

REGULAR MEETING
Wednesday, April 24, 2024 7:00 PM

Gurnee School District 56 Board Room
3706 Florida Avenue
Gurnee, Illinois 60031

Agenda

A. ROUTINE

- A.1. **Call to Order** - The President of the Board of Education will call the meeting to order and will ask those in attendance to join him in reciting the Pledge of Allegiance.

Presenter: Board President

- A.2. **Approval of the Minutes of the Regular Meeting of the Board of Education on March 20, 2024**

Presenter: Board President

- A.3. **March Financial Reports**

Presenter: Mr. Lindem

A.3.a. **Financial Summary Report**

A.3.b. **Treasurer's Report**

A.3.c. **Revenue Report**

A.3.d. **Expenditure Report**

A.3.e. **Activity Fund Report**

A.3.f. **Revised Bills for Payment for March**

A.3.g. **Bills for Payment for April**

- A.4. **Public Participation** - Public Participation is the time during the meeting when anyone who wishes to address the Board may do so. The Board of Education welcomes public comment and encourages patrons to participate in District 56 Board meetings. Patrons who wish to address the Board are asked to state the following:

- Name and address of participant,
- Group affiliation if and when appropriate, and
- Item to be addressed.

Presenter: Board President

B. REPORT OF THE SUPERINTENDENT

Presenter: Dr. Correa

- B.1. **District Highlights**

Presenter: Dr. Correa

- B.2. **Department Updates**

Presenter: Dr. Correa

- B.3. **FY24 Third Quarter Budget Update**

Presenter: Mr. Lindem

- B.4. **Boys and Girls Club of Lake County-D56 Site Considerations**

Presenter: Dr. Correa

- B.5. **Professional Leave and Conferences**

Presenter: Dr. Correa

- B.6. **Freedom of Information Act (FOIA) Request**

Presenter: Dr. Correa

C. **OLD BUSINESS**

Presenter: Dr. Correa

C.1. **Second Reading Board Policy Monitoring**

Presenter: Dr. Correa

C.2. **2024-2025 School Calendar**

Presenter: Dr. Correa

D. **NEW BUSINESS**

Presenter: Dr. Correa

D.1. **First Reading Board Policies Issue 114 March 2024**

Presenter: Dr. Correa

D.2. **First Reading Board Policy Monitoring**

Presenter: Dr. Correa

D.3. **Small Passenger Bus Lease**

Presenter: Mr. Lindem

D.4. **Consolidated District Plan**

Presenter: Mr. Helfers

D.5. **Consent Agenda**

Presenter: Dr. Correa

D.5.a. **Prairie Trail School SSC Fundraising Request**

Presenter: Dr. Correa

D.5.b. **River Trail School NJHS Fundraising Request**

Presenter: Dr. Correa

D.5.c. **River Trail School PE Fundraising Request**

D.6. **Public Comment** - The Board of Education has reserved this time to provide patrons an opportunity to comment on any business conducted by the Board during this evening's meeting.

Presenter: Board President

E. **CLOSED SESSION**

E.1. A closed session of the Board of Education will convene on April 24, 2024, in the Board Room of the District Office located at 3706 Florida Avenue, Gurnee. The closed session will be held pursuant to 5 ILCS 120/2(c)(1) personnel, (9) student discipline, (10) student information, (11) potential litigation, and (21) discussion of minutes.

Presenter: Board President

F. **OPEN SESSION**

F.1. **Judgment Related to Student Expulsion Hearing**

Presenter: Mrs. Solomon

F.1.a. **Student 2024-02**

Presenter: Mrs. Solomon

F.2. **Personnel** - The Board will formally act on personnel recommendations from the Superintendent.

Presenter: Dr. Correa

F.2.a. **Bridget Rojewski** - Resignation

F.2.b. **Bonnie Sutton** - Resignation

F.2.c. **Lisa Williams** - Resignation

F.2.d. **Zachary Yehling** - Resignation

F.2.e. **Rachel Devereaux** - FMLA

F.2.f. **Megan Hener** - FMLA

F.2.g. **Cari Joyce** - Rehire

F.2.h. **Jessie Ritter** - Rehire

F.2.i. **Aimee Turner** - Rehire

F.2.j. **Martin Da Costa** - New Hire

F.2.k. **Teaira Greathouse** - New Hire

F.3. **Closed Session Minutes** - The Board will formally act on closed session minutes for March 20, 2024.

Presenter: Dr. Correa

F.4. **Adjournment**

Presenter: Board President

**Minutes of Gurnee School District 56
Board of Education Meeting
March 20, 2024**

The following Board members were in attendance: Odie Pahl, Mark Pos, Jim Blockinger, and Mandi Florip. Absent: Cesar Garcia, Becky Kotsinis, and Germain Castellanos.

Also in attendance:

Luis Correa, Superintendent
Eric Esteban, Director of Technology
Pete Helfers, Director of Curriculum & Instruction
Mark Lindem, Director of Business Services
Rachel Solomon, Director of Pupil Services
Miriam Torres, Multilingual & Assessment Coordinator
Principals: Jen Glickley, Ryan Lazar, Ellen Mauer, and Kevin Simmons
Sean Smith: Supervisor of Facilities and Grounds
Lori Rupsch, Board Clerk

Board President Blockinger called the regular meeting to order at 7:00 p.m. and asked that everyone join him in reciting the Pledge of Allegiance

Board Member Kotsinis arrived at 7:01 p.m.

Board Member Pos made a motion with a second from Board President Blockinger to accept the minutes from the regular meeting on February 28, 2024, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Jim Blockinger, Becky Kotsinis, Mandi Florip, Odie Pahl, and Mark Pos. Absent: Germain Castellanos and Cesar Garcia.

The regular February 29, 2024, Treasurer's Report identified cash and investments of \$29,772,645.07. The Revenue Report identified receipts of \$700,949.92 and the Expenditure Report identified expenses totaling \$2,819,719.08. The cash balance in the Activity Fund for February was \$107,725.07. The Financial Reports plus the Revised February (\$1,848,252.74) and Regular March (\$1,549,687.18) Bills for Payment Reports were approved on a motion by Board President Blockinger and seconded by Board Member Pahl. Motion carried on a roll call vote. Roll Call: Ayes: Jim Blockinger, Becky Kotsinis, Mandi Florip, Odie Pahl, and Mark Pos. Absent: Cesar Garcia and Germain Castellanos.

Board Member Castellanos arrived at 7:03 p.m.

During the *Public Participation* portion of the meeting, Mrs. Candy Ramos suggested to the Board that they hire a school communications specialist for more effective communication with parents, staff, and the community.

Dr. Correa provided the Board of Education highlights that had occurred throughout the District since the previous Board of Education meeting. This included the Viking band

concert, the first grade music performance at Spaulding, the Black History Celebration at Viking, the Viking musical, and the second grade rhythm plus workshop at Spaulding.

Board Member Garcia arrived at 7:09 p.m.

At this time, Dr. Correa requested that each administrator report on department projects/tasks that they were currently focused on. Mr. Lindem reported that he was processing the federal grant paperwork, he had completed the national lunch program audit, and was working on the IMRF reporting program transition. Mr. Helfers reported that he had attended the AASA conference to learn more on the Portrait of a Graduate initiative. He was also preparing for the summer literacy program. Mrs. Solomon reported that she was reviewing the District's safety and security protocols and she was working on the co-teaching program. Mrs. Torres reported that she was working on IAR and the science assessment. She was also involved with arrangements for the May BPAC event. She announced that the Title III grant had just been approved. Mr. Smith reported that he had made arrangements for the flooring to be replaced in eight classrooms and a new burglar alarm installation at Spaulding. Mr. Esteban reported that he was working on the multipurpose room audio system at Spaulding. He was also working with Jon Cejka on his Phase 2 certification.

Dr. Correa presented to the Board of Education a draft of the calendar for the 2024-2025 school year. The calendar reflected the school year beginning on August 19, 2024, with two days of teacher training and the first student attendance day on Wednesday, August 23rd. This year, the District would be moving to a trimester format from a semester format. There would also be 1-hour late starts every Wednesday except for August 21st and May 28th. The last day of student attendance would be May 30, 2025. A final calendar would be brought before the Board for action at the next Board of Education meeting. Dr. Correa mentioned that the committee was trying to find a way to include Rosh Hashanah as a holiday in the calendar. This would be the only possible change when brought to the Board next month.

Dr. Correa requested that the Board of Education make the Professional Leave and Conferences Report a matter of record of the minutes of the regular March 20, 2024, Board of Education meeting.

There were no new Freedom of Information Act (FOIA) requests since the previous Board of Education meeting.

Mr. Smith provided the Board of Education a bid from Manusos General Contracting to provide the work to complete the Priority "A" items on the District's ten-year life safety plan as recommended by Wold Architects. On a motion from Board Member Pahl with a second from Board Member Pos, the Board voted to approve the bid from Manusos General Contracting Inc. to provide the work to complete the Priority "A" items on the District's ten-year life safety plan. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

Mr. Esteban brought before the Board of Education a price increase for the new audio system in the multipurpose room at Spaulding School that had been approved last month. The original quote had been \$10,490.90. The new amount was \$11,462.09. On a motion from Board President Blockinger with a second from Board Member Kotsinis, the Board voted to approve the increased amount of the contract with 22Vets to provide an audio system for the multipurpose room at Spaulding School not to exceed \$11,462.09. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

On a motion from Board Member Pos with a second from Board Member Kotsinis, the Board voted to approve Board policies under review (Policies 5:140, 5:150, 5:170, 8:30, 8:70, and 8:80) and to adopt those policies as presented by the administration. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

Dr. Correa presented to the Board of Education a group of policies to review to ensure that those policies reflected the intent of the Board. This was a goal of the Board made during training provided by the Illinois Association of School Boards (IASB). Ultimately, all Board policies would be reviewed during a three-year cycle. Current policies for review were 5:180, 5:185, 5:190, 8:90, 8:95, and 8:110. The Board would officially approve the recommended changes at the next Board of Education meeting.

Mr. Smith shared with the Board of Education a contract from Tremco not to exceed \$1,435,070.04 to replace a portion of the roof at Spaulding School this summer. On a motion from Board Member Florip with a second from Board Member Kotsinis, the Board voted to enter into contract with Tremco not to exceed \$1,435,070.04 for the replacement of roofing sections at Spaulding School. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

During the *Public Comment* portion of the meeting, no one wished to address the Board of Education.

On a motion by Board Member Kotsinis and seconded by Board Member Pos, the Board voted to adjourn open session at 7:22 p.m. The Board went into closed session at 7:31 p.m. to discuss the following items on a roll call vote:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by P.A. 93-0057.
- Student disciplinary cases. 5 ILCS 120/2(c)(9).
- The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
- Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis

for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11).

- Discussion of lawfully closed meeting minutes, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).

Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

The Board of Education came out of closed session at 8:28 p.m. on a motion from Board Member Pos and seconded by Board Member Garcia. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

On a motion from Board Member Pos with a second from Board Member Garcia, the Board voted to uphold the determination of the hearing officer related to the expulsion hearing of Student 2024-01. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

On a motion from Board Member Kotsinis with a second from Board Member Pahl, the Board voted to approve the personnel recommendations as presented by the Superintendent. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

On a motion from Board Member Florip with a second from Board Member Pos, the Board voted to approve the closed session minutes for the meeting on February 28, 2024, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

A motion was made by Board Member Kotsinis and seconded by Board Member Pos to adjourn the meeting at 8:29 p.m. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

Respectfully submitted:

James Blockinger, President

Odie Pahl, Secretary
Board of Education, District #56
Lake County, IL

FINANCIAL SUMARY REPORT

April 24, 2024

Treasurer's Report

Actual Cash Balance - \$28,025,544.75

Revenue Report

<u>2023-2024 Budget</u>	<u>March Revenue</u>	<u>2023-2024 YTD Revenue</u>	<u>2023-2024 YTD %</u>	<u>Unreceived Balance</u>
\$56,094,115.00	\$1,175,778.31	\$38,331,181.65	68.33%	\$17,762,933.35

Expenditure Report

<u>2023-2024 Budget</u>	<u>March Activity</u>	<u>2023-2024 YTD Activity</u>	<u>2023-2024 YTD %</u>	<u>Encumbered Balance</u>	<u>Unencumbered Balance</u>
\$48,381,896.00	\$3,445,698.34	\$37,830,149.98	78.19%	\$207,908.52	\$10,343,837.50

Student Activity Fund Report

<u>Monthly Beginning Balance</u>	<u>March Revenues</u>	<u>March Expenditures</u>	<u>Monthly Ending Balance</u>
\$107,725.07	\$11,147.45	\$7,657.52	\$111,215.00

Revised Bills for Payment Report

	<u>March Balance Sheet</u>	<u>March Revenue</u>	<u>March Expense</u>	<u>Total</u>
Fund Summary Totals	\$1,153,283.45	\$0.00	\$726,253.89	\$1,879,537.34

Bills for Payment Report

	<u>April Balance Sheet</u>	<u>April Revenue</u>	<u>April Expense</u>	<u>Total</u>
Fund Summary Totals	\$587,224.93	\$9.00	\$765,320.92	\$1,352,554.85

Gurnee School District #56
Treasurer's Report as of March 31, 2024

Fund Name	Fund/Cash Balance 2/29/24	Actual Cash Balance 2/29/24	Cash Receipts This Month	Cash Disburse This Month	Fund/Cash Balance 3/31/24	Actual Cash Balance 3/31/24
Education	\$2,235,915.30	\$11,874,030.93	\$1,230,980.27	\$2,885,234.67	\$581,660.90	\$9,953,378.76
Oper/Maint	-\$218,772.71	\$774,177.67	\$352,677.20	\$197,112.79	-\$63,208.30	\$656,227.75
Debt Service	-\$1,211,170.29	\$16,862.95	\$1,110,000.00	\$7,955.00	-\$109,125.29	\$41,336.19
Transportation	\$30,451.48	\$1,664,771.12	\$360,138.00	\$226,816.19	\$163,773.29	\$1,470,520.68
Retirement	-\$23,207.77	\$720,126.52	\$39,396.90	\$99,235.79	-\$83,046.66	\$640,287.63
Capital Projects	-\$0.86	\$7,348,511.23	\$0.00	\$15,000.00	-\$15,000.86	\$7,335,322.23
Working Cash	\$11,459.69	\$7,512,250.74	\$0.00	\$0.00	\$11,459.69	\$7,551,164.76
Tort	\$33,589.03	\$354,642.83	\$7,898.30	\$4,560.00	\$36,927.33	\$362,902.98
Fire/Prevention & Safety	\$4,403.77	\$14,403.77	\$0.00	\$0.00	\$4,403.77	\$14,403.77

Sub-total

\$862,667.64	\$30,279,777.76	\$3,101,090.67	\$3,435,914.44	\$527,843.87	\$28,025,544.75
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Petty Cash

<u>Imprest Account</u>	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00
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Grand Totals	\$866,167.64	\$30,279,777.76	\$3,101,090.67	\$3,435,914.44	\$531,343.87	\$28,025,544.75
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Checking Accounts

3/31/24

Money Market	\$	527,843.87
Payroll Account	\$	-
Board Account	\$	-
Investment Account	\$	27,497,700.88
Total	\$	28,025,544.75

Gurnee School District #56
Treasurer's Report as of March 31, 2024
Investment Report

Fund Name	Investment Balance 2/29/24	Investment Returns This Month	Investments Made This Month	Investment Balance 3/31/24	Y. T. D. Interest 3/31/24
Education	\$ 9,638,115.63	\$ 330,000.00	\$ 63,602.23	\$ 9,371,717.86	\$532,692.51
Oper/Maint	\$ 992,950.38	\$ 280,000.00	\$ 6,485.67	\$ 719,436.05	\$5,378.55
Bond & Interest	\$ 1,228,033.24	\$ 1,110,000.00	\$ 32,428.24	\$ 150,461.48	\$15,563.84
Transportation	\$ 1,634,319.64	\$ 360,000.00	\$ 32,427.75	\$ 1,306,747.39	\$12,154.75
Retirement	\$ 743,334.29	\$ 20,000.00	\$ -	\$ 723,334.29	\$5,366.25
Capital Projects	\$ 7,348,512.09	\$ -	\$ 1,811.00	\$ 7,350,323.09	\$21,533.99
Working Cash	\$ 7,500,791.05	\$ -	\$ 38,914.02	\$ 7,539,705.07	\$172,746.90
Tort	\$ 321,053.80	\$ -	\$ 4,921.85	\$ 325,975.65	
Fire/Prevention & Safety	\$ 10,000.00	\$ -	\$ -	\$ 10,000.00	
				\$ -	
Total	\$ 29,417,110.12	\$ 2,100,000.00	\$ 180,590.76	\$ 27,497,700.88	\$765,436.79
					<i>Additional Interest Anticipated from Current Investments Through 6/30/24</i>
					<u>\$369,006.45</u>
					<i>Total Interest Earned and Anticipated (All Funds)</i>
					<u>\$1,134,443.24</u>
					<i>2023-24 Interest Budget (All Funds)</i>
					<u>\$840,000.00</u>
					<i>% of Interest Currently Earned and Anticipated</i>
					135.05%

\$ 20,147,377.79
\$ 7,350,323.09
\$ 27,497,700.88
\$ -

<u>FUND</u>	<u>BANK/INVEST NAME</u>	<u>AMOUNT INVESTED</u>	<u>PURCHASE DATE</u>	<u>DATE TO MATURE</u>	<u>TYPE OF INVEST</u>	<u>INTEREST RATE</u>	<u>ANTICIPATED INTEREST</u>
10	Liquid Fund	\$2,847,065.97		8/31/23	MM	5.209%	\$1.00
20	Liquid Fund	\$2,472.98		8/31/23	MM	5.209%	\$1.00
30	Liquid Fund	\$150,461.05		8/31/23	MM	5.209%	\$1.00
40	Liquid Fund	\$514,192.67		8/31/23	MM	5.209%	\$1.00
50	Liquid Fund	\$2,716.43		8/31/23	MM	5.209%	\$1.00
70	Liquid Fund	\$3,051,300.19		8/31/23	MM	5.209%	\$1.00
80	Liquid Fund	\$220,429.00		8/31/23	MM	5.209%	\$1.00
10	MAX FUND	\$0.00		8/31/23	MM	5.251%	\$1.00
20	MAX FUND	\$0.00		8/31/23	MM	5.251%	\$1.00
30	MAX FUND	\$0.00		8/31/23	MM	5.251%	\$1.00
40	MAX FUND	\$518,646.16		8/31/23	MM	5.251%	\$1.00
50	MAX FUND	\$0.00		8/31/23	MM	5.251%	\$1.00
60	MAX FUND	\$0.00		8/31/23	MM	5.251%	\$1.00
70	MAX FUND	\$881,743.34		8/31/23	MM	5.251%	\$1.00
80	MAX FUND	\$0.00		8/31/23	MM	5.251%	\$1.00
90	MAX FUND	\$10,000.00		8/31/23	MM	5.251%	\$1.00
10	ISDLAF Term Series	\$1,000,000.00	6/23/23	6/24/24	TS	5.210%	\$52,385.48
10	Amarillo National Bank TX	\$241,607.54	10/19/23	4/18/24	CD	5.442%	\$6,538.22
10	Guaranty Bank MO	\$241,607.54	10/19/23	4/18/24	CD	5.442%	\$6,538.22
10	MainStreet Bank VA	\$241,607.54	10/19/23	4/18/24	CD	5.442%	\$6,538.22
10	The First National Bank of Hutchinson KS	\$241,607.53	10/19/23	4/18/24	CD	5.442%	\$6,538.20
10	Southern First Bank SC	\$33,569.85	10/19/23	4/18/24	CD	5.442%	\$908.44
10	Dream First Bank	\$241,613.07	11/2/23	5/2/24	CD	5.436%	\$6,531.16
10	First Community Bank of Tennessee	\$241,613.07	11/2/23	5/2/24	CD	5.436%	\$6,531.16
10	Legacy Bank & Trust Company	\$241,613.07	11/2/23	5/2/24	CD	5.436%	\$6,531.16
10	Liberty Savings Bank	\$241,613.07	11/2/23	5/2/24	CD	5.436%	\$6,531.16
10	The Dime Bank	\$241,613.07	11/2/23	5/2/24	CD	5.436%	\$6,531.16
10	Waterford Bank	\$241,613.05	11/2/23	5/2/24	CD	5.436%	\$6,531.16
10	Southern First Bank SC	\$208,042.45	11/2/23	5/2/24	CD	5.436%	\$6,531.15
10	Security Bank, OK	\$112,131.41	11/2/23	5/2/24	CD	5.436%	\$5,623.69
10	Heritage Bank National Assoc, MN	\$88,534.67	11/2/23	5/2/24	CD	5.436%	\$3,031.08
10	Gbank, NV	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Hawthorn Bank, MO	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Independence Bank, KY	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Liberty National Bank, OK	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Lone Star Bank, TX	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Meridian Bank, PA	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Parke Bank, PA	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Peoples Exchange Bank, KY	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	United Bank, VA	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Forbight Bank MD	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
10	Western Alliance Bank	\$241,250.00	11/30/23	8/1/24	CD	5.330%	\$8,631.13
20	Sentry Bank - 1349188	\$237,800.00	5/23/23	5/22/24	CD	5.032%	\$11,967.29
20	First National Bank of McGregor	\$237,550.00	6/9/23	6/7/24	CD	5.150%	\$12,200.31
20	Community National Bank & Trust KS	\$241,613.07	11/2/23	5/2/24	CD	5.436%	\$6,531.16
40	Comerstone Bank - 1349187	\$237,500.00	5/23/23	5/22/24	CD	5.164%	\$12,264.50
40	West Gate Bank, NE	\$36,099.73	12/7/23	6/6/24	CD	5.386%	\$966.90
50	Old Plank Trail Comm Bank	\$237,700.00	6/9/23	6/7/24	CD	5.144%	\$12,193.44
50	Freedom Bank, NJ	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
50	Bank 7	\$241,250.00	11/30/23	8/1/24	CD	5.330%	\$8,631.13
70	CIBC Bank USA	\$241,000.00	9/12/23	5/23/24	CD	5.295%	\$8,880.22
70	Libertyville Bank& Trust	\$237,700.00	6/9/23	6/7/24	CD	5.144%	\$12,193.44
70	Lake Forest B&T	\$237,700.00	6/9/23	6/7/24	CD	5.144%	\$12,193.44
70	Modern Bank, National Association	\$241,650.00	9/21/23	5/9/24	CD	5.384%	\$8,234.32
70	Financial Federal Bank	\$241,600.00	9/21/23	5/9/24	CD	5.400%	\$8,256.76
70	Concumers Credit Union	\$241,500.00	9/21/23	5/9/24	CD	5.499%	\$8,381.69
70	Third Coast Bank, SSB	\$241,750.00	9/21/23	5/9/24	CD	5.325%	\$8,147.14
70	ServisFirst Bank	\$241,250.00	11/30/23	8/1/24	CD	5.344%	\$8,630.16
70	Preferred Bank NY	\$241,150.00	11/30/23	8/1/24	CD	5.375%	\$8,700.01
70	Citizens Bank and Trust	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
70	City National Bank of Florida	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
70	Eclipse Bank, NY	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
70	First Midwest Bank of Dexter	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
70	First National Bank of Pennsylvania	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
70	Firstbank Southwest	\$241,667.86	12/7/23	6/6/24	CD	5.386%	\$6,472.55
80	Community Bank Delaware	\$26,132.57	12/7/23	6/6/24	CD	5.386%	\$599.90
80	Premier Bank OH	\$79,414.08	12/7/23	6/6/24	CD	5.386%	\$2,126.93
		\$20,147,377.79					\$403,598.88

AG = US GOVERNMENT	\$20,147,377.79	\$34,592.43
CD = CERTIFICATES OF DEPOSIT		
CP = COMMERCIAL PAPER	\$0.00	\$369,006.45
MM = MONEY MARKET		
TS = TERM SERIES		

<u>FUND</u>	<u>BANK/INVEST NAME</u>	<u>AMOUNT</u> <u>INVESTED</u>	<u>PURCHASE</u> <u>DATE</u>	<u>DATE TO</u> <u>MATURE</u>	<u>TYPE OF</u> <u>INVEST</u>	<u>INTEREST</u> <u>RATE</u>	<u>ANTICIPATED</u> <u>INTEREST</u>
60	Liquid Fund	\$0.60		9/30/23	MM	5.282%	\$1.00
60	MAX FUND	\$407,923.09		9/30/23	MM	5.296%	\$1.00
60	DMB Community Bank	\$240,400.00	8/28/23	5/24/24	TS	5.330%	\$9,478.47
60	5Star Bank	\$240,400.00	8/28/23	5/24/24	AG	5.333%	\$9,457.77
60	The First Stat Bank of Healy	\$240,400.00	8/28/23	5/24/24	TS	5.330%	\$9,478.47
60	Farmers and Merchants Union Bank	\$240,400.00	8/28/23	5/24/24	AG	5.335%	\$9,486.64
60	American Plus Bank	\$240,400.00	8/28/23	5/24/24	TS	5.330%	\$9,478.47
60	First Commercial Bank	\$240,400.00	8/28/23	5/24/24	TS	5.331%	\$9,480.45
60	Veritex Community Bank	\$3,500,000.00	8/28/23	8/27/24	TS	5.369%	\$187,915.00
60	Vibrant Credit Union	\$231,700.00	8/28/23	2/18/25	CD	5.216%	\$18,008.27
60	Bank Hapoalim	\$231,750.00	8/28/23	2/18/25	CD	5.240%	\$17,966.97
60	Western Alliance Bank	\$1,536,550.00	8/28/23	2/18/25	CD	5.132%	\$117,611.13
		\$7,350,323.69					\$398,363.64
AG = US GOVERNMENT		\$7,350,323.69					\$56,862.27
CD = CERTIFICATES OF DEPOSIT							
CP = COMMERCIAL PAPER		\$0.00					
MM = MONEY MARKET							
TS = TERM SERIES							

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24 BUDGET	March 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
10----	----	----	--	EDUCATIONAL FUND	29,546,765.00	961,656.78	17,171,317.78	58.12	12,375,447.22
11----	----	----	--	NO LONGER USED					
20----	----	----	--	OPER & MAINT FUND	2,707,500.00	76,442.87	1,216,289.82	44.92	1,491,210.18
30----	----	----	--	DEBT SERVICE	4,145,900.00	32,428.24	1,756,045.43	42.36	2,389,854.57
40----	----	----	--	TRANSPORTATION FUND	2,450,000.00	32,566.35	1,578,103.12	64.41	871,896.88
50----	----	----	--	RETIREMENT FUND	929,950.00	19,396.90	527,771.48	56.75	402,178.52
60----	----	----	--	CAPITAL PROJECTS	7,900,000.00	1,811.00	7,824,362.81	99.04	75,637.19
70----	----	----	--	WORKING CASH FUND	8,014,000.00	38,914.02	8,020,063.66	100.08	-6,063.66
80----	----	----	--	TORT IMMUNITY FUND	400,000.00	12,562.15	237,227.55	59.31	162,772.45
90----	----	----	--	FIRE PREVENTION & SAFETY					
Grand Revenue Totals					56,094,115.00	1,175,778.31	38,331,181.65	68.33	17,762,933.35

Number of Accounts: 262

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

						2023-24	March 2023-24	2023-24	2023-24	UNRECEIVED
FDTLOC	FUNC	OBJ	SJ	FUNCTION		BUDGET	REVENUE	YTD REVENUE	YTD %	BALANCE
10R000	1110	0000	00	10000	GENERAL LEVY	19,673,665.00				19,673,665.00
10R000	1110	0000	00	20000	GENERAL LEVY			9,709,125.87		-9,709,125.87
10R000	1120	0000	00	20000	TORT LEVY					
10R000	1130	0000	00	10000	LEASING LEVY	305,000.00				305,000.00
10R000	1130	0000	00	20000	LEASING LEVY			150,114.81		-150,114.81
10R000	1140	0000	00	10000	SPECIAL EDUCATION LEVY	1,526,000.00				1,526,000.00
10R000	1140	0000	00	20000	SPECIAL EDUCATION LEVY			749,636.68		-749,636.68
10R000	1153	0000	00	20000	SEDOL GENERAL LEVY					
10R000	1230	0000	00	00000	CORP PERS PROPERTY TAX	910,000.00	74,716.88	701,995.48	77.14	208,004.52
10R000	1311	0000	00	00000	STUDENT TUITION					
10R000	1510	0000	00	00000	INTEREST ON INVESTMENTS	450,000.00	67,503.68	600,196.19	133.38	-150,196.19
10R000	1600	0000	00	00000	FOOD SERVICE	10,000.00	5.00	10,240.69	102.41	-240.69
10R000	1614	0000	00	00000	MILK SALES			10.00		-10.00
10R000	1711	0000	00	00000	ATHLETIC ADMISSIONS					
10R000	1720	0000	00	00000	STUDENT REGISTRATION FEE	110,000.00	3,091.50	37,656.80	34.23	72,343.20
10R000	1721	0000	00	00000	GYM SUIT FEES	500.00	56.00	3,222.00	644.40	-2,722.00
10R000	1722	0000	00	00000	TOWEL FEE					
10R000	1723	0000	00	00000	LOCK FEE	500.00	6.00	786.00	157.20	-286.00
10R000	1724	0000	00	00000	SPORT PHYSICALS					
10R000	1725	0000	00	00000	BAND FEES	5,000.00	330.00	1,640.00	32.80	3,360.00
10R000	1726	0000	00	00000	REGISTRATION LATE FEES		52.50	52.50		-52.50
10R000	1727	0000	00	00000	SPANISH CLASS FEES					
10R000	1790	0000	00	00000	OTHER STUDENT FEES					
10R000	1791	0000	00	00000	ACTIVITY FUND FLOW THRU					
10R000	1795	0000	00	00000	PROGRAM USER FEES					
10R000	1799	0000	00	00000						
10R000	1890	0000	00	00000	LOST/DAMAGED TEXTBOOK FE					
10R000	1900	0000	00	00000	OTHER REVENUE/LOCAL SOUR	40,000.00	2,168.57	18,430.53	46.08	21,569.47
10R000	1900	0000	00	19990	OTHER REVENUE/LOCAL SOUR					
10R000	1900	0000	00	19991	OTHER REVENUE/LOCAL SOUR					
10R000	1900	0000	00	19999	OTHER REVENUE/LOCAL SOUR					
10R000	1900	0000	00	91000	OTHER REVENUE/LOCAL SOUR					
10R000	1910	0000	00	00000	RENTALS					
10R000	1920	0000	00	00000	CONTRIBUTIONS AND DONATI		25.00	25.00		-25.00
10R000	1950	0000	00	00000	REFUND PRIOR YEAR EXPEND	1,000.00		98.94	9.89	901.06
10R000	1960	0000	00	00000	TIF SURPLUS					
10R000	1980	0000	00	00000	VENDOR CONTRACT PROCEEDS					
10R000	1994	0000	00	00000	I-PAD INS-PROTECTION PLA	40,000.00	496.50	17,388.40	43.47	22,611.60
10R000	1999	0000	00	00000	OTHER REVENUE SOURCE					
10R000	1---	----	--	-----	*LOCAL SOURCES	23,071,665.00	148,451.63	12,000,619.89	52.01	11,071,045.11

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24 BUDGET	March 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
10R000	2230	0000	00 10000	FLOW-THROUGH					
10R000	2230	0000	00 20000	FLOW-THROUGH					
10R000	2231	0000	00 10000	PRE-SCHOOL FLOW THROUGH					
10R000	2231	0000	00 20000	PRE-SCHOOL FLOW THROUGH					
10R000	2300	0000	00 00000	IDEA PART B SUPPLEMENTAL					
10R000	2520	3510	00 00000						
10R000	2---	----	-- -----	*FLOW-THROUGH SOURCES					
10R000	3001	0000	00 10000	EVIDENCE BASED FUNDING	3,113,000.00	283,228.00	2,265,824.00	72.79	847,176.00
10R000	3001	0000	00 20000	EVIDENCE BASED FUNDING					
10R000	3002	0000	00 00000	GSA-HOLD HARMLESS					
10R000	3101	0000	00 00000	SPECIAL ED-PRIVATE FACIL					
10R000	3101	0000	00 10000	SPECIAL ED-PRIVATE FACIL	150,000.00				150,000.00
10R000	3101	0000	00 20000	SPECIAL ED-PRIVATE FACIL			264,799.62		-264,799.62
10R000	3105	0000	00 10000	SPEC ED-EXTRAORDINARY					
10R000	3105	0000	00 20000	SPEC ED-EXTRAORDINARY					
10R000	3110	0000	00 10000	SPEC ED-PERSONNEL					
10R000	3110	0000	00 20000	SPEC ED-PERSONNEL					
10R000	3120	0000	00 10000	SPEC ED-ORPHANAGE-INDIVI					
10R000	3120	0000	00 20000	SPEC ED-ORPHANAGE-INDIVI					
10R000	3130	0000	00 00000	SUMMER INDIV ORPH					
10R000	3145	0000	00 10000	SPEC ED-SUMMER SCHOOL					
10R000	3145	0000	00 20000	SPEC ED-SUMMER SCHOOL					
10R000	3305	0000	00 10000	BILINGUAL-TPI					
10R000	3305	0000	00 20000	BILINGUAL-TPI					
10R000	3310	0000	00 00000	BILINGUAL - TBE					
10R000	3310	0000	00 10000	BILINGUAL - TBE					
10R000	3310	0000	00 20000	BILINGUAL - TBE					
10R000	3350	0000	00 10000	GIFTED EDUCATION					
10R000	3350	0000	00 20000	GIFTED EDUCATION					
10R000	3360	0000	00 10000	FREE LUNCH AND BREAKFAST	2,500.00	922.48	9,760.33	390.41	-7,260.33
10R000	3360	0000	00 20000	FREE LUNCH AND BREAKFAST					
10R000	3390	0000	00 33900	CLASS SIZE REDUCTION					
10R000	3610	0000	00 10000	LEARN IMPROVE CHANGE GRA					
10R000	3620	0000	00 00000	CERTIFICATE RENEWAL ADMI					
10R000	3640	0000	00 10000	BLOCK GRANT-SCHOOL IMPRO					
10R000	3640	0000	00 20000	BLOCK GRANT-SCHOOL IMPRO					
10R000	3651	0000	00 00000	NATIONAL BOARD CERT INIT					
10R000	3700	4100	00 49980						
10R000	3705	0000	00 10000	E/C-PRESCHOOL AT RISK	200,000.00	20,482.00	141,353.00	70.68	58,647.00

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24 BUDGET	March 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
10R000	3705	0000	00 20000	E/C-PRESCHOOL AT RISK					
10R000	3706	0000	00 10000	E/C-PRESCH EARLY LEARN P					
10R000	3706	0000	00 20000	E/C-PRESCH EARLY LEARN P					
10R000	3715	0000	00 10000	K-6 READING IMPROVEMENT					
10R000	3715	0000	00 20000	K-6 READING IMPROVEMENT					
10R000	3735	0000	00 10000	REPORT CARDS					
10R000	3740	0000	00 10000	CRIMINAL BACKGROUND CHEC					
10R000	3775	0000	00 10000	ADA SAFETY&BLOCK GRANT E					
10R000	3775	0000	00 20000	ADA SAFETY&BLOCK GRANT E					
10R000	3792	0000	00 10000	CLOSING THE GAP-TECHNOLO					
10R000	3800	0000	00 10000	LIBRARY GRANT	1,600.00				1,600.00
10R000	3900	0000	00 00000	OTHER STATE REVENUE GRAN					
10R000	3999	0000	00 10000	OTHER REVENUE FROM STATE					
10R000	3---	----	-- -----	*STATE SOURCES	3,467,100.00	304,632.48	2,681,736.95	77.35	785,363.05
10R000	4001	0000	00 00000	IMPACT AID					
10R000	4035	0000	00 10000	TITLE VI - EXCELL IN ED					
10R000	4035	0000	00 20000	TITLE VI - EXCELL IN ED					
10R000	4100	0000	00 10000	TITLE V-INNOVATIVE PROGR					
10R000	4100	0000	00 20000	TITLE V-INNOVATIVE PROGR					
10R000	4110	0000	00 00000	CLASS SIZE REDUCTION					
10R000	4210	0000	00 10000	NSLP	750,000.00	73,698.15	486,961.40	64.93	263,038.60
10R000	4215	0000	00 10000	SPECIAL MILK			15.12		-15.12
10R000	4215	0000	00 20000	SPECIAL MILK					
10R000	4220	0000	00 10000			33,615.03	195,351.21		-195,351.21
10R000	4225	0000	00 10000	SUMMER FOOD SERVICE PROG					
10R000	4300	0000	00 10000	TITLE I - LOW INCOME	300,000.00		314,028.00	104.68	-14,028.00
10R000	4300	0000	00 20000	TITLE I - LOW INCOME					
10R000	4331	0000	00 10000				2,500.00		-2,500.00
10R000	4331	0000	00 20000						
10R000	4399	0000	00 10000						
10R000	4399	0000	00 20000						
10R000	4400	0000	00 10000	SAFE & DRUG-FREE SCHOOLS			7,845.00		-7,845.00
10R000	4400	0000	00 20000	SAFE & DRUG-FREE SCHOOLS	5,000.00				5,000.00
10R000	4600	0000	00 10000	PRESCHOOL FLOW THRU	20,000.00		21,286.00	106.43	-1,286.00
10R000	4600	0000	00 20000	PRESCHOOL FLOW THRU					
10R000	4620	0000	00 10000	IDEA PART B FLOW THRU	500,000.00		333,001.00	66.60	166,999.00
10R000	4620	0000	00 20000	IDEA PART B FLOW THRU					
10R000	4625	0000	00 10000	SPEC ED IDEA - ROOM & BO					
10R000	4625	0000	00 20000	SPEC ED IDEA - ROOM & BO					

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24 BUDGET	March 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
10R000	4850	0000	00 10000	GSA-STABILIZATION					
10R000	4850	0000	00 20000	GSA-STABILIZATION					
10R000	4851	0000	00 00000	TITLE I STIMULUS					
10R000	4856	0000	00 10000	PRESCHOOL STIMULUS					
10R000	4857	0000	00 00000	IDEA STIMULUS					
10R000	4870	0000	00 10000	GSA-ARRA-GOVT SFSF					
10R000	4880	0000	00 00000	EDUC JOBS FUND PROGRAM					
10R000	4900	0000	00 10000	MEDICAID MATCHING FUND		7,384.71	32,871.07		-32,871.07
10R000	4900	0000	00 20000	MEDICAID MATCHING FUND					
10R000	4905	0000	00 10000	TITLE III-IMM EDUCATION					
10R000	4905	0000	00 20000	TITLE III-IMM EDUCATION					
10R000	4909	0000	00 10000	TITLE III-LANG INSTR FOR	50,000.00		83,464.00	166.93	-33,464.00
10R000	4909	0000	00 20000	TITLE III-LANG INSTR FOR					
10R000	4930	0000	00 10000	TITLE II-EISENHOWER PROF					
10R000	4930	0000	00 20000	TITLE II-EISENHOWER PROF					
10R000	4932	0000	00 10000	TITLE II - TEACHER QUALI	45,000.00		40,134.00	89.19	4,866.00
10R000	4932	0000	00 20000	TITLE II - TEACHER QUALI					
10R000	4971	0000	00 10000	TECH ENHANCING EDUCATION					
10R000	4991	0000	00 10000	MEDICAID-ADMIN OUTREACH					
10R000	4991	0000	00 20000	MEDICAID-ADMIN OUTREACH					
10R000	4992	0000	00 10000	MEDICAID-FEE FOR SERVICE	100,000.00	4,656.78	182,088.14	182.09	-82,088.14
10R000	4992	0000	00 20000	MEDICAID-FEE FOR SERVICE					
10R000	4995	0000	00 00000	HURRICANE EMERGENCY RELI					
10R000	4998	0000	00 00000	ESSER	25,000.00				25,000.00
10R000	4998	0000	00 10000	ESSER	63,000.00	389,218.00	789,416.00	1,253.04	-726,416.00
10R000	4998	0000	00 20000	ESSER	1,000,000.00				1,000,000.00
10R000	4999	0000	00 00000						
10R000	4---	----	-- -----	*FEDERAL SOURCES	2,858,000.00	508,572.67	2,488,960.94	87.09	369,039.06
10R000	7110	0000	00 00000	ABATEMENT OF WORK CASH F					
10R000	7120	0000	00 10000	PERM TRANSFER W/C INTERE	150,000.00				150,000.00
10R000	7120	0000	00 10003	PERM TRANSFER W/C INTERE					
10R000	7120	0000	00 10004	PERM TRANSFER W/C INTERE					
10R000	7120	0000	00 10007	PERM TRANSFER W/C INTERE					
10R000	7130	0000	00 00000	PERMANENT INTERFUND TRAN					
10R000	7200	0000	00 00000	BOND PROCEEDS					
10R000	7310	0000	00 00000	SALE OF EQUIPMENT					
10R000	7320	0000	00 00000	SALE OF PROPERTY					
10R000	7990	0000	00 00000						
10R000	7---	----	-- -----	*SOURCES OF FUND	150,000.00				150,000.00

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24 BUDGET	March 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
10R001	1910	0000	00 00000	RENTALS					
10R001	1---	----	-- -----	*LOCAL SOURCES					
10R003	1910	0000	00 00000	RENTALS					
10R003	1---	----	-- -----	*LOCAL SOURCES					
10----	----	----	-- -----	*EDUCATIONAL FUND	29,546,765.00	961,656.78	17,171,317.78	58.12	12,375,447.22
11R000	1120	0000	00 10000	TORT LEVY					
11R000	1120	0000	00 20000	TORT LEVY					
11R000	1510	0000	00 00000	INTEREST ON INVESTMENTS					
11R000	1900	0000	00 00000	OTHER REVENUE/LOCAL SOUR					
11R000	1950	0000	00 00000	REFUND PRIOR YEAR EXPEND					
11R000	1---	----	-- -----	*LOCAL SOURCES					
11----	----	----	-- -----	*NO LONGER USED					
20R000	1110	0000	00 10000	GENERAL LEVY	2,037,500.00				2,037,500.00
20R000	1110	0000	00 20000	GENERAL LEVY			982,696.31		-982,696.31
20R000	1510	0000	00 00000	INTEREST ON INVESTMENTS	25,000.00	6,485.67	11,864.22	47.46	13,135.78
20R000	1720	0000	00 00000	STUDENT REGISTRATION FEE					
20R000	1900	0000	00 00000	OTHER REVENUE/LOCAL SOUR	150,000.00		27,509.83	18.34	122,490.17
20R000	1910	0000	00 10010	RENTALS					
20R000	1910	0000	00 10020	RENTALS					
20R000	1910	0000	00 10030	RENTALS					
20R000	1910	0000	00 10040	RENTALS					
20R000	1920	0000	00 00000	CONTRIBUTIONS AND DONATI					
20R000	1930	0000	00 00000	DEVELOPER DONATIONS			48,010.01		-48,010.01
20R000	1940	0000	00 00000	SERVICE PROVIDED OTHER D					
20R000	1950	0000	00 00000	REFUND PRIOR YEAR EXPEND					
20R000	1993	0000	00 00000	E-RATE REIMBURSEMENT	100,000.00		29,046.10	29.05	70,953.90
20R000	1999	0000	00 00000	OTHER REVENUE SOURCE	20,000.00	19,957.20	67,163.35	335.82	-47,163.35
20R000	1---	----	-- -----	*LOCAL SOURCES	2,332,500.00	26,442.87	1,166,289.82	50.00	1,166,210.18
20R000	3705	0000	00 10000	E/C-PRESCHOOL AT RISK					
20R000	3792	0000	00 10000	CLOSING THE GAP-TECHNOLO					
20R000	3900	0000	00 00000	OTHER STATE REVENUE GRAN					
20R000	3925	0000	00 10000	SCHOOL MAINTENANCE PROJE		50,000.00	50,000.00		-50,000.00
20R000	3999	0000	00 00000	OTHER REVENUE FROM STATE					
20R000	3---	----	-- -----	*STATE SOURCES		50,000.00	50,000.00		-50,000.00

