

Spring Valley CCSD #99 School Board Meeting

Wednesday, June 21, 2023 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. Action Item

4.A. The Board Approves a Resolution to Appoint
Korby Kasperski and Nicole Olson, to the Open
School Board Positions.

5. Oath of Office to Newly Elected Board Members

6. Intoduction/Recognition of Special Guests

7. Public Comment, Correspondence, and Announcements

8. Consent Agenda

8.A. Approval of Regular Meeting Minutes from
Previous Meeting

8.B. Approval of the Financial Reports

8.C. Approval of the Treasurer's Report

8.D. Approval of District Bills

9. Reports, Updates & Informational Items

9.A. Cash Flow & Budget Watch

9.B. Assistant Principal's Report

9.C. Principal's Report

9.D. Superintendent's Report

10. Action Items

10.A. Approve a 3-year agreement with A+
Photography

10.B. Approve FY24 Risk Management, Property,
Workman's Compensation & Commercial
Umbrella Insurance

10.C. **Approve Consolidated District Plan**

10.D. **Approve BMP Joint Agreement for the 2023-2024 School Year**

10.E. **Approve Resolution Regarding Prevailing Wage**

10.F. **Continue to Keep Closed Session Notes Confidential**

10.G. **Destroy Verbatim Records of Closed Session (5ILCS 120)**

10.H. **Authorize District Office to Make July Bill Payments**

10.I. **Resolution to Abate Working Cash for Transfer to Transportation**

10.J. **Authorize the Superintendent to Seek Snow Removal Bids for 2023-24 & 2024-25**

11. **Executive Session**

12. **Action Items Following Closed Session**

13. **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, MAY 17, 2023, 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 and Lisa Ponce

2. PLEDGE OF ALLEGIANCE

3. APPROVAL OF REGULAR MEETING AGENDA

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

Roll Call: Ponce, Pienta Ferrari, Faletti 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 April 19, 2023 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 Ferrari seconded by Ponce that the Board of Education approve the Consent Agenda.

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

7. REPORTS, UPDATES & INFORMATIONAL ITEMS

7.1 Cash Flow & Budget Watch-Jim gave a brief overview of Cash Flow and Budget Watch. Revenues are at \$462K and Expenditures are at \$700K

7.2 Facility Agreement Review-Everyone was given copy of the Agreement

7.3 Curriculum Update – Shelly gave an update on curriculum and had a handout with the cost.

7.4 Assistant Principal's Report-Track season has ended we had a couple of students who won the Bureau County Track Meet for their events, however came up short to qualify for the State Track Meet. The K-2 Wildcat Warriors for the last trimester were able to go to the Apollo Theater in Princeton and then for pizza and 3-5 attended the Normal Corn Belters game.

7.5 Principal's Report-9 students tested into Algebra 1 at Hall. There wasn't enough interest in Spanish at St. Bede.

Kindergarten Roundup-28 families attended, estimated 48 students so far.

Preschool Screenings-30 children screened, 4 signed up for July 27 screening, 18 returners

Next PAWS meeting is May 18th.

Sixth Grade Orientation of held on May 15th, 26 out of 55 students attended.

Graduation is on Friday My 19th.

7.6 Superintendent's Report – A. Water leak B. \$850 Library Grant (Sec. of State)

8. ACTION ITEMS

8.1 Approve the March Policy Manual Updates

MOTION by Ferrari seconded by Faletti that the Board of Education approve the March Policy Manual Updates.

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

8.2 Approve the Resolution Honoring the Retirement of District Staff Members

MOTION by Pienta seconded by Ponce that the Board of Education approve the Resolution Honoring the Retirement of District Staff Members Wendy Woulfe and Renee Ziebell.

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

8.3 Approve a 3-year agreement with A+ Photography -Tabled.

8.4 Approve Scholastic/Diamond Brothers Risk Management Property, Workman's Compensation and Commercial Umbrella Insurance Program for FY24 – Tabled.

9. EXECUTIVE SESSION - Reference: 5 ILCS 120 (c) 1, 2, 11 & 14 [Employment issues, Negotiations, Litigation & Closed Session Minutes] 7:24 pm

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

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

Begin Closed: 7:26 pm

End Closed: 8:00 pm

10. ACTION ITEMS FOLLOWING CLOSED SESSION

10.1 Approve Closed Session Minutes for May.

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

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

10.2 Approve the hiring of Candice Tennell, 7th Grade ELA

MOTION by Ferrari seconded by Faletti that the Board of Education approve the hiring of Candice Tennell, 7th Grade ELA.

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

10.3 Accept the resignation of Chelsea Berg, PK

MOTION by Ferrari seconded by Pienta that the Board of Education accept the resignation of Chelsea Berg, PK.

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

10.4 Accept the resignation of Shelby Justi, Social Worker

MOTION by Faletti seconded by Pienta that the Board of Education accept the resignation of Shelby Justi, Social Work.

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

10.5 Approve the retirement of Renee Ziebell, Teacher Aide

MOTION by Pienta seconded by Ponce that the Board of Education approve the retirement of Renee Ziebell, Teacher Aide.

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

10.6 Approve the Settlement Agreement with Kathy Sienza as recommended by the District
MOTION by Pienta seconded by Ponce that the Board of Education approve the Settlement Agreement with Kathy Sienza as recommended by the District.
Roll Call: Pienta, Ponce, Ferrari, Faletti and Urbanski all voted aye. No nays. Motion carried.

10.7 Approve the Non-Certified Contract Addendum
MOTION by Pienta seconded by Faletti that the Board of Education approve the Non-Certified Addendum.
Roll Call: Pienta, Faletti, Ferrari, Ponce and Urbanski all voted aye. No nays. Motion carried.

11. ADJOURNMENT

8:02 pm

MOTION by Pienta seconded by Ferrari that the Board of Education adjourn the May 17, 2023 Board of Education Meeting.

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

Attest:

Theodore Urbanski
President

Christina Pienta
Secretary

SPRING VALLEY C.C. ELEMENTARY SCHOOLS

ACTIVITY REPORT

May 2023

	BEGINNING BALANCE	RECEIPTS	DISBURSEMENTS	BALANCE
BAND	\$217.81	\$888.00	\$664.17	\$441.64
BASKETBALL - BOYS	\$2,876.66	\$0.00	\$0.00	\$2,876.66
BASKETBALL - GIRLS	\$2,215.29	\$0.00	\$0.00	\$2,215.29
CANDY-SODA MACHINES	\$1,213.90	\$0.00	\$0.00	\$1,213.90
CHEER	\$1,507.50	\$0.00	\$0.00	\$1,507.50
COUNSELING	\$183.15	\$0.00	\$0.00	\$183.15
FIELD TRIPS	\$1,961.87	\$3,501.50	\$3,742.99	\$1,720.38
HHP (HELP HERMES PROJECT)	\$244.99	\$0.00	\$0.00	\$244.99
JFK ACTIVITY FUND (PRINC.)	\$3,663.79	\$0.00	\$0.00	\$3,663.79
JFK LIBRARY - MEDIA CENTER	\$777.52	\$0.00	\$0.00	\$777.52
JUMP ROPE FOR HEART	\$0.00	\$0.00	\$0.00	\$0.00
MUSICAL	\$3,757.35	\$314.00	\$0.00	\$4,071.35
PBIS - JFK	\$10,633.92	\$2,147.30	\$1,332.89	\$11,448.33
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	\$1,694.78	\$0.00	\$0.00	\$1,694.78
STARVED ROCK CONFERENCE	\$0.00	\$0.00	\$0.00	\$0.00
STUDENT COUNCIL	\$489.66	\$166.00	\$36.96	\$618.70
SUNSHINE FUND	\$795.44	\$0.00	\$50.00	\$745.44
TRACK	\$613.41	\$0.00	\$0.00	\$613.41
VOLLEYBALL	\$1,973.47	\$0.00	\$0.00	\$1,973.47
Total	\$34,990.53	\$7,016.80	\$5,827.01	\$36,180.32
CHECKBOOK BALANCE		\$36,180.32		

Spring Valley District 99 Revenue Report

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Education Fund 10								
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								
10-111000-1	Local Taxes - Education		886,475.00	0.00	884,804.58	1,670.42	99.81	
10-113000-1	Local Taxes - Tech Lease		38,210.00	0.00	38,020.62	189.38	99.50	
10-114000-1	Local Taxes - Spec Ed		15,284.00	0.00	15,207.93	76.07	99.50	
10-151000-1	Interest on Investments		5,000.00	1,523.67	38,595.32	(33,595.32)	771.91	
10-161100-1	Breakfast & Lunch		3,000.00	4,345.51	44,111.99	(41,111.99)	1,470.40	
10-161400-1	Milk - Students		2,500.00	0.00	1,786.01	713.99	71.44	
10-171100-1	Extracurricular Admissions		9,500.00	0.00	9,110.00	390.00	95.89	
10-172000-1	Extracurricular/Organization Fees		8,500.00	825.00	8,445.00	55.00	99.35	
10-172100-1	Technology Fees		17,000.00	210.00	14,677.00	2,323.00	86.34	
10-179000-1	Yearbooks/Cap & Gown		6,500.00	920.00	7,239.00	(739.00)	111.37	
10-181100-1	Registration Fees		26,000.00	100.00	23,843.46	2,156.54	91.71	
10-199900-1	Other Revenue		60,000.00	38,850.81	77,414.33	(17,414.33)	129.02	
10-199901-1	E-Rate Reimbursement		3,700.00	0.00	0.00	3,700.00	0.00	
10-199904-1	Student Locks		250.00	0.00	137.00	113.00	54.80	
10-199906-1	Band Rental Fees		1,500.00	430.35	1,490.35	9.65	99.36	
1000	General Levy		1,083,419.00	47,205.34	1,164,882.59	(81,463.59)	107.52	* Source of Revenue
Revenue From State Sources								
10-300100-1	Evidence Based Funding		3,906,458.00	368,768.00	3,537,680.00	368,778.00	90.56	
10-310000-1	Spec Ed Private Facility		50,000.00	0.00	11,704.50	38,295.50	23.41	
10-312000-1	Spec Ed Orphanage		0.00	0.00	375.88	(375.88)	0.00	
10-336000-1	State Lunch Reimbursement		8,000.00	0.00	1,033.97	6,966.03	12.92	
10-370500-16	ECE Grant		149,221.00	10,000.00	187,783.00	(38,562.00)	125.84	
3000	Revenue From State Sources		4,113,679.00	378,768.00	3,738,577.35	375,101.65	90.88	* Source of Revenue
Revenue From Federal Sources								
10-410700-24	Rural Achievement Program		27,721.00	0.00	5,878.88	21,842.12	21.21	
10-421000-1	Federal Lunch Reimbursement		315,000.00	18,900.85	200,420.88	114,579.12	63.63	
10-422000-1	Federal Breakfast Reimbursement		50,000.00	4,168.79	43,252.87	6,747.13	86.51	
10-422500-1	Summer Food Service Program		1,000.00	0.00	0.00	1,000.00	0.00	
10-430000-26	Title I Grant		160,042.00	0.00	15,703.00	144,339.00	9.81	
10-440000-25	Title IV SSAE Grant		3,216.00	0.00	9,993.00	(6,777.00)	310.73	
10-460000-1	Pre School Flow Through		7,050.00	1,957.00	7,830.00	(780.00)	111.06	
10-462000-1	IDEA Flow Through		149,100.00	41,206.00	164,824.00	(15,724.00)	110.55	
10-493200-20	Title II Grant		22,246.00	0.00	2,392.00	19,854.00	10.75	
10-499100-1	Medicaid Admin Outreach		40,000.00	0.00	10,274.76	29,725.24	25.69	
10-499200-1	Medicaid Fee for Service		11,000.00	0.00	9,038.90	1,961.10	82.17	
10-499800-1	Other Federal Revenue		0.00	8,959.00	28,159.00	(28,159.00)	0.00	
10-499800-30	Digital Equity		0.00	0.00	0.00	0.00	0.00	
10-499800-58	ESSER		463,795.00	0.00	59,689.00	404,106.00	12.87	

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Education Fund 10									
Source of Revenue		4000		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	1,250,170.00	75,191.64	557,456.29	692,713.71	44.59	*	Source of Revenue	
10	Education Fund	6,447,268.00	501,164.98	5,460,916.23	986,351.77	84.70		Fund	

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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	286,576.00	0.00	285,153.32	1,422.68	99.50
20-123000-1	Corporate Personal Prop Replace Tax	240,000.00	52,927.30	271,161.99	(31,161.99)	112.98
20-151000-1	Interest on Investments	1,000.00	649.26	12,807.11	(11,807.11)	1,280.71
20-196000-1	TIF Funds	25,000.00	0.00	15,450.19	9,549.81	61.80
20-199900-1	Other Revenue	30,000.00	2,445.00	55,189.00	(25,189.00)	183.96
1000	General Levy	582,576.00	56,021.56	639,761.61	(57,185.61)	109.82
						* Source of Revenue
Revenue From Federal Sources						
20-440000-25	Title IV SSAE - Building	8,209.00	0.00	0.00	8,209.00	0.00
20-499800-58	ESSER	30,000.00	0.00	0.00	30,000.00	0.00
4000	Revenue From Federal Sources	38,209.00	0.00	0.00	38,209.00	0.00
						* Source of Revenue
20	Oper, Build, & Maint Fund	620,785.00	56,021.56	639,761.61	(18,976.61)	103.06
						Fund

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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 Revenue	% of Budget
General Levy						
30-111200-1	Local Taxes - Debt Service	540,009.00	0.00	537,328.41	2,680.59	99.50
30-151000-1	Interest on Investments	500.00	140.42	4,398.85	(3,898.85)	879.77
1000	General Levy	540,509.00	140.42	541,727.26	(1,218.26)	100.23
30	Debt Service Fund or Fund Group	540,509.00	140.42	541,727.26	(1,218.26)	100.23

* Source of Revenue
Fund

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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	91,704.00	0.00	93,303.13	(1,599.13)	101.74
40-141100-1	Student Bus Fees	10,000.00	435.00	9,694.08	305.92	96.94
40-151000-1	Interest on Investments	250.00	349.09	1,100.57	(850.57)	440.23
1000	General Levy	101,954.00	784.09	104,097.78	(2,143.78)	102.10
						* Source of Revenue
Revenue From State Sources						
40-350000-1	Regular State Reimbursement	15,000.00	0.00	63.08	14,936.92	0.42
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	80,000.00	0.00	27,673.25	52,326.75	34.59
40-370500-16	ECE Grant	41,570.00	0.00	0.00	41,570.00	0.00
3000	Revenue From State Sources	286,570.00	0.00	177,736.33	108,833.67	62.02
						* Source of Revenue
40	Transportation Fund	388,524.00	784.09	281,834.11	106,689.89	72.54
						Fund

Spring Valley District 99 Revenue Report

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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	99,002.00	0.00	98,511.02	490.98	99.50
50-115000-1	Local Taxes - Soc Sec/Med	107,256.00	0.00	106,724.17	531.83	99.50
50-151000-1	Interest on Investments	500.00	77.38	3,520.45	(3,020.45)	704.09
1000	General Levy	206,758.00	77.38	208,755.64	(1,997.64)	100.97
* Source of Revenue						
Revenue From State Sources						
50-370500-16	ECE Grant	7,735.00	0.00	0.00	7,735.00	0.00
3000	Revenue From State Sources	7,735.00	0.00	0.00	7,735.00	0.00
* Source of Revenue						
Revenue From Federal Sources						
50-430000-26	Title I Grant	1,684.00	0.00	0.00	1,684.00	0.00
50-493200-20	Title II Grant	171.00	0.00	0.00	171.00	0.00
50-499800-58	ESSER	3,253.00	0.00	0.00	3,253.00	0.00
4000	Revenue From Federal Sources	5,108.00	0.00	0.00	5,108.00	0.00
* Source of Revenue						
50	I.M.R.F./Soc. Sec. Fund	219,601.00	77.38	208,755.64	10,845.36	95.06
Fund						

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Capital Projects Fund or Fund Group 60						
Source of Revenue 4000		Revenue From Federal Sources				
Account Number	Description	Revenue Budget	M.T.D. Revenue	Y.T.D. Revenue	Budget Balance Revenue	% of Budget
Revenue From Federal Sources						
60-499800-58	ESSER	915,469.00	0.00	0.00	915,469.00	0.00
4000	Revenue From Federal Sources	<u>915,469.00</u>	<u>0.00</u>	<u>0.00</u>	<u>915,469.00</u>	<u>0.00</u> * Source of Revenue
60	Capital Projects Fund or Fund Group	<u><u>915,469.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>915,469.00</u></u>	<u><u>0.00</u></u> Fund

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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	38,210.00	0.00	38,020.62	189.38	99.50
70-151000-1	Interest on Investments	750.00	560.69	9,740.96	(8,990.96)	1,298.79
1000	General Levy	38,960.00	560.69	47,761.58	(8,801.58)	122.59
70	Working Cash Fund	38,960.00	560.69	47,761.58	(8,801.58)	122.59
						* Source of Revenue
						Fund

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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	210,377.00	0.00	209,333.18	1,043.82	99.50
80-151000-1	Interest on Investments	250.00	169.89	3,017.98	(2,767.98)	1,207.19
1000	General Levy	210,627.00	169.89	212,351.16	(1,724.16)	100.82
80	Tort Immunity and Judgment Fund	210,627.00	169.89	212,351.16	(1,724.16)	100.82

* Source of Revenue
Fund

Spring Valley District 99 Revenue Report

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Capital Improvement Fund 90						
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						
90-111800-1	Local Taxes - Fire Prevention/Safety	38,210.00	0.00	38,020.62	189.38	99.50
90-151000-1	Interest on Investments	500.00	239.70	4,178.84	(3,678.84)	835.77
1000	General Levy	38,710.00	239.70	42,199.46	(3,489.46)	109.01
90	Capital Improvement Fund	38,710.00	239.70	42,199.46	(3,489.46)	109.01
	Report Total:	9,420,453.00	559,158.71	7,435,307.05	1,985,145.95	78.93

