



# **Community Consolidated School District 46**

**Board of Education Meeting  
Wednesday, May 5, 2021  
Frederick School**

**6:30 P.M.**

# Agenda

**TENTATIVE AGENDA  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46  
BOARD OF EDUCATION MEETING  
WEDNESDAY, MAY 5, 2021 - 6:30 P.M.  
FREDERICK SCHOOL, 595 FREDERICK RD., GRAYSLAKE, IL**

- **CALL TO ORDER AND ROLL CALL**
- **ESTABLISHMENT OF QUORUM**
- **PLEDGE OF ALLEGIANCE**
- **APPROVAL OF AGENDA**
- **PUBLIC COMMENTS-** *Thank you for attending the meeting of the Board of Education. You are reminded that these meetings are held in public but are not public meetings. You are welcome to address the Board during "Public Comment". You are asked to limit your remarks to fewer than three minutes. Guidelines for Public Comment are available at each meeting, along with the current agenda. Contact information for Board members and schools is listed at the end of this agenda.*
- **BOARD REPORTS**
- **SUPERINTENDENT REPORT**
- **COMMITTEE REPORTS**
  - **Community Engagement Committee**
- **CONSENT AGENDA -** *Approval of routine, procedural, informational and/or self-explanatory items. Can include discussion of individual items on the consent agenda. Board members may motion to remove items from the consent agenda to the full agenda for individual attention.*
  - **Motion to approve the Consent Agenda items including:**
  - **April 21, 2021 Regular Meeting Minutes as presented**
  - **April 21, 2021 Closed Session Meeting Minutes as presented**
  - **Personnel Report as presented**
  - **Exception Report as presented**
  - **Accounts Payable as presented**
  - **ISBE Consolidated District Plan**
- **ACTION ITEMS -** *These agenda items will be voted on by the Board at this meeting.*
  - **Motion to approve the 21-22 Board of Education Meeting Calendar**
  - **Motion to approve a School Treasurer's Bond From Liberty Mutual**
  - **Motion to rescind the per diem contract for Christopher Wildman, Assistant Superintendent of Finance**
  - **Motion to approve the amended contract for Christopher Wildman, Assistant Superintendent of Finance**

- **UNFINISHED BUSINESS** - *These are unresolved issues that were previously brought before the Board. The items will be discussed but no action will be taken at this meeting.*
- **NEW BUSINESS** - *These are new issues for the Board to discuss. No action will be taken at this meeting.*
  - Discussion of Request for Proposal (RFP) for Contracted Night Cleaning
  - Discussion of a Resolution for Fully Funded Education
  - Discussion of Board Support for Grayslake Pride Parade
- **TOPICS FOR FUTURE AGENDA ITEMS**
- **PUBLIC COMMENTS**
- **CLOSED SESSION** – Open Meetings Act 5 ILCS 120/2(c)(1) *“The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity”; and/or 5 ILCS 120/2(c)(2) “Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.”*
- **ADJOURNMENT**

<u>Board Members</u>		<u>Schools</u>	
Jim Weidman, President	847-223-3540 x5669	Avon School	847-223-3530
Stephen Mack, Vice-President	847-223-3540 x5679	District Office	847-223-3650
Kristy Braden, Secretary	847-223-3540 x5664	Frederick School	847-543-5300
Jason Lacroix, Member	847-223-3540 x5678	Grayslake Middle School	847-223-3680
Tamika Nash, Member	847-223-3540 x5618	Meadowview School	847-223-3656
Kristy Miller, Member	847-223-3540 x5691	Park Campus	847-201-7010
Michelle Anderson, Member	847-223-3540 x5648	Prairieview School	847-543-4230
		Woodview School	847-223-3668

### Board Agreements

The District web site address is [www.d46.org](http://www.d46.org)

Reports:

Board Members  
Superintendent  
Committees

# Consent Agenda

- Minutes
- Personnel Report
- Exception Report
- Accounts Payable
- ISBE Consolidated District Plan

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46**  
**BOARD OF EDUCATION MEETING**  
**APRIL 21, 2021**

<b><i>Call To Order and Roll Call</i></b>	<p>The Regular Board of Education Meeting of the Community Consolidated School District 46, Lake County, Illinois was held at Frederick School, located at 595 Frederick Rd., Grayslake, IL on <b>April 21, 2021</b></p> <p>President Weidman called the meeting to order at <b>6:32 p.m.</b>  <b>Members Present:</b> Jim Weidman, Stephen Mack, Kristy Braden, Jason Lacroix, Kristy Miller, Tamika Nash, and Steven Strack.  <b>Members absent: None.</b>  <b>Also Present:</b> Assistant Superintendent, Paul Louis.</p> <p>Superintendent, Dr. Lynn Glickman participated remotely.</p>
<b><i>Establishment of Quorum</i></b>	<b>Quorum was established.</b>
<b><i>Pledge of Allegiance</i></b>	Pledge of Allegiance took place at this time.
<b><i>Approval of Agenda</i></b>	<p>President Weidman requested a motion for the approval of the <b>April 21, 2021</b> Board Meeting Agenda as presented.  Motedioned by Mack and seconded by Nash for the approval of the agenda as presented.  <b>Yeas:</b> Miller, Strack, Mack, Weidman, Braden, Lacroix, and Nash.  <b>Nays:</b> None.  <b>Motion carried.</b></p>
<b><i>Public Comment</i></b>	None.
<b><i>Board Member Reports</i></b>	<p>Mrs. Kristy Braden asked the Board to reach out to our state legislators to ask them to advocate for fully funded education.</p> <p>Mrs. Kristy Miller and Mr. Stephen Mack were asked to write a case study for the National Covid 19 Outdoor Learning Initiative. Mrs. Miller thanked Mr. Paul Louis for all of his hard work on creating the summer school programs.</p>
<b><i>Superintendent Report</i></b>	Dr. Lynn Glickman shared her positive experiences when visiting schools the first week of full-time Onsite Learning. Dr. Glickman thanked all of the district administrative assistants and wished

	<p>them a Happy Administrative Professionals Day! Plans are underway for 8th-grade graduation. The ceremony will take place outdoors in the stadium at Grayslake North High School. The date will be Sunday, June 6th with a rain date of Sunday, June 13th. Registration for the 2021-22 school year is now open for continuing and new families. More information will be shared in the upcoming months regarding the 2021-22 school year.</p>
<b>Committee Reports</b>	<p>Community Engagement Committee- Mrs. Kristy Miller shared that seeds are available at GMS. She also thanked the volunteers that came out to spread mulch in the gardens at Woodview.</p> <p>Equity &amp; Inclusion Committee- The committee met on Monday, April 19th. They viewed the Strategic Plan Draft through an equity lens. A Board member from PFLAG joined the meeting to talk about this year's first Pride Parade in Grayslake. Mrs. Braden asked if the Board would consider a resolution recognizing June as Pride Month.</p>
<b>Consent Agenda</b>	<p>President Weidman requested a motion for the approval of the consent agenda including the personnel addendum as follows:</p> <ul style="list-style-type: none"> <li>•Minutes from the following meetings: <ul style="list-style-type: none"> <li>•March 31, 2021 Special Meeting</li> <li>•April 7, 2021 Regular Meeting</li> <li>•April 7, 2021 Closed Session Meeting</li> <li>•April 14, 2021 Special Meeting</li> </ul> </li> <li>•Personnel Report</li> <li>•FOIA Review</li> <li>•Exception Report as presented</li> <li>•Accounts Payable as presented</li> <li>•March 2021 – Treasurer Report</li> <li>•March 2021 – Student Activity Treasurer Report</li> <li>•March 2021 – Imprest Treasurer Report</li> <li>•March 2021 – Flex Treasurer Report</li> <li>•March 2021 – Budget Report Expenses</li> <li>•March 2021 – Budget Report Revenues</li> <li>•March 2021 – Expenditure Multi-Year Variance Report</li> <li>•March 2021 – Revenue Multi-Year Variance Report</li> <li>•March 2021 – Expense by Object</li> <li>•March 2021 – Student Activity – Monthly Activity</li> </ul> <p>Motioned by Lacroix and seconded by Nash for the approval of the consent agenda including the personnel addendum as</p>



	<p>presented.</p> <p><b>Yeas:</b> Braden, Nash, Lacroix, Strack, Miller, Mack, and Weidman.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p>
<b>Action Items</b>	<p>President Weidman requested a motion for the approval of Pre-K Tuition and Transportation.</p> <p>Motioned by Mack and seconded by Miller for the approval of Pre-K Tuition and Transportation.</p> <p><b>Yeas:</b> Weidman, Miller, Mack, Nash, Braden, Lacroix, and Strack.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p> <p>President Weidman requested a motion for the approval of the Resolution for Full-Day Kindergarten for 2021-22.</p> <p>Motioned by Braden and seconded by Nash for the approval of the Resolution for Full-Day Kindergarten for 2021-22.</p> <p><b>Yeas:</b> Lacroix, Braden, Strack, Miller, Mack, Weidman, and Nash.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p> <p>President Weidman requested a motion for the approval of the 2021-22 Insurance Renewal Rate for Employee Benefits.</p> <p>Motioned by Miller and seconded by Strack for the approval of the 2021-22 Insurance Renewal Rate for Employee Benefits.</p> <p><b>Yeas:</b> Strack, Mack, Braden, Lacroix, Nash, Miller, and Weidman.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p> <p>President Weidman requested a motion for the approval of the Resolution Authorizing Intervention in Proceedings before the State Property Tax Appeal Board (PTAB).</p> <p>Motioned by Weidman and seconded by Lacroix for the approval of the Resolution Authorizing Intervention in Proceedings before the State Property Tax Appeal Board (PTAB).</p> <p><b>Yeas:</b> Mack, Braden, Strack, Miller, Lacroix, Weidman, and Nash.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p> <p>President Weidman requested a motion for the approval of Chris Wildman, Assistant Superintendent of Finance, as the School Treasurer.</p>

	<p>Motioned by Mack and seconded by Braden for the approval of Chris Wildman, Assistant Superintendent of Finance, as the School Treasurer.</p> <p><b>Yeas:</b> Mack, Braden, Strack, Miller, Lacroix, Weidman, and Nash.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p> <p>President Weidman requested a motion for the approval of the License Agreement for use of District 127 Properties for District 46 Events.</p> <p>Motioned by Nash and seconded by Miller for the approval of the License Agreement for use of District 127 Properties for District 46 Events.</p> <p><b>Yeas:</b> Mack, Braden, Strack, Miller, Lacroix, Weidman, and Nash</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p>
<b>Recognition of Board Members Leaving Office</b>	<p>This Board having no further business, President Weidman requested a motion for the approval to adjourn <i>sine die</i>.</p> <p>Motioned by Lacroix and seconded by Braden to adjourn <i>sine die</i>.</p> <p><b>Yeas:</b> Nash, Miller, Strack, Braden, Mack, Weidman, and Lacroix.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p> <p>•Short recess/refreshments</p>
<b>Oath of Office for New Board Members</b>	<p>Michelle Anderson, Jim Weidman, Jason Lacroix, Stephen Mack, and Tamika Nash took the Oath of Office.</p>
<b>Board Reorganization</b>	<p>Motioned by Mack and seconded by Lacroix for the approval of Jim Weidman as President Pro Tem.</p> <p><b>Yeas:</b> Braden, Miller, Anderson, Mack, Nash, Weidman, and Lacroix.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p>
<b>Call To Order and Roll Call</b>	<p>President Pro Tem Weidman called the meeting to order at 7:20 p.m.</p> <p><b>Members Present:</b> Jim Weidman, Stephen Mack, Kristy Braden, Michelle Anderson, Jason Lacroix, Kristy Miller, and Tamika Nash.</p> <p><b>Members absent:</b> None.</p>

<b><i>Nominations for President</i></b>	<p>Motioned by Mack and seconded by Lacroix for the approval of Jim Weidman as the Board President.</p> <p><b>Yeas:</b> Braden, Miller, Anderson, Mack, Nash, Weidman, and Lacroix.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p>
<b><i>Nominations for Vice President,</i></b>	<p>Motioned by Weidman and seconded by Nash for the approval of Stephen Mack as the Board Vice President.</p> <p><b>Yeas:</b> Braden, Miller, Anderson, Mack, Nash, Weidman, and Lacroix.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p>
<b><i>Nominations for Secretary</i></b>	<p>Motioned by Weidman and seconded by Miller for the approval of Kristy Braden as the Board Secretary.</p> <p><b>Yeas:</b> Braden, Miller, Anderson, Mack, Nash, Weidman, and Lacroix.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p>
<b><i>Unfinished Business</i></b>	None.
<b><i>New Business</i></b>	<p><b>21-22 Board of Education Meeting Calendar-</b> Annually the Board of Education approves the Board's meeting dates and locations. The Board reviewed the calendar and was asked to submit any changes to Dr. Glickman. The Board Meeting Calendar will be approved on the May 5th agenda.</p>
<b><i>Topics for Future Agenda Items</i></b>	<ul style="list-style-type: none"> <li>•Approval of the 2021-22 Board Calendar</li> <li>•Strategic Plan Draft Presentation</li> <li>•Update on the Superintendent's Professional Development</li> <li>•RFP for Night Cleaning</li> <li>•A Resolution regarding School Funding</li> <li>•A Resolution Recognizing June as Pride Month</li> </ul>
<b><i>Public Comment</i></b>	None.
<b><i>Closed Session</i></b>	<p>President Weidman requested a motion to enter into closed session. Motioned by Miller and seconded by Nash for the adjournment of open session and enter into closed session at 7:34 p.m. in accordance with the <b>Open Meetings Act 5 ILCS 120/2(c)(1)</b> "The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the</p>

	<p><i>public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity”; and/or 5 ILCS 120/2(c)(2) “Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.”</i></p> <p><b>Yeas:</b> Weidman, Braden, Anderson, Lacroix, Nash, Mack, and Miller.</p> <p><b>Nays:</b> None.</p> <p><b>Motion carried.</b></p>
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Jim Weidman, Board President

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Kristy Braden, Board Secretary

## **COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46**

### **PERSONNEL REPORT**

#### **For the May 5, 2021 Board Meeting**

##### **New Hire**

**Elizabeth McGowan** - has been hired as a Lunchroom Supervisor at Grayslake Middle School for the remainder of the 2020-2021 school year. She will be working 3 hours a day at \$12 an hour. Elizabeth started April 12, 2021.

**Jennifer Ballard** - has been hired as the Operations & Maintenance Administrative Assistant at the District Office. Jennifer has been hired at a 8/DISCL for an hourly rate \$23.84. Jennifer's will start May 10, 2021.

##### **2021-2022 School Year - New Hires**

**Taylor Relle** - has been hired as a Teacher for the MILE K-4 Program at Meadowview. Taylor has been hired at a 4/BA for a tentative contract amount of \$40,310\*. Taylor will start August 17, 2021.