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24 BUDGET	March 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
20R000	4996	0000	00 00000	FEMA PAYMENT					
20R000	4998	0000	00 00000	ESSER					
20R000	4998	0000	00 10000	ESSER					
20R000	4999	0000	00 00000						
20R000	4---	----	-- -----	*FEDERAL SOURCES					
20R000	7120	0000	00 10003	PERM TRANSFER W/C INTERE					
20R000	7130	0000	00 00000	PERMANENT INTERFUND TRAN	350,000.00				350,000.00
20R000	7140	0000	00 00000	PERM TRANSFER OF INTERES	25,000.00				25,000.00
20R000	7140	0000	00 10003	PERM TRANSFER OF INTERES					
20R000	7200	0000	00 00000	BOND PROCEEDS					
20R000	7300	0000	00 00000	SALE OF FIXED ASSET					
20R000	7320	0000	00 00000	SALE OF PROPERTY					
20R000	7990	0000	00 00000						
20R000	7---	----	-- -----	*SOURCES OF FUND	375,000.00				375,000.00
20R001	1910	0000	00 00000	RENTALS					
20R001	1---	----	-- -----	*LOCAL SOURCES					
20R002	1910	0000	00 00000	RENTALS					
20R002	1---	----	-- -----	*LOCAL SOURCES					
20R003	1910	0000	00 00000	RENTALS					
20R003	1---	----	-- -----	*LOCAL SOURCES					
20R006	1910	0000	00 00000	RENTALS					
20R006	1---	----	-- -----	*LOCAL SOURCES					
20----	----	----	-- -----	*OPER & MAINT FUND	2,707,500.00	76,442.87	1,216,289.82	44.92	1,491,210.18
30R000	1110	0000	00 10000	GENERAL LEVY	3,625,900.00				3,625,900.00
30R000	1110	0000	00 20000	GENERAL LEVY			1,530,405.02		-1,530,405.02
30R000	1510	0000	00 00000	INTEREST ON INVESTMENTS	25,000.00	32,428.24	47,992.08	191.97	-22,992.08
30R000	1950	0000	00 00000	REFUND PRIOR YEAR EXPEND					
30R000	1---	----	-- -----	*LOCAL SOURCES	3,650,900.00	32,428.24	1,578,397.10	43.23	2,072,502.90
30R000	3910	0000	00 10000	ISBE DEBT PRINCIPAL/CONS					
30R000	3---	----	-- -----	*STATE SOURCES					
30R000	4869	0000	00 00000	BUILD AMERICA INTEREST R					

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24 BUDGET	March 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
30R000	4---	----	--	-----					
				*FEDERAL SOURCES					
30R000	7120	0000	00	00000					
				PERM TRANSFER W/C INTERE					
30R000	7130	0000	00	10010					
				PERMANENT INTERFUND TRAN					
30R000	7210	0000	00	00000					
				PRINCIPAL ON BONDS SOLD					
30R000	7220	0000	00	00000			177,648.33		-177,648.33
				PREMIUM ON BONDS SOLD					
30R000	7230	0000	00	00000					
				ACCRUED INTEREST ON BOND					
30R000	7410	0000	00	00000	495,000.00				495,000.00
				TRANS TO PAY PRIN ON CAP					
30R000	7510	0000	00	00000					
				TRANS TO PAY INT ON CAP					
30R000	7---	----	--	-----	495,000.00		177,648.33	35.89	317,351.67
				*SOURCES OF FUND					
30----	----	----	--	-----	4,145,900.00	32,428.24	1,756,045.43	42.36	2,389,854.57
				*DEBT SERVICE					
40R000	1110	0000	00	10000	1,340,000.00				1,340,000.00
				GENERAL LEVY					
40R000	1110	0000	00	20000			658,031.67		-658,031.67
				GENERAL LEVY					
40R000	1510	0000	00	00000	25,000.00	32,428.35	44,583.10	178.33	-19,583.10
				INTEREST ON INVESTMENTS					
40R000	1900	0000	00	00000		138.00	588.00		-588.00
				OTHER REVENUE/LOCAL SOUR					
40R000	1940	0000	00	00000					
				SERVICE PROVIDED OTHER D					
40R000	1950	0000	00	00000					
				REFUND PRIOR YEAR EXPEND					
40R000	1999	0000	00	00000					
				OTHER REVENUE SOURCE					
40R000	1---	----	--	-----	1,365,000.00	32,566.35	703,202.77	51.52	661,797.23
				*LOCAL SOURCES					
40R000	3500	0000	00	10000	460,000.00				460,000.00
				TRANSPORTATION-REGULAR					
40R000	3500	0000	00	20000			397,886.81		-397,886.81
				TRANSPORTATION-REGULAR					
40R000	3510	0000	00	10000	625,000.00				625,000.00
				TRANSPORTATON-SPEC EDUCA					
40R000	3510	0000	00	20000			476,235.25		-476,235.25
				TRANSPORTATON-SPEC EDUCA					
40R000	3705	0000	00	10000			778.29		-778.29
				E/C-PRESCHOOL AT RISK					
40R000	3705	0000	00	20000					
				E/C-PRESCHOOL AT RISK					
40R000	3---	----	--	-----	1,085,000.00		874,900.35	80.64	210,099.65
				*STATE SOURCES					
40R000	4998	0000	00	20000					
				ESSER					
40R000	4---	----	--	-----					
				*FEDERAL SOURCES					
40R000	7130	0000	00	00000					
				PERMANENT INTERFUND TRAN					
40R000	7300	0000	00	00000					
				SALE OF FIXED ASSET					
40R000	7---	----	--	-----					
				*SOURCES OF FUND					
40----	----	----	--	-----	2,450,000.00	32,566.35	1,578,103.12	64.41	871,896.88
				*TRANSPORTATION FUND					
50R000	1110	0000	00	10000	323,400.00				323,400.00
				GENERAL LEVY					

						2023-24	March 2023-24	2023-24	2023-24	UNRECEIVED
FDTLOC	FUNC	OBJ	SJ	FUNCTION		BUDGET	REVENUE	YTD REVENUE	YTD %	BALANCE
50R000	1110	0000	00	20000	GENERAL LEVY			159,076.32		-159,076.32
50R000	1150	0000	00	10000	SOCIAL SECURITY/MEDICARE	335,550.00				335,550.00
50R000	1150	0000	00	20000	SOCIAL SECURITY/MEDICARE			164,895.23		-164,895.23
50R000	1153	0000	00	10000	SEDOL GENERAL LEVY	31,000.00				31,000.00
50R000	1153	0000	00	20000	SEDOL GENERAL LEVY			16,191.96		-16,191.96
50R000	1230	0000	00	00000	CORP PERS PROPERTY TAX	225,000.00	19,396.90	182,241.72	81.00	42,758.28
50R000	1510	0000	00	00000	INTEREST ON INVESTMENTS	15,000.00		5,366.25	35.78	9,633.75
50R000	1950	0000	00	00000	REFUND PRIOR YEAR EXPEND					
50R000	1---	----	--	-----	*LOCAL SOURCES	929,950.00	19,396.90	527,771.48	56.75	402,178.52
50R000	4900	0000	00	10000	MEDICAID MATCHING FUND					
50R000	4---	----	--	-----	*FEDERAL SOURCES					
50----	----	----	--	-----	*RETIREMENT FUND	929,950.00	19,396.90	527,771.48	56.75	402,178.52
60R000	1110	0000	00	20000	GENERAL LEVY					
60R000	1510	0000	00	00000	INTEREST ON INVESTMENTS	100,000.00	1,811.00	23,344.99	23.34	76,655.01
60R000	1900	0000	00	00000	OTHER REVENUE/LOCAL SOUR					
60R000	1950	0000	00	00000	REFUND PRIOR YEAR EXPEND					
60R000	1---	----	--	-----	*LOCAL SOURCES	100,000.00	1,811.00	23,344.99	23.34	76,655.01
60R000	7210	0000	00	00000	PRINCIPAL ON BONDS SOLD					
60R000	7800	0000	00	00000	TRANSFER INTO CAPITAL PR	7,800,000.00		7,801,017.82	100.01	-1,017.82
60R000	7---	----	--	-----	*SOURCES OF FUND	7,800,000.00		7,801,017.82	100.01	-1,017.82
60----	----	----	--	-----	*CAPITAL PROJECTS	7,900,000.00	1,811.00	7,824,362.81	99.04	75,637.19
70R000	1110	0000	00	10000	GENERAL LEVY	14,000.00				14,000.00
70R000	1110	0000	00	20000	GENERAL LEVY			7,384.92		-7,384.92
70R000	1510	0000	00	00000	INTEREST ON INVESTMENTS	200,000.00	38,914.02	211,660.92	105.83	-11,660.92
70R000	1---	----	--	-----	*LOCAL SOURCES	214,000.00	38,914.02	219,045.84	102.36	-5,045.84
70R000	7210	0000	00	00000	PRINCIPAL ON BONDS SOLD	7,800,000.00		7,075,000.00	90.71	725,000.00
70R000	7220	0000	00	00000	PREMIUM ON BONDS SOLD			726,017.82		-726,017.82
70R000	7230	0000	00	00000	ACCRUED INTEREST ON BOND					
70R000	7---	----	--	-----	*SOURCES OF FUND	7,800,000.00		7,801,017.82	100.01	-1,017.82
70----	----	----	--	-----	*WORKING CASH FUND	8,014,000.00	38,914.02	8,020,063.66	100.08	-6,063.66
80R000	1110	0000	00	10000	GENERAL LEVY					

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2023-24	March 2023-24	2023-24	2023-24	UNRECEIVED
					BUDGET	REVENUE	YTD REVENUE	YTD %	BALANCE
80R000	1110	0000	00 20000	GENERAL LEVY	400,000.00		224,665.40	56.17	175,334.60
80R000	1120	0000	00 10000	TORT LEVY					
80R000	1120	0000	00 20000	TORT LEVY					
80R000	1130	0000	00 10000	LEASING LEVY					
80R000	1130	0000	00 20000	LEASING LEVY					
80R000	1510	0000	00 00000	INTEREST ON INVESTMENTS		4,921.85	4,921.85		-4,921.85
80R000	1900	0000	00 00000	OTHER REVENUE/LOCAL SOUR		7,640.30	7,640.30		-7,640.30
80R000	1950	0000	00 00000	REFUND PRIOR YEAR EXPEND					
80R000	1---	----	-- -----	*LOCAL SOURCES	400,000.00	12,562.15	237,227.55	59.31	162,772.45
80R000	3900	0000	00 00000	OTHER STATE REVENUE GRAN					
80R000	3---	----	-- -----	*STATE SOURCES					
80R000	7300	0000	00 00000	SALE OF FIXED ASSET					
80R000	7---	----	-- -----	*SOURCES OF FUND					
80----	----	----	-- -----	*TORT IMMUNITY FUND	400,000.00	12,562.15	237,227.55	59.31	162,772.45
90R000	1110	0000	00 10000	GENERAL LEVY					
90R000	1110	0000	00 20000	GENERAL LEVY					
90R000	1510	0000	00 00000	INTEREST ON INVESTMENTS					
90R000	1---	----	-- -----	*LOCAL SOURCES					
90R000	3900	0000	00 00000	OTHER STATE REVENUE GRAN					
90R000	3---	----	-- -----	*STATE SOURCES					
90R000	7210	0000	00 00000	PRINCIPAL ON BONDS SOLD					
90R000	7---	----	-- -----	*SOURCES OF FUND					
90----	----	----	-- -----	*FIRE PREVENTION & SAFET					
Grand Revenue Totals					56,094,115.00	1,175,778.31	38,331,181.65	68.33	17,762,933.35

Number of Accounts: 262

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

				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED		
FDTLOC	FUNC	OBJ	SJ	FUND	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE	
10----	----	----	--	-----	EDUCATIONAL FUND	29,504,460.00	2,896,737.74	21,441,115.80	72.67	46,390.76	8,016,953.44
11----	----	----	--	-----	NO LONGER USED						
20----	----	----	--	-----	OPER & MAINT FUND	2,707,317.00	191,663.36	1,980,772.90	73.16	155,085.00	571,459.10
30----	----	----	--	-----	DEBT SERVICE	3,907,876.00	7,955.00	3,151,521.12	80.65		756,354.88
40----	----	----	--	-----	TRANSPORTATION FUND	2,485,153.00	230,804.45	1,923,731.67	77.41		561,421.33
50----	----	----	--	-----	RETIREMENT FUND	892,090.00	99,235.79	693,149.76	77.70		198,940.24
60----	----	----	--	-----	CAPITAL PROJECTS	500,000.00	15,000.00	489,040.58	97.81	6,432.76	4,526.66
70----	----	----	--	-----	WORKING CASH FUND	8,000,000.00		7,801,017.82	97.51		198,982.18
80----	----	----	--	-----	TORT IMMUNITY FUND	385,000.00	4,302.00	349,800.33	90.86		35,199.67
90----	----	----	--	-----	FIRE PREVENTION & SAFETY FUND						
Grand Expense Totals						48,381,896.00	3,445,698.34	37,830,149.98	78.19	207,908.52	10,343,837.50

Number of Accounts: 3177

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

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24 BUDGET	March 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
10E---	----	0000	--	-----						
10E---	----	0---	--	-----						
10E---	----	1000	--	-----						
10E---	----	1100	--	-----	1,823,315.00	209,863.32	1,399,088.80	76.73		424,226.20
10E---	----	1200	--	-----	13,432,946.00	1,503,779.37	9,975,147.91	74.26		3,457,798.09
10E---	----	1210	--	-----	75,000.00		142,757.87	190.34		-67,757.87
10E---	----	1220	--	-----	10,000.00	402.00	3,126.64	31.27		6,873.36
10E---	----	1230	--	-----						
10E---	----	1310	--	-----	197,000.00	24,254.90	116,094.70	58.93		80,905.30
10E---	----	1311	--	-----	30,000.00	435.50	1,222.76	4.08		28,777.24
10E---	----	1320	--	-----	230,000.00	21,916.83	104,811.87	45.57		125,188.13
10E---	----	1332	--	-----	8,000.00	2,129.85	7,552.85	94.41		447.15
10E---	----	1333	--	-----						
10E---	----	1334	--	-----			3,082.00			-3,082.00
10E---	----	1340	--	-----						
10E---	----	1400	--	-----	29,500.00		24,619.17	83.45		4,880.83
10E---	----	1410	--	-----	143,200.00		77,911.50	54.41		65,288.50
10E---	----	1420	--	-----	69,000.00		37,220.50	53.94		31,779.50
10E---	----	1500	--	-----	250,000.00	33,295.74	187,415.56	74.97		62,584.44
10E---	----	1510	--	-----	97,500.00	23,228.10	91,754.56	94.11		5,745.44
10E---	----	1520	--	-----	10,000.00	1,876.00	3,132.26	31.32		6,867.74
10E---	----	1600	--	-----						
10E---	----	1610	--	-----	460,500.00	52,392.55	360,920.20	78.38		99,579.80
10E---	----	1620	--	-----	275,200.00	32,414.67	171,196.56	62.21		104,003.44
10E---	----	1630	--	-----	647,000.00	76,791.26	485,451.73	75.03		161,548.27
10E---	----	1640	--	-----	130,000.00	10,042.40	100,627.39	77.41		29,372.61
10E---	----	1650	--	-----	5,000.00					5,000.00
10E---	----	1690	--	-----	10,000.00		2,984.00	29.84		7,016.00
10E---	----	1691	--	-----	12,500.00		655.00	5.24		11,845.00
10E---	----	1710	--	-----						
10E---	----	1840	--	-----	160,000.00	18,785.33	101,889.08	63.68		58,110.92
10E---	----	1850	--	-----	6,000.00		22,398.95	373.32		-16,398.95
10E---	----	1---	--	-----	18,111,661.00	2,011,607.82	13,421,061.86	74.10		4,690,599.14
10E---	----	2100	--	-----	252,217.00	33,260.47	226,665.41	89.87		25,551.59
10E---	----	2110	--	-----						
10E---	----	2130	--	-----	27,888.00	1,930.38	12,880.01	46.18		15,007.99
10E---	----	2140	--	-----	35,000.00	3,824.29	38,898.44	111.14		-3,898.44
10E---	----	2150	--	-----	197,315.00	22,324.55	149,829.44	75.93		47,485.56

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
10E---	----	2160	--	-----						
				ANNUITY						
10E---	----	2170	--	-----						
				IMRF	5,723.00	660.36	4,402.40	76.92		1,320.60
10E---	----	2180	--	-----						
				MEDICARE						
10E---	----	2200	--	-----						
				HEALTH INS-INDEMINITY						
10E---	----	2205	--	-----						
				HEALTH INSURANCE RESERVE						
10E---	----	2210	--	-----						
				HEALTH INS-PPO	1,254,551.00	67,106.10	625,071.68	49.82		629,479.32
10E---	----	2211	--	-----						
				HEALTH INS-PPO 500	918,300.00	13,819.28	139,221.54	15.16		779,078.46
10E---	----	2212	--	-----						
				HEALTH INS-PPO 750	476,000.00	65,415.06	556,484.31	116.91		-80,484.31
10E---	----	2213	--	-----						
				PPO 1000	149,000.00	51,425.99	436,145.11	292.71		-287,145.11
10E---	----	2215	--	-----						
				PPO 2500	561,262.00	47,809.81	470,923.50	83.90		90,338.50
10E---	----	2220	--	-----						
				HEALTH INS HMO	273,800.00	36,928.33	296,800.12	108.40		-23,000.12
10E---	----	2230	--	-----						
				HEALTH INS DEDUCTIBLE	65,000.00	12,137.68	34,692.80	53.37		30,307.20
10E---	----	2240	--	-----						
				WELLNESS STIPEND						
10E---	----	2300	--	-----						
				LIFE INS	14,810.00	1,198.14	10,458.36	70.62		4,351.64
10E---	----	2310	--	-----						
				LONG TERM DISABILITY INS	2,983.00	259.66	2,336.94	78.34		646.06
10E---	----	2311	--	-----						
				FLEXIBLE SPENDING PLAN						
10E---	----	2312	--	-----						
				WELLNESS INITIATIVE	3,000.00					3,000.00
10E---	----	2313	--	-----						
				EMPLOYEE ASSISTANCE PROGRAM	4,600.00		4,422.00	96.13		178.00
10E---	----	2400	--	-----						
				DENTAL INSURANCE	137,620.00	11,841.47	103,391.28	75.13		34,228.72
10E---	----	2510	--	-----						
				TUITION REIMBURSEMENT	50,000.00		20,950.00	41.90		29,050.00
10E---	----	2600	--	-----						
				TRAVEL STIPEND						
10E---	----	2---	--	-----						
				EMPLOYEE BENEFITS	4,429,069.00	369,941.57	3,133,573.34	70.75		1,295,495.66
10E---	----	3100	--	-----						
				INSERVICE	20,000.00		6,267.40	31.34		13,732.60
10E---	----	3110	--	-----						
				TECHNOLOGY SERVICE	182,227.00	23,344.35	121,400.67	66.62	-3,350.12	64,176.45
10E---	----	3111	--	-----						
				TECHNOLOGY LEASING						
10E---	----	3115	--	-----						
				SUPP DIGITAL SERVICE	206,150.00	391.01	129,308.03	62.73	1,296.00	75,545.97
10E---	----	3120	--	-----						
				CONTRACT SERVICE	545,197.00	51,429.86	370,643.17	67.98	2,412.50	172,141.33
10E---	----	3121	--	-----						
				ATHLETIC OFFICIALS	7,500.00	191.00	6,321.00	84.28		1,179.00
10E---	----	3140	--	-----						
				FREE LUNCH CONTRACT	800,000.00	121,828.20	695,008.84	86.88		104,991.16
10E---	----	3150	--	-----						
				PE TOWELS						
10E---	----	3160	--	-----						
				ATHLETIC OFFICIALS						
10E---	----	3180	--	-----						
				TESTING SERVICES						
10E---	----	3181	--	-----						
				PT/OT SERVICES	113,000.00	12,678.37	77,061.37	68.20		35,938.63
10E---	----	3182	--	-----						
				PRE-VOC SERVICES						
10E---	----	3183	--	-----						
				PRIVATE SCHOOL ROOM & BOARD						
10E---	----	3184	--	-----						
				TRANSPORTATION						
10E---	----	3185	--	-----						
				TUTORING-CONTRACT SCVS	2,000.00	3,353.13	4,767.33	238.37		-2,767.33
10E---	----	3210	--	-----						
				EQUIPMENT REPAIR	58,050.00	2,408.00	20,646.83	35.57		37,403.17
10E---	----	3211	--	-----						
				I-PAD REPAIRS						

				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED		
FDTLOC	FUNC	OBJ	SJ	OBJECT	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE	
10E---	----	3310	--	-----	PROFESSIONAL GROWTH	145,300.00	4,592.73	62,101.11	42.74	350.00	82,848.89
10E---	----	3311	--	-----	PROFESSIONAL GROWTH SUPPORT SF	4,000.00		75.96	1.90		3,924.04
10E---	----	3320	--	-----	MILEAGE REIMBURSEMENT	14,050.00	1,370.46	6,004.57	42.74		8,045.43
10E---	----	3400	--	-----	COMMUNICATIONS	165,000.00	-484.02	94,543.03	57.30		70,456.97
10E---	----	3410	--	-----	AUDIT SERVICES	15,000.00		15,300.00	102.00		-300.00
10E---	----	3420	--	-----	LEGAL SERVICES	20,000.00	234.00	2,534.00	12.67		17,466.00
10E---	----	3430	--	-----	BACKGROUND CHECKS	3,000.00		3,136.25	104.54		-136.25
10E---	----	3500	--	-----	TELEPHONE	2,650.00	953.56	2,878.64	108.63		-228.64
10E---	----	3510	--	-----	POSTAGE	12,000.00	-1,000.00	-5,000.00	-41.67		17,000.00
10E---	----	3520	--	-----	PUBLICATIONS	2,000.00		1,437.50	71.88		562.50
10E---	----	3530	--	-----	PRINTING AND DUPLICATING	40,000.00	432.00	2,698.78	6.75		37,301.22
10E---	----	3630	--	-----	LEASE EQUIPMENT	30,000.00	2,777.15	20,218.84	67.40		9,781.16
10E---	----	3640	--	-----	ARCHITECTS & ENG SERVICES						
10E---	----	3650	--	-----	SNOW PLOWING						
10E---	----	3---	--	-----	PURCHASED SERVICE	2,387,124.00	224,499.80	1,637,353.32	68.59	708.38	749,062.30
10E---	----	4100	--	-----	GENERAL SUPPLIES	333,633.00	21,002.52	178,824.79	53.60	9,585.13	145,223.08
10E---	----	4120	--	-----	AWARDS						
10E---	----	4130	--	-----	FORMS	4,250.00		3,243.00	76.31		1,007.00
10E---	----	4140	--	-----	TESTING SUPPLIES	39,700.00	1,587.70	5,603.24	14.11		34,096.76
10E---	----	4150	--	-----	COPIER PAPER	20,000.00		32,272.00	161.36	33,362.00	-45,634.00
10E---	----	4200	--	-----	CORE CONTENT	170,000.00	1,032.18	91,204.63	53.65		78,795.37
10E---	----	4250	--	-----	DIGITAL CONTENT						
10E---	----	4300	--	-----	LIBRARY BOOKS	19,088.00	1,311.55	13,891.27	72.77		5,196.73
10E---	----	4400	--	-----	PERIODICALS	1,350.00		159.00	11.78		1,191.00
10E---	----	4410	--	-----	MULTI-MEDIA SUPPLIES	2,800.00		900.00	32.14		1,900.00
10E---	----	4700	--	-----	COMPUTER SOFTWARE	2,500.00		2,182.68	87.31		317.32
10E---	----	4710	--	-----	COMPUTER SUPPLIES	75,250.00		30,227.06	40.17		45,022.94
10E---	----	4800	--	-----	MILK						
10E---	----	4910	--	-----	GYM SUITS	5,000.00		937.20	18.74		4,062.80
10E---	----	4920	--	-----	LOCKS	2,050.00	47.94	47.94	2.34		2,002.06
10E---	----	4940	--	-----	AGENDAS						
10E---	----	4---	--	-----	SUPPLIES	675,621.00	24,981.89	359,492.81	53.21	42,947.13	273,181.06
10E---	----	5300	--	-----	CAPITALIZED EQUIPMENT	114,400.00		97,396.61	85.14	2,735.25	14,268.14
10E---	----	5310	--	-----	COMPUTER EQUIPMENT	10,000.00		4,895.00	48.95		5,105.00
10E---	----	5900	--	-----	OTHER CAPITAL IMPROVEMENTS						
10E---	----	5---	--	-----	CAPITAL OUTLAY	124,400.00		102,291.61	82.23	2,735.25	19,373.14
10E---	----	6000	--	-----	OTHER OBJECTS						

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
10E---	----	6100	--	-----						
				REDEMPTION OF PRINCIPAL						
10E---	----	6200	--	-----						
				INTEREST						
10E---	----	6400	--	-----	124,850.00	38,696.41	119,755.47	95.92		5,094.53
				DUES & FEES						
10E---	----	6410	--	-----	54,735.00		1,028.07	1.88		53,706.93
				OTHER						
10E---	----	6600	--	-----	945,000.00					945,000.00
				TRANSFERS						
10E---	----	6605	--	-----						
				TRANSFER OF FLOW THRU FUNDS						
10E---	----	6700	--	-----	2,652,000.00	227,010.25	2,606,426.13	98.28		45,573.87
				TUITION						
10E---	----	6705	--	-----						
				OTHER TUITION						
10E---	----	6---	--	-----	3,776,585.00	265,706.66	2,727,209.67	72.21		1,049,375.33
				OTHER OBJECTS						
10E---	----	7000	--	-----			60,133.19			-60,133.19
				NON CAPITALIZED EQUIPMENT						
10E---	----	7---	--	-----			60,133.19			-60,133.19
				NON CAPITALIZED EQUIPMENT						
10----	----	----	--	-----	29,504,460.00	2,896,737.74	21,441,115.80	72.67	46,390.76	8,016,953.44
				EDUCATIONAL FUND						

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24 BUDGET	March 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
11E---	----	1100	--	ADMINISTRATION						
11E---	----	1200	--	TEACHER SALARY						
11E---	----	1330	--	PLAYGROUND SUPERVISION						
11E---	----	1340	--	BUS SUPERVISION						
11E---	----	1500	--	SUBSTITUTE TEACHER						
11E---	----	1620	--	CLERKS						
11E---	----	1710	--	BUILDING SECURITY						
11E---	----	1810	--	CUSTODIANS						
11E---	----	1811	--	CUSTODIAL OVERTIME						
11E---	----	1820	--	MAINTENANCE						
11E---	----	1821	--	MAINTENANCE OVERTIME						
11E---	----	1910	--	BUS DRIVER						
11E---	----	1---	--	SALARIES						
11E---	----	2130	--	TRS-HEALTH INS SECURITY						
11E---	----	2150	--	TRS-2.2 SURCHARGE						
11E---	----	2200	--	HEALTH INS-INDEMINITY						
11E---	----	2210	--	HEALTH INS-PPO						
11E---	----	2220	--	HEALTH INS HMO						
11E---	----	2300	--	LIFE INS						
11E---	----	2400	--	DENTAL INSURANCE						
11E---	----	2---	--	EMPLOYEE BENEFITS						
11E---	----	3120	--	CONTRACT SERVICE						
11E---	----	3180	--	TESTING SERVICES						
11E---	----	3420	--	LEGAL SERVICES						
11E---	----	3430	--	BACKGROUND CHECKS						
11E---	----	3440	--	BLDG & EQUIP APPRAISAL						
11E---	----	3520	--	PUBLICATIONS						
11E---	----	3620	--	CARPET CLEANING SERVICES						
11E---	----	3650	--	SNOW PLOWING						
11E---	----	3810	--	LIABILITY INSURANCE						
11E---	----	3820	--	WORKERS COMP INSURANCE						
11E---	----	3830	--	FLOOD INSURANCE						
11E---	----	3840	--	UNEMPLOYMENT INSURANCE						
11E---	----	3850	--	STUDENT ACCIDENT INSURANCE						
11E---	----	3---	--	PURCHASED SERVICE						
11E---	----	4100	--	GENERAL SUPPLIES						
11E---	----	4---	--	SUPPLIES						

FDTLOC FUNC OBJ SJ				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
				BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
11E---	----	5300	--	-----	CAPITALIZED EQUIPMENT				
11E---	----	5900	--	-----	OTHER CAPITAL IMPROVEMENTS				
11E---	----	5---	--	-----	CAPITAL OUTLAY				
11E---	----	6410	--	-----	OTHER				
11E---	----	6---	--	-----	OTHER OBJECTS				
11----	----	----	--	-----	NO LONGER USED				

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
20E---	----	1000	--	-----						
				SALARIES						
20E---	----	1100	--	-----	120,485.00	13,303.50	88,690.00	73.61		31,795.00
				ADMINISTRATION						
20E---	----	1610	--	-----						
				SECRETARY						
20E---	----	1810	--	-----	533,800.00	63,171.64	420,976.89	78.86		112,823.11
				CUSTODIANS						
20E---	----	1811	--	-----	13,000.00	968.54	13,531.77	104.09		-531.77
				CUSTODIAL OVERTIME						
20E---	----	1812	--	-----	8,000.00		2,108.00	26.35		5,892.00
				SUBSTITUTE CUSTODIAN						
20E---	----	1813	--	-----						
				PARK DISTRICT SUPERVISION						
20E---	----	1820	--	-----	103,000.00	11,872.80	81,130.80	78.77		21,869.20
				MAINTENANCE						
20E---	----	1821	--	-----	3,000.00		296.80	9.89		2,703.20
				MAINTENANCE OVERTIME						
20E---	----	1830	--	-----	15,000.00		19,960.50	133.07		-4,960.50
				O&M SUMMER WORKERS						
20E---	----	1---	--	-----	796,285.00	89,316.48	626,694.76	78.70		169,590.24
				SALARIES						
20E---	----	2160	--	-----						
				ANNUITY						
20E---	----	2170	--	-----	5,188.00	598.62	3,990.80	76.92		1,197.20
				IMRF						
20E---	----	2200	--	-----						
				HEALTH INS-INDEMINITY						
20E---	----	2210	--	-----	133,000.00	4,522.66	43,350.16	32.59		89,649.84
				HEALTH INS-PPO						
20E---	----	2211	--	-----		1,220.48	10,841.30			-10,841.30
				HEALTH INS-PPO 500						
20E---	----	2212	--	-----		3,498.42	32,068.85			-32,068.85
				HEALTH INS-PPO 750						
20E---	----	2213	--	-----		1,212.14	11,835.84			-11,835.84
				PPO 1000						
20E---	----	2215	--	-----	44,000.00	3,419.10	34,813.08	79.12		9,186.92
				PPO 2500						
20E---	----	2220	--	-----	41,744.00	4,116.84	29,144.62	69.82		12,599.38
				HEALTH INS HMO						
20E---	----	2230	--	-----	650.00					650.00
				HEALTH INS DEDUCTIBLE						
20E---	----	2240	--	-----						
				WELLNESS STIPEND						
20E---	----	2300	--	-----	1,050.00	85.02	740.48	70.52		309.52
				LIFE INS						
20E---	----	2310	--	-----	200.00	14.96	134.64	67.32		65.36
				LONG TERM DISABILITY INS						
20E---	----	2400	--	-----	9,800.00	880.94	7,588.30	77.43		2,211.70
				DENTAL INSURANCE						
20E---	----	2600	--	-----						
				TRAVEL STIPEND						
20E---	----	2---	--	-----	235,632.00	19,569.18	174,508.07	74.06		61,123.93
				EMPLOYEE BENEFITS						
20E---	----	3110	--	-----	2,500.00					2,500.00
				TECHNOLOGY SERVICE						
20E---	----	3111	--	-----						
				TECHNOLOGY LEASING						
20E---	----	3120	--	-----	242,500.00	34,344.63	314,724.57	129.78		-72,224.57
				CONTRACT SERVICE						
20E---	----	3150	--	-----		246.30	3,057.43			-3,057.43
				PE TOWELS						
20E---	----	3210	--	-----	24,000.00	8,442.35	21,636.23	90.15		2,363.77
				EQUIPMENT REPAIR						
20E---	----	3220	--	-----	65,000.00		14,272.64	21.96		50,727.36
				HVAC MAINT REPAIR						
20E---	----	3250	--	-----						
				LEASES						
20E---	----	3310	--	-----	2,000.00	157.50	2,366.96	118.35		-366.96
				PROFESSIONAL GROWTH						
20E---	----	3320	--	-----	2,200.00	182.85	1,200.04	54.55		999.96
				MILEAGE REIMBURSEMENT						
20E---	----	3440	--	-----	500.00					500.00
				BLDG & EQUIP APPRAISAL						
20E---	----	3500	--	-----	49,000.00	1,414.08	18,928.70	38.63		30,071.30
				TELEPHONE						

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
20E---	----	3510	--	-----		POSTAGE				
20E---	----	3600	--	-----	26,700.00	1,125.03	15,135.04	56.69		11,564.96
20E---	----	3610	--	-----	65,500.00	10,707.45	49,343.91	75.33		16,156.09
20E---	----	3620	--	-----		CARPET CLEANING SERVICES				
20E---	----	3621	--	-----	43,000.00		23,712.00	55.14		19,288.00
20E---	----	3630	--	-----		LEASE EQUIPMENT				
20E---	----	3640	--	-----	10,000.00	1,933.42	3,437.86	34.38		6,562.14
20E---	----	3650	--	-----	75,000.00	2,553.74	64,622.70	86.16		10,377.30
20E---	----	3---	--	-----	607,900.00	61,107.35	532,438.08	87.59		75,461.92
20E---	----	4100	--	-----	150,000.00	2,114.03	95,069.41	63.38		54,930.59
20E---	----	4660	--	-----	152,000.00	474.66	38,837.30	25.55		113,162.70
20E---	----	4670	--	-----	186,000.00	17,508.91	123,475.12	66.38		62,524.88
20E---	----	4680	--	-----	6,000.00	1,170.36	16,129.04	268.82		-10,129.04
20E---	----	4710	--	-----		COMPUTER SUPPLIES				
20E---	----	4930	--	-----	1,500.00	402.39	2,714.99	181.00		-1,214.99
20E---	----	4---	--	-----	495,500.00	21,670.35	276,225.86	55.75		219,274.14
20E---	----	5100	--	-----		LAND PURCHASE				
20E---	----	5200	--	-----		CONSTRUCTION				
20E---	----	5300	--	-----	20,000.00		38,286.00	191.43		-18,286.00
20E---	----	5305	--	-----		CONSTRUCTION				
20E---	----	5400	--	-----		CONSTRUCTION MANAGEMENT				
20E---	----	5500	--	-----		VEHICLE				
20E---	----	5900	--	-----	450,000.00		177,535.13	39.45		272,464.87
20E---	----	5---	--	-----	470,000.00		215,821.13	45.92		254,178.87
20E---	----	6400	--	-----	2,000.00					2,000.00
20E---	----	6410	--	-----	100,000.00					100,000.00
20E---	----	6600	--	-----		TRANSFERS				
20E---	----	6910	--	-----		REAL ESTATE TAX				
20E---	----	6---	--	-----	102,000.00					102,000.00
20E---	----	7000	--	-----		NON CAPITALIZED EQUIPMENT	155,085.00		155,085.00	-310,170.00
20E---	----	7---	--	-----		NON CAPITALIZED EQUIPMENT	155,085.00		155,085.00	-310,170.00
20E---	----	8130	--	-----						
20E---	----	8---	--	-----		TERMINATION BENEFITS				
20----	----	----	--	-----	2,707,317.00	191,663.36	1,980,772.90	73.16	155,085.00	571,459.10

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
30E---	----	3910	--	-----						
				BOND ISSUANCE COSTS						
30E---	----	3920	--	-----	3,500.00		178,598.33	5,102.81		-175,098.33
30E---	----	3---	--	-----	3,500.00		178,598.33	5,102.81		-175,098.33
				PURCHASED SERVICE						
30E---	----	6100	--	-----	3,053,915.00	7,955.00	2,658,464.69	87.05		395,450.31
30E---	----	6200	--	-----	850,461.00		314,458.10	36.98		536,002.90
				INTEREST						
30E---	----	6400	--	-----						
				DUES & FEES						
30E---	----	6600	--	-----						
				TRANSFERS						
30E---	----	6---	--	-----	3,904,376.00	7,955.00	2,972,922.79	76.14		931,453.21
				OTHER OBJECTS						
30----	----	----	--	-----	3,907,876.00	7,955.00	3,151,521.12	80.65		756,354.88
				DEBT SERVICE						

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
40E---	----	1000	--	-----						
				SALARIES						
40E---	----	1100	--	-----	82,294.00	9,086.55	60,577.00	73.61		21,717.00
				ADMINISTRATION						
40E---	----	1200	--	-----						
				TEACHER SALARY						
40E---	----	1340	--	-----	35,000.00	5,137.37	25,744.13	73.55		9,255.87
				BUS SUPERVISION						
40E---	----	1400	--	-----	2,000.00		7,907.60	395.38		-5,907.60
				STAFF DEVELOPMENT						
40E---	----	1610	--	-----	53,000.00	6,436.32	42,986.47	81.11		10,013.53
				SECRETARY						
40E---	----	1820	--	-----	57,220.00	6,456.00	43,516.00	76.05		13,704.00
				MAINTENANCE						
40E---	----	1821	--	-----		121.05	1,257.96			-1,257.96
				MAINTENANCE OVERTIME						
40E---	----	1825	--	-----			270.00			-270.00
				REPAIR						
40E---	----	1900	--	-----			3,250.00			-3,250.00
				TRANSPORTATION						
40E---	----	1910	--	-----	650,000.00	92,819.16	542,716.59	83.49		107,283.41
				BUS DRIVER						
40E---	----	1920	--	-----	10,000.00	1,972.25	4,645.00	46.45		5,355.00
				EDUCATIONAL CHARTERS						
40E---	----	1930	--	-----	6,000.00	1,167.25	4,216.00	70.27		1,784.00
				ATHLETIC CHARTERS						
40E---	----	1940	--	-----						
				CLUB CHARTERS						
40E---	----	1950	--	-----	4,000.00	115.00	583.50	14.59		3,416.50
				OTHER CHARTERS						
40E---	----	1960	--	-----	8,000.00					8,000.00
				SUMMER SCHOOL						
40E---	----	1990	--	-----	20,000.00	3,505.00	24,694.25	123.47		-4,694.25
				SUBSTITUTE BUS DRIVER						
40E---	----	1---	--	-----	927,514.00	126,815.95	762,364.50	82.19		165,149.50
				SALARIES						
40E---	----	2160	--	-----						
				ANNUITY						
40E---	----	2170	--	-----	3,544.00	408.93	2,726.20	76.92		817.80
				IMRF						
40E---	----	2200	--	-----						
				HEALTH INS-INDEMINITY						
40E---	----	2210	--	-----	200,000.00	4,983.02	32,843.49	16.42		167,156.51
				HEALTH INS-PPO						
40E---	----	2211	--	-----			1,077.46			-1,077.46
				HEALTH INS-PPO 500						
40E---	----	2212	--	-----		4,373.04	23,062.95			-23,062.95
				HEALTH INS-PPO 750						
40E---	----	2213	--	-----		6,666.77	45,249.65			-45,249.65
				PPO 1000						
40E---	----	2215	--	-----	10,600.00	2,279.97	20,473.04	193.14		-9,873.04
				PPO 2500						
40E---	----	2220	--	-----	11,000.00	2,572.69	14,747.41	134.07		-3,747.41
				HEALTH INS HMO						
40E---	----	2230	--	-----	2,000.00					2,000.00
				HEALTH INS DEDUCTIBLE						
40E---	----	2240	--	-----						
				WELLNESS STIPEND						
40E---	----	2300	--	-----	1,425.00	153.28	988.12	69.34		436.88
				LIFE INS						
40E---	----	2310	--	-----	120.00	10.22	91.98	76.65		28.02
				LONG TERM DISABILITY INS						
40E---	----	2400	--	-----	9,000.00	1,115.74	6,915.24	76.84		2,084.76
				DENTAL INSURANCE						
40E---	----	2600	--	-----						
				TRAVEL STIPEND						
40E---	----	2---	--	-----	237,689.00	22,563.66	148,175.54	62.34		89,513.46
				EMPLOYEE BENEFITS						
40E---	----	3100	--	-----	500.00					500.00
				INSERVICE						
40E---	----	3110	--	-----	1,300.00					1,300.00
				TECHNOLOGY SERVICE						
40E---	----	3120	--	-----	20,000.00	123.40	4,904.81	24.52		15,095.19
				CONTRACT SERVICE						
40E---	----	3180	--	-----	3,000.00		2,160.00	72.00		840.00
				TESTING SERVICES						

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
40E---	----	3184	--	-----	TRANSPORTATION	550,000.00	66,788.00	427,914.37	77.80	122,085.63
40E---	----	3191	--	-----	PHYSICALS	5,000.00	790.00	3,316.00	66.32	1,684.00
40E---	----	3210	--	-----	EQUIPMENT REPAIR	75,000.00	337.00	35,242.50	46.99	39,757.50
40E---	----	3310	--	-----	PROFESSIONAL GROWTH	300.00				300.00
40E---	----	3320	--	-----	MILEAGE REIMBURSEMENT	100.00				100.00
40E---	----	3430	--	-----	BACKGROUND CHECKS					
40E---	----	3500	--	-----	TELEPHONE	300.00				300.00
40E---	----	3510	--	-----	POSTAGE	200.00				200.00
40E---	----	3630	--	-----	LEASE EQUIPMENT	447,000.00		446,588.00	99.91	412.00
40E---	----	3---	--	-----	PURCHASED SERVICE	1,102,700.00	68,038.40	920,125.68	83.44	182,574.32
40E---	----	4100	--	-----	GENERAL SUPPLIES	12,000.00	1,672.81	7,271.41	60.60	4,728.59
40E---	----	4680	--	-----	GASOLINE	200,000.00	11,703.63	85,283.54	42.64	114,716.46
40E---	----	4900	--	-----	OTHER SUPPLIES					
40E---	----	4---	--	-----	SUPPLIES	212,000.00	13,376.44	92,554.95	43.66	119,445.05
40E---	----	5300	--	-----	CAPITALIZED EQUIPMENT	5,000.00				5,000.00
40E---	----	5500	--	-----	VEHICLE					
40E---	----	5510	--	-----	BUS					
40E---	----	5900	--	-----	OTHER CAPITAL IMPROVEMENTS					
40E---	----	5---	--	-----	CAPITAL OUTLAY	5,000.00				5,000.00
40E---	----	6200	--	-----	INTEREST					
40E---	----	6400	--	-----	DUES & FEES	250.00	10.00	511.00	204.40	-261.00
40E---	----	6410	--	-----	OTHER					
40E---	----	6---	--	-----	OTHER OBJECTS	250.00	10.00	511.00	204.40	-261.00
40E---	----	7000	--	-----	NON CAPITALIZED EQUIPMENT					
40E---	----	7200	--	-----	PERM TRANS - FUND BALANCE					
40E---	----	7---	--	-----	NON CAPITALIZED EQUIPMENT					
40----	----	----	--	-----	TRANSPORTATION FUND	2,485,153.00	230,804.45	1,923,731.67	77.41	561,421.33

				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED	
FDTLOC	FUNC	OBJ	SJ	OBJECT	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
50E---	----	2150	--	-----	TRS-2.2 SURCHARGE					
50E---	----	2170	--	-----	374,165.00	39,569.31	272,254.85	72.76		101,910.15
50E---	----	2180	--	-----	284,458.00	31,905.77	211,291.15	74.28		73,166.85
50E---	----	2190	--	-----	233,467.00	27,760.71	178,259.76	76.35		55,207.24
50E---	----	2---	--	-----	892,090.00	99,235.79	661,805.76	74.19		230,284.24
50E---	----	6410	--	-----	OTHER		31,344.00			-31,344.00
50E---	----	6---	--	-----	OTHER OBJECTS		31,344.00			-31,344.00
50----	----	-----	--	-----	892,090.00	99,235.79	693,149.76	77.70		198,940.24

				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED		
FDTLOC	FUNC	OBJ	SJ	OBJECT	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE	
60E---	----	1810	--	-----		CUSTODIANS					
60E---	----	1---	--	-----		SALARIES					
60E---	----	3111	--	-----		TECHNOLOGY LEASING					
60E---	----	3120	--	-----		CONTRACT SERVICE	85,330.99		6,432.76	-91,763.75	
60E---	----	3420	--	-----		LEGAL SERVICES					
60E---	----	3640	--	-----		ARCHITECTS & ENG SERVICES	15,000.00			-130,753.05	
60E---	----	3810	--	-----		LIABILITY INSURANCE					
60E---	----	3920	--	-----		BOND SERVICE FEES					
60E---	----	3---	--	-----		PURCHASED SERVICE	15,000.00		6,432.76	-222,516.80	
60E---	----	4100	--	-----		GENERAL SUPPLIES					
60E---	----	4---	--	-----		SUPPLIES					
60E---	----	5200	--	-----		CONSTRUCTION					
60E---	----	5300	--	-----		CAPITALIZED EQUIPMENT	93,084.45			-93,084.45	
60E---	----	5305	--	-----		CONSTRUCTION					
60E---	----	5310	--	-----		COMPUTER EQUIPMENT	16,413.36			-16,413.36	
60E---	----	5400	--	-----		CONSTRUCTION MANAGEMENT					
60E---	----	5405	--	-----	500,000.00	SITE IMPROVEMENTS	163,458.73	32.69		336,541.27	
60E---	----	5900	--	-----		OTHER CAPITAL IMPROVEMENTS					
60E---	----	5---	--	-----	500,000.00	CAPITAL OUTLAY	272,956.54	54.59		227,043.46	
60E---	----	6000	--	-----		OTHER OBJECTS					
60E---	----	6400	--	-----		DUES & FEES					
60E---	----	6410	--	-----		OTHER					
60E---	----	6605	--	-----		TRANSFER OF FLOW THRU FUNDS					
60E---	----	6---	--	-----		OTHER OBJECTS					
60E---	----	7000	--	-----		NON CAPITALIZED EQUIPMENT					
60E---	----	7---	--	-----		NON CAPITALIZED EQUIPMENT					
60----	----	----	--	-----	500,000.00	CAPITAL PROJECTS	15,000.00	489,040.58	97.81	6,432.76	4,526.66