* Source of Revenue
Fund

Spring Valley District 99 Expenditure Repo

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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	1,736,582.00	134,739.22	1,608,319.48	128,262.52	96.41
10-1110-1100-12	Insurance Stipend Salaries	46,200.00	0.00	57,200.00	(11,000.00)	123.81
10-1110-1100-20	Title II Teacher Salary	11,775.00	0.00	0.00	11,775.00	0.00
10-1110-1100-58	ESSER Salaries	219,548.00	15,207.88	189,657.12	29,890.88	89.87
10-1110-1500-1	Home Hospital Tutoring Salary	0.00	0.00	0.00	0.00	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	168,703.00	12,817.34	170,749.18	(2,046.18)	104.92
10-1110-2100-12	Insurance Stipend TRS	2,176.00	0.00	2,611.00	(435.00)	119.99
10-1110-2100-20	Title II TRS	1,165.00	0.00	555.16	609.84	47.65
10-1110-2100-58	ESSER TRS	22,867.00	1,504.08	19,374.50	3,492.50	88.04
10-1110-2101-20	Title II Federal TRS	1,357.00	0.00	635.96	721.04	46.87
10-1110-2101-58	ESSER Federal TRS	26,652.00	1,753.07	21,809.25	4,842.75	85.14
10-1110-2110-1	Regular NEC	10,886.00	825.95	10,314.15	571.85	98.45
10-1110-2110-12	Insurance Stipend NEC	140.00	0.00	168.24	(28.24)	120.17
10-1110-2110-20	Title II NEC	75.00	0.00	35.76	39.24	47.68
10-1110-2110-58	ESSER NEC	1,474.00	96.92	1,248.50	225.50	88.01
10-1110-2120-1	Regular ETHIS/THIS	29,438.00	2,235.92	27,920.61	1,517.39	98.55
10-1110-2120-12	Insurance Stipend EHTIS/THIS	380.00	0.00	455.52	(75.52)	119.87
10-1110-2120-20	Title II ETHIS/THIS	203.00	0.00	96.84	106.16	47.70
10-1110-2120-58	ESSER ETHIS/THIS	3,989.00	262.38	3,379.68	609.32	88.04
10-1110-2200-1	Regular Vision Insurance	2,816.00	245.94	2,634.25	181.75	97.91
10-1110-2200-20	Title II Vision Insurance	79.00	0.00	13.20	65.80	16.71
10-1110-2200-58	ESSER Vision Insurance	343.00	23.10	254.10	88.90	77.45
10-1110-2201-1	Retiree Insurance	20,000.00	0.00	16,889.17	3,110.83	84.45
10-1110-2210-1	Regular Life Insurance	2,267.00	195.00	2,104.36	162.64	97.13
10-1110-2210-20	Title II Life Insurance	62.00	0.00	10.40	51.60	16.77
10-1110-2210-58	ESSER Life Insurance	291.00	26.00	266.06	24.94	95.90
10-1110-2220-1	Regular Health Insurance	254,286.00	21,983.90	235,545.49	18,740.51	96.95
10-1110-2220-20	Title II Health Insurance	7,045.00	0.00	1,175.12	5,869.88	16.68
10-1110-2220-58	ESSER Health Insurance	30,936.00	2,085.76	22,898.36	8,037.64	77.39
10-1110-2230-1	Regular Dental Insurance	19,824.00	1,734.92	18,259.37	1,564.63	96.48
10-1110-2230-20	Title II Dental Insurance	482.00	0.00	80.36	401.64	16.67
10-1110-2230-58	ESSER Dental Insurance	2,403.00	167.62	1,798.10	604.90	78.32
10-1110-2300-1	Tuition Reimbursement	20,000.00	0.00	16,433.90	3,566.10	82.17
10-1110-3100-25	Title IV SSAE Purchased Service	342.00	0.00	0.00	342.00	0.00
10-1110-3100-58	ESSER Purchased Service	104,253.00	0.00	32,853.73	71,399.27	31.51
10-1110-3200-1	Regular Purchased Service	5,000.00	0.00	15,889.64	(10,889.64)	317.79
10-1110-3400-1	Postage	5,000.00	0.00	2,010.99	2,989.01	40.22

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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
10-1110-4100-1	Regular Supplies		32,000.00	3,652.69	51,694.32	(19,694.32)	161.54
10-1110-4100-30	Digital Equity Supplies		0.00	0.00	1,098.95	(1,098.95)	0.00
10-1110-4100-24	Rural Achievement Supplies		27,721.00	220.42	11,425.03	16,295.97	41.21
10-1110-4100-58	ESSER Supplies		30,739.00	0.00	63,498.70	(32,759.70)	206.57
10-1110-4101-1	Supplies - Middle		4,500.00	0.00	518.19	3,981.81	11.52
10-1110-4102-1	Supplies - Primary		4,000.00	0.00	799.52	3,200.48	19.99
10-1110-4200-1	Textbooks		75,000.00	0.00	0.00	75,000.00	0.00
10-1110-4300-1	Other Supplies - Teachers		15,000.00	6,994.37	14,117.50	882.50	94.12
10-1110-4300-25	Title IV SSAE Supplies		2,874.00	0.00	2,529.89	344.11	88.03
10-1110-4400-1	Art Supplies		600.00	0.00	918.71	(318.71)	153.12
10-1110-4500-1	Vocal Music Supplies		400.00	17.98	403.35	(3.35)	100.84
10-1110-4600-1	Band Supplies		1,500.00	0.00	1,868.20	(368.20)	124.55
10-1110-4700-1	PE Supplies		2,000.00	0.00	65.95	1,934.05	3.30
10-1110-5100-1	Regular Capital Outlay		0.00	18,300.00	18,300.00	(18,300.00)	0.00
10-1110-5100-58	ESSER Capital Outlay		10,000.00	0.00	14,069.90	(4,069.90)	140.70
1110	Regular Programs		2,965,373.00	225,090.46	2,664,955.76	300,417.24	93.12
							** Function
Function 1111							
10-1111-1200-1	Substitute Salary		75,000.00	15,726.23	64,532.21	10,467.79	95.25
10-1111-2110-1	Substitute NEC		500.00	45.14	183.73	316.27	40.21
10-1111-2120-1	Substitute ETHIS		600.00	52.15	212.33	387.67	38.73
1111	Function 1111		76,100.00	15,823.52	64,928.27	11,171.73	94.44
							** Function
Pre-K Programs							
10-1125-1100-16	ECE Salaries		104,060.00	8,506.85	101,375.43	2,684.57	101.51
10-1125-1200-16	ECE Substitutes		1,500.00	249.33	3,042.77	(1,542.77)	202.85
10-1125-2100-16	ECE TRS		6,545.00	503.48	6,335.69	209.31	100.65
10-1125-2110-16	ECE NEC		422.00	33.40	414.93	7.07	102.17
10-1125-2120-16	ECE ETHIS/THIS		1,142.00	88.93	1,112.89	29.11	101.30
10-1125-2200-16	ECE Vision Insurance		195.00	16.28	179.08	15.92	96.01
10-1125-2210-16	ECE Life Insurance		187.00	15.60	171.45	15.55	95.86
10-1125-2220-16	ECE Health Insurance		17,653.00	1,476.26	16,177.24	1,475.76	95.82
10-1125-2230-16	ECE Dental Insurance		1,529.00	130.42	1,399.04	129.96	95.77
10-1125-3100-16	ECE Purchased Service		987.00	0.00	1,225.45	(238.45)	124.16
10-1125-4100-16	ECE Supplies		518.00	117.54	389.30	128.70	75.15
1125	Pre-K Programs		134,738.00	11,138.09	131,823.27	2,914.73	101.83
							** Function
Infant/Toddler (I/T)							
10-1215-1100-1	Life Skills Salaries		162,166.00	12,530.67	152,023.74	10,142.26	97.61
10-1215-2100-1	Life Skills TRS		7,809.00	690.24	7,895.93	(86.93)	105.53
10-1215-2110-1	Life Skills NEC		503.00	44.48	508.83	(5.83)	105.58
10-1215-2120-1	Life Skills ETHIS/THIS		1,362.00	120.42	1,377.49	(15.49)	105.56

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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
10-1215-2200-1		Life Skills Vision Insurance	119.00	19.80	165.00	(46.00)	146.97
10-1215-2210-1		Life Skills Life Insurance	312.00	26.00	281.79	30.21	94.48
10-1215-2220-1		Life Skills Health Insurance	11,591.00	1,788.12	15,673.48	(4,082.48)	142.93
10-1215-2230-1		Life Skills Dental Insurance	832.00	132.60	1,100.98	(268.98)	140.30
10-1215-4100-1		Life Skills Supplies	1,500.00	109.68	2,002.89	(502.89)	133.53
1215	Infant/Toddler (I/T)		186,194.00	15,462.01	181,030.13	5,163.87	101.35
							** Function
<u>Cross-Categorical (Cc)</u>							
10-1220-1100-1		CC Primary Salaries	91,694.00	9,443.55	104,556.41	(12,862.41)	119.18
10-1220-2100-1		CC Primary TRS	8,244.00	634.14	7,089.46	1,154.54	89.84
10-1220-2110-1		CC Primary NEC	485.00	40.86	456.82	28.18	98.40
10-1220-2120-1		CC Primary ETHIS/THIS	1,312.00	110.60	1,236.48	75.52	98.46
10-1220-2200-1		CC Primary Vision Insurance	66.00	6.60	57.08	8.92	91.48
10-1220-220-1		CC Primary Salaries (31B)	0.00	0.00	2,200.00	(2,200.00)	0.00
10-1220-2210-1		CC Primary Life Insurance	177.00	20.80	216.58	(39.58)	128.24
10-1220-2220-1		CC Primary Health Insurance	5,952.00	596.04	5,143.49	808.51	91.42
10-1220-2230-1		CC Primary Dental Insurance	438.00	44.20	378.06	59.94	91.36
10-1220-4100-1		CC Primary Supplies	1,000.00	0.00	79.99	920.01	8.00
1220	Cross-Categorical (Cc)		109,368.00	10,896.79	121,414.37	(12,046.37)	116.00
							** Function
<u>Function 1221</u>							
10-1221-1100-1		CC Middle Salaries	142,914.00	11,670.65	142,598.00	316.00	103.86
10-1221-2100-1		CC Middle TRS	10,025.00	771.17	9,639.47	385.53	100.00
10-1221-2110-1		CC Middle NEC	646.00	49.70	621.24	24.76	100.01
10-1221-2120-1		CC Middle ETHIS/THIS	1,749.00	134.54	1,681.68	67.32	100.00
10-1221-2200-1		CC Middle Vision Insurance	218.00	19.80	197.48	20.52	95.13
10-1221-2210-1		CC Middle Life Insurance	250.00	20.80	238.80	11.20	99.68
10-1221-2220-1		CC Middle Health Insurance	19,618.00	1,788.12	17,782.83	1,835.17	95.20
10-1221-2230-1		CC Middle Dental Insurance	1,434.00	132.60	1,298.37	135.63	95.17
10-1221-4100-1		CC Middle Supplies	600.00	0.00	0.00	600.00	0.00
1221	Function 1221		177,454.00	14,587.38	174,057.87	3,396.13	102.20
							** Function
<u>Function 1222</u>							
10-1222-1100-1		CC JH Salaries	170,901.00	13,540.96	156,165.71	14,735.29	94.97
10-1222-2100-1		CC JH TRS	11,450.00	889.10	10,984.95	465.05	99.82
10-1222-2110-1		CC JH NEC	738.00	57.30	707.91	30.09	99.80
10-1222-2120-1		CC JH ETHIS/THIS	1,997.00	155.08	1,916.09	80.91	99.83
10-1222-2200-1		CC JH Vision Insurance	218.00	19.80	198.42	19.58	95.56
10-1222-2210-1		CC JH Life Insurance	250.00	20.80	218.27	31.73	91.47
10-1222-2220-1		CC JH Health Insurance	19,618.00	1,788.12	17,868.69	1,749.31	95.64
10-1222-2230-1		CC JH Dental Insurance	1,434.00	132.60	1,304.71	129.29	95.61

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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
1222 Function 1222		206,606.00	16,603.76	189,364.75	17,241.25	95.37 ** Function
Special Education Programs Pre-K						
10-1225-1100-1	Pre School Salary	40,314.00	3,133.84	37,179.66	3,134.34	96.11
10-1225-2100-1	Pre School TRS	1,864.00	143.40	1,820.35	43.65	101.50
10-1225-2110-1	Pre School NEC	120.00	9.24	117.29	2.71	101.59
10-1225-2120-1	Pre School ETHIS/THIS	325.00	25.02	317.58	7.42	101.57
10-1225-2200-1	Pre School Vision Insurance	69.00	6.60	62.70	6.30	95.65
10-1225-2210-1	Pre School Life Insurance	94.00	7.80	85.38	8.62	94.98
10-1225-2220-1	Pre School Health Insurance	6,376.00	596.04	5,779.82	596.18	95.32
10-1225-2230-1	Pre School Dental Insurance	458.00	44.20	413.84	44.16	95.18
10-1225-4100-1	Pre School Supplies	0.00	0.00	319.70	(319.70)	0.00
1225 Special Education Programs Pre-K		49,620.00	3,966.14	46,096.32	3,523.68	96.90 ** Function
Remedial and Supplemental Programs K-12						
10-1250-1100-26	Title I Salary	111,194.00	8,596.00	102,598.12	8,595.88	96.13
10-1250-2100-26	Title I TRS	11,052.00	850.16	10,147.12	904.88	95.66
10-1250-2101-26	Title I Federal TRS	12,882.00	990.92	11,794.24	1,087.76	95.40
10-1250-2110-26	Title I NEC	712.00	54.80	654.07	57.93	95.71
10-1250-2120-26	Title I ETHIS/THIS	1,928.00	148.28	1,769.84	158.16	95.64
10-1250-2210-26	Title I Life Insurance	125.00	10.40	114.30	10.70	95.60
10-1250-3100-26	Title I Purchased Service	14,649.00	0.00	7,124.00	7,525.00	48.63
10-1250-4100-26	Title I Supplies	200.00	0.00	345.78	(145.78)	172.89
10-1250-5100-26	Title I Capital Outlay	0.00	0.00	0.00	0.00	0.00
1250 Remedial and Supplemental Programs K-12		152,742.00	10,650.56	134,547.47	18,194.53	91.57 ** Function
Interscholastic Programs						
10-1500-1100-1	Extracurricular Salaries	61,000.00	42,600.69	73,438.31	(12,438.31)	120.60
10-1500-2100-1	Extracurricular TRS	4,800.00	3,941.08	5,484.24	(684.24)	114.26
10-1500-2110-1	Extracurricular NEC	350.00	253.97	353.44	(3.44)	100.98
10-1500-2120-1	Extracurricular ETHIS/THIS	1,200.00	694.46	963.68	236.32	80.31
10-1500-3100-1	Extracurricular Purchased Service	10,000.00	250.00	14,265.00	(4,265.00)	142.65
10-1500-3300-1	Extracurricular Travel	2,000.00	0.00	0.00	2,000.00	0.00
10-1500-4100-1	Extracurricular Supplies	5,000.00	2,649.75	8,969.25	(3,969.25)	179.39
10-1500-6100-1	Extracurricular Fees	2,500.00	1,190.00	3,175.00	(675.00)	127.00
1500 Interscholastic Programs		86,850.00	51,579.95	106,648.92	(19,798.92)	122.95 ** Function
Bilingual Programs						
10-1800-1100-38	Bi-Lingual Salaries	113,893.00	9,105.17	95,183.16	18,709.84	87.57
10-1800-2100-38	Bi-Lingual TRS	8,931.00	677.27	6,678.15	2,252.85	78.57
10-1800-2110-38	Bi-Lingual NEC	4,324.00	43.66	450.27	3,873.73	10.92
10-1800-2120-38	Bi-Lingual ETHIS/THIS	1,437.00	118.14	1,187.73	249.27	86.76

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Education Fund 10							
Fund	10	Education Fund					
Function	1800	Bilingual Programs					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-1800-2200-38		Bi-Lingual Vision Insurance	88.00	13.20	104.58	(16.58)	126.34
10-1800-2210-38		Bi-Lingual Life Insurance	177.00	15.60	132.60	44.40	79.32
10-1800-2220-38		Bi-Lingual Health Insurance	7,926.00	1,192.08	9,416.04	(1,490.04)	126.32
10-1800-2230-38		Bi-Lingual Dental Insurance	580.00	88.40	690.46	(110.46)	126.67
10-1800-4100-38		Bi-Lingual Supplies	500.00	0.00	0.00	500.00	0.00
1800 Bilingual Programs			137,856.00	11,253.52	113,842.99	24,013.01	86.66
							** Function
<u>Attn/Social Worker Services</u>							
10-2110-4100-1		ESSER Social Worker Supplies	0.00	0.00	9.99	(9.99)	0.00
2110 Attn/Social Worker Services			0.00	0.00	9.99	(9.99)	0.00
							** Function
<u>Guidance Services</u>							
10-2120-1100-1		Guidance Salary	85,610.00	5,646.46	79,963.64	5,646.36	96.70
10-2120-2100-1		Guidance TRS	7,260.00	558.44	8,126.06	(866.06)	115.78
10-2120-2110-1		Guidance NEC	468.00	35.98	523.58	(55.58)	115.72
10-2120-2120-1		Guidance ETHIS/THIS	1,266.00	97.42	1,417.60	(151.60)	115.82
10-2120-2200-1		Guidance Vision Insurance	132.00	9.90	121.96	10.04	96.14
10-2120-2210-1		Guidance Life Insurance	73.00	5.20	67.53	5.47	96.07
10-2120-2220-1		Guidance Health Insurance	11,905.00	893.68	10,998.75	906.25	96.14
10-2120-2230-1		Guidance Dental Insurance	1,009.00	79.22	929.05	79.95	96.00
10-2120-4100-58		ESSER Guidance Supplies	0.00	0.00	1,141.07	(1,141.07)	0.00
2120 Guidance Services			107,723.00	7,326.30	103,289.24	4,433.76	99.28
							** Function
<u>Health Services</u>							
10-2130-1100-1		Nurse Salary	0.00	2,628.93	26,594.85	(26,594.85)	0.00
10-2130-2200-1		Nurse Vision Insurance	13.00	0.00	13.20	(0.20)	101.54
10-2130-2210-1		Nurse Life Insurance	73.00	5.20	67.60	5.40	96.16
10-2130-2220-1		Nurse Health Insurance	1,175.00	0.00	1,175.12	(0.12)	100.01
10-2130-2230-1		Nurse Dental Insurance	80.00	0.00	80.36	(0.36)	100.45
10-2130-3100-1		Nurse Purchased Service	500.00	0.00	546.00	(46.00)	109.20
10-2130-4100-1		Nurse Supplies	800.00	0.00	1,263.88	(463.88)	157.99
10-2130-5100-1		Nurse Capital Outlay	0.00	0.00	0.00	0.00	0.00
10-2130-5100-58		ESSER Grant Capital Outlay	900.00	0.00	0.00	900.00	0.00
2130 Health Services			3,541.00	2,634.13	29,741.01	(26,200.01)	877.10
							** Function
<u>Speech Pathology/Audio Services</u>							
10-2150-1100-1		Speech Salary	121,746.00	9,411.69	118,825.14	2,920.86	101.47
10-2150-2100-1		Speech TRS	12,101.00	930.82	11,327.47	773.53	97.45
10-2150-2110-1		Speech NEC	780.00	59.98	729.90	50.10	97.42
10-2150-2120-1		Speech ETHIS/THIS	2,111.00	162.36	1,975.84	135.16	97.44
10-2150-2200-1		Speech Vision Insurance	46.00	6.60	78.52	(32.52)	177.87
10-2150-2210-1		Speech Life Insurance	125.00	10.40	114.28	10.72	95.58

