many thanks and best wishes for a pleasant end of your school year,

Wes Fischer and the A+ Team

School Picture Day Proposal for

John F. Kennedy School



A+
School
PHOTOGRAPHY

A+ School Photography

Groveland/Princeton IL and St. Louis MO
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I am available at your convenience to discuss any questions or concerns.

Many thanks and best wishes for a pleasant end of your school year,

Wes Fischer and the A+ Team



SCHOOL PORTRAITS. Made Easy.



Welcome to **SAFE HASSLE-FREE PICTURE DAYS!**

Our **ViewFirst™** program means no hassle, safe solution for schools and more choices for families!



ViewFirst™ SCHOOL PORTRAITS.

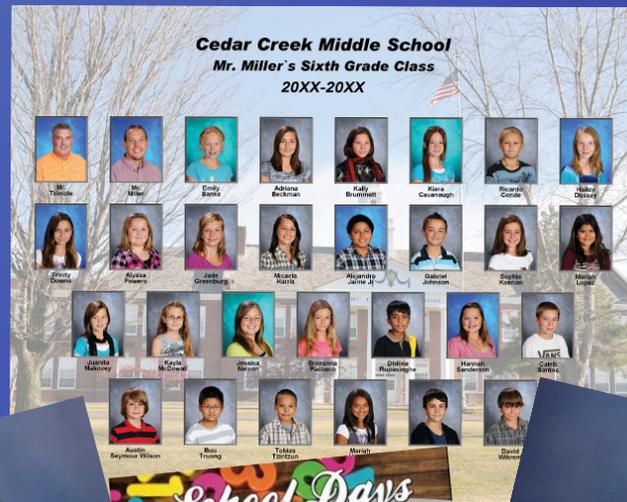


How It Works:

- We photograph every student in several poses on picture day. No money due on Picture Day.
- Portraits are posted online for 24/7 ordering. No pens or paper! Touchless.
- Families receive an email link to their student's personal portrait gallery.
- Portrait orders are fulfilled within 48 hours and shipped directly to the buyer!

 *Safe*
SESSIONS

ViewFirst™ SCHOOL PORTRAITS.



Advantages for the School:

- No order forms. No pens or paper. Touchless ordering!
- No money to collect
- No crinkled photos in backpacks
- No late orders to handle
- Only HAPPY parents!
- Optional easy-to-use admin portal for yearbook advisors



ViewFirst™ SCHOOL PORTRAITS.



Advantages for the Parents:

- View portraits before purchasing online. Touchless.
- Select your favorite pose and expression
- No credit card numbers or checks being transported by kids
- Split families, grandparents and other relatives can see and order portraits too!

Admin Portal Makes It Easier!



We are dedicated to making the jobs of Admin & Yearbook staff easier! Our **proprietary software** gives staff access to view all of the picture day images. This portal also allows staff to view and (optionally) change the images selected for the yearbook. Staff can also use this portal to instantly download their needs for the yearbook including other PR and activity images. Or use this portal to see who has not been photographed, download single images for files or IDs, get staff images to update your school website and more!

GRADS. A Class Act.



The Difference:

We handle all of your graduation photography needs including:

- Elementary, middle school, high school, college & vocational ceremonies
- Stage photographs
- Chroma-key (“green screen”) portraits with custom backgrounds
- Ceremony overview, processional & PR photographs
- Friends & family photos before & after the ceremony
- Group pictures including our patented Virtual Group option for safer groups
- Cap & gown portraits



GRADS. Safer Alternatives.



We offer SAFE services including:
SAFE CEREMONIES &
VIRTUAL CELEBRATIONS!

Whether you are looking for a way to honor your graduates now until a ceremony takes place at a later date or you are looking for additional ceremony alternatives.....we can help.



- Safe Ceremonies
- Drive-Thru Ceremonies
- Virtual Group Pictures
- Personal Achievement Graphics
- Celebration Webpages
- Graduation Gifts



GRADS. A Class Act.

How It Works:

- We photograph every student in several poses on picture day in a social distancing area.
- Portraits are posted online for 24/7 ordering – touchless – no pens or paper.
- Families receive an email link to their student's personal portrait gallery.
- Portrait orders are fulfilled within 48 hours and shipped directly to the buyer!