**Emily Russo** - has been hired as a Teacher for the LINK K-4 Program at Avon. Emily has been hired at a 1/MA for a tentative contract amount of \$43,583\*. Emily will start August 17, 2021.

**Skyler Morley** - has been hired as a Special Education Resource Teacher at Avon. Skyler has been hired at a 1/BA for a tentative contract amount of \$38,547\*. Skyler will start August 17, 2021.

\* The contract amounts are guaranteed as a minimum and will increase accordingly once salary negotiations have been completed for the 2021-2022 school year.

##### **2021-2022 School Year - Change of Positions**

**Sarah Poterek** - current 1st Grade Teacher at Avon, is voluntarily moving to be a 3rd Grade Teacher at Avon.

**Jason White** - current 6th Grade Teacher at Frederick, is voluntarily moving to be a Physical Education Teacher at Meadowview and Woodview effective for the 2021-2022 school year.

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46**  
**PERSONNEL REPORT ADDENDUM**  
**For the May 5, 2021 Board Meeting**

**Change of Positions**

**Clayton Stockman** - Night Custodian/Driver for the District, is voluntarily moving to be the Day Custodian/Driver for the District effective 05/17/2021.

**Ryan Michiels** - Custodian at Grayslake Middle School, is voluntarily moving to be the Night Custodian/Driver for the District effective 05/17/2021.

**Resignation**

**Samantha Karnuth** - 3rd Grade Teacher at Park East, has submitted her letter of resignation, effective the end of the 2020-2021 school year.

**2021-2022 School Year - New Hire**

**Natasha Morales** - has been hired as a Early Childhood Education Teacher at Prairieview. Natasha has been hired at a 8/BA for a tentative contract amount of \$44,916\*. Natasha will start August 17, 2021.

\* The contract amounts are guaranteed as a minimum and will increase accordingly once salary negotiations have been completed for the 2021-2022 school year.

**2021-2022 School Year - Change of Position**

**Diana Guajardo** - current Bilingual Teacher at Frederick School, is voluntarily moving to be a Kindergarten Bilingual Teacher at Woodview effective for the 2021-2022 school year.

WORKSHEET: 1 HOURLY

NAME KEY		EMPLOYEE NAME								PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS	WRKD
BLDG	LOC	TYPE	PAY	ACCOUNT	NUMBER											
SU	90	SUB	SUB	10E010	1110 1220 64 000000					110.0000	24		3.00	330.00		3.00
SU	90	SUB	SUB	10E010	1110 1220 64 000000					110.0000	24		0.50	55.00		0.50
SU	990	SUB	SUB	10E010	1110 1220 64 000000					205.0000	24		4.00	820.00		4.00
SU	990	SUB	SUB	10E010	1110 1220 64 000000					110.0000	24		4.00	440.00		4.00
SU	90	SUB	SUB	10E010	1110 1220 64 000000					110.0000	24		1.00	110.00		1.00
SU	90	SUB	SUB	10E010	1110 1220 64 000000					110.0000	24		1.50	165.00		1.50
MS	40	TMP	HRLY	10E010	2560 1290 69 000000					12.0000	24		30.00	360.00		30.00
DO	10	TMP	HRFL	10E010	2520 1150 67 000000					40.0000	24		23.00	920.00		23.00
SU	990	SUB	SUB	10E010	1110 1220 64 000000					110.0000	24		3.00	330.00		3.00
SU	990	SUB	SUB	10E010	1110 1220 64 000000					110.0000	24		3.00	330.00		3.00
DO	10	TMP	HRLY	10E010	2510 1110 67 000000					750.0000	24		5.00	3,750.00		5.00
SU	990	SUB	SUB	10E010	1110 1220 64 000000					110.0000	20		1.00	110.00		1.00

Page Totals:	79.00	7,720.00	79.00
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Report Totals:	79.00	7,720.00	79.00
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Number of Records Processed : 12

Number of Records with Pay: 12

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

WORKSHEET: 2 CUSTODIAL

NAME KEY		EMPLOYEE NAME															
BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER				PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS		HOURS WKED			
AV	30	OM24	OVT2	20E010	2540	1390	71 000000		37.1100	24	16.00	593.76			16.00		
PC	20	OM24	OVT2	20E010	2540	1390	71 000000		21.9000	24	8.00	175.20			8.00		
MS	40	OM24	OVT2	20E010	2540	1390	71 000000		30.4100	24	8.00	243.28			8.00		
WV	50	OM24	OVT2	20E010	2540	1390	71 000000		32.9100	24	8.00	263.28			8.00		
FS	80	OM24	OVT2	20E010	2540	1390	71 000000		25.8900	24	16.00	414.24			16.00		
MS	40	OM24	OVT2	20E010	2540	1390	71 000000		19.7000	24	4.50	88.65			4.50		
MV	60	OM24	OVT2	20E010	2540	1390	71 000000		26.5400	24	16.00	424.64			16.00		

Page Totals: 76.50 2,203.05 76.50

Report Totals: 76.50 2,203.05 76.50

Number of Records Processed : 7

Number of Records with Pay: 7

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



WORKSHEET: 6 EXTRA DUTY PAY

BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER	PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS WRKD
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PE 30 TCH24 XDTY 10E010 2210 1220 34 330500

18.1400 24	2.50	45.35
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Page Totals:		2.50	45.35	0.00
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Report Totals:	2.50	45.35	0.00
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Number of Records Processed : 1

Number of Records with Pay: 1

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

## WORKSHEET: 9 INTERNAL SUBBING

NAME KEY		EMPLOYEE NAME																	
BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER				PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS					HOURS	WKD	
MV	60	PA20	DOCK	10E060	1200	1140	56	000000	-16.5400	24	2.50	-41.35							
MV	60	PA20	ISSB	10E010	1110	1220	64	000000	26.2300	24	2.50	65.58					2.50		
Employee Totals:											5.00	24.23					2.50		
FS	80	PA20	DOCK	10E080	1800	1140	58	000000	-14.9100	24	1.00	-14.91							
FS	80	PA20	ISSB	10E010	1110	1220	64	000000	26.2300	24	1.00	26.23					1.00		
Employee Totals:											2.00	11.32					1.00		
PV	20	PA24	DOCK	10E020	1110	1140	52	000000	-14.9100	24	5.20	-77.53							
PV	20	PA24	ISSB	10E010	1110	1220	64	000000	26.2300	24	5.20	136.40					5.20		
Employee Totals:											10.40	58.87					5.20		
PE	100	PA24	DOCK	10E090	1200	1140	59	000000	-17.9200	24	0.50	-8.96							
PE	100	PA24	ISSB	10E010	1110	1220	64	000000	26.2300	24	0.50	13.12					0.50		
Employee Totals:											1.00	4.16					0.50		
AV	30	PA20	DOCK	10E030	1110	1140	53	000000	-15.5900	24	12.00	-187.08							
AV	30	PA20	ISSB	10E010	1110	1220	64	000000	26.2300	24	12.00	314.76					12.00		
Employee Totals:											24.00	127.68					12.00		
MV	60	PA24	DOCK	10E060	1250	1140	56	000000	-18.2500	24	2.50	-45.63							
MV	60	PA24	ISSB	10E010	1110	1220	64	000000	26.2300	24	2.50	65.58					2.50		
Employee Totals:											5.00	19.95					2.50		
FS	80	PA20	DOCKD	10E080	1200	1140	58	000000	-15.2900	24	2.67	-40.82							
FS	80	PA20	ISSB	10E010	1110	1220	64	000000	26.2300	24	2.67	70.03					2.67		
Employee Totals:											5.34	29.21					2.67		
AV	30	PA20	DOCK	10E010	1110	1140	43	430000	-16.2200	24	14.00	-227.08							
AV	30	PA20	ISSB	10E010	1110	1220	64	000000	26.2300	24	14.00	367.22					14.00		
Employee Totals:											28.00	140.14					14.00		

Page Totals:

80.74 415.56

40.37

## WORKSHEET: 9 INTERNAL SUBBING

NAME KEY		EMPLOYEE NAME							PERCENT	AMOUNT	FREQ	FACTOR/HRS	TOTALS	HOURS	WKD
BLDG	LOC	TYPE	PAY	ACCOUNT NUMBER											
AV	30	PA24	DOCK	10E030	1800	1140	53	000000		-14.7200	24	12.20	-179.58		
AV	30	PA24	ISSB	10E010	1110	1220	64	000000		26.2300	24	12.20	320.01		12.20
Employee Totals:												24.40	140.43		12.20
AV	30	PA20	DOCKD	10E030	1800	1140	53	000000		-15.2900	24	24.33	-372.01		
AV	30	PA20	ISSB	10E010	1110	1220	64	000000		26.2300	24	24.33	638.18		24.33
Employee Totals:												48.66	266.17		24.33
MS	40	PA20	DOCK	10E040	1200	1140	54	000000		-15.0700	24	7.50	-113.03		
MS	40	PA20	ISSB	10E010	1110	1220	64	000000		26.2300	24	7.50	196.73		7.50
Employee Totals:												15.00	83.70		7.50
PE	100	PA20	DOCK	10E100	1200	1140	60	000000		-15.2800	24	0.75	-11.46		
PE	100	PA20	ISSB	10E010	1110	1220	64	000000		26.2300	24	0.75	19.67		0.75
Employee Totals:												1.50	8.21		0.75
PV	20	PA24	DOCK	10E020	1110	1140	52	000000		-19.3600	24	7.50	-145.20		
PV	20	PA24	ISSB	10E010	1110	1220	64	000000		26.2300	24	7.50	196.73		7.50
Employee Totals:												15.00	51.53		7.50
PV	20	PA20	DOCK	10E020	1250	1140	52	000000		-15.0700	24	8.50	-128.10		
PV	20	PA20	ISSB	10E010	1110	1220	64	000000		26.2300	24	8.50	222.96		8.50
Employee Totals:												17.00	94.86		8.50
PV	20	PA24	DOCKD	10E010	1110	1140	43	430000		-19.3600	24	0.55	-10.65		
PV	20	PA24	ISSB	10E010	1110	1220	64	000000		26.2300	24	0.55	14.43		0.55
Employee Totals:												1.10	3.78		0.55

Page Totals:	122.66	648.68	61.33
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Report Totals:	203.40	1,064.24	101.70
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Number of Records Processed : 30

Number of Records with Pay: 30

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

Need to provide the check number(s) (Dates: 05/06/21 - 05/06/21)

VENDOR	INVOICE DESCRIPTION	ACCOUNT NUMBER	INVOICE NUMBER	CHECK NUMBER	CHECK DATE	BATCH AMOUNT	BATCH NUMBER	TOTAL
Air Cleaning Special	District Filters	20E010 2540 4100 21 000000	187220	1671358	05/06/2021	2,742.90	AP2105	
Alarm Detection Syst	Service Call due to power surge	20E010 2540 3100 21 000000	SI-546035	1671359	05/06/2021	1,619.91	AP2105	
American Outfitters,	O&M Uniforms for New Hire	20E010 2540 4100 21 000000	318812	1671360	05/06/2021	75.00	AP2105	
Arbor Management, In	Meals served the month of March	10E010 2560 3100 19 000000	032235	1671361	05/06/2021	91,945.82	AP2105	
Assured Healthcare,	Contracted Nurse	10E010 2130 3100 15 000000	16104	1671362	05/06/2021	1,326.67	AP2105	
Assured Healthcare,	Contracted Nurse	10E010 2130 3100 15 000000	16137	1671362	05/06/2021	1,150.69	AP2105	
Bertram, Heidi	Student Reimbursement	10R000 1611 0000 00 000000	210426	1671363	05/06/2021	57.90	AP2105	
Call One	Telephone Service	20E010 2540 3400 16 000000	398808	1671364	05/06/2021	597.19	AP2105	
Camelot Therapeutic	Outplaced Tuition	10E010 1912 6700 15 000000	111892	1671365	05/06/2021	6,406.92	AP2105	
Chain O Lakes Transp	Outplaced Transportation	40E010 2550 3310 20 351000	4904	1671366	05/06/2021	13,450.00	AP2105	
Chain O Lakes Transp	Outplaced Transportation	40E010 2550 3310 20 351000	4929	1671366	05/06/2021	11,330.00	AP2105	
CHG Alternative Educ	Outplaced Tuition	10E010 1912 6700 15 000000	1511949	1671367	05/06/2021	6,762.86	AP2105	
Chicago Metropolitan	Maintenance & Monitoring - FS	20E010 2540 3100 21 000000	357341	1671368	05/06/2021	75.00	AP2105	
Chicago Metropolitan	Maintenance & Monitoring - GMS	20E010 2540 3100 21 000000	357343	1671368	05/06/2021	75.00	AP2105	
Chicago Metropolitan	Maintenance & Monitoring - MV	20E010 2540 3100 21 000000	357239	1671368	05/06/2021	75.00	AP2105	
Chicago Metropolitan	Maintenance & Monitoring - WV	20E010 2540 3100 21 000000	357240	1671368	05/06/2021	75.00	AP2105	
Chicago Metropolitan	Maintenance & Monitoring - AV	20E010 2540 3100 21 000000	357342	1671368	05/06/2021	75.00	AP2105	
Comcast	Internet Service	20E010 2540 3400 16 000000	120383679	1671369	05/06/2021	8,937.94	AP2105	
Constellation Energy	Electric Bill - WV	20E050 2540 4660 21 000000	1972472170	1671370	05/06/2021	2,426.26	AP2105	
Constellation Energy	Electric Bill - PC	20E100 2540 4660 21 000000	1925792700	1671370	05/06/2021	10,230.25	AP2105	
Constellation Energy	Electric Bill - DO	20E010 2540 4660 21 000000	1972474010	1671370	05/06/2021	425.97	AP2105	
Constellation Energy	Electric Bill - MV	20E060 2540 4660 21 000000	1972460200	1671370	05/06/2021	3,598.00	AP2105	
Constellation Energy	Electric Bill - AV	20E030 2540 4660 21 000000	1972477890	1671370	05/06/2021	4,781.85	AP2105	
Constellation NewEne	Gas Bill - MULTI	20E040 2540 4650 21 000000	3142350	1671371	05/06/2021	6,778.16	AP2105	
Constellation NewEne	Gas Bill - MULTI	20E050 2540 4650 21 000000	3142350	1671371	05/06/2021	3,030.11	AP2105	
Constellation NewEne	Gas Bill - MULTI	20E060 2540 4650 21 000000	3142350	1671371	05/06/2021	3,296.96	AP2105	
Constellation NewEne	Gas Bill - MULTI	20E080 2540 4650 21 000000	3142350	1671371	05/06/2021	3,585.44	AP2105	
Constellation NewEne	Gas Bill - MULTI	20E070 2540 4650 21 000000	3142350	1671371	05/06/2021	170.00	AP2105	
Constellation NewEne	Gas Bill - AV&PV	20E020 2540 4650 21 000000	3154676	1671371	05/06/2021	2,559.53	AP2105	
Constellation NewEne	Gas Bill - AV&PV	20E030 2540 4650 21 000000	3154676	1671371	05/06/2021	1,995.79	AP2105	
Dena Denny Physical	Outplaced Physical Therapy	10E010 2130 3100 48 462000	1573	1671372	05/06/2021	2,042.50	AP2105	
Dena Denny Physical	Outplaced Physical Therapy	10E010 2130 3100 48 462000	1567	1671372	05/06/2021	1,952.50	AP2105	
DuPage Federation on	Virtual and/or Face-to-Face Interpreting Svcs	10E010 1800 3100 13 000000	6769	1671373	05/06/2021	151.26	AP2105	
E2 SERVICES TECHNOLO	Firewall Modification-Contingency	10E010 1110 4100 40 499801	21627	1671374	05/06/2021	600.00	AP2105	