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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
10-2150-2220-1	Speech Health Insurance		7,393.00	596.04	7,063.60	329.40	99.58
10-2150-2230-1	Speech Dental Insurance		539.00	44.20	515.22	23.78	99.69
10-2150-3100-1	Speech Purchased Service		0.00	0.00	83.18	(83.18)	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	705.04	(705.04)	0.00
10-2150-4100-58	ESSER Grant Speech Supplies		0.00	0.00	1,420.00	(1,420.00)	0.00
10-2150-6100-1	Speech Dues & Fees		500.00	0.00	225.00	275.00	45.00
2150	Speech Pathology/Audio Services		145,341.00	11,222.09	143,063.19	2,277.81	102.29
							** Function
Improvement of Instruction Serv							
10-2210-3100-1	Regular Staff Development		0.00	725.00	756.59	(756.59)	0.00
10-2210-3100-26	Title I Staff Development		0.00	0.00	9,095.63	(9,095.63)	0.00
10-2210-3100-58	ESSER Grant Staff Development		0.00	0.00	8,680.00	(8,680.00)	0.00
10-2210-6100-26	Title I Dues & Fees		0.00	0.00	0.00	0.00	0.00
2210	Improvement of Instruction Serv		0.00	725.00	18,532.22	(18,532.22)	0.00
							** Function
Educational Media Services							
10-2220-1100-1	Library Salaries		73,109.00	5,963.32	70,902.86	2,206.14	101.06
10-2220-1101-1	Summer Library Salaries		0.00	0.00	1,349.10	(1,349.10)	0.00
10-2220-2100-1	Library TRS		4,788.00	368.34	4,613.94	174.06	100.21
10-2220-2110-1	Library NEC		309.00	23.74	297.38	11.62	100.08
10-2220-2120-1	Library ETHIS/THIS		835.00	64.26	804.92	30.08	100.25
10-2220-2200-1	Library Vision Insurance		215.00	19.58	195.58	19.42	95.52
10-2220-2210-1	Library Life Insurance		125.00	10.40	114.67	10.33	95.90
10-2220-2220-1	Library Health Insurance		20,235.00	1,774.28	18,461.02	1,773.98	95.62
10-2220-2230-1	Library Dental Insurance		1,668.00	152.52	1,515.54	152.46	95.43
10-2220-3100-1	Library Software Services		1,000.00	4,407.50	4,407.50	(3,407.50)	440.75
10-2220-3300-1	Library Travel		0.00	0.00	23.97	(23.97)	0.00
10-2220-4100-1	Library Supplies		9,000.00	0.00	7,422.19	1,577.81	82.47
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	0.00	0.00	0.00
10-2220-4105-1	Accelerated Reader Supplies		4,241.00	0.00	4,241.25	(0.25)	100.01
10-2220-4200-1	Library Per Capita Grant		0.00	0.00	0.00	0.00	0.00
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	31.00	(31.00)	0.00
2220	Educational Media Services		115,525.00	12,783.94	114,380.92	1,144.08	102.64
							** Function
Service Area Direction							
10-2221-3100-1	Computer Purchased Service		1,500.00	0.00	5,896.50	(4,396.50)	393.10
10-2221-3250-1	Tech Lease Payment		59,211.00	0.00	59,244.70	(33.70)	100.06
10-2221-4100-1	Computer Supplies		8,000.00	1,453.32	10,308.77	(2,308.77)	128.86

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Education Fund 10							
Fund	10	Education Fund					
Function	2221	Service Area Direction					
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget
10-2221-4200-1		Computer Software	35,000.00	4,500.00	34,109.71	890.29	97.46
10-2221-5100-1		Computer Capital Outlay	20,000.00	2,099.00	8,548.00	11,452.00	42.74
2221	Service Area Direction		123,711.00	8,052.32	118,107.68	5,603.32	95.47 ** Function
<u>Audio-Visual Services</u>							
10-2223-1100-1		Tech Specialist Salary	88,421.00	6,801.60	81,619.20	6,801.80	96.15
10-2223-2200-1		Tech Specialist Vision Insurance	156.00	12.98	142.78	13.22	95.69
10-2223-2210-1		Tech Specialist Life Insurance	62.00	5.20	57.20	4.80	96.45
10-2223-2220-1		Tech Specialist Health Insurance	14,090.00	1,178.24	12,911.74	1,178.26	95.82
10-2223-2230-1		Tech Specialist Dental Insurance	1,270.00	108.32	1,161.94	108.06	95.76
10-2223-4100-1		Tech Specialist Supplies	0.00	0.00	0.00	0.00	0.00
10-2223-5100-1		Tech Specialist Capital Outlay	0.00	0.00	0.00	0.00	0.00
2223	Audio-Visual Services		103,999.00	8,106.34	95,892.86	8,106.14	96.10 ** Function
<u>Computer-Assisted Inst</u>							
10-2225-1100-1		Tech Coordinator Salary	50,642.00	4,203.20	50,438.40	203.60	103.75
10-2225-2200-1		Tech Coordinator Vision Insurance	119.00	9.90	108.90	10.10	95.67
10-2225-2210-1		Tech Coordinator Life Insurance	62.00	5.20	57.20	4.80	96.45
10-2225-2220-1		Tech Coordinator Health Insurance	10,730.00	893.68	9,836.36	893.64	95.84
10-2225-2230-1		Tech Coordinator Dental Insurance	929.00	79.22	849.82	79.18	95.74
2225	Computer-Assisted Inst		62,482.00	5,191.20	61,290.68	1,191.32	102.25 ** Function
<u>Assessment/Testing</u>							
10-2230-3100-26		Title I Testing Purchased Service	0.00	0.00	0.00	0.00	0.00
10-2230-3100-58		ESSER Testing Purchased Service	9,400.00	0.00	2,464.00	6,936.00	26.21
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		9,400.00	0.00	2,464.00	6,936.00	26.21 ** Function
<u>Board of Education Services</u>							
10-2310-1100-1		Board Secretary Salary	1,800.00	138.47	1,661.53	138.47	96.15
10-2310-1101-1		Board Treasurer Salary	1,800.00	156.53	1,643.47	156.53	95.65
10-2310-3170-1		Board Audit Services	12,000.00	0.00	10,800.00	1,200.00	90.00
10-2310-3180-1		Board Legal Services	3,500.00	0.00	5,627.00	(2,127.00)	160.77
10-2310-3300-1		Board Travel	8,000.00	0.00	5,745.90	2,254.10	71.82
10-2310-3500-1		Board Legal Advertising	1,500.00	0.00	1,193.87	306.13	79.59
10-2310-3800-1		Board Bond Insurance	5,000.00	4,113.00	4,361.00	639.00	87.22
10-2310-3900-1		Board Other Purchased Service	25,000.00	21,738.67	40,775.77	(15,775.77)	163.10
10-2310-4100-1		Board Supplies	8,000.00	271.40	1,263.30	6,736.70	15.79
10-2310-6100-1		Board Dues & Fees	4,000.00	3,498.00	6,245.96	(2,245.96)	156.15
2310	Board of Education Services		70,600.00	29,916.07	79,317.80	(8,717.80)	112.56 ** Function
<u>Executive Admin Services</u>							

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Education Fund 10								
Fund	10	Education Fund						
Function	2320	Executive Admin Services						
Account Number	Description		Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
10-2320-1100-1	Superintendent Salary		110,280.00	9,790.79	117,489.49	(7,209.49)	110.98	
10-2320-1101-1	Sup` t Secretary Salary		39,688.00	4,002.27	48,027.33	(8,339.33)	126.05	
10-2320-1700-1	Sick Days - Sup` t		0.00	0.00	0.00	0.00	0.00	
10-2320-2100-1	Superintendent TRS		12,588.00	968.32	12,055.00	533.00	99.61	
10-2320-2110-1	Superintendent NEC		811.00	62.40	776.84	34.16	99.64	
10-2320-2120-1	Superintendent ETHIS/THIS		2,196.00	168.92	2,102.95	93.05	99.61	
10-2320-2200-1	Sup` t & Secretary Vision Insurance		232.00	19.36	212.96	19.04	95.97	
10-2320-2210-1	Sup` t & Secretary Life Insurance		250.00	20.80	228.80	21.20	95.68	
10-2320-2220-1	Sup` t & Secretary Health Insurance		21,053.00	1,760.44	19,292.48	1,760.52	95.82	
10-2320-2230-1	Sup` t & Secretary Dental Insurance		2,022.00	172.42	1,849.58	172.42	95.74	
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		750.00	0.00	327.71	422.29	43.69	
10-2320-4100-1	Superintendent Office Supply		500.00	0.00	102.64	397.36	20.53	
10-2320-5100-1	Superintendent Capital Outlay		0.00	0.00	0.00	0.00	0.00	
10-2320-6100-1	Superintendent Dues & Fees		1,000.00	1,037.82	2,671.90	(1,671.90)	267.19	
2320	Executive Admin Services		191,370.00	18,003.54	205,137.68	(13,767.68)	111.63	** Function
Office Of Principal Serv								
10-2410-1100-1	Principal Salary		142,839.00	12,711.43	150,282.14	(7,443.14)	109.66	
10-2410-1101-1	Princ Secretary Salary		58,881.00	5,680.32	67,080.01	(8,199.01)	118.75	
10-2410-1100-58	ESSER Salaries		0.00	0.00	960.00	(960.00)	0.00	
10-2410-1700-1	Sick/Pers Day - Principal		0.00	0.00	0.00	0.00	0.00	
10-2410-2100-1	Principal TRS		16,343.00	1,282.76	16,213.81	129.19	103.13	
10-2410-2100-58	ESSER TRS		0.00	0.00	94.93	(94.93)	0.00	
10-2410-2101-58	ESSER Federal TRS		0.00	0.00	110.66	(110.66)	0.00	
10-2410-2110-1	Principal NEC		1,053.00	82.66	1,044.81	8.19	103.15	
10-2410-2110-58	ESSER NEC		0.00	0.00	6.12	(6.12)	0.00	
10-2410-2120-1	Principal ETHIS/THIS		2,851.00	223.76	2,828.32	22.68	103.13	
10-2410-2120-58	ESSER ETHIS/THIS		0.00	0.00	16.56	(16.56)	0.00	
10-2410-2200-1	Princ & Secretary Vision Insurance		465.00	45.32	476.59	(11.59)	107.37	
10-2410-2200-58	ESSER Vision Insurance		0.00	0.00	2.13	(2.13)	0.00	
10-2410-2210-1	Princ & Secretary Life Insurance		499.00	41.60	454.17	44.83	95.18	
10-2410-2210-58	ESSER Life Insurance		0.00	0.00	1.72	(1.72)	0.00	
10-2410-2220-1	Princ & Secretary Health Insurance		42,106.00	4,116.92	43,162.37	(1,056.37)	107.40	
10-2410-2220-58	ESSER Health Insurance		0.00	0.00	190.91	(190.91)	0.00	
10-2410-2230-1	Princ & Secretary Dental Insurance		4,044.00	389.04	4,035.53	8.47	104.60	
10-2410-2230-58	ESSER Dental Insurance		0.00	0.00	17.23	(17.23)	0.00	
10-2410-2300-1	Principal Tuition Reimbursement		3,600.00	0.00	4,200.00	(600.00)	116.67	
10-2410-3100-1	Principal Purchased Service		0.00	0.00	0.00	0.00	0.00	
10-2410-3300-1	Princ & Secretary Travel		500.00	0.00	0.00	500.00	0.00	
10-2410-4100-1	Principal Supplies		2,000.00	0.00	0.00	2,000.00	0.00	

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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
10-2410-5100-1		Principal Capital Outlay	0.00	0.00	0.00	0.00	0.00
10-2410-6100-1		Principal Dues & Fees	1,000.00	0.00	702.07	297.93	70.21
2410	Office Of Principal Serv		276,181.00	24,573.81	291,880.08	(15,699.08)	110.13
							** Function
Fiscal Services							
10-2520-1100-1		Bookkeeper Salary	50,137.00	11,728.63	60,075.17	(9,938.17)	124.21
10-2520-2200-1		Bookkeeper Vision Insurance	79.00	9.90	87.45	(8.45)	116.96
10-2520-2210-1		Bookkeeper Life Insurance	62.00	5.20	57.20	4.80	96.45
10-2520-2220-1		Bookkeeper Health Insurance	7,127.00	893.68	7,870.38	(743.38)	116.70
10-2520-2230-1		Bookkeeper Dental Insurance	518.00	79.22	631.73	(113.73)	129.60
10-2520-3100-1		Bookkeeper Purchased Service	9,000.00	0.00	9,374.00	(374.00)	104.16
10-2520-4100-1		Bookkeeper Supplies	1,750.00	0.00	241.00	1,509.00	13.77
2520	Fiscal Services		68,673.00	12,716.63	78,336.93	(9,663.93)	117.99
							** Function
Food Services							
10-2560-1100-1		Food Service Salaries	97,441.00	7,707.71	92,965.26	4,475.74	99.32
10-2560-1200-1		Food Service Substitute	1,500.00	624.36	5,216.84	(3,716.84)	355.36
10-2560-2200-1		Food Service Vision Insurance	119.00	13.20	105.60	13.40	94.29
10-2560-2210-1		Food Service Life Insurance	198.00	10.40	124.80	73.20	65.66
10-2560-2220-1		Food Service Health Insurance	10,729.00	1,192.08	9,536.64	1,192.36	94.44
10-2560-2230-1		Food Service Dental Insurance	795.00	88.40	707.20	87.80	94.52
10-2560-3100-1		Food Service Purchased Service	1,000.00	0.00	0.00	1,000.00	0.00
10-2560-4100-1		Food Supplies	100,000.00	9,873.33	99,149.92	850.08	99.15
10-2560-4100-16		ECE Supplies	3,000.00	37.88	1,593.74	1,406.26	53.12
10-2560-4200-1		Non-Food Supplies	2,500.00	266.59	4,381.03	(1,881.03)	175.24
10-2560-5100-1		Food Service Capital Outlay	0.00	0.00	0.00	0.00	0.00
2560	Food Services		217,282.00	19,813.95	213,781.03	3,500.97	100.50
							** Function
Internal Services							
10-2570-3250-1		Copy Machine Rental	20,000.00	1,584.90	17,918.93	2,081.07	89.59
10-2570-4100-1		Internal Supplies	1,000.00	140.00	420.00	580.00	42.00
2570	Internal Services		21,000.00	1,724.90	18,338.93	2,661.07	87.33
							** Function
Other Support Services							
10-2900-3100-1		Investment Fees	4,100.00	291.50	3,768.18	331.82	91.91
2900	Other Support Services		4,100.00	291.50	3,768.18	331.82	91.91
							** Function
Community Services							
10-3000-4100-16		ECE Supplies	200.00	0.00	0.00	200.00	0.00
10-3000-4100-26		Title I Reading Night Supplies	1,300.00	0.00	585.67	714.33	45.05
3000	Community Services		1,500.00	0.00	585.67	914.33	39.04
							** Function
Payments Sp Ed Programs							

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Education Fund 10							
Fund	10	Education Fund					
Function	4120	Payments Sp Ed Programs					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
10-4120-3100-1	BMP Joint Agreement Assessment	391,824.00	0.00	396,290.08	(4,466.08)	101.14	
10-4120-3400-1	Vision & Hearing Services	12,000.00	0.00	4,887.36	7,112.64	40.73	
10-4120-6700-1	Spec Ed Tuition - Other Schools	75,000.00	12,489.58	97,797.68	(22,797.68)	130.40	
4120	Payments Sp Ed Programs	478,824.00	12,489.58	498,975.12	(20,151.12)	104.21	** Function
Other Interest on Short-Term Debt							
10-5150-6100	Interest on Bonds	179,278.00	0.00	214,752.50	(35,474.50)	119.79	
5150	Other Interest on Short-Term Debt	179,278.00	0.00	214,752.50	(35,474.50)	119.79	** Function
10	Education Fund	6,463,431.00	562,623.48	6,220,355.83	243,075.17	99.32	* Fund
10	Education Fund	6,463,431.00	562,623.48	6,220,355.83	243,075.17	99.32	Fund

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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	149,680.00	12,405.07	154,876.90	(5,196.90)	107.62	
20-2540-1101-1	Summer Custodian Salaries	5,000.00	0.00	16,080.53	(11,080.53)	321.61	
20-2540-1200-1	Custodian Substitute	0.00	0.00	56.76	(56.76)	0.00	
20-2540-2200-1	Custodian Vision Insurance	139.00	13.20	126.14	12.86	95.50	
20-2540-2210-1	Custodian Life Insurance	187.00	15.60	176.53	10.47	98.57	
20-2540-2220-1	Custodian Health Insurance	13,272.00	1,192.08	12,146.86	1,125.14	96.01	
20-2540-2230-1	Custodian Dental Insurance	916.00	88.40	833.38	82.62	95.81	
20-2540-3100-1	Telephone & Internet	16,800.00	1,359.86	15,489.90	1,310.10	92.20	
20-2540-3200-1	Grounds Upkeep Services	33,000.00	1,357.67	41,488.52	(8,488.52)	125.72	
20-2540-3201-1	Building Upkeep Services	150,000.00	75,423.32	285,671.15	(135,671.15)	190.45	
20-2540-3202-1	Equipment Upkeep Services	32,000.00	1,565.16	24,369.48	7,630.52	76.15	
20-2540-3700-1	Water	6,500.00	3,943.64	10,149.00	(3,649.00)	156.14	
20-2540-4100-1	Building Supply	25,000.00	2,277.02	22,563.78	2,436.22	90.26	
20-2540-4100-25	Title IV SSAE Supplies	8,209.00	0.00	0.00	8,209.00	0.00	
20-2540-4100-58	ESSER Grant Supplies	30,000.00	0.00	10,861.47	19,138.53	36.20	
20-2540-4605-1	Gas	20,000.00	3,112.15	28,440.68	(8,440.68)	142.20	
20-2540-4606-1	Electricity	80,000.00	6,784.25	84,559.86	(4,559.86)	105.70	
20-2540-5100-58	ESSER Grant Capital Outlay	0.00	0.00	1,788.00	(1,788.00)	0.00	
20-2540-5100-1	Building Capital Outlay	0.00	0.00	0.00	0.00	0.00	
2540	Oper and Maint of Plant Services	570,703.00	109,537.42	709,678.94	(138,975.94)	125.55	** Function
Other Support Services							
20-2900-3100-1	Investment Fees	750.00	84.86	827.93	(77.93)	110.39	
2900	Other Support Services	750.00	84.86	827.93	(77.93)	110.39	** Function
20	Oper, Build, & Maint Fund	571,453.00	109,622.28	710,506.87	(139,053.87)	125.53	* Fund
20	Oper, Build, & Maint Fund	571,453.00	109,622.28	710,506.87	(139,053.87)	125.53	Fund