FDTLOC FUNC OBJ SJ				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
				BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
70E---	----	3910	--	-----	BOND ISSUANCE COSTS				
70E---	----	3---	--	-----	PURCHASED SERVICE				
70E---	----	6200	--	-----	INTEREST	200,000.00			200,000.00
70E---	----	6600	--	-----	TRANSFERS	7,800,000.00	7,801,017.82	100.01	-1,017.82
70E---	----	6---	--	-----	OTHER OBJECTS	8,000,000.00	7,801,017.82	97.51	198,982.18
70E---	----	7200	--	-----	PERM TRANS - FUND BALANCE				
70E---	----	7---	--	-----	NON CAPITALIZED EQUIPMENT				
70----	----	----	--	-----	WORKING CASH FUND	8,000,000.00	7,801,017.82	97.51	198,982.18

FDTLOC	FUNC	OBJ	SJ	OBJECT	2023-24 BUDGET	March 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
80E---	----	1100	--	ADMINISTRATION						
80E---	----	1---	--	SALARIES						
80E---	----	3110	--	TECHNOLOGY SERVICE						
80E---	----	3111	--	TECHNOLOGY LEASING						
80E---	----	3120	--	CONTRACT SERVICE	10,000.00					10,000.00
80E---	----	3180	--	TESTING SERVICES	5,000.00					5,000.00
80E---	----	3420	--	LEGAL SERVICES	40,000.00	4,560.00	27,539.33	68.85		12,460.67
80E---	----	3810	--	LIABILITY INSURANCE	176,000.00	-258.00	178,576.00	101.46		-2,576.00
80E---	----	3820	--	WORKERS COMP INSURANCE	144,000.00		143,685.00	99.78		315.00
80E---	----	3830	--	FLOOD INSURANCE						
80E---	----	3840	--	UNEMPLOYMENT INSURANCE	10,000.00					10,000.00
80E---	----	3850	--	STUDENT ACCIDENT INSURANCE						
80E---	----	3---	--	PURCHASED SERVICE	385,000.00	4,302.00	349,800.33	90.86		35,199.67
80----	----	----	--	TORT IMMUNITY FUND	385,000.00	4,302.00	349,800.33	90.86		35,199.67

FDTLOC FUNC OBJ SJ				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
				BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
90E---	----	3640	--	-----	ARCHITECTS & ENG SERVICES				
90E---	----	3---	--	-----	PURCHASED SERVICE				
90E---	----	5900	--	-----	OTHER CAPITAL IMPROVEMENTS				
90E---	----	5---	--	-----	CAPITAL OUTLAY				
90----	----	----	--	-----	FIRE PREVENTION & SAFETY FUND				

				2023-24	March 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
				BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
FDTLOC	FUNC	OBJ	SJ	OBJECT					
Grand Expense Totals				48,381,896.00	3,445,698.34	37,830,149.98	78.19	207,908.52	10,343,837.50

Number of Accounts: 3177

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

GURNEE SCHOOL DIST #56

STUDENT ACTIVITY FUND
MARCH, 2024

ACCOUNT	MONTHLY BEG. BALANCE	REVENUES MARCH	EXPENDITURES MARCH	MONTHLY ENDING BALANCE	6-30-23 BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES
DO-FACULTY/PTO ACCOUNT	\$2,894.87	\$0.00	\$0.00	\$2,894.87	\$233.59	\$7,579.15	\$4,917.87
DO-DESTINATION IMAGINATION	\$4,820.22	\$435.28	\$0.00	\$5,255.50	\$6,369.75	\$1,303.59	\$2,417.84
DO-J. CALLAGHAN TRUST FUND	\$12,675.35	\$0.00	\$696.80	\$11,978.55	\$10,675.35	\$2,000.00	\$696.80
SPL-STUD. PROG.	\$4,607.45	\$0.00	\$0.00	\$4,607.45	\$4,736.15	\$5,189.65	\$5,318.35
SPL-LRC	\$5,861.11	\$0.00	\$600.66	\$5,260.45	\$5,346.96	\$3,009.03	\$3,095.54
SPL-BOOK VENDING MACHINE	\$692.85	\$0.00	\$0.00	\$692.85	\$909.50	\$0.00	\$216.65
SPL-PTO	\$1,756.52	\$0.00	\$1,332.90	\$423.62	\$897.21	\$1,332.90	\$1,806.49
SPL-DONUTS WITH GROWNUPS	\$1,920.02	\$0.00	\$0.00	\$1,920.02	\$0.00	\$2,300.00	\$379.98
PT-STUD. PROG.	\$14,846.17	\$144.80	\$33.22	\$14,957.75	\$12,752.25	\$6,874.92	\$4,669.42
PT-DRAMA/CHORAL	\$1,717.82	\$0.00	\$0.00	\$1,717.82	\$1,717.82	\$0.00	\$0.00
PT-LRC	\$3,044.82	\$0.00	\$1,346.10	\$1,698.72	\$2,722.34	\$2,230.00	\$3,253.62
PT-SSC	\$2,633.40	\$0.00	\$0.00	\$2,633.40	\$2,633.40	\$0.00	\$0.00
PT-AMER. GIRLS CLUB	\$109.16	\$0.00	\$0.00	\$109.16	\$69.16	\$40.00	\$0.00
PT-SCIENCE CLUB	\$201.77	\$0.00	\$0.00	\$201.77	\$249.77	\$0.00	\$48.00
PT-PTO	\$0.00	\$0.00	\$0.00	\$0.00	\$51.12	\$953.25	\$1,004.37
PT-GREAT AMERICANS	\$6,180.41	\$4,245.65	\$1,232.84	\$9,193.22	\$6,541.12	\$4,245.65	\$1,593.55
PT-YEARBOOK	(\$707.12)	\$0.00	\$0.00	(\$707.12)	\$0.00	\$0.00	\$707.12
VIK-STUD. PROG.	\$2,510.63	\$0.00	\$0.00	\$2,510.63	\$1,969.66	\$1,875.57	\$1,334.60
VIK-LRC	\$17.99	\$0.00	\$0.00	\$17.99	\$0.00	\$1,121.46	\$1,103.47
VIK-SSC	\$1,227.13	\$596.86	\$0.00	\$1,823.99	\$1,175.59	\$1,367.94	\$719.54
VIK-DRAMA	\$7,725.46	\$3,131.00	\$0.00	\$10,856.46	\$9,510.82	\$7,754.00	\$6,408.36
VIK-YEARBOOK	\$3,667.41	\$636.00	\$0.00	\$4,303.41	\$1,158.67	\$3,241.00	\$96.26
VIK-8TH GRADE	\$889.49	\$380.00	\$0.00	\$1,269.49	\$6,248.07	\$380.00	\$5,358.58
VIK-NAT'L JR HON SOC	\$0.00	\$0.00	\$385.00	(\$385.00)	\$0.00	\$0.00	\$385.00
VIK-ATHLETIC PARENT	\$3,658.52	\$0.00	\$641.87	\$3,016.65	\$3,658.52	\$0.00	\$641.87
VIK-CHORAL	\$410.20	\$0.00	\$0.00	\$410.20	\$410.20	\$0.00	\$0.00
VIK-PTO	\$2,235.51	\$0.00	\$894.42	\$1,341.09	\$1,341.09	\$894.42	\$894.42
VIK-TEAM LEAD	\$166.60	\$0.00	\$0.00	\$166.60	\$166.60	\$0.00	\$0.00
RT-STUD.PROG.	\$3,337.64	\$0.00	\$71.84	\$3,265.80	\$3,165.66	\$2,256.10	\$2,155.96
RT-LRC	\$4,691.21	\$0.00	\$451.50	\$4,239.71	\$4,012.42	\$1,642.59	\$1,415.30
RT-NAT'L JR HON SOC	\$482.48	\$0.00	\$0.00	\$482.48	\$38.74	\$852.58	\$408.84
RT-SPOTLIGHT	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
RT-SSC	\$2,622.87	\$0.00	\$0.00	\$2,622.87	\$2,885.20	\$1,112.99	\$1,375.32
RT-GREAT AMERICANS	\$1,829.39	\$840.00	\$0.00	\$2,669.39	\$1,735.79	\$1,110.00	\$176.40
RT-PTO	\$0.00	\$0.00	(\$29.63)	\$29.63	\$0.00	\$0.00	(\$29.63)
RT-CHOIR	\$1,245.62	\$0.00	\$0.00	\$1,245.62	\$1,149.62	\$96.00	\$0.00
RT-ART CLUB	\$621.81	\$0.00	\$0.00	\$621.81	\$621.81	\$0.00	\$0.00
RT-YEARBOOK	\$3,476.20	\$362.00	\$0.00	\$3,838.20	\$2,028.20	\$1,810.00	\$0.00
INTEREST EARNED/EXP	\$3,654.09	\$375.86	\$0.00	\$4,029.95	\$1,146.66	\$3,096.85	\$213.56
MONTHLY TOTALS	\$107,725.07	\$11,147.45	\$7,657.52	\$111,215.00	\$98,328.81	\$65,669.64	\$52,783.45

POST		ACCOUNT						INVOICE	INVOICE	INVOICE	CHECK BANK		AMOUNT
DATE	VENDOR	NUMBER						DESCRIPTION	NUMBER	DATE	NUMBER	CODE	
03/01/2024	THE BANK OF NEW YORK	10L000	4560	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	77634	9 PAYROLL	480.00
03/01/2024	THE BANK OF NEW YORK	20L000	4560	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	77634	9 PAYROLL	5.00
Totals for 77634													485.00
03/15/2024	THE BANK OF NEW YORK	10L000	4560	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	77636	9 PAYROLL	480.00
03/15/2024	THE BANK OF NEW YORK	20L000	4560	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	77636	9 PAYROLL	5.00
Totals for 77636													485.00
03/29/2024	THE BANK OF NEW YORK	10L000	4560	0000	00	000000		Payroll accrual	20240329AD	03/29/2024	77789	9 PAYROLL	1,225.00
03/29/2024	THE BANK OF NEW YORK	20L000	4560	0000	00	000000		Payroll accrual	20240329AD	03/29/2024	77789	9 PAYROLL	5.00
Totals for 77789													1,230.00
Totals for THE BANK OF NEW YORK MELLON													2,200.00
03/01/2024	GURNEE SCHOOL DISTRI	10L000	4560	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5239	9 PAYROLL	1,230.00
03/01/2024	GURNEE SCHOOL DISTRI	10L000	4560	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5239	9 PAYROLL	2,143.00
Totals for 5239													3,373.00
03/15/2024	GURNEE SCHOOL DISTRI	10L000	4560	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5247	9 PAYROLL	1,230.00
03/15/2024	GURNEE SCHOOL DISTRI	10L000	4560	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5247	9 PAYROLL	2,143.00
Totals for 5247													3,373.00
03/29/2024	GURNEE SCHOOL DISTRI	10L000	4560	0000	00	000000		Payroll accrual	20240329AD	03/29/2024	5255	9 PAYROLL	1,230.00
03/29/2024	GURNEE SCHOOL DISTRI	10L000	4560	0000	00	000000		Payroll accrual	20240329AD	03/29/2024	5255	9 PAYROLL	2,143.00
Totals for 5255													3,373.00
Totals for GURNEE SCHOOL DISTRICT 56													10,119.00
03/01/2024	FIFTH THIRD BANK	10L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	48,173.34
03/01/2024	FIFTH THIRD BANK	20L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	1,768.49
03/01/2024	FIFTH THIRD BANK	40L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	2,113.40
03/01/2024	FIFTH THIRD BANK	10L000	4570	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	4,519.24
03/01/2024	FIFTH THIRD BANK	20L000	4570	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	1,834.62
03/01/2024	FIFTH THIRD BANK	40L000	4570	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	2,429.86
03/01/2024	FIFTH THIRD BANK	10L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	174.50
03/01/2024	FIFTH THIRD BANK	40L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	207.95
03/01/2024	FIFTH THIRD BANK	10L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	4,272.00
03/01/2024	FIFTH THIRD BANK	20L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	95.00
03/01/2024	FIFTH THIRD BANK	40L000	4520	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5240	9 PAYROLL	97.00

POST				ACCOUNT				INVOICE	INVOICE	INVOICE	CHECK	BANK			
DATE	VENDOR			NUMBER				DESCRIPTION	NUMBER	DATE	NUMBER	CODE		AMOUNT	
03/01/2024	FIFTH	THIRD	BANK	10L000	4580	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5240	9	PAYROLL	9,425.90
03/01/2024	FIFTH	THIRD	BANK	20L000	4580	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5240	9	PAYROLL	429.07
03/01/2024	FIFTH	THIRD	BANK	40L000	4580	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5240	9	PAYROLL	568.28
03/01/2024	FIFTH	THIRD	BANK	50L000	4570	0000	00	000000	Payroll accrual	20240301AF	03/01/2024	5240	9	PAYROLL	8,783.72
03/01/2024	FIFTH	THIRD	BANK	50L000	4580	0000	00	000000	Payroll accrual	20240301AF	03/01/2024	5240	9	PAYROLL	10,423.25
												Totals for 5240		95,315.62	
03/15/2024	FIFTH	THIRD	BANK	10L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	49,226.30
03/15/2024	FIFTH	THIRD	BANK	20L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	1,772.77
03/15/2024	FIFTH	THIRD	BANK	40L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	2,476.10
03/15/2024	FIFTH	THIRD	BANK	10L000	4570	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	4,923.27
03/15/2024	FIFTH	THIRD	BANK	20L000	4570	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	1,864.11
03/15/2024	FIFTH	THIRD	BANK	40L000	4570	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	2,688.50
03/15/2024	FIFTH	THIRD	BANK	10L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	174.50
03/15/2024	FIFTH	THIRD	BANK	40L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	335.40
03/15/2024	FIFTH	THIRD	BANK	10L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	4,277.00
03/15/2024	FIFTH	THIRD	BANK	20L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	95.00
03/15/2024	FIFTH	THIRD	BANK	40L000	4520	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	72.00
03/15/2024	FIFTH	THIRD	BANK	10L000	4580	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	9,556.05
03/15/2024	FIFTH	THIRD	BANK	20L000	4580	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	435.96
03/15/2024	FIFTH	THIRD	BANK	40L000	4580	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5248	9	PAYROLL	628.75
03/15/2024	FIFTH	THIRD	BANK	50L000	4570	0000	00	000000	Payroll accrual	20240315AF	03/15/2024	5248	9	PAYROLL	9,475.88
03/15/2024	FIFTH	THIRD	BANK	50L000	4580	0000	00	000000	Payroll accrual	20240315AF	03/15/2024	5248	9	PAYROLL	10,620.76
												Totals for 5248		98,622.35	
03/29/2024	FIFTH	THIRD	BANK	10L000	4520	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	51,412.32
03/29/2024	FIFTH	THIRD	BANK	20L000	4520	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	1,791.95
03/29/2024	FIFTH	THIRD	BANK	40L000	4520	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	2,363.62
03/29/2024	FIFTH	THIRD	BANK	10L000	4570	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	5,051.65
03/29/2024	FIFTH	THIRD	BANK	20L000	4570	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	1,859.32
03/29/2024	FIFTH	THIRD	BANK	40L000	4570	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	2,590.14
03/29/2024	FIFTH	THIRD	BANK	10L000	4520	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	174.50
03/29/2024	FIFTH	THIRD	BANK	10L000	4520	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	4,352.00
03/29/2024	FIFTH	THIRD	BANK	20L000	4520	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	95.00
03/29/2024	FIFTH	THIRD	BANK	40L000	4520	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	97.00
03/29/2024	FIFTH	THIRD	BANK	10L000	4580	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	9,821.18
03/29/2024	FIFTH	THIRD	BANK	20L000	4580	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	434.83
03/29/2024	FIFTH	THIRD	BANK	40L000	4580	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5256	9	PAYROLL	605.75
03/29/2024	FIFTH	THIRD	BANK	50L000	4570	0000	00	000000	Payroll accrual	20240329AF	03/29/2024	5256	9	PAYROLL	9,501.11

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
03/29/2024	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20240329AF	03/29/2024	5256 9	PAYROLL	10,861.76
							Totals for 5256	101,012.13
							Totals for FIFTH THIRD BANK	294,950.10
03/01/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5241 9	PAYROLL	55.00
03/01/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5241 9	PAYROLL	5.00
03/01/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5241 9	PAYROLL	142.00
03/01/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5241 9	PAYROLL	24,221.46
03/01/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5241 9	PAYROLL	1,160.25
03/01/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5241 9	PAYROLL	1,639.01
							Totals for 5241	27,222.72
03/15/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5249 9	PAYROLL	60.00
03/15/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5249 9	PAYROLL	5.00
03/15/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5249 9	PAYROLL	117.00
03/15/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5249 9	PAYROLL	24,619.90
03/15/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5249 9	PAYROLL	1,183.03
03/15/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5249 9	PAYROLL	1,876.71
							Totals for 5249	27,861.64
03/29/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5257 9	PAYROLL	60.00
03/29/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5257 9	PAYROLL	5.00
03/29/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5257 9	PAYROLL	142.00
03/29/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5257 9	PAYROLL	25,469.12
03/29/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5257 9	PAYROLL	1,177.58
03/29/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5257 9	PAYROLL	1,796.00
							Totals for 5257	28,649.70
							Totals for ILLINOIS DEPARTMENT OF REVENUE	83,734.06
03/29/2024	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5258 9	PAYROLL	3,119.14
03/29/2024	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5258 9	PAYROLL	1,314.21
03/29/2024	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5258 9	PAYROLL	1,652.60
03/29/2024	ILLINOIS MUNICIPAL R	50L000 4540 0000 00 000000	Payroll accrual	20240301AF	03/01/2024	5258 9	PAYROLL	12,766.86
03/29/2024	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5258 9	PAYROLL	3,247.81
03/29/2024	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5258 9	PAYROLL	1,329.67
03/29/2024	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5258 9	PAYROLL	1,808.91
03/29/2024	ILLINOIS MUNICIPAL R	50L000 4540 0000 00 000000	Payroll accrual	20240315AF	03/15/2024	5258 9	PAYROLL	13,397.19

POST				ACCOUNT				INVOICE		INVOICE		INVOICE		CHECK BANK		AMOUNT
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03/29/2024	ILLINOIS	MUNICIPAL	R	10L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	3,268.66	
03/29/2024	ILLINOIS	MUNICIPAL	R	20L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	1,319.01	
03/29/2024	ILLINOIS	MUNICIPAL	R	40L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	1,802.59	
03/29/2024	ILLINOIS	MUNICIPAL	R	50L000	4540	0000	00	000000	Payroll accrual	20240329AF	03/29/2024	5258	9	PAYROLL	13,405.26	
Totals for 5258															58,431.91	
Totals for ILLINOIS MUNICIPAL RETIREMENT																58,431.91
03/29/2024	ILLINOIS	MUNICIPAL	R	10L000	4540	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5258	9	PAYROLL	311.73	
03/29/2024	ILLINOIS	MUNICIPAL	R	20L000	4540	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5258	9	PAYROLL	406.17	
03/29/2024	ILLINOIS	MUNICIPAL	R	40L000	4540	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5258	9	PAYROLL	1,295.94	
03/29/2024	ILLINOIS	MUNICIPAL	R	10L000	4540	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5258	9	PAYROLL	489.17	
03/29/2024	ILLINOIS	MUNICIPAL	R	20L000	4540	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5258	9	PAYROLL	133.04	
03/29/2024	ILLINOIS	MUNICIPAL	R	10L000	4540	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5258	9	PAYROLL	319.92	
03/29/2024	ILLINOIS	MUNICIPAL	R	20L000	4540	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5258	9	PAYROLL	406.17	
03/29/2024	ILLINOIS	MUNICIPAL	R	40L000	4540	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5258	9	PAYROLL	1,395.30	
03/29/2024	ILLINOIS	MUNICIPAL	R	10L000	4540	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5258	9	PAYROLL	489.17	
03/29/2024	ILLINOIS	MUNICIPAL	R	20L000	4540	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5258	9	PAYROLL	133.04	
03/29/2024	ILLINOIS	MUNICIPAL	R	10L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	311.73	
03/29/2024	ILLINOIS	MUNICIPAL	R	20L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	406.17	
03/29/2024	ILLINOIS	MUNICIPAL	R	40L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	1,333.91	
03/29/2024	ILLINOIS	MUNICIPAL	R	10L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	489.17	
03/29/2024	ILLINOIS	MUNICIPAL	R	20L000	4540	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5258	9	PAYROLL	133.04	
Totals for 5258															8,053.67	
Totals for ILLINOIS MUNICIPAL RET FUND																8,053.67
03/29/2024	NCPERS	GROUP	LIFE	IN	10L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	77790	9	PAYROLL	8.00
03/29/2024	NCPERS	GROUP	LIFE	IN	20L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	77790	9	PAYROLL	8.00
03/29/2024	NCPERS	GROUP	LIFE	IN	40L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	77790	9	PAYROLL	8.00
03/29/2024	NCPERS	GROUP	LIFE	IN	10L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	77790	9	PAYROLL	8.00
03/29/2024	NCPERS	GROUP	LIFE	IN	20L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	77790	9	PAYROLL	8.00
03/29/2024	NCPERS	GROUP	LIFE	IN	40L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	77790	9	PAYROLL	8.00
Totals for 77790															48.00	
Totals for NCPERS GROUP LIFE INS.																48.00
03/29/2024	AFT	LOCAL	504		10L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	77791	9	PAYROLL	8,758.74
03/29/2024	AFT	LOCAL	504		10L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	77791	9	PAYROLL	8,758.74

POST		ACCOUNT						INVOICE	INVOICE	INVOICE	CHECK BANK		AMOUNT
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03/29/2024	AFT LOCAL 504	10L000	4590	0000	00	000000		Payroll accrual	20240329AD	03/29/2024	77791	9 PAYROLL	8,758.74
												Totals for 77791	26,276.22
												Totals for AFT LOCAL 504	26,276.22
03/29/2024	NEW YORK LIFE INSURA	10L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	77792	9 PAYROLL	898.13
03/29/2024	NEW YORK LIFE INSURA	20L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	77792	9 PAYROLL	50.00
03/29/2024	NEW YORK LIFE INSURA	40L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	77792	9 PAYROLL	53.62
03/29/2024	NEW YORK LIFE INSURA	10L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	77792	9 PAYROLL	898.13
03/29/2024	NEW YORK LIFE INSURA	20L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	77792	9 PAYROLL	50.00
03/29/2024	NEW YORK LIFE INSURA	40L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	77792	9 PAYROLL	53.62
												Totals for 77792	2,003.50
												Totals for NEW YORK LIFE INSURANCE	2,003.50
03/15/2024	NIHIP	10L000	4560	0000	00	000000		March 2024	3 24	03/08/2024	77637	9 PAYROLL	323,943.15
03/15/2024	NIHIP	20L000	4560	0000	00	000000		March 2024	3 24	03/08/2024	77637	9 PAYROLL	22,087.03
03/15/2024	NIHIP	40L000	4560	0000	00	000000		March 2024	3 24	03/08/2024	77637	9 PAYROLL	22,087.03
												Totals for 77637	368,117.21
												Totals for NIHIP	368,117.21
03/01/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5242	9 PAYROLL	2,975.64
03/01/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5242	9 PAYROLL	3,946.84
03/01/2024	PLANCONNECT	20L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5242	9 PAYROLL	25.00
03/01/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5242	9 PAYROLL	13,583.29
03/01/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5242	9 PAYROLL	3,390.51
03/01/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240301AD	03/01/2024	5242	9 PAYROLL	964.00
												Totals for 5242	24,885.28
03/15/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5250	9 PAYROLL	2,975.64
03/15/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5250	9 PAYROLL	3,293.84
03/15/2024	PLANCONNECT	20L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5250	9 PAYROLL	25.00
03/15/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5250	9 PAYROLL	13,583.29
03/15/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5250	9 PAYROLL	3,390.51
03/15/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240315AD	03/15/2024	5250	9 PAYROLL	964.00
												Totals for 5250	24,232.28
03/29/2024	PLANCONNECT	10L000	4590	0000	00	000000		Payroll accrual	20240329AD	03/29/2024	5259	9 PAYROLL	2,975.64

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03/29/2024	PLANCONNECT	10L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5259	9	PAYROLL	3,293.84	
03/29/2024	PLANCONNECT	20L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5259	9	PAYROLL	25.00	
03/29/2024	PLANCONNECT	10L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5259	9	PAYROLL	14,133.29	
03/29/2024	PLANCONNECT	10L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5259	9	PAYROLL	3,390.51	
03/29/2024	PLANCONNECT	10L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5259	9	PAYROLL	964.00	
											Totals for 5259		24,782.28	
													Totals for PLANCONNECT	73,899.84
03/29/2024	STATE DISBURSEMENT U	20L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	77793	9	PAYROLL	233.40	
03/29/2024	STATE DISBURSEMENT U	20L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	77793	9	PAYROLL	233.40	
03/29/2024	STATE DISBURSEMENT U	20L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	77793	9	PAYROLL	233.40	
											Totals for 77793		700.20	
													Totals for STATE DISBURSEMENT UNIT	700.20
03/01/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5243	9	PAYROLL	221.27	
03/01/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5243	9	PAYROLL	952.59	
03/01/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5243	9	PAYROLL	288.00	
											Totals for 5243		1,461.86	
03/15/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5251	9	PAYROLL	221.27	
03/15/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5251	9	PAYROLL	952.59	
03/15/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240315AD	03/15/2024	5251	9	PAYROLL	288.00	
											Totals for 5251		1,461.86	
03/29/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5260	9	PAYROLL	198.07	
03/29/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5260	9	PAYROLL	952.59	
03/29/2024	TEACHER 457 SAVINGS	10L000	4590	0000	00	000000	Payroll accrual	20240329AD	03/29/2024	5260	9	PAYROLL	288.00	
											Totals for 5260		1,438.66	
													Totals for TEACHER 457 SAVINGS	4,362.38
03/01/2024	TEACHERS' RETIREMENT	10L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5244	9	PAYROLL	4,699.97	
03/01/2024	TEACHERS' RETIREMENT	10L000	4590	0000	00	000000	Payroll accrual	20240301AD	03/01/2024	5244	9	PAYROLL	53,434.05	
03/01/2024	TEACHERS' RETIREMENT	10L000	4590	0000	00	000000	Payroll accrual	20240301AF	03/01/2024	5244	9	PAYROLL	3,174.53	
03/01/2024	TEACHERS' RETIREMENT	10L000	4590	0000	00	000000	Payroll accrual	20240301AF	03/01/2024	5244	9	PAYROLL	815.60	
03/01/2024	TEACHERS' RETIREMENT	10L000	4590	0000	00	000000	Payroll accrual	20240301AF	03/01/2024	5244	9	PAYROLL	643.46	
03/01/2024	TEACHERS' RETIREMENT	10L000	4590	0000	00	000000	Payroll accrual	20240301AF	03/01/2024	5244	9	PAYROLL	3,443.52	

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Totals for 5244								66,211.13
03/15/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5252 9 PAYROLL	4,723.67
03/15/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5252 9 PAYROLL	53,671.68
03/15/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240315AF	03/15/2024	5252 9 PAYROLL	3,224.24
03/15/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240315AF	03/15/2024	5252 9 PAYROLL	866.59
03/15/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240315AF	03/15/2024	5252 9 PAYROLL	643.55
03/15/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240315AF	03/15/2024	5252 9 PAYROLL	3,458.81
Totals for 5252								66,588.54
03/29/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5261 9 PAYROLL	4,719.75
03/29/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240329AD	03/29/2024	5261 9 PAYROLL	53,631.82
03/29/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240329AF	03/29/2024	5261 9 PAYROLL	3,697.44
03/29/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240329AF	03/29/2024	5261 9 PAYROLL	881.42
03/29/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240329AF	03/29/2024	5261 9 PAYROLL	643.45
03/29/2024	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240329AF	03/29/2024	5261 9 PAYROLL	3,456.25
Totals for 5261								67,030.13
Totals for TEACHERS' RETIREMENT SYSTEM								199,829.80
03/01/2024	TEACHERS'	HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20240301AF	03/01/2024	5245 9 PAYROLL	3,977.82
Totals for 5245								3,977.82
03/15/2024	TEACHERS'	HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20240315AF	03/15/2024	5253 9 PAYROLL	3,995.48
Totals for 5253								3,995.48
03/29/2024	TEACHERS'	HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20240329AF	03/29/2024	5262 9 PAYROLL	3,992.53
Totals for 5262								3,992.53
Totals for TEACHERS' HEALTH INSURANCE								11,965.83
03/01/2024	WISCONSIN	DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5246 9 PAYROLL	25.00
03/01/2024	WISCONSIN	DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5246 9 PAYROLL	2,586.82
03/01/2024	WISCONSIN	DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5246 9 PAYROLL	129.22
03/01/2024	WISCONSIN	DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240301AD	03/01/2024	5246 9 PAYROLL	78.70
Totals for 5246								2,819.74
03/15/2024	WISCONSIN	DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5254 9 PAYROLL	25.00
03/15/2024	WISCONSIN	DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240315AD	03/15/2024	5254 9 PAYROLL	2,646.86

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	954,358.34	0.00	0.00	954,358.34
20	OPER & MAINT FUND	44,975.95	0.00	0.00	44,975.95
40	TRANSPORTATION FUND	54,713.37	0.00	0.00	54,713.37
50	RETIREMENT FUND	99,235.79	0.00	0.00	99,235.79
***	Fund Summary Totals ***	1,153,283.45	0.00	0.00	1,153,283.45

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

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	954,358.34	0.00	534,817.25	1,489,175.59
20	OPER & MAINT FUND	44,975.95	0.00	82,620.20	127,596.15
30	DEBT SERVICE	0.00	0.00	7,955.00	7,955.00
40	TRANSPORTATION FUND	54,713.37	0.00	81,301.44	136,014.81
50	RETIREMENT FUND	99,235.79	0.00	0.00	99,235.79
60	CAPITAL PROJECTS	0.00	0.00	15,000.00	15,000.00
80	TORT IMMUNITY FUND	0.00	0.00	4,560.00	4,560.00
***	Fund Summary Totals ***	1,153,283.45	0.00	726,253.89	1,879,537.34

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

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
04/24/2024	22VETS LLC C/O US BA	10E000 2600 5300 00 000000	Contract Service & Shipping	281010	04/02/2024	78002 0	ACCOUNT	11,182.07
							Totals for 78002	11,182.07
							Totals for 22VETS LLC C/O US BANK N.A.	11,182.07
04/24/2024	AAS, ANNETTE	10E001 1100 3310 00 000000	Reimbursement (Miles & Parking)	031524	03/15/2024	78003 0	ACCOUNT	320.86
04/24/2024	AAS, ANNETTE	10E001 1100 4100 00 000000	Reimbursement (School Supplies)	032024	03/20/2024	78003 0	ACCOUNT	288.66
04/24/2024	AAS, ANNETTE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040424	04/04/2024	78003 0	ACCOUNT	550.00
							Totals for 78003	1,159.52
							Totals for AAS, ANNETTE	1,159.52
04/24/2024	ACE HARDWARE	20E000 2540 4100 00 000000	Supplies	146304/4	04/02/2024	78005 0	ACCOUNT	41.23
04/24/2024	ACE HARDWARE	20E002 2540 4100 00 000000	Supplies	146211/4	03/22/2024	78005 0	ACCOUNT	12.75
04/24/2024	ACE HARDWARE	20E002 2540 4100 00 000000	Supplies	146180/4	03/19/2024	78005 0	ACCOUNT	11.96
04/24/2024	ACE HARDWARE	20E002 2540 4100 00 000000	Supplies	146168/4	03/18/2024	78005 0	ACCOUNT	26.77
04/24/2024	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies	146325/4	04/04/2024	78005 0	ACCOUNT	50.33
04/24/2024	ACE HARDWARE	20E001 2540 4100 00 000000	Supplies	146323/4	04/04/2024	78005 0	ACCOUNT	38.00
04/24/2024	ACE HARDWARE	20E002 2540 4100 00 000000	Supplies	146393/4	04/11/2024	78005 0	ACCOUNT	11.18
04/24/2024	ACE HARDWARE	20E003 2540 4100 00 000000	Supplies	146439/4	04/16/2024	78005 0	ACCOUNT	60.64
04/24/2024	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies	146405/4	04/12/2024	78005 0	ACCOUNT	49.17
04/24/2024	ACE HARDWARE	20E002 2540 4100 00 000000	Supplies	146429/4	04/15/2024	78005 0	ACCOUNT	20.78
							Totals for 78005	322.81
							Totals for ACE HARDWARE	322.81
04/24/2024	AIR FILTER ENGINEERS	20E000 2540 4100 00 000000	HVAC	16447	04/08/2024	78006 0	ACCOUNT	6,042.92
							Totals for 78006	6,042.92
							Totals for AIR FILTER ENGINEERS INC	6,042.92
04/24/2024	ALLENDAL ASSOCIATIO	10E000 1912 6700 00 000000	Tuition - February 2024	2024030833	02/29/2024	78007 0	ACCOUNT	13,800.00
04/24/2024	ALLENDAL ASSOCIATIO	10E000 1912 6700 00 000000	Tuition - March 2024	2024041733	03/31/2024	78007 0	ACCOUNT	10,350.00
							Totals for 78007	24,150.00
							Totals for ALLENDALE ASSOCIATION	24,150.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
04/04/2024	AMALGAMATED BANK OF	30E000 5200 6100 00 000000	Paying Agent Fees	OCT 2023	04/04/2024	76869 0 ACCOUNT Totals for 76869	-475.00 -475.00
04/04/2024	AMALGAMATED BANK OF	30E000 5200 6100 00 000000	Paying Agent Fees	SEP 2023	04/04/2024	77154 0 ACCOUNT Totals for 77154	-475.00 -475.00
04/04/2024	AMALGAMATED BANK OF	30E000 5200 6100 00 000000	Paying Agent Fees	OCT 2023	04/04/2024	77794 0 ACCOUNT Totals for 77794	475.00 475.00
04/04/2024	AMALGAMATED BANK OF	30E000 5200 6100 00 000000	Paying Agent Fees	SEP 2023	04/04/2024	77795 0 ACCOUNT Totals for 77795	475.00 475.00
04/24/2024	AMALGAMATED BANK OF	30E000 5200 6100 00 000000	Bond Paying Agent (4/1/24-3/31/25)	March 2024	04/03/2024	78008 0 ACCOUNT Totals for 78008	475.00 475.00
Totals for AMALGAMATED BANK OF CHICAGO							475.00
04/24/2024	ANTREASSIAN, LORI	10E000 2130 3181 00 462000	Contract Service - March 2024	March 2024	03/01/2024	78009 0 ACCOUNT Totals for 78009	3,538.00 3,538.00
Totals for ANTREASSIAN, LORI							3,538.00
04/24/2024	APPLE COMPUTER INC	10E000 2660 5310 00 000000	Computers	MA73770255	04/12/2024	78010 0 ACCOUNT Totals for 78010	4,895.00 4,895.00
Totals for APPLE COMPUTER INC							4,895.00
04/24/2024	ARMOUR, HOLLIE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78011 0 ACCOUNT	291.90
04/24/2024	ARMOUR, HOLLIE	10E000 2320 1100 00 000000	Reimbursement (mileage)	March-Apri	04/16/2024	78011 0 ACCOUNT	47.40
04/24/2024	ARMOUR, HOLLIE	10E000 2210 3320 00 000000	Reimbursement (Mileage)	March-Apri	04/18/2024	78011 0 ACCOUNT Totals for 78011	101.37 440.67
Totals for ARMOUR, HOLLIE							440.67
04/24/2024	ARTEAGA, YUNUEN	10E000 2310 6400 00 000000	Reimbursement (Lake County Educator of Year Guest Pass)	040824	04/08/2024	78012 0 ACCOUNT	46.13

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
Totals for 78012							46.13
Totals for ARTEAGA, YUNUEN							46.13
04/24/2024	ASSURED HEALTHCARE S	10E000 1225 3120 00 000000	Contract Service - Nurse	20700	04/04/2024	78013 0 ACCOUNT	472.88
04/24/2024	ASSURED HEALTHCARE S	10E000 1225 3120 00 000000	Contract Service - Nurse	20614	02/11/2024	78013 0 ACCOUNT	441.35
04/24/2024	ASSURED HEALTHCARE S	10E000 1225 3120 00 000000	Contract Service - Nurse	20840	04/14/2024	78013 0 ACCOUNT	472.88
Totals for 78013							1,387.11
Totals for ASSURED HEALTHCARE STAFFING L							1,387.11
04/24/2024	BESSE, HEATHER	10E000 2310 6400 00 000000	Reimbursement (Lake County Educator of Year Guest Pass)	040824	04/08/2024	78014 0 ACCOUNT	46.13
Totals for 78014							46.13
Totals for BESSE, HEATHER							46.13
04/24/2024	BIABANI, FARIHA	10E000 2310 6400 00 000000	Reimbursement (Guest Ticket EOY 2024 Nominees)	040324	04/03/2024	78015 0 ACCOUNT	46.13
Totals for 78015							46.13
Totals for BIABANI, FARIHA							46.13
04/24/2024	BILLETDEAUX, DEBBIE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040324	04/03/2024	78016 0 ACCOUNT	150.00
Totals for 78016							150.00
Totals for BILLETDEAUX, DEBBIE							150.00
04/24/2024	BLICK ART MATERIALS	10E006 1100 4100 02 000000	Supplies Art	2816585	04/08/2024	78017 0 ACCOUNT	2,347.42
Totals for 78017							2,347.42
Totals for BLICK ART MATERIALS							2,347.42
04/24/2024	BMO HARRIS	10E000 2660 3530 00 000000	Best Buy (printer)	521042762	03/07/2024	6261 0 ACCOUNT	529.99
04/24/2024	BMO HARRIS	10E001 1100 4100 00 000000	Office Depot (Chairs - SPL)	521042763	03/06/2024	6261 0 ACCOUNT	386.96
04/24/2024	BMO HARRIS	10E000 2520 4100 00 000000	Gurnee Donuts	521042765	03/07/2024	6261 0 ACCOUNT	17.33
04/24/2024	BMO HARRIS	20E000 2540 3310 00 000000	Even Hotel (Chicago, IL)	521406634	03/08/2024	6261 0 ACCOUNT	124.45
04/24/2024	BMO HARRIS	40E000 2550 4100 00 000000	Sam's Club (Staff Treats)	521406635	03/08/2024	6261 0 ACCOUNT	28.45

POST			ACCOUNT					INVOICE	INVOICE	INVOICE	CHECK BANK		
DATE	VENDOR		NUMBER					DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
04/24/2024	BMO	HARRIS	40E000	2550	4100	00	000000	Sam's Club (Trans Supplies)	521406636	03/07/2024	6261	0 ACCOUNT	25.26
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	Theismann's Restaurant	521406707	03/11/2024	6261	0 ACCOUNT	67.62
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	Uber Trip	521406708	03/10/2024	6261	0 ACCOUNT	75.74
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	United (Checked Bag)	521406709	03/09/2024	6261	0 ACCOUNT	35.00
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	SQ Crown Taxi	521406710	03/10/2024	6261	0 ACCOUNT	23.88
04/24/2024	BMO	HARRIS	10E000	2660	3310	00	000000	Kalahari Resort (Brainstrom Conference)	521576401	03/10/2024	6261	0 ACCOUNT	268.92
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	Lake County ROE	521576402	03/11/2024	6261	0 ACCOUNT	10.00
04/24/2024	BMO	HARRIS	10E000	2210	3310	00	000000	Indochén Restaurant	521576403	03/12/2024	6261	0 ACCOUNT	18.52
04/24/2024	BMO	HARRIS	10E000	2210	3310	00	000000	United (Checked Bag)	521576404	03/10/2024	6261	0 ACCOUNT	35.00
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	IL Tollway	521767405	03/12/2024	6261	0 ACCOUNT	100.00
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	United (Checked Bag)	521767406	03/11/2024	6261	0 ACCOUNT	35.00
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	Hyatt Hotel (Alexandria VA)	521767407	03/12/2024	6261	0 ACCOUNT	540.96
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	Laporta's Restaurant	521767483	03/11/2024	6261	0 ACCOUNT	63.26
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	Taxi Ride	521767484	03/12/2024	6261	0 ACCOUNT	22.33
04/24/2024	BMO	HARRIS	10E000	2210	3310	00	000000	Parking at O' hare Airport	521767485	03/12/2024	6261	0 ACCOUNT	45.00
04/24/2024	BMO	HARRIS	10E000	2210	3310	00	000000	Indochén Restaurant	521767486	03/12/2024	6261	0 ACCOUNT	18.52
04/24/2024	BMO	HARRIS	10E000	2210	3310	00	000000	United (Checked Bag)	521767487	03/12/2024	6261	0 ACCOUNT	35.00
04/24/2024	BMO	HARRIS	10E000	2210	3310	00	000000	Hyatt Hotel (Alexandria, VA)	521767562	03/12/2024	6261	0 ACCOUNT	600.80
04/24/2024	BMO	HARRIS	10E001	1100	6400	00	000000	Waukegan Park District	522557954	03/15/2024	6261	0 ACCOUNT	135.00
04/24/2024	BMO	HARRIS	10E000	2520	4100	00	000000	The Shipping Point	522558744	03/15/2024	6261	0 ACCOUNT	48.82
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	Lake County ROE	522725806	03/18/2024	6261	0 ACCOUNT	10.00
04/24/2024	BMO	HARRIS	10E000	2210	6400	00	000000	WordPress	522725807	03/19/2024	6261	0 ACCOUNT	115.00
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	Lake County ROE	522925595	03/19/2024	6261	0 ACCOUNT	10.00
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	Lake County ROE	522925596	03/19/2024	6261	0 ACCOUNT	10.00
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	Lake County ROE	522925597	03/19/2024	6261	0 ACCOUNT	10.00
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	Lake County ROE	522925598	03/19/2024	6261	0 ACCOUNT	10.00
04/24/2024	BMO	HARRIS	10E000	2320	4100	00	000000	Gurnee Donuts	522925667	03/19/2024	6261	0 ACCOUNT	17.33
04/24/2024	BMO	HARRIS	40E000	2550	6400	00	000000	Lake County ROE	523030647	03/20/2024	6261	0 ACCOUNT	10.00
04/24/2024	BMO	HARRIS	10E000	2210	6400	00	000000	Jimano's Pizza (plus tip)	523031124	03/21/2024	6261	0 ACCOUNT	347.49
04/24/2024	BMO	HARRIS	10E000	2210	6400	00	000000	Jimano's Pizza (plus tip)	523246959	03/21/2024	6261	0 ACCOUNT	685.84
04/24/2024	BMO	HARRIS	10E000	2210	6400	00	000000	Jimano's Pizza (plus tip)	523246960	03/21/2024	6261	0 ACCOUNT	532.84
04/24/2024	BMO	HARRIS	40E000	2550	4100	00	000000	Jimano's (Staff Treat)	523525545	03/22/2024	6261	0 ACCOUNT	14.90
04/24/2024	BMO	HARRIS	10E000	2520	6400	00	000000	Red Dot Storage (Monthly)	523525546	03/22/2024	6261	0 ACCOUNT	82.00
04/24/2024	BMO	HARRIS	10E000	2320	3310	00	000000	www.doddle.com	524690087	03/31/2024	6261	0 ACCOUNT	83.40
04/24/2024	BMO	HARRIS	10E000	2660	3110	00	000000	Slack (monthly)	524770560	04/01/2024	6261	0 ACCOUNT	26.25
04/24/2024	BMO	HARRIS	20E000	2540	3310	00	000000	Illinois Association	524919901	04/02/2024	6261	0 ACCOUNT	200.00
04/24/2024	BMO	HARRIS	10E001	1125	4100	00	370500	Sam's Club (PreK Supplies)	525207127	04/02/2024	6261	0 ACCOUNT	330.80
04/24/2024	BMO	HARRIS	10E000	2310	4100	00	000000	Jewel Osco (Gift Cards)	525207128	04/02/2024	6261	0 ACCOUNT	375.00