VENDOR	INVOICE DESCRIPTION	ACCOUNT NUMBER	INVOICE NUMBER	CHECK NUMBER	CHECK DATE	BATCH AMOUNT	BATCH NUMBER	TOTAL
Educational Leadersh	Strategic Planning Facilitation	10E010 2310 3100 11 000000	111	1671375	05/06/2021	5,450.00	AP2105	
Grainger	Fuses for GMS	20E010 2540 4100 21 000000	9869904327	1671376	05/06/2021	77.25	AP2105	
Grower Equipment	Switch Interlock	20E010 2540 4100 21 000000	22531	1671377	05/06/2021	49.57	AP2105	
Grower Equipment	Misc Supplies - WV	20E010 2540 4100 21 000000	RO-2143	1671377	05/06/2021	322.98	AP2105	
Home Depot - Pro Ins	Consumables	20E010 2540 4100 21 000000	609770110	1671378	05/06/2021	4,167.10	AP2105	
Home Depot - Pro Ins	Consumables	20E010 2540 4100 21 000000	609770128	1671378	05/06/2021	563.10	AP2105	
Home Depot - Pro Ins	Consumables	20E010 2540 4100 21 000000	611409921	1671378	05/06/2021	835.50	AP2105	
Home Depot Credit Se	Misc Supplies - WV	20E010 2540 4100 21 000000	210427	1671379	05/06/2021	91.93	AP2105	
Illinois Office of t	Manchester - Air Tank Cert & State Inspection Fees	20E010 2540 4100 21 000000	9644332	1671380	05/06/2021	95.00	AP2105	
Isaacs, Lori	Staff Mileage Reimbursement	10E010 2130 3320 15 000000	210416	1671381	05/06/2021	37.97	AP2105	
Johnson Controls, In	Service Agreement	20E010 2540 3100 21 000000	1-10228887	1671382	05/06/2021	5,333.26	AP2105	
Kriha Boucek	Legal Fees	10E010 2310 3180 13 000000	2097	1671383	05/06/2021	2,470.00	AP2105	
Krug-NorthWest Elect	Supplies - O&M	20E010 2540 3100 21 000000	36544-47	1671384	05/06/2021	523.90	AP2105	
Lake County Regional	Background Checks (16)	10E010 2640 3100 18 000000	321100011	1671385	05/06/2021	130.00	AP2105	
Metro Prep	Outplaced Tuition	10E010 1912 6700 15 000000	MP 65366	1671386	05/06/2021	14,146.80	AP2105	
North American Corpo	Supplies - O&M	20E010 2540 4100 21 000000	B260826	1671388	05/06/2021	193.65	AP2105	
Northwest Evaluation	MAP License Renewal	10E010 2230 3100 14 000000	51675	1671387	05/06/2021	41,562.50	AP2105	
Oconomowoc Developme	Outplaced Tuition	10E010 1912 6700 15 000000	514951-A	1671389	05/06/2021	3,150.94	AP2105	
Office Depot	Supplies - Curriculum Dept	10E010 1110 4100 43 430021	1665979920	1671390	05/06/2021	34.99	AP2105	
Office Depot	Supplies - Curriculum Dept	10E010 2330 4100 14 000000	1691306011	1671390	05/06/2021	20.59	AP2105	
Office Depot	Supplies - Curriculum Dept	10E010 2330 4100 14 000000	1666003290	1671390	05/06/2021	29.43	AP2105	
Office Depot	Supplies - Bilingual Dept	10E010 1800 4100 34 330500	1617822200	1671390	05/06/2021	52.69	AP2105	
Office Depot	Supplies - Bilingual Dept	10E010 2210 4100 34 330500	1604392680	1671390	05/06/2021	19.99	AP2105	
Pro-ed	Resource Supplies	10E010 1200 4100 48 462000	2878342	1671391	05/06/2021	31.90	AP2105	
ProvenIT	Copier Service	10E020 2570 3250 02 000000	790812	1671392	05/06/2021	204.92	AP2105	
ProvenIT	Copier Service	10E030 2570 3250 03 000000	790812	1671392	05/06/2021	69.61	AP2105	
ProvenIT	Copier Service	10E040 2570 3250 04 000000	790812	1671392	05/06/2021	83.79	AP2105	
ProvenIT	Copier Service	10E050 2570 3250 05 000000	790812	1671392	05/06/2021	67.54	AP2105	
ProvenIT	Copier Service	10E060 2570 3250 06 000000	790812	1671392	05/06/2021	67.80	AP2105	
ProvenIT	Copier Service	10E080 2570 3250 08 000000	790812	1671392	05/06/2021	103.35	AP2105	
ProvenIT	Copier Service	10E100 2570 3250 10 000000	790812	1671392	05/06/2021	81.38	AP2105	
RICOH USA INC.	Copier Service	10E010 2570 3250 13 000000	8003743524	1671393	05/06/2021	7,500.83	AP2105	
Riggs Therapy & Reh	Outplaced Therapy	10E010 3700 3100 48 462000	2021-015	1671394	05/06/2021	1,500.00	AP2105	
Riggs Therapy & Reh	Outplaced Therapy	10E010 3700 3100 48 462000	2021-014	1671394	05/06/2021	1,500.00	AP2105	
RJB Properties	March Janitorial Serices	20E010 2540 3220 21 000000	D-46-106	1671395	05/06/2021	33,246.95	AP2105	
RJB Properties	March Janitorial Serices	20E010 2540 3100 21 032020	D-46-106	1671395	05/06/2021	6,660.00	AP2105	
Smithereen Pest Mana	Service - AV	20E010 2540 3100 21 000000	2432343	1671396	05/06/2021	46.00	AP2105	

VENDOR	INVOICE	ACCOUNT				INVOICE	CHECK CHECK		BATCH		TOTAL
	DESCRIPTION	NUMBER				NUMBER	NUMBER	DATE	AMOUNT	NUMBER	
Smithereen Pest Mana	Service - PC	20E010	2540	3100	21 000000	2417765	1671396	05/06/2021	165.00	AP2105	
Smithereen Pest Mana	Service - MV	20E010	2540	3100	21 000000	2432344	1671396	05/06/2021	46.00	AP2105	
Smithereen Pest Mana	Service - GMS	20E010	2540	3100	21 000000	2432351	1671396	05/06/2021	42.00	AP2105	
Smithereen Pest Mana	Service - FS	20E010	2540	3100	21 000000	2432352	1671396	05/06/2021	42.00	AP2105	
Smithereen Pest Mana	Service - DO	20E010	2540	3100	21 000000	2432353	1671396	05/06/2021	28.00	AP2105	
Smithereen Pest Mana	Service - WV	20E010	2540	3100	21 000000	2432357	1671396	05/06/2021	42.00	AP2105	
Smithereen Pest Mana	Service - PV	20E010	2540	3100	21 000000	2432358	1671396	05/06/2021	48.00	AP2105	
Smithereen Pest Mana	Service - ISC	20E010	2540	3100	21 000000	2435119	1671396	05/06/2021	40.00	AP2105	
Smithereen Pest Mana	Service - PC	20E010	2540	3100	21 000000	2432360	1671396	05/06/2021	46.00	AP2105	
Soliant Health	Outplaced Therapy	10E010	2150	3100	15 000000	20130417	1671397	05/06/2021	289.28	AP2105	
Soliant Health	Outplaced Therapy	10E010	1200	3100	15 000000	20130989	1671397	05/06/2021	4,605.81	AP2105	
Soliant Health	Outplaced Therapy	10E010	1200	3100	15 000000	20134485	1671397	05/06/2021	3,601.38	AP2105	
Soliant Health	Outplaced Therapy	10E010	2150	3100	15 000000	20134485	1671397	05/06/2021	371.93	AP2105	
Special Edu. Dist. O	FY21 Itinerant 3rd QTR (JAN-MAR)	10E010	4220	6700	15 000000	2021-04-16	1671398	05/06/2021	11,260.97	AP2105	
Special Edu. Dist. O	2020-21 Contractual Billing	10E010	2150	3100	15 000000	21CONTR.4	1671398	05/06/2021	2,082.00	AP2105	
Special Edu. Dist. O	Nurses On Bus	10E010	4220	6700	15 000000	2021-04-14	1671398	05/06/2021	920.43	AP2105	
Spectrum Center, Inc	Outplaced Tuition	40E010	2550	3310	20 351000	3403528	1671399	05/06/2021	4,331.09	AP2105	
Spectrum Center, Inc	Outplaced Tuition	40E010	2550	3310	20 351000	3403526	1671399	05/06/2021	6,877.52	AP2105	
Spectrum Center, Inc	Outplaced Tuition	40E010	2550	3310	20 351000	3403527	1671399	05/06/2021	4,331.09	AP2105	
Spectrum Center, Inc	Outplaced Tuition	40E010	2550	3310	20 351000	3403525	1671399	05/06/2021	6,877.52	AP2105	
Superior Refrigerati	Ice Machine & Fridge at GMS	20E010	2540	3100	21 000000	88698-701	1671400	05/06/2021	975.00	AP2105	
Technology Resource	Chromebook Repair	10E010	2660	3100	16 000000	32671	1671401	05/06/2021	1,550.00	AP2105	
Thermosystems Afterm	Supplies - AV wall unit	20E010	2540	4100	21 000000	0088308	1671402	05/06/2021	461.61	AP2105	
Thinking Maps, Inc.	Thinking Maps Materials for AV & PV	10E010	2210	4100	43 430021	INV0059986	1671403	05/06/2021	13,038.00	AP2105	
Uline	Supplies - Bilingual Dept	10E010	3000	4100	47 490921	132027191	1671404	05/06/2021	110.03	AP2105	
Village Of Grayslake	Semi-Annual Elevator Inspection - FS	20E010	2540	3100	21 000000	21-0021819	1671405	05/06/2021	129.68	AP2105	
Village Of Grayslake	Village Water Bill - DO	20E010	2540	3700	21 000000	210401D	1671405	05/06/2021	16.54	AP2105	
Village Of Grayslake	Village Water Bill - ISC	20E070	2540	3700	21 000000	210401B	1671405	05/06/2021	49.62	AP2105	
Village Of Grayslake	Village Water Bill - GMS	20E040	2540	3700	21 000000	210401C	1671405	05/06/2021	330.80	AP2105	
Village Of Grayslake	Village Water Bill - FS	20E080	2540	3700	21 000000	210401	1671405	05/06/2021	380.42	AP2105	
Village Of Grayslake	Village Water Bill - MV	20E060	2540	3700	21 000000	210401A	1671405	05/06/2021	314.26	AP2105	
Village Of Hainesvil	Water & Sewer - PV	20E020	2540	3700	21 000000	04152021	1671406	05/06/2021	69.28	AP2105	
Village of Round Lak	Water Bill - PC	20E100	2540	3700	21 000000	03092021	1671407	05/06/2021	1,271.18	AP2105	
Waste Management	Service - AV	20E010	2540	3210	21 000000	6827996-20	1671408	05/06/2021	724.90	AP2105	
WEX Bank	Fuel	20E010	2540	4640	21 000000	70958739	1671409	05/06/2021	1,510.18	AP2105	
William H. Sadlier I	Progress Math Materials for	10E010	1110	4200	14 000000	INV84561	1671410	05/06/2021	11,312.13	AP2105	

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Community Consolidated SD 46

04/28/21

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05.21.02.00.00

Need to provide the check number(s) (Dates: 05/06/21 - 05/06/21)

2:09 PM

<u>VENDOR</u>	<u>INVOICE</u> <u>DESCRIPTION</u>	<u>ACCOUNT</u> <u>NUMBER</u>	<u>INVOICE</u> <u>NUMBER</u>	<u>CHECK CHECK</u> <u>NUMBER DATE</u>	<u>BATCH</u> <u>AMOUNT NUMBER</u>	<u>TOTAL</u>
	Summer School Programs					

Totals for checks

403,218.24

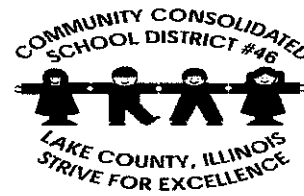
FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	Education Fund	0.00	57.90	239,798.20	239,856.10
20	Operations/Maintenance Fund	0.00	0.00	116,164.92	116,164.92
40	Transportation Fund	0.00	0.00	47,197.22	47,197.22
***	Fund Summary Totals ***	0.00	57.90	403,160.34	403,218.24

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



# Community Consolidated School District 46



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565 Frederick Road • Grayslake • Illinois • 60030 (847) 223-3650 FAX (847) 223-3695

**To:** CCSD 46 Board of Education, Dr. Lynn Glickman

**From:** Stephanie Diaz, Heather Lorenzo, Paul Louis, Linda Mizwicki, Chris Vipond, Amanda Woodruff, Barbara Zarras

**Date:** May 5, 2021

**Memo:** ISBE Consolidated District Plan for FY22

## **Background**

The Illinois State Board of Education (ISBE), with respect to federal grants, has implemented the Consolidated District Plan for FY22 meant to consolidate and streamline the federal grant application and management process to reduce the burden on grantees and support holistic service to students.

The grants CCSD 46 receives that are impacted by the Consolidated District Plan include:

- Title I, Part A - Improving Basic Programs
- Title II, Part A - Preparing, Training and Recruiting High-Quality Teachers, Principals, and other School Leaders
- Title III - Language Instruction Education Program
- Title III - Immigrant Education
- Title IV, Part A - Student Support and Academic Enrichment
- IDEA, Part B Flow-Through
- IDEA, Part B Preschool

Per ISBE, all district administrators that oversee the programs included in the federal grants listed above must work together to prepare and submit the Consolidated District Plan. Districts are to use this opportunity to coordinate across offices and increase the communication on the prioritizing goals and how those are funded.

Prior to submitting the Consolidated District Plan to ISBE for approval, each district's Board of Education must approve the plan.

The Consolidated District Plan is attached to this memo for your review.

We certainly welcome your questions.

Community Consolidated School District 46 will provide an educational environment that maximizes the potential of ALL students to be prepared for life's opportunities while developing a lasting appreciation for learning.