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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	77,175.00	0.00	41,700.00	35,475.00	54.03
5200	Debt Service - Interest on Long-Term Debt	77,175.00	0.00	41,700.00	35,475.00	54.03 **
Teachers/Employees Orders						
30-5300-6000-1	Principal on Bonds	415,000.00	0.00	415,000.00	0.00	100.00
5300	Teachers/Employees Orders	415,000.00	0.00	415,000.00	0.00	100.00 **
Debt Service Other - Short Term Debt Principal						
30-5400-3000-1	Service Charge on Bonds	0.00	0.00	0.00	0.00	0.00
5400	Debt Service Other - Short Term Debt Principal	0.00	0.00	0.00	0.00	0.00 **
30	Debt Service Fund or Fund Group	492,175.00	0.00	456,700.00	35,475.00	92.79 *
30	Debt Service Fund or Fund Group	492,175.00	0.00	456,700.00	35,475.00	92.79

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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		92,000.00	8,486.66	97,923.00	(5,923.00)	106.44	
40-2550-3310-1	Spec Ed Transportation		60,000.00	12,348.74	101,160.48	(41,160.48)	168.60	
40-2550-3311-1	Regular Transportation		175,000.00	16,043.50	160,555.70	14,444.30	91.75	
40-2550-3312-1	Extracurricular Transportation		3,000.00	698.75	17,026.75	(14,026.75)	567.56	
40-2550-3313-1	Field Trip Transportation		7,500.00	1,243.45	6,319.85	1,180.15	84.26	
40-2550-4100-1	Transportation Supplies		0.00	2,124.32	24,738.29	(24,738.29)	0.00	
2550	Pupil Transportation Services		337,500.00	40,945.42	407,724.07	(70,224.07)	120.81	** Function
<u>Other Support Services</u>								
40-2900-3100-1	Investment Fees		50.00	(19.26)	22.43	27.57	44.86	
2900	Other Support Services		50.00	(19.26)	22.43	27.57	44.86	** Function
40	Transportation Fund		337,550.00	40,926.16	407,746.50	(70,196.50)	120.80	* Fund
40	Transportation Fund		337,550.00	40,926.16	407,746.50	(70,196.50)	120.80	Fund

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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	3,819.00	341.90	4,143.91	(324.91)	113.05	
50-1110-2120-58	ESSER IMRF	40.00	0.00	30.06	9.94	75.15	
50-1110-2130-1	Regular FICA	3,900.00	393.32	4,112.37	(212.37)	110.57	
50-1110-2130-12	Insurance Stipend FICA	1,851.00	0.00	2,356.20	(505.20)	127.29	
50-1110-2130-58	ESSER FICA	37.00	0.00	27.54	9.46	74.43	
50-1110-2140-1	Regular Medicare	24,577.00	1,809.04	21,852.59	2,724.41	92.51	
50-1110-2140-12	Insurance Stipend Medicare	319.00	0.00	382.80	(63.80)	120.00	
50-1110-2140-20	Title II Medicare	171.00	0.00	81.40	89.60	47.60	
50-1110-2140-58	ESSER Medicare	3,176.00	212.75	2,654.90	521.10	86.97	
1110 Regular Programs		37,890.00	2,757.01	35,641.77	2,248.23	97.66	** Function

Function 1111

50-1111-2130-1	Substitutue FICA	1,500.00	63.84	544.60	955.40	37.55	
50-1111-2140-1	Substitute Medicare	1,000.00	215.19	826.36	173.64	92.30	
1111 Function 1111		2,500.00	279.03	1,370.96	1,129.04	59.45	** Function

Pre-K Programs

50-1125-2120-16	ECE IMRF	3,299.00	227.18	3,167.71	131.29	99.46	
50-1125-2130-16	ECE FICA	3,368.00	268.94	3,225.16	142.84	99.64	
50-1125-2140-16	ECE Medicare	955.00	67.28	805.72	149.28	87.74	
1125 Pre-K Programs		7,622.00	563.40	7,198.59	423.41	98.07	** Function

Infant/Toddler (I/T)

50-1215-2120-1	Life Skills IMRF	6,870.00	369.17	5,499.16	1,370.84	82.73	
50-1215-2130-1	Life Skills FICA	7,012.00	424.68	5,298.09	1,713.91	78.59	
50-1215-2140-1	Life Skills Medicare	1,138.00	101.20	1,125.76	12.24	103.37	
1215 Infant/Toddler (I/T)		15,020.00	895.05	11,923.01	3,096.99	82.36	** Function

Cross-Categorical (Cc)

50-1220-2120-1	CC Primary IMRF	1,405.00	201.61	2,741.94	(1,336.94)	202.33	
50-1220-2130-1	CC Primary FICA	1,438.00	231.92	2,696.02	(1,258.02)	195.55	
50-1220-2140-1	CC Primary Medicare	1,100.00	92.96	1,007.36	92.64	95.80	
1220 Cross-Categorical (Cc)		3,943.00	526.49	6,445.32	(2,502.32)	170.14	** Function

Function 1221

50-1221-2120-1	CC Middle IMRF	3,751.00	257.57	3,928.17	(177.17)	108.16	
50-1221-2130-1	CC Middle FICA	3,829.00	296.32	3,840.34	(11.34)	104.17	
50-1221-2140-1	CC Middle Medicare	1,463.00	113.06	1,349.44	113.56	96.10	
1221 Function 1221		9,043.00	666.95	9,117.95	(74.95)	104.52	** Function

Function 1222

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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
50-1222-2120-1	CC JH IMRF		4,325.00	302.64	3,837.09	487.91	91.24
50-1222-2130-1	CC JH FICA		4,491.00	348.16	3,799.08	691.92	87.39
50-1222-2140-1	CC JH Medicare		1,670.00	130.36	1,546.81	123.19	96.53
1222	Function 1222		10,486.00	781.16	9,182.98	1,303.02	90.43 **
Special Education Programs Pre-K							
50-1225-2120-1	Pre School IMRF		1,614.00	111.96	1,544.68	69.32	99.17
50-1225-2130-1	Pre School FICA		1,649.00	128.82	1,506.00	143.00	95.23
50-1225-2140-1	Pre School Medicare		272.00	21.02	250.88	21.12	96.10
1225	Special Education Programs Pre-K		3,535.00	261.80	3,301.56	233.44	97.10 **
Remedial and Supplemental Programs K-12							
50-1250-2140-26	Title I Medicare		1,612.00	121.74	1,455.83	156.17	94.09
1250	Remedial and Supplemental Programs K-12		1,612.00	121.74	1,455.83	156.17	94.09 **
Interscholastic Programs							
50-1500-2120-1	Extracurricular IMRF		300.00	139.05	139.05	160.95	46.35
50-1500-2130-1	Extracurricular FICA		500.00	159.96	1,102.98	(602.98)	220.60
50-1500-2140-1	Extracurricular Medicare		850.00	583.65	810.59	39.41	95.36
1500	Interscholastic Programs		1,650.00	882.66	2,052.62	(402.62)	124.40 **
Bilingual Programs							
50-1800-2120-38	Bi-Lingual IMRF		2,527.00	150.10	2,080.60	446.40	85.30
50-1800-2130-38	Bi-Lingual FICA		2,231.00	172.68	2,046.84	184.16	95.62
50-1800-2140-38	Bi-Lingual Meciare		1,229.00	99.30	979.63	249.37	83.75
1800	Bilingual Programs		5,987.00	422.08	5,107.07	879.93	88.83 **
Guidance Services							
50-2120-2140-1	Guidance Medicare		1,241.00	77.00	1,105.65	135.35	92.20
2120	Guidance Services		1,241.00	77.00	1,105.65	135.35	92.20 **
Health Services							
50-2130-2120-1	Nurse IMRF		2,958.00	174.82	2,867.58	90.42	99.90
50-2130-2130-1	Nurse FICA		764.00	201.12	2,784.36	(2,020.36)	377.61
2130	Health Services		3,722.00	375.94	5,651.94	(1,929.94)	156.90 **
Speech Pathology/Audio Services							
50-2150-2140-1	Speech Medicare		1,765.00	135.84	1,622.42	142.58	95.77
2150	Speech Pathology/Audio Services		1,765.00	135.84	1,622.42	142.58	95.77 **
Educational Media Services							
50-2220-2120-1	Library IMRF		2,168.00	148.88	2,180.07	(12.07)	103.99
50-2220-2130-1	Library FICA		2,213.00	171.28	2,059.44	153.56	96.93
50-2220-2140-1	Library Medicare		699.00	44.54	541.06	157.94	80.59

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I.M.R.F./Soc. Sec. Fund 50						
Fund	50	I.M.R.F./Soc. Sec. 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	5,080.00	364.70	4,780.57	299.43	97.70 ** Function
Audio-Visual Services						
50-2223-2120-1	Tech Specialist IMRF	6,632.00	452.30	6,352.72	279.28	99.20
50-2223-2130-1	Tech Specialist FICA	6,764.00	470.40	5,697.84	1,066.16	87.71
2223	Audio-Visual Services	13,396.00	922.70	12,050.56	1,345.44	93.40 ** Function
Computer-Assisted Inst						
50-2225-2120-1	Tech Coordinator IMRF	4,098.00	279.52	3,925.76	172.24	99.21
50-2225-2130-1	Tech Coordinator FICA	4,180.00	295.84	3,574.10	605.90	89.04
2225	Computer-Assisted Inst	8,278.00	575.36	7,499.86	778.14	94.08 ** Function
Board of Education Services						
50-2310-2120-1	Board IMRF	135.00	0.00	0.00	135.00	0.00
50-2310-2130-1	Board FICA	275.00	11.98	125.79	149.21	47.92
2310	Board of Education Services	410.00	11.98	125.79	284.21	32.14 ** Function
Executive Admin Services						
50-2320-2120-1	Sup` t Secretary IMRF	3,352.00	275.36	3,867.50	(515.50)	119.49
50-2320-2130-1	Sup` t Secretary FICA	3,419.00	316.76	3,801.13	(382.13)	115.81
50-2320-2140-1	Superintendent Medicare	1,846.00	141.34	1,695.54	150.46	95.68
2320	Executive Admin Services	8,617.00	733.46	9,364.17	(747.17)	112.93 ** Function
Office Of Principal Serv						
50-2410-2120-1	Princ Secretary IMRF	5,014.00	377.74	5,245.99	(231.99)	108.39
50-2410-2130-1	Princ Secretary FICA	5,116.00	434.54	5,160.08	(44.08)	105.11
50-2410-2140-1	Principal Medicare	2,390.00	188.06	2,250.78	139.22	98.11
50-2410-2140-58	ESSER Medicare	0.00	0.00	13.92	(13.92)	0.00
2410	Office Of Principal Serv	12,520.00	1,000.34	12,670.77	(150.77)	105.20 ** Function
Fiscal Services						
50-2520-2120-1	Bookkeeper IMRF	4,285.00	292.28	4,105.12	179.88	99.21
50-2520-2130-1	Bookkeeper FICA	4,371.00	871.53	4,480.00	(109.00)	106.05
2520	Fiscal Services	8,656.00	1,163.81	8,585.12	70.88	102.66 ** Function
Oper and Maint of Plant Services						
50-2540-2120-1	Custodian IMRF	12,412.00	824.96	12,554.81	(142.81)	104.47
50-2540-2130-1	Custodian FICA	12,904.00	948.98	12,889.01	14.99	103.56
2540	Oper and Maint of Plant Services	25,316.00	1,773.94	25,443.82	(127.82)	104.01 ** Function
Food Services						
50-2560-2120-1	Food Service IMRF	7,545.00	454.16	6,679.54	865.46	91.54
50-2560-2130-1	Food Service FICA	7,143.00	637.40	7,522.96	(379.96)	109.53

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I.M.R.F./Soc. Sec. Fund 50							
Fund	50	I.M.R.F./Soc. Sec. Fund					
Function	2560	Food Services					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
2560	Food Services	14,688.00	1,091.56	14,202.50	485.50	100.29	** Function
Other Support Services							
50-2900-3100-1	Investment Fees	150.00	15.56	215.47	(65.47)	143.65	
2900	Other Support Services	150.00	15.56	215.47	(65.47)	143.65	** Function
50	I.M.R.F./Soc. Sec. Fund	203,127.00	16,399.56	196,116.30	7,010.70	100.15	* Fund
50	I.M.R.F./Soc. Sec. Fund	203,127.00	16,399.56	196,116.30	7,010.70	100.15	Fund

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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
60-2530-3100-58	ESSSER Construction Services	915,469.00	0.00	0.00	915,469.00	0.00
2530	Facilities Acqu Const Services	915,469.00	0.00	0.00	915,469.00	0.00 ** Function
Other Support Services						
60-2900-3100-1	Investment Fees	0.00	0.00	0.00	0.00	0.00
2900	Other Support Services	0.00	0.00	0.00	0.00	0.00 ** 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	0.00	0.00	0.00	0.00	0.00 ** 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	0.00	0.00	0.00	0.00	0.00 ** Function
60	Capital Projects Fund or Fund Group	915,469.00	0.00	0.00	915,469.00	0.00 * Fund
60	Capital Projects Fund or Fund Group	915,469.00	0.00	0.00	915,469.00	0.00 Fund

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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

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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	3,000.00	0.00	166.47	2,833.53	5.55
80-1225-1100-1	Pre School Salaries	0.00	0.00	0.00	0.00	0.00
80-2130-1100-1	Nurse Salary	38,906.00	0.00	9,887.76	29,018.24	25.41
80-2220-1100-1	Library Salary	4,000.00	0.00	243.30	3,756.70	6.08
80-2320-1100-1	Superintendent Salary	17,000.00	0.00	0.00	17,000.00	0.00
80-2320-1101-1	Sup` t Secretary Salary	5,000.00	0.00	0.00	5,000.00	0.00
80-2361-3800-1	Unemployment Insurance	0.00	0.00	0.00	0.00	0.00
80-2361-3801-1	Liability Insurance	13,398.00	0.00	13,398.00	0.00	100.00
80-2361-3802-1	Property Insurance	34,247.00	0.00	34,247.00	0.00	100.00
Regular Programs						
80-1110-1100-1	Regular Salaries	9,396.00	0.00	0.00	9,396.00	0.00
1110	Regular Programs	9,396.00	0.00	0.00	9,396.00	0.00 ** Function
Pre-K Programs						
80-1125-1100-16	ECE Salaries	5,822.00	0.00	0.00	5,822.00	0.00
1125	Pre-K Programs	5,822.00	0.00	0.00	5,822.00	0.00 ** Function
Infant/Toddler (I/T)						
80-1215-1100-1	Life Skills Salaries	8,000.00	0.00	475.42	7,524.58	5.94
1215	Infant/Toddler (I/T)	8,000.00	0.00	475.42	7,524.58	5.94 ** Function
Cross-Categorical (Cc)						
80-1220-1100-1	CC Primary Salaries	3,000.00	0.00	167.54	2,832.46	5.58
1220	Cross-Categorical (Cc)	3,000.00	0.00	167.54	2,832.46	5.58 ** Function
Function 1221						
80-1221-1100-1	CC Middle Salaries	8,000.00	0.00	666.05	7,333.95	8.33
1221	Function 1221	8,000.00	0.00	666.05	7,333.95	8.33 ** Function
Health Services						
80-2130-5100-1	Nurse Capital Outlay	0.00	0.00	0.00	0.00	0.00
2130	Health Services	0.00	0.00	0.00	0.00	0.00 ** Function
Computer-Assisted Inst						
80-2225-1100-1	Tech Coordinator Salary	4,000.00	0.00	0.00	4,000.00	0.00
2225	Computer-Assisted Inst	4,000.00	0.00	0.00	4,000.00	0.00 ** 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	0.00	0.00	0.00	0.00	0.00
2365	Risk Management and Claims Services Payments	0.00	0.00	0.00	0.00	0.00 ** Function
Educational, Inspectional, Sup Serv due to loss						

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Tort Immunity and Judgment Fund 80							
Fund	80	Tort Immunity and Judgment Fund					
Function	2367	Educational, Inspectional, Sup Serv due to loss					
Account Number	Description	Current Budget	M.T.D. Activity	Y.T.D. Activity	Budget Balance	% of Budget	
80-2367-4100-1	Tort Supplies	0.00	0.00	2,733.30	(2,733.30)	0.00	
2367	Educational, Inspectional, Sup Serv due to loss	0.00	0.00	2,733.30	(2,733.30)	0.00	** Function
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	22,000.00	0.00	1,845.27	20,154.73	8.39	
80-2410-1101-1	Princ Secretary Salaries	8,000.00	0.00	372.68	7,627.32	4.66	
2410	Office Of Principal Serv	30,000.00	0.00	2,217.95	27,782.05	7.39	** Function
Fiscal Services							
80-2520-1100-1	Bookkeeper Salary	7,000.00	0.00	0.00	7,000.00	0.00	
2520	Fiscal Services	7,000.00	0.00	0.00	7,000.00	0.00	** Function
Oper and Maint of Plant Services							
80-2540-1100-1	Custodian Salary	19,000.00	0.00	0.00	19,000.00	0.00	
2540	Oper and Maint of Plant Services	19,000.00	0.00	0.00	19,000.00	0.00	** Function
Food Services							
80-2560-1100-1	Food Service Salary	3,000.00	0.00	156.79	2,843.21	5.23	
2560	Food Services	3,000.00	0.00	156.79	2,843.21	5.23	** Function
Other Support Services							
80-2900-3100-1	Investment Fees	200.00	21.30	177.50	22.50	88.75	
80-2900-3800-1	Worker's Compensation Insurance	26,231.00	0.00	26,891.00	(660.00)	102.52	
2900	Other Support Services	26,431.00	21.30	27,068.50	(637.50)	102.41	** Function
80	Tort Immunity and Judgment Fund	239,200.00	21.30	91,428.08	147,771.92	38.22	* Fund
80	Tort Immunity and Judgment Fund	239,200.00	21.30	91,428.08	147,771.92	38.22	Fund