POST			ACCOUNT			INVOICE			INVOICE	INVOICE	CHECK BANK		
DATE	VENDOR		NUMBER			DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT		
												Totals for 6261	6,162.66
												Totals for BMO HARRIS	6,162.66
04/24/2024	BRIGHTMONT	ACADEMY	10E000	1912	6700 00 000000	Tuition	33836	01/31/2024	78018	0 ACCOUNT	1,817.57		
04/24/2024	BRIGHTMONT	ACADEMY	10E000	1912	6700 00 000000	Tuition	34187	02/29/2024	78018	0 ACCOUNT	2,884.25		
04/24/2024	BRIGHTMONT	ACADEMY	10E000	1912	6700 00 000000	Tuition (March 2024)	34651	03/31/2024	78018	0 ACCOUNT	2,117.45		
												Totals for 78018	6,819.27
												Totals for BRIGHTMONT ACADEMY	6,819.27
04/24/2024	BROWN, LUCY		10E000	2310	2230 00 000000	Deductible Reimbursement (Health)	041224	04/12/2024	78019	0 ACCOUNT	550.00		
												Totals for 78019	550.00
												Totals for BROWN, LUCY	550.00
04/24/2024	BSN SPORTS, INC		10E000	1500	4100 00 000000	Supplies	925025498	03/07/2024	78020	0 ACCOUNT	67.47		
												Totals for 78020	67.47
												Totals for BSN SPORTS, INC	67.47
04/24/2024	BURBACK, SHANNON		10E000	2310	2230 00 000000	Deductible Reimbursement (Health)	040224	04/02/2024	78021	0 ACCOUNT	437.96		
												Totals for 78021	437.96
												Totals for BURBACK, SHANNON	437.96
04/24/2024	BURMAN, KIM		10E000	2310	2230 00 000000	Deductible Reimbursement (Health)	041224	04/12/2024	78022	0 ACCOUNT	550.00		
												Totals for 78022	550.00
												Totals for BURMAN, KIM	550.00
04/24/2024	BURRIS EQUIPMENT CO.		20E000	2540	3120 00 000000	Supplies	RC1023930-	01/30/2024	78023	0 ACCOUNT	924.40		
04/24/2024	BURRIS EQUIPMENT CO.		20E000	2540	3120 00 000000	Supplies	RC1023930-	02/06/2024	78023	0 ACCOUNT	752.40		
04/24/2024	BURRIS EQUIPMENT CO.		20E000	2540	3120 00 000000	Supplies	RC1023930-	02/13/2024	78023	0 ACCOUNT	752.40		
												Totals for 78023	2,429.20

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for BURRIS EQUIPMENT CO.								2,429.20
04/24/2024	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies- RT	69293	03/12/2024	78026 0	ACCOUNT	206.88
04/24/2024	CABAY & COMPANY INC	20E003 2540 4100 00 000000	Supplies- VK	69310	03/14/2024	78026 0	ACCOUNT	1,206.27
04/24/2024	CABAY & COMPANY INC	20E004 2540 4100 00 000000	Supplies- Trans	69309	03/14/2024	78026 0	ACCOUNT	151.90
04/24/2024	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies - RT	69307	03/14/2024	78026 0	ACCOUNT	2,076.07
04/24/2024	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	69268	03/06/2024	78026 0	ACCOUNT	151.88
04/24/2024	CABAY & COMPANY INC	20E001 2540 4100 00 000000	Supplies - SPL	69308	03/14/2024	78026 0	ACCOUNT	1,759.92
04/24/2024	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	69344	04/01/2024	78026 0	ACCOUNT	1,805.20
04/24/2024	CABAY & COMPANY INC	20E003 2540 4100 00 000000	Supplies - VK	69401	02/27/2024	78026 0	ACCOUNT	73.58
04/24/2024	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	69426	04/11/2024	78026 0	ACCOUNT	1,634.45
04/24/2024	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies - RT	69427	04/11/2024	78026 0	ACCOUNT	1,608.06
04/24/2024	CABAY & COMPANY INC	20E001 2540 4100 00 000000	Supplies - SPL	69428	04/11/2024	78026 0	ACCOUNT	1,935.69
04/24/2024	CABAY & COMPANY INC	20E001 2540 4100 00 000000	Supplies - SPL	69429	04/11/2024	78026 0	ACCOUNT	51.50
04/24/2024	CABAY & COMPANY INC	20E004 2540 4100 00 000000	Supplies - trans	69430	04/11/2024	78026 0	ACCOUNT	135.37
04/24/2024	CABAY & COMPANY INC	20E003 2540 4100 00 000000	Supplies - VK	69431	04/11/2024	78026 0	ACCOUNT	1,264.74
Totals for 78026								14,061.51
Totals for CABAY & COMPANY INC								14,061.51
04/24/2024	CENTER FOR PSYCHOLOG	10E000 2140 3120 00 000000	Social Worker Evaluation	00002670	03/13/2024	78028 0	ACCOUNT	1,200.00
04/24/2024	CENTER FOR PSYCHOLOG	10E000 2150 3120 00 000000	SLP Assessment (2)	00002670.1	03/13/2024	78028 0	ACCOUNT	3,600.00
04/24/2024	CENTER FOR PSYCHOLOG	10E000 2150 3120 00 000000	SLP Assessment	00002670.2	03/13/2024	78028 0	ACCOUNT	1,800.00
04/24/2024	CENTER FOR PSYCHOLOG	10E000 2150 3120 00 000000	SLP Assessment	00002670.3	03/13/2024	78028 0	ACCOUNT	300.00
04/24/2024	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	IEP Attendance	00002670.4	03/13/2024	78028 0	ACCOUNT	300.00
04/24/2024	CENTER FOR PSYCHOLOG	10E000 2150 3120 00 000000	SLP Assessment	00002670.5	03/13/2024	78028 0	ACCOUNT	1,800.00
04/24/2024	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	IEP Attendance	00002670.6	03/13/2024	78028 0	ACCOUNT	300.00
04/24/2024	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	IEP Attendance	00002670.7	03/13/2024	78028 0	ACCOUNT	300.00
Totals for 78028								9,600.00
Totals for CENTER FOR PSYCHOLOGICAL SERV								9,600.00
04/24/2024	CHASE, TRACE	10E003 1100 4100 00 000000	Reimbursement (supplies)	040224	04/03/2024	78029 0	ACCOUNT	33.97
Totals for 78029								33.97
Totals for CHASE, TRACE								33.97
04/24/2024	CLOUD, ADELE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040121	04/01/2024	78030 0	ACCOUNT	150.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
Totals for 78030							150.00
Totals for CLOUD, ADELE							150.00
04/24/2024	COBIO, GUILLERMINA	40E000 2550 3180 00 000000	Reimbursement (CDL Renewal)	041524	04/15/2024	78031 0 ACCOUNT	50.00
Totals for 78031							50.00
Totals for COBIO, GUILLERMINA							50.00
04/24/2024	COLEMAN, MICHELE	10E000 2210 4100 00 462000	Shirt Order	040424	04/04/2024	78032 0 ACCOUNT	1,128.50
Totals for 78032							1,128.50
Totals for COLEMAN, MICHELE							1,128.50
04/24/2024	COMCAST	10E000 2660 3400 00 000000	Internet Services/PT -March 2024	MARCH 2024	03/24/2024	78033 0 ACCOUNT	165.34
04/24/2024	COMCAST	10E000 2660 3400 00 000000	Internet/D0-Feb 2024	FEB 2024	01/18/2024	78033 0 ACCOUNT	24.19
04/24/2024	COMCAST	10E000 2660 3400 00 000000	Internet Service - D0 - Final Bill	Macrh 2024	03/19/2024	78033 0 ACCOUNT	84.48
Totals for 78033							274.01
Totals for COMCAST							274.01
04/24/2024	COMCAST	10E000 2660 3400 00 000000	Coomunications- Feb 2024	193871518	02/01/2024	78034 0 ACCOUNT	12,362.99
04/24/2024	COMCAST	10E000 2660 3400 00 000000	Communications- March 2024	196329950	03/01/2024	78034 0 ACCOUNT	12,362.99
04/24/2024	COMCAST	10E000 2660 3400 00 000000	Internet Service -(Feb, March & April 2024)	198805714	04/01/2024	78034 0 ACCOUNT	37,069.35
Totals for 78034							61,795.33
Totals for COMCAST							61,795.33
04/24/2024	CONNECTION'S DAY SCH	10E000 1912 6700 00 000000	OT Evaluation	36255	03/22/2024	78035 0 ACCOUNT	200.00
04/24/2024	CONNECTION'S DAY SCH	10E000 1912 6700 00 000000	OT Evaluation	36271	04/16/2024	78035 0 ACCOUNT	200.00
Totals for 78035							400.00
Totals for CONNECTION'S DAY SCHOOL							400.00
04/24/2024	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition (Mar 2024 - C.Rauwerda)	12467	03/22/2024	78036 0 ACCOUNT	5,701.50

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
04/24/2024	THE COVE SCHOOL	10E000 1912 6700 00 000000	Tuition	SD56-0324	03/31/2024	78041 0 ACCOUNT	4,865.00
						Totals for 78041	4,865.00
					Totals for THE COVE SCHOOL		4,865.00
04/24/2024	CRISIS PREVENTION IN	10E000 2210 3310 00 000000	Prof Dev - Armour & Solomon	NAIN-06167	02/29/2024	78042 0 ACCOUNT	12,998.00
						Totals for 78042	12,998.00
					Totals for CRISIS PREVENTION INSTITUTE		12,998.00
04/24/2024	D. WELLS AUTOMOTIVE	20E000 2540 3210 00 000000	Supplies	221012	04/10/2024	78043 0 ACCOUNT	1,450.41
						Totals for 78043	1,450.41
					Totals for D. WELLS AUTOMOTIVE SERVICE		1,450.41
04/24/2024	DANIELS, DARICE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040924	04/09/2024	78044 0 ACCOUNT	150.00
						Totals for 78044	150.00
					Totals for DANIELS, DARICE		150.00
04/24/2024	DE LAGE LANDEN FINAN	30E000 5370 6100 00 000000	Communications - April 2024 *Past due Fee	82333565	04/06/2024	78045 0 ACCOUNT	8,352.60
						Totals for 78045	8,352.60
					Totals for DE LAGE LANDEN FINANCIAL SERV		8,352.60
04/24/2024	DEMCO	10E006 2220 4100 00 000000	Library Supplies - RT	7463666	04/04/2024	78046 0 ACCOUNT	62.62
						Totals for 78046	62.62
					Totals for DEMCO		62.62
04/24/2024	D00CY, SARAH	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040924	04/09/2024	78047 0 ACCOUNT	410.29
						Totals for 78047	410.29
					Totals for D00CY, SARAH		410.29

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
04/24/2024	DOWMON, KRISTEN	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032024	03/20/2024	78048 0 ACCOUNT	222.29
04/24/2024	DOWMON, KRISTEN	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	031924	03/19/2024	78048 0 ACCOUNT	550.00
						Totals for 78048	772.29
						Totals for DOWMON, KRISTEN	772.29
04/24/2024	DUPAGE FED ON HUMAN	10E000 1800 3120 00 000000	Contract Service (Telephonic Interpretation)	10107	03/31/2024	78049 0 ACCOUNT	475.45
						Totals for 78049	475.45
						Totals for DUPAGE FED ON HUMAN SERV REFO	475.45
04/24/2024	ELEMENTAL SOLUTIONS	20E000 2540 4100 00 000000	Reparis - Treatment	5607	04/04/2024	78050 0 ACCOUNT	1,700.00
						Totals for 78050	1,700.00
						Totals for ELEMENTAL SOLUTIONS LLC	1,700.00
04/24/2024	ELMAN, DAIN	10E000 2210 3320 00 000000	Reimbursement (Miles for August - September2023)	Aug - Sep	03/22/2024	78051 0 ACCOUNT	57.90
04/24/2024	ELMAN, DAIN	10E000 2210 3320 00 000000	Reimbursement (Miles for October - Decemberr2023)	Oct - Dec	03/22/2024	78051 0 ACCOUNT	42.38
04/24/2024	ELMAN, DAIN	10E000 1100 4100 00 910002	Supplies (STEM)	4424	04/04/2024	78051 0 ACCOUNT	1,129.65
						Totals for 78051	1,229.93
						Totals for ELMAN, DAIN	1,229.93
04/24/2024	ELVERT WEST, MOLLY	10E003 1100 4100 15 000000	Reimbursement (Music Supplies)	032224	03/22/2024	78052 0 ACCOUNT	87.13
04/24/2024	ELVERT WEST, MOLLY	10E003 1100 3320 00 000000	Reimbursement (miles)	Quarter 3	04/09/2024	78052 0 ACCOUNT	263.58
						Totals for 78052	350.71
						Totals for ELVERT WEST, MOLLY	350.71
04/24/2024	ENGLER CALLAWAY BASS	10E000 2310 3420 00 000000	Legal Services	33263	04/01/2024	78053 0 ACCOUNT	2,372.00
						Totals for 78053	2,372.00
						Totals for ENGLER CALLAWAY BASSTEN, SRAG	2,372.00

POST		ACCOUNT						INVOICE	INVOICE	INVOICE	CHECK BANK		AMOUNT
DATE	VENDOR	NUMBER						DESCRIPTION	NUMBER	DATE	NUMBER	CODE	
04/24/2024	RAMBOLL AMERICAS ENG	20E001	2540	3120	00	000000		Contract Service - SPL	1940043345	03/14/2024	78054	0 ACCOUNT	1,315.00
												Totals for 78054	1,315.00
												Totals for RAMBOLL AMERICAS ENGINEERING	1,315.00
04/24/2024	ESSCOE LLC	20E006	2540	3120	00	000000		Contract Service - RT	64508	04/04/2024	78055	0 ACCOUNT	435.00
												Totals for 78055	435.00
												Totals for ESSCOE LLC	435.00
04/24/2024	ESTEBAN, ERIC	10E000	2310	2230	00	000000		Deductible Reimbursement (Health)	041024	04/10/2024	78056	0 ACCOUNT	1,050.00
												Totals for 78056	1,050.00
												Totals for ESTEBAN, ERIC	1,050.00
04/24/2024	ESTEBAN, STEPHANIE	10E000	2310	2230	00	000000		Deductible Reimbursement (Health)	041024	04/10/2024	78057	0 ACCOUNT	550.00
												Totals for 78057	550.00
												Totals for ESTEBAN, STEPHANIE	550.00
04/24/2024	EXPRESS READERS	10E001	1100	4100	00	430000		Title 1 supplies	34651	03/31/2024	78058	0 ACCOUNT	517.75
												Totals for 78058	517.75
												Totals for EXPRESS READERS	517.75
04/24/2024	FOLLETT CONTENT SOLU	10E001	2220	4300	00	000000		Books - SPL	347352	02/29/2024	78061	0 ACCOUNT	596.36
04/24/2024	FOLLETT CONTENT SOLU	10E001	2220	4300	00	000000		Books - SPL	343506A	02/29/2024	78061	0 ACCOUNT	615.97
04/24/2024	FOLLETT CONTENT SOLU	10E001	2220	4300	00	000000		Books - SPL	343371F	03/14/2024	78061	0 ACCOUNT	78.09
04/24/2024	FOLLETT CONTENT SOLU	10E002	2220	4300	00	000000		Books - PT	354446	03/11/2024	78061	0 ACCOUNT	90.68
04/24/2024	FOLLETT CONTENT SOLU	10E003	2220	4300	00	000000		Books - VK	324282F	03/15/2024	78061	0 ACCOUNT	100.24
04/24/2024	FOLLETT CONTENT SOLU	10E001	2220	4300	00	000000		Books - SPL	347352F	02/22/2024	78061	0 ACCOUNT	439.50
04/24/2024	FOLLETT CONTENT SOLU	10E006	2220	4300	00	000000		Books - RT	364764F	03/03/2024	78061	0 ACCOUNT	62.38
04/24/2024	FOLLETT CONTENT SOLU	10E006	2220	4300	00	000000		Books - RT	364764	03/21/2024	78061	0 ACCOUNT	105.11
04/24/2024	FOLLETT CONTENT SOLU	10E002	2220	3115	00	000000		Books - SPL	330044B	03/26/2024	78061	0 ACCOUNT	108.88
04/24/2024	FOLLETT CONTENT SOLU	10E002	2220	4300	00	000000		Books - PT	373062	04/01/2024	78061	0 ACCOUNT	76.50
04/24/2024	FOLLETT CONTENT SOLU	10E002	2220	4300	00	000000		Books - PT	373063	03/29/2024	78061	0 ACCOUNT	15.00
04/24/2024	FOLLETT CONTENT SOLU	10E006	2220	3115	00	000000		Books - RT	308399F	03/27/2024	78061	0 ACCOUNT	76.71

POST				ACCOUNT				INVOICE	INVOICE	INVOICE	CHECK BANK		
DATE	VENDOR			NUMBER				DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
04/24/2024	FOLLETT	CONTENT	SOLU	10E001	2220	4300	00 000000	Books - SPL	343506B	03/25/2024	78061	0 ACCOUNT	532.57
04/24/2024	FOLLETT	CONTENT	SOLU	10E002	2220	4300	00 000000	Books - PT	374274F	04/08/2024	78061	0 ACCOUNT	26.33
04/24/2024	FOLLETT	CONTENT	SOLU	10E001	2220	4300	00 000000	Books - SPL	343506F	04/05/2024	78061	0 ACCOUNT	47.02
04/24/2024	FOLLETT	CONTENT	SOLU	10E002	2220	4300	00 000000	Books - PT	374274	04/04/2024	78061	0 ACCOUNT	39.84
04/24/2024	FOLLETT	CONTENT	SOLU	10E001	2220	4300	00 000000	Books	330044F	04/11/2024	78061	0 ACCOUNT	24.97
											Totals for 78061		3,036.15
											Totals for FOLLETT CONTENT SOLUTIONS LLC		3,036.15
04/24/2024	FORE SEE	ELECTRIC	LL	20E002	2540	3120	00 000000	Contract Service - PT	1493	03/28/2024	78062	0 ACCOUNT	500.00
											Totals for 78062		500.00
											Totals for FORE SEE ELECTRIC LLC		500.00
04/24/2024	GERFIN, STEFANIE			10E001	1100	4100	00 000000	Reimbursement (Supplies)	040224	04/02/2024	78063	0 ACCOUNT	43.70
04/24/2024	GERFIN, STEFANIE			10E000	2310	2230	00 000000	Deductible Reimbursement (Health)	041224	04/12/2024	78063	0 ACCOUNT	550.00
											Totals for 78063		593.70
											Totals for GERFIN, STEFANIE		593.70
04/24/2024	GETOWICZ, SANDRA			10E000	2310	2230	00 000000	Deductible Reimbursement (Health)	041224	04/12/2024	78064	0 ACCOUNT	132.20
											Totals for 78064		132.20
											Totals for GETOWICZ, SANDRA		132.20
04/24/2024	GEWALT	HAMILTON	ASSO	60E000	2530	3640	00 000000	Contract Service - SPL	6040.000-4	03/14/2024	78065	0 ACCOUNT	2,680.53
											Totals for 78065		2,680.53
											Totals for GEWALT HAMILTON ASSOC.		2,680.53
04/24/2024	GIANNETTO, JACKIE			10E001	1100	4100	00 000000	Reimbursement (Supplies)	032224	03/22/2024	78066	0 ACCOUNT	175.29
04/24/2024	GIANNETTO, JACKIE			10E000	2310	2230	00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78066	0 ACCOUNT	550.00
											Totals for 78066		725.29
											Totals for GIANNETTO, JACKIE		725.29

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
04/24/2024	GLICKLEY, JENNIFER	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	031824	03/18/2024	78067 0	ACCOUNT	39.06
04/24/2024	GLICKLEY, JENNIFER	10E006 2410 4100 00 000000	Reimbursement (Level Up Lunch)	040424	04/04/2024	78067 0	ACCOUNT	179.29
						Totals for 78067		218.35
						Totals for GLICKLEY, JENNIFER		218.35
04/24/2024	GONZALEZ, DONNA	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78068 0	ACCOUNT	150.00
						Totals for 78068		150.00
						Totals for GONZALEZ, DONNA		150.00
04/24/2024	GONZALEZ, REESE	10E000 2660 3320 00 000000	Reimbursement (Miles Jan - March 2024)	040124	04/01/2024	78069 0	ACCOUNT	206.93
04/24/2024	GONZALEZ, REESE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78069 0	ACCOUNT	21.09
						Totals for 78069		228.02
						Totals for GONZALEZ, REESE		228.02
04/24/2024	GRAHAM, KAREN	10E003 1100 4100 00 000000	Reimbursement (supplies - PBIS & Advisory)	031324-1	03/13/2024	78071 0	ACCOUNT	323.71
04/24/2024	GRAHAM, KAREN	10E003 1100 4100 00 000000	Reimbursement (supplies - staff cupcakes, Lunch Recess)	031324-3	03/13/2024	78071 0	ACCOUNT	103.48
04/24/2024	GRAHAM, KAREN	10E003 1100 4100 00 000000	Reimbursement (supplies - Advisory)	031324-2	03/13/2024	78071 0	ACCOUNT	134.71
04/24/2024	GRAHAM, KAREN	10E003 1100 4100 25 000000	Reimbursement (PBIS Supllies)	031324-4	03/13/2024	78071 0	ACCOUNT	61.07
04/24/2024	GRAHAM, KAREN	10E003 1100 4100 25 000000	Reimbursement (PBIS Supllies)	031324-5	03/13/2024	78071 0	ACCOUNT	259.68
04/24/2024	GRAHAM, KAREN	10E003 1100 4100 25 000000	Reimbursement (PBIS Supllies-SOM Breakfast)	031324-6	03/13/2024	78071 0	ACCOUNT	175.73
04/24/2024	GRAHAM, KAREN	10E003 1100 4100 25 000000	Reimbursement (PBIS Supllies)	031324-7	03/13/2024	78071 0	ACCOUNT	76.37
						Totals for 78071		1,134.75
						Totals for GRAHAM, KAREN		1,134.75
04/24/2024	GRAINGER	20E002 2540 4100 00 000000	Supplies	9051391556	03/13/2024	78072 0	ACCOUNT	55.32
04/24/2024	GRAINGER	20E002 2540 4100 00 000000	Supplies	9048065172	03/11/2024	78072 0	ACCOUNT	85.30

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POST		ACCOUNT	INVOICE	INVOICE	CHECK BANK			
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
					Totals for HENDRICKS, DEB			615.68
04/24/2024	HOME DEPOT CREDIT SE	20E006 2540 4100 00 000000	Supplies - RT	6011432	03/13/2024	78079 0	ACCOUNT	148.67
					Totals for 78079			148.67
					Totals for HOME DEPOT CREDIT SERVICES			148.67
04/24/2024	HOW YA DO INC, DBA P	10E006 1100 4100 00 000000	32 Gallon Lid & Tank Set Color Black	041024	04/10/2024	78080 0	ACCOUNT	428.84
					Totals for 78080			428.84
					Totals for HOW YA DO INC, DBA POURAWAY			428.84
04/24/2024	ILLCO INC	20E000 2540 3220 00 000000	Supplies	4267926	04/08/2024	78081 0	ACCOUNT	955.00
					Totals for 78081			955.00
					Totals for ILLCO INC			955.00
04/24/2024	IL PRINCIPALS ASSOCI	10E000 2210 3310 00 000000	WELL Summitt 2024 (S.Villarreal)	442937	03/11/2024	78082 0	ACCOUNT	249.00
					Totals for 78082			249.00
					Totals for IL PRINCIPALS ASSOCIATION			249.00
04/24/2024	ILLINOIS STATE POLIC	10E000 2310 3430 00 000000	Background Checks	2024030415	03/01/2024	78083 0	ACCOUNT	28.25
					Totals for 78083			28.25
					Totals for ILLINOIS STATE POLICE			28.25
04/24/2024	ILLINOIS OFFICE OF T	20E001 2540 3120 00 000000	Contract Service - SPL & RT & VK	9693507	04/16/2024	78084 0	ACCOUNT	210.00
04/24/2024	ILLINOIS OFFICE OF T	20E003 2540 3120 00 000000	Contract Service - SPL & RT & VK	9693507	04/16/2024	78084 0	ACCOUNT	350.00
04/24/2024	ILLINOIS OFFICE OF T	20E006 2540 3120 00 000000	Contract Service - SPL & RT & VK	9693507	04/16/2024	78084 0	ACCOUNT	210.00
					Totals for 78084			770.00
					Totals for ILLINOIS OFFICE OF THE STATE			770.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
04/24/2024	INTERMEDIA.NET INC	20E000 2540 3500 00 000000	Communications	2404051836	04/01/2024	78085 0 ACCOUNT	1,414.09
						Totals for 78085	1,414.09
					Totals for INTERMEDIA.NET INC		1,414.09
04/24/2024	ISBS	10E000 2570 3630 00 000000	Leasing	398029	04/02/2024	78086 0 ACCOUNT	1,209.28
04/24/2024	ISBS	10E000 2570 3630 00 000000	Leasing	397710	03/28/2024	78086 0 ACCOUNT	969.00
04/24/2024	ISBS	10E000 2570 3630 00 000000	Leasing	397714	03/28/2024	78086 0 ACCOUNT	34.42
						Totals for 78086	2,212.70
						Totals for ISBS	2,212.70
04/24/2024	JAN MILLER BURKINS	10E000 3700 3120 00 430000	Shifiting Balance - Online Class & Purchase Order Fee	35032524-1	03/21/2024	78087 0 ACCOUNT	354.00
						Totals for 78087	354.00
					Totals for JAN MILLER BURKINS		354.00
04/24/2024	JANSEN, ANGELA	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	041524	04/12/2024	78088 0 ACCOUNT	550.00
						Totals for 78088	550.00
						Totals for JANSEN, ANGELA	550.00
04/24/2024	J J KELLER & ASSOC I	40E000 2550 4100 00 000000	Services	9108888897	03/18/2024	78089 0 ACCOUNT	1,201.91
						Totals for 78089	1,201.91
					Totals for J J KELLER & ASSOC INC		1,201.91
04/24/2024	JOHNSTON, ALICIA	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	041224	04/12/2024	78090 0 ACCOUNT	1,050.00
04/24/2024	JOHNSTON, ALICIA	10E001 2410 3310 00 000000	Reimbursement (Admin Academy Workshop)	041224.1	04/12/2024	78090 0 ACCOUNT	206.00
						Totals for 78090	1,256.00
					Totals for JOHNSTON, ALICIA		1,256.00
04/24/2024	JOHNSON, LORI	10E000 2310 2230 00 000000	Deductible Reimbursement	040124	04/01/2024	78091 0 ACCOUNT	800.00

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
			(Health)					
04/24/2024	JOHNSON, LORI	10E006 1100 4100 25 000000	Reimbursement (Level up Lunch)	040424	04/04/2024	78091 0	ACCOUNT	38.04
							Totals for 78091	838.04
							Totals for JOHNSON, LORI	838.04
04/24/2024	JOHNSTONE SUPPLY	20E004 2540 4100 00 000000	Supplies - Trans	179755GU	02/01/2024	78092 0	ACCOUNT	419.49
04/24/2024	JOHNSTONE SUPPLY	20E004 2540 4100 00 000000	Supplies - Trans	179732GU	01/29/2024	78092 0	ACCOUNT	142.50
04/24/2024	JOHNSTONE SUPPLY	20E004 2540 4100 00 000000	Supplies	179732	01/31/2024	78092 0	ACCOUNT	142.50
							Totals for 78092	704.49
							Totals for JOHNSTONE SUPPLY	704.49
04/24/2024	K&A GRAPHICS	10E000 2310 4100 00 000000	Supplies - Banners Registration	986989	04/12/2024	78093 0	ACCOUNT	130.00
							Totals for 78093	130.00
							Totals for K&A GRAPHICS	130.00
04/24/2024	KAHN, JENNIFER	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78094 0	ACCOUNT	550.00
							Totals for 78094	550.00
							Totals for KAHN, JENNIFER	550.00
04/24/2024	KESHET	10E000 1912 6700 00 000000	Tuition	29452	03/31/2024	78095 0	ACCOUNT	8,929.25
04/24/2024	KESHET	10E000 1912 6700 00 000000	Tuition	29450	01/13/2024	78095 0	ACCOUNT	7,555.52
04/24/2024	KESHET	10E000 1912 6700 00 000000	Tuition (Rate Adjustment)	30633	04/09/2024	78095 0	ACCOUNT	6,764.00
							Totals for 78095	23,248.77
							Totals for KESHET	23,248.77
04/24/2024	KILE, ILENE	10E002 1200 4100 00 000000	Reimbursement (Supplies)	32224	03/22/2024	78096 0	ACCOUNT	31.99
04/24/2024	KILE, ILENE	10E002 1200 4100 00 000000	Reimbursement (Supplies)	32224-1	03/22/2024	78096 0	ACCOUNT	43.31
04/24/2024	KILE, ILENE	10E000 2210 3320 00 000000	Reimbursement (Milage)	011124	01/11/2024	78096 0	ACCOUNT	23.45
							Totals for 78096	98.75
							Totals for KILE, ILENE	98.75

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/24/2024	KINCAID, KAITLIN	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78097 0	ACCOUNT	550.00
04/24/2024	KINCAID, KAITLIN	10E002 2410 4100 00 000000	Reimbursement (supplies)	041624	04/16/2024	78097 0	ACCOUNT	4.80
						Totals for 78097		554.80
						Totals for KINCAID, KAITLIN		554.80
04/24/2024	KLODE, JILL	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78098 0	ACCOUNT	550.00
						Totals for 78098		550.00
						Totals for KLODE, JILL		550.00
04/24/2024	KUFFEL, RACHEL	10E000 2310 2510 00 000000	Reimbursement (Tuition)	032224	03/20/2024	78099 0	ACCOUNT	540.00
						Totals for 78099		540.00
						Totals for KUFFEL, RACHEL		540.00
04/24/2024	LAKE COUNTY ROE	10E000 1912 6700 00 000000	Tuition (January 2024)	201100013	01/31/2024	78100 0	ACCOUNT	1,890.00
04/24/2024	LAKE COUNTY ROE	10E000 1912 6700 00 000000	Tuition (Coleman - March 2024) , Tuition (Dominquez - March 2024) and Technology Fee (Dominguez)	033124	03/31/2024	78100 0	ACCOUNT	3,110.00
						Totals for 78100		5,000.00
						Totals for LAKE COUNTY ROE		5,000.00
04/24/2024	LAZAR, RYAN	10E003 1100 4100 00 000000	Reimbursement (Treat for Staff)	041624	04/16/2024	78101 0	ACCOUNT	116.00
						Totals for 78101		116.00
						Totals for LAZAR, RYAN		116.00
04/24/2024	LEARN WELL EDUCATION	10E000 1100 3185 00 000000	Hospital Tutoring	INV183554	03/15/2024	78103 0	ACCOUNT	237.01
04/24/2024	LEARN WELL EDUCATION	10E000 1100 3185 00 000000	Hospital Tutoring	INV184009	03/15/2024	78103 0	ACCOUNT	355.50
04/24/2024	LEARN WELL EDUCATION	10E000 1100 3185 00 000000	Hospital Tutoring	INV184010	03/15/2024	78103 0	ACCOUNT	355.50
04/24/2024	LEARN WELL EDUCATION	10E000 1100 3185 00 000000	Hospital Tutoring	INV185435	03/22/2024	78103 0	ACCOUNT	296.27
04/24/2024	LEARN WELL EDUCATION	10E000 1100 3185 00 000000	Hospital Tutoring	INV188442	04/12/2024	78103 0	ACCOUNT	474.00

POST		ACCOUNT		INVOICE		INVOICE		INVOICE		CHECK BANK		
DATE	VENDOR	NUMBER		DESCRIPTION		NUMBER	DATE	NUMBER	CODE	AMOUNT		
04/24/2024	LEARN WELL EDUCATION	10E000	1100 3185 00 000000	Hospital Tutoring		INV188832	04/05/2024	78103	0 ACCOUNT	296.25		
04/24/2024	LEARN WELL EDUCATION	10E000	1100 3185 00 000000	Hospital Tutoring		INV188443	04/05/2024	78103	0 ACCOUNT	296.27		
									Totals for 78103		2,310.80	
									Totals for LEARN WELL EDUCATION		2,310.80	
04/24/2024	LECHNER SERVICES	20E000	2540 3150 00 000000	Towel Servies - VK		3365652	04/02/2024	78104	0 ACCOUNT	245.07		
04/24/2024	LECHNER SERVICES	20E000	2540 3150 00 000000	Towel Servies - VK		3360477	03/19/2024	78104	0 ACCOUNT	327.99		
04/24/2024	LECHNER SERVICES	20E000	2540 3150 00 000000	Towel Servies - VK		3363076	06/26/2024	78104	0 ACCOUNT	81.69		
04/24/2024	LECHNER SERVICES	20E000	2540 3150 00 000000	Towels Service - VK		3368695	04/09/2024	78104	0 ACCOUNT	81.69		
04/24/2024	LECHNER SERVICES	20E000	2540 3150 00 000000	Towel Service - VK		3371343	04/16/2024	78104	0 ACCOUNT	81.69		
									Totals for 78104		818.13	
									Totals for LECHNER SERVICES		818.13	
04/24/2024	LINDEM, MARK	10E000	2310 2230 00 000000	Deductible Reimbursement (Health)		4324	04/03/2024	78105	0 ACCOUNT	525.00		
									Totals for 78105		525.00	
									Totals for LINDEM, MARK		525.00	
04/24/2024	LIPHARDT, LAURA	10E000	2310 2230 00 000000	Deductible Reimbursement (Health)		040124	04/01/2024	78106	0 ACCOUNT	550.00		
									Totals for 78106		550.00	
									Totals for LIPHARDT, LAURA		550.00	
04/24/2024	LOPEZ, EMILIO	10E000	2310 2230 00 000000	Deductible Reimbursement (Health)		041224	04/12/2024	78107	0 ACCOUNT	246.52		
									Totals for 78107		246.52	
									Totals for LOPEZ, EMILIO		246.52	
04/24/2024	LUBCHENKO, JENNIFER	10E000	2310 2230 00 000000	Deductible Reimbursement (Health)		032124	03/21/2024	78108	0 ACCOUNT	550.00		
04/24/2024	LUBCHENKO, JENNIFER	10E000	2310 2230 00 000000	Deductible Reimbursement (Health)		041024	04/10/2024	78108	0 ACCOUNT	275.00		
									Totals for 78108		825.00	

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
						Totals for LUBCHENKO, JENNIFER	825.00
04/24/2024	LYNCH- BOLK, APRILAN	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040124	04/01/2024	78109 0 ACCOUNT	550.00
04/24/2024	LYNCH- BOLK, APRILAN	10E002 1100 4100 00 910006	Reimbursement (Supplies- Attendance Bouns)	041024	04/10/2024	78109 0 ACCOUNT	129.93
						Totals for 78109	679.93
						Totals for LYNCH- BOLK, APRILANNE	679.93
04/24/2024	MAUER, ELLEN	10E001 2410 4100 00 000000	Reimbursement (Pizza Lunch Staff)	032024	03/20/2024	78110 0 ACCOUNT	49.24
						Totals for 78110	49.24
						Totals for MAUER, ELLEN	49.24
04/24/2024	MCCORMACK, MELISSA	10E000 2210 3310 00 000000	Reimbursement (Milage)	041024	04/10/2024	78111 0 ACCOUNT	30.82
						Totals for 78111	30.82
						Totals for MCCORMACK, MELISSA	30.82
04/24/2024	MCHENRY COUNTY REGIO	40E000 2550 3310 00 000000	Bus Driver Education Course	BIS-0176	04/11/2024	78112 0 ACCOUNT	10.00
						Totals for 78112	10.00
						Totals for MCHENRY COUNTY REGIONAL OFFIC	10.00
04/24/2024	MEALTIME	10E000 2560 3120 00 000000	Contract Service	MTMN000022	02/12/2024	78113 0 ACCOUNT	8,121.00
04/24/2024	MEALTIME	10E000 2560 3120 00 000000	Contract Service	MTXT000006	02/10/2024	78113 0 ACCOUNT	675.00
						Totals for 78113	8,796.00
						Totals for MEALTIME	8,796.00
04/24/2024	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Tuition (March 2024)	SESINV-036	03/22/2024	78114 0 ACCOUNT	14,216.33
04/24/2024	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Tuition (March 2024)	SESINV-036	03/22/2024	78114 0 ACCOUNT	720.00
04/24/2024	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Evaluations. IEP Attendance	SESINV-036	03/13/2024	78114 0 ACCOUNT	300.00
						Totals for 78114	15,236.33
						Totals for MENTA ACADEMY NORTH - SPED SE	15,236.33

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
04/24/2024	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	Student Transportation (March 2024)	SYSINV-014	03/22/2024	78115	0 ACCOUNT	263.92
04/24/2024	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	Student Transportation (March 2024)	SYSINV-014	03/22/2024	78115	0 ACCOUNT	4,757.48
						Totals for 78115		5,021.40
						Totals for MENTA ACADEMY NORTH TRANS		5,021.40
04/24/2024	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	Repairs	R311006125	03/19/2024	78116	0 ACCOUNT	1.80
04/24/2024	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	Supplies	X106044477	04/09/2024	78116	0 ACCOUNT	111.40
						Totals for 78116		113.20
						Totals for MIDWEST TRANSIT EQUIPMENT INC		113.20
04/24/2024	MILLIGAN, ANNA	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040224	04/02/2024	78117	0 ACCOUNT	150.00
						Totals for 78117		150.00
						Totals for MILLIGAN, ANNA		150.00
04/24/2024	MOBILE THERAPY CENTE	10E000 3700 3120 00 462000	Contract Services - Speech St. Pat's	February 2	03/19/2024	78118	0 ACCOUNT	3,710.00
						Totals for 78118		3,710.00
						Totals for MOBILE THERAPY CENTERS OF AME		3,710.00
04/24/2024	MULLER, JOSEPH	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	031524	03/15/2024	78119	0 ACCOUNT	550.00
04/24/2024	MULLER, JOSEPH	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	041024	04/10/2024	78119	0 ACCOUNT	356.73
						Totals for 78119		906.73
						Totals for MULLER, JOSEPH		906.73
04/24/2024	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Reparis	INV0435364	04/10/2024	78120	0 ACCOUNT	92.95
04/24/2024	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Repairs	INV0432037	03/21/2024	78120	0 ACCOUNT	95.00
04/24/2024	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Repairs	INV0430978	03/15/2024	78120	0 ACCOUNT	376.00
04/24/2024	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Reparis	INV0435499	04/11/2024	78120	0 ACCOUNT	200.00
						Totals for 78120		763.95

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
						Totals for MUSIC & ARTS CENTER, INC		763.95
04/24/2024	NAPA AUTO PARTS	40E000 2550 4100 00 000000	Supplies - Trans	286686	03/20/2024	78121 0	ACCOUNT	41.94
04/24/2024	NAPA AUTO PARTS	20E000 2540 4100 00 000000	Supplies	277401	04/08/2024	78121 0	ACCOUNT	101.98
						Totals for 78121		143.92
						Totals for NAPA AUTO PARTS		143.92
04/24/2024	NEW CONNECTIONS ACAD	10E000 1912 6700 00 000000	Tuition (T.Reeves - March 2024)	15514	03/22/2024	78122 0	ACCOUNT	5,270.85
						Totals for 78122		5,270.85
						Totals for NEW CONNECTIONS ACADEMY		5,270.85
04/24/2024	NORTH SHORE GAS	20E000 2540 4660 00 000000	Gas/DO	4963895833	03/22/2024	78123 0	ACCOUNT	174.49
04/24/2024	NORTH SHORE GAS	20E000 2540 4660 00 000000	Gas/SPL	4962887754	03/22/2024	78123 0	ACCOUNT	70.42
						Totals for 78123		244.91
						Totals for NORTH SHORE GAS		244.91
04/24/2024	NSN EMPLOYER SERVICE	80E000 2363 3840 00 000000	Unemployment Claims Admin MGT SVC	2024-2025	04/04/2024	78124 0	ACCOUNT	1,120.00
						Totals for 78124		1,120.00
						Totals for NSN EMPLOYER SERVICES, INC		1,120.00
04/24/2024	OAKLEY, JILL	10E001 1100 4100 00 000000	Reimbursement (classroom supplies)	032124	03/21/2024	78125 0	ACCOUNT	175.00
						Totals for 78125		175.00
						Totals for OAKLEY, JILL		175.00
04/24/2024	PTS COMMUNICATIONS	20E000 2540 3500 00 000000	Pay Phone - VK & Processing Fee	2119521	03/07/2024	78126 0	ACCOUNT	78.00
04/24/2024	PTS COMMUNICATIONS	20E000 2540 3500 00 000000	Pay Phone (VK)	2118256LF	04/04/2024	78126 0	ACCOUNT	7.80
04/24/2024	PTS COMMUNICATIONS	20E000 2540 3500 00 000000	Pay Phone (VK)	2119521LF	04/04/2024	78126 0	ACCOUNT	7.80
						Totals for 78126		93.60

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	AMOUNT
					Totals for	PTS COMMUNICATIONS	93.60
04/24/2024	PADULA, KRISTINA	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	032024	03/20/2024	78127 0 ACCOUNT	550.00
					Totals for	78127	550.00
					Totals for	PADULA, KRISTINA	550.00
04/24/2024	PASTORI, JAY	10E000 2310 2510 00 000000	Tuition Reimbursement	032024	03/20/2024	78128 0 ACCOUNT	540.00
					Totals for	78128	540.00
					Totals for	PASTORI, JAY	540.00
04/24/2024	PAWLAK, BRIAN	10E000 2310 2510 00 000000	Tuition Reimbursement	032724	03/27/2024	78129 0 ACCOUNT	540.00
04/24/2024	PAWLAK, BRIAN	10E000 2210 6400 00 000000	Reimbursement (supplies - Asian/Pacific Islander Celebration)	032024	03/20/2024	78129 0 ACCOUNT	49.49
					Totals for	78129	589.49
					Totals for	PAWLAK, BRIAN	589.49
04/24/2024	J W PEPPER & SON INC	10E003 1100 4100 15 000000	Supplies	366282774	03/12/2024	78130 0 ACCOUNT	30.00
					Totals for	78130	30.00
					Totals for	J W PEPPER & SON INC	30.00
04/24/2024	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing	0010174080	02/27/2024	78131 0 ACCOUNT	1,167.60
					Totals for	78131	1,167.60
					Totals for	PITNEY BOWES GLOBAL FINANCIAL	1,167.60
04/24/2024	PLANCONNECT	10E000 2310 3120 00 000000	Payroll Accrual	8777	03/01/2024	78132 0 ACCOUNT	62.50
					Totals for	78132	62.50
					Totals for	PLANCONNECT	62.50
04/24/2024	POLGLAZE, CATHERINE	10E003 1100 4100 00 000000	Reimbursement - Supplies	041224	04/12/2024	78133 0 ACCOUNT	35.21
					Totals for	78133	35.21