**Administrative Considerations**

It is understood that all district administrators that oversee the programs in the federal grants listed above must work together to prepare and submit the Consolidated District Plan. Districts are to use this opportunity to coordinate across offices and increase the communication on prioritizing goals and how those are funded. The Consolidated District Plan must also be completed, approved by the Board of Education and approved by the Illinois State Board of Education before the District can apply for any of the above grant funds for FY 22.

**Recommendation**

Approval of the FY22 Consolidated District Plan is recommended.

**BOARD RECOMMENDATION**

**BE IT RESOLVED:** The CCSD 46 Board of Education approves the Consolidated District Plan as presented.

## Close Printer Friendly Page

**Applicant:** GRAYSLAKE CCSD 46**County:** Lake**Consolidated District Plan** ▼**Application:** 2021-2022 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 22-CDP-00-34-049-0460-04**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 2022** Title I, Part A - Improving Basic Programs**Included** Title I, Part A - School Improvement Part 1003(a)**Programs:** Title I, Part D - Delinquent

Title I, Part D - Neglected

Title I, Part D - State Neglected/Delinquent

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

Title III - Language Instruction Educational Program (LIEP)

Title III - Immigrant Student Education Program (ISEP)

Title IV, Part A - Student Support and Academic Enrichment

Title V, Part B - Rural and Low Income Schools

IDEA, Part B - Flow-Through

IDEA, Part B - Preschool

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](#)

Adult Education and Family Literacy Act

**DUE DATE:** District plans must be submitted to the Illinois State Board of Education and approved before any FY 2022 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 2019-2020 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** ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

**ABBREVIATIONS:** IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

[Close Printer Friendly Page](#)

Applicant: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan ▾

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 22-CDP-00-34-049-0460-04

**Contact Information****Instructions****1. Contact Information for Person Completing This Form**

Last Name\*

First Name\*

Middle  
Initial

Woodruff

Amanda

Phone\*

Email\*

847 986

2899

woodruff.amanda@d46.org

**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)CCSD 46 strives to create an environment of inclusion and equity for all students, teachers and other beneficiaries with special needs. The district has a Diversity/Equity Committee to help address the needs of all stakeholders in terms of gender, race, national origin, color, disability, or age. All students and teachers are eligible for consideration for any and all programs based on identified requirements. This includes programs/services such as Reading Services, EL/Bilingual programming, Special Education Services, etc. Department leaders meet monthly to determine strengths and gaps and create plans to meet the needs of all learners. Additionally, the district gathers information from a Needs Assessment Survey and uses that data to drive instructional planning through professional development. All CCSD 46 staff will continue to participate in curriculum development, leading toward common scope and sequence documents and expectations for all subject areas. After this work, staff continues to develop appropriate assessment practices to monitor all student success toward consistent curricular expectations. All staff will continue to be involved in data analysis and appropriate intervention and extension opportunities. All of this is for all students and staff regardless of gender, race, national origin, color, disability, or age.

**3. General Completion Instructions**

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

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

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

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

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

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

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

\*Required field, applicable for all funding sources

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**Applicant:** GRAYSLAKE CCSD 46

**County:** Lake

Consolidated District Plan

**Application:** 2021-2022 Consolidated District Plan - 00

**Cycle:** Original Application

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**Project Number:** 22-CDP-00-34-049-0460-04

## 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:** GRAYSLAKE CCSD 46**County:** Lake**Consolidated District Plan** ▼**Application:** 2021-2022 Consolidated District Plan - 00**Cycle:** Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)**Project Number:** 22-CDP-00-34-049-0460-04**Coordinated and Aligned Funding****Instructions****1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2021-2022.\* [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(a)
  - 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

**2. Describe how the LEA will align federal resources, including but not limited to the programs listed above, 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)

In CCSD 46 funding will be spent on students and staff in such a manner to insure that they are moving toward proficiency and achievement of academic standards. Supplies and activities supported by the programs listed above will go above and beyond what local resources provide for students and staff. District staff will have monthly meetings to ensure cohesive and consistent use of district and grant funds. Regular conversations about supplanting vs. supplementing will continue to determine the appropriate and best use of these federal funds. Using district data from 5Essentials, and School and District Report Card Data, the district will foster meaningful articulation between the various departments (ex. EL, Special Ed., Curriculum, etc) in order to guarantee the needs of all students are met.

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

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**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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Applicant: GRAYSLAKE CCSD 46

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Consolidated District Plan ▾

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Project Number: 22-CDP-00-34-049-0460-04

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  - Title I, Part D - State Neglected/Delinquent
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**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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Applicant: GRAYSLAKE CCSD 46

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Consolidated District Plan

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Project Number: 22-CDP-00-34-049-0460-04

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

Instructions

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

A. School and/or district report card(s)

B. Five Essentials Survey

C. Student achievement data (disaggregated by student groups)

D. Current recruitment and retention efforts and effectiveness data

E. Professional development plan(s)

F. School improvement plan(s)

G. ESSA site based expenditure data

H. ED School Climate Survey (EDSCLS)

I. CDC School Health Index

J. National School Climate Center

K. ASCD School Improvement Tool

L. Illinois Quality Framework and Supporting Rubric

M. Other

List and describe other instruments and/or processes that were used in the needs assessment.District created needs assessment (via Google Forms)

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

Based on our needs assessment money will be used for professional development opportunities to improve teacher quality which will impact student achievement. Professional development will be used for Thinking Maps Write From the Beginning and Beyond (WFBB), to support learning loss and to support social-emotional learning. Additionally collaborative release time for teachers to work together to analyze student data and address the needs of students and subgroups. A Title I specific Instructional Coach will also be paid for out of this grant to meet the needs of teachers and learners.

B. Title I, Part A - School Improvement Part 1003(a)

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.

Based on the needs assessment, the district will use summer collaborative work time as well as use substitutes (during the regular school year) to provide collaborative release time for teachers to work on curriculum development, SEL integration, assessment writing, technology integration, best instructional practices and Thinking Maps. Title II will also be used to help provide professional development on Assessment Literacy, Standards Based Grading, differentiated instruction, and writing instruction.

G. Title III - LIEP

Based on the needs assessment, the district will use this grant to fund a summer school called Adelante that invites students from PreK-8th grade. Other aspects of this grant include professional development, and funding our Bilingual Parent Advisory Committee (BPAC). We will offer at least 4 events during the academic school year that will include but are not limited to presenters, Meeting the EL team, ACCESS informational night, literacy night, and parent-professional development.

H. Title III - ISEP

Based on the needs assessment, the district will use this grant to fund and continue the implementation of a One Way Dual Language program in all buildings. The program will span Preschool through seventh grade during the 2021-2022 school year. The program will build and roll up each year in each building. The other aspect of this grant will focus on the Teacher of Record EL program. Teacher of Record ELA/ELD program will be continued in each school building for the 2021-2022 school year. Funding for this grant will also be used on curriculum, instruction, professional development such as Literacy Squared and GLAD, newcomer curriculum, and newcomer kits.

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.

Based on the needs assessment, the district will use the money for money will be used to provide teachers access to training for technology integration and academic enrichment opportunities.

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

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

The district personnel worked tirelessly to provide quality instruction and services to students mostly in the remote setting and more recently in the onsite setting. This included multiple technology instructional developments and practices. While we increased access to technology resources we are only starting this process as a special education department. Much more work in aligning practice across district schools and grade bands. Additionally, we will be strengthening the district assessment tools for both screening and progress monitoring. We will be looking to enhance current technology and update other instructional resources.

L. IDEA, Part B - Preschool

The district personnel worked tirelessly to provide quality instruction and services to students mostly in the remote setting and more recently in the onsite setting. This included multiple technology instructional developments and practices. While we increased access to technology resources we are only starting this process as a special education department. Much more work in aligning practice across district schools and grade bands. Additionally, we will be strengthening the district assessment tools for both screening and progress monitoring. We will be looking to enhance current technology and update other instructional resources. Professional development will be connected to blended learning classrooms.

**Legislative Requirement:**  
[1] IDEA - 23 IAC Section 1.420(q)

\*Required field, applicable for all funding sources selected

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Applicant: GRAYSLAKE CCSD 46

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Consolidated District Plan

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Project Number: 22-CDP-00-34-049-0460-04

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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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.  
CCSD 46 will support and foster a climate of collaboration and effective communication with all community stakeholders.

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

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

## Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and ISEP
- 8 = Title IV, Part A - Student Support and Academic Enrichment

**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)

The district created, reviewed and updated this ESSA plan in consultation with the following stakeholders:

Barbara Zarras (Principal - Avon Center Elementary School)  
Linda Mizwicki (Special Education Coordinator)  
Paul Louis (Assistant Superintendent for Teaching, Learning & Assessment)  
Stephanie Diaz (Director of EL)  
Amanda Woodruff (Teaching & Learning Coordinator, Title II Coordinator)  
Lynn Gillickman (Superintendent)  
Chris Wildman (Assistant Superintendent for Finance)  
Jen Kasmer (Teacher, parent, community member)  
Chris Wolk (HR Director, parent, community member)  
Shirlean Thomson (Reading Specialist - Avon Center Elementary)  
Claudia Diaz (Paraprofessional, parent, community member)  
Heather Lorenzo (Director of Pupil Services, parent, community member)  
Chris Vipond (Director of Technology)

Meetings were held virtually throughout April 2021 to develop the consolidated plan on and will be scheduled quarterly thereafter submission of plan.

Meetings were held to review and update the Title I plan on:

September 22, 2017, November 16, 2017, January 19, 2018, March 5, 2018 and May 7, 2018, May 11, 2017, May 15, 2017, and May 17, 2017,  
The Board of Education approved this plan on: May 24, 2017

Other stakeholder meetings include:  
Public forums  
Parent forums (including BPAC and parent universities)

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

The district created, reviewed and updated this ESSA plan in consultation with the following stakeholders:  
Barbara Zarras (Title I Coordinator, Principal - Avon Center Elementary School)  
Wendy Chiswick (Assistant Director of Pupil Services)  
Paul Louis (Assistant Superintendent for Teaching, Learning & Assessment)  
Stephanie Diaz (Director of EL)  
Amanda Woodruff (Teaching & Learning Coordinator, Title II Coordinator)  
Lynn Slickman (Superintendent)  
John Herrin (CSBO)  
Jon Kasner (Teacher, parent, community member)  
Chris Weik (HR Director, parent, community member)  
Shirleen Thompson (Reading Specialist - Avon Center Elementary)  
Claudio Diaz (Paraprofessional, parent, community member)  
Heather Lorenzo (Director of Pupil Services, parent, community member)  
Joe Nowak (Director of Technology)

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September 22, 2017, November 16, 2017, January 19, 2018, March 5, 2018 and May 7, 2018, May 11, 2017, May 15, 2017, and May 17, 2017.  
The Board of Education approved this plan on: May 24, 2017

Other stakeholder meetings include:  
Quarterly meetings with Local Government Officials  
Meetings with local community college  
Public forums  
Parent forums (including BPAC and parent universities)

### 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]

The district is developing a parent advisory council to inform, educate and collaborate with our LEA plans. We schedule Title I information nights, host BPAC (EL) nights, host Parent/Family Universities and Timely and Meaningful Consultation (TMC) meetings for Special Ed., as well as proportionate share meetings with local private schools for Title II, III, IV and Special Ed services. Information is posted on our Title I website regarding the compacts, policies, and Title I information. Each school has a Parent/Family Involvement Policy. These policies can be found on the district Title I website: <https://sites.google.com/a/d46.org/title-1/home/parent-notifications> Each policy focuses on what students, parents, and teachers will do to work together in development of the LEA plans in order to meet the needs of each child. The policies outline everything that the schools will do to keep families informed and active participants. Every school also sends home a Family Information Exchange form to help meet the needs of all children. The district also has 2 parent-teacher conference every year (Fall and Spring) for parents and teachers to collaborate together for each child's growth and development. Parents/guardians are also involved in annual reviews and individual educational decision making meetings for students with IEPs.

Besides parent teacher conferences and BPAC meetings, CCSD 46 meets the needs of EL parents and immigrant families through a program called GAIN (Growing Authentic Individual Networks). This program offers experiences in and outside of school for Bilingual parents and their children with a special focus on newcomers. Some of the events include a special parent orientation, touring a Community College (CLC), attending theatrical performance. Many classes and opportunities are shared with parents throughout the year and upon request. Many of the highlighted topics are: Career courses, English and a Second Language Courses, obtaining a GED, and the Work Keys test.

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

The district has initiated a parent advisory council to inform, educate and collaborate with our LEA plans. We schedule Title I information nights, host BPAC (EL) nights, host Parent/Family Universities and Timely and Meaningful Consultation (TMC) meetings for Special Ed., as well as proportionate share meetings with local private schools for Title II, III, IV and Special Ed services. Information is posted on our Title I website regarding the compacts, policies, and Title I information. Each school has a Parent/Family Involvement Policy. These policies can be found on the district Title I website: <https://sites.google.com/a/d46.org/title-1/home/parent-notifications> Each policy focuses on what students, parents, and teachers will do to work together in development of the LEA plans in order to meet the needs of each child. The policies outline everything that the schools will do to keep families informed and active participants. Every school also sends home a Family Information Exchange form to help meet the needs of all children. The district also has 2 parent-teacher conference every year (Fall and Spring) for parents and teachers to collaborate together for each child's growth and development. Parents/guardians are also involved in annual reviews and individual educational decision making meetings for students with IEPs.

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

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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The district has initiated a parent advisory council to inform, educate and collaborate with our LEA plans. We schedule Title I information nights, host BPAC (EL) nights, host Parent/Family Universities and Timely and Meaningful Consultation (TMC) meetings for Special Ed., as well as proportionate share meetings with local private schools for Title II, III, IV and Special Ed services. Information is posted on our Title I website regarding the compacts, policies, and Title I information. Each school has a Parent/Family Involvement Policy. These policies can be found on the district Title I website: <https://sites.google.com/a/d46.org/title-1/home/parent-notifications> Each policy focuses on what students, parents, and teachers will do to work together in development of the LEA plans in order to meet the needs of each child. The policies outline everything that the schools will do to keep families informed and active participants. Every school also sends home a Family Information Exchange form to help meet the needs of all children. The district also has 2 parent-teacher conference every year (Fall and Spring) for parents and teachers to collaborate together for each child's growth and development. Parents/guardians are also involved in annual reviews and individual educational decision making meetings for students with IEPs. Additionally each school holds yearly Back to School nights, reading, math and/or STEAM nights, family wellness nights, and PTO/PTF sponsored events to engage families in the educational process.

Besides parent teacher conferences and BPAC meetings, CCSD 46 meets the needs of EL parents and immigrant families through a program called GAIN (Growing Authentic Individual Networks). This program offers experiences in and outside of school for Bilingual parents and their children with a special focus on newcomers. Some of the events include a special parent orientation, touring a Community College (CLC), attending theatrical performance. Many classes and opportunities are shared with parents throughout the year and upon request. Many of the highlighted topics are: Career courses, English and a Second Language Courses, obtaining a GED, and the Work Keys test.