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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		0.00	0.00	0.00	0.00	0.00
Other Support Services							
90-2900-3100-1	Investment Fees		250.00	29.26	291.60	(41.60)	116.64
2900	Other Support Services		250.00	29.26	291.60	(41.60)	116.64
90	Capital Improvement Fund		250.00	29.26	291.60	(41.60)	116.64
90	Capital Improvement Fund		250.00	29.26	291.60	(41.60)	116.64
Report Total:			9,222,655.00	729,622.04	8,083,145.18	1,139,509.82	89.96

SPRING VALLEY C.C.S.D. #99
 IMPREST FUND

June 2023

	Date	Check #	Account #	Amount	
Maria Pirela	5/23/23	13484		\$20.00	yearbook refund
Dawn Gebert	5/29/23	13485		\$8.80	lunch refund
Tracy Cruz	5/29/23	13486		\$11.05	lunch refund
Abby Farrell	5/29/23	13487		\$54.55	lunch refund
Pricella Flores	5/29/23	13488		\$8.10	lunch refund
Elizabeth Diaz	5/29/23	13489		\$36.40	lunch refund
Tracy Morris	5/29/23	13490		\$9.67	lunch refund
Jessica Zamora	5/29/23	13491		\$10.45	lunch refund
Peggy Ziel	5/29/23	13492		\$46.85	lunch refund

TOTAL

\$205.87

VOIDED check #13475

\$21.00

\$184.87

**SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99
TREASURER'S REPORT - DISTRICT CHECKING ACCOUNT 0000961450
MAY 31, 2023**

BEGINNING BALANCE - BOOKS	5/1/2023	\$ (34,056.98)
ADD: CASH RECEIPTS		553,328.88
TRANSFER FROM INVESTMENT ACCOUNT		300,000.00
SUBTRACT: CASH DISBURSEMENTS		(733,616.52)
TRANSFER TO INVESTMENT ACCOUNT		-
ADJUSTMENTS: Needed to balance		(100.00)
		\$ 85,555.38

RECONCILIATION OF CHECKING ACCOUNT

BALANCE PER 5/31/2023 BANK STATEMENT		\$ 192,139.39
ADD: DEPOSITS IN TRANSIT		-
SUBTRACT: OUTSTANDING CHECKS		(106,874.01)
ADJUSTMENTS: Bank error -voided check processed		290.00
		\$ 85,555.38

DETAIL OF RECONCILED CHECKING ACCOUNT BALANCE PER FUND

10 EDUCATIONAL		\$ 202,258.76
20 OPERATIONS & MAINTENANCE		63,232.93
30 DEBT SERVICES		588.68
40 TRANSPORTATION		(187,432.14)
50 MUNICIPAL RETIREMENT/SOCIAL SECURITY		4,833.24
60 CAPITAL PROJECTS		-
70 WORKING CASH		52.86
80 TORT		1,977.00
90 FIRE PREVENTION & SAFETY		44.05
		\$ 85,555.38

ENDING BALANCE

\$ 85,555.38



Lucy Frasco, Treasurer

6/16/2023

SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99
DISTRICT CHECKING - OUTSTANDING CHECKS AND ADDITIONAL RECONCILIATIONS
MAY 31, 2023

District Checking - Outstanding Checks

Additional Reconciliations

Check Date	Check No.	Amount		
Jan 2022	42999	\$ 125.00	Flex Plan - Spring Valley City Bank	
May 2022	43280	300.00	Beginning Balance	\$ 19,861.41
Feb 2023	43873	50.00	Add: Deposits	1,086.68
Apr 2023	44058	300.00	Deposit in transit	-
May 2023	44080	void	Less: Reimbursements/fees	<u>(395.88)</u>
May 2023	44083	295.11	Ending Balance	<u>\$ 20,552.21</u>
May 2023	44087	300.00		
May 2023	44089	294.25	Vezzetti Capital Mgmt., Inc.	
May 2023	44092	300.00	Beginning Balance	\$ 3,385,797.93
May 2023	44096	9,896.40	Dividends & Interest	3,878.66
May 2023	44111	1,037.82	Change in market value	(11,569.16)
May 2023	44130	300.00	Property taxes received	-
May 2023	44133	300.00	Realized gain/loss	11,320.33
May 2023	44146	296.95	Transfers to/from checking	<u>(300,000.00)</u>
May 2023	44152	300.00	Ending Balance	<u>\$ 3,089,427.76</u>
May 2023	44153	4,607.64		
May 2023	44154	54,527.40	Regular Checking	<u>\$ 85,555.38</u>
May 2023	44155	494.00		
May 2023	44156	608.04	Total All Accounts	<u>\$ 3,195,535.35</u>
May 2023	44157	1,086.68		
May 2023	44158	3,830.00	Total All Accounts by Fund	
May 2023	44160	4,941.53	10 EDUCATIONAL	\$ 1,598,511.88
May 2023	44161	7,333.50	20 O & M (BUILDING)	612,915.54
May 2023	44162	7,333.00	30 DEBT SERVICES	133,001.22
Dec 2022	Payroll related		40 TRANSPORTATION	(185,593.51)
	EFTs	808.78	50 MR/SS	123,926.41
Feb 2023	IMRF EFT	4,427.25	60 CAPITAL PROJECTS	-
Feb 2023	Payroll related		70 WORKING CASH	523,723.06
	EFTs	140.98	80 TORT	165,013.61
Mar 2023	Payroll related		90 FIRE PREVENTION & SAFETY	224,037.14
	EFTs	2,635.11		
May 2023	Payroll related			
	EFTs	<u>4.57</u>		
		<u>106,874.01</u>		
				<u>\$ 3,195,535.35</u>

Bills Payable List

Printed: 6/21/2023 10:27 AM
 Spring Valley CCSD 99
 Expense on Date: 6/1/2023 to 6/30/2023

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
Andrea Cruz						
		Other Supplies - Teachers		623	246.86	10-1110-4300-1
					<u>\$246.86</u>	
BEHAV DISORDER PROG COOP						
		FY23 Final		623	1,449.00	10-4120-6700-1
					<u>\$1,449.00</u>	
BMP TRI-COUNTY SPEC. ED.						
		Vision January - May		623	4,360.50	10-4120-3400-1
					<u>\$4,360.50</u>	
CAROLINA BIOLOGICAL SUPP.						
		Title IV - Sheep Brains		623	316.00	10-1110-4300-25
		Title IV - Shipping Sheep Brains		623	32.07	10-1110-3100-25
					<u>\$348.07</u>	
CHARLOTTE HERRMANN						
		Library Travel		623	47.68	10-2220-3300-1
					<u>\$47.68</u>	
CHASE CARD SERVICES						
		Gift Cards for Staff		623	150.00	10-2310-4100-1
		Rural Achievement Supplies		623	51.54	10-1110-4100-24
		Building Supply		623	31.76	20-2540-4100-1
		Gift Cards for Staff		623	15.00	10-2310-4100-1
		Gift Cards for Staff		623	129.24	10-2310-4100-1
		Postage		623	37.25	10-1110-3400-1
		Title IV - UFLI		623	90.00	10-1110-4300-25
		Computer Supplies		623	44.95	10-2221-4100-1
		PE Supplies		623	115.44	10-1110-4700-1
		Telephone & Internet		623	503.37	20-2540-3100-1
		FY24 School Board Convention Registration		623	3,708.00	10-2310-3900-1
		Nurse Supplies		623	74.75	10-2130-4100-1
		Nurse Supplies		623	42.93	10-2130-4100-1
		Rural Achievement Supplies		623	103.52	10-1110-4100-24
		Computer Supplies		623	284.91	10-2221-4100-1
		Retirement Gift		623	25.75	10-2310-4100-1
		Flooring		623	13,614.56	20-2540-4100-1
		Title IV - Spalding Education		623	267.31	10-1110-4300-25
		Telephone & Internet		623	452.79	20-2540-3100-1
		Kindergarten Field Trip		623	24.00	10-1110-3200-1
					<u>\$19,767.07</u>	
CINTAS CORP #396						
		Building Upkeep Services - Rugs		623	64.05	20-2540-3201-1
		Building Upkeep Services - Rugs		623	68.97	20-2540-3201-1
		Building Upkeep Services - Rugs		623	68.97	20-2540-3201-1
					<u>\$201.99</u>	
CITY OF SPRING VALLEY						
		Water North		623	168.00	20-2540-3700-1
		Water South		623	769.88	20-2540-3700-1
					<u>\$937.88</u>	

Bills Payable List

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Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
COMCAST CABLE						
		Telephone & Internet		623	411.71	20-2540-3100-1
					<u>\$411.71</u>	
CONSTELLATION NEW ENERGY						
		Electricity		623	5,271.54	20-2540-4606-1
		Gas		623	394.78	20-2540-4605-1
					<u>\$5,666.32</u>	
CPI, Inc						
		Board Other Purchased Service		623	55.00	10-2310-3900-1
					<u>\$55.00</u>	
DEBO'S						
		Building Supply		623	46.38	20-2540-4100-1
					<u>\$46.38</u>	
DIGITAL COPY SYSTEMS						
		Copy Machine Rental		623	1,441.36	10-2570-3250-1
					<u>\$1,441.36</u>	
DRESBACH DISTRIBUTING CO						
		Building Supply		623	67.80	20-2540-4100-1
		Building Supply		623	112.95	20-2540-4100-1
		Building Supply		623	405.50	20-2540-4100-1
		Building Supply		623	121.90	20-2540-4100-1
					<u>\$708.15</u>	
GOPHER						
		PE Supplies		623	1,550.98	10-1110-4700-1
					<u>\$1,550.98</u>	
GRAPHIC ELECTRONICS						
		Athletic Awards		623	389.35	10-1500-4100-1
		Honor Roll		623	293.00	10-1500-4100-1
		Choir Awards		623	66.00	10-1110-4500-1
					<u>\$748.35</u>	
HALL HIGH SCHOOL						
		Hearing Services - February - May		623	661.59	10-4120-3400-1
					<u>\$661.59</u>	
HAPPY'S SUPER SERVICE						
		Building Supply		623	17.39	20-2540-4100-1
					<u>\$17.39</u>	
HOMETOWN NATL BANK						
		Investment Fees		623	189.41	10-2900-3100-1
		Investment Fees		623	75.68	20-2900-3100-1
		Investment Fees		623	18.23	10-2900-3100-1
		Investment Fees		623	(25.81)	40-2900-3100-1
		Investment Fees		623	16.40	50-2900-3100-1
		Investment Fees		623	72.10	10-2900-3100-1
		Investment Fees		623	22.45	80-2900-3100-1
		Investment Fees		623	30.84	90-2900-3100-1
					<u>\$399.30</u>	

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 6/1/2023 to 6/30/2023

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
ILLINOIS STATE POLICE						
		Fingerprinting		623	28.25	10-2310-3900-1
					<u>\$28.25</u>	
IMPREST FUND						
		IMPREST FUND EDUCATION	10-111-1	623	184.87	10-111-1
					<u>\$184.87</u>	
JAMES M. HERMES						
		Sup` t & Secretary Travel		623	118.56	10-2320-3300-1
					<u>\$118.56</u>	
JOHANNES BUS SERVICE						
		ECE Transportation		623	9,043.48	40-2550-3100-16
		Spec Ed Transportation		623	16,720.60	40-2550-3310-1
		Regular Transportation		623	18,820.39	40-2550-3311-1
		Extracurricular Trasnportation		623	1,316.70	40-2550-3312-1
		Field Trip Transportation		623	8,925.85	40-2550-3313-1
		Transportation Supplies		623	2,321.12	40-2550-4100-1
					<u>\$57,148.14</u>	
JOHN`S SERVICE & SALES						
		Equipment Upkeep Services		623	398.63	20-2540-3202-1
					<u>\$398.63</u>	
JOHNSON CONTROLS SECURITY						
		Equipment Upkeep Services		623	582.92	20-2540-3202-1
					<u>\$582.92</u>	
KENDRICK PEST CONTROL INC						
		Building Upkeep Services		623	60.00	20-2540-3201-1
					<u>\$60.00</u>	
KLEIN THORPE & JENKINS						
		Board Legal Services		623	250.00	10-2310-3180-1
					<u>\$250.00</u>	
KOHL WHOLESALE						
		ECE Supplies		623	58.02	10-2560-4100-16
		Food Supplies		623	4,593.87	10-2560-4100-1
		Non-Food Supplies		623	256.87	10-2560-4200-1
					<u>\$4,908.76</u>	
Lite Construction						
		Door Replacement Project Balance Due		623	8,154.30	20-2540-3201-1
					<u>\$8,154.30</u>	
LYNETTE LUCAS						
		Shelving - Lucas		623	317.13	20-2540-4100-1
					<u>\$317.13</u>	
MAUTINO DIST CO INC						
		Regular Supplies		623	112.50	10-1110-4100-1
					<u>\$112.50</u>	
McGraw Hill LLC						
		Reading Mastery - Grade 2, Workbooks, Grade 2		623	1,011.25	10-1110-4300-25
		Math Concepts - Book 2 Level D		623	602.61	10-1110-4300-25

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 6/1/2023 to 6/30/2023

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$1,613.86</u>	
MICHELLE NAUMAN		Princ & Secretary Travel		623	166.37	10-2410-3300-1
					<u>\$166.37</u>	
MIDAMERICA BOOKS		Library Supplies		623	275.40	10-2220-4100-1
					<u>\$275.40</u>	
MTCO		Telephone & Internet		623	358.87	20-2540-3100-1
					<u>\$358.87</u>	
Nearpod		ESSER 3 - Flocabulary FY24		623	3,380.00	10-1110-3100-58
					<u>\$3,380.00</u>	
NICKIE ANDERSON		LIT5173		623	450.00	10-1110-2300-1
		LIT5153		623	450.00	10-1110-2300-1
					<u>\$900.00</u>	
Pam Buettner		EDUA 6507-IL		623	381.65	10-1110-2300-1
					<u>\$381.65</u>	
Quadient Leasing USA		Postage		623	235.59	10-1110-3400-1
					<u>\$235.59</u>	
Republic Services		Grounds Upkeep Services		623	333.44	20-2540-3200-1
					<u>\$333.44</u>	
RLI		Miklavcic Bond LSM0427035		623	75.00	10-2310-3800-1
		Miklavcic Bond LSM0427030		623	75.00	10-2310-3800-1
					<u>\$150.00</u>	
ROCHESTER 100 INC.		Supplies - Primary		623	65.00	10-1110-4102-1
		Bilingual Communicators		623	410.75	10-1800-4100-38
					<u>\$475.75</u>	
RYAN GEIST		Regular Staff Development		623	199.00	10-2210-3100-1
					<u>\$199.00</u>	
Savvas Learning Company		Textbooks		623	2,846.74	10-1110-4200-1
		Textbooks		623	2,155.37	10-1110-4200-1
		Textbooks		623	128,448.66	10-1110-4200-1
		Textbooks		623	12,713.72	10-1110-4200-1
					<u>\$146,164.49</u>	
SCHOOL SPECIALTY INC.		Supplies - Middle		623	1,072.77	10-1110-4101-1

Bills Payable List

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 Spring Valley CCSD 99
 Expense on Date: 6/1/2023 to 6/30/2023

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$1,072.77</u>	
Specialized Education of Illinois						
		High Roads Peoria		623	3,749.68	10-4120-6700-1
		High Roads Bloomington		623	8,280.36	10-4120-6700-1
					<u>\$12,030.04</u>	
SPRING VALLEY SUPERMARKET						
		Food Supplies		623	15.24	10-2560-4100-1
					<u>\$15.24</u>	
THOMPSON ELECTRONICS CO						
		Building Upkeep Services		623	1,291.98	20-2540-3201-1
					<u>\$1,291.98</u>	
TNT LAWN & SNOW, LLC						
		Grounds Upkeep Services		623	1,465.00	20-2540-3200-1
					<u>\$1,465.00</u>	
US Dept of Treasury						
		FCC USAC Penalty		623	2,751.36	10-2310-6100-1
					<u>\$2,751.36</u>	
VALLEY FLOWERS						
		Graduation		623	52.00	10-2310-4100-1
					<u>\$52.00</u>	
VERIZON WIRELESS						
		Telephone & Internet		623	232.08	20-2540-3100-1
		Telephone & Internet		623	326.60	20-2540-3100-1
					<u>\$558.68</u>	
				Report Total	<u>\$285,201.13</u>	