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for POLGLAZE, CATHERINE								35.21
04/24/2024	PROCARE THERAPY	10E002 2130 3120 00 000000	Contract Service - Nurse	20891342	02/18/2024	78134 0	ACCOUNT	3,437.00
04/24/2024	PROCARE THERAPY	10E002 2130 3120 00 000000	Contract Service - Nurse	20908507	03/10/2024	78134 0	ACCOUNT	4,150.00
04/24/2024	PROCARE THERAPY	10E002 2130 3120 00 000000	Contract Service - Nurse	20915156	03/17/2024	78134 0	ACCOUNT	4,150.00
04/24/2024	PROCARE THERAPY	10E002 2130 3120 00 000000	Contract Service - Nurse	20920842	03/24/2024	78134 0	ACCOUNT	3,838.00
04/24/2024	PROCARE THERAPY	10E000 2130 3120 00 000000	Contract Service - Nurse	20932116	04/07/2024	78134 0	ACCOUNT	3,838.00
Totals for 78134								19,413.00
Totals for PROCARE THERAPY								19,413.00
04/24/2024	NCS PEARSON, INC	10E000 2150 4140 00 000000	Speech Department Supplies	34651	03/31/2024	78135 0	ACCOUNT	414.62
Totals for 78135								414.62
Totals for NCS PEARSON, INC								414.62
04/24/2024	QUEST FOOD MGT SERVI	10E000 2560 3140 00 000000	Breakfast & Lunch March 2024	IN122958	03/31/2024	78136 0	ACCOUNT	106,830.19
Totals for 78136								106,830.19
Totals for QUEST FOOD MGT SERVICES								106,830.19
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	37249517	02/15/2024	78139 0	ACCOUNT	230.16
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	37974604	04/01/2024	78139 0	ACCOUNT	582.66
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	37743074	03/16/2024	78139 0	ACCOUNT	75.58
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	37716281	03/14/2024	78139 0	ACCOUNT	75.57
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	36101110	12/11/2023	78139 0	ACCOUNT	39.48
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	36142510	12/13/2023	78139 0	ACCOUNT	96.29
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	36902827	01/26/2024	78139 0	ACCOUNT	67.98
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	37153370	02/09/2024	78139 0	ACCOUNT	222.87
04/24/2024	QUILL CORPORATION	10E000 1100 4100 00 000000	Supplies	37385296	02/23/2024	78139 0	ACCOUNT	56.12
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	37754478	03/18/2024	78139 0	ACCOUNT	39.58
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	37757433	03/18/2024	78139 0	ACCOUNT	138.09
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	37806011	03/20/2024	78139 0	ACCOUNT	147.92
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	38020180	04/03/2024	78139 0	ACCOUNT	149.99
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	38159714	04/11/2024	78139 0	ACCOUNT	96.98
04/24/2024	QUILL CORPORATION	10E002 1100 4100 00 000000	Supplies - PT	38167460	04/12/2024	78139 0	ACCOUNT	233.49
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	38190287	04/15/2024	78139 0	ACCOUNT	17.81
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	38200618	04/15/2024	78139 0	ACCOUNT	222.70
04/24/2024	QUILL CORPORATION	10E001 1100 4100 00 000000	Supplies - SPL	38235802	04/17/2024	78139 0	ACCOUNT	89.05

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
						Totals for 78139	2,582.32
						Totals for QUILL CORPORATION	2,582.32
04/24/2024	QUINONES, LISSETTE	10E001 1100 4100 00 000000	Reimbursement Supplies)	032024	03/20/2024	78140 0 ACCOUNT	189.65
						Totals for 78140	189.65
						Totals for QUINONES, LISSETTE	189.65
04/24/2024	RASMUSSEN, STEPHANIE	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032224	03/22/2024	78141 0 ACCOUNT	208.41
						Totals for 78141	208.41
						Totals for RASMUSSEN, STEPHANIE	208.41
04/24/2024	REED, LISA	10E006 1100 3310 00 000000	Reimbursement (supplies)	041424	04/14/2024	78142 0 ACCOUNT	438.00
						Totals for 78142	438.00
						Totals for REED, LISA	438.00
04/24/2024	REHLING, KIM	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032024	03/20/2024	78143 0 ACCOUNT	86.04
						Totals for 78143	86.04
						Totals for REHLING, KIM	86.04
04/24/2024	REMSING, STACEE	10E000 2310 2510 00 000000	Tuition Reimbursement	032024	03/20/2024	78144 0 ACCOUNT	540.00
						Totals for 78144	540.00
						Totals for REMSING, STACEE	540.00
04/24/2024	RENAISSANCE LEARNING	10E002 2220 3110 00 000000	Accelerated Reader Subscription - PT	INV5319047	02/28/2024	78145 0 ACCOUNT	19.80
						Totals for 78145	19.80
						Totals for RENAISSANCE LEARNING INC	19.80
04/24/2024	RICHARDS, DEBORAH	10E000 3700 3120 00 430000	Contrarct Service (Feb 2024)	14	02/05/2024	78146 0 ACCOUNT	480.00
						Totals for 78146	480.00
						Totals for RICHARDS, DEBORAH	480.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/24/2024	RIDE-ON TRANSIT	40E000 2550 3184 00 000000	Student Transportation - March 2024	40507	03/29/2024	78147 0	ACCOUNT	46,123.00
							Totals for 78147	46,123.00
							Totals for RIDE-ON TRANSIT	46,123.00
04/24/2024	ROBLES, SARA	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032124	03/21/2024	78148 0	ACCOUNT	175.00
04/24/2024	ROBLES, SARA	10E001 1100 3310 00 000000	Reimbursement (IXL Live PD)	031824	03/18/2024	78148 0	ACCOUNT	95.00
04/24/2024	ROBLES, SARA	10E001 1100 4100 00 000000	Reimbursement (Supplies)	031824-1	03/18/2024	78148 0	ACCOUNT	1.37
04/24/2024	ROBLES, SARA	10E001 1100 4100 00 910006	Reimbursement (Supplies)	031824-1	03/18/2024	78148 0	ACCOUNT	150.00
							Totals for 78148	421.37
							Totals for ROBLES, SARA	421.37
04/24/2024	RUPSCH, LORI	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040924	04/09/2024	78149 0	ACCOUNT	550.00
							Totals for 78149	550.00
							Totals for RUPSCH, LORI	550.00
04/24/2024	SAFEWAY TRANSPORTATI	40E000 2550 3184 00 000000	Student Transportation (March 2024)	1135	03/31/2024	78150 0	ACCOUNT	6,740.29
							Totals for 78150	6,740.29
							Totals for SAFEWAY TRANSPORTATION	6,740.29
04/24/2024	SAKHI, NIDA	10E001 1100 4100 00 000000	Reimbursement (supplies)	32224	03/22/2024	78151 0	ACCOUNT	184.63
04/24/2024	SAKHI, NIDA	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	031924	03/19/2024	78151 0	ACCOUNT	550.00
							Totals for 78151	734.63
							Totals for SAKHI, NIDA	734.63
04/24/2024	SAVARYN, LORELEI	10E000 2210 3320 00 000000	Reimbursement (Milage)	Feb-April	04/17/2024	78152 0	ACCOUNT	352.45
							Totals for 78152	352.45
							Totals for SAVARYN, LORELEI	352.45

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
04/24/2024	SCHER, LYDIA	10E000 2310 2510 00 000000	Tuition Reimbursement	040124	04/01/2024	78153 0	ACCOUNT	720.00
04/24/2024	SCHER, LYDIA	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032124	03/21/2024	78153 0	ACCOUNT	122.27
04/24/2024	SCHER, LYDIA	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032124-1	03/21/2024	78153 0	ACCOUNT	142.87
						Totals for 78153		985.14
						Totals for SCHER, LYDIA		985.14
04/24/2024	SCHMID, DEIRDRE	10E002 1100 4100 02 000000	Reimbursement (Supplies)	041024	04/10/2024	78154 0	ACCOUNT	213.22
						Totals for 78154		213.22
						Totals for SCHMID, DEIRDRE		213.22
04/24/2024	SCHOENHERR, JULIE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78155 0	ACCOUNT	550.00
						Totals for 78155		550.00
						Totals for SCHOENHERR, JULIE		550.00
04/24/2024	SCHOOL HEALTH CORPOR	10E000 2130 4100 00 000000	health office supplies	CINV000016	02/29/2024	78156 0	ACCOUNT	575.98
						Totals for 78156		575.98
						Totals for SCHOOL HEALTH CORPORATION		575.98
04/24/2024	SCHOOL SPECIALTY INC	10E002 1100 4100 00 000000	Supplies - PT	3081044816	03/22/2024	78157 0	ACCOUNT	212.62
04/24/2024	SCHOOL SPECIALTY INC	10E002 1100 4100 02 000000	Supplies	2081338423	03/18/2024	78157 0	ACCOUNT	152.97
						Totals for 78157		365.59
						Totals for SCHOOL SPECIALTY INC		365.59
04/24/2024	SCROGGINS, MABEL	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	04172024	04/17/2024	78158 0	ACCOUNT	550.00
						Totals for 78158		550.00
						Totals for SCROGGINS, MABEL		550.00
04/24/2024	SEMMELMAN, ELIZABETH	10E000 1225 3120 00 000000	Psychoeducational Evaluation & Social/Developmental History	13 - 2023-	04/12/2024	78159 0	ACCOUNT	1,155.00
						Totals for 78159		1,155.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
Totals for SEMMELMAN, ELIZABETH							1,155.00
04/24/2024	SIEMENS INDUSTRY INC	20E000 2540 3220 00 000000	Unit Vent CTRL-ELEC (4)	5331366885	04/03/2024	78160 0 ACCOUNT	7,160.12
Totals for 78160							7,160.12
Totals for SIEMENS INDUSTRY INC.							7,160.12
04/24/2024	SIMMONS, KEVIN	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78161 0 ACCOUNT	525.00
Totals for 78161							525.00
Totals for SIMMONS, KEVIN							525.00
04/24/2024	SMITH, DEBORAH	10E000 2310 2230 00 000000	Deductible Reimbursement	030324	04/03/2024	78162 0 ACCOUNT	275.00
04/24/2024	SMITH, DEBORAH	10E001 1125 4100 00 370500	Reimbursement (Supplies)	040824	04/08/2024	78162 0 ACCOUNT	23.97
Totals for 78162							298.97
Totals for SMITH, DEBORAH							298.97
04/24/2024	SMITHEREEN PEST MGT	20E002 2540 4100 00 000000	Contract Service - PT	3334895	04/01/2024	78163 0 ACCOUNT	170.00
04/24/2024	SMITHEREEN PEST MGT	20E003 2540 4100 00 000000	Contract Service - VK	3334894	04/01/2024	78163 0 ACCOUNT	160.00
04/24/2024	SMITHEREEN PEST MGT	20E006 2540 4100 00 000000	Contract Service - RT	3334893	04/01/2024	78163 0 ACCOUNT	160.00
04/24/2024	SMITHEREEN PEST MGT	20E001 2540 4100 00 000000	Contract Service - SPL	3334391	04/01/2024	78163 0 ACCOUNT	160.00
Totals for 78163							650.00
Totals for SMITHEREEN PEST MGT SERVICES							650.00
04/24/2024	SMITH, SEAN	20E000 2540 3320 00 000000	Reimbursement (Mileage)	March-Apri	04/16/2024	78164 0 ACCOUNT	120.70
Totals for 78164							120.70
Totals for SMITH, SEAN							120.70
04/24/2024	SOCIAL STUDIES SCH00	10E000 2330 4100 00 000000	Supplies	289949	09/20/2022	78165 0 ACCOUNT	161.37
Totals for 78165							161.37
Totals for SOCIAL STUDIES SCHOOL SERVICE							161.37
04/24/2024	SOLOMON, RACHEL	10E000 2330 3320 00 000000	Reimbursement (Miles)	040824	04/08/2024	78166 0 ACCOUNT	75.84

POST		ACCOUNT	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE AMOUNT
					Totals for 78166	75.84
					Totals for SOLOMON, RACHEL	75.84
04/24/2024	SPECIAL EDUCATION DI	10E000 4220 6700 00 000000	Contract Service - Nurse	361118	03/22/2024	78167 0 ACCOUNT 5,409.00
04/24/2024	SPECIAL EDUCATION DI	10E000 4220 6700 00 000000	Tuition (April 2024)	April 2024	04/05/2024	78167 0 ACCOUNT 103,037.17
04/24/2024	SPECIAL EDUCATION DI	40E000 2550 3184 00 000000	Nurse on Bus	INV2024-04	04/16/2024	78167 0 ACCOUNT 58.05
04/24/2024	SPECIAL EDUCATION DI	10E000 4220 6700 00 000000	FY24 Itinerant 3rd Quarter	2024-04-18	04/18/2024	78167 0 ACCOUNT 14,995.14
					Totals for 78167	123,499.36
					Totals for SPECIAL EDUCATION DISTRICT OF	123,499.36
04/24/2024	SPECTRUM CENTER, INC	10E000 1912 6700 00 000000	Tuition	FEBRUARY 2	02/29/2024	78168 0 ACCOUNT 5,923.06
					Totals for 78168	5,923.06
					Totals for SPECTRUM CENTER, INC.	5,923.06
04/24/2024	SPEECH CORNER	10E000 2150 4100 00 000000	Speech Pathologist Materials	25799	04/16/2024	78169 0 ACCOUNT 149.93
					Totals for 78169	149.93
					Totals for SPEECH CORNER	149.93
04/24/2024	STUERCKE, STEPHANIE	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032124	03/21/2024	78170 0 ACCOUNT 188.51
04/24/2024	STUERCKE, STEPHANIE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824	04/08/2024	78170 0 ACCOUNT 550.00
					Totals for 78170	738.51
					Totals for STUERCKE, STEPHANIE	738.51
04/24/2024	SUNBELT STAFFING	10E002 2130 3120 00 000000	Contract Service	20917741	03/24/2024	78171 0 ACCOUNT 636.00
04/24/2024	SUNBELT STAFFING	10E002 2130 3120 00 000000	Contract Service - Nurse	20911009	03/17/2024	78171 0 ACCOUNT 622.75
04/24/2024	SUNBELT STAFFING	10E002 2130 3120 00 000000	Contract Service - Nurse	20907224	03/10/2024	78171 0 ACCOUNT 887.75
					Totals for 78171	2,146.50
					Totals for SUNBELT STAFFING	2,146.50
04/24/2024	SUTTER, RACHEL	10E001 1125 4100 00 370500	Reimbursement (Supplies)	040824	04/08/2024	78172 0 ACCOUNT 59.62
					Totals for 78172	59.62

POST		ACCOUNT	INVOICE	INVOICE	CHECK BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE AMOUNT
					Totals for SUTTER, RACHEL	59.62
04/24/2024	SZOSTAK, CAROLINE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	031524	03/15/2024	78173 0 ACCOUNT 550.00
					Totals for 78173	550.00
					Totals for SZOSTAK, CAROLINE	550.00
04/24/2024	T-MOBIL	10E000 2660 3500 00 000000	Cell Phone Services	March 2024	03/01/2024	78174 0 ACCOUNT 1,016.68
					Totals for 78174	1,016.68
					Totals for T-MOBIL	1,016.68
04/24/2024	TEACHERS' RETIREMENT	10E000 2310 2140 00 000000	THIS FUND	303833	03/25/2024	6262 0 ACCOUNT 3,284.79
					Totals for 6262	3,284.79
					Totals for TEACHERS' RETIREMENT SYSTEM	3,284.79
04/24/2024	THOMSON REUTERS - WE	10E000 2310 3120 00 000000	Online Subscription (February 2024)	849699431	02/01/2024	78175 0 ACCOUNT 779.52
04/24/2024	THOMSON REUTERS - WE	10E000 2310 3120 00 000000	Online Subscription (March 2024)	849847390	03/01/2024	78175 0 ACCOUNT 779.52
					Totals for 78175	1,559.04
					Totals for THOMSON REUTERS - WEST	1,559.04
04/24/2024	TOPLINE TRANSPORTATI	40E000 2550 3184 00 000000	Student Transportation (March 2024)	103130	03/29/2024	78176 0 ACCOUNT 10,348.00
					Totals for 78176	10,348.00
					Totals for TOPLINE TRANSPORTATION CO	10,348.00
04/24/2024	TORRES, MIRIAM	10E000 2230 3320 00 000000	Reimbursement (Mileage)	Feb-March	04/16/2024	78177 0 ACCOUNT 56.41
					Totals for 78177	56.41
					Totals for TORRES, MIRIAM	56.41
04/24/2024	TRUE NORTH EDUCATION	10E000 1912 6700 00 000000	Tuition	780560224	03/01/2024	78178 0 ACCOUNT 16,850.34
					Totals for 78178	16,850.34

POST		ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK BANK		
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE	AMOUNT
				Totals for TRUE NORTH EDUCATION COOP 804				16,850.34
04/24/2024	TURNER, AIMEE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	031824	03/18/2024	78179 0	ACCOUNT	550.00
						Totals for 78179		550.00
						Totals for TURNER, AIMEE		550.00
04/24/2024	JOHNSON CONTROLS SEC	20E006 2540 3120 00 000000	Contract Service - RT	39940813	03/09/2024	78180 0	ACCOUNT	273.00
04/24/2024	JOHNSON CONTROLS SEC	20E003 2540 3120 00 000000	Contract Service - VK	39940815	03/09/2024	78180 0	ACCOUNT	273.00
04/24/2024	JOHNSON CONTROLS SEC	20E001 2540 3120 00 000000	Contract Service - SPL	39940814	03/09/2024	78180 0	ACCOUNT	273.00
04/24/2024	JOHNSON CONTROLS SEC	20E000 2540 3120 00 000000	Contract Service - DO	39940848	03/09/2024	78180 0	ACCOUNT	171.00
						Totals for 78180		990.00
				Totals for JOHNSON CONTROLS SECURITY SOL				990.00
04/24/2024	VAN MATRE, KIMBERLY	10E003 2410 4100 00 000000	Reimbursement (Teacher Appreciation)	040824	04/08/2024	78181 0	ACCOUNT	132.20
04/24/2024	VAN MATRE, KIMBERLY	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824.1	04/08/2024	78181 0	ACCOUNT	330.00
04/24/2024	VAN MATRE, KIMBERLY	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	040824.2	04/08/2024	78181 0	ACCOUNT	550.00
04/24/2024	VAN MATRE, KIMBERLY	10E003 1100 4100 00 000000	Reimbursement (supplies)	041624	04/16/2024	78181 0	ACCOUNT	93.04
						Totals for 78181		1,105.24
						Totals for VAN MATRE, KIMBERLY		1,105.24
04/24/2024	VILLAGE HALL OF GURN	40E000 2550 4680 00 000000	PW Fuel	3941	04/01/2024	78182 0	ACCOUNT	9,874.23
04/24/2024	VILLAGE HALL OF GURN	20E000 2540 4680 00 000000	PW Fuel	3941	04/01/2024	78182 0	ACCOUNT	987.42
						Totals for 78182		10,861.65
				Totals for VILLAGE HALL OF GURNEE				10,861.65
04/24/2024	VILLARREAL-ORSON, SO	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	041024	04/10/2024	78183 0	ACCOUNT	550.00
						Totals for 78183		550.00
				Totals for VILLARREAL-ORSON, SONIA				550.00

POST			ACCOUNT				INVOICE	INVOICE	INVOICE	CHECK BANK				
DATE	VENDOR		NUMBER				DESCRIPTION	NUMBER	DATE	NUMBER	CODE		AMOUNT	
04/24/2024	WAREHOUSE	DIRECT	60E000	2530	7000	00	000000	chairs for 8th grade science	5680487-0	03/29/2024	78184	0	ACCOUNT	2,753.44
04/24/2024	WAREHOUSE	DIRECT	10E000	2320	3120	00	000000	furniture reupholster	5668384-0	03/29/2024	78184	0	ACCOUNT	2,412.50
04/24/2024	WAREHOUSE	DIRECT	20E002	2540	4100	00	000000	Supplies	5700466-0	04/12/2024	78184	0	ACCOUNT	103.08
Totals for 78184													5,269.02	
Totals for WAREHOUSE DIRECT													5,269.02	
04/24/2024	WARREN, MARLA		10E000	2130	3181	00	462000	Contract Service - PT	March 2024	03/31/2024	78185	0	ACCOUNT	2,299.00
Totals for 78185													2,299.00	
Totals for WARREN, MARLA													2,299.00	
04/24/2024	WAUKEGAN TIRE & CUST		40E000	2550	3210	00	000000	Reparis	2691063	04/10/2024	78186	0	ACCOUNT	27.16
Totals for 78186													27.16	
Totals for WAUKEGAN TIRE & CUSTOM WHEELS													27.16	
04/24/2024	WAUKEGAN SAFE & LOCK		20E003	2540	4100	00	000000	Contract Service - VK	236390	03/20/2024	78187	0	ACCOUNT	72.00
04/24/2024	WAUKEGAN SAFE & LOCK		20E002	2540	4100	00	000000	Contract Service - PT	236699	04/12/2024	78187	0	ACCOUNT	32.00
Totals for 78187													104.00	
Totals for WAUKEGAN SAFE & LOCK SERVICES													104.00	
04/24/2024	WEISS, ASHLEY		10E001	1100	3310	00	000000	Reimbursement (IXL Live PD)	031824	03/18/2024	78188	0	ACCOUNT	95.00
04/24/2024	WEISS, ASHLEY		10E001	1100	4100	00	000000	Reimbursement (Supplies)	032124	03/21/2024	78188	0	ACCOUNT	124.84
Totals for 78188													219.84	
Totals for WEISS, ASHLEY													219.84	
04/24/2024	WELCH, JENNA		10E001	1100	4100	00	000000	Reimbursement (Supplies)	031824	03/18/2024	78189	0	ACCOUNT	108.89
Totals for 78189													108.89	
Totals for WELCH, JENNA													108.89	
04/24/2024	WELLS, SHELIA		10E001	1100	4100	00	000000	Reimbursement (Supplies)	032224	03/22/2024	78190	0	ACCOUNT	192.60
Totals for 78190													192.60	
Totals for WELLS, SHELIA													192.60	

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
04/24/2024	WILDWOOD SERVICE	20E000 2540 3120 00 000000	Towing Service	210469	04/10/2024	78191 0 ACCOUNT	750.00
						Totals for 78191	750.00
						Totals for WILDWOOD SERVICE	750.00
04/24/2024	WILLIAMS, LAUREL	10E001 1100 4100 00 000000	Reimbursement (Supplies)	032224	03/22/2024	78192 0 ACCOUNT	174.65
						Totals for 78192	174.65
						Totals for WILLIAMS, LAUREL	174.65
04/24/2024	WOLD ARCHITECTS AND	20E000 2530 3640 00 000000	Contract Service	92391	03/31/2024	78193 0 ACCOUNT	458.22
						Totals for 78193	458.22
						Totals for WOLD ARCHITECTS AND ENGINEERS	458.22
04/24/2024	WOOD, KARIN	10E001 1100 4100 00 000000	Reimbursement (Supplies)	031924	03/19/2024	78194 0 ACCOUNT	132.90
04/24/2024	WOOD, KARIN	10E001 1125 4100 00 000000	Reimbursement (Prek Supplies)	031924-1	03/19/2024	78194 0 ACCOUNT	16.15
04/24/2024	WOOD, KARIN	10E001 1100 3310 00 000000	Reimbursement (Mileage)	031524	03/15/2024	78194 0 ACCOUNT	133.99
						Totals for 78194	283.04
						Totals for WOOD, KARIN	283.04
04/24/2024	WRIGHT, LAUREN	10E006 1100 4100 00 000000	Reimbursement (Supplies)	040124	04/01/2024	78195 0 ACCOUNT	9.99
04/24/2024	WRIGHT, LAUREN	10R000 1900 0000 00 000000	Reimbursement (jury mileage)	041624	04/16/2024	78195 0 ACCOUNT	9.00
						Totals for 78195	18.99
						Totals for WRIGHT, LAUREN	18.99
04/24/2024	WTHS/DO	10E000 2560 3140 00 000000	Food Service - March 2024	March 2024	03/29/2024	78196 0 ACCOUNT	1,300.00
						Totals for 78196	1,300.00
						Totals for WTHS/DO	1,300.00
04/24/2024	XENOS, MARY LEE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	032624	03/26/2024	78197 0 ACCOUNT	550.00
						Totals for 78197	550.00
						Totals for XENOS, MARY LEE	550.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
04/24/2024	CONDUENT HR CONSULTI	10E000 2520 6400 00 000000	HSA-FEB 2024	1715721	04/03/2024	78198 0 ACCOUNT	92.25
						Totals for 78198	92.25
					Totals for CONDUENT HR CONSULTING LLC		92.25
04/24/2024	YUN, JI HEE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	041024	04/10/2024	78199 0 ACCOUNT	516.66
04/24/2024	YUN, JI HEE	10E000 2310 2230 00 000000	Deductible Reimbursement (Health)	041124	04/11/2024	78199 0 ACCOUNT	33.34
						Totals for 78199	550.00
					Totals for YUN, JI HEE		550.00
04/24/2024	ZANONI, EMILY	10E001 1100 4100 00 000000	Reimbursement (Supplies)	031824	03/18/2024	78200 0 ACCOUNT	110.97
						Totals for 78200	110.97
					Totals for ZANONI, EMILY		110.97
					Totals for BNK00		765,080.32
04/22/2024	LENHOFF, TARA	10E002 2410 6410 00 000000	TEACHER GIVEAWAYS	IMPREST	04/01/2024	16699 3 IMPREST	98.35
						Totals for 16699	98.35
					Totals for LENHOFF, TARA		98.35
04/22/2024	RUPSCH, LORI	10E000 2310 4100 00 000000	NEGOTIATION LUNCH FROM TINA'S	IMPREST	04/15/2024	16700 3 IMPREST	151.25
						Totals for 16700	151.25
					Totals for RUPSCH, LORI		151.25
					Totals for BNK03		249.60
04/12/2024	THE BANK OF NEW YORK	10L000 4560 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	77796 9 PAYROLL	640.00
04/12/2024	THE BANK OF NEW YORK	20L000 4560 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	77796 9 PAYROLL	5.00
						Totals for 77796	645.00
					Totals for THE BANK OF NEW YORK MELLON		645.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
Totals for NIHIP							365,661.89
04/12/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5267 9 PAYROLL	2,975.64
04/12/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5267 9 PAYROLL	2,793.84
04/12/2024	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5267 9 PAYROLL	25.00
04/12/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5267 9 PAYROLL	15,306.29
04/12/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5267 9 PAYROLL	3,367.94
04/12/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5267 9 PAYROLL	964.00
Totals for 5267							25,432.71
Totals for PLANCONNECT							25,432.71
04/12/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5268 9 PAYROLL	198.42
04/12/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5268 9 PAYROLL	952.59
04/12/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5268 9 PAYROLL	288.00
Totals for 5268							1,439.01
Totals for TEACHER 457 SAVINGS							1,439.01
04/12/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5269 9 PAYROLL	4,581.47
04/12/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5269 9 PAYROLL	52,249.40
04/12/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240412AF	04/12/2024	5269 9 PAYROLL	3,647.71
04/12/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240412AF	04/12/2024	5269 9 PAYROLL	995.87
04/12/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240412AF	04/12/2024	5269 9 PAYROLL	643.50
04/12/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240412AF	04/12/2024	5269 9 PAYROLL	3,367.16
Totals for 5269							65,485.11
Totals for TEACHERS' RETIREMENT SYSTEM							65,485.11
04/12/2024	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20240412AF	04/12/2024	5270 9 PAYROLL	3,889.62
Totals for 5270							3,889.62
Totals for TEACHERS' HEALTH INSURANCE							3,889.62
04/12/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5271 9 PAYROLL	25.00
04/12/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5271 9 PAYROLL	2,536.78
04/12/2024	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5271 9 PAYROLL	135.78
04/12/2024	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240412AD	04/12/2024	5271 9 PAYROLL	73.00

POST		ACCOUNT	INVOICE	INVOICE	CHECK	BANK	
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER	CODE
						Totals for 5271	2,770.56
				Totals for WISCONSIN DEPARTMENT OF REVEN			2,770.56
						Totals for BNK09	587,224.93
						Totals for checks	1,352,554.85

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	513,593.78	9.00	593,434.80	1,107,037.58
20	OPER & MAINT FUND	27,530.07	0.00	76,656.76	104,186.83
30	DEBT SERVICE	0.00	0.00	8,827.60	8,827.60
40	TRANSPORTATION FUND	27,620.89	0.00	79,847.79	107,468.68
50	RETIREMENT FUND	18,480.19	0.00	0.00	18,480.19
60	CAPITAL PROJECTS	0.00	0.00	5,433.97	5,433.97
80	TORT IMMUNITY FUND	0.00	0.00	1,120.00	1,120.00
***	Fund Summary Totals ***	587,224.93	9.00	765,320.92	1,352,554.85

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

AS OF March 31, 2024

	2023-24	2023-24	% of Actual
Fund	Budgeted Revenue	Actual Revenue	to Budget
Education	\$ 29,546,765.00	\$ 17,171,317.78	58.12%
Operation & Maintenance	\$ 2,707,500.00	\$ 1,216,289.82	44.92%
Debt Service	\$ 4,145,900.00	\$ 1,756,045.43	42.36%
Transportation	\$ 2,450,000.00	\$ 1,578,103.12	64.41%
Retirement	\$ 929,950.00	\$ 527,771.48	56.75%
Capital Projects	\$ 7,900,000.00	\$ 7,824,362.81	99.04%
Working Cash	\$ 8,014,000.00	\$ 8,020,063.66	100.08%
Tort Immunity	\$ 400,000.00	\$ 237,227.55	59.31%
Fire Prevention Safety	\$ -	\$ -	0.00%
Total	\$ 56,094,115.00	\$ 38,331,181.65	68.33%

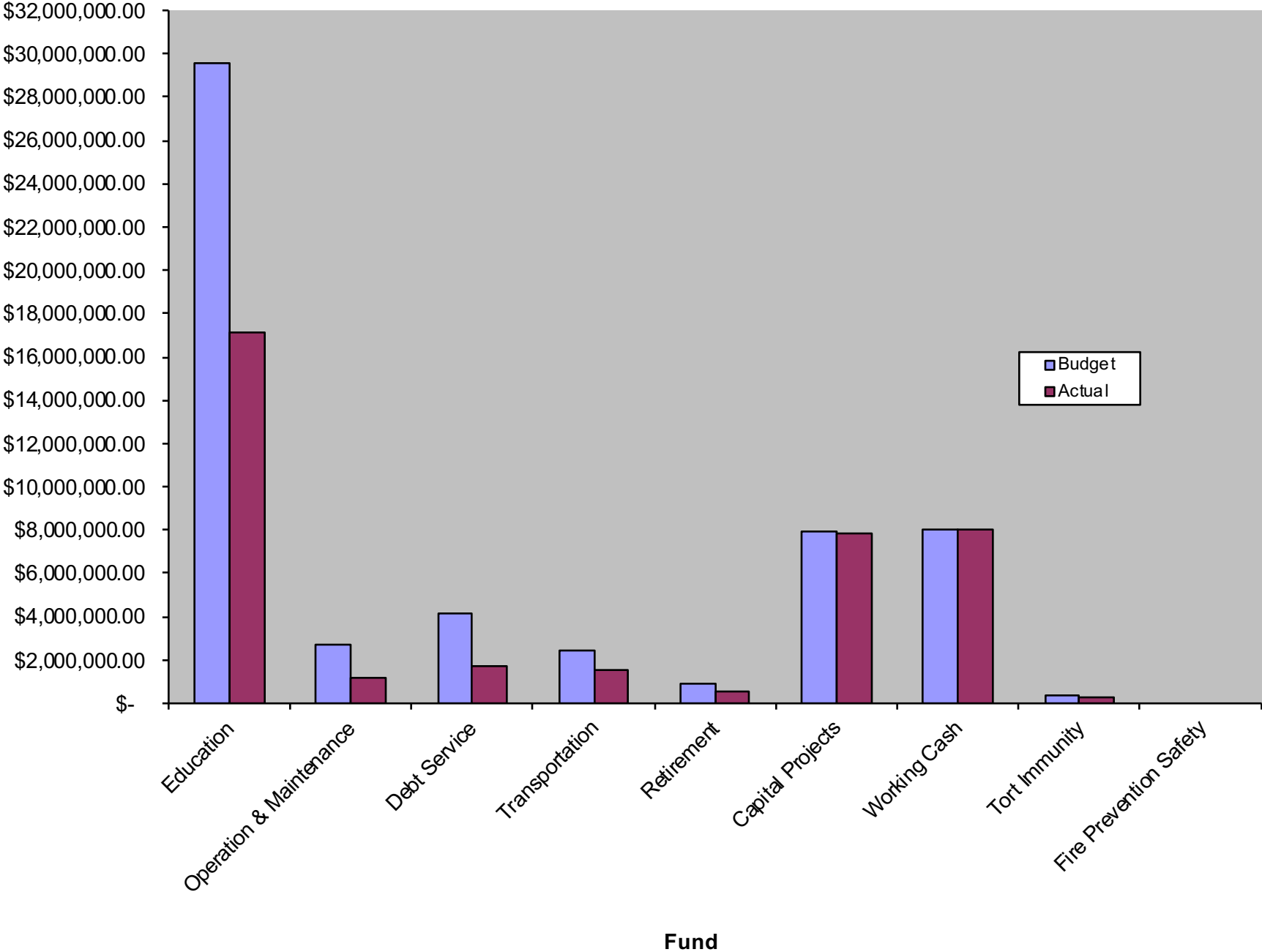
	2023-24	2023-24	% of Actual
Fund	Budgeted Expenditures	Actual Expenditures	to Budget
Education	\$ 29,504,460.00	\$ 21,441,115.80	72.67%
Operation & Maintenance	\$ 2,707,317.00	\$ 1,980,772.90	73.16%
Debt Service	\$ 3,907,876.00	\$ 3,151,521.12	80.65%
Transportation	\$ 2,485,153.00	\$ 1,923,731.67	77.41%
Retirement	\$ 892,090.00	\$ 693,149.76	77.70%
Capital Projects	\$ 500,000.00	\$ 489,040.58	97.81%
Working Cash	\$ 8,000,000.00	\$ 7,801,017.82	97.51%
Tort Immunity	\$ 385,000.00	\$ 349,800.33	90.86%
Fire Prevention Safety	\$ -	\$ -	0.00%
Total	\$ 48,381,896.00	\$ 37,830,149.98	78.19%

2023-24 Fund Balance

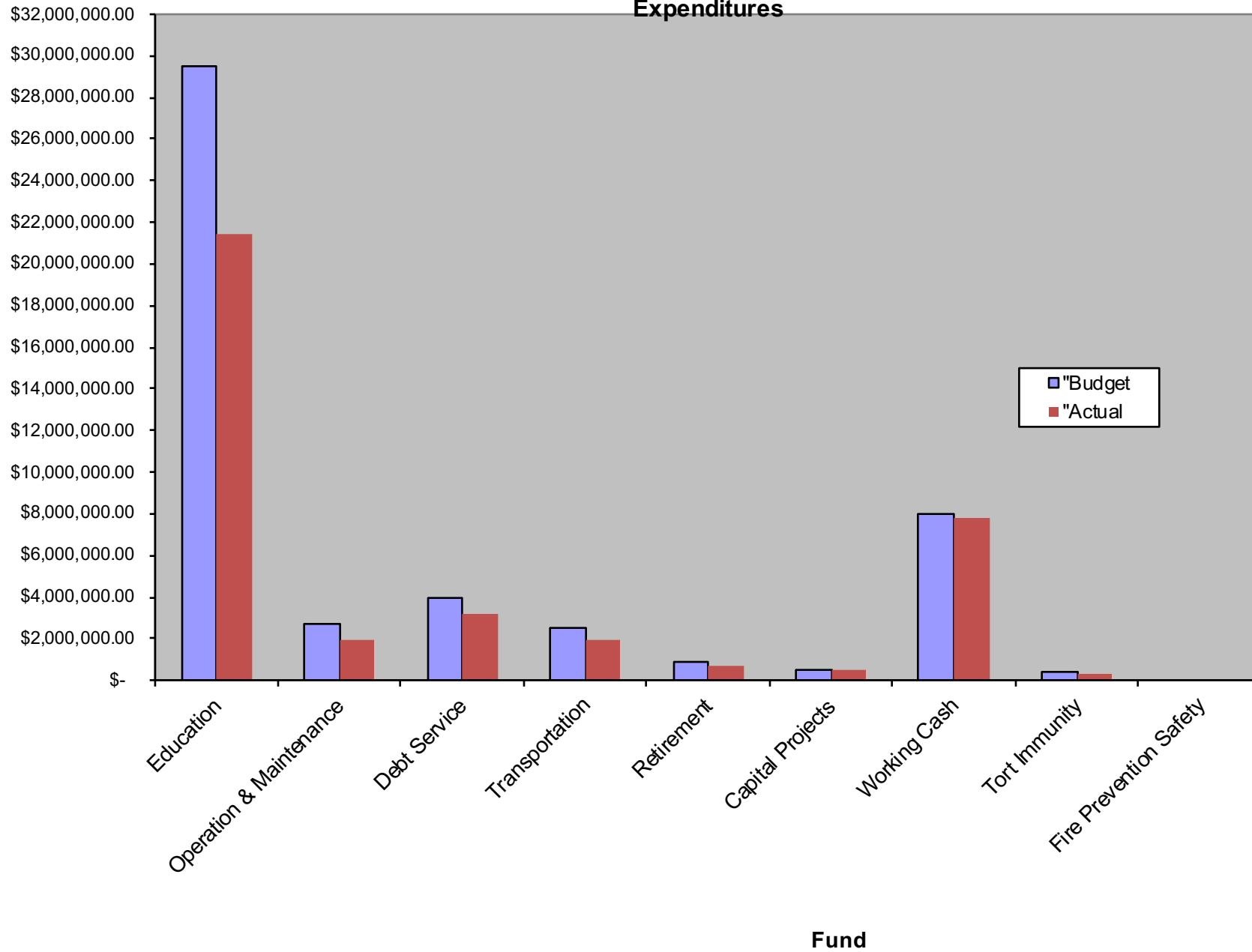
AS OF March 31, 2024

	6/30/23			Revenue + or (-)	3/31/24
Fund	Fund Balance	Revenue	Expenditures	Expenditures	Fund Balance
Education	\$ 13,853,829.00	\$ 17,171,317.78	\$ 21,441,115.80	\$ (4,269,798.02)	\$ 9,584,030.98
Operation & Maintenance	\$ 1,528,904.00	\$ 1,216,289.82	\$ 1,980,772.90	\$ (764,483.08)	\$ 764,420.92
Debt Service	\$ 1,436,811.00	\$ 1,756,045.43	\$ 3,151,521.12	\$ (1,395,475.69)	\$ 41,335.31
Transportation	\$ 1,863,149.00	\$ 1,578,103.12	\$ 1,923,731.67	\$ (345,628.55)	\$ 1,517,520.45
Retirement	\$ 806,094.00	\$ 527,771.48	\$ 693,149.76	\$ (165,378.28)	\$ 640,715.72
Capital Projects	\$ -	\$ 7,824,362.81	\$ 489,040.58	\$ 7,335,322.23	\$ 7,335,322.23
Working Cash	\$ 7,340,765.00	\$ 8,020,063.66	\$ 7,801,017.82	\$ 219,045.84	\$ 7,559,810.84
Tort Immunity	\$ 475,475.00	\$ 237,227.55	\$ 349,800.33	\$ (112,572.78)	\$ 362,902.22
Fire Prevention Safety	\$ 14,404.00	\$ -	\$ -	\$ -	\$ 14,404.00
Total	\$ 27,319,431.00	\$ 38,331,181.65	\$ 37,830,149.98	\$ 501,031.67	\$ 27,820,462.67

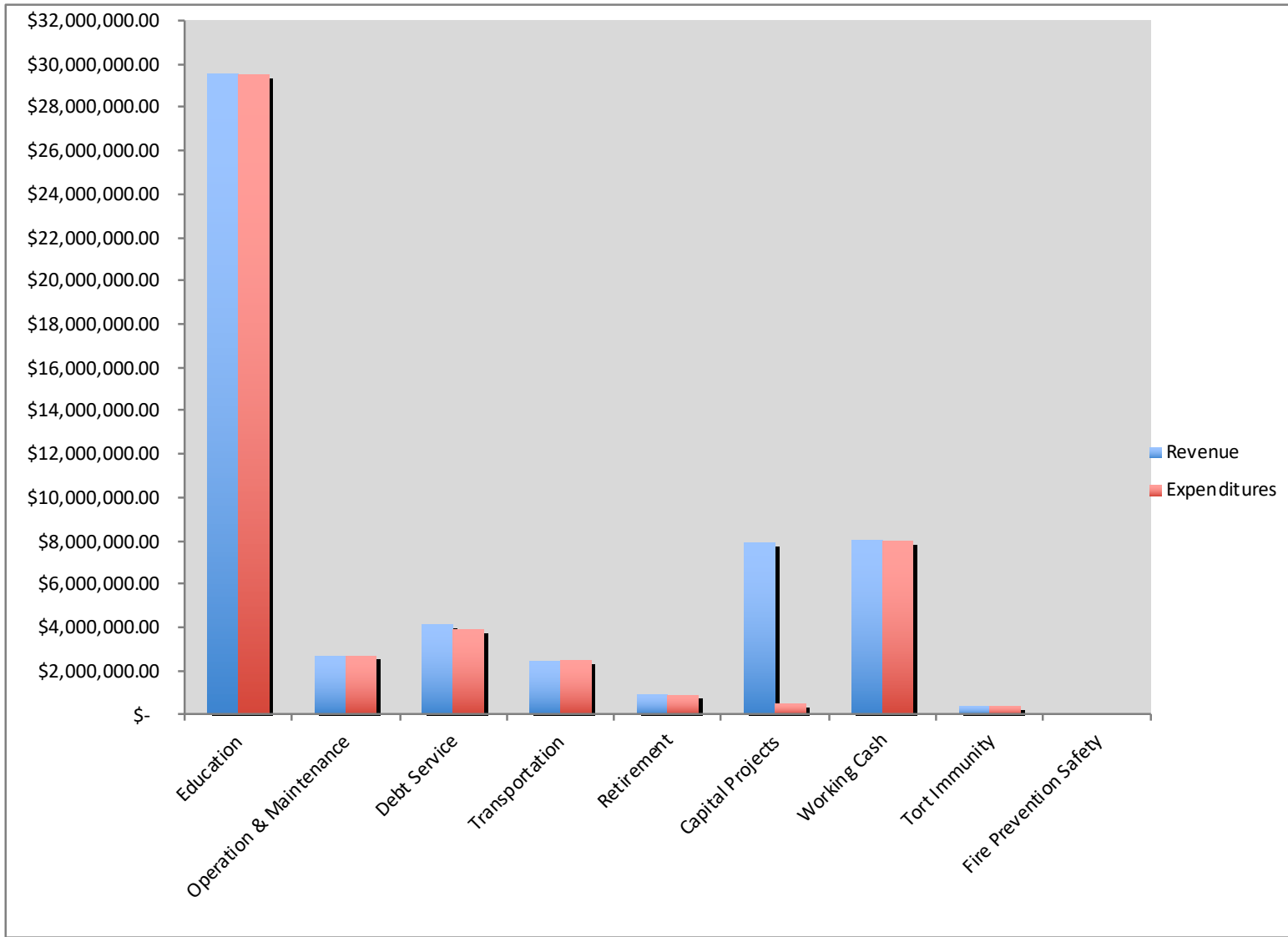
Revenue



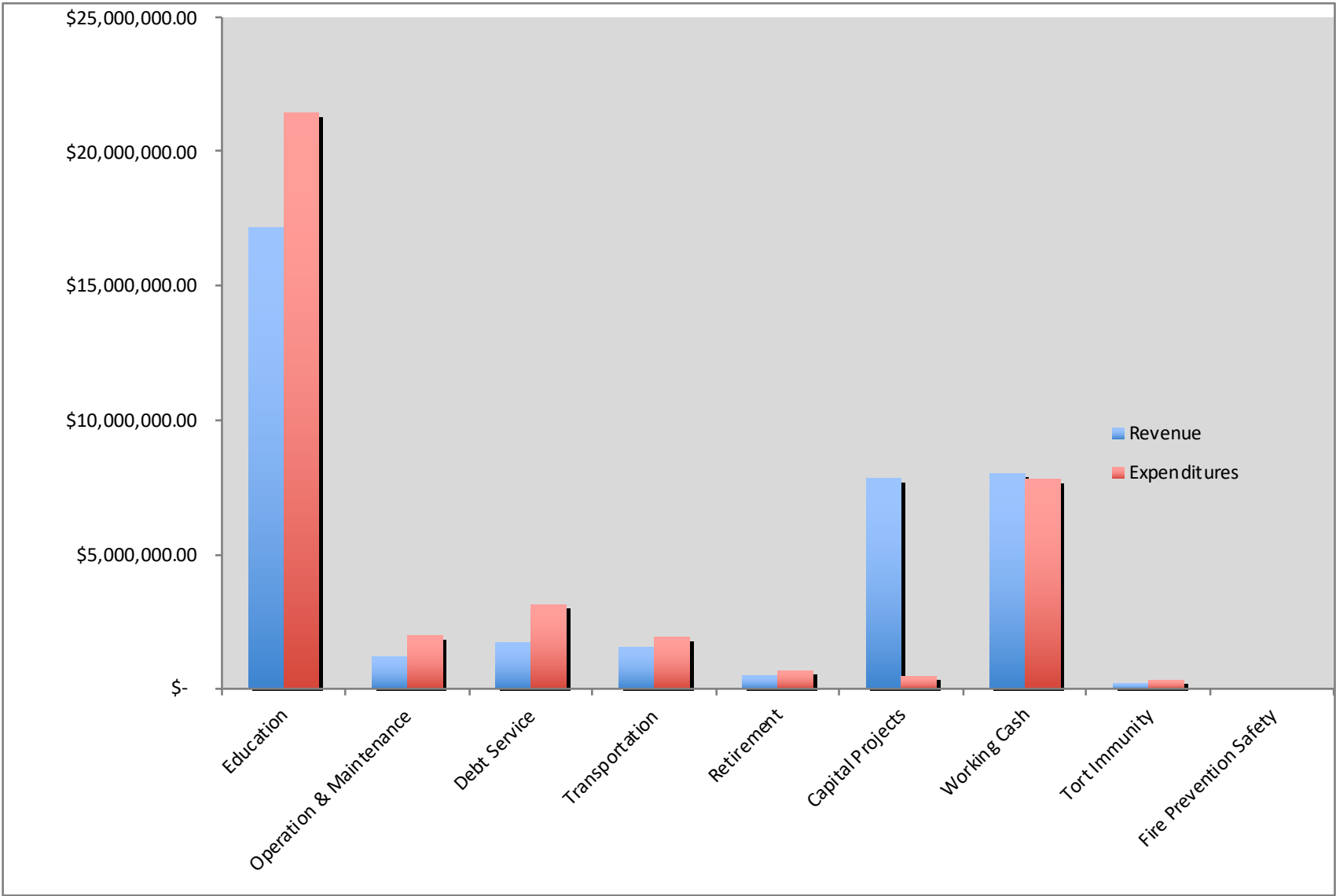
Expenditures



Budgeted Revenue vs Budgeted Expenditures



Actual Revenue vs Actual Expenditures



1.Agency Overview

Established in 2000, Boys & Girls Club of Lake County (BGCLC) is a nonprofit organization that provides high-quality, cost-effective out-of-school time and summer programs for at-risk youth in high-need communities in Lake County. Affiliated with the national Boys & Girls Club of America movement, BGCLC's mission is to enable all young people, especially those with the greatest need, to reach their full potential as productive, caring, responsible citizens. Modeled off of nationally recognized Boys & Girls Club of America programming, BGCLC's core priorities are promoting Academic Success, Healthy Lifestyles, and Good Character and Citizenship for youth aged 5 to 18 years old. Currently, BGCLC serves nearly 700 youth across five program sites in Waukegan and North Chicago. BGCLC's mission of positive youth development and its strategies of engaging youth during critical out of school and summertime are rooted in recognized critical youth violence prevention strategies. In the immediate term, BGCLC keeps young people occupied in positive and safe spaces so that they are physically safe, developing healthy skills and habits, and engaging in productive activities with their peers. Over the long term, they are able take advantage of the skills, resources, relationships, and networks gained at the Club to become successful and engaged community members.