#### 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





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Consolidated District Plan

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Private School Participation

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

Private School Name	Consultation Date		School Closing
	Titles I, II, IV		
Westlake Christian Academy			
St Gilbert			

Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload – NOTE: READ BEFORE IMPORTING link** below.

Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions

Nonpublic School Consultation Form

Browse...    No file selected.

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Applicant: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan \*

Application: 2021-2022 Consolidated District Plan - 00

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Cycle: Original Application

Click to Return to Application Select

Project Number: 22-CDP-00-34-049-0460-04

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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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.  
D46 has just completed our Strategic Planning process. The results of this work will be presented at a May, 2021 school board meeting for final approval. One of the 6 long term goals that hte district has identified is the following:  
  
Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.  
  
The proposed goal of strengthening curriculum and instructional practices and equity closely aligns with the goals above.

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

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

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

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

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

The district Early Childhood Assessment Team (ECAT) both attend transition meetings from birth-3 programming and gather data and input from families at that transition point. Annual Special Education meetings (IEP and other instructional decision making meetings) are held with the educational team and families (parents/guardians). Our district program holds monthly screenings to identify students that may qualify for at risk programming or the need for a full independent case study. The district hosts a Kindergarten information meeting day. At this meeting, representatives from each elementary building are available to meet with parents, discuss what Kindergarten is like and answer any questions or concerns the parents may have about the transition to Kindergarten. Kindergarten staff attend IEP meetings for students transitioning to their building from the Early Childhood program. Early Childhood students with a second language at home are screened for the EL program. The Early Childhood program hosts parent involvement activities. Early Childhood teams work regularly to align academic/developmental goals with the data collected during instruction.

Response from the approved prior year Consolidated District Plan.

The district Early Childhood Assessment Team (ECAT) both attend transition meetings from birth-3 programming and gather data and input from families at that transition point. Annual Special Education meetings (IEP and other instructional decision making meetings) are held with the educational team and families (parents/guardians). Our district program holds monthly screenings to identify students that may qualify for at risk programming or the need for a full independent case study. The district hosts a Kindergarten information meeting day. At this meeting, representatives from each elementary building are available to meet with parents, discuss what Kindergarten is like and answer any questions or concerns the parents may have about the transition to Kindergarten. Kindergarten staff attend IEP meetings for students transitioning to their building from the Early Childhood program. Early Childhood students with a second language at home are screened for the EL program. The Early Childhood program hosts parent involvement activities. Early Childhood teams work regularly to align academic/developmental goals with the data collected during instruction.

**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

# Consolidated District Plan

SESSION  
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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

Private School Name	Consultation Date	School Closing
	Titles I, II, IV	
Westlake Christian Academy	04/22/2021	
St Gilbert	04/20/2021	

## Title Programming Nonpublic Consultation

In addition to private schools within the district boundaries, ESEA also requires timely and meaningful consultation with private schools outside the boundaries of the district if students are known to attend them. Those schools can be added by selecting Create Additional Entries. For each school listed, provide the date of consultation for Titles I, II, IV. If a school has closed, select that option under School Closing. Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For each nonpublic school enrolling public school students from within the district, submit a signed copy of the Nonpublic School Consultation Participation Form (blank form linked below). Forms may be uploaded separately or may be combined into a single scanned PDF document as one upload.

For detailed instructions on how to upload and for naming conventions for uploaded files, **click on the link to Title Funding Upload – NOTE: READ BEFORE IMPORTING link** below.

[Title Funding Upload - NOTE: READ BEFORE IMPORTING - Data Import Instructions](#)  
[Consultation Form](#)

[Nonpublic School](#)

Browse... No file selected.

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Applicant: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

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Project Number: 22-CDP-00-34-049-0460-04

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

Instructions

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

**ISBE Goals:**

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

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

**District Goal(s):**

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

D46 has just completed our Strategic Planning process. The results of this work will be presented at a May, 2021 school board meeting for final approval. One of the 6 long term goals that hte district has identified is the following:

Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.

This goal matches closely with the IBE Learning Conditions goal in that we will be reviewing all of our curricular materials and instructional practices with an Equity and Social Emotional Lens.

**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)

The District follows the Illinois Learning Standards to meet the academic needs of all of our students. The district has developed scope and sequences for all grade levels across all curricular areas. Priority standards have been identified and common assessments and unit plans have been developed. Revisions to unit plans and assessments are made on an as needed basis. Our scope and sequence documents are available for community review at <https://docs.google.com/presentation/d/12VWagrQYzFT1VQMwBwqWIALLSbjvvnkddc1HTE03M/edit>

The District is implementing a one-way dual program in two buildings based on student demographics. All buildings have a TPI program or a part-time TBE program to support the needs of our second language learners. Beginning in the 21-22 school year, every elementary building will have at least a Kindergarten one-way dual language program in Spanish.

Special education services are provided in the least restrictive environment based on student needs.

Students in District 46 participate in Art, Music, PE, Band/Choir during the school day.

Technology is integrated into our daily instruction. The District has gone 1:1 in grades K-8.

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

The District follows the Illinois Learning Standards to meet the academic needs of all of our students. The district has developed scope and sequences for all grade levels across all curricular areas. Priority standards have been identified and common assessments and unit plans have been developed. Revisions to unit plans and assessments are made on an as needed basis.

The District is implementing a one-way dual program in two buildings based on student demographics. All buildings have a TPI program or a part-time TBE program to support the needs of our second language learners.

Special education services are provided in the least restrictive environment based on student needs.

Students in District 46 participate in Art, Music, PE, Band/Choir during the school day.

Technology is integrated into our daily instruction. The District has gone 1:1 in grades 3-8. The District is exploring additional technology for grades K-2.

**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 schools regularly have data meetings to review school wide data along with data for identified students to determine their progress and continued needs. Each school in the district has a School Improvement Team (SIP) that meets regularly to determine professional development needs, climate and improvement goals.

Each school has data review teams to analyze data and use that data to make decisions about instruction and school improvement. This data includes MAP data typically three times a year, IAR/ISA data, ACCESS data, additional screener data, District Benchmark assessments, running records, Common Formative Assessments by buildings, SIP data, and progress monitoring data.

The Leadership team uses the building and district data to guide school improvement and instruction. Sub-group data is analyzed. Qualifications for extra support are available to all students who require them. Teachers and administrators are collaboratively involved in the process to develop the identification criteria. Some of this criteria includes looking at students below the 25% on MAP or not showing proficiency on IAR/ISA/ACCESS.

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

The schools regularly have data meetings to review school wide data along with data for identified students to determine their progress and continued needs. Each school in the district has a School Improvement Team (SIP) that meets regularly to determine professional development needs, climate and improvement goals.

Each school has data review teams to analyze data and use that data to make decisions about instruction and school improvement. This data includes MAP data three times a year, IAR/ISA data, ACCESS data, additional screener data, District Benchmark assessments, running records, Common Formative Assessments by buildings, SIP data, and progress monitoring data.

The Leadership team uses the building and district data to guide school improvement and instruction.

Teachers and administrators are collaboratively involved in the process to develop the identification criteria. Some of this criteria includes looking at students below the 25% on MAP or not showing proficiency on IAR/ISA/ACCESS.

**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)

The district utilizes the RLI/MTSS process using a tiered level of support through identified criteria. Students are progress monitored and instruction is adjusted to meet their needs. Each building's problem solving team meets regularly to review student data, progress and next steps. Collaboration with parents is included in the process as appropriate.

Our district instructional coaches help teachers with instructional practices to meet the needs of all students. We have reading specialists in every building and math specialists in buildings with identified needs. We also have opportunities after school and during the summer to provide additional support to students.

We provide Special Education and EL supports and services to identified students.

We provide feedback to students through the use of formative assessments. This data also helps teachers plan the most effective instruction to meet the needs of students.

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

The district utilizes the RLI/MTSS process using a tiered level of support through identified criteria. Students are progress monitored and instruction is adjusted to meet their needs. Each building's problem solving team meets regularly to review student data, progress and next steps. Collaboration with parents is included in the process as appropriate.

Our district instructional coaches help teachers with instructional practices to meet the needs of all students. We have reading specialists in every building and math specialists in buildings with identified needs. We also have opportunities after school and during the summer to provide additional support to students.

We provide Special Education and EL supports and services to identified students.

We provide feedback to students through the use of formative assessments. This data also helps teachers plan the most effective instruction to meet the needs of students.

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

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

Each building has an instructional coach along with reading specialists, EL staff and Special Education resource teachers intended to strengthen instruction and improve student academic progress. The district has also identified math specialists and a writing specialist to work with teachers to strengthen instruction and improve academic progress. They attend weekly PLC meetings and collaborate with teams to offer input and suggestions. An EL Coach was added to support all EL/Bilingual staff along with regular education teachers to improve the language acquisition strategies and instruction. A Behavior Specialist was added to support all staff and students in the use of appropriate behavior strategies. We have a Social Worker and psychologist available at every building. We have a common scope and sequence to focus on priority standards that align to common assessments. Our instructional coaches model best practices, assist teachers in planning engaging experiences for students and continue to encourage higher rigor in the classroom. Two additional District Initiatives the instructional coaches continue support are engagement structures and Thinking Maps (as a measure and model of thinking and a model for writing instruction). A robust assessment system allows staff to constantly use data to drive instruction.

District utilizes 5 Essentials data to help school staff identify needs to improve school conditions for student learning. From this data school improvement goals are identified and implemented.

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

Each building has an instructional coach along with reading specialists, EL staff and Special Education resource teachers intended to strengthen instruction and improve student academic progress. The district has also identified math specialists and a writing specialist to work with teachers to strengthen instruction and improve academic progress. They attend weekly PLC meetings and collaborate with teams to offer input and suggestions. An EL Coach was added to support all EL/Bilingual staff along with regular education teachers to improve the language acquisition strategies and instruction. A Behavior Specialist was added to support all staff and students in the use of appropriate behavior strategies. We have a Social Worker and psychologist available at every building. We have a common scope and sequence to focus on priority standards that align to common assessments. Our instructional coaches model best practices, assist teachers in planning engaging experiences for students and continue to encourage higher rigor in the classroom. Two additional District initiatives the instructional coaches continue support are engagement structures and Thinking Maps (as a measure and model of thinking and a model for writing instruction). A robust assessment system allows staff to constantly use data to drive instruction.

District utilizes 5 Essentials data to help school staff identify needs to improve school conditions for student learning. From this data school improvement goals are identified and implemented.

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

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

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

([count] of 7500 maximum characters used)

All district staff are highly qualified or have the appropriate certification for their role. The district does not have any out of field teachers in the district. CCSD 46 district policy is to only employ high effective, experienced and/or in-field teachers. We utilize the Danielson Evaluation Framework for all staff to identify disparities (if any) and develop a personal improvement plan (if needed).

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

All district staff are highly qualified or have the appropriate certification for their role. The district does not have any out of field teachers in the district. CCSD 46 district policy is to only employ high effective, experienced and/or in-field teachers. We utilize the Danielson Evaluation Framework for all staff to identify disparities (if any) and develop a personal improvement plan (if needed).

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

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

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

([count] of 7500 maximum characters used)

Each of our schools has a designated learning center. The Learning center is seen as a resource for all students and staff. The learning center provides space and materials to reinforce instruction in all content areas.

A recent addition to our learning centers across the district is to develop a Maker Space area to enhance STEM experiences. These have been funded through partnership with the district foundation and district funds.

The learning center collection is always evaluated and additional resources are provided through the use of district funds, school funds, PTO/PTF funds and the Illinois Library Grant.

Each district school has at least one library/media specialist and assistant to aide in developing an effective school library program. The library and media specialists use the ISTE standards to drive the development of their program. They focus on the following:

- \* Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
- \* Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- \* Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- \* Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- \* Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- \* Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- \* Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Classroom teachers also use the technology standards to enhance their instruction.

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

Each of our schools has a designated learning center. The Learning center is seen as a resource for all students and staff. The learning center provides space and materials to reinforce instruction in all content areas.

A recent addition to our learning centers across the district is to develop a Maker Space area to enhance STEM experiences. These have been funded through partnership with the district foundation and district funds.

The learning center collection is always evaluated and additional resources are provided through the use of district funds, school funds, PTO/PTF funds and the Illinois Library Grant.

Each district school has at least one library/media specialist and assistant to aide in developing an effective school library program. The library and media specialists use the ISTE standards to drive the development of their program. They focus on the following:

- \* Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- \* Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- \* Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others
- \* Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- \* Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- \* Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- \* Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Classroom teachers also use the technology standards to enhance their instruction.

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

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

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

([count] of 7500 maximum characters used)

While CCSD 46 does not have an official gifted and talented program, we continue to meet the needs of our gifted and talented students through a variety of means. Some of these include:

- \* Our instructional coaching staff help teachers at all levels plan instruction based on all students' needs. These include differentiated instruction, assignments or experiences based on the level of the students.
- \* Teachers use pre-assessment data for flexible grouping for math and reading.
- \* Students in grades 5-8 are placed in tiered math classes based on criteria and assessment data.
- \* At times, students may be accelerated into a higher grade level including access to high school curriculum based on student needs and abilities.
- \* Students have access to enrichment time at all buildings during or after school.
- \* Each building has regularly scheduled data meetings to review external assessment data such as MAP, state required assessment data such as IAR and ACCESS, and school wide formative and summative data to determine next steps and instructional needs for students at all levels.
- \* Students have opportunities to participate in extracurricular activities such as Destination Imagination or Science Olympiad. This can lead to regional or state competitions.
- \* There is an expectation that all students develop individual growth goals based on NWEA MAP data in both reading and math. These individual growth goals include action steps for students, teachers and parents to implement.

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

While CCSD 46 does not have an official gifted and talented program, we continue to meet the needs of our gifted and talented students through a variety of means. Some of these include:

- \* Our instructional coaching staff help teachers at all levels plan instruction based on all students' needs. These include differentiated instruction, assignments or experiences based on the level of the students.
- \* Teachers use pre-assessment data for flexible grouping for math and reading.
- \* Students in grades 5-8 are placed in tiered math classes based on criteria and assessment data.
- \* At times, students may be accelerated into a higher grade level including access to high school curriculum based on student needs and abilities.
- \* Students have access to enrichment time at all buildings during or after school.
- \* Each building has regularly scheduled data meetings to review external assessment data such as MAP, state required assessment data such as IAR and ACCESS, and school wide formative and summative data to determine next steps and instructional needs for students at all levels.
- \* Students have opportunities to participate in extracurricular activities such as Destination Imagination or Science Olympiad. This can lead to regional or state competitions.
- \* There is an expectation that all students develop individual growth goals based on NWEA MAP data in both reading and math. These individual growth goals include action steps for students, teachers and parents to implement.

**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: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan \*

Application: 2021-2022 Consolidated District Plan - 00  
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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
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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.