Spring Valley CCSD #99
Cash Flow 2022 - 2023

Final FY22 & FY23 July	Education	O & M	Debt Svcs	Transport	IMRF/SS	Working Csh	Tort	Fire Pre & Saf
	\$ 2,155,433	\$ 636,848	\$ 48,461	\$ (26,315)	\$ 39,297	\$ 475,862	44,232	\$ 182,126
Beginning Balance								
Revenue	83,417	42,630	1	27,061	1	12	0	4
Expenses	488,725	180,559	0	108	16,666	0	82,920	23
Change	-405,308	-137,929	1	26,953	-16,665	12	-82,920	-19
AUGUST								
Beginning Balance	\$ 1,750,125	\$ 498,919	\$ 48,462	\$ 638	\$ 22,632	\$ 475,874	-38,688	\$ 182,107
Revenue	944,610	164,490	300,735	53,554	114,874	21,277	117,153	21,279
Expenses	445,295	61,329	0	3,920	16,530	0	4,944	23
Change	499,315	103,161	300,735	49,634	98,344	21,277	112,209	21,256
SEPTEMBER								
Beginning Balance	\$ 2,249,440	\$ 602,080	\$ 349,197	\$ 50,272	\$ 120,976	\$ 497,151	73,521	\$ 203,363
Revenue	290,004	277	-678	151,321	-336	-967	-238	-395
Expenses	675,490	69,243	0	29,605	24,563	0	675	25
Change	-385,486	-68,966	-678	121,716	-24,899	-967	-913	-420
OCTOBER								
Beginning Balance	\$ 1,863,954	\$ 533,114	\$ 348,519	\$ 171,988	\$ 96,077	\$ 496,184	72,608	\$ 202,943
Revenue	884,812	180,174	230,940	43,245	88,230	16,622	89,931	16,447
Expenses	541,896	34,595	0	52,332	16,443	0	15	25
Change	342,916	145,579	230,940	-9,087	71,787	16,622	89,916	16,422
NOVEMBER								
Beginning Balance	\$ 2,206,870	\$ 678,693	\$ 579,459	\$ 162,901	\$ 167,864	\$ 512,806	162,524	\$ 219,365
Revenue	488,758	2,577	1,892	722	707	1,677	517	717
Expenses	624,879	44,779	456,700	48,682	16,387	0	20	27
Change	-136,121	-42,202	-454,808	-47,960	-15,680	1,677	497	690
DECEMBER								
Beginning Balance	\$ 2,070,749	\$ 636,491	\$ 124,651	\$ 114,941	\$ 152,184	\$ 514,483	163,021	\$ 220,055
Revenue	532,725	75,765	7,350	1,475	3,406	3,258	3,152	1,630
Expenses	573,619	34,731	0	46,687	19,349	0	20	28
Change	-40,894	41,034	7,350	-45,212	-15,943	3,258	3,132	1,602
JANUARY								
Beginning Balance	\$ 2,029,855	\$ 677,525	\$ 132,001	\$ 69,729	\$ 136,241	\$ 517,741	166,153	\$ 221,657
Revenue	470,008	58,825	320	1,998	522	1,263	397	541
Expenses	421,802	34,096	0	39,443	16,036	0	20	28
Change	48,206	24,729	320	-37,445	-15,514	1,263	377	513
FEBRUARY								
Beginning Balance	\$ 2,078,061	\$ 702,254	\$ 132,321	\$ 32,284	\$ 120,727	\$ 519,004	166,530	\$ 222,170
Revenue	432,246	1,522	247	103	321	978	306	419
Expenses	557,769	36,830	0	43,159	15,922	0	20	28
Change	-125,523	-35,308	247	-43,056	-15,601	978	286	391
MARCH								
Beginning Balance	\$ 1,952,538	\$ 666,946	\$ 132,568	\$ (10,772)	\$ 105,126	\$ 519,982	166,816	\$ 222,561
Revenue	514,147	23,884	590	137	760	2,332	729	998
Expenses	737,674	55,774	0	49,023	22,848	0	20	28
Change	-223,527	-31,890	590	-48,886	-22,088	2,332	709	970
APRIL								
Beginning Balance	\$ 1,729,011	\$ 635,056	\$ 133,158	\$ (59,658)	\$ 83,038	\$ 522,314	167,525	\$ 223,531
Revenue	424,983	33,595	190	1,684	194	750	236	321
Expenses	578,913	50,348	0	53,596	14,806	0	2,754	28
Change	-153,930	-16,753	190	-51,912	-14,612	750	-2,518	293
MAY								
Beginning Balance	\$ 1,575,081	\$ 618,303	\$ 133,348	\$ (111,570)	\$ 68,426	\$ 523,064	165,007	\$ 223,824
Revenue	501,165	56,022	140	784	77	561	170	240
Expenses	562,624	109,622	0	40,926	16,400	0	21	29
Change	-61,459	-53,600	140	-40,142	-16,323	561	149	211
JUNE								
Beginning Balance	\$ 1,513,622	\$ 564,703	\$ 133,488	\$ (151,712)	\$ 52,103	\$ 523,625	165,156	\$ 224,035
Revenue								
Expenses								
Change								
Final FY23								
Current Balance all Funds:	\$		3,025,020					

June FY23 SV 99 Budget Watch

Revenue Highlights:

Budget Projection for FY23 \$9,420,453

Revenues: \$559,159

78.93% Received Revenues

FEES & TAXES

- Local taxes = 99.81% of \$2,190,563 (all 8 Funds)
- Evidence Based Funding = 91% of \$3,906,458
- Registration = 92% of \$26,000
- Tech Fees = 86% of \$17,000
- TIF = 62% of \$25,000
- Corporate Personal Property Tax = 113% of \$240,000

GRANTS

- ECE Ed. Fund = 126% of \$149,221
- ECE IMRF/SS = 0% of \$7,735
- Title II Class Size = 11% of \$22,246
- Title I = 10% of \$160,042

SPECIAL EDUCATION

- Special Ed Private Facility = 23% of \$50,000

TRANSPORTATION

- Bus fees = 97% of \$10,000
- Regular State Transportation = .42% of \$15,000
- Special Ed Transportation = 35% of \$80,000
- Local taxes Transportation = 101.74% of \$91,704
- ECE Transportation = 0% of \$41,570

Expenditure Highlights:

Budget Projection for FY23 \$9,222,655

Expenditures: \$729,622

89.96% Expended

- Teacher substitutes 95% - of \$75,000
- Certified Salaries 96% of 1,736,582
- Tech: Software = 97% of \$35,000
- Tech Capital Outlay 43% of \$20,000
- Building Upkeep 190% of 150,000
- Grounds Upkeep 126% of \$33,000
- Equipment Upkeep 76% of \$32,000
- Supplies 90% of \$25,000
- Gas 142% of \$20,000
- Electric 106% of \$80,000
- Water 156% of \$6,500

Current Balance = \$3,025,020

Assistant Principal's Report- June 21, 2023

Below you will find a breakdown of the number of minors and majors given since our last meeting in May. We had a rather quiet end to the year. Looking at data from the past two years, we were steady with the number of homework minors with 460 written during the 2021-22 school year and 462 written this past year. The other two infractions that were high were KFOOTY and disruptive behavior with the latter encompassing many behaviors. There are a couple grade levels that will need to be watched with a closer eye next year, but I am ready for the challenge! I have also included an up to date list of extra-curricular positions which I am getting interest as I write this. Looking forward to a great 2023-24 school year!

Grade	# of Minors	Yearly total	# of Majors	Yearly Total
K	0	52	0	4
1	1	50	0	1
2	1	39	0	1
3	2	74	0	7
4	1	35	0	0
5	9	83	1	7
6	9	211	1	2
7	2	145	2	6
8	0	185	0	8
Total as of 5/26//23	25	874	4	36

Grade	# of Students	
EC	4	NC
Pre-K	58	NC
K	60	-2
1	71	-1
2	58	-1
3	61	NC
4	66	NC
5	55	NC
6	67	NC
7	58	NC
8	55	-1
Total	613	-5

Extra-Curricular Positions for the 2023-24 school year (4 openings):

Baseball: Craig Olson

Softball: Amy Ossola and Candice Tennell

5th Grade Girls Basketball:

6th Grade Girls Basketball:

7th Grade Girls Basketball: Caitlin Gerdes

8th Grade Girls Basketball: Amy Ossola

5th Grade Boys Basketball:

6th Grade Boys Basketball: Adam Falkenhayn

7th Grade Boys Basketball: Bryan Dickinson

8th Grade Boys Basketball: Mark Yanek

6th Grade Volleyball: Teresa Case

7th Grade Volleyball: Caitlin Gerdes

8th Grade Volleyball:

Track: T.J. Orlandi and Kaitlyn Foley

Cheerleading: Kaitlyn Foley

Student Council: Ryan Milus

5th Grade Intramural Volleyball: Kaitlyn Foley

Yearbook: Candice Tennell

PBIS: Amanda Pellegrini, Erica Currier, Lauren Trumpinski

Scholastic Bowl: Emily Lesman

4/5 Musical and Play: Eliel Duran and Emily Lesman

Principal's Report

6/21/2023

- Textbooks
 - Social Studies
 - 3rd-8th adoption
 - K-2 integrated into ELA
 - Math
 - 1-year extension (K-5 only)
 - Math review 2023-24 school year – FY25 adoption
 - ELA
 - Textbooks were shipped without the extra charge
- Birth to 5 Partnership
 - Meeting on June 21st
- Impact Life
 - Blood Drive
 - July 11th
- Kindergarten
 - 52 students
 - Multiple families affected by the Heather Apartments closing

Upcoming Dates

July 19th – Registration 7:00-1:00 and 3:00-7:00

July 27th Preschool Screening

August 14th - Meet the Teacher (Kindergarten 5:00-6:00)

August 15th – Meet the Teacher (1st-5th grade 5:00-6:00) (JH-5:30-6:30)

August 16th – 1st day of School



Shelley Nauman
 Curriculum Director
 Spring Valley Cmty Cons SD 99
 999 N Strong Ave
 Spring Valley, IL 61362-1274
 United States

Quote Number: 234824-3
Quote Creation Date: 06-15-2023
Quote Expiration Date: 09-30-2023

Quote Release: 3

HUM - MWI K-8 - Spring Valley Cmty Cons SD 99

Price Quote Summary

Solution	Base Amount	Free Amount	Total
myWorld Interactive American History	\$ 20,780.00	\$ 948.00	\$ 20,780.00
myWorld Interactive K-5	\$ 25,650.00	\$ 5,392.00	\$ 25,650.00
myWorld Interactive Middle Grades	\$ 1,400.00	\$ 600.00	\$ 1,400.00
myWorld Interactive World History	\$ 10,620.00	\$ 632.00	\$ 10,620.00
Solution Subtotal	\$ 58,450.00	\$ 7,572.00	\$ 58,450.00
Shipping & Handling			\$ 3,568.20
Total			\$ 62,018.20

Price Quote Detail

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myWorld Interactive American History						
myWorld Interactive American History ©2019 - myWorld Interactive American History Survey						
9780328960224	MIDDLE GRADES AMERICAN HISTORY 2019 NATIONAL SURVEY STUDENT EDITION	104.50	0	80	\$0.00	\$8,360.00
9780328986170	MIDDLE GRADES AMERICAN HISTORY 2019 SURVEY DIGITAL COURSEWARE 6-YEAR LICENSE	92.00	0	135	\$0.00	\$12,420.00
9780328960248	MIDDLE GRADES AMERICAN HISTORY 2019 NATIONAL SURVEY JOURNAL GRADE 6/8	26.00	3	0	\$78.00	\$0.00
9780328960231	MIDDLE GRADES AMERICAN HISTORY 2019 NATIONAL SURVEY TEACHER EDITION	270.00	3	0	\$810.00	\$0.00

Spring Valley Cmty Cons SD 99

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
9780328964581	MIDDLE GRADES AMERICAN HISTORY 2019 NATIONAL SURVEY JOURNAL ANSWER KEY GRADE 6/8	20.00	3	0	\$60.00	\$0.00
myWorld Interactive American History ©2019 - myWorld Interactive American History Survey Subtotal					\$ 948.00	\$ 20,780.00
myWorld Interactive American History Subtotal					\$ 948.00	\$ 20,780.00

myWorld Interactive K-5**myWorld Interactive Social Studies K-5 ©2019 - Grade 3**

9780328979431	ELEMENTARY SOCIAL STUDIES 2019 STUDENT EDITION PLUS DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 3	90.00	0	65	\$0.00	\$5,850.00
9780328973040	ELEMENTARY SOCIAL STUDIES 2019 TEACHER GUIDE GRADE 3	231.00	4	0	\$924.00	\$0.00
9780328973163	ELEMENTARY SOCIAL STUDIES 2019 TEACHER ACTIVITY GUIDE GRADE 3	85.00	4	0	\$340.00	\$0.00
9780328991327	ELEMENTARY SOCIAL STUDIES 2019 STUDENT ACTIVITY MATS CLASS SET GRADE 3/5	200.00	2	0	\$400.00	\$0.00
myWorld Interactive Social Studies K-5 ©2019 - Grade 3 Subtotal					\$ 1,664.00	\$ 5,850.00

myWorld Interactive Social Studies K-5 ©2019 - Grade 4

9780328979448	ELEMENTARY SOCIAL STUDIES 2019 STUDENT EDITION PLUS DIGITAL COURSEWARE 6-YEAR LICENSE GRADE 4	90.00	0	70	\$0.00	\$6,300.00
9780328973057	ELEMENTARY SOCIAL STUDIES 2019 TEACHER GUIDE GRADE 4	231.00	4	0	\$924.00	\$0.00
9780328973170	ELEMENTARY SOCIAL STUDIES 2019 TEACHER ACTIVITY GUIDE GRADE 4	85.00	4	0	\$340.00	\$0.00
9780328991327	ELEMENTARY SOCIAL STUDIES 2019 STUDENT ACTIVITY MATS CLASS SET GRADE 3/5	200.00	2	0	\$400.00	\$0.00
myWorld Interactive Social Studies K-5 ©2019 - Grade 4 Subtotal					\$ 1,664.00	\$ 6,300.00

Spring Valley Cmty Cons SD 99

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
myWorld Interactive Social Studies K-5 ©2019 - Grade 5A						
9780328979455	ELEMENTARY SOCIAL STUDIES 2019 STUDENT EDITION PLUS DIGITAL COURSEWARE 6YEAR LICENSE GRADE 5A	90.00	0	75	\$0.00	\$6,750.00
9780328973064	ELEMENTARY SOCIAL STUDIES 2019 TEACHER GUIDE GRADE 5A VOLUME 1	231.00	2	0	\$462.00	\$0.00
9780328973187	ELEMENTARY SOCIAL STUDIES 2019 TEACHER ACTIVITY GUIDE GRADE 5A	85.00	2	0	\$170.00	\$0.00
9780328991327	ELEMENTARY SOCIAL STUDIES 2019 STUDENT ACTIVITY MATS CLASS SET GRADE 3/5	200.00	2	0	\$400.00	\$0.00
myWorld Interactive Social Studies K-5 ©2019 - Grade 5A Subtotal					\$ 1,032.00	\$ 6,750.00
myWorld Interactive Social Studies K-5 ©2019 - Grade 5B						
9780328987627	ELEMENTARY SOCIAL STUDIES 2019 STUDENT EDITION + DIGITAL COURSEWARE 6- YEAR LICENSE GRADE 5B	90.00	0	75	\$0.00	\$6,750.00
9780328987269	ELEMENTARY SOCIAL STUDIES 2019 TEACHER GUIDE GRADE 5B VOLUME 2	231.00	2	0	\$462.00	\$0.00
9780328987245	ELEMENTARY SOCIAL STUDIES 2019 TEACHER ACTIVITY GUIDE GRADE 5B	85.00	2	0	\$170.00	\$0.00
9780328991327	ELEMENTARY SOCIAL STUDIES 2019 STUDENT ACTIVITY MATS CLASS SET GRADE 3/5	200.00	2	0	\$400.00	\$0.00
myWorld Interactive Social Studies K-5 ©2019 - Grade 5B Subtotal					\$ 1,032.00	\$ 6,750.00
myWorld Interactive K-5 Subtotal					\$ 5,392.00	\$ 25,650.00
myWorld Interactive Middle Grades Professional Development						
Grades Professional Learning Offerings ©2019						
0000000125519	VIRTUAL MYWORLD NATIONAL MG @2019 IMPLEMENTATION ESSENTIALS (3 HRS)	1400.00	0	1	\$0.00	\$1,400.00

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
0000000125512	VIRTUAL MYWORLD NATIONAL MG @2019 PROGRAM ACTIVATION (2 HRS)	600.00	1	0	\$600.00	\$0.00
Grades Professional Learning Offerings ©2019 Subtotal					\$ 600.00	\$ 1,400.00
myWorld Interactive Middle Grades Professional Development Subtotal					\$ 600.00	\$ 1,400.00
myWorld Interactive World History						
myWorld Interactive World History ©2019 - myWorld Interactive History Survey						
9780328960101	MIDDLE GRADES WORLD HISTORY 2019 NATIONAL SURVEY STUDENT EDITION GRADE 6/7	104.50	0	40	\$0.00	\$4,180.00
9780328985135	MIDDLE GRADES WORLD HISTORY 2019 SURVEY DIGITAL COURSEWARE 6-YEAR LICENSE	92.00	0	70	\$0.00	\$6,440.00
9780328960125	MIDDLE GRADES WORLD HISTORY 2019 NATIONAL JOURNAL GRADE 6/7	26.00	2	0	\$52.00	\$0.00
9780328960118	MIDDLE GRADES WORLD HISTORY 2019 NATIONAL TEACHER EDITION GRADE 6/7	270.00	2	0	\$540.00	\$0.00
9780328964550	MIDDLE GRADES WORLD HISTORY 2019 NATIONAL JOURNAL ANSWER KEY	20.00	2	0	\$40.00	\$0.00
myWorld Interactive World History ©2019 - myWorld Interactive History Survey Subtotal					\$ 632.00	\$ 10,620.00
myWorld Interactive World History Subtotal					\$ 632.00	\$ 10,620.00
Solution Subtotal					\$ 7,572.00	\$ 58,450.00
Shipping and Handling						\$ 3,568.20
					Total	\$ 62,018.20

Optional Section

ISBN	Solution	UOM	Term	List Price	Quantity	Base Amount	Total
1							
9780328984855	SOCIAL STUDIES 2019 LEVELED READER SUPER KIT GRADE 3	EA	1	\$1,358.00	1	\$1,358.00	\$1,358.00
2							
9780328984862	SOCIAL STUDIES 2019 LEVELED READER SUPER KIT GRADE 4	EA	1	\$1,758.50	1	\$1,758.50	\$1,758.50

Spring Valley Cmty Cons SD 99

3								
9780328984879	SOCIAL STUDIES 2019 LEVELED READER SUPER KIT GRADE 5A	EA	1	\$1,758.50	1	\$1,758.50	\$1,758.50	
4								
9780328987856	SOCIAL STUDIES 2019 LEVELED READER SUPER KIT GRADE 5B	EA	1	\$1,758.50	1	\$1,758.50	\$1,758.50	
5								
0000000121166	MYWORLD SOCIAL STUDIES: PROGRAM ACTIVATION SESSION	EA	1	\$3,300.00	1	\$3,300.00	\$3,300.00	
6								
0000000123150	MYWORLD INTERACTIVE SOCIAL STUDIES 2019 PROGRAM IMPLEMENTATION ESSENTIALS	EA	1	\$3,300.00	1	\$3,300.00	\$3,300.00	

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e-Form: <http://support.savvas.com/support/s/contactsupport>

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

For questions regarding your order please call Customer Service: 1-800-848-9500.

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Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

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Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

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Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://worktext-subscriptions.savvas.com/>.