2.Agency Experience

BGCLC is the largest and most comprehensive youth services provider in Lake County (other than schools or park districts). The organization has successfully provided afterschool and summer youth development programming and services, with a focus on communities facing significant socio-economic challenges and more recently significant upticks in violent crime. For the past 22 years, BGCLC provides evidence-based and culturally competent/relevant programming in the following core service areas: Improving Academic Performance, Life Skills Education, Parental Involvement, Recreation/Sports/Cultural/Arts, Positive Adult Mentors, Service Learning Activities and STEM. BGCLC has operated school-based sites in the following districts: Waukegan Public Schools, North Chicago Public Schools, Zion Public Schools, and LEARN Charter Schools Network. BGCLC also manages its own stand-alone site that receives students from a variety of districts in the cluster. BGCLC's programming includes after-school programming, full-day school year programming on district days off, and full-day summer programming for youth aged 6 to 18 years old. Because BGCLC is laser-focused on serving and supporting youth in at-risk communities, the work is not without its challenges. Youth and families in our community have historically struggled with academic performance in struggling schools, transportation, poverty, mental health, nutrition, and physical wellness, among other issues. In response, BGCLC has developed its programming and approach to engagement with both youth and their families with these struggles in mind. We have also strategically and intentionally recruited staff members (all the way up through our leadership) to include individuals from our community who have personal lived experience similar to many of our youth at the Club so that they are able to relate to and inspire Club youth. We have also built in programmatic elements to respond to some of the basic needs of the youth. Some examples

include: adding a full-time social worker, working with the school districts to provide transportation, and working with other partners to provide meals and snacks during program hours. Like most non-profit agencies, BGCLC has faced ongoing challenges due to the impact of the COVID-19 pandemic, which continues to have real consequences on youth participation and overall health, parent engagement, and even staffing. During the shutdown stage of the pandemic though, BGCLC continued to provide online core service area activities to youth and providing other support to families in our community. We continue to evaluate and adapt our services and programming to ensure that we are meeting the needs and interests of local youth and families as the pandemic and its ongoing impact persist.

3. Policy for Background Checks

BGCLC requires full criminal background checks on all staff, board members, and other volunteers. Using the State Police, F.B.I. and National Sex Offender Registry, these checks, at a minimum, include: criminal history, sexual offender status, child-abuse or neglect and barrier crimes. BGCLC is required to conduct checks prior to employment and at regular intervals not to exceed 12 months. BGCLC does not hire those convicted of certain barrier crimes listed in the Illinois School Code or the Illinois Child Care Act. BGCLC maintains documentation of background checks in hard copy and electronic copy through our background check vendor-Veriscreen.

4. Quality After School Programming

In its 22 years of service and in partnership with BGCA, BGCLC has developed comprehensive youth development programming that is focused on holistically supporting young people. Our programming is evidence-based and developed/implemented in response to our local cultural and community conditions. More recently, our new leadership team's focus is on further deepening our programs impact and operating all programs and operations through the lens of Justice, Equity, Diversity, and Inclusion (JEDI). We have recently added key community leaders in youth development to our team, with the vision of concentrating Lake County's youth development expertise in our organization and building deeply impactful programming.

As a Teen Reach sub-grantee, Boys and Girls Club of Lake County (BGCLC) program sites have completed the Illinois Quality Program Self-Assessment (IL-QPSA). BGCLC sites have implemented the components of the Pledge to Quality, which is overseen by Act Now. BGCLC is committed to participating in the Illinois Quality Program Self-Assessment process.

5. Program Design

As a part of the nationwide movement of Boys & Girls Clubs of America, Boys and Girls Club of Lake County (BGCLC) programs are vetted, research-based programs designed to promote positive youth development through supporting academic success, building healthy habits (mental and physical), and developing youth's character and leadership capacity. In addition to

BGCA-based programming, BGCLC has developed locally focused programs that respond to the specific needs and interests of Lake County youth.

Youth Mentoring: BGCLC has a robust mentoring program developed under the US Department of Justice's Office of Juvenile Delinquency Prevention's framework. Our mentoring includes regular interaction of youth with adult mentors (staff and volunteers) matched to their interests and life circumstances. Parents are also involved in the mentor matching. Recently with the support of a local private foundation, BGCLC has hired a full-time Social Worker who designs and runs group mentoring sessions across all of our Waukegan and North Chicago sites, with a focus on ages 11 and up. The Social Worker also provides one on one case management for certain youth facing adverse circumstances and through the case management develops, monitors, and supports the achievement of individualized goals. Several critical aspects of her case management include: an intake process, goal setting, action planning, coaching strategies to overcome challenges and tracking results.

Academic Success: BGCLC's academic mentoring strategy is research-based and is implemented as part of case management. Certain behaviors are identified as early warning signs for dropping out of school. By knowing these signs and intentionally tracking members, BGCLC program staff can provide youth who are starting to fall behind with a safety net to catch them before they fall. Through bi-monthly meetings with assigned youth, these modified program staff will establish and track progress toward short and long-term goals and then work with their Club's Reimagine Youth Program Coordinators to record achievements in all seven core areas, including but not limited to, academic and life skill gains, parent contacts, and completed service learning projects. BGCLC's afterschool and summer programming include the following academic programming modules:

- (a) Project Learn is our cornerstone education program used to help every youth achieve academic success. It calls on BGCLC staff to use all areas and programs to create opportunities for "high-yield learning activities," which include leisure reading, writing activities, and discussions with knowledgeable adults, helping others, homework help, tutoring and learning games to develop cognitive skills. Project Learn reinforces and enhances the skills and knowledge young people learn at school during the hours they spend at the Club. Through Project Learn; BGCLC staff use all the areas and programs in the Club to create opportunities for the high-yield learning activities.
- (b) Power Hour is a BGCA homework assistance program, helping Club members achieve academic success by providing homework help, tutoring and high-yield learning activities, and encouraging members to become self-directed learners.
- (c) My.Future and My.Future.Essentials is an online program platform to build a solid ground of technical knowledge and digital literacy for tracked youth. It is BGCLC's digital literacy initiative program, teaching foundational technology skills along with STEM project- based learning options. The My.Future.Essentials program provides engaging and exciting project

experiences that equips members of all ability levels with a foundation of technology skills that explore three central themes: building, exploring and communicating in areas such as web exploration, digital communication and media creation. More advanced topics include robotics, coding and game design.

(d) Summer Brain Gain is a BGCLC program comprised of one-week modules with fun, themed activities for elementary school, middle school and high school students that are aligned with Illinois learning standards. Each module takes a project-based learning approach: youth engage in a process of learning through discovery, creative expression, group work and a final project or production. As a result, kids develop higher-order thinking skills through the Summer Brain Gain modules while staying on track for the coming school year.

(e) DIY STEM is BGCLC's hands-on, activity-based STEM curriculum which connects youth to science themes they encounter regularly. Special attention is paid to connections of theory and application and the common interactions members have with these scientific principles. DIY STEM currently includes five modules: Energy, Electricity, Engineering Design, Food Chemistry, Science of Sports. **Please see Attachment A10, STEM Curriculum**

(f) Career Launch, BGCLC's cornerstone career program, is a five-week goal setting, job exploration and readiness program. Career Launch is BGCLC program designed to support youth in preparing for their first job, internships, and summer employment. Career Launch offers new, fun and interactive activities for youth ages 13 to 18 to explore a broad range of career areas, match their interest to career clusters, make sound educational decisions, and identify the skills and education needed for their particular career path. Club staff and volunteers help teens build their job-search skills and job readiness by using the Career Launch Facilitator Guide and working with teens individually, or in small groups.

(g) Diplomas to Degrees is BGCLC college-readiness program which provides a range of services to guide Club members as they work toward high school graduation and prepare for post-secondary education and career success. Diplomas to Degrees promotes the importance of higher education and familiarizing teens with post-secondary education through experiences like college tours. Diplomas to Degrees helps teens develop both short- and long-term goals and fosters supportive relationships. Diplomas to Degrees also assists youth in securing financial aid.

(h) Junior Staff prepares youth for future roles through career development activities, community service, customer service skill building activities and Club apprenticeship experiences. Junior Staff is a BGCLC small- group program that is both practical and user friendly. Junior Staff assists Club members ages 13 to 18 in exploring a career in youth or human services, particularly Club work. Young people prepare for future roles as human services professionals by participating in career development activities, discovering the importance of community service, building customer service skills and completing a Club apprenticeship.

Healthy Lifestyles: Healthy Lifestyles supports club members to make responsible choices regarding food and exercise, and avoid drugs, alcohol, and premature sexual activity.

- (i) SMART Moves engages teens in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills and analyzing media and peer influence to promote abstinence from substance abuse and adolescent sexual involvement in twelve 1-2 hour sessions.
- (j) SMART Parents is the parental involvement companion to the SMART Moves program.
- (k) SMART Girls is BGCLC's small-group health, fitness, prevention/education and self-esteem enhancement program designed to meet the developmental needs of girls in three age groups. SMART Girls guides young women toward healthy attitudes and lifestyles, eating right and staying fit. Through dynamic sessions, highly participatory activities, field trips and mentoring opportunities with adult women, Club girls explore their own, and societal, attitudes and values as they build skills for eating right, staying physically fit, getting good health care, and developing positive relationships with peers and adults.
- (l) Date SMART uses fun sessions to teach youth how to achieve mutually supportive relationships free of violence and abuse. The program encourages advocating for relationships that promote equality and respect while combating the views/behaviors that lead to dating violence.
- (m) Street SMART helps youth learn how to effectively resist gangs and violence, resolve conflicts and be positive peer helpers in their communities. Street SMART is BGCLC's gang and violence prevention program. Street SMART offers an increase in anger management and conflict resolution skills, as well as an increase in decision-making and problem-solving skills by expanded lessons in bullying prevention, as well as an emphasis on resiliency training to give Club members, the skills they need to grow up confident, caring and responsible.
- (n) Triple Play is BGCLC's comprehensive, dynamic health and wellness cornerstone program for Mind, Body and Soul. It strives to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships.
- (o) Healthy Habits is a component of the Triple Play program designed to incorporate healthy living and improving overall well-being in every part of the Club Experience.
- (p) Passport to Manhood is BGCLC's program for Club boys ages 8-17. It addresses critical issues that young men face during adolescence and represents a targeted effort to engage young boys in discussions and activities that reinforce character, leadership and positive behavior.
- (q) Music Makers is a BGCLC program inspiring young people to produce music, and to create their life's soundtrack. Musical study develops critical thinking, self-discipline, and confidence.

(r) Drama Matters is a BGCLC drama education program for Clubs that encourages members ages 6 to 18 to engage in hands-on performing arts activities. Drama education builds self-confidence, sparks creativity and boosts academic achievement. Drama Matters is a weekly program consisting of 60 minute sessions segmented for beginner, intermediate and advanced members

Good Character and Citizenship: Good Character and Citizenship helps youth learn responsibility, respect, accountability, and listening skills while developing leadership skills.

(s) Torch Clubs are chartered small group leadership and service clubs for boys and girls ages 11-13, with a service-learning focus. A Torch Club is a powerful vehicle through which Club staff can help meet the special character development needs of younger adolescents at a critical stage in their development.

(t) Keystone Club is the BGCLC's most dynamic teen program. It affords teens, ages 14-18, an opportunity to gain valuable leadership and service experience.

6. Description of Activities

Boys and Girls Club of Lake County's (BGCLC) Education and Career Development programs provide academic enrichment, school engagement and targeted dropout prevention through intervention and case management with the aim of ensuring all club members graduate from high school on time, ready for a post-secondary education and a 21st-century career.

Improving Academic Performance

(1) Outcome: Maintain or improve school attendance - Project Learn emphasizes collaboration between Club and school professionals as critical factors in maintaining and improving school attendance. In addition, BGCLC employs a variety of methods to maintain and improve school attendance, including case management, data sharing systems with local school districts, and monitoring of Club members' report cards. Youth at risk of dropping out are provided intervention strategies and additional supports.

(2) Outcome: Maintain or improve grades or school progress reporting - Project Learn helps youth improve grades and school progress. Power Hour is also implemented at all Clubs, providing homework help and tutoring.

(3) Outcome: Develop or improve career aspirations and choices - Career Launch helps youth explore a broad range of career areas, match their interest to career clusters, make sound educational decisions, and identify the skills and education needed for their particular career path.

Life Skills Education

(1) Outcome: Increase knowledge of harmful effects of alcohol and substance abuse - SMART Moves, BGCLC's cornerstone family of Life Skills programs, helps youth develop resilience and refusal skills to promote abstinence from substance abuse through responsible behavior.

(2) Outcome: Increase knowledge of harmful effects of early sexual activity and pregnancy - SMART Moves, specifically, SMART Girls, Date SMART, and Passport to Manhood, helps

teens develop resilience and refusal skills, assertiveness, and decision-making skills; to better analyze media and peer influence. The goal is to promote abstinence from adolescent sexual involvement through the practice of responsible behavior.

(3) Outcome: Increase anger management and conflict resolution skills - Street SMART is a SMART Moves gang and violence prevention program. Street SMART offers an increase in anger management and conflict resolution skills to give youth the skills they need to grow up confident, caring and responsible.

(4) Outcome: Increase decision-making and problem-solving skills - Both BGCLC's Health and Life Skills program family and Character and Leadership Development program family teach decision-making and problem-solving skills.

(5) Outcome: Increase healthy nutritional choices - BGCLC's Healthy Habits and SMART Moves both have modules designed to help youth learn and implement smart nutritional choices in their daily lives.

Caregiver Involvement

(1) Outcome: Increase parental monitoring of academic performance - Project Learn emphasizes parental involvement. BGCLC staff also support parents with periodic staff/parent conferences and encouraging participation in learning activities, such as family reading nights, to provide the information needed to increase monitoring of academic performance.

(2) Outcome: Increase parental understanding of child adolescent developmental stages and appropriate expectations - Healthy Habits and SMART Girls programs help inform parents on the needs of developing youth and teens.

(3) Outcome: Increase in positive and effective parental communication with children and teens regarding alcohol, tobacco and other drug use, sexual activity, abstinence and other life skills. - SMART Parents is the parental involvement companion to the SMART Moves program to encourage parental support toward abstinence from substance abuse and adolescent sexual involvement.

(4) Outcome: Increase in structured activities that promote positive family interaction - BGCLC will provide activities involving parents to foster positive family interaction. Activities may include: family field trips, volunteering, cooking classes, Family Fun Nights, and movie nights.

Recreation, Sports, & Cultural /Artistic Activities

(1) Outcome: Participants increase their level of physical activity through program offerings - Triple Play encourages young people to be physically active through fun daily fitness and SMART Girls encourages female members to stay physically fit.

(2) Outcome: Participants demonstrate sportsmanship and athletic skills – Youth learn through the variety of Triple Play program activities.

(3) Outcome: Participants engage in cultural enrichment and fine arts activities - BGCLC offers a wide variety of cultural enrichment and fine arts programs as well as local activities customized for the unique membership of BGCLC.

Positive Adult Mentors

(1) Outcome: Increase support to participants during times of stress - Mentoring by BGCLC staff provides consistent and personalized support to champion youth participants at times of personal or social stress. BGCLC will partner with mentoring organizations, to provide mentoring and stress management support.

- (2) Outcome: Increase support for decision-making - Mentoring by BGCLC staff, provides effective decision-making support to members and mentoring organization partners also provide decision-making support on an on-going basis.
- (3) Outcome: Increase access to support with academic tasks and /or homework - Mentoring by BGCLC staff provides academic and homework support to members.
- (4) Outcome: Increase opportunities for career awareness and mentoring - BGCLC Career Development program, such as Career Launch and Diplomas 2 Degrees, and individually. Mentoring organization partners also provide career development guidance on an on- going basis.

Service Learning Activities

- (1) Outcome: Youth determine and meet real, defined community needs through program offerings - Torch Club and Keystone Club are BGCLC's cornerstone service programs, provide members with opportunities to address community needs through service programs. In addition, Passport to Manhood, and Junior Staff are challenging programs where members determine a community need, then develop and implement a plan to meet that need. BGCLC will partner with local community service groups for service projects.
- (2) Outcome: Youth learn beyond the classroom through active participation in service experiences - Torch Club and Keystone Club participants engage in projects designed specifically with a service-learning focus.
- (3) Outcome: Youth develop and use skills and knowledge in real-life situations - Torch Club and Keystone Club programs encourage community service projects where skills and knowledge are taught and then applied to address a real-life community need.
- (4) Outcome: Youth increase the amount of time spent to reflect by thinking, discussing and/or writing about service experiences - Torch Club and Keystone Club members engage and socialize with peers, explore relevant issues, and conduct youth-led dialogues on community service and involvement issues.
- (5) Outcome: Youth experience a sense of belonging to a community and an awareness of their responsibility to that community - Junior Staff program participants work on in career development activities, and learn the importance of service and build customer service skills.

Science, Technology, Engineering and Mathematics (STEM)

- (1) Outcome: Youth will demonstrate problem-solving skills within a scientific, mathematic or technological context. - DIY STEM program participants experience hands-on curriculum involving a variety of STEM topics to improve problem-solving skills.
- (2) Outcome: Youth will learn how to work in teams and help to build relationships. - DIY STEM program participants work on team projects where various roles are assigned and each team member works to achieve a common goal.
- (3) Outcome: Youth will develop the ability to acquire and apply new knowledge as needed, using appropriate learning strategies. - DIY STEM program participants perform experiments and empirical analysis of the science and engineering in their activities.
- (4) Outcome: Youth will be better prepared to enter the workforce. - The Essentials Technology and Computer Science Pathway programs on the My.Future platform provide program participants with training on a wide variety of skills to be better prepared to enter the workforce.

PROFESSIONAL LEAVE AND CONFERENCES
April 24, 2024

April 15, 2024	Increase Success as Special Ed Resource Teacher Online	Lisa Reed
May 1, 2024	Reading Strategies: Essential Research-Based Instruction for Every Classroom Online	Kristy Craddock
May 9, 2024	Strengthen Co-Teaching, New Innovative Ideas for Improving Student Success Online	Lisa Reed



Lori Rupsch <lrupsch@d56.org>

FOIA Request

3 messages

Diane <cheermycommunity@gmail.com>
To: "lrupsch@d56.org" <lrupsch@d56.org>

Sat, Mar 23, 2024 at 1:19 PM

March 23, 2024

Gurnee School District 56

Attn: Freedom of Information Officer

3706 Florida Ave.

Gurnee, IL 60031

To Whom It May Concern:

I am requesting the following information:

- Lease and Maintenance / Service contract(s) (with all terms and conditions) pertaining to all copier and printer equipment used by the Gurnee School District 56 (date it was signed, list of equipment, and term of lease)
- Contract(s) pertaining to any Managed Print Services program used by the Gurnee School District 56 - Current Lease/Service invoices, relating to items above from the past six months.

Thank you for what I hope is not a great deal of your time spent gathering this information. It can be sent via whatever method is easiest for you. Feel free to contact me with any questions or if there are any charges (copying, shipping, etc.) associated with providing this information. I will be more than happy to cover these costs, as well as follow any other guidelines set forth by the Gurnee School District 56 for this process.

Thank You Again,

Diane Lauten

Email: cheermycommunity@gmail.com

Lori Rupsch <lrupsch@d56.org>
To: Diane <cheermycommunity@gmail.com>

Wed, Mar 27, 2024 at 8:52 AM

Hello Diane,

We are working on getting the information that you requested, however, this is our spring break week and the person who has the information you requested is on vacation. We are requesting an extension to provide you with the requested information. We should be able to provide you with documents by April 5th if that is acceptable by you.

[Quoted text hidden]

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LORI RUPSCH

Administrative Assistant to the Superintendent
and Board of Education
Gurnee School District 56
Phone: 847-336-0800



PORTRAIT
OF A
GRADUATE



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Lori Rupsch <lrupsch@d56.org>
To: Diane <cheermycommunity@gmail.com>

Thu, Apr 4, 2024 at 3:28 PM

Hi Diane,

Attached you will find the information you requested on March 23, 2024 through a FOIA request. Please let me know if you have any questions.

[Quoted text hidden]

2 attachments

FOIA Lease Agreement.pdf
1771K



Printers.pdf
4284K

De Lage Landen Financial Services, Inc.

Lease Agreement

Send Email Invoice To:

LESSEE	Full Legal Name Gurnee School District #56		Tax ID No. 36-2951421		Phone Number (847) 336-0800
	Billing Address 3706 Florida Avenue	City Gurnee	State IL	Zip 60031	Attention to: Mark Lindem
Equipment Location (if not same as above):			County Lake	Purchase Order Requisition Number	
EQUIPMENT	Make See Schedule A	Model Number Listing All	Serial Number Equipment	Quantity	Description (Attach Separate Schedule A If Necessary) See Schedule A Listing All Equipment
PAYMENT INFORMATION	Number of Lease Payments 60	Lease Payment \$7,700.00	Plus Applicable Taxes		
			Plus Applicable Taxes		
			Plus Applicable Taxes		
	Lease Payment ☐ includes / ☒ does NOT include maintenance/service/supplies [check one] Sales tax Exempt ☐ Please provide valid certificate				
Term of Lease In Months 60		Payment Frequency: ☒ Monthly ☐ Quarterly ☐ Other	End of Lease Option: ☐ FMV ☐ \$1 ☐ Other	End of Lease Purchase Option shall be FMV unless another option is selected.	
Security Deposit \$0.00		(PLUS)	First Period Payment \$0.00	(PLUS)	Other (EQUALS) \$0.00
		+		+	= \$0.00
					Total Payment Enclosed Plus Applicable Taxes

1. **Lease:** You (the "Lessee") agree to lease from us (the "Lessor") the Equipment listed above and on any attached schedule (the "Lease"). You authorize us to adjust the Lease payments by up to 15% if the cost of the Equipment or taxes differs from the supplier's estimate. You agree to pay us a fee of \$75.00 to reimburse our expenses for preparing financing statements, other documentation costs and all ongoing administration costs during the term of this Lease. We may increase the Lease Payment on an annual basis, in an amount not to exceed ten percent (10%) of the Lease Payment in effect at the end of the prior annual period. Security deposits are non-interest bearing. If you are not in default, we will return the deposit to you when the Lease is terminated. If a payment is not made when due, you will pay us a late charge of 5% of the payment or \$10.00, whichever is greater. Such amount shall be payable in addition to any and all amounts or monies payable by you as a result of the exercise of any of the remedies herein provided. YOU AGREE THAT NO ONE IS AUTHORIZED TO WAIVE OR CHANGE ANY LEASE TERM OR PROVISION.

2. **Term:** This Lease is effective on the earlier of the date we sign it or fund the Equipment supplier, and the term of this Lease begins on that date or any later date that we designate (the "Commencement Date") and continues thereafter for the number of months indicated above. Lease payments are due as invoiced by us. As you will have possession of the Equipment from the date of its delivery, if we accept and sign or fund this Lease you will pay us interim rent for the period from the date the Equipment is delivered to you until the Commencement Date as reasonably calculated by us based on the Lease payment, the number of days in that period, and a month of 30 days. Your obligations are absolute, unconditional, and are not subject to cancellation, reduction, setoff or counterclaim.

3. **Title:** Unless you have a \$1.00 purchase option, we will have title to the Equipment. If you have a \$1.00 purchase option and/or the Lease is deemed to be a security agreement, you grant us a security interest in the Equipment and all proceeds thereof. You authorize us to file Uniform Commercial Code ("UCC") financing statements on the Equipment.

4. **Equipment Use, Maintenance and Warranties:** We are leasing the Equipment to you "AS-IS" AND MAKE NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE. We transfer to you any manufacturer warranties. You are required at your cost to keep the Equipment in good working condition and to pay for all supplies and repairs. The Lease Payments set forth above do not include the cost of maintenance, service, and/or supplies ("Service"), unless indicated in the above "Payment Information" box. Notwithstanding anything to the contrary, however, you agree that we are not responsible for providing such Service for the Equipment and you will make all claims related to Service to the Service provider ("Provider"). No Provider may alter the terms of this Lease or make any promises or arrangements that alter our rights or your obligations under this Lease. You agree that you are expressly assuming any risks arising from such Provider's inability to deliver such Service, under any circumstance, including, without limitation, such Provider's financial condition or its inability to repair or service the Equipment. You agree that any claims related to Service will not impact your obligation to pay all Lease payments when due.

5. **Assignment:** You agree not to transfer, sell, sublease, assign, pledge or encumber either the Equipment or any rights under this Lease without our prior written consent. You agree that we may sell, assign, or transfer the Lease and the new owner will have the same rights and benefits we now have and will not have to perform any of our obligations and the rights of the new owner will not be subject to any claims, defenses, or setoffs that you may have against us or any supplier.

6. **Risk of Loss and Insurance:** You are responsible for risks of loss or damage to the Equipment and if any loss occurs you are required to satisfy all of your Lease obligations. You will keep the Equipment insured against all risks of loss or damage for an amount equal to its replacement cost. You will list us as the sole loss payee for the insurance and give us written proof of the insurance. If you do not provide such insurance, you agree that we have the right, but not the obligation, to obtain insurance against theft and physical damage, and add an insurance fee to the amount due from you, on which we may make a profit. We are not responsible for any losses or injuries caused by the Equipment and you will reimburse us and defend us against any such claims. This indemnity will continue after the termination of this Lease. You will obtain and maintain comprehensive public liability insurance naming us as an additional insured with coverages and amounts acceptable to us.

7. **Taxes:** You agree to pay when due, either directly or as a reimbursement to us, all taxes (including, without limit, sales, use, and personal property) and charges in connection with ownership, lease and use of the Equipment. We may charge you a processing fee for administering property tax filings. You will indemnify us on an after-tax basis against the loss or unavailability of any tax benefits anticipated at

the Commencement Date arising out of your acts or omissions. This indemnity will continue even after the termination of this Lease.

8. **Default and Remedies:** You are in default on this Lease if: a) you fail to pay a Lease payment or any other amount when due; b) you breach any other obligation under the Lease or any other Lease with us; or c) you, your owner(s) or any guarantor(s) are listed on a US or foreign government sanctions list or are subject to sanctions therefrom. If you are in default on the Lease we may: (i) declare the entire balance of unpaid Lease payments for the full Lease term immediately due and payable to us; (ii) sue you for and receive the total amount due on the Lease plus the Equipment's anticipated end of Lease fair market value or fixed price purchase option (the "Residual") with future lease payments and the Residual discounted to the date of default at 1% per annum, plus reasonable collection and legal costs; (iii) charge you interest on all monies due at the rate of 18% per year or the highest rate permitted by law from the date of default; (iv) charge you a return-check or non-sufficient funds charge ("NSF Charge") of \$25.00 for a check that is returned; and (v) require that you immediately return the Equipment to us or we may peaceably repossess it. Any return or repossession will not be considered a termination or cancellation of the Lease. If the Equipment is returned or repossessed we will sell or re-rent the Equipment at terms we determine, at one or more public or private sales, with or without notice to you, and apply the net proceeds (after deducting any related expenses) to your obligations. You remain liable for any deficiency with any excess being retained by us. You agree that if notice of sale is required by law to be given, 10 days notice will constitute reasonable notice. You are also required to pay (i) all expenses incurred by us in connection with enforcement of any remedies, including all expenses of repossessing, storing, shipping, repairing, and selling the Equipment, and (ii) reasonable attorney's fees.

9. **End of Lease, Return, Purchase Option, and Renewal:** You will give us at least 60 days but not more than 120 days written notice (to our address below) before the expiration of the initial lease term (or any renewal term) of your intention to purchase or return the Equipment. With proper notice you may: a) purchase all the Equipment as indicated above under "End of Lease Option" (fair market value purchase option amounts will be determined by us based on the Equipment's in place value); or b) return all the Equipment in good working condition at your cost in a timely manner, and to a location we designate. If you fail to notify us, or if you do not (i) purchase or (ii) return the Equipment as provided herein, this Lease will automatically renew at the same payment amount for consecutive 60-day periods. If the Equipment is returned to us, you shall remove all confidential information from the Equipment prior to return. If any Software license ("License") included hereunder passes title to you, such title shall automatically vest and remain in us. If such vesting requires a written conveyance, you hereby convey to us any title you have or hereafter acquire in the Software and relinquish any subsequent title in the Software. If licensor's consent is required, you shall assist us in obtaining consent.

10. **Miscellaneous:** You agree that the Lease is a Finance Lease as defined in Article 2A of the Uniform Commercial Code ("UCC"). You acknowledge that we have given you the Equipment supplier's name. We hereby notify you that you may have rights under the supplier's contract and may contact the supplier for a description of these rights. You agree that we are authorized, without notice to you, to supply missing information or correct obvious errors in the Lease. This Lease was made in Pennsylvania ("PA"); is deemed to be performed in PA and shall be governed and construed in accordance with the laws of PA. You consent to the exclusive jurisdiction, personal or otherwise, in any state or federal court in PA, and waive trial by jury. You agree (i) to waive any and all rights and remedies granted to you under UCC Section 2A-508 through 2A-522, (ii) that the Equipment will only be used for business purposes and not for personal, family, or household use, and will not be moved from the above location without our consent, and (iii) this Lease may be executed in counterparts and any facsimile, photographic or other electronic transmission and/or electronic signing of this Lease by you when manually countersigned by us or attached to our original signature counterpart and/or in our possession shall constitute the sole original chattel paper as defined in the UCC for all purposes and will be admissible as legal evidence thereof. At our option, we may require a manual signature. We may inspect the Equipment during the Lease term. We shall not be liable to you for indirect, special, or consequential damages. No failure to act shall be deemed a waiver of any rights hereunder. This Lease contains the entire agreement of the parties. No amendment is binding unless mutually agreed to by both parties. You authorize us to contact you about your accounts in any way, including at any number or email address at which we believe we can reach you, even if you are charged for such contact by a provider. For information about our privacy practices, please review our privacy statement at dillgroup.com/privacy.

LESSEE SIGNATURE	You agree that this is a non-cancelable lease. The Equipment is: ☒ NEW ☐ USED / NOT NEW		
	Signature <i>Malinda</i>	DOB [redacted]	Date 2-22-23
	Title Dir. of Business	Print Name Mark Lindem	
	Legal Name of Corporation Gurnee School District #56		

LESSOR	De Lage Landen Financial Services, Inc. Lease Processing Center, 1111 Old Eagle School Road, Wayne, PA 19087 PHONE: (800) 735-3273 • FAX: (800) 776-2329	
	Commencement Date	Lease Number
	Accepted By:	

ACCEPTANCE	The Equipment has been received, put in use, is in good working order and is satisfactory and acceptable.			
	Signature	Date	Print Name	Title
GUARANTY	I unconditionally guaranty prompt payment of all the Lessee's obligations under the Lease. The Lessor is not required to proceed against the Lessee or the Equipment or enforce other remedies before proceeding against me. I waive notice of acceptance and all other notices or demands of any kind to which I may be entitled. I consent to any extensions or modification granted to the Lessee and the release and/or compromise of any obligations of the Lessee or any other guarantors without releasing me from my obligations. This is a continuing guaranty and will remain in effect in the event of my death and may be enforced by or for the benefit of any assignee or successor of the Lessor. This guaranty is governed by and constituted in accordance with the laws of the Commonwealth of PA and I consent to exclusive jurisdiction of any state or federal court in PA and waive trial by jury. GUARANTOR'S ELECTRONIC SIGNATURE WILL CONSTITUTE SUCH GUARANTOR'S ACKNOWLEDGEMENT AND AGREEMENT TO DO BUSINESS AND RECEIVE ALL RELATED RECORDS ELECTRONICALLY. If more than one Guarantor signs this Guaranty, each shall be jointly and severally liable.			
	Signature	Name of Guarantor	Date	

SCHEDULE A

SCHEDULE FORMING PART OF LEASE BETWEEN LESSOR, _____

AND Gurnee School District #56, LESSEE,

DATE: _____ LEASE NUMBER: _____

DESCRIPTION OF EQUIPMENT:

Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

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Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

Savin IM C6000 Color Imaging System:

Savin IM 6000 Black & White Imaging System:

Savin IM 6000 Black & White Imaging System:

Savin IM 6000 Black & White Imaging System:

Savin IM 6000 Black & White Imaging System:

Savin IM 6000 Black & White Imaging System:

THIS SCHEDULE SHALL HERE AFTER FORM PART OF THE AFOREMENTIONED LEASE.

YOU AGREE THAT A FACSIMILE COPY OF THIS DOCUMENT WITH FACSIMILE SIGNATURES MAY BE TREATED AS AN ORIGINAL AND WILL BE ADMISSIBLE AS EVIDENCE IN A COURT OF LAW.

LESSEE SIGNATURE	Signature X <u>Mark Linden</u>	Date <u>2-22-23</u>
	Print Name <u>Mark Linden</u>	Title <u>Dir. of Business</u>
	Legal Name of Corporation or Partnership <u>Gurnee School District #56</u>	

ACCEPTED BY LESSOR	Signature X _____	Date _____
	Print Name _____	
	Legal Name of Corporation or Partnership _____	

FISCAL FUNDING ADDENDUM

LESSEE	Full Legal Name <u>Gurnee School District #56</u>	DBA Name (If Any) _____		
	Billing Address <u>3706 Florida Avenue</u>	Phone Number <u>847-336-0800</u>		
	City <u>Gurnee</u>	County <u>Lake</u>	State <u>IL</u>	Zip Code <u>60031</u>
	Lease Number _____	Lease Date _____		

Lessee warrants that it has funds available to pay all rents (the "Lease Payments") payable under the above - identified Lease until the end of Lessee's current appropriation periods. If Lessee's legislative body or other funding authority does not appropriate funds for Lease Payments for any subsequent appropriation period and Lessee does not otherwise have funds available to lawfully pay the Lease Payments (a "Non-Appropriation Event") Lessee may, subject to the conditions herein and upon prior written notice to Lessor (the "Non-Appropriation Notice"), effective 60 days after the later of Lessor's receipt of same or the end of the Lessee's current appropriation period (the "Non-Appropriation Date"), terminate the Lease and be released of its obligation to make all Lease Payments due Lessor coming due after the Non-Appropriation Date. As a condition to exercising its rights under the Addendum Lessee shall (1) provide in the Non-Appropriation Notice a certification of a responsible official that a Non-Appropriation Event has occurred, (2) deliver to Lessor an opinion of Lessee's counsel (addressed to Lessor) verifying that the Non-Appropriation Event as set forth in the Non-Appropriation Notice has occurred, (3) return the equipment subject to the Lease (the "Equipment") on or before the Non-Appropriation Date to Lessor or a location designated by Lessor, in the condition required by, and in accordance with the return provisions of, the Lease and at Lessee's expense, and (4) pay Lessor all sums payable to Lessor under the Lease up to the Non-Appropriation Date.

In the event of any Non-Appropriation Event, Lessor shall retain all sums paid hereunder or under the Lease by Lessee, including the Security Deposit (if any) specified in the Lease.

This Addendum is not intended to permit Lessee to terminate the Lease at will or for convenience.

YOU AGREE THAT A FACSIMILE COPY OF THIS DOCUMENT WITH FACSIMILE SIGNATURES MAY BE TREATED AS AN ORIGINAL AND WILL BE ADMISSIBLE AS EVIDENCE IN A COURT OF LAW.

LESSEE SIGNATURE	Signature X <u>Mark Lindem</u> (MUST BE SIGNED BY AUTHORIZED REPRESENTATIVE OR OFFICER OF GOVERNMENT ENTITY)
	Print Name <u>Mark Lindem</u>
	Title <u>Dir. of Business</u> Date <u>2-22-23</u>
	Name of Government Entity <u>Gurnee School District #56</u>

ACCEPTED BY LESSOR	Signature X _____
	Print Name _____
	Title _____ Date _____
	Name of Corporation or Partnership _____



ORDER AGREEMENT

IMAGE SYSTEMS & BUSINESS SOLUTIONS

1776 Commerce Drive, Elk Grove Village, IL 60007

P: (847) 882-7500 F: (847) 882-7544

salesinfo@isbscorp.com

Invoice to:

"Customer" Legal Name:	Gurnee School District #56
Street Address:	3706 Florida Avenue
City, State, Zip:	Gurnee, IL 60031
Phone:	(847) 336-0800
Acct. Payable Contact & Email:	Mark Lindem; mlindem@d56.org
Meter Contact Email:	FM Audit

Rep. Name:	Jason Rolloff
Order Type:	Copier Fleet Upgrade
Order Date:	February 16th, 2023
Requested Ship Date:	Summer 2023

Ship to:

Customer Name:	All Schools in the District
Street Address:	
City, State, Zip:	
Phone:	
Delivery Contact:	Eric Esteban
Delivery Email:	eesteban@d56.org

SERVICE INFORMATION

Service Term (Months)	Base Billing / Overage Billing Frequency
60-Months	Exhaust Included Pages for Savin Devices then Invoice; Brother's Invoice from Page 1 / Monthly

Product Description	Serial Number	Supplies Included see note below *	Starting Meter Read	Base B/W Allowance (per billing frequency)	B/W Overage Rate	Base Color Allowance (per billing frequency)	Color Overage Rate	Service Base (per billing frequency)
Savin IM C6000 Color Imaging Systems x 15		☒	0	150,000	.0065	110,000	.047	Exhaust Then Monthly
Savin IM 6000 B/W Imaging Systems x 5		☒	0	Included In Above	.0065	N/A	N/A	Exhaust Then Monthly
Brother MFC L9570cdw Color Imaging Systems x 4		☐	0	0	.019	0	.09	Pay for What's Produced
		☐						

PRODUCT INFORMATION

Quantity	Product Number	Product Description	Order Notes*	Unit Price	Line Total
15	418228	Savin IM C6000 Color Imaging Systems	Lease		\$ 0.00
15	418349	Paper Feed Unit PB3280 - (4) 550-sheet paper trays per device	"		\$ 0.00
14	418337	Multi-Position Stapling Finisher SR3260	"		\$ 0.00
1	418335	Multi-Position/Saddle-Stitch/Booklet-Making Stapling Finisher SR3270 - District Office	"		\$ 0.00
15	418345	Bridge Units - connects the finishers to the mainframe	"		\$ 0.00
1	418367	Small Paper Feeding Unit - District Office	"		\$ 0.00
15	418381	2/3 Hole-Punch	"		\$ 0.00
4	418600	Fax Option Type M37 - Main Office @ Spaulding, Viking, Prairie Trail & River Trail	"		\$ 0.00
15	418408	Genuine Adobe Postscript 3 Unit Type M37	"		\$ 0.00
15	PP-15	Innovolt Power Managers - required for HDD & electrical spikes/surges	"		\$ 0.00

Stairs: Yes ☐ No ☐ Number of Stairs: _____ Receiving Hours: _____

*Order Notes: .No VCSP (service agreement) Invoicing During Summer Months (June & July)

Subtotal \$0.00

Plus Applicable Sales Tax

Total \$ 0.00

This Purchase Order Agreement is subject to the terms and conditions printed above and within Appendix A attached, which are made part hereof and which Customer acknowledges that which he/she has read and approved. Customer agrees that the equipment will be used only for business purposes. By signing this Agreement you agree to the terms and conditions within Appendix A. *Note: Paper and staples are not included

PAYMENT DUE UPON DELIVERY OR SIGNED LEASE ACCEPTANCE

In witness whereof: The Customer has executed this **NON-CANCELLABLE** Order Agreement.