D46 has just completed our Strategic Planning process. The results of this work will be presented at a May, 2021 school board meeting for final approval. One of the 6 long term goals that the district has identified is the following:

Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.

This goal matches closely with the ISBE Learning Conditions goal in that we will be reviewing all of our curricular materials and instructional practices with an Equity and Social Emotional Lens. While D46 is a K-8 school district, we help students see potential careers as part of our K-8 program.

**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)**

There are articulation meetings for subject areas to facilitate the transition of students to the high school district.

Our 8th grade teachers are involved in the placement process for students entering high school and meet with high school representatives to discuss individual students. High School representatives participate in IEP meetings when appropriate.

Our eighth grade students take placement exams to help identify appropriate class assignments at high school.

8th grade students also are invited to take the PSAT in order for the high school to have consistent data for all incoming freshman.

We encourage our 8th grade students and families to attend the high school freshman orientation.

Special Education and EL case managers articulate with the high school to review the individual needs of students.

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

There are articulation meetings for subject areas to facilitate the transition of students to the high school district.

Our 8th grade teachers are involved in the placement process for students entering high school and meet with high school representatives to discuss individual students. High School representatives participate in IEP meetings when appropriate.

Our eighth grade students take placement exams to help identify appropriate class assignments at high school.

8th grade students also are invited to take the PSAT in order for the high school to have consistent data for all incoming freshman.

We encourage our 8th grade students and families to attend the high school freshman orientation.

Special Education and EL case managers articulate with the high school to review the individual needs of students.

**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)**

Elementary District

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

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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Applicant: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan ▼

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 22-CDP-00-34-049-0460-04

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

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

**ISBE Goals:**

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

**District Goal(s):**

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

CCSD 46 will maximize the academic achievement of our diverse student population and provide a safe environment that fosters the social and emotional well-being of all students. CCSD 46 will analyze its organizational capacity and increase efficiency by assessing current and future curriculum resources.

For each program for which funding is anticipated for the 2021-2022 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**

Best instructional practice for reading (guided reading, conferring with students) and math, Thinking Maps (as a model of thinking and a framework for writing) and Engagement, Effective Assessment Practices to support Title I school-wide vision, Data analysis, Instructional Coaching, Social-emotional learning and supports.

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

Thinking Maps (as a model of thinking and a framework for writing) and Engagement, Effective Assessment Practices, Balanced Assessment Systems, Balanced Literacy, Social-emotional learning, MTSS, Standards Based Grading, Integrating Technology into Instruction.

**G. Title III - LIEP**

Title III LIEP Funding will focus on professional development such as literacy Squared and GLAD training. The district has different cohorts that have participated or will participate in Literacy Squared training. There are three cohorts in English and two cohorts in Spanish.

**H. Title III - ISEP**

This is the main funding source for professional development. Funds will be used for GLAD training, newcomer training, substitutes, and registration fees for EL Teachers to attend conferences and workshops at the IRC.

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

Social-emotional Learning

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

The funding will provide professional development in building instructional and social/emotional efficacy in the district educators. This will be set up as a three-year plan starting in SY22.

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

The funding will provide professional development in building instructional and social/emotional efficacy in the district educators. This will be set up as a three-year plan starting in SY22.

**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; and/or IDEA, Part B Preschool



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Applicant: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00  
Cycle: Original ApplicationPrinter-Friendly  
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Project Number: 22-CDP-00-34-049-0460-04

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements	Foster Care Transportation
<p><b>Safe and Healthy Learning Environment</b></p> <p><b>INSTRUCTIONS:</b> 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.</p> <p><b>ISBE Goals:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>District Goal(s):</b></p> <ul style="list-style-type: none"> <li>Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.</li> </ul> <p>CCSD 46 will maximize the academic achievement of our diverse student population and provide a safe environment that fosters the social and emotional well-being of all students.</p> <p><b>1. Describe the process through which the districts will:</b></p> <ol style="list-style-type: none"> <li>reduce incidences of bullying and harassment</li> <li>reduce the overuse of discipline practices that remove students from the classroom [1]</li> <li>reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below. [2]</li> </ol> <ol style="list-style-type: none"> <li>each major racial and ethnic group;</li> <li>economically disadvantaged students as compared to students who are not economically disadvantaged;</li> <li>children with disabilities as compared to children without disabilities;</li> <li>English proficiency status;</li> <li>gender; and</li> <li>migrant status.</li> </ol> <p>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. <i>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.</i></p> <p>((count) of 7500 maximum characters used)</p> <p>In order to reduce incidents of bullying and harassment, the district employs a PBIS system in all schools. Other ways the district reduces these types of incidences is through active monitoring and engagement by all adults to ensure a safe environment. For example, hallways are monitored by classroom teachers during unstructured times to support and ensure safety for all students. The district has two active committees addressing the needs of all students. We have the Anti Bullying, SEL and Diversity/Equity Committees that work to promote equity amongst students of different genders, racial and ethnic backgrounds, socioeconomic status, disability, migrant status, and English proficiency status.</p> <p>We organize and monitor data through the use of the SWIS program or other student information behavior management system in order to ensure that students are not disproportionately identified.</p> <p>To reduce the overuse of discipline practices that remove students from the classroom, the district has an established discipline policy that is applicable to all students. This information is provided to all students and families as part of the yearly student handbook as well as school district board policy. The district continues to provide training regarding discipline practices as needed. These may include annual refresher opportunities as well as when any revisions and updates are made to the policy. Additionally, District staff will continue to participate in SB100 training and will disseminate that information among the staff. Again, we organize and monitor data through the use of the SWIS program or other student information behavior management system in order to ensure that students are not disproportionately identified.</p> <p>In order to reduce the use of aversive behavioral interventions that compromise student health and safety, the district has a team of staff members in each building trained in CPI (Non Violent Crisis Prevention and Intervention). This team is recertified every two years and additional members are trained as appropriate. Additional district staff are trained to provide supports in all buildings as necessary. The district will continue to develop a systematic approach used in all buildings for consistency.</p> <p><b>Response from the prior year Consolidated District Plan.</b></p> <p>In order to reduce incidents of bullying and harassment, the district employs a PBIS system in all schools. Other ways the district reduces these types of incidences is through active monitoring and engagement by all adults to ensure a safe environment. For example, hallways are monitored by classroom teachers during unstructured times to support and ensure safety for all students. The district has two active committees addressing the needs of all students. 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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]</b></p> <p><b>(42 U.S.C. 11301 et seq.):*</b></p> <p>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. <i>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.</i></p> <p>((count) of 7500 maximum characters used)</p> <p>We have a Homeless liaison who coordinates district services for our homeless children. She establishes transportation from current living arrangements to and from school. Funds are available for materials and supplies for students in need. Backpacks and regular school supplies are provided when needed. Homeless students receive free lunch and breakfast. Any person under 18 in the community is eligible to receive free breakfast during summer school. Homeless students receive free lunch and breakfast. Registration fees are waived for homeless students. PTO/PTFs provide fees for field trips and events for students that need financial supports.</p> <p><b>Response from the prior year Consolidated District Plan.</b></p> <p>We have a Homeless liaison who coordinates district services for our homeless children. She establishes transportation from current living arrangements to and from school. Funds are available for materials and supplies for students in need. Backpacks and regular school supplies are provided when needed. Homeless students receive free lunch and breakfast. Any person under 18 in the community is eligible to receive free breakfast during summer school. Homeless students receive free lunch and breakfast. Registration fees are waived for homeless students. PTO/PTFs provide fees for field trips and events for students that need financial supports.</p> <p><b>Title I Requirement:</b></p> <p>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</p> <p><b>Legislative Requirements:</b></p> <p>[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)</p> <p>* Required if funding selected for Title I, Part A and/or Title IV, Part A</p>										

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Spell Check

Attendance Center Designation

Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - GRAYSLAKE MIDDLE SCHOOL			0		
1002 - PARK WEST SCHOOL			0		
2001 - AVON CENTER ELEM SCHOOL					05/24/2017
2003 - WOODVIEW SCHOOL			1		
2004 - MEADOWVIEW SCHOOL			1		
2005 - FREDERICK SCHOOL			0		
2006 - PRAIRIEVIEW SCHOOL					05/24/2017
2007 - PARK EAST SCHOOL			1		
3001 - GRAYSLAKE EARLY CHILDHOOD			2		

Describe anticipated Reorganizations:	No anticipated reorganization.
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Applicant: GRAYSLAKE CCSD 46  
Application: 2021-2022 Consolidated District Plan - 00  
Cycle: Original Application  
Project Number: 22-CDP-00-34-049-0460-04

County: Lake

Consolidated District Plan \*

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

## Title I Specific Requirements - Part Two

Instructions

If Title I funding was selected on the Coordinated Funding 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.

- CCSD 46 will maximize the academic achievement of our diverse student population and provide a safe environment that fosters the social-emotional well-being of all students.

**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.

Re-display of the approved response from the 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))**

Yes

☐ No

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

Measures of Poverty from 1113(5)(A) and (B)

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

TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,

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

Direct Certification

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

Section 1114 and 1115

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

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([count] of 7500 maximum characters used)

The district will operate two schoolwide programs (Avon Center and Prairieview). The goals of the programs are to provide opportunities and experiences which will lead to greater academic success and promote a more well rounded educational experience. The schoolwide program at Avon Center provides summer school to help enhance academic readiness and retention of skills. The schoolwide program for Avon Center provides instructional coaching, professional development opportunities and additional materials and supplies for students.

Our schoolwide program at Prairieview school provides additional teaching assistants to support instruction and work with students in small groups. The program at Prairieview provides instructional coaching professional development opportunities and additional materials and supplies for students. The program at Prairieview provides summer school to help enhance academic readiness and retention of skills.

Both programs provide Family nights to educate and strengthen the home-school connection through guided activities and experiences.

In CCSD 46, we currently do not have educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.

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

The district will operate two schoolwide programs (Avon Center and Prairieview). The goals of the programs are to provide opportunities and experiences which will lead to greater academic success and promote a more well rounded educational experience. The schoolwide program at Avon Center provides summer school to help enhance academic readiness and retention of skills. The schoolwide program for Avon Center provides instructional coaching, professional development opportunities and additional materials and supplies for students.

Our schoolwide program at Prairieview school provides additional teaching assistants to support instruction and work with students in small groups. After school tutoring is also provided to qualifying students to reinforce current classroom skills in a small group setting. The program at Prairieview provides instructional coaching professional development opportunities and additional materials and supplies for students. The also both provide Family nights to educate and strengthen the home-school connection through guided activities and experiences.

In CCSD 46 we currently do not have educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

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

Schoolwide Program Only

**Title I Requirement:**

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

\*Required Field



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Applicant: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00  
Cycle: Original Application[Printer Friendly](#)  
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Project Number: 22-CDP-00-34-049-0460-04

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

- D46 has just completed our Strategic Planning process. The results of this work will be presented at a May, 2021 school board meeting for final approval. One of the 6 long term goals that the district has identified is the following:

Review and update teaching, learning, and assessment practices and materials through an equity lens to create culturally responsive learning environments.

This goal matches closely with the ISBE Learning Conditions goal in that we will be reviewing all of our curricular materials and instructional practices with an Equity and Social Emotional Lens.

**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)

These funds will be used to provide professional development, instructional materials and related technology for reading, math, writing and behavior curriculum and resources for students with disabilities.

Response from the approved prior year Consolidated District Plan.

These funds will be used to provide professional development, instructional materials and related technology for reading, math, writing and behavior curriculum and resources for students with disabilities.

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

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

([count] of 7500 maximum characters used)

The funding will provide professional development in building instructional and social/emotional efficacy in the district educators. This will be set up as a three-year plan starting in SY22. The instructional areas targeted will be curricular development and instructional strategies methodology centered around ensuring equity focus and culturally responsive teaching.

Response from the approved prior year Consolidated District Plan.

Pursuant to local to CCSD #46 Board of Education, all teachers, paraprofessionals, administrators, students and the parents will have access to all programs, regardless of race, gender, ethnicity, disability, national origin or age. All professionals in CCSD #46 will receive professional development annually to ensure that all said students are included in district-wide curriculum and offered all opportunities to participate in extra-curricular activities.

**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)

The scope of services has remained the same as in the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

The scope of services has remained the same as in the prior fiscal year.

\*Required Field

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Applicant: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 22-CDP-00-34-049-0460-04

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

**Overview****\*\*\*\*\*NOTE: This plan section is not required for the Department of Juvenile Justice\*\*\*\*\*****PROGRAM:** Foster Care Transportation Plan**PURPOSE:** To comply with ESSA requirements for educational stability for students in foster care**REQUIRED FOR:** All Illinois school districts and state-authorized charter schools**RESOURCES:** [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)[US Department of Education \(USDE\) web page for Students in Foster Care](#)[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)[Educational Stability Requirements \(Effective October 7, 2008\)](#)[Public Act 099-0781 \(effective 8/12/2016\)](#)[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)[Finance, Budgets & Funding - Transportation Programs \(scroll to Foster Care Transportation section\)](#)[ESEA of 1965 as Amended, Section 6312\(c\)](#)**BACKGROUND**

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

**DEFINITION AND REFERENCES**

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or 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/school_vehicle_guidance.pdf)[https://www.isbe.net/Documents/vehicle\\_use\\_summary.pdf](https://www.isbe.net/Documents/vehicle_use_summary.pdf)<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>**REQUIREMENTS****A. The following factors should be considered when developing the transportation procedures for a student in foster care:**

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

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

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

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

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

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

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

Close Printer Friendly Page

Applicant: GRAYSLAKE CCSD 46

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 22-CDP-00-34-049-0460-04

County: Lake

Consolidated District Plan

Printer Friendly

Click to Return to Application Select

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

Contact Information

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

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

a. Local educational agency (LEA) point of contact for foster students (LEA-POC)

b. LEA transportation director

c. Child welfare agency point of contact

d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable

e. Title I director

f. School social worker

g. Guidance counselor

h. Special education personnel

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

1. Foster Care LEA-POC - required\*

Last Name\*

First Name\*

Position/Title\*

Email\*

Lorenzo

Heather

Director of Pupil Services

lorenzo.heather@d46.org

2. LEA Transportation Director - required\*

Last Name\*

First Name\*

Position/Title\*

Email\*

Bambi

Johnston

District Registrar

johnston.bambi@d46.org

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

\*Required field

Close Printer Friendly Page

Applicants: GRAYSLAKE CCSD 46

County: Lake

Consolidated District Plan \*

Application: 2021-2022 Consolidated District Plan - 00  
Cycles: Original ApplicationPrinter-Friendly  
Click to Return to Application Select

Project Number: 22-CDP-00-34-049-0460-04

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

**Best Interest Determination as it relates to School Stability****\*\*\*\*\*NOTE: This page is not required for the Department of Juvenile Justice\*\*\*\*\*****NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.****1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the positions of all district personnel involved.\****Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability.*

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

**DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.** - Appropriateness of the current educational setting and proximity of foster placement;

- Preferences of the child;
  - Preferences of the child's parent(s) or education decision-maker(s);
  - The child's attachment to the school of origin, including meaningful relationships with staff and peers;
  - Placement of the child's sibling(s);
  - Influence of the school climate on the child, including safety;
  - The availability and quality of the services in the school to meet the child's educational and social-emotional needs;
  - History of school transfers and how they have impacted the child;
  - How the length of the commute would impact the child, based on the child's developmental stage; and
  - Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).
- The POC and child welfare representative will make a determination of appropriate educational setting for the child.
- District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Building Principal, Social Worker, Psychologist, Child's Teacher

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

- Appropriateness of the current educational setting and proximity of foster placement;
  - Preferences of the child;
  - Preferences of the child's parent(s) or education decision-maker(s);
  - The child's attachment to the school of origin, including meaningful relationships with staff and peers;
  - Placement of the child's sibling(s);
  - Influence of the school climate on the child, including safety;
  - The availability and quality of the services in the school to meet the child's educational and social-emotional needs;
  - History of school transfers and how they have impacted the child;
  - How the length of the commute would impact the child, based on the child's developmental stage; and
  - Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA).
- The POC and child welfare representative will make a determination of appropriate educational setting for the child.
- District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Building Principal, Social Worker, Psychologist, Child's Teacher

**2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.\***[See IDEA legislation here](#) | [See Section 504 here](#)

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

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

CCSD 46 follows all procedures and guidelines outlined by IDEA and Section 504 legislation for students disabilities who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

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

CCSD 46 follows all procedures and guidelines outlined by IDEA and Section 504 legislation for students disabilities who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

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

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

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

CCSD 46 follows all procedures and guidelines outlined by Title III for English learners who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

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

CCSD 46 follows all procedures and guidelines outlined by Title III for English learners who are also in foster care, including specific considerations (including but not limited to SEL supports, placement considerations, transportation considerations, translation services etc).