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Applicant: SPRING VALLEY CCSD 99**County:** Bureau

Consolidated District Plan ↕

Application: 2023-2024 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)**Project Number:** 24-CDP-00-28-006-0990-04[Click to Return to Application Select](#)

Overview

PROGRAM: Consolidated District Plan

PURPOSE: The District Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and parents of children in schools served under the Every Student Succeeds Act (ESSA) legislation, and as appropriate, is coordinated with other programs under ESSA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Strengthening Career and Technical Education for the 21st Century Act (20 U.S.C.2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

BOARD GOALS:

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

FY 2024 Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

EL - Bilingual Service Plan (BSP)

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

American Rescue Plan - LEA (Elementary and Secondary School Emergency Relief Grant III)

Foster Care Transportation Plan

LEGISLATION:

Every Student Succeeds Act (ESSA)
Individuals with Disabilities Education Act
Rehabilitation Act
Strengthening Career and Technical Education for the 21st Century Act
Workforce Innovation and Opportunity Act
Head Start Act
McKinney-Vento Homeless Assistance Act
American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER)
Adult Education and Family Literacy Act
105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education
23 Illinois Administrative Code 228 Transitional Bilingual Education

DUE DATE:

District plans must be submitted to the Illinois State Board of Education and approved before any FY 2024 grant applications for included programs can be approved.

Submission by April 1 is recommended.

DURATION:

The District Plan was submitted initially for the school year 2023-2024 and must be updated annually thereafter.

AMENDMENTS:

Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.

INSTRUCTIONS:

Instructions in PDF format

COMMON**ABBREVIATIONS:**

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

Close Printer Friendly Page

Applicant: SPRING VALLEY CCSD 99

County: Bureau

Consolidated District Plan

Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

Printer-Friendly

[Click to Return to Application Select](#)

Project Number: 24-CDP-00-28-006-0990-04

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
Nauman		Shelly	
Phone*	Extension	Email*	
815		nauman.s@sv99.org	
664			
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 betters programs in order to reach all students. Interventions, audio books, supplemental materials will all be added in order to help reach all students. The bilingual committee will continue to meet to plan family events for the Spanish speaking community. We will continue our recent partnership with IVCC to provide adult ESL classes at the school during evening hours. 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 continue to have 2 social

workers/counselors in order to meet the mental health needs of the students.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

79

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

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

*Required field, applicable for all funding sources

Close Printer Friendly Page

Applicant: SPRING VALLEY CCSD 99

County: Bureau

Consolidated District Plan

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Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

Close Printer Friendly Page

Applicant: SPRING VALLEY CCSD 99

County: Bureau

Consolidated District Plan

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 24-CDP-00-28-006-0990-04

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Needs Assessment/Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2023-2024.* [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
- 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 create an outdoor learning space for students. 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. 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.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- No Braiding
- 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 IV, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through
- ARP ESSER III

NA

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

If No Hybrid Funding is selected, additional hybrid blending options will not be checked.

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

NA

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. The district will continue to meet with the BPAC and partner with IVCC to provide ESL classes for the parents. The district will also begin a partnership with the Birth to 5 Initiative to offer parent workshops for families of our youngest children in the community. Professional development will be offered in the area of executive functioning. The district also adopted a new reading series, so professional development will be offered for that as well as professional development for new teachers. Better communication and more parent involvement was also indicated as a needing to be better.

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

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 Cycle: Original Application
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County: Bureau

Consolidated District Plan

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stab
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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. School created survey that was given to staff, students, and parents.

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. The district will use a comprehensive reading intervention for special education students (Passport and Language Live). FastBridge will be utilized as a universal screener and progress monitoring system.

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.

New teachers need more support, so we will restructure the mentoring program. They will also participate in ongoing professional development through the Regional Office of Education. The district will contract with Paige Buckingham for on-going professional development on executive functioning.

Teachers will be able to attend workshops and take graduate classes based on individual professional growth goals.

Paraprofessionals will be able to take college classes to obtain their teaching license.

G. Title III - LIEP

H. Title III - ISEP

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

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

Students have gained interest in more STEM activities and will continue to purchase materials that benefit and expand our STEM classes. With an increasing ELL population each year, materials will be purchased to assist them in learning at all levels. We will be looking into concussion trainings for student athletes for the upcoming year. Any expenses in relation to the training will be covered. Expand the PBIS program to include assemblies related to data from previous year referrals. The main focus would be social/emotional topics related to bullying, cyber-bullying, harassment, respect, and positive self-esteem. Continue to monitor the camera and purchase any that would need to be replaced or added to the current system.

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

Microphones and a sound system will be purchased for students to utilize during drama club, plays, and musicals.

N. ARPA, Part B - Flow-Through LEJ

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. ARP-LEA Elementary and Secondary Emergency Relief Grant III

Supplemental programs will be utilized in order to close the achievement gap and focus on skill deficits for students. Summer school will be offered to struggling students. An extra first grade teacher will help reduce class sizes to help catch students up.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	B Ser
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Stakeholder Involvement

Instructions

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

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

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

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

A.	<input checked="" type="checkbox"/>	Teachers (1,7,8,9)
B.	<input checked="" type="checkbox"/>	Principals (1,7,8,9)
C.	<input checked="" type="checkbox"/>	Other school leaders (1,8,9)
D.	<input checked="" type="checkbox"/>	Paraprofessionals (1)
E.	<input type="checkbox"/>	Specialized instructional support personnel (1,2,3,4,8,9)
F.	<input type="checkbox"/>	Charter school leaders (in a local educational agency that has charter schools) (1)
G.	<input type="checkbox"/>	Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8,9)
H.	<input checked="" type="checkbox"/>	Parent liaisons
I.	<input checked="" type="checkbox"/>	Title I director (1)
J.	<input checked="" type="checkbox"/>	Title II director (1)
K.	<input checked="" type="checkbox"/>	Bilingual director (1,6,9)
L.	<input checked="" type="checkbox"/>	Title IV director (1)
M.	<input checked="" type="checkbox"/>	Special Education director
N.	<input type="checkbox"/>	Guidance staff
O.	<input type="checkbox"/>	Community members and community based organizations (7)
P.	<input type="checkbox"/>	Business representatives (2,3,4)
Q.	<input type="checkbox"/>	Researchers (7)
R.	<input type="checkbox"/>	Institutions of Higher Education (7)
S.	<input type="checkbox"/>	Other - specify _____
T.	<input type="checkbox"/>	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	=	ARP-LEA (ESSER III)
9	=	EL - BSP

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, PAWS, 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 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.

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

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

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(({count}) of 7500 maximum characters used)

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. A parent organization (PAWS) meets once a month to discuss ways to improve the school experience for students and families.

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. A survey is also given to the preschool parents.

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. U of I Extension was present during preschool family events and will continue the partnership for FY 24. The PAWS committee will continue to have monthly meetings and address needs as they arise.

Response from the prior year Consolidated District Plan.

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.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Consolidated District Plan

SESSION TIMEOUT 59:55

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Private School Participation

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

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

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

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

Will Private Schools participate in the Program?

Yes No

Nonpublic School Consultation Form

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
<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:

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I-Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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Preschool Coordination

Instructions

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

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

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

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

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

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

{[count] of 7500 maximum characters used}

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 screening are scheduled during May and July. 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 need to 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 principal. 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 explained to them by 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 personnel 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 district 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 delays, 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 another 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 there is no proof of public benefits). 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 100% 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 due to 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 of 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 prior to 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 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 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 same 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 assist 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 family by 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.

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 screening are scheduled during August and May. 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 need to 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 principal. 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 explained to them by 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 personnel 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 district 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 delays, 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 another 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 there is no proof of public benefits). 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 100% 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 due to not being toilet trained. This is communicated during the parent interview at the screening and during the home visit.

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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 prior to 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 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 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 same 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 assist 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 family by 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

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Applicant: SPRING VALLEY CCSD 99
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-28-006-0990-04

County: Bureau

Consolidated District Plan

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Table with 12 columns: 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, Youth in Care Stability Plan, Bilingual Service Plan

Student Achievement and Timely Graduation

Instructions

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

- ISBE Goals:
Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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 extra 30 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 targeted 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 PK-4 will be implement Heggerty and Secret Stories to improve phonemic awareness, phonological awareness, and phonics skills. Students in grades K-8 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.
Teachers received ongoing professional development from Janet Moore during the 22-23 school year. The learning will continue to be implemented in the classroom during FY24. Teachers will receive professional development for a new reading series that was adopted K-8. Teachers will also implement a new social studies series during FY24 and completed a math adoption for FY25.
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 extra 30 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 targeted 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 PK-4 will be implement Heggerty and Secret Stories to improve phonemic awareness, phonological awareness, and phonics skills. Students in grades K-8 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.

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
The district 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. Students will be given a phonemic awareness and phonological awareness assessment in order to determine skill deficits. Interventions focusing on the skill deficits will be provided.
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. Students will be provided with at least six weeks of specific interventions before being referred to the PST through the special education cooperative (BMP). Wilson was implemented in FY23 for students. This will be continued in FY24 in order to improve reading skills in struggling learners.
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 working, 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), 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 working, 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.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)
In 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 specialists 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. Students will be using the Wilson program to decrease skill gaps and gain reading and writing skills.
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. In FY23, the district hired an additional bilingual teacher in order to give students more assistance. Instructional materials were purchased and will continue to be used during FY24.
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 specialists 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.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English

implemented. This includes a description of any additional supplemental materials, activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]

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

{count} of 7500 maximum characters used

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 from a 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. The district purchased a 6-year license to myView and myPerspectives to have a cohesive reading curriculum in grades K-8.

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 smaller groups and more push-in opportunities for students.

The district will also purchase Passports in order to have a cohesive reading curriculum for our special needs population. This program has been very successful for students in third and fourth grade.

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 from a 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 smaller groups and more push-in opportunities for students.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher 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 these concerns. We will look at each subgroup and align academic performance to teacher. The district will provide professional development and coaching to teachers. All teachers are highly qualified in their assigned teaching roles.

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 these 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 literacy skills and improve academic achievement. [6]**

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

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{count} of 7500 maximum characters used

The district 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 pushes into classrooms to co-teach and provide lessons using different media platforms.

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 pushes into classrooms to co-teach and provide lessons using different media platforms. The district purchased 3D printers, and students have been using them.

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

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

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{count} of 7500 maximum characters used

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 be advanced to the next grade level in single subjects and full schedules. Teachers also differentiate in their classrooms to allow for more challenging activities. The district will offer Illinois Virtual High School opportunities for students who have met the needed requirements for eighth grade.

Response from the prior year Consolidated District Plan.

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 be advanced 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

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Applicant: SPRING VALLEY CCSD 99
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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College and Career Readiness

Instructions

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

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

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

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

- i. **Coordination with institutions of higher education, employers, and other local partners;* and**
- ii. **Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.***

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

[[count] of 7500 maximum characters used)

SV99 partners with the local public and private high schools in order to provide advanced opportunities. Representatives from the high schools host meetings at our school to discuss classes and opportunities with the students. This will allow students to have a better idea of what path to take as they enter high school. The junior high teachers and high school 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 has 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 students 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 ISAC to 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 and high school 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 has 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 students 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 needs. **DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.**

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

[[count] of 7500 maximum characters used)

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

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Table with 12 columns: 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, Youth in Care Stability Plan, Bilingual Service Plan

Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

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

- ISBE Goals:
Student Learning: Every child will make significant academic gains each year...
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments...
Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways...

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 2023-2024 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

- NOTE: - If Professional Development will not be provided for a funded program below, enter NOT PROVIDING.
- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Not providing

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

Teachers will participate in training for the new reading curriculum. All teachers will participate in a full day of training from Paige Buckingham on executive functioning. This is an area where our students struggle. Teachers will also be able to choose a variety of workshops based on their needs and interests. Teachers will also be able to utilize graduate classes in order to further their knowledge for improving student learning.

G. Title III - LIEP

H. Title III - ISEP

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

Not providing

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

Not providing

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

CPI training and Infinitec

L. IDEA, Part B - Preschool

CPI training and Infinitec

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

Not providing

Legislative Requirement:

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

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

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

Consolidated District Plan

EGHS HOME | ISBE HOME | LOGOUT

59:35

Applicant: SPRING VALLEY CCSD 99

County: Bureau

Consolidated District Plan

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Cycle: Original Application

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Project Number: 24-CDP-00-28-006-0990-04

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan

Safe and Healthy Learning Environment

Instructions

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

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

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

- 1. Describe the process through which the districts will:**
- i. reduce incidences of bullying and harassment
 - ii. reduce the overuse of discipline practices that remove students from the classroom [1]
 - iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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(1335 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. These 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 students on 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 teachers 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 communicating 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. These 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 students on 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 teachers 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 communicating 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.):

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(415 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 correct agency. The district also works with Youth Service Bureau and the ROE to provide services such as medical needs and housing items. BPART has been able to provide transportation for families experiencing homelessness.

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 correct 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)

Save Page

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

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or [Click here to Contact Us](#)
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 EGHS HOME ISBE HOME LOGOUT <h2 style="margin: 0;">Consolidated District Plan</h2> 59:35

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Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
2002 - JOHN F KENNEDY ELEM SCHOOL	⊕	⊕	⊕	⊕	06/21/2023

Describe anticipated Reorganizations:	
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Table with 12 columns: 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, Youth in Care Stability Plan, Bilingual Service Plan. Includes sub-sections for Title I Specific - Part One and Title I Specific - Part Two.

Title I Specific Requirements - Part Two

Instructions

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

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

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

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

Input field for District Goal(s)

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

Section 1111(d)

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

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

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

No schools identified under this part

[(count) of 7500 maximum characters used]

No schools identified under this part

Response from the approved prior year Consolidated District Plan.

No schools identified under this part

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))

Radio button Yes

Radio button 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)

Checked radio button 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.),

Radio button 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,

Radio button Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,

Radio button 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 in place. 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 formative assessments.

Response from the approved 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 in place. 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 formative assessments.

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

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

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

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

[(count) of 7500 maximum characters used]

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required Field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
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IDEA Specific Requirements

Instructions

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

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

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

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

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

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

{[count] of 7500 maximum characters used}

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. The 2020-21 school year was difficult for many students, and students are still struggling. 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 students have 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" 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. The 2020-21 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 students have 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, functional 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, functional 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.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable.

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}

IDEA funds will be used to support and enforce all Child Find requirements as well as direct services to students with disabilities in the areas of School Psychology, School Social Work, Special Area Administration, Motor Therapy Services and In-service training.

*Required Field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements		Youth in Care Stability Plan Contacts		Best Interest Determination Plan		Youth in Care Transportation Plan					

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.
 First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]
Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>
Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

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

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

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

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

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

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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	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan		Youth in Care Transportation Plan			

Contact Information

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

As part of the Youth in Care Stability 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 Youth in Care/Foster Care students (LEA-POC)
- b. LEA transportation director
- c. Child welfare agency point of contact
- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

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

1. Youth in Care/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

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Table with 12 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title Specific Pages, IDEA Specific Requirements, Youth in Care Stability Plan, Bilingual Service Plan. Sub-headers include Youth in Care Stability Plan Requirements, Youth in Care Stability Plan Contacts, Best Interest Determination Plan, and Youth in Care Transportation Plan.

Best Interest Determination as it relates to School Stability

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

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

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

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.

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.

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.

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.

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.

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 Youth in Care Stability 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 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.

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 Youth in Care Stability 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 education decision makers, and other stakeholders regarding the best interest determination.*

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

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.

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 completed in a timely manner not to exceed 3 school days.

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			Youth In Care Transportation Plan		

Youth in Care Stability 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 who is Youth in Care. For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 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 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 Youth in Care Stability 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 Youth in Care Stability 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 Youth in Care Stability 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.

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.

*Required field

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County: Bureau

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Overview											
Program Name:	EL - Bilingual Service Plan										
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.										
Rules:	23 Ill. Admin. Code, Part 228.50										
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net										

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Applicant: SPRING VALLEY CCSD 99
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County: Bureau

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		BSP Professional Development	

BSP Contact Information

English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

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="664"/> <input type="text" value="4601"/>	<input type="text" value="nauman.s@sv99.org"/>	

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*

Yes No

Administrator Requirements

If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.
 ([count] of 3000 maximum characters used)

*Required field

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth In Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
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BSP District Program Information

[Instructions](#)

79 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

- Dual Language - Two Way (Self-contained)
- Dual Language - One Way (Self-contained)
- Transitional Bilingual Program (Self-contained)
- Transitional Bilingual Program (Collaboration)
- Transitional Program in English (Self-contained)
- Transitional Program in English (Collaboration)

Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELs-TBE and ELS-VIT - Enter zero if no teachers in a category.		Language Codes
		TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements		
In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*															
1. John F Kennedy School	PK-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	13	1	1	0	001	
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Consolidated District Plan

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Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
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	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		BSP Professional Development	

BSP Program Enrollment

[Instructions](#)

79 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

TBE TPI

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

Yes No

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois Spanish Language Arts Standards.

We use FastBridge Spanish diagnostic and progress monitoring. Th bilingual teachers use formative assessments throughout the school year that correlate with the Spanish Language Arts Standards.

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

Yes No

Part-Time Transitional Bilingual Education (TBE) Placement

[Save Page](#)

*Required field

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or [Click here to Contact Us](#)

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		BSP Professional Development	

TBE Parent Advisory Committee

Instructions

79 English Learners (ELs) are in the district

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following: parents, legal guardians, transitional bilingual teachers, counselors, and community leaders. A majority of its members must be parents of students enrolled in the TBE program. This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C) or community member (CM). Indicate the language(s) spoken by the member. Indicate the member's home address and phone number where they can be reached.

Name	Amada Lopez	Role	Parent	Language(s)	Spanish/English	Telephone	773	592	9096
Street	531 Oak St	City	Spring Valley	State	IL	Zip+4	61362	1274	
Name	Jessica Adame	Role	Parent	Language(s)	Spanish	Telephone	815	664	8628
Street	213 W Dakota	City	Spring Valley	State	IL	Zip+4	61362	1274	
Name	Adelaide Portal	Role	Parent	Language(s)	Spanish	Telephone	815	993	4185
Street	406 E Devlin	City	Spring Valley	State	IL	Zip+4	61362	1274	
Name	Anabel Garcia	Role	Parent	Language(s)	Spanish	Telephone	815	501	0584
Street	500 W Cleveland	City	Spring Valley	State	IL	Zip+4	61362	1274	
Name	Maria Morales	Role	Parent	Language(s)	Spanish	Telephone	815	663	7176

Street	612 W Devlin	City	Spring Valley	State	IL	Zip+4	61362 1274
Name	Margarita Picazo	Role	Parent	Language(s)	Spanish	Telephone	815 326 1435
Street	208 E Caroline St	City	Spring Valley	State	IL	Zip+4	61362 1274
Name	Linda Delao	Role	Teacher/Parent	Language(s)	English/Spanish	Telephone	815 252 1542
Street	17891 3200 East St	City	Spring Valley	State	IL	Zip+4	61362 1274
Name	Veva Ruiz	Role	Parapro.	Language(s)	English/Spanish	Telephone	815 663 7288
Street	604 Brookie	City	Seatonville	State	IL	Zip+4	61359
Name	Jessica Lannen	Role	Teacher	Language(s)	English	Telephone	815 343 3083
Street	405 N Bureau	City	Ladd	State	IL	Zip+4	61329
Name	Shelly Nauman	Role	Principal	Language(s)	English	Telephone	815 664 4601
Street	203 S Division St	City	Granville	State	IL	Zip+4	61326

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2023.