Accepted by Customer		Accepted by Image Systems & Business Solutions	
Signed by: <i>Mark Lindem</i>	Date: <i>2-22-23</i>	Signed by:	Date:
Print Name: <i>Mark Lindem</i>		Print Name:	
Print Title: <i>Dir. of Business</i>		Print Title:	

Savin SP 4520DN
Black & White Laser Printers
(190) Printers Total

SAVIN

Color Printer Specifications

- **Print Speed:** 42 Prints Per Minute
- **Air Print Enabled**
- **Print Resolution:** Up to 1200 x 1200dpi
- **Standard Interfaces:** Gigabit Ethernet
1000/100/10Base-T, USB 2.0, USB 2.0 Host, SD Card Slot
- **CPU/Memory:** 533MHz Processor/512MB RAM
- **Page Description Languages:** **Genuine Adobe Postscript 3**, PCL 5e/6 & PDF Direct Print
- **Paper Capacity – 600 Sheets:** **(1)** 500-Sheet Paper Tray Up to Legal Size Paper (8.5" x 14") With Additional 100 - Sheet Multi-Purpose Tray
- **Automatic Duplexing Capabilities:** For two-sided Printing
- **Acceptable Paper Weights:** Paper Tray: Up to 90lb. Index; MPT: Up to 120lb. Index
- **Acceptable Paper Types:** Plain, Recycled, Thick, Transparency, Letterhead, Preprinted & Envelopes
- **Maximum Monthly Volume:** 10,000 prints
- **Maximum Monthly Duty Cycle:** 150,000 prints



Equipment Proposed - Gurnee School District #56

ID #	Make	Model	Total Pages	Location	Equipment Proposed	IP Address
			Last Meter			
06943	SAVIN	Aficio SP C420DN	43291	PTS LAB	Savin SP C440DN	10.6.5.104
03569	SAVIN	CLP131DN	73021	VK	Savin SP C440DN	10.2.22.51
07090	SAVIN	CLP131DN	124468	DO	Savin SP C440DN	10.7.5.14
07819	SAVIN	CLP37DN	26986	VK	Savin SP C440DN	10.2.2.58
07818	SAVIN	CLP37DN	55075	VK	Savin SP C440DN	10.2.201.1
07820	SAVIN	CLP37DN	171753	RT	Savin SP C440DN	10.3.5.23
07815	SAVIN	CLP37DN	37178	PTS-STORYROOM	Savin SP C440DN	10.6.5.114
07812	SAVIN	CLP37DN	13426	Phil's Office	Savin SP C440DN	10.7.5.12
02860	SAVIN	LP131n	34929	Room C123	Savin SP C440DN	10.6.5.23
02861	SAVIN	LP131n	29575	Room C117	Savin SP C440DN	10.6.5.17
	HP	color LJ 4600	122172	PT	In Use Still?	10.6.5.106
09296	HP	Color LJ 4700	269672	DO	Savin SP C440DN	10.7.5.2
	HP	Color LJ 4700	261584	DO	Savin SP C440DN	10.7.5.6
1910	HP	LaserJet M506	28167	DO	Keep	10.7.5.13
09240	HP	LaserJet M506	48476	DO	Keep	10.7.5.15
09241	HP	LaserJet M506	36362	DO	Keep	10.7.5.4
02904	SAVIN	MLP31n	49405	VIK RM 1304	Savin SP 4520DN	10.2.5.134
02959	SAVIN	MLP31n	31089	VIK RM 2406	Savin SP 4520DN	10.2.5.246
02887	SAVIN	MLP31n	23488	VIK RM 1104	Savin SP 4520DN	10.2.5.114
02962	SAVIN	MLP31n	31512	VIK RM 2402	Savin SP 4520DN	10.2.5.242
02894	SAVIN	MLP31n	11404	VIK RM 1004	Savin SP 4520DN	10.2.5.4
02946	SAVIN	MLP31n	33929	VIK RM 2100	Savin SP 4520DN	10.2.5.210
02961	SAVIN	MLP31n	42522	VIK RM 2401	Savin SP 4520DN	10.2.5.241
02948	SAVIN	MLP31n	70084	VIK RM 2102	Savin SP 4520DN	10.2.5.212
02890	SAVIN	MLP31n	18358	VIK RM 1106	Savin SP 4520DN	10.2.5.116
02883	SAVIN	MLP31n	29598	VIK RM 1219	Savin SP 4520DN	10.2.5.129
02945	SAVIN	MLP31n	97087	VIK RM 1400	Savin SP 4520DN	10.2.5.140
02889	SAVIN	MLP31n	18865	VIK RM 1010	Savin SP 4520DN	10.2.5.10
02900	SAVIN	MLP31n	20050	VIK RM 1101	Savin SP 4520DN	10.2.5.100
02955	SAVIN	MLP31n	48916	VIK RM 2300	Savin SP 4520DN	10.2.5.230
02102	SAVIN	MLP31n	47430	Viking Office	Savin SP 4520DN	10.2.5.51
02958	SAVIN	MLP31n	17470	VIK RM 2303	Savin SP 4520DN	10.2.5.233
02891	SAVIN	MLP31n	5878	VIK RM 1008	Savin SP 4520DN	10.2.5.8
02892	SAVIN	MLP31n	12796	VIK RM 1006	Savin SP 4520DN	10.2.5.6
02975	SAVIN	MLP31n	22689	VIK RM 1210	Savin SP 4520DN	10.2.5.121
02949	SAVIN	MLP31n	44621	VIK RM 2103	Savin SP 4520DN	10.2.5.213
02903	SAVIN	MLP31n	27103	VIK RM 1512	Savin SP 4520DN	10.2.5.152
02909	SAVIN	MLP31n	46549	VIK RM 1302	Savin SP 4520DN	10.2.5.132
02908	SAVIN	MLP31n	41373	VIK RM 1403	Savin SP 4520DN	10.2.5.143
02951	SAVIN	MLP31n	20170	VIK RM 2200	Savin SP 4520DN	10.2.5.220
02885	SAVIN	MLP31n	39512	VIK RM 1102	Savin SP 4520DN	10.2.5.112
02888	SAVIN	MLP31n	90840	VIK RM 1100	Savin SP 4520DN	10.2.5.110
02957	SAVIN	MLP31n	51921	VIK RM 2301	Savin SP 4520DN	10.2.5.231

02973	SAVIN	MLP31n	45836	VIK RM 1401	Savin SP 4520DN	10.2.5.141
02907	SAVIN	MLP31n	15996	VIK RM 1300	Savin SP 4520DN	10.2.5.130
02910	SAVIN	MLP31n	57176	VIK RM 2101	Savin SP 4520DN	10.2.5.211
02905	SAVIN	MLP31n	42053	VIK RM 1301	Savin SP 4520DN	10.2.5.131
02965	SAVIN	MLP31n	143915	VIK RM 2400	Savin SP 4520DN	10.2.5.240
02953	SAVIN	MLP31n	9244	VIK RM 2306	Savin SP 4520DN	10.2.5.236
02960	SAVIN	MLP31n	58639	VIK RM 2405	Savin SP 4520DN	10.2.5.245
2897	SAVIN	MLP31n	58447	VIK RM 1406	Savin SP 4520DN	10.2.5.146
02881	SAVIN	MLP31n	18106	VIK RM 1204	Savin SP 4520DN	10.2.5.124
02882	SAVIN	MLP31n	10493	VIK RM 1208	Savin SP 4520DN	10.2.5.128
02954	SAVIN	MLP31n	32051	VIK RM 2304	Savin SP 4520DN	10.2.5.234
02963	SAVIN	MLP31n	85858	VIK RM 2403	Savin SP 4520DN	10.2.5.243
02968	SAVIN	MLP31n	29311	VIK RM 2108	Savin SP 4520DN	10.2.5.218
02964	SAVIN	MLP31n	18331	VIK RM 2404	Savin SP 4520DN	10.2.5.244
02947	SAVIN	MLP31n	124982	VIK RM 2104	Savin SP 4520DN	10.2.5.214
02966	SAVIN	MLP31n	11251	VIK NURSE	Savin SP 4520DN	10.2.5.13
02886	SAVIN	MLP31n	62486	VIK RM 1103	Savin SP 4520DN	10.2.5.113
02950	SAVIN	MLP31n	41308	VIK RM 2106	Savin SP 4520DN	10.2.5.216
02970	SAVIN	MLP31n	27891	VIK RM 1404	Savin SP 4520DN	10.2.5.144
02956	SAVIN	MLP31n	36499	VIK RM 2302	Savin SP 4520DN	10.2.5.232
02884	SAVIN	MLP31n	13367	VIK RM 1200	Savin SP 4520DN	10.2.5.120
02906	SAVIN	MLP31n	30565	VIK RM 1303	Savin SP 4520DN	10.2.5.133
02899	SAVIN	MLP31n	50027	VIK RM 1402	Savin SP 4520DN	10.2.5.142
02901	SAVIN	MLP31n	71884	VIK RM 1510	Savin SP 4520DN	10.2.5.151
02902	SAVIN	MLP31n	25055	VIK RM 1405	Savin SP 4520DN	10.2.5.145
03067	SAVIN	MLP31n	19895	SPL RM 23	Savin SP 4520DN	10.1.5.121
03029	SAVIN	MLP31n	38623	RTS RM 312	Savin SP 4520DN	10.3.5.12
03024	SAVIN	MLP31n	17662	OPL Nurse	Savin SP 4520DN	10.3.5.26
03064	SAVIN	MLP31n	39218	RTS RM 106	Savin SP 4520DN	10.3.5.106
02875	SAVIN	MLP31n	54159	PTS RM D106	Savin SP 4520DN	10.6.5.46
02862	SAVIN	MLP31n	43631	PTS RM F103	Savin SP 4520DN	10.6.5.33
02985	SAVIN	MLP31n	15880	SPL RM 38	Savin SP 4520DN	10.1.5.38
02545	SAVIN	MLP31n	54356	PTS RM E103	Savin SP 4520DN	10.6.5.53
03046	SAVIN	MLP31n	16115	RTS RM 200	Savin SP 4520DN	10.3.5.200
02099	SAVIN	MLP31n	8870	SPL RM 51	Savin SP 4520DN	10.1.5.51
02863	SAVIN	MLP31n	27585	PTS RM E101	Savin SP 4520DN	10.6.5.51
03066	SAVIN	MLP31n	16658	SPL RM 26	Savin SP 4520DN	10.1.5.26
02542	SAVIN	MLP31n	59785	Room C118	Savin SP 4520DN	10.6.5.18
02893	SAVIN	MLP31n	37692	Room c116	Savin SP 4520DN	10.6.5.16
02978	SAVIN	MLP31n	23833	SPL RM 24	Savin SP 4520DN	10.1.5.24
02872	SAVIN	MLP31n	92777	PTS RM A109	Savin SP 4520DN	10.6.5.109
02857	SAVIN	MLP31n	76078	PTS RM D105	Savin SP 4520DN	10.6.5.45
03033	SAVIN	MLP31n	3570	OPL RM 223	Savin SP 4520DN	10.3.5.20
03053	SAVIN	MLP31n	52632	RTS RM 109	Savin SP 4520DN	10.3.5.109
02094	SAVIN	MLP31n	6117	SPL RM 33	Savin SP 4520DN	10.1.5.33
02617	SAVIN	MLP31n	9547	SPL RM 8	Savin SP 4520DN	10.1.5.8
02855	SAVIN	MLP31n	34410	PTS RM D103	Savin SP 4520DN	10.6.5.43
03043	SAVIN	MLP31n	9713	RTS RM 203	Savin SP 4520DN	10.3.5.203
02098	SAVIN	MLP31n	14051	SPL RM 54	Savin SP 4520DN	10.1.5.54
02876	SAVIN	MLP31n	22103	PTS RM E107	Savin SP 4520DN	10.6.5.57
03062	SAVIN	MLP31n	62505	RTS RM 101	Savin SP 4520DN	10.3.5.101
02995	SAVIN	MLP31n	11045	SPL RM 14	Savin SP 4520DN	10.1.5.14
03061	SAVIN	MLP31n	41991	RTS RM 104	Savin SP 4520DN	10.3.5.104
03018	SAVIN	MLP31n	15426	RTS RM 310	Savin SP 4520DN	10.3.5.10
02869	SAVIN	MLP31n	133841	PTS RM F105	Savin SP 4520DN	10.6.5.35

03030	SAVIN	MLP31n	51095	RTS RM 308	Savin SP 4520DN	10.3.5.8
02994	SAVIN	MLP31n	18971	SPL RM 41	Savin SP 4520DN	10.1.5.41
03058	SAVIN	MLP31n	24851	RTS RM 112	Savin SP 4520DN	10.3.5.112
02972	SAVIN	MLP31n	12923	PTS RM A102	Savin SP 4520DN	10.6.5.2
03019	SAVIN	MLP31n	45064	RTS RM 306	Savin SP 4520DN	10.3.5.6
02540	SAVIN	MLP31n	39699	ROOM C115	Savin SP 4520DN	10.6.5.15
02971	SAVIN	MLP31n	3434	PTS RM A120	Savin SP 4520DN	10.6.5.120
02879	SAVIN	MLP31n	44801	PTS RM D107	Savin SP 4520DN	10.6.5.47
03031	SAVIN	MLP31n	78842	RTS Secretary	Savin SP 4520DN	10.3.5.214
02104	SAVIN	MLP31n	17548	SPL RM 37	Savin SP 4520DN	10.1.5.37
02105	SAVIN	MLP31n	6667	SPL RM 6	Savin SP 4520DN	10.1.5.6
02871	SAVIN	MLP31n	27548	PTS RM A118	Savin SP 4520DN	10.6.5.118
03041	SAVIN	MLP31n	32123	RTS RM 301	Savin SP 4520DN	10.3.5.1
02866	SAVIN	MLP31n	34665	PTS RM F101	Savin SP 4520DN	10.6.5.31
02090	SAVIN	MLP31n	18441	SPL RM 18	Savin SP 4520DN	10.1.5.18
02988	SAVIN	MLP31n	19578	SPL RM 35	Savin SP 4520DN	10.1.5.35
03040	SAVIN	MLP31n	16652	RTS RM 300	Savin SP 4520DN	10.3.5.250
03042	SAVIN	MLP31n	36906	RTS RM 302	Savin SP 4520DN	10.3.5.2
02097	SAVIN	MLP31n	60775	SPL RM 52	Savin SP 4520DN	10.1.5.52
03060	SAVIN	MLP31n	72598	RTS RM 107	Savin SP 4520DN	10.3.5.107
02993	SAVIN	MLP31n	91390	SPL RM 16	Savin SP 4520DN	10.1.5.16
03028	SAVIN	MLP31n	37964	RTS RM 313	Savin SP 4520DN	10.3.5.13
02880	SAVIN	MLP31n	71793	PTS RM D102	Savin SP 4520DN	10.6.5.42
03056	SAVIN	MLP31n	28040	PTS RM E104	Savin SP 4520DN	10.6.5.54
03068	SAVIN	MLP31n	9993	SPL RM 2	Savin SP 4520DN	10.1.5.2
03057	SAVIN	MLP31n	46188	RTS RM 115	Savin SP 4520DN	10.3.5.115
02538	SAVIN	MLP31n	39694	PTS RM A112	Savin SP 4520DN	10.6.5.112
03032	SAVIN	MLP31n	40852	PTS RM E102	Savin SP 4520DN	10.6.5.52
03036	SAVIN	MLP31n	7353	OPL Music RM	Savin SP 4520DN	10.3.5.21
03050	SAVIN	MLP31n	53360	OPL RM 102	Savin SP 4520DN	10.3.5.102
03055	SAVIN	MLP31n	31227	RTS CONFERENCE RM	Savin SP 4520DN	10.3.5.116
02981	SAVIN	MLP31n	14905	SPL RM 34	Savin SP 4520DN	10.1.5.34
03034	SAVIN	MLP31n	32351	PTS RM F107	Savin SP 4520DN	10.6.5.37
02865	SAVIN	MLP31n	31383	PTS RM D108	Savin SP 4520DN	10.6.5.48
03054	SAVIN	MLP31n	31358	RTS RM 110	Savin SP 4520DN	10.3.5.110
02977	SAVIN	MLP31n	34077	SPL RM 25	Savin SP 4520DN	10.1.5.25
02867	SAVIN	MLP31n	59223	PTS RM E108	Savin SP 4520DN	10.6.5.58
03023	SAVIN	MLP31n	45987	RTS RM 316	Savin SP 4520DN	10.3.5.16
03048	SAVIN	MLP31n	15611	PTS RM A113	Savin SP 4520DN	10.6.5.113
02976	SAVIN	MLP31n	45508	SPL LRC Black and White	Savin SP 4520DN	10.1.5.47
03052	SAVIN	MLP31n	67238	RTS RM 108	Savin SP 4520DN	10.3.5.108
02896	SAVIN	MLP31n	33093	Room C113	Savin SP 4520DN	10.6.5.13
02096	SAVIN	MLP31n	25410	SPL RM 50	Savin SP 4520DN	10.1.5.50
02873	SAVIN	MLP31n	17782	PTS RM B102	Savin SP 4520DN	10.6.5.102
02544	SAVIN	MLP31n	63159	RTS RM 311	Savin SP 4520DN	10.3.5.11
02092	SAVIN	MLP31n	6750	SPL RM 19	Savin SP 4520DN	10.1.5.19
02539	SAVIN	MLP31n	58567	Main Office	Savin SP 4520DN	10.6.5.100
02895	SAVIN	MLP31n	36757	Room C102	Savin SP 4520DN	10.6.5.202
03035	SAVIN	MLP31n	25658	RTS RM 113	Savin SP 4520DN	10.3.5.113
02089	SAVIN	MLP31n	7032	SPL RM 17	Savin SP 4520DN	10.1.5.17
02992	SAVIN	MLP31n	9095	SPL RM 11	Savin SP 4520DN	10.1.5.11
03047	SAVIN	MLP31n	7001	RTS RM 201	Savin SP 4520DN	10.3.5.201
03063	SAVIN	MLP31n	17614	RTS RM 304	Savin SP 4520DN	10.3.5.4
02983	SAVIN	MLP31n	20605	SPL RM 31	Savin SP 4520DN	10.1.5.31
02990	SAVIN	MLP31n	16120	SPL Comp. Lab Black and White	Savin SP 4520DN	10.1.5.45

02982	SAVIN	MLP31n	20083	SPL RM 32	Savin SP 4520DN	10.1.5.32
02864	SAVIN	MLP31n	65457	PTS RM F106	Savin SP 4520DN	10.6.5.36
03045	SAVIN	MLP31n	54662	RTS RM 307	Savin SP 4520DN	10.3.5.7
02093	SAVIN	MLP31n	11056	SPL RM 7	Savin SP 4520DN	10.1.5.13
02878	SAVIN	MLP31n	29750	PTS RM F104	Savin SP 4520DN	10.6.5.34
02100	SAVIN	MLP31n	34384	SPL RM 53	Savin SP 4520DN	10.1.5.53
02541	SAVIN	MLP31n	21327	Room C122	Savin SP 4520DN	10.6.5.22
02868	SAVIN	MLP31n	38962	PTS RM E106	Savin SP 4520DN	10.6.5.56
02984	SAVIN	MLP31n	3274	SPL RM 40	Savin SP 4520DN	10.1.5.40
02856	SAVIN	MLP31n	16263	PTS ART	Savin SP 4520DN	10.6.5.119
02543	SAVIN	MLP31n	54135	PTS RM F102	Savin SP 4520DN	10.6.5.32
02980	SAVIN	MLP31n	16530	SPL RM 27	Savin SP 4520DN	10.1.5.27
06830	SAVIN	MLP31n	55659	RTS RM 100	Savin SP 4520DN	10.3.5.100
03038	SAVIN	MLP31n	31592	OPL RM 305	Savin SP 4520DN	10.3.5.5
03037	SAVIN	MLP31n	29963	RTS GYM	Savin SP 4520DN	10.3.5.210
02874	SAVIN	MLP31n	36068	PTS RM A111	Savin SP 4520DN	10.6.5.111
03027	SAVIN	MLP31n	5195	RTS Band RM	Savin SP 4520DN	10.3.5.22
03051	SAVIN	MLP31n	21695	RTS RM 103	Savin SP 4520DN	10.3.5.103
03020	SAVIN	MLP31n	29035	RTS RM 309	Savin SP 4520DN	10.3.5.9
02987	SAVIN	MLP31n	33080	SPL RM 36	Savin SP 4520DN	10.1.5.36
02858	SAVIN	MLP31n	58169	PTS RM F108	Savin SP 4520DN	10.6.5.38
02979	SAVIN	MLP31n	13938	SPL RM 22	Savin SP 4520DN	10.1.5.22
03065	SAVIN	MLP31n	11527	SPL RM 56	Savin SP 4520DN	10.1.5.56
07422	SAVIN	MLP31n	34171	PTS RM E105	Savin SP 4520DN	10.6.5.55
03059	SAVIN	MLP31n	49829	RTS RM 111	Savin SP 4520DN	10.3.5.111
02996	SAVIN	MLP31n	13291	SPL RM 9	Savin SP 4520DN	10.1.5.9
03021	SAVIN	MLP31n	35857	RTS RM 317	Savin SP 4520DN	10.3.5.17
02997	SAVIN	MLP31n	26728	SPL RM 15	Savin SP 4520DN	10.1.5.15
03039	SAVIN	MLP31n	21657	RTS RM 303	Savin SP 4520DN	10.3.5.3
03022	SAVIN	MLP31n	32746	RTS RM 315	Savin SP 4520DN	10.3.5.15
02991	SAVIN	MLP31n	22750	SPL RM 39	Savin SP 4520DN	10.1.5.39
02974	SAVIN	MLP31n	47712	ROOM 101	Savin SP 4520DN	10.6.5.201
02106	SAVIN	MLP31n	9718	SPL RM 55	Savin SP 4520DN	10.1.5.55
02859	SAVIN	MLP31n	39178	PTS RM D101	Savin SP 4520DN	10.6.5.41
02986	SAVIN	MLP31n	29779	SPL RM 42	Savin SP 4520DN	10.1.5.42
02618	SAVIN	MLP31n	16372	SPL RM 30	Savin SP 4520DN	10.1.5.30
02088	SAVIN	MLP31n	10807	Room C112	Savin SP 4520DN	10.6.5.12
09695	SAVIN	MLP31n	204534	SPL	Savin SP 4520DN	10.1.3.43
07744	SAVIN	MP 301	9285	VK - Library	Savin MP 402spf	10.2.3.4
07720	SAVIN	MP 301	35507	VK - transportation	Savin MP 402spf	10.2.3.10
07743	SAVIN	MP 301	15454	RTS Library	Savin MP 402spf	10.3.3.4
07722	SAVIN	MP 9002	741213	Copy Room-VK	Savin MP 9003	10.2.3.2
07713	SAVIN	MP 9002	216560	Copy Room-PT	Savin MP 9003	10.6.3.2
07723	SAVIN	MP 9002	1103535	Copy Room-RT	Savin MP 9003	10.3.3.2
07718	SAVIN	MP 9002	281824	Lunch Room-SPL	Savin MP 9003	10.1.3.2
07721	SAVIN	MP 9002	589240	Copy Room-RT	Savin MP 9003	10.3.3.1

07707	SAVIN	MP C3002	366076	VK-8thGrade Science Lab	Savin MP C4504ex	10.2.3.8
07709	SAVIN	MP C3002	371326	VK - Band Room	Savin MP C4504ex	10.2.3.6
07714	SAVIN	MP C3002	756363	SP - 1st Grade Hallway	Savin MP C4504ex	10.1.3.6
07715	SAVIN	MP C3002	696771	SP -2nd Grade Hallway	Savin MP C4504ex	10.1.3.7
07711	SAVIN	MP C3002	754733	SP -Kindergarten Hallway	Savin MP C4504ex	10.1.3.5
07708	SAVIN	MP C3002	722562	PT - 3rd Grade Planning Rm	Savin MP C4504ex	10.6.3.3
07704	SAVIN	MP C3002	525595	PT -4th Grade Planning RM	Savin MP C4504ex	10.6.3.4
07710	SAVIN	MP C3002	636763	PT - 5th Grade Planning Rm	Savin MP C4504ex	10.6.3.5
07700	SAVIN	MP C3002	364110	PT - Up Front / Office	Savin MP C6004ex	10.6.3.6
07716	SAVIN	MP C5502A	590886	VK - Office	Savin MP C6004ex	10.2.3.3
07751	SAVIN	MP C5502A	787743	RT - Office	Savin MP C6004ex	10.3.3.3
07712	SAVIN	MP C5502A	1122282	SPL - Office	Savin MP C6004ex	10.1.3.3
07702	SAVIN	Pro 907EX	1475431	Lounge - VK	Savin MP 9003	10.2.3.1
05913	SAVIN	Pro 907EX	2164681	District Office (own)	Savin MP 9003	10.7.3.1
07703	SAVIN	Pro 907EX	1768795	Lunchroom - SPL	Savin MP 9003	10.1.3.1
07701	SAVIN	Pro 907EX	795659	Lunchroom - PT	Savin MP 9003	10.6.3.1
07196	SAVIN	SP 4310N	20312	Lazar's Office-VK	Keep	10.2.5.1
07190	SAVIN	SP 4310N	11597	Jone's Office-VK	Keep	10.2.5.3
07191	SAVIN	SP 4310N	3646	Timko's Office-VK	Keep	10.2.5.11
07194	SAVIN	SP 4310N	2997	Tech Prep room-VK	Keep	10.2.5.209
07199	SAVIN	SP 4310N	8609	Smith's Office-SPL	Keep	10.1.5.4
07200	SAVIN	SP 4310N	15746	Mauer's Office-SPL	Keep	10.1.5.3
07198	SAVIN	SP 4310N	9162	Moreano's Office-RT	Keep	10.3.5.24
08063	SAVIN	SP 4310N	17923	RTS	Keep	10.3.5.202
07201	SAVIN	SP 4310N	460	PTS	Keep	10.6.5.195

Quick Summary: 226 Devices from 4 Manufacturers and 16 Distinct Models.
3644798 Total Pages, 2731891 Monochrome, 912907 Color



Cost Per Page (CPP) Rates: *Gurnee School District #56* will be billed at the following cost per page rates, monthly or quarterly in arrears.

	<u>Cost Per Page Rate</u>
Black & White Copies – B/W Copiers:	.0049
Black & White Copies – Color Copiers:	.0068
Color Copies:	.049
Black & White Prints:	.012
Color Prints:	.069

Cost Per Page INCLUDES the following:

- All Service Calls, Parts, Labor, **TONER** & Preventive Maintenance Kits
- All Phone Support With our Local Service Attendants/Dispatchers
- Unlimited Training and Network Connections
- ISBS will deliver, setup, install and provide **network support** and **training** on any devices proposed by our dedicated “post-sales” support team.
- Guaranteed ON-SITE Service Technician Response Time of 1-4 Hours.
- Dedicated Service Technician Who Resides Locally.
- Electronic meter readings, service calls and supply requests directly to ISBS to eliminate the manual processes of such requests!
- Next day free shipping of all consumables – future savings!

Preliminary Upgrade Pricing

Excludes Any & All Applicable Taxes

<u>Quantity</u>	<u>Equipment</u>	<u>60-Month Lease</u>
(8)	Savin MP C4504ex Color Imaging Systems	\$9,150.00 per Month
(4)	Savin MP C6004ex Color Imaging Systems	
(9)	Savin MP 9003sp Production Imaging Systems	
(3)	Savin MP 402spf Imaging Systems	
(12)	Savin SP C440DN Color Laser Printers	



Upgraded Copier/Printer Fleet Projected Expenditures

New Lease Payment:	\$9,150.00
Cost Per Page B/W Copies – on B/W Copiers (116,000 x .0049):	\$568.40
Cost Per Page B/W Copies – on Color Copiers (60,000 x .0068):	\$408.00
Cost Per Page Color Copies (68,482 x .049):	\$3,355.62
Cost Per Page B/W Prints (52,849 x .012):	\$634.19
Cost Per Page Color Prints (8,985 x .069):	\$619.97
Total Upgrade Average Monthly Expenditures:	\$14,736.18
Avg. Monthly Savings with Upgrade: (\$18,270.34 - \$14,736.18)	\$3,534.16
Avg. Annual Savings with Upgrade:	\$42,409.92

General Personnel

5:180 Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The Board of Education's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of their gross salary.

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes an employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant if the examination is job-related and consistent with business necessity.

LEGAL REF.:

[42 U.S.C. §12101](#) *et seq.*, Americans with Disabilities Act.

[105 ILCS 5/10-22.4](#), [5/24-12](#), and [5/24-13](#).

Elder v. School Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

School District No. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

General Personnel

5:185 Family and Medical Leave

Please refer to the applicable collective bargaining agreement.

For employees not covered by a current applicable bargaining agreement:

Leave Description

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act. The U.S. Department of Labor's rules (federal rules) implementing FMLA, as they may be amended from time to time, control FMLA leave.

An eligible employee may take FMLA leave for up to a combined total of 12 weeks each 12-month period, measured forward from the date of your first FMLA leave usage.

During a single 12-month period, an eligible employee's FMLA leave entitlement may be extended to a total of 26 weeks of unpaid leave to care for a covered servicemember (defined in the federal rules) with a serious injury or illness. The "single 12-month period" is measured forward from the date the employee's first FMLA leave to care for the covered servicemember begins.

While FMLA leave is normally unpaid, the District will substitute an employee's accrued compensatory time-off and/or paid leave for unpaid FMLA leave, provided such leave is available for use in accordance with Board policies and rules. In addition, all policies and rules regarding the use of paid leave apply when paid leave is substituted for unpaid FMLA leave. Any substitution of paid leave for unpaid FMLA leave will count against the employee's FMLA leave entitlement. Use of FMLA leave shall not preclude the use of other applicable unpaid leave that will extend the employee's leave beyond 12 weeks, provided that the use of FMLA leave shall not serve to extend such other unpaid leave. Any full workweek period during which the employee would not have been required to work, including summer break, winter break and spring break, is not counted against the employee's FMLA leave entitlement.

FMLA leave is available in one or more of the following instances:

1. The birth and first-year care of a son or daughter.
2. The adoption or foster placement of a son or daughter, including absences from work that are necessary for the adoption or foster care to proceed and expiring at the end of the 12-month period beginning on the placement date.
3. The serious health condition of an employee's spouse, child, or parent.
4. The employee's own serious health condition that makes the employee unable to perform the functions of his or her job.
5. The existence of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or has been notified of an impending call or order to active duty, as provided in federal rules.
6. To care for the employee's spouse, child, parent, or next of kin who is a covered servicemember with a serious injury or illness, as provided by federal rules.

If spouses are employed by the District, they may together take only 12-weeks for FMLA leaves when the reason for the leave is 1 or 2, above, or to care for a parent with a serious health condition, or a combined total of 26 weeks for item 6 above.

An employee may be permitted to work on an intermittent or reduced-leave schedule in accordance with federal rules.

Eligibility

To be eligible for FMLA leave, an employee must be employed at a worksite where at least 50 employees are employed within 75 miles. In addition, one of the following provisions must describe the employee:

1. The employee has been employed by the District for at least 12 months and has been employed for at least 1,000 hours of service during the 12-month period immediately before the beginning of the leave. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than seven years before the date of the most recent hiring, except when the service break is due to fulfillment of a covered service obligation under the employee's Uniformed Services Employment and Reemployment

Rights Act (USERRA), [38 U.S.C. 4301](#), *et seq.*, or when a written agreement exists concerning the District's intention to rehire the employee.

2. The employee is a full-time classroom teacher.

Requesting Leave

If the need for the FMLA leave is foreseeable, an employee must provide the Superintendent or designee with at least 30 days' advance notice before the leave is to begin. If 30 days' advance notice is not practicable, the notice must be given as soon as practicable. The employee shall make a reasonable effort to schedule a planned medical treatment so as not to disrupt the District's operations, subject to the approval of the health care provider administering the treatment. The employee shall provide at least verbal notice sufficient to make the Superintendent or designee aware that he or she needs FMLA leave, and the anticipated timing and duration of the leave. Failure to give the required notice for a foreseeable leave may result in a delay in granting the requested leave until at least 30 days after the date the employee provides notice.

Certification

Within 15 calendar days after the Superintendent or designee makes a request for certification for a FMLA leave, an employee must provide one of the following:

1. When the leave is to care for the employee's covered family member with a serious health condition, the employee must provide a complete and sufficient certificate signed by the family member's health care provider.
2. When the leave is due to the employee's own serious health condition, the employee must provide a complete and sufficient certificate signed by the employee's health care provider.
3. When the leave is to care for a covered servicemember with a serious illness or injury, the employee must provide a complete and sufficient certificate signed by an authorized health care provider for the covered servicemember.
4. When the leave is because of a qualified exigency, the employee must provide: (a) a copy of the covered military member's active duty orders or other documentation issued by the military indicating that the military member is on active duty or call to active duty status, and the dates of

the covered military member's active duty service, and (b) a statement or description, signed by the employee, of appropriate facts regarding the qualifying exigency for which FMLA leave is requested.

The District may require an employee to obtain a second and third opinion at its expense when it has reason to doubt the validity of a medical certification.

The District may require recertification at reasonable intervals, but not more often than once every 30 days. Regardless of the length of time since the last request, the District may request recertification when the, (1) employee requests a leave extension, (2) circumstances described by the original certification change significantly, or (3) District receives information that casts doubt upon the continuing validity of the original certification.

Recertification is at the employee's expense and must be provided to the District within 15 calendar days after the request. The District may request recertification every six months in connection with any absence by an employee needing an intermittent or reduced schedule leave for conditions with a duration in excess of six months.

Failure to furnish a complete and sufficient certification on forms provided by the District may result in a denial of the leave request.

Continuation of Health Benefits

During FMLA leave, employees are entitled to continuation of health benefits that would have been provided if they were working. Any share of health plan premiums being paid by the employee before taking the leave, must continue to be paid by the employee during the FMLA leave. A District's obligation to maintain health insurance coverage ceases if an employee's premium payment is more than 30 days late and the District notifies the employee at least 15 days before coverage will cease.

Changed Circumstances and Intent to Return

An employee must provide the Superintendent or designee reasonable notice of changed circumstances (i.e., within two business days if the changed circumstances are foreseeable) that will alter the duration of the FMLA leave. The Superintendent or designee, taking into consideration all of the relevant facts and circumstances related to an individual's leave situation, may ask an employee who has been on FMLA leave for eight consecutive weeks whether he or she intends to return to work.

Return to Work

If returning from FMLA leave occasioned by the employee's own serious health condition, the employee is required to obtain and present certification from the employee's health care provider that he or she is able to resume work.

An employee returning from FMLA leave will be given an equivalent position to his or her position before the leave, subject to: (1) permissible limitations the District may impose as provided in the FMLA or implementing regulations, and (2) the District's reassignment policies and practices.

Classroom teachers may be required to wait to return to work until the next semester in certain situations as provided by the FMLA regulations.

Implementation

The Superintendent or designee shall ensure that: (1) all required notices and responses to leave requests are provided to employees in accordance with the FMLA; and (2) this policy is implemented in accordance with the FMLA. In the event of a conflict between the policy and the FMLA or its regulations, the latter shall control. The terms used in this policy shall be defined as in the FMLA regulations.

LEGAL REF.:

[29 U.S.C. §2601](#) *et seq.*, Family and Medical Leave Act; [29 C.F.R. Part 825](#).

[105 ILCS 5/24-6.4](#).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:250 (Leaves of Absence), 5:310 (Compensatory Time-Off), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Professional Personnel

5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:
 - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
 - b. Provide the District Office with a complete transcript of credits earned in institutions of higher education Provide the District Office with a complete transcript of credits earned in institutions of higher education.
 - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.
 - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

[20 U.S.C. §6312](#)(e)(1)(A).

[34 C.F.R §200.55](#), [56](#), [57](#), and [61](#).

[105 ILCS 5/10-20.15](#), [5/21B-15](#), [5/21B-20](#), [5/21B-25](#), and [5/24-23](#).

[23 Ill.Admin.Code §1.610](#) *et seq.*, [§1.705](#) *et seq.*, and [Part 25](#).

CROSS REF.: 6:170 (Title I Programs)

COMMUNITY RELATIONS

8:90 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parents/guardians of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board of Education's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supercede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

Document Status: Review and Monitoring

COMMUNITY RELATIONS

8:95 Parental Involvement

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall develop administrative procedures to: [PRESSPlus1](#)

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the Board on the implementation of this policy.

CROSS REF.: 6:170 (Title I Programs), 6:250 (Community Resource Persons and Volunteers), 8:10 (Connection with the Community), 8:90 (Parent Organizations)

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at

PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

COMMUNITY RELATIONS

8:110 Public Suggestions and Concerns

The Board of Education is interested in receiving suggestions and concerns from members of the community. Any individual may make a suggestion or express a concern by contacting any District or School office. Community members who e-mail the District or any District employee or board member are expected to abide by the standards in Board policy 6:235, *Access to Electronic Networks*, and should, to the extent possible, limit their communications to relevant individuals. All suggestions and/or concerns will be referred to the appropriate level staff member or District administrator who is most able to respond in a timely manner. Each concern or suggestion shall be considered on its merit.

An individual who is not satisfied may file a grievance under Board policy 2:260, *Uniform Grievance Procedure*. The Board encourages, but does not require, individuals to follow the channels of authority prior to filing a grievance. Neither this policy nor the *Uniform Grievance Procedure* create an independent right to a hearing before the Board.

Also please refer to the applicable collective bargaining agreement.

LEGAL REF.:

[115 ILCS 5/14](#)(c-5), Ill. Educational Labor Relations Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 2:260 (Uniform Grievance Procedure), 3:30 (Chain of Command), 6:235 (Access to Electronic Networks), 6:260 (Complaints About Curriculum, Instructional Materials and Programs), 8:10 (Connection with the Community)



Gurnee School District 56

2024-2025 School Calendar

Board Approved
4/24/24



July 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 - Winter Break - No School
20 - M.L. King's Birthday - No School
31 - Early Release Schedule #1

19 & 20 - Teacher Institute Days - No School

August 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

14 - Teacher Institute Day - No School
17 - Presidents' Day - No School
21 - End of 2nd Trimester

2 - Labor Day - No School
20 - Early Release Schedule #1

September 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2025						
S	M	T	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3 - Parent/Teacher Conf. - No School
24-28 - Spring Break - No School

3 - Rosh Hashanah- No School
14 - Indigenous Peoples' Day - No School

October 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

18 - No School

5 - Election Day - No School
8 - End of 1st Trimester
25 - Parent/Teacher Conf. - No School
26 - No Student Attendance Day
27-29 Thanksgiving Holiday - No School

November 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

16 - Teacher Institute Day - No School
26 - Memorial Day - No School
29 - End of 3rd Trimester
30 - Early Release Schedule #2

23-31 - Winter Break - No School

December 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2-3 - Early Release Schedule #2
4-10 - Proposed Emergency Days
19 - Juneteenth

SCHOOL HOURS

Spaulding 8:45 - 3:20
River Trail 7:35 - 2:25
Prairie Trail 8:35 - 3:25
Viking 7:35 - 2:25

New for 2024-2025

1 hour late start for all schools
every Wednesday except on:
August 21 - First Day of School

Schedule #1 (No EC/EL)

Release Times:
Spaulding - 11:45
River Trail - 10:35
Prairie Trail - 11:35
Viking - 10:35

Schedule #2

Release Times:
Spaulding - 2:20
River Trail - 1:25
Prairie Trail - 2:25
Viking - 1:25

ATTENDANCE LINES

Spaulding 249-7165
River Trail 336-5652
Prairie Trail 249-7166
Viking 263-4000

Document Status: Draft Update

BOARD OF EDUCATION

2:40 Board Member Qualifications

A Board of Education member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office, ~~and~~ certain types of State or federal employment, ~~and~~ conviction of an infamous crime. [PRESSPlus1](#) A child sex offender, as defined in State law, is ineligible for Board membership.

LEGAL REF.:

Ill. Constitution, Art. ~~II~~², ~~§~~¹ 1; Art. ~~IV~~⁴, ~~§~~² 2(e); Art. ~~VI~~⁶, ~~§~~¹³ 13(b).

[105 ILCS 5/10-3](#) and [5/10-10](#).

CROSS REF.: 2:30 (~~Board of Education~~ School District Elections), 2:70 (Vacancies on the Board of Education- Filling Vacancies)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. Individuals who have been or are convicted of an infamous crime are ineligible for board membership. 105 ILCS 5/10-11. Examples of an infamous crime include, not are not limited to, any felony, bribery, and perjury. Consult with the board attorney regarding other possible infamous crimes. **Issue 114, March 2024**

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the [State Constitution](#), State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101 et seq.](#)
2. Title IX of the Education Amendments of 1972, [20 U.S.C. §1681 et seq.](#), excluding Title IX sexual harassment complaints governed by [Board policy 2:265, Title IX ~~Sexual Harassment~~ \[PRESSPlus1\]\(#\) Grievance Procedure](#)
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)
4. [Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. \(see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*\) \[PRESSPlus2\]\(#\)](#)
5. [Equal Employment Opportunities Act \(Title VII of the Civil Rights Act of 1964\), 42 U.S.C. §2000e et seq. \(see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin\)](#)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under [Board policy 2:265, Title IX ~~Sexual Harassment~~ Grievance Procedure](#))
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children

10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff](#) *et seq.*
16. Employee Credit Privacy Act, [820 ILCS 70/](#)

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed under this policy shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint

Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years or age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. . All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board of Education by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board of Education.

Within 30 school business days after an appeal of the Superintendent's decision, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days after the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, ~~one of~~ each of a different gender. The District’s Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers. The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District’s Nondiscrimination Coordinator and Complaint Managers on an annual basis.

Nondiscrimination Coordinator:

Rachel Solomon

3706 Florida Ave., Gurnee, IL 60031

rsolomon@d56.org

847-336-0800

Complaint Managers:

Rachel Solomon

Dr. Luis Correa

3706 Florida Ave., Gurnee, IL 60031

3706 Florida Ave., Gurnee, IL 60031

rsolomon@d56.org

lc Correa@d56.org

847-336-0800

847-336-0800

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1232g](#), Family Education Rights Privacy Act.

[20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.

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

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.

[29 U.S.C. §2612](#), Family and Medical Leave Act.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act [of 1964](#).

42 U.S.C. §2000e *et seq.*, [Equal Employment Opportunities Act](#) (Title VII of the Civil Rights Act [of 1964](#)).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act.

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

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69 5/10-20.75 [\(final citation pending\)](#), 5/10-22.5, 5/22-19, [5/22-95 \(final citation pending\)](#), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.

[5 ILCS 415/10](#)(a)(2), Government Severance Pay Act.

[5 ILCS 430/70-5](#)(a), State Officials and Employees Ethics Act.

[410 ILCS 513/](#), Ill. Genetic Information Privacy Act.

[740 ILCS 174/](#), Whistleblower Act.

[740 ILCS 175/](#), Ill. False Claims Act.

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

[820 ILCS 180/](#), Victims' Economic Security and Safety Act; [56 Ill.Admin.Code Part 280](#).

[820 ILCS 112/](#), Equal Pay Act of 2003.

[820 ILCS 70/](#), Employee Credit Privacy Act, [70/10\(b\)](#), and [70/25](#).

[23 Ill.Admin.Code §§1.240](#), [200.40](#), [226.50](#), and [226.570](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX [Sexual Harassment Grievance Procedure](#)), [2:270 \(Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited\)](#), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

PRESSPlus Comments

PRESSPlus 1. Updated to incorporate the title change to 2:265, *Title IX Sexual Harassment Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to have an internal process for the filing of complaints regarding discrimination and harassment based on race, color, and national origin. Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, utilizes this policy as an internal complaint process. See also sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com, which includes additional procedures to be followed when responding to complaints of discrimination and harassment on the basis of race, color, and national origin. **Issue 114, March 2024**

Document Status: Draft Update

BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

Title has been updated. Original Title: Title IX Sexual Harassment Grievance Procedure

Sexual harassment^{[PRESSPlus1](#)} affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations ([34 C.F.R. Part 106](#)) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in [20 U.S.C. §1092\(f\)\(6\)\(A\)\(v\)](#), *dating violence* as defined in [34 U.S.C. §12291\(a\)\(11\)](#), *domestic violence* as defined in [34 U.S.C. §12291\(a\)\(12\)](#), or *stalking* as defined in [34 U.S.C. §12291\(a\)\(36\)](#).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from [34 C.F.R. §106.30](#)

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff pursuant to policy 5:100, *Staff Development Program*, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians,

employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

Rachel Solomon

3706 Florida Avenue, Gurnee, IL 60031

rsolomon@d56.org

847-336-0800

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review

Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with [34 C.F.R. §106.45](#). The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with [34 C.F.R. §106.45](#) before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an

investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.

4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with

student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

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

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

PRESSPlus Comments

PRESSPlus 1. The policy title only is changed to delete the term *sexual harassment* in anticipation of Title IX rulemaking. The U.S. Department of

Education is expected to release final Title IX regulations within the next few months. It is expected that the scope of the updated regulations will be expanded to apply to all sex discrimination allegations, not merely to allegations of sexual harassment (as current regulations do). **Issue 114, March 2024**

Students

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited¹

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to have a written policy (or policies) that prohibit discrimination and harassment based on race, color, and national origin, as well as retaliation. The policy must contain the following: (1) descriptions of various forms of discrimination and harassment based on race, color, and national origin, including examples; (2) the district's internal process for filing a complaint regarding a violation of the policy; (3) an overview of the district's prevention and response program that includes procedures for responding to complaints of discrimination and harassment based on race, color, and national origin and retaliation; (4) potential remedies for a violation of the policy; (5) a prohibition on retaliation for making a complaint or participating in the complaint process; (6) the legal recourse available to the Ill. Dept. of Human Rights (IDHR) and federal agencies if a district fails to take corrective action; and (7) directions on how to contact IDHR. *Id.* at (b)(1). Discrimination and harassment based on race, color, and national origin are also covered more generally as protected categories in sample policies 5:10, *Equal Employment Opportunity and Minority Recruitment*, 5:20, *Workplace Harassment Prohibited*, 7:10, *Equal Educational Opportunities*, and 7:20, *Harassment of Students Prohibited*.

Two laws apply to discrimination of students based on race, color, and national origin. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin in any educational program or activity receiving federal financial assistance. 42 U.S.C. §2000d. The IHRA prohibits any district employee from harassing a student based on certain actual or perceived protected categories, including race, color, and national origin, and it requires schools to take appropriate corrective action to stop harassment if the school knows an employee or agent is engaged (or has engaged) in harassment. 775 ILCS 5/5A-101(F) and 5/5A-102(C)-(D), added by P.A. 103-472, eff. 8-1-24. The IHRA defines "harassment in elementary secondary, or higher education," in relevant part, as any unwelcome conduct by a school employee toward a student on the basis of a student's actual or perceived race, color, or national origin "that has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment." 775 ILCS 5/5A-101(F), added by P.A. 103-472, eff. 8-1-24. The *educational environment* "includes conduct that occurs at school, school-related activities, or events, and may include conduct that occurs off school grounds, subject to applicable State and federal law. *Id.* at (G). See sample policy 7:190, *Student Behavior*, at f/n 3, for a discussion about the ability of schools to discipline for off-campus conduct and consult the board attorney for advice in specific cases.

For a discussion of laws that prohibit discrimination in the employment context, including harassment based on race, color, and national origin, see sample policies 5:10, *Equal Employment Opportunity and Minority Recruitment*, and 5:20, *Workplace Harassment Prohibited*, at f/n 1.

Districts are also required to train all employees on discrimination and harassment based on race, color, and national origin using a free model training program developed by the Ill. Dept. of Human Rights. See sample policy 5:100, *Staff Development Program*, and sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, for more detail on the training requirements.