**4. Describe the dispute resolution process should there be disagreement among parents, education decision makers, and other stakeholders regarding the best interest determination.\****Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.*

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

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

DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCFS has the final say if a resolution cannot be determined.

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

DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines. DCFS has the final say if a resolution cannot be determined.

\*Required field





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Applicant: GRAYSLAKE CCSD 46

Application: 2021-2022 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 22-CDP-00-34-049-0460-04

County: Lake

Consolidated District Plan 3

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

Transportation Plan Development

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

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. Transportation costs should not be considered when determining a child's best interest. Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the state or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. Some of the factors that should be taken into consideration when developing transportation procedures should be: the student's social emotional needs, student's location relative to school, age and student's level of independent functioning. District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Building Principal, Social Worker, Psychologist, Child's Teacher, and any other personnel as needed

Response from the approved prior year Consolidated District Plan.

Transportation costs should not be considered when determining a child's best interest. Some children in foster care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the state or local child welfare agency or agencies to ensure that transportation for children in foster care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for children in foster care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. Some of the factors that should be taken into consideration when developing transportation procedures should be: the student's social emotional needs, student's location relative to school, age and student's level of independent functioning. District Personnel Involved: District Registrar (who takes care of Foster Care Transportation needs), Pupil Services Director or Assistant Director, Building Principal, Social Worker, Psychologist, Child's Teacher, and any other personnel as needed

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

☐ a. Pre-existing transportation route

☐ b. New transportation route

☐ c. Route-to-route hand-offs

☐ d. District-to-district boundary hand-offs

☐ e. Other services for which student is eligible, such as IDEA transportation options

☐ f. Options presented by DCFS worker

☐ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

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

☐ h. Other - describe

☐ i. Other - describe

☐ j. Other - describe

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

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

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

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

All required transportation services costs will be covered by the district.

The District will assess in as quick and least-disruptive manner as possible the most cost effective method to transport the student to the appropriate school. Transportation needs that addressed in IDEA and the McKinney Vento Act will be handled through those options. All other transportation needs will be addressed on a case-by-case basis in conjunction with the local Child Welfare Agency. The District will seek to follow all ISBE guidance on transportation costs and find means to share costs with the Child Welfare Agency when appropriate. Title and Local funds are considered when developing the transportation procedures for a student in foster care.

Response from the approved prior year Consolidated District Plan.

All required transportation services costs will be covered by the district.

The District will assess in as quick and least-disruptive manner as possible the most cost effective method to transport the student to the appropriate school. Transportation needs that addressed in IDEA and the McKinney Vento Act will be handled through those options. All other transportation needs will be addressed on a case-by-case basis in conjunction with the local Child Welfare Agency. The District will seek to follow all ISBE guidance on transportation costs and find means to share costs with the Child Welfare Agency when appropriate. Title and Local funds are considered when developing the transportation procedures for a student in foster care.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.\*

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

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

DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

Response from the approved prior year Consolidated District Plan.

DCFS, specifically the guardianship administrator or authorized agent and his or her team (including the ISBE point of contact), provides written notification to all parties (the student and the guardian administrator, the parent(s) and his/her legal representative, and the school) of its best interest determination with supporting justification within three business days after making the decision. Any party may challenge the decision within three business days of receiving the determination by providing written notice to the child welfare agency. DCFS must schedule a meeting within three business days after receiving the written challenge. The meeting is to be conducted no later than 10 business days from the date the written challenge was received and is to be held at the school of origin. The LEA must coordinate with DCFS to arrange space for the meeting. At the meeting, all parties may present facts and statements relevant to the student's best interest. The DCFS administrator will consider all statements and evidence presented at the hearing and issue a written final determination within three business days. This decision is final and will be based upon the guidelines set forth in the Best Interest Guidelines.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.\*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

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

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

The district will work with the transportation director to provide immediate and necessary transportation to/from the school of origin while all disputes are being resolved. The district will cover the costs of all transportation.

Response from the approved prior year Consolidated District Plan.

The district will work with the transportation director to provide immediate and necessary transportation to/from the school of origin while all disputes are being resolved. The district will cover the costs of all transportation.

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

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

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

All required or necessary personnel are aware of the transportation plan (reviewed annually) and are encouraged to address any issues that may arise. Should any staff become aware of a need, they will contact the case manager and that case manager will initiate the process.

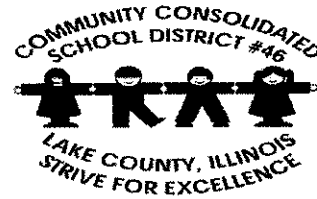
**Response from the approved prior year Consolidated District Plan.**

All required or necessary personnel are aware of the transportation plan (reviewed annually) and are encouraged to address any issues that may arise. Should any staff become aware of a need, they will contact the case manager and that case manager will initiate the process.

**\*Required field**

# Action Items

# Community Consolidated School District 46



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565 Frederick Road • Grayslake • Illinois • 60030 (847) 223-3650 FAX (847) 223-3695

**To: Board of Education**

**From: Dr. Lynn Glickman**

**Date: May 5, 2021**

**Memo: Board Meeting Calendar 2021-22**

## **Background**

Every year the Board Meeting Calendar is approved by the Board of Education.

## **Administrative Considerations**

As in past years, there are two Board of Education meetings monthly except for in July, August, December, January, and April. This calendar was drafted with attention to avoiding major religious holidays.

## **BOARD RECOMMENDATION**

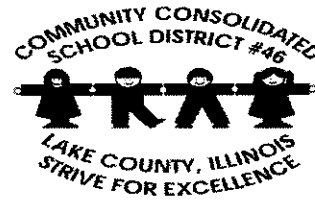
**BE IT RESOLVED:** The CCSD 46 Board of Education approves the Board Meeting Calendar 2021-22

**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46**  
**2021-2022 Board of Education Meeting Dates**

<b>Date</b>	<b>Location</b>
Wednesday, July 7, 2021 (1 meeting month/Summer Break)	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, August 11, 2021 (1 meeting month/Summer Break)	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, September 1, 2021	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, September 22, 2021	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, October 6, 2021	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, October 20, 2021	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, November 3, 2021	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, November 17, 2021	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, December 8, 2021 (1 meeting this month)	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, January 12, 2022 (1 meeting this month)	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, February 2, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, February 16, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, March 9, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, March 23, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, April 13, 2022 (1 meeting this month)	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, May 4, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, May 18, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, June 1, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL
Wednesday, June 15, 2022	<b>Frederick School</b> 595 Frederick Rd., Grayslake, IL

**Unless notified otherwise, meetings begin at 6:30 p.m. at locations noted**

# Community Consolidated School District 46



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565 Frederick Road • Grayslake • Illinois • 60030 (847) 223-3650 FAX (847) 223-3695

**To: Board of Education**

**From: Chris Wildman**

**Date: April 30, 2021**

**Memo: School Treasurer's Bond**

## **Background**

School Code (105 ILCS 5/8-2) requires each treasurer of a school district to be properly bonded. The penalty of the bond shall be 25% of the amount of all bonds, notes, mortgages, moneys, and effects of which the treasurer is to have custody. The bond shall be payable to the school board of the district. The bond is to be filed with the Regional Superintendent of Schools who will examine it and file it with ISBE.

## **Administrative Considerations**

This is a requirement for the School Treasurer prior to the start of their duties.

## **BOARD RECOMMENDATION**

**BE IT RESOLVED: The CCSD 46 Board of Education approves**

## **ADMINISTRATIVE AGREEMENT**

**THIS AGREEMENT** made this 5<sup>th</sup> day of May, 2021, by and between the BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT 46 ("BOARD"), and CHRISTOPHER WILDMAN ("ADMINISTRATOR"), has been approved at the regular meeting of the BOARD held on May 5, 2021 and is appended to the Minutes of said meeting.

### **IT IS AGREED:**

**1. EMPLOYMENT** - The ADMINISTRATOR is hereby hired and retained from May 6, 2021 through and including June 30, 2024, as Assistant Superintendent of Finance. The work year of the ADMINISTRATOR will be 262 days (248 duty days) per year (except for the period May 6, 2021-June 30, 2022 – which shall be 287 duty days) including sick leave and vacation days. This Agreement will not be extended or renewed without the express, written consent of the parties.

**2. DUTIES** - The duties and responsibilities of the ADMINISTRATOR will be those incidental to the office of the ADMINISTRATOR, those set forth in the job description for the position of Assistant Superintendent of Finance (or, those duties contained in Board Policy, as adopted, and which may be amended from time to time), those obligations imposed by the laws of the State of Illinois upon the ADMINISTRATOR, and the performance of other professional duties customarily performed by an ADMINISTRATOR as from time to time may be assigned to the ADMINISTRATOR by the BOARD or Superintendent. The BOARD reserves the right to reassign the ADMINISTRATOR to different duties from time to time during the term of this Agreement, without loss of pay or notice of a hearing.

**3. PERFORMANCE AND IMPROVEMENT** - This Contract is a performance-based Contract. The ADMINISTRATOR will address and fulfill performance and improvement goals set forth below. The parties agree that the goals and indicators are linked to performance and improvement of the District.

The BOARD and ADMINISTRATOR will agree on additional performance and improvement goals which will be appended to this Agreement and made a part hereof. The parties agree said goals will be linked to student performance and academic improvement within the schools of the District. The ADMINISTRATOR'S attainment of these goals will be evaluated in February of each contract year as set forth in Section 18. Once the performance and academic goals have been attained, this Agreement may be extended. In addition, the ADMINISTRATOR will meet any personal goals developed during the term of this Agreement.

**4. SALARY** – For the period May 6, 2021 through June 30, 2022, the BOARD will pay the ADMINISTRATOR a salary at the annual rate of One Hundred Eighty Thousand Dollars (\$180,000.00). In each of the next two one-year periods of the term of this Agreement commencing on July 1, the BOARD will pay the ADMINISTRATOR a salary increase over the prior year salary equal to the negotiated salary increase provided to members of the Grayslake Federation of Teachers for such period, but in no event less than 2.5% or greater than 5.0%.

The ADMINISTRATOR agrees to devote such time, skill, labor, and attention to his employment,



during the term of this Agreement, in order to faithfully perform the duties of ADMINISTRATOR. Salary will be paid in equal semi-monthly installments in accordance with the BOARD policy governing payment of salary to the other members of the professional staff, less such amounts as required by law or provided for in this Agreement. The BOARD retains the right to adjust the annual salary and/or fringe benefits of the ADMINISTRATOR during the term of this Agreement, and thereafter, provided that any salary and/or fringe benefit(s) adjustments will not be lower than the annual salary and fringe benefits paid by the BOARD for the preceding contract year. Any adjustment in salary and/or fringe benefits made during the life of this Agreement will be in writing and will become a part of this Agreement. It is provided, however, that by doing so it will not be considered that the BOARD has entered into a new agreement with the ADMINISTRATOR nor that the termination date of this Agreement has been in any way extended. The BOARD and the ADMINISTRATOR, however, may enter into subsequent agreements or extensions of this Agreement for additional periods of time provided both parties agree, and the agreement is reduced to writing.

**5. TEACHERS' RETIREMENT SYSTEM CONTRIBUTION** - In addition to the salary paid to the ADMINISTRATOR by the BOARD as expressed in Section 4, the BOARD will pick up and pay on the ADMINISTRATOR'S behalf, his entire required retirement contribution to TRS pursuant to Sections 16-152 and 16-1 52.1 of the *Illinois Pension Code*. The BOARD will remit this contribution to TRS.

**6. TEACHERS' HEALTH INSURANCE SECURITY FUND CONTRIBUTION** - The BOARD will pay on behalf of the ADMINISTRATOR his required contribution to the Teachers' Health Insurance Security (THIS) fund. The BOARD will remit this contribution to TRS as the fund's collection agent. Payments made by the BOARD to TRS under this Section will not be reportable to TRS as creditable earnings and will be excluded from the ADMINISTRATOR'S taxable income.

The BOARD and the ADMINISTRATOR make no commitment or guarantee that the BOARD'S payment of the contribution limit will continue to be excludable from the ADMINISTRATOR'S gross income for federal or state income tax purposes or excludable by TRS from creditable earnings.

Because neither party can represent what position the IRS, or any other government entity, will take with respect to these payments and withholdings; it is mutually agreed that each side will be responsible for any costs for which it is legally responsible without indemnification or any other recourse from the other side. That is, if it is subsequently determined that the ADMINISTRATOR should have paid taxes on any portion of the contribution for which he did not pay taxes, the interest and penalties are the ADMINISTRATOR'S responsibility alone. If the BOARD is penalized for failing to withhold enough taxes based on the payroll information in its possession at the time of payment of the contribution, those penalties are the BOARD'S responsibility alone. Both the BOARD and the ADMINISTRATOR expressly waive the right to seek indemnification or reimbursement from the other as the result of any government decision on the taxability of these amounts. In the event the IRS, or any other government entity, determines that the ADMINISTRATOR owes more taxes, she has no right to seek additional sums from the BOARD.