Date: 06/13/2023 Name of Committee Chairperson: Shelly Nauman

A committee chair must be a member of the BPAC.

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Projected Dates (7/1/23 - 6/30/24)		Activity
Meeting		
1.	08/14/2023	Bilingual Advisory Committee Training (required activity).
2.	10/01/2023	ACCESS Results
3.	12/01/2023	Parent Night Activities
4.	02/01/2023	Program Development

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Youth in Care Stability Plan	Bilingual Service Plan
BSP Overview						BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		BSP Professional Development	

BSP Professional Development

[Instructions](#)

79 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input checked="" type="checkbox"/> Current Research in the Teaching of EL Students	08/14/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Issues Related to EL Students with Disabilities	12/13/2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	20
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Spanish Language Arts	09/15/2023	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field*Required field

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Applicant: SPRING VALLEY CCSD 99

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Project Number: 24-CDP-00-28-006-0990-04

Plan Assurances	State Assurances	Debarment	Lobbying	GEP 442	Assurances
---------------------------------	----------------------------------	---------------------------	--------------------------	-----------------------------	----------------------------

Board Approval, Certification, and Assurances

Instructions

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

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

06/21/2023

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

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

maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—

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

Consolidated District Plan

SESSION TIMEOUT 59:51

Applicant: SPRING VALLEY CCSD 99
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Plan Assurances		State Assurances	Debarment	Lobbying		GEPA 442	Assurances		

Grant Application Certifications and Assurances

[Instructions](#)

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," "program," and "project" may be used interchangeably.

"Grantee" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The terms "project" and "program" may be used interchangeably.

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000
<https://ilga.gov/commission/jcar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate

filing with the Auditor General prior to execution.

20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - b) Maintain separate accounts and ledgers for the project;
 - c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - d) Properly post all expenditures made on behalf of the project;
 - e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January

1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "applicant," "grantee," or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

a) Publishing a statement:

- 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
- 2) Specifying the actions that will be taken against employees for violations of such prohibition.
- 3) Notifying the employee that, as a condition of employment on such contract or grant, the
 - A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

b) Establishing a drug-free awareness program to inform employees about:

- 1) The dangers of drug abuse in the workplace;
- 2) The grantee's or contractor's policy of maintaining a drug-free workplace;
- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- 4) The penalties that may be imposed upon an employee for drug violations.

c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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v.09.08.2021

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Consolidated District Plan
SESSION TIMEOUT 59:17

Applicant: SPRING VALLEY CCSD 99
 Application: 2023-2024 Consolidated District Plan - 00
 Cycle: Original Application

County: Bureau

Consolidated District Plan

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Project Number: 24-CDP-00-28-006-0990-04

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances				

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

Instructions

Lower Tier Covered Transactions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

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Instructions for Certification

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

v.09.08.2021

Consolidated District Plan

SESSION TIMEOUT 59:50

Applicant: SPRING VALLEY CCSD 99

County: Bureau

Consolidated District Plan ↕

Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 24-CDP-00-28-006-0990-04

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances	State Assurances	Debarment	Lobbying	GEP4 442	Assurances				

Certification Regarding Lobbying

[Instructions](#)

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

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<h1 style="margin: 0;">Consolidated District Plan</h1>
SESSION TIMEOUT 59:47

Applicant: SPRING VALLEY CCSD 99
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-28-006-0990-04

County: Bureau

Consolidated District Plan ▾

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Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances				

GEPA 442 Assurances

Instructions

- By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:
- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

- The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
- The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
- The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
- An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
- In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
- None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

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Consolidated District Plan

SESSION TIMEOUT 59:52

Applicant: SPRING VALLEY CCSD 99

County: Bureau

Consolidated District Plan

Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 24-CDP-00-28-006-0990-04

Overview	Contact Information	Amendments	Needs Assessment and Programs	Plan Specifics	Assurance Pages	Submit	Application History	Page Lock Control	Application Print
Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances				

Assurances

[Instructions](#)

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the "Budget Detail" tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting "Submit" on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq), and the Illinois False Claims Act (740 ILCS 175/). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

Signature of School District Superintendent / Agency Administrator

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

[Organization Approves](#)

**A RESOLUTION FOR SPRING VALLEY ELEMENTARY SCHOOL DISTRICT #99,
BUREAU COUNTY, ILLINOIS, ASCERTAINING THE PREVAILING RATE OF
WAGES FOR LABORERS, WORKMEN AND MECHANICS EMPLOYED IN THE
PERFORMING CONSTRUCTION OF PUBLIC WORKS OF SAID SCHOOL
DISTRICT**

**SPRING VALLEY ELEMENTARY DISTRICT #99
BUREAU COUNTY
SPRING VALLEY, IL 61362**

RESOLUTION REGARDING ILLINOIS PREVAILING WAGE ACT - P. A. 86-799

WHEREAS, the State of Illinois has enacted “An Act regulating wages of laborers, mechanics and other workers employed in any public works by the State, County, or City or any public body or any political subdivision or by any one under contract for public works”, approved June 26, 1941, codified as amended, 820 ILCS 130/1 et seq. (1993), formerly 111. Rev. Stat., Ch. 48, Par. 39s-1 et seq., and

WHEREAS, the aforesaid Act requires that the Spring Valley Elementary School District #99 investigate and ascertain the prevailing rate of wages as defined in said Act for laborers, mechanics and other workers in the locality of said City of Spring Valley, Hall Township, Bureau County, employed in performing construction of public works, for said Spring Valley Elementary School District #99.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF
EDUCATION OF SPRING VALLEY ELEMENTARY DISTRICT #99:**

SECTION 1: To the extent and as required by “An Act regulating wages of laborers, mechanics and other workers employed in any public works by State, County, City or any public body or any political subdivision or by any one under contract for public works”, approved June 26, 1941, as amended, the general prevailing rate of wages in this locality for laborers, mechanics and other workers engaged in construction of public works coming under the jurisdiction of Spring Valley Elementary School District #99 is hereby ascertained to be the same as the prevailing rate of wages for construction work in Bureau County area as determined by the Department of Labor of the State of Illinois as of June of the current year, a copy of that determination being attached hereto and incorporated herein by reference. As required by said Act, any and all revisions of the prevailing rate of wages by the Department of Labor of the State of Illinois shall supersede the Department's June determination and apply to any and all public works construction undertaken by Spring Valley Elementary School District #99. The definition of any terms appearing in this Ordinance which are also used in aforesaid Act shall be the same as in said Act.

SECTION 2: Nothing herein contained shall be construed to apply said general prevailing rate of wages as herein ascertained to any work or employment except public works construction of Spring Valley Elementary School District #99 to the extent required by the aforesaid Act.

SECTION 3: The Spring Valley Elementary School District #99 secretary shall publicly post or keep available for inspection by any interested party in the main office of Spring Valley Elementary School District #99 that determination or any revision of such prevailing rate of

wage. A copy of this determination or of the current revised determination or prevailing rate of wages then in effect shall be attached to all contract specifications.

SECTION 4: The Spring Valley Elementary School District #99 secretary shall mail a copy of this determination to any employer, and to any person or association of employees who have filed their names and addresses, requesting copies of any determination stating the particular rates and the particular class of workers whose wages will be affected by such rates.

SECTION 5: The Spring Valley Elementary School District #99 secretary shall promptly file a certified copy of this Ordinance with both the Secretary of State Index Division and the Department of Labor of the State of Illinois.

SECTION 6: The Spring Valley Elementary School District #99 secretary shall cause to be published in a newspaper of general circulation within the area, a copy of this Ordinance, and such publication shall constitute notice that the determination is effective and that this is the determination of this public body.

PASSED this 21st day of June, 2023.

APPROVED:

President, Board of Education
Spring Valley Elementary School District #99

(SEAL)

ATTEST:

Notary Public

LEGAL NOTICE

THE BOARD OF EDUCATION OF SPRING VALLEY ELEMENTARY DISTRICT #99, BUREAU COUNTY, ILLINOIS, HAS ADOPTED A RESOLUTION ESTABLISHING PREVAILING WAGE RATES FOR CONSTRUCTION TO BE THE SAME AS THOSE IN BUREAU COUNTY AS DETERMINED BY THE ILLINOIS DEPARTMENT OF LABOR AND ANYONE WISHING TO INSPECT THE RESOLUTION MAY DO SO AT THE DISTRICT OFFICE AT 999 NORTH STRONG AVENUE, SPRING VALLEY, ILLINOIS, BETWEEN THE HOURS OF 8:00 A.M. AND 3:00 P.M., MONDAY THROUGH FRIDAY.

Secretary, Board of Education
Spring Valley Elementary School District #99

INVITATION TO BID

**INSTRUCTIONS TO BIDDERS
AND SPECIFICATIONS FOR
SNOW REMOVAL SERVICES**

FOR

**SPRING VALLEY ELEMENTARY DISTRICT 99
999 NORTH STRONG AVE
SPRING VALLEY, IL 61362**

**DEADLINE FOR SUBMISSION OF BIDS AND PUBLIC BID OPENING:
FRIDAY, AUGUST 4, 2023
1:00 P.M.**

**LEGAL NOTICE
ADVERTISEMENT FOR BIDS
SNOW REMOVAL SERVICES**

The Board of Education of Spring Valley Elementary District 99 is accepting the submission of sealed bids for SNOW REMOVAL SERVICES for the 2023-2024 and 2024-25 seasons. Bids for services include all district property at Kennedy School in Spring Valley.

All specifications, necessary forms, and instructions for bidders are available at the Superintendent's Office, Spring Valley Elementary District 99, 999 North Strong Ave, Spring Valley, IL 61362, or by calling 815-664-4242 between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday.

Sealed bids shall be marked "Snow Removal Services" and must arrive by mail or in person at the Superintendent's Office by 1:00 p.m. on Friday, August 4, 2023. All bids will be publicly opened at that time, and later presented to the Board of Education for approval.

The Board of Education of Spring Valley Elementary District 99 reserves the sole right to waive any and all informalities on the bidding and reserves the right to reject any or all bids, or any part thereof.

Board of Education
Spring Valley Elementary District 99
Bureau County, Illinois 61362

by: _____
James M. Hermes, Superintendent

INSTRUCTIONS TO BIDDERS

1. All bids submitted are final and must be in a sealed envelope labeled “SNOW REMOVAL SERVICES.”
2. The absolute deadline for submission of sealed bids is 1:00 p.m. on Friday, August 4, 2023. All bids will be publicly opened at that time, and later presented to the Board of Education for approval.
3. Sealed bids should be delivered by mail or in person to the Superintendent’s Office, Spring Valley Elementary District 99, 999 North Strong Ave, Spring Valley, Illinois 61362 between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday by the specified deadline.
4. Sealed bids must be submitted on the enclosed Bid Submission Form. In addition to proof of liability insurance, equipment inventory, and a minimum of two references, additional documentation may be provided by the bidder as needed or desired.
5. Sealed bids must be submitted for both the 2023-24 and 2024-25 snow removal seasons, and are on an “hourly” basis for each property.
6. Sealed bids must include snow removal of all district property at Kennedy School. Site visits are strongly recommended to ensure the bidder has a full and complete understanding of the removal required, per the specifications listed below.
7. All bidders are to provide proof of liability insurance in the minimum amount of \$1,000,000.
8. Bids will be evaluated on a number of criteria, including references, responsibility, and cost, as determined by the Board of Education of Spring Valley Elementary District 99.
9. The Board of Education of Spring Valley Elementary District 99 reserves the sole right to waive any and all informalities on the bidding and reserves the right to reject any or all bids, or any part thereof.

SPECIFICATIONS

The following specifications are required to fulfill the contract:

1. Snow removal will take place following any snow accumulation that causes unsafe driving, drop-off, pick-up and parking conditions.
2. Additional snow removal for special circumstances or events will be completed at the request of the administration.
3. Snow removal on the District property will include the parking lots, and roadways at JFK. Sidewalks are not to be plowed.
4. When at all possible snow removal at both sites needs to take place prior to 7:45 A.M. Monday – Saturday.
5. The contractor will inform the superintendent or designee of any snow removal needs or concerns beyond the scope of the contract.
6. The company selected by the Board of Education to provide snow removal services shall provide the district with a Certificate of Liability Insurance for \$1,000,000 within two (2) weeks of the selection date. Failure to provide the necessary certificate shall result in voiding the agreement with the contractor.
7. All employees must be U.S. citizen and have a current State of Illinois driver’s license.

**FORM OF CONTRACT
SNOW REMOVAL SERVICES
SPRING VALLEY ELEMENTARY DISTRICT 99**

This Snow Removal Services Contract is made and entered into as of the 16th day of August, 2023 between the Board of Education of Spring Valley Elementary District 99 (Board) and _____ (Contractor). Both parties hereby agree to the following:

1. Contractor shall provide all labor, equipment, and materials necessary to perform snow removal on an as needed basis and at the locations specified and agreed upon, per the specifications attached in the bid documents.
2. This 2-year contract extension shall commence at the beginning of the 2025-26 Snow Removal season, and shall terminate at the conclusion of the 2026-27 Snow Removal season. Either party may elect to terminate this contract in writing prior to the end of the original term.
3. Contractor agrees to indemnify Spring Valley Elementary District 99 from any liability for injuries any employees of the Contractor, any third persons and any property damage incurred by Contractor or Board, during the performance of the duties relating to the Snow Removal services provided for herein. In the event this Agreement is terminated by the Board, Contractor shall be paid for all services properly rendered or performed to the effective date of such termination.
4. The Board shall pay an hourly rate the Contractor the sum of \$_____ for each snow removal performed at John F. Kennedy School during the term of this contract.
5. Any Equipment required for assistance in snow removal will be charged at an additional hourly rate.
6. Pending fuel cost increases, a fuel surcharge may be submitted. Per last year's contract, an adjustment will be done each month to coincide with the average monthly increase in the U.S. Department of Labor, Bureau of Statistics.
7. Payment for said services shall be made to the Contractor upon services rendered and paid by the Board after the third Wednesday of each month. Billing shall be sent to Spring Valley Elementary District 99, 999 North Strong Ave, Spring Valley, IL 61362.
8. The parties herein agree that Contractor is performing the services under this Agreement as an independent contractor and is not deemed to be an employee of the Board. The Contractor shall be responsible for providing worker's compensation coverage and any other coverage required by law for Contractor's employees.
9. This Agreement sets forth the entire understanding of the parties with respect to the subject matter hereof and supercedes any and all prior bids, agreements, arrangements or understandings relating to the subject matter of this Agreement.

In witness thereof, the Parties have hereto executed this Agreement as of the day and year above.

CONTRACTOR:

By: _____ Date: _____

SPRING VALLEY ELEMENTARY DISTRICT 99 BOARD OF EDUCATION:

By: _____ Date: _____

By: _____ Date: _____

**BID SUBMISSION FORM
SNOW REMOVAL SERVICES
SPRING VALLEY ELEMENTARY DISTRICT 99**

All bids are to be submitted on this form. Additional documentation may be provided by the bidder as needed or desired.

Understanding of Legal Requirements for Bidding

By submission of the bid, each bidder certifies, and in the case of a joint bid each party thereto certifies as to his own organization, that in connection with the bid:

- A. The prices in the bid have been arrived at independently, without consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other bidder or with any competitor;
- B. Unless otherwise required by law, the prices which have been quoted in the bid have not knowingly been disclosed by the bidder, prior to opening, directly or indirectly to any other bidder or to any competitor; and,
- C. No attempt has been made or will be made by the bidder to induce any other person or firm to submit or not to submit a bid for the purpose of restricting competition.

Each person signing the bid shall certify that:

- A. He/she is the person in the bidder's organization responsible within that organization for the decision as to the prices being bid and that he has not participated, and will not participate, in any action contrary to A, B, or C above; or,
- B. He/she is not the person in the bidder's organization responsible within that organization for the decision as to the prices being bid but that he has been authorized to act as agent for the persons responsible for such decision in certifying that such persons have not participated, and will not participate, in any action contrary to A, B, or C above, and as their agent shall also certify that he/she has not participated, and will not participate, in any action contrary to A, B, or C above.

Inventory of Equipment

Bidders are required to submit any and all equipment that will be used for snow removal services for Spring Valley Elementary District 99. **List these items below:**

References

Bidders are required to submit at least two references of similar services provided to other school districts, organizations, or businesses in the area. List these references below:

Name: _____

Address: _____

Contact Person: _____

Phone Number: _____

Name: _____

Address: _____

Contact Person: _____

Phone Number: _____

Bid Amounts

I/we hereby submit the following bid for each location in Spring Valley Elementary District 99, in full understanding and compliance with the specifications listed in the bid documents:

John F. Kennedy School

Hourly Rate Bid Per Snow Removal for the **2023-24 Season:** _____ **2024-25 Season:** _____

Agreement and Understanding

I/We hereby agree to commence services under this contract and to essentially complete any and all services and work according to the district’s requirements for this bid.

I/We agrees to indemnify Spring Valley Elementary District 99 from any liability for injuries any employees of the Contractor, any third persons and any property damage incurred by Contractor or Board, during the performance of the duties relating to the snow removal services provided for herein. In the event this Agreement is terminated by the Board, Contractor shall be paid for all services properly rendered or performed to the effective date of such termination.

I/We understand that bids will be evaluated on a number of criteria, including references, responsibility, and cost, as determined by the Board of Education of Spring Valley Elementary District 99. I/we further understand that the Board of Education of Spring Valley Elementary District 99 reserves the sole right to waive any and all informalities on the bidding and reserves the right to reject any or all bids, or any part thereof.

Company Name/Phone #

Signature

Print Name/ Title

Address