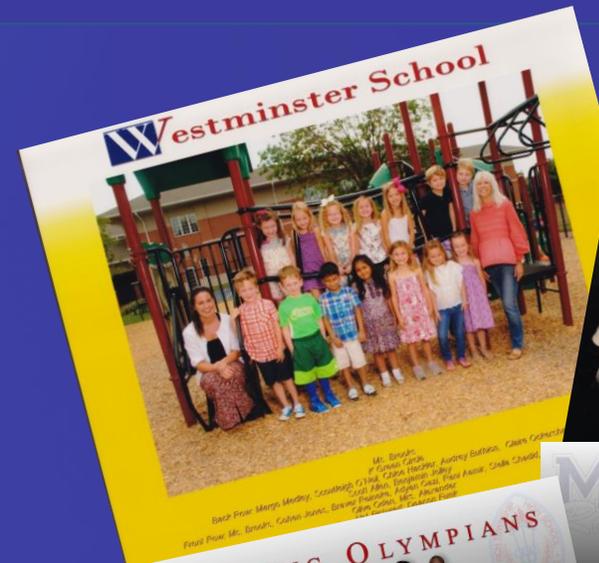
GROUPS. We've got it together!

2 Group Options:

VIRTUAL or TRADITIONAL

Choose from traditional group pictures or our NEW patented VIRTUAL GROUP – a custom built group picture with a twist! We take individual pictures to build the group picture – a safer, social-distancing way to create groups!

- We take photos of each student and **CREATE** your group picture!
- No need to get the entire group together, go outside or worry about risers
- Add custom backgrounds & school logos
- Option to add names to your class photos



SENIOR GROUPS. A Class Act.

2 Group Options:

VIRTUAL or TRADITIONAL

Choose from traditional group pictures or our NEW patented VIRTUAL GROUP – a custom built group picture with a twist!

We take individual pictures to build the group picture – a safer, social-distancing way to create groups!

- We take photos of each student and **CREATE** your group picture!
- No need to get the entire group together, go outside or worry about risers
- Add custom backgrounds & school logos
- Option to add names to your class photos



SPECIAL EVENTS. Fun...Forever.



From formal portraits to Party Pics® to Photo Booths, we offers everything to make it the PERFECT NIGHT! We specialize in Proms, Dances, Special Events & just plain FUN! **Facial Recognition** lets your guests find all of their pictures FAST with online safer ordering!



SPORTS. We have a ball!

Not only do we do sports photography,
WE PERFECTED IT! We offer many
innovative sports products including:

- Attitude Panos (individual pictures create modern, fun group picture for safer group.)
- Attitude Prints
- Patented Virtual Groups (individual pictures create your group picture for safer group.)
- Banners & Posters
- Spirit Items

Let us set **YOUR** teams apart
from the competition!



FUNdraising: Get the word out!

We have FUNdraising & support programs customized to meet the individual needs of your school or organization. We offer a wide variety of options including:

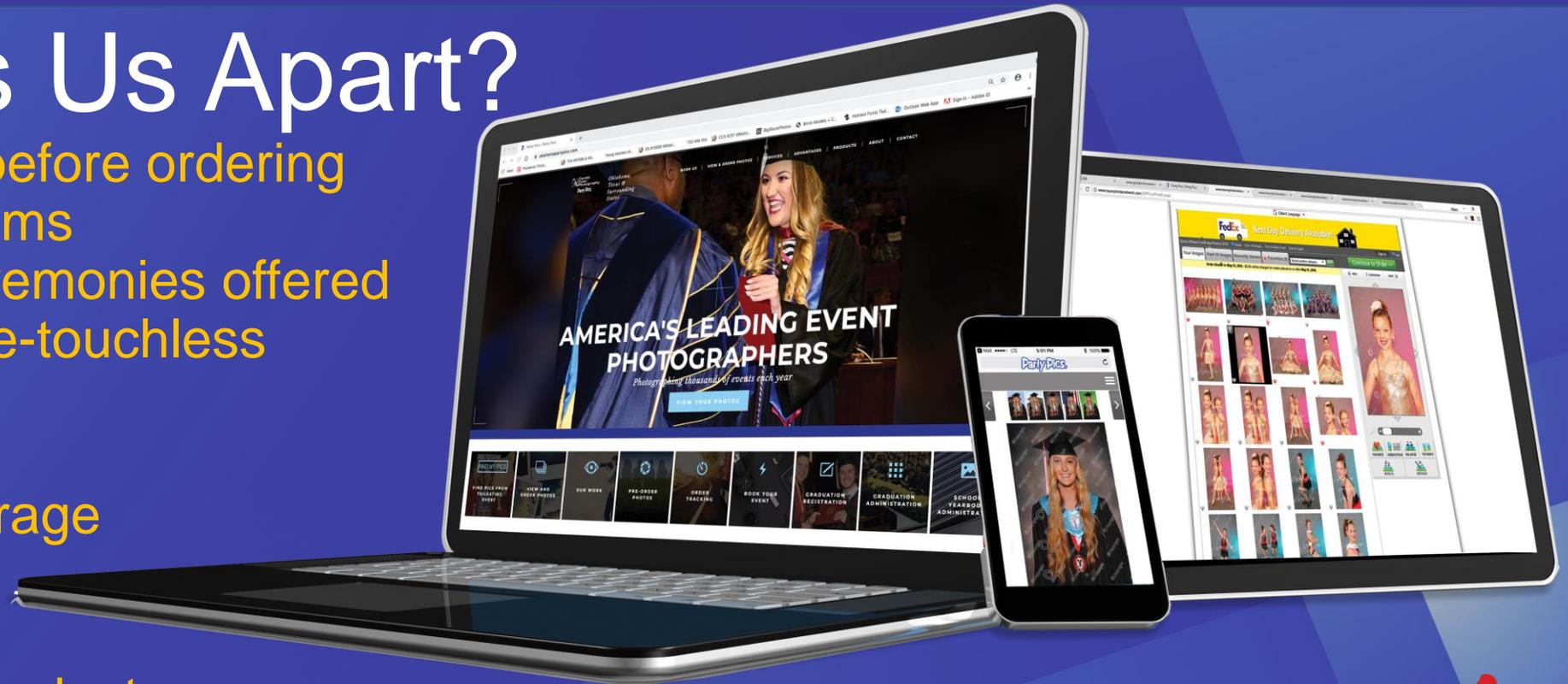
- Scholarship Program
- Yearbook Program
- Rebate Program
- Button Program
- Logo Items
- Service Items
- Spirit Items
- Custom Package Options



WE'RE IN A LEAGUE OF OUR OWN.

What Sets Us Apart?

- Families can view before ordering
- Safe ordering systems
- Safe and virtual ceremonies offered
- No money to handle-touchless
- FAST service
- Mobile ordering
- 15 years image storage
- Custom graphics
- Spirit items
- 1000's of custom products



Our Hassle-Free Ordering System



We receive your data & input into our program.



Within 48 hours your order is printed and in the mail!



We take pictures on Photo Day.

Mom/Dad places an order online. No more order forms! Touchless!



Mom/Dad receive their order!



We text/email Mom/Dad how to order.

FALL PACKAGE SELECTIONS 2022

Package A:

2-8X10
4-5X7
8-3X5
8-Wallets

\$30.00

Package B:

2-8X10
4-5X7
4-3X5
8-Wallets

\$25.00

Package C:

1-8X10
3-5X7
4-3X5
8-Wallets

\$20.00

Package D:

2-5X7
4-3X5
8-Wallets

\$15.00

Package E:

4-3X5
8-Wallets

\$10.00

A La Carte Packages:

Package F: 1-8X10 \$10.00
Package G: 2-5X7 \$10.00
Package H: 4-3X5 \$10.00
Package I: 8- Wallets \$10.00

Additional Products:

Button : \$10.00
Funpack: \$10.00
Aluminum Keyring: \$10.00
3X5 Magnet: \$10.00
8X10 Calendar: \$10.00
Dog Tag: \$10.00
Ceramic Ornament: \$15.00

BOOK YOUR PICTURE DAY TODAY!

Wes Fischer

309-509-4838

apluswes@gmail.com