**7. HOSPITALIZATION/MAJOR MEDICAL INSURANCE** - The BOARD will provide and pay the entire premiums for single or family (as elected by the ADMINISTRATOR) hospitalization and major medical insurance if the ADMINISTRATOR elects to receive coverage under an HMO (as defined by the contract of insurance then in effect) during the life of this Agreement, in accordance with the basic insurance coverage provided to other members of the

professional staff. Alternatively, should the ADMINISTRATOR elect to receive single or family coverage under a PPO (as defined by the contract of insurance then in effect), the BOARD will provide and pay an amount equal to the cost of the corresponding HMO plan for that year.

**8. MEDICAL EXAMINATION** - During the term of this Agreement, the ADMINISTRATOR may be required to obtain a comprehensive medical examination, the cost of which will be paid by the BOARD. A copy of the examination or certificate of the physician certifying the physical ability of the ADMINISTRATOR to perform his essential job functions will be given to the President of the BOARD and the Superintendent. The physician performing the medical examination will be one licensed to practice medicine in all of its branches and will be chosen by the BOARD, or by mutual agreement of the BOARD and ADMINISTRATOR.

**9. SICK LEAVE** – The ADMINISTRATOR will be entitled to Fifteen (15) days of sick leave at full pay during each year, prorated to 2.5 days from May 6, 2021 to June 30, 2021. The ADMINISTRATOR will have the right, upon his resignation or retirement, to use any accumulated sick leave days for those purposes as may be permitted by law. Accumulated sick leave is not reimbursable upon termination from employment.

**10. VACATION AND PERSONAL LEAVE** – The ADMINISTRATOR will receive Twenty-Five (25) work days of vacation annually, prorated to 4 days from May 6, 2021 to June 30, 2021, exclusive of weekends and BOARD approved holidays for twelve-month staff. Other spring, summer and winter non-student attendance periods will constitute work days unless specifically scheduled and credited toward the vacation listed above. All annual vacation will be deemed to have been earned on July 1st of each year of this Agreement. Vacation will be taken within Thirteen (13) months of the year in which it is earned with no more than Five (5) days carried over from year-to-year. The parties expressly acknowledge and agree that this period of time provides the ADMINISTRATOR with a reasonable opportunity to take said unused vacation days. By executing this Agreement, the ADMINISTRATOR acknowledges and agrees that he has received notice of this provision. The ADMINISTRATOR will have no right to compensation for vacation days lost under this provision. The scheduling of more than five (5) consecutive vacation days will be by agreement between the Superintendent, the BOARD and the ADMINISTRATOR. Additionally, the ADMINISTRATOR will receive Three (3) work days of personal leave annually.

**11. TERM LIFE INSURANCE** - The BOARD will provide and pay the premiums for a term life insurance policy for the ADMINISTRATOR during the term of this Contract in the amount of \$50,000. The BOARD will assign the ownership of the term life insurance policy to a person or trust designated by the ADMINISTRATOR, and upon termination of this Contract will allow that owner to continue the life insurance policy at his/her own expense.

**12. MEMBERSHIP DUES** - With prior Superintendent and BOARD approval and upon proper substantiation, the ADMINISTRATOR will be reimbursed for the dues and membership fees for work-related national or state organization memberships and for local organizations to which he belongs. This charge should fall within the parameters of the building budget.

**13. PROFESSIONAL ACTIVITIES** -The ADMINISTRATOR will be encouraged to attend appropriate professional meetings and continuing education at the local, state, and national levels. With prior Superintendent and BOARD approval, the ADMINISTRATOR will be reimbursed for the cost of attendance at the meetings. This charge should fall within the parameters of the

building budget.

**14. TRANSPORTATION EXPENSES** - As a condition of employment, the ADMINISTRATOR is required to have a personally owned automobile or other vehicle for use in his duties. The ADMINISTRATOR will bear all costs associated with the upkeep and maintenance of said vehicle including, but not limited to, license, sticker fees, fuel, repairs, parking, tolls and insurance. The BOARD will reimburse the ADMINISTRATOR during the term of this Agreement for necessary, work related automobile travel at the then applicable IRS reimbursement rate upon submission of appropriate substantiation of those expenses by the ADMINISTRATOR.

**15. BACKGROUND INVESTIGATION** - The BOARD is prohibited from knowingly employing a person who has been convicted of committing or attempting to commit certain criminal offenses. If the required fingerprint-based criminal background investigation is not completed at the time this Agreement is signed, and the subsequent investigation report reveals that there has been a prohibited conviction, this Agreement will immediately become null and void.

**16. TUITION REIMBURSEMENT** - The ADMINISTRATOR may participate in the BOARD's tuition reimbursement program. The BOARD will allocate a pool of funding up to \$24,000 per year for reimbursement of graduate course tuition, including all required textbook fees for approved coordinators and administrators. All course work must relate to the ADMINISTRATOR's duties in the School District. Approval of such coursework is at the discretion of the Superintendent of Schools. Individual coordinators and administrators who are approved for participation may receive reimbursement up to a maximum amount of \$8,000 per year contingent upon job retention in the District. Should the ADMINISTRATOR leave the District prior to three (3) full years of employment post tuition reimbursement, the ADMINISTRATOR agrees to repay the District based on the following schedule: 1 Year - 100% tuition payback, 2 Years - 50% tuition payback, and 3 Years - No payback necessary. In the event the yearly \$24,000 budgeted for tuition reimbursement is exceeded by claims from approved coordinators and administrators, the following calculation will serve to determine the percentage reimbursement per individual's total claim:

$$\$24,000 / \text{total professional growth dollar claims} = \%. \text{ Multiply the percentage calculated above by each participating coordinator's and administrator's total claim amount.}$$

**17. TERMINATION OF AGREEMENT** - This Agreement may be terminated prior to June 30, 2024, by:

- A. Mutual agreement of the parties.
- B. Resignation, provided, however, the ADMINISTRATOR gives the BOARD at least ninety (90) days prior written notice of the proposed resignation.
- C. Disability. In the event of disability by illness or incapacity, after the ADMINISTRATOR'S sick leave has been exhausted, the compensation will be reinstated after the ADMINISTRATOR has returned to employment and undertaken the full discharge of his duties. The BOARD may terminate this Agreement by written notice to the ADMINISTRATOR at any time after the ADMINISTRATOR has exhausted any accumulated sick leave and such other leave as may be available and has been absent from his employment

for whatever cause for an additional continuous period of three (3) months. All obligations of the BOARD will cease upon such termination.

If a question exists concerning the capacity of the ADMINISTRATOR to return to his duties the BOARD may require the ADMINISTRATOR to submit to a medical examination, to be performed by a doctor licensed to practice medicine. The BOARD and ADMINISTRATOR will mutually agree upon the physician who will conduct the examination. The examination will be done at the expense of the BOARD. The physician will limit his report to the issue of whether the ADMINISTRATOR has a continuing disability which prohibits him from performing his duties.

D. Discharge for cause. "For cause" will mean any conduct, act, or failure to act by the ADMINISTRATOR, which is detrimental to the best interests of the School District. Reasons for discharge for cause will be given in writing to the ADMINISTRATOR, who will be entitled to notice of a hearing and a hearing before the BOARD to discuss the discharge. If the ADMINISTRATOR chooses to be accompanied by legal counsel, he will bear any costs involved therein. The BOARD hearing will be conducted in closed session. The BOARD will not arbitrarily or capriciously dismiss the ADMINISTRATOR.

E. Failure to comply with the terms and conditions of this Agreement.

The BOARD has the right to reassign the ADMINISTRATOR to other duties upon the recommendation of the Superintendent for the duration of the agreement term when such reassignment is in the best interests of the District. Nothing herein will prohibit the BOARD from suspending the ADMINISTRATOR without pay when the performance of the ADMINISTRATOR is justifiably questioned, pending the outcome of any inquiry.

**18. EVALUATION** - The BOARD and ADMINISTRATOR agree that there will be an annual evaluation of the ADMINISTRATOR'S performance under this Agreement. The evaluation will consider, but not be limited to, an examination of attainment of goals, administration of personnel, rapport with the BOARD and Superintendent and other factors of appraisal that may be established by the parties.

In the event that the Superintendent determines that the performance of the ADMINISTRATOR is unsatisfactory in any respect, she will describe in writing, in reasonable detail, specific instances of unsatisfactory performance. The evaluation will include recommendations as to areas of improvement in all instances where the Superintendent deems performance to be unsatisfactory. The ADMINISTRATOR will have the right to make a written reaction or response to the evaluation. This response will become a permanent attachment to the ADMINISTRATOR'S personnel file.

**19. NOTICE OF NON-RENEWAL** - The Parties agree that this Contract will expire at the end of its term and that the ADMINISTRATOR will have no expectation of continued employment by the BOARD in any capacity thereafter. The ADMINISTRATOR hereby waives any right to a notice of nonrenewal employment.

**20. PROFESSIONAL LIABILITY** - The BOARD agrees that it will defend, hold harmless, and indemnify the ADMINISTRATOR from any and all demands, claims, suits, actions and legal proceedings brought against the ADMINISTRATOR in his individual capacity, or in his official capacity as agent and employee of the BOARD provided the incident arose while the ADMINISTRATOR was acting within the scope of his employment and excluding criminal litigation and such liability coverage as is beyond the authority of the BOARD to provide under state law. Except that, in no case, will individual BOARD members be considered personally liable for indemnifying the ADMINISTRATOR against such demands, claims, suits, actions and legal proceedings.

**21. WAIVER OF TENURE** - By accepting the terms of this Contract, the ADMINISTRATOR waives all rights of tenure granted under the *Illinois School Code* during the term of this Contract.

**22. NOTICE** - Any notice or communication permitted or required under this Agreement will be in writing and will become effective on the day of mailing thereof by first class mail, registered or certified mail, postage prepaid, addressed:

*If to the BOARD, to:*

President  
Board of Education  
Community Consolidated School District 46  
565 Frederick Road  
Grayslake, Illinois 60030

*If to the ADMINISTRATOR, to:*

Christopher Wildman

(Or at the last address of the ADMINISTRATOR contained in official Business Office records of the BOARD).

**23. MISCELLANEOUS**

- F. This Agreement has been executed in Illinois, and will be governed in accordance with the laws of the state of Illinois in every respect.
- G. Section headings and numbers have been inserted for convenience of reference only, and if there will be any conflict between such headings or numbers and the text of this Agreement, the text will control.
- H. This Agreement may be executed in one or more counterparts, each of which will be considered an original, and all of which taken together will be considered one and the same instrument.
- I. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior contracts, arrangements, and communications between the parties concerning such subject matter, whether oral or written.

- J. This Agreement will be binding upon and inure to the benefit of the ADMINISTRATOR, his successors, assigns, heirs, executors, and personal representatives, and will be binding upon, and inure to the benefit of the BOARD, its successors and assigns.
- K. Both parties have had the opportunity to seek the advice of counsel.
- L. No subsequent alteration, amendment, change, or addition to this Agreement, will be binding upon the parties unless reduced to writing and duly authorized and signed by each of them.
- M. The BOARD retains the right to appeal, change or modify any policies or procedures which it has adopted or may hereafter adopt, subject however, to restrictions contained in the *Illinois School Code* and other applicable law.
- N. If any section, provision, paragraph, phrase, clause or word contained herein is held to be void, invalid or contrary to law by a court of competent jurisdiction, it will be deemed removed here from, and the remainder of this Agreement will continue to have its intended full force and effect.

**IN WITNESS WHEREOF**, the parties have caused this Agreement to be executed in their respective names and in the case of the BOARD, by its President and Secretary on the day and year first above written.

ADMINISTRATOR

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

By: \_\_\_\_\_

BOARD OF EDUCATION,  
COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT NO. 46

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

By: \_\_\_\_\_

President

ATTEST:

Secretary

# Unfinished Business

# New Business



# Community Consolidated School District 46



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565 Frederick Road • Grayslake • Illinois • 60030 (847) 223-3650 FAX (847) 223-3695

**To:** Board of Education, Dr. Lynn Glickman  
**From:** Adam Halperin, Director of Operations & Maintenance  
**Date:** April 30, 2021  
**Memo:** Contracted Night Cleaning RFP

## **Background**

The District entered into a three-year contract with RJB Properties, Inc. for custodial services in 2015. The initial contract term began October 1, 2015 and extended through September 30, 2018. Per the terms of the original request for proposal the Board of Education had the option to extend the contract for two years and upon completion of the two year period the contract may be extended on a yearly basis with Board of Education approval. The two-year contract extension was authorized by the Board in 2018. The Board then granted a one-year extension to the contract (October 1, 2020 through September 30, 2021) with RJB for custodial services.

## **Administrative Considerations**

We are seeking the Board of Education's approval to go out for a Request For Proposal on the contracted services for night time cleaning service in order to best serve our needs in the coming years.

## **Board Recommendation**

BE IT RESOLVED: The CCSD46 Board of Education approves the request to go for RFP.

**Resolution in Support of  
Fully Funding the Evidence-Based Funding Formula  
In Fiscal Year 2022**

Whereas, for decades, Illinois has ranked in the bottom in the country for equitable and adequate state funding of K-12 public education; and

Whereas, after years of negotiations between education stakeholders and the General Assembly to find a way to ensure that State dollars are steadily and significantly increased and those State dollars are distributed to school districts in the most equitable way, the General Assembly passed the EvidenceBased Funding for Student Success Act which was signed into law in 2017 as Public Act 100-0465 (the "EBF"); and

Whereas, the EBF promised a consistent and steady increase of State funds that would bring all districts to equitable and adequate funding levels over a period of years; and

Whereas, in Fiscal Years 2018, 2019, and 2020, the State kept that promise and appropriated the required level of funding at set forth in the EBF; and

Whereas, in Fiscal Year 2021, the COVID-19 pandemic emerged, severely impacting the State's revenues which led to a temporary pause in the State's commitment to increase K-12 public school funding, and all school districts were held to flat funding in the Fiscal Year 2021; and

Whereas, this pause in increased State funding negatively impacted Illinois school district's funding levels and a significant number of districts are below adequate funding levels; and

Whereas, the General Assembly and the Governor are now tasked with appropriating State Education dollars for the Fiscal Year 2022;

Whereas, while significant pressures on the State budget remain, the COVID-19 pandemic has exacerbated pre-existing inequities in our State's school districts, and resuming the funding promises of the EBF is essential.

Now therefore, the Board of Education of District 46 urges the General Assembly and Governor to recommit to the promise of the Evidence-Based Funding Formula for Student Success Act and appropriate the full amount of funding specified in that Act for the Fiscal Year 2022 to ensure that K-12 public school districts can provide the essential services that the Illinois students need and deserve.

AYES: \_\_\_\_\_

NAYS: \_\_\_\_\_

ABSENT: \_\_\_\_\_

Adopted this \_\_\_\_ day of April 2021.

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President, Board of Education,  
Community Consolidated School District No. 46,  
Lake County, Illinois

ATTEST:

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Secretary, Board of Education

# Closed Session