Examples of Prohibited Conduct ²

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process ³

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

Any District employee who receives a report or complaint of discrimination or harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of discrimination or harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure. ⁴

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights.⁵ To contact IDHR, go to:

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

² Required by 105 ILCS 5/22-95(b)(1)(A) (final citation pending), added by P.A. 103-472, eff. 8-1-24. The examples of discrimination and harassment under this subhead are based on definitions provided by the U.S. Dept. of Education's Office for Civil Rights, see www2.ed.gov/about/offices/list/ocr/frontpage/faq/race-origin.html#raceharl and www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-shared-ancestry-202301.pdf, and the U.S. Equal Opportunity Employment Commission, see www.eeoc.gov/racecolor-discrimination.

³ Required by 105 ILCS 5/22-95(b)(1)(B) (final citation pending), added by P.A. 103-472, eff. 8-1-24.

⁴ Required by Id. at (b). The U.S. Supreme Court case of *National Labor Relations Board v. Weingarten*, 420 U.S. 251 (1975), established the right of unionized employees to request and have union representation at investigatory interviews if the employee reasonably believes discipline may result.

⁵ Required by 105 ILCS 5/22-95(b)(1)(F).

<https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield). ⁶

Prevention and Response Program ⁷

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website.⁸ The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff.⁹ The Superintendent shall annually inform students and their parents/guardians

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁶ Required by Id. at (b)(1)(G).

⁷ Required by Id. at (b)(1)(C). Items 1-6 must be addressed in a district's procedures for responding to complaints of discrimination and harassment based on race, color, and national origin. Id. at (c). See sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*.

⁸ 105 ILCS 5/22-95(b)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to post this policy in their website if one exists. If a district does not maintain a website, delete this sentence.

⁹ Id. at (b)(2) requires this policy to be "posted in a prominent and accessible location and distributed in such a manner as to ensure notice of the policy to all employees." A district website or staff intranet site qualifies as a prominent and accessible location under 105 ILCS 5/22-95(b)(2) (final citation pending), added by P.A. 103-472, eff. 8-1-24. If a district does not maintain a website and/or staff intranet, delete ~~District website~~ and/or ~~staff intranet site~~ from this sentence, as applicable.

of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s). ¹⁰

Enforcement ¹¹

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited ¹²

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁰ Id. at (b)(3) requires a district to publish the policy on its website, if one exists, and in a student handbook. If the district does not maintain a website, delete ~~posting it on the District's website and~~ from the sentence. The law also requires a district to annually distribute a "summary of the policy in accessible, age-appropriate language" to students and parents/guardians. The summary may, but does not have to be, included in a student handbook to satisfy the annual distribution requirement. For ease of administration, this sample policy refers to inclusion in the student handbook(s). Districts may find it cumbersome to include both the policy and an age-appropriate summary of the same policy in a handbook. Consult the board attorney for guidance if the district would like to include a hyperlink to the policy, rather than the full text of the policy in the handbook. The Ill. Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

¹¹ Required by Id. at (b)(1)(D).

¹² Required by Id. at (b)(1)(E).

LEGAL REF.: 42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
105 ILCS 5/22-95 (final citation pending).
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

OPERATIONAL SERVICES

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed health and safety education curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities, through policy 6:60, *Curriculum Content*;
 - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-

student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and

- c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
3. Provide information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:
 - a. Assistance, referral, or resource information, including how to recognize grooming behaviors, appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and how to prevent child sexual abuse from happening;
 - b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
 - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
 4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.

LEGAL REF.:

[105 ILCS 5/10-23.13](#), [5/22-85.5](#), [5/27-9.1a](#), and [5/27-13.2](#).

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

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

[720 ILCS 5/11-25](#), Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

Document Status: Draft Update

OPERATIONAL SERVICES

4:190 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self. [PRESSPlus1](#)
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self. [PRESSPlus2](#)
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of

a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-21.7](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/24-24](#), and [5/27-23.7](#).

[105 ILCS 128/](#), School Safety Drill Act.

[745 ILCS 10/](#), Local Governmental and Governmental Employees Tort Immunity Act.

[29 Ill.Admin.Code Part 1500](#).

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

PRESSPlus Comments

PRESSPlus 1. Updated in response to *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf.

In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train staff and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and*

Threat Assessment Education, requires all district staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self. Sample administrative procedures and exhibits can be accessed at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 2. In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train parents/guardians and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, encourages parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self. **Issue 114, March 2024**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, gender identity, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager ~~for the~~ under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. [PRESSPlus1](#) These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager ~~for the~~ under Board policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

Rachel Solomon

3706 Florida Ave., Gurnee, IL 60031

rsolomon@d56.org

847-336-0800

Complaint Managers:

Ms. Rachel Solomon

Dr. Luis Correa

3706 Florida Ave., Gurnee,
IL 60031

3706 Florida Ave., Gurnee, IL 60031

rsolomon@d56.org

lc Correa@d56.org

847-336-0800

847-336-0800

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights

based on a protected status without evidence of past discrimination.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

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

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §218d](#), Fair Labor Standards Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

~~[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.~~

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act.

[42 U.S.C. §2000e](#)(k), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[III. Constitution, Art. I](#), §§17, 18, and 19.

[105 ILCS 5/10-20.7](#), [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), [5/22-19](#), [5/24-4](#), [5/24-4.1](#), and [5/24-7](#).

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104](#)(D) and [5/6-101](#), Ill. Human Rights Act.

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

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX **Sexual Harassment** Grievance Procedure), [2:270 \(Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited\)](#), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, gender identity, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; [PRESSPlus1](#) 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting

such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees* (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Rachel Solomon

3706 Florida Ave., Gurnee, IL 60031

rsolomon@d56.org

847-336-0800

Complaint Managers:

Ms. Rachel Solomon

3706 Florida Ave., Gurnee, IL 60031

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Dr. Luis Correa

3706 Florida Ave., Gurnee, IL 60031

lc Correa@d56.org

847-336-0800

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly forward a report or complaint may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Sexual Harassment Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to [Board](#) policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under [Board](#) policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or [Board](#) policy 2:260, *Uniform Grievance Procedure*.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/[guardian](#), invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee may be up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies [2:260](#), *Uniform Grievance Procedure*, [2:265](#), *Title IX Grievance Procedure*, and [2:270](#), *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act ([775 ILCS 5/](#)).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks.

LEGAL REF.:

[42 U.S.C. §2000e](#) et seq., Title VII of the Civil Rights Act of 1964; [29 C.F.R. §1604.11](#).

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

[5 ILCS 430/70-5](#)(a), State Officials and Employees Ethics Act.

[775 ILCS 5/2-101](#)(E) and (E-1), [5/2-102](#)(A), (A-10), (D-5), [5/2-102](#)(E-5), [5/2-109](#), [5/5-102](#), and [5/5-102.2](#), Ill. Human Rights Act.

[56 Ill. Admin.Code Parts 2500](#), [2510](#), [5210](#), and [5220](#).

[Vance v. Ball State Univ.](#), 570 U.S. 421 (2013).

[Crawford v. Metro. Gov't of Nashville & Davidson Cnty.](#), 555 U.S. 271 (2009).

[Jackson v. Birmingham Bd. of Educ.](#), 544 U.S. 167 (2005).

[Oncale v. Sundowner Offshore Servs.](#), 523 U.S. 75 (1998).

[Burlington Indus. v. Ellerth](#), 524 U.S. 742 (1998).

[Faragher v. City of Boca Raton](#), 524 U.S. 775 (1998).

[*Harris v. Forklift Systems*](#), 510 U.S. 17 (1993).

[*Franklin v. Gwinnett Co. Public Schools*](#), 503 U.S. 60 (1992).

[*Meritor Savings Bank v. Vinson*](#), 477 U.S. 57 (1986).

Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. The policy is also updated to incorporate the title change to 2:265, *Title IX Sexual Harassment-Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

Document Status: Draft Update - Rewritten

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. [PRESSPlus1](#) The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

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

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), [PRESSPlus2](#) and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on: [PRESSPlus3](#)

1. Health conditions of students, including but not limited to training on:
 - a. Chronic health conditions of students;
 - b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting; [PRESSPlus4](#)
 - d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable. [PRESSPlus5](#)
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;

- c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
 7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
 8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following: [PRESSPlus6](#)

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for

a three-year period.

3. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
4. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
5. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
6. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
7. For all District staff, annual sexual harassment prevention training.
8. Title IX requirements for training as follows (see Board policy 2:265, *Title IX Grievance Procedure*):
 - a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
 - b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
 - c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 - d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of

new employee training and at least once every two years. [PRESSPlus7](#)

11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it. [PRESSPlus8](#)

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*. [Q1](#)

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

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

105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, and 5/24-5.

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 145/25, Care of Students with Diabetes Act

105 ILCS 150/25, Seizure Smart School Act.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/4, Abused and Neglected Child Reporting Act.

745 ILCS 49/, Good Samaritan Act.

775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.

77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165

(Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Questions and Answers:

***Required Question 1. For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that restates 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800:

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

Persons performing CPR are generally exempt from civil liability if they are trained in CPR (745 ILCS 49/10); persons performing automated external defibrillation are generally exempt from civil liability if they were trained and acted according to the standards of the American Heart Association (745 ILCS 49/12).

Would the board like to add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800?

☐ No. (Default)

o Yes. (IASB will add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800.)

PRESSPlus Comments

PRESSPlus 1. This policy is rewritten due to Public Act 103-542, which significantly streamlines school in-service training requirements into eight categories. Though P.A. 103-542 was to be effective on 1-1-24, most of its changes become operative on 7-1-24. As a result, legislative action during Veto Session amended the effective date of P.A. 103-542 to 7-1-24. For more information, see the footnotes of sample policy 5:100, *Staff Development Program*, available at PRESS Online by logging in at www.iasb.com.

This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 114, March 2024**

PRESSPlus 2. Sexual misconduct under Faith's Law is defined in 105 ILCS 5/22-85.5(c), added by P.A. 102-676. **Issue 114, March 2024**

PRESSPlus 3. This list of in-service trainings is required by State law but only numbers 4, 5(d), and 7 are required to be specified in board policy. **Issue 114, March 2024**

PRESSPlus 4. Consult the board attorney about whether:

1. All asthma action plans should require immediate 911 calls based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
2. The duties and responsibilities of the district when it asks for but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know

based upon Stewart, above.

Issue 114, March 2024

PRESSPlus 5. From 6-30-23 through 7-1-24, 105 ILCS 5/10-22.39(g), added by P.A. 103-128, requires that at least once every two years, all District personnel be trained on methods to respond to trauma, including instruction on how to respond to an incident involving life-threatening bleeding and, if applicable, how to use a school's trauma kit. See 105 ILCS 5/10-20.85, added by P.A. 103-128, for a definition of *trauma kit*. To avoid confusion between trauma related to life-threatening bleeding and trauma as defined in 105 ILCS 5/3-11(b), added by P.A. 103-413, this policy uses the phrase *trauma bleeding control kit* instead of *trauma kit*.

Beginning with the 2024-25 school year, training on life-threatening bleeding must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on life-threatening bleeding must be completed within six months of employment and renewed at least once every five years thereafter. 105 ILCS 5/10-22.39(b-5)(7), added by P.A. 103-542, eff. 7-1-24. **Issue 114, March 2024**

PRESSPlus 6. Optional. These in-services and/or trainings are required by State and/or federal law but are not required to be specified in board policy. Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other sample policies and procedures. **Issue 114, March 2024**

PRESSPlus 7. Updated in response to 775 ILCS 5/5A-103(c), added by P.A. 103-472, eff. 8-1-24. For training requirement details, see sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 8. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504. **Issue 114,**

March 2024

General Personnel

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.

The Superintendent or designee shall identify employee conduct standards that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:
 - a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:
 - a. Violates expectations and guidelines for employee-student boundaries.
 - b. Sexually harasses a student.
 - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act ([325 ILCS 5/](#)), Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), or the Elementary and Secondary Education Act ([20 U.S.C. § 7926](#)).
 - d. Engages in *grooming* as defined in [720 ILCS 5/11-25](#).
 - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:

- i. A sexual or romantic invitation.
- ii. Dating or soliciting a date.
- iii. Engaging in sexualized or romantic dialog.
- iv. Making sexually suggestive comments that are directed toward or with a student.
- v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with [105 ILCS 5/22-5](#), "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) ([30 ILCS 708/](#)) when the employee has a real or apparent conflict of interest. A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee's immediate family;
2. An employee's partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.:

[U.S. Constitution, First Amendment.](#)

[2 C.F.R. §200.318\(c\)\(1\).](#)

[5 ILCS 420/4A-101](#), Ill. Governmental Ethics Act.

[5 ILCS 430/](#), State Officials and Employee Ethics Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 135/](#), Local Governmental Employees Political Rights Act.

[105 ILCS 5/10-22.39](#), [5/10-23.13](#), [5/22-5](#), [5/22-85.5](#), and [5/22-93](#).

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

[720 ILCS 5/11-25](#), Criminal Code of 2012.

[775 ILCS 5/5A-102](#), Ill. Human Rights Act.

[23 Ill.Admin.Code Part 22](#), Code of Ethics for Ill. Educators.

[*Pickering v. Board of Township H.S. Dist. 205*](#), 391 U.S. 563 (1968).

[*Garcetti v. Ceballos*](#), 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 7:20 (Harassment of Students Prohibited)

Document Status: Draft Update

Educational Support Personnel

5:300 Schedules and Employment Year

The Superintendent or designee shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board policy, and applicable agreements and shall:

1. Establish a work schedule, including breaks, as required by building or District needs, workload, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

Breaks

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday. The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.:

~~Fair Labor Standards Act~~, 29 U.S.C. §§207 ~~et seq~~ and 218d, Fair Labor Standards Act, [PRESSPlus1](#)

[105 ILCS 5/10-20.14a](#), [5/10-22.34](#), and [5/10-23.5](#).

[740 ILCS 137/](#), Right to Breastfeed Act.

[820 ILCS 105/](#), Minimum Wage Law.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment),
5:35 (Compliance with the Fair Labor Standards Act)

~~ADOPTED: May 24, 2017~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 114, March 2024**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using the Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. [PRESSPlus1](#)

Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity.

Any student may file a sex equity complaint by using the Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of the School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of the School Code).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

LEGAL REF.:

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

29 U.S.C. §791 *et seq.*, Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

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

[Good News Club v. Milford Central Sch.](#), 533 U.S. 98 (2001).

[III. Constitution, Art. I](#), §18.

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), and [5/27-1](#).

[775 ILCS 5/1-101](#) *et seq.*, Illinois Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX [Sexual Harassment](#) Grievance Procedure), [2:270 \(Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited\)](#), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), [7:330 \(Student Use of Buildings - Equal Access\)](#), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth); gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status;[PRESSPlus1](#) association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265,[PRESSPlus2](#) *Title IX Sexual Harassment Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building

Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student’s same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District’s current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District’s Title IX Coordinator.

Nondiscrimination Coordinator:

Rachel Solomon
3706 Florida Ave., Gurnee, IL 60031
rsolomon@d56.org
847-336-0800

Complaint Managers:

Rachel Solomon
3706 Florida Ave., Gurnee, IL 60031
rsolomon@d56.org
847-336-0800

Dr. Luis Correa
3706 Florida Ave., Gurnee, IL 60031
lc Correa@d56.org
847-336-0800

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

- 1. For students, age-appropriate information about the contents of this policy in the District’s student handbook(s), on the District’s website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
- 2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. [PRESSPlus3](#)

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Sexual Harassment Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also

be processed under Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, ~~and~~ 2:265, *Title IX Sexual Harassment Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

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

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/27-1](#), and [5/27-23.7](#).

[775 ILCS 5/1-101](#) et seq., Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities); 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to the title change to 2:265, *Title IX Sexual Harassment Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, [PRESSPlus1](#) pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only in cases in which when a school administrator or teacher receives a report that bullying through this means

has occurred ~~and~~; it does not require ~~a district or school to~~ staff ~~or members to~~ monitor any nonschool-related activity, function, or program.

Definitions from [105 ILCS 5/27-23.7](#)

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*.

Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the III. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; ~~each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.~~

1. Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).

Students are encouraged to immediately report bullying. A report may be

made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

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4. Consistent with federal and State laws and rules governing student privacy rights, ~~the Superintendent or designee shall promptly inform~~ parent(s)/guardian(s) of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. ~~and discuss, a~~ As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period. [PRESSPlus2](#)
5. The Superintendent or designee shall promptly investigate and address

reports of bullying, by, among other things:

- a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of thea bullying incident ~~of bullying~~ was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident ~~of bullying~~.
- b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- c. Notifying the Building Principal or school administrator or designee of the ~~report of the~~reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents ~~and~~ /guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building P principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported ~~act~~incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, ~~which~~that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b)

for purposes of determining any consequences or other appropriate remedial actions.

9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The District's bullying prevention plan must be consistent with other Board policies.

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

[405 ILCS 49/](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240](#), [1.280](#), and [1.295](#).

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX [Sexual Harassment](#) Grievance Procedure), [2:270 \(Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited\)](#), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. The bases are also re-ordered to align with the order they are listed within the Ill. State Board of Education (ISBE) Model Bullying Prevention Policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf).

Additionally, 105 ILCS 5/27-23.7(f), added by P.A. 103-47, requires districts to collect non-identifiable data regarding verified allegations of bullying within the

District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE must adopt rules for data submission that include but are not limited to: (1) a record of each verified allegation of bullying and action taken; and (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/27-23.7(a) and, if so, lists the relevant characteristics. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, requiring notification within 24 hours to the parents/guardians of students involved in bullying incidents. **Issue 114, March 2024**

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of

bullying.

- e. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
 3. Incorporates age-appropriate instruction in grades 7 through 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
 4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
 5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

[105 ILCS 110/3.10.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20

(Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Board Policy Discussion Notes
March 2024 Press Plus Issue 114 1st Reading

<u>Policy Number</u>	<u>Title</u>	<u>Reason</u>
<u>Policy Changes</u>		
2:40	Board Member Qualifications	The policy is updated for continuous improvement. The Cross References and footnotes are updated in response to a five-year review.
2:260	Uniform Grievance Procedure	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8_1_24, requiring a district to have an internal process for the filing of complaints regarding discrimination and harassment based on race, color, and national origin. The policy and footnotes are also updated to incorporate the title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i> , in anticipation of Title IX rulemaking, and for continuous improvement. Continuous improvement changes are also made to the Legal References and footnotes. The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , and to incorporate the title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i> .
2:265	Title IX Sexual Harassment Grievance Procedure	RENAMED. The policy title only is changed to delete the term ~~sexual harassment~~ in anticipation of Title IX rulemaking.
2:270	Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited	NEW. The policy is created in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation.
4:165	Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	The policy and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i> , in anticipation of Title IX rulemaking.
4:190	Targeted School Violence Prevention Program	The policy and footnotes are updated in response to <i>Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines</i> , Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf .
5:10	Equal Employment Opportunity and Minority Recruitment	REFORMATTED. The policy, Legal References, Cross References, and Footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , above. The Legal References and footnotes are also updated in response to:

		1. Pregnant Worker Fairness Act, 42 U.S.C. §2000gg <u>et seq.</u>, added by Pub.L. 117-328, the Fair Labor Standards Act; 2. Fair Labor Standards Act (FLSA), 29 U.S.C. §218d, added by Pub.L. 117-328, requiring employers to provide reasonable break time for nursing employees to express breast milk; and 3. Continuous improvement. The footnotes are further updated in response to the Gender Violence Act, 740 ILCS 82/11, added by P.A. 103-202, imposing liability on employers for gender-related violence in the workplace under limited circumstances, and <u>Groff v. DeJoy</u>, 600 U.S. 447 (2023), a U.S. Supreme Court case addressing an employer's obligation to reasonably accommodate an employee's religious practices. The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking.
5:20	Workplace Harassment Prohibited	The policy, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, above, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. The footnotes are updated for continuous improvement.
5:100	Staff Development Program	REWRITTEN. The policy, Legal References, Cross References, Administrative Procedure references, and footnotes are updated. The policy and footnotes are updated in response to: 1. 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 7-1-24, streamlining school staff training requirements into eight distinct categories; 2. 775 ILCS 5/5A-103, added by P.A. 103-472, eff. 8-1-24, requiring all employees be trained on the prevention of discrimination and harassment based on race, color, and national origin; and 3. Subscriber feedback, to include a new default subheading, Additional Training Requirements, listing training required by State and/or federal law that is not required to be specified in policy. Boards that choose not to list these additional trainings may delete this subheading.
Question: For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that restates 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800: “An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.” Persons performing CPR are generally exempt from civil liability if they are trained in CPR (745 ILCS 49/10); persons performing automated external defibrillation are generally exempt from civil liability if they were trained and acted according to the standards of the American Heart Association (745 ILCS 49/12). Would the Board like to add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800?		

° No. (Default)

° Yes. (IASB will add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800.)

5:120	Employee Ethics; Code of Professional Conduct; and Conflict of Interest	The policy, footnotes, and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i> , in anticipation of Title IX rulemaking.
5:300	Schedules and Employment Year	The Legal References, Cross References, and footnotes are updated. The Legal References and footnotes are updated for the reason stated in 5:10-AP, <i>Workplace Accommodations for Nursing Mothers</i> , above. Other continuous improvement updates are made to the footnotes. 5:10, <i>Equal Employment Opportunity and Minority Recruitment</i> , is added to the Cross References.
7:10	Equal Educational Opportunities	The policy, Legal References, Cross References, and footnotes are updated. The policy and footnotes are updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> . The Legal References and footnotes are also updated for continuous improvement, and the footnotes are further updated to incorporate the title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i> . The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , and to incorporate the title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i> , in anticipation of Title IX rulemaking.
7:20	Harassment of Students Prohibited	The policy, Legal References, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , above, and in response to: 1. 105 ILCS 5/27-23.7 amended by P.A. 103-47, adding protected categories to the prohibition on bullying; and 2. Title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i>, in anticipation of Title IX rulemaking. The Legal References are updated for continuous improvement. The footnotes are updated for the same reasons as the policy, to incorporate the title changes to 2:265-E, <i>Title IX ~~Sexual Harassment~~ Glossary of Terms</i> , 2:265-AP1, <i>Title IX ~~Sexual Harassment~~ Response</i> , and 2:265-AP2, <i>Formal Title IX ~~Sexual Harassment~~ Complaint Grievance Process</i> , in anticipation of Title IX rulemaking, and for continuous improvement. New policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , is added to the Cross References.
7:180	Prevention of and Response to Bullying, Intimidation, and Harassment	The policy and footnotes are updated in response to: 1. 105 ILCS 5/27-23.7, amended by P.A. 103-47, to include additional bases for bullying, require data collection by districts, and require notification within 24 hours to the parents/guardians of students involved in bullying incidents; and 2. New policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>. The Cross References are updated to incorporate the title change to 2:265, <i>Title IX ~~Sexual Harassment~~ Grievance Procedure</i> , in anticipation of Title IX rulemaking, and new Policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> .

7:185	Teen Dating Violence Prohibited	The policy and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.

Professional Personnel

5:200 Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

Duty-Free Lunch, School Year and Day, Salary, Transfers, and Evaluation

Please refer to the applicable collective bargaining agreement.

School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in [105 ILCS 5/14-1.09a](#).

Dismissal

The District will follow State law when dismissing a teacher.

LEGAL REF.:

[29 U.S.C. §218\(d\)](#), [Pub. L. 117-328](#), Pump for Nursing Mothers Act.

[42 U.S.C. §2000gg et seq.](#), [Pub. L. 117-328](#), Pregnant Workers Fairness Act.

[105 ILCS 5/10-19](#), [5/10-19.05](#), [5/10-20.65](#), [5/14-1.09a](#), [5/22-95](#), [5/22.4](#), [5/24-16.5](#), [5/24-2](#), [5/24-8](#), [5/24-9](#), [5/24-11](#), [5/24-12](#), [5/24-21](#), [5/24A-1 through 24A-20](#).

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

[23 Ill.Admin.Code Parts 50](#) (Evaluation of Educator Licensed Employees) and [51](#) (Dismissal of Tenured Teachers).

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

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Professional Personnel

5:210 Resignations

Teachers may resign at any time with consent of the Board of Education. No teacher may resign during the school term in order to accept another teaching position without the consent of the Board of Education. A teacher may resign outside of a school term if the teacher provides written notice to the secretary of the Board, at least 30 calendar days prior to the first student attendance day of the following school year. Teachers who resign with less than 30 days' notice prior to the first student attendance day of the following school term will be deemed to have resigned during the school term.

Early Retirement and Retirement Incentive

Please refer to the current Agreement between the Board of Education Gurnee School District #56, Lake County, Illinois and the LCFT Gurnee Federation of Teachers, A Council of the Lake County Federation of Teachers Local No. 504, IFT-AFT/AFL-CIO.

LEGAL REF.:

[105 ILCS 5/24-14.](#)

Park Forest Heights School Dist. v. State Teacher Certification Bd., 363 Ill.App.3d 433 (1st Dist. 2006).

Professional Personnel

5:220 Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The III. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year through June 30, 2026, but not more than 100 paid days in the same classroom. Beginning July 1, 2026, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board of Education establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is

under contract with the Board.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education (ROE) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30-calendar-day period, the District makes a written request to the ROE for a 30-calendar-day extension and the extension is granted by the ROE.

LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[40 ILCS 5/16-118](#), Ill. Pension Code.

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

Document Status: Review and Monitoring

Professional Personnel

5:230 Maintaining Student Discipline

Please refer to the applicable collective bargaining agreement. [PRESSPlus1](#)

LEGAL REF.:

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

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: 2:150 (Committees), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 112, June 2023

Professional Personnel

5:240 Suspension

Suspension Without Pay

The Board of Education may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District. Administrative staff members may not be suspended without pay as a disciplinary measure.

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or Administrative Procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any State or federal law that relates to the employee's duties; and
- Other sufficient causes.

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

Suspension With Pay

The Board of Education or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

The Superintendent shall meet with the professional employee to present the allegations and give the professional employee an opportunity to refute the charges. The professional employee will be told the dates and times the suspension will begin and end. No suspension with pay shall exceed 30 school or working days in length.

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

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

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

Repayment of Compensation and Benefits

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

LEGAL REF.:

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

[5 ILCS 430/5-60](#)(b), State Officials and Employee Ethics Act.

[325 ILCS 5/7.4](#)(c-10), Abused and Neglected Child Reporting Act.

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

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

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

CROSS REF.: 5:290 (Employment Termination and Suspensions)

Professional Personnel

5:250 Leaves of Absence

Sick and Bereavement Leave, Sabbatical Leave, Personal/Personal Business Leave, Leave of Absence Without Pay, Maternity/Child-Rearing Leave, Leaves for Service in the Military, Professional Leave, Fractional Leave, and Foreign Exchange Leave

Please refer to the applicable collective bargaining agreement.

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family Bereavement Leave

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, [20 U.S.C. §2601](#) *et seq.*) to take family bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family Bereavement Leave Act. Eligible employees may use family bereavement leave, without any adverse employment action, for: (1) attendance by the bereaved staff member at the

funeral or alternative to a funeral of a covered family member, which includes an employee's child, stepchild, domestic partner, sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the covered family member, (3) grieving the death of the covered family member, or (4) absence from work due to a Significant Event, which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

Child Extended Bereavement Leave

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board of Education may grant teachers a leave of absence to accept employment in a Dept. of Defense overseas school.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, or gender violence, or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, or gender violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence, without suffering adverse employment action.

The Victims' Economic Security and Safety Act (VESSA) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601](#) *et seq.*).

Leaves to Serve as an Officer, Trustee, or Representative of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to a teacher who is elected to serve as an officer of a State or national teacher organization

that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System to attend meetings and seminars as described in [105 ILCS 5/24-6.3](#), (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in [105 ILCS 5/24-6.2](#), and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with [105 ILCS 5/24-3.5](#).

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

COVID-19 Paid Administrative Leave

When applicable, paid administrative leave related to COVID-19 will be granted to eligible employees in accordance with State law.

LEGAL REF.:

[105 ILCS 5/10-20.83](#), [5/24-6](#), [5/24-6.1](#), [5/24-6.2](#), [5/24-6.3](#), [5/24-13](#), and [5/24-13.1](#).

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147/](#), School Visitations Rights Act.

[820 ILCS 154/](#), Family Bereavement Leave Act.

[820 ILCS 156/](#), Child Extended Bereavement Leave Act.

[820 ILCS and 180/](#), Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Professional Personnel

5:260 Student Teachers

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to [Section 5/21B-80 of the School Code](#) or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach.

Before permitting an individual to student teach, begin a required internship, or participate in any field experience in the District, the Superintendent or designee shall ensure that:

1. The District performed a [105 ILCS 5/10-21.9\(g\) Check](#) as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to [105 ILCS 5/24-5](#).

A [105 ILCS 5/10-21.9\(g\) Check](#) shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act ([20 ILCS 2635/1](#)), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act ([P.L. 109-248](#));
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law ([730 ILCS 152/101 et seq.](#)); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Registration Act ([730 ILCS 154/75-105](#)).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her [105 ILCS 5/10-21.9\(g\) check](#) (including any applicable

vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Ill. State Police (ISP), to the ISP. The Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

LEGAL REF.:

[34 U.S.C. §20901](#) *et seq.*, Adam Walsh Child Protection and Safety Act, [P.L. 109-248](#).

[20 ILCS 2635/1](#), Uniform Conviction Information Act.

[105 ILCS 5/10-21.9](#), [5/10-22.34](#), and [5/24-5](#).

CROSS REF.: 4:175 (Convicted Child Sex Offender; Screening; Notifications); 5:190 (Teacher Qualifications)

**Prepared For:**

Steve Kirwan

Please Title Bus as Follows

Gurnee School District

3801 Swanson Court

Gurnee, IL 60031

* Thank you for your business.

* Please initial & sign the following to begin the ordering process:

Please place my order for:

[illegible]

PO Attached	Initial_____	Sub Total	\$164,440.00	_____ Initial
Tax Exempt Form attached:	Initial_____	NO Trades	\$0.00	_____ Initial
Factory Warranties Only	Initial_____			

Total Annual payment for (6) buses on a 2 year lease

\$164,440.00

*** If Trades are applicable, all units will be in working order with no service lights active, unless otherwise noted.

Pricing submitted is subject to any manufacturer surcharges until time of delivery. Should any surcharges be applied, MTE will communicate with the district prior to delivery. Any interest rates quoted are estimated rates and are subject to change until the lender is able to provide a locked rate. Any change in rate will be communicated with the customer and the payment will reflect the change accordingly. This quote is firm for 30 days. All delivery dates are estimated and NOT guaranteed. All stock units subject to prior sale. Credit cards will not be accepted for payments of any kind.

Lettering to Read:
SCHOOL DISTRICTS 56 & 121
Comment on My Driving #
847 336-8997
Bus Numbers

Delivery Date Requested 6/3/24

Date:

Signature:

eGrant Management System

Printed Copy of Application

Applicant: GURNEE SD 56

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GURNEE SD 56

Date Generated: 4/17/2024 2:04:01 PM

Generated By: petehelpers

1. Contact Information for Person Completing This Form

Last Name*

Correa

Phone*

847 336 0800

Extension

First Name*

Luis

Middle
Initial

F

Email*

lcorrea@d56.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)

The Gurnee District #56 Board of Education policy states that all students, teachers, paraprofessionals, administrators, participating support personnel, and parents regardless of gender, race, national origin, color, disability, or age, will have equal access to all programs. All teachers and instructional staff will receive training to ensure that all students are included in the curriculum including extra curricular activities. We continue to evaluate access to programs from support to extension to make sure no student is excluded due to identification as a member of a sub group or inappropriate screening systems. District leadership, Board of Education members, District Office staff and general staff continue to engage in professional development, and community engagement, to create equitable access for all families and students.

3. Bilingual Program Director Assurance

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

478

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

4. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs 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

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

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

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

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.* ([count] of 7500 maximum characters used)

The district will work with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts. We need to include a wide range of stakeholders in the process as the planning year is critical to set us up for success and improvement. The first step in the process will be to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. The second step will be to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR. Throughout this process, we will be engaging our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data. Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

Response from the approved prior year Consolidated District Plan.

The staff members overseeing Title I, Title III, Title IV and IDEA, along with the Director of Business will meet to discuss needs, funding, and use of federal, state and local monies. In order to align federal resources we will do the following: 1. IDEA funds will be used to pay for a specific number of special needs assistants with the remaining salaries and benefits being paid out of local funds. Certified staff members for special needs students will be paid for out of local funds. 2. While all district buildings have academic/behavioral interventionists who are paid for out of local funds. Those that qualify for Title I funding will have additional interventionists paid for out of federal monies (Title I). 3. Title I, Title III and IDEA grant money will be used to cover professional development costs. Those staff members who do not fall under these grants are paid for with local funds. 4. Supplemental supplies for Title I, Title III and IDEA will be paid for out of federal monies, all other supplemental supplies and core curriculum will be covered by local funds. 5. We have two different preschool programs that provide services for our at-risk and special needs students. The IDEA Preschool grant monies are used to pay for teaching assistants, supplies/materials and professional development for our early childhood program which is a program that houses only students with IEPs. The certified staff members for this program are paid for out of local funds. The state Preschool for All program is used to pay for the same types of things for our at-risk and our blended classroom programs. Transportation and some of the staff benefits are paid for out of local funds. 7. Title II federal funds are used for class size reduction in kindergarten. Title II funds are insufficient to cover the full cost of this program so local funds are used to offset the cost. 9. ESSER III funds will be used to run our Learning Recovery Programs to address the unique needs of low-income children, students with disabilities, English learners, racial and ethnic minorities, and other students experiencing hardships as a result of the pandemic. Structures and supports for our Jump Start, after school, and summer school programs: transportation, 24/7 internet devices, gender neutral facilities, meals distribution, staff training, and constant communication with families in multiple languages.

3. Will the LEA braid funding?*

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

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

- ☒ No Braiding
- ☐ Title I, Part A - Improving Basic Programs
- ☐ Title I, Part A - School Improvement Part 1003
- ☐ Title I, Part D - Delinquent
- ☐ Title I, Part D - Neglected
- ☐ Title I, Part D - State Neglected/Delinquent
- ☐ Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- ☐ Title III - Language Instruction Educational Program (LIEP)
- ☐ Title III - Immigrant Student Education Program (ISEP)
- ☐ Title IV, Part A - Student Support and Academic Enrichment
- ☐ Title V, Part B - Rural and Low-Income Schools
- ☐ IDEA, Part B - Flow-Through

N/A

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

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

If No Transfer of Funds is selected, additional hybrid blending options will not be checked.

- ☐ No Transfer of Funds

- ☐ Title II to Title I
- ☒ Title IV to Title I
- ☐ Title II to Title IV
- ☐ Title IV to Title II

Because our district has made significant advancements in technology for students (we have been 1:1 with iPads for all students since 2012), we have found that the best use of our Title IV funds is to roll them into Title I to make the most use of those funds for our most at-risk students.

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

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

[[count] of 7500 maximum characters used)

The District will continue to use student, parent, and community surveys to identify the needs of the district including community outreach surveys, diversity, equity, and inclusion surveys, student social emotional check-in/survey, and the State of Illinois 5 Essentials survey. The District also collects data surrounding professional development needs through required feedback forms completed by staff.

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

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.

Parent Advisory CommitteesSWIS Data (Behavioral Data)Class SizeCaseloads and WorkloadsSEL Staff and Community Needs AssessmentPanorama Community Needs Assessment in the areas of Diversity, Equity, and Inclusion

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 Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social-emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. Interventionist support (using research-based programming) in the areas of reading, math and SEL are being provided to Title 1 schoolwide assistance schools. Professional development is in place on Social Justice/Implicit Bias to improve the understanding of SEL/student needs, social justice and restorative practices for staff in designated Title 1 schools.Math and reading interventionists are conducting interventions in the areas of math and reading.The district stakeholder group identified the need to work with teachers to help them identify priority standards and to help students who close gaps by providing differentiated instruction.The district stakeholder group identified the need to work with teachers to help them in the area of SEL and the development of healthy classroom culture, so we will provide training to all staff in those areas.

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

The district will work with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts.We need to include a wide range of stakeholders in the process as the planning year is critical to set us up for success and improvement. The first step in the process will be to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.The second step will be to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we will be engaging our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

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 programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social-emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. These funds are also used to provide class size reduction in kindergarten. Allowing us to provide more individualized attention for reading, math and SEL to our youngest students.

G. Title III - LIEP

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. The district stakeholder group identified the need for improved instructional strategies for our Emerging Bilinguals. We will continue to work with an outside consultant to develop teacher practice in the SIOP model of instruction. Imagine Learning is a research-based, standards-aligned curriculum that builds core reading and academic language skills, including support in 15 languages. This program is supplemental and paid for through Title III.

H. Title III - ISEP

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. We will roll Title IV money into our Title I fund.

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals is being considered. The funds will be used to hire paraprofessionals, provide professional development in the area of providing interventions with integrity and to provide contract OT and PT services, and proportionate share.

L. IDEA, Part B - Preschool

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The preschool program monies are used to provide paraprofessionals to this classroom and to purchase supplemental materials.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics.The establishment of a learning environment that supports reflective thinking and a free exchange of ideas.The use of local testing, Common Formative Assessments and nationally normed local assessments to facilitate curriculum revision, differentiated instruction, and targeted student interventions.Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targetsThe use of data and instructional practices to improve classroom culture and communityTo monitor student progress to ensure one year of growth for one year of experience.

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 (1,6,8)
- L. ☒ Title IV director (1)
- M. ☒ Special Education director
- N. ☐ Guidance staff
- O. ☒ Community members and community based organizations (7)
- P. ☐ Business representatives (2,3,4)
- Q. ☐ Researchers (7)
- R. ☐ Institutions of Higher Education (7)
- S. ☐ Other - specify
- T. ☐ Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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

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[[count] of 7500 maximum characters used)

Parents, Staff, and Community: What characteristics should students be able to demonstrate upon graduation from District 56? What feedback do you have on the values the district has identified as part of its strategic planning and creation and implementation of the Portrait of a Graduate process?Staff: Questions above, plus - What strategies do you use to assist students? What steps do you take to develop a healthy classroom culture?Administrative meetings - At the administrative team meetings held monthly the full team discusses professional learning communities, current progress and performance on Goal Attainment and Assessment of student performance. Meeting dates for the 2023 - 2024 School Year: 8/29, 9/12, 9/26, 10/10, 10/24, 11/7, 11/14, 11/28, 12/12, 1/9, 1/23, 2/6, 3 / 5, 3/19, 4/9, 4/23, 5/7, 5/21, 6/11

Response from the prior year Consolidated District Plan.

Parents, Staff, and Community: What characteristics should students be able to demonstrate upon graduation from District 56? What feedback do you have on the values the district has identified as part of its strategic planning and creation and implementation of the Portrait of a Graduate process?Staff: Questions above, plus - What strategies do you use to assist students? What steps do you take to develop a healthy classroom culture?Administrative meetings - At the administrative team meetings held monthly the full team discusses current progress and performance on Goal Attainment and Assessment of student performance. Meeting dates for the 2022-2023 school year: 8/30, 9/6, 9/27, 10/4, 10/25, 11/1, 11/29, 12/6, 12/21, 1/10, 1/31, 2/7, 2/28, 3/7, 3/23, 4/4, 5/2, 5/9, 5/30, 6/6

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 and diverse populations. [2]**

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[[count] of 7500 maximum characters used)

School Board Policy addresses the need for parent involvement in their child's education. Policy 8:95: Parental Involvement requires the district staff to take measures that create collaboration opportunities between families and the schools. Administrators and teachers have an obligation as posed in the policy to create two-way communication, provide opportunities for input from parents and inform parents of their rights as parents and guardians. The policy also requires administrators and staff to inform parents as to how they can assist in their child's education and the development of educational plans. District 56 involved parents in the strategic planning process through survey, initiation to planning committee meetings. Parents and family members participated in SWOT analysis and values identification meetings to help the administrative team develop a 5 year strategic plan. District 56 surveys its community regularly through The Five Essentials, Panorama, and community outreach surveys about Title Funds to continually stay informed about our stakeholders perceptions of our strategic initiatives and use of federal and local funds.Parents of students participating in the MTSS programs are invited to school meetings where staff work with parents, collaboratively, to design an appropriate intervention program for their child. Discipline Committees and Bilingual Parent Advisory committees are also convened regularly to discuss the education program and/or related services. Parents are also included in the hiring process for building and district level administrators. The Title I Parent Compact is sent out and collected annually.

Response from the prior year Consolidated District Plan.

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

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[[count] of 7500 maximum characters used)

Digital Citizenship Curriculum - a program that provides learning opportunities for the parents and an opportunity for them to learn with the students.Community outreach events are hosted at each of our buildings during the course of the year. At these events we also gather input from our parent community about the best ways to meet their students' needs through use of Title fundsThe Diversity, Equity, and Inclusion Committee altered previous programs from student presentations to family engagement and interactive meetings involving the full community and not just the school community. The school committee and the Parent Advisory Committee are making personal invitations to EL parents to bring them to the planned district wide events, such as BPAC. Bilingual Parent Advisory Committees - continue to look at the needs of our students and our community. Hope to provide more family access to community support and to connect more families to the school community for increased parent engagement.Advisory Committee (discipline) - Parents were invited to review data and discuss parent and student needs and goals for safety and discipline. The committee has restructured its PBIS system with a new discipline flow chart, updated definitions for minors and majors (classroom and office). Future training and tools for staff to support the needs of students who have skill deficits in the area of behavior. The committee will next review and rewrite our attendance/truancy procedures and protocols to meet the needs of all students, including special needs, EL and homeless students.

Response from the prior year Consolidated District Plan.

Digital Citizenship Curriculum - a program that provides learning opportunities for the parents and an opportunity for them to learn with the students. The Diversity, Equity, and Inclusion Committee altered previous programs from student presentations to family engagement and interactive meetings involving the full community and not just the school community. The school committee and the Parent Advisory Committee are making personal invitations to EL parents to bring them to the planned district wide events, such as BPAC. Bilingual Parent Advisory Committees - continue to look at the needs of our students and our community. Hope to provide more family access to community support and to connect more families to the school community for increased parent engagement. Advisory Committee (discipline) - Parents were invited to review data and discuss parent and student needs and goals for safety and discipline. The committee has restructured its PBIS system with a new discipline flow chart, updated definitions for minors and majors. Future training and tools for staff to support the needs of students who have skill deficits in the area of behavior. The committee will next review and rewrite our attendance/truancy procedures to meet the needs of all students, including special needs, EL and homeless students.

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 1116(a)(2) and Section 1112(b)(7)

*Required field

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



Private School Participation

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

The application has been locked. No more updates will be saved for the application.

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I ☐ Yes ☒ No Number of Low-Income Student(s):	Title II ☐ Yes ☒ No Total Enrollment Number Student(s):	Title IV ☐ Yes ☒ No Total Enrollment Number Student(s):	Nonpublic Consultation Form Choose File No file chosen
Most Blessed Trinity Academ	☐	2			Most Blessed Trinity Academy.pdf
Studys Ministries Christian	☐				Studys Ministries Christian.pdf
St Johns Christian School	☐	2			St Johns 24-25 ESEA.pdf
Leadership Christian Acaden	☐				Leadership Christian Academy.pdf
Lake County Baptist	☐	1			Lake County Baptist.pdf
Lions Math and Science Chri	☐				Lions Math & Science.pdf
A Village Green Montessori	☐				Village Green.pdf
Riverwoods Montessori	☐				North Shore Montessori.pdf
St Patrick	☐	12	12	12	2024-25 Gurnee Title Funds St. Patrick School.pdf

Comments:

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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targets. To monitor student progress to ensure one year of growth for one year of experience. To provide diverse learning opportunities that result in life-long learning.

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)

Gurnee School District 56 currently offers both Early Childhood Special Education classes as well as Early Learning classes. The Early Learning classes are funded through the Preschool For All grant. The Preschool For All funded programs are a blended program as approved by the grant to enroll both At-Risk and Special Education identified students in the same classroom. These programs are currently operated under the Gold performance standard awarded by the state auditors. The program provides a rigorous curriculum addressing academics, social and emotional development, fine and gross motor skills. Response to Intervention programs begin with the Early Learning programs and most often focus on motor development or speech and language development services. School District 56 teachers facilitate parent and child sessions that are modeled after the Parent as Teacher program. This program's aim is to build the capacity of parents who have children that may be at risk of academic failure to support their child's learning at home. Parents are provided with materials to use at home with their child to support their child's learning and development. Community Outreach - In addition to offering Child Find screenings throughout the year both onsite and at other community locations, PreKindergarten and Kindergarten Teachers participate in Kindergarten parent information nights at local preschools to inform parents of kindergarten expectations. Related service staff visit and observe in local preschools to collaborate and set up intervention plans for students that are district residents.

Response from the approved prior year Consolidated District Plan.

Gurnee School District 56 currently offers both Early Childhood Special Education classes as well as Early Learning classes. The Early Learning classes are funded through the Preschool For All grant. The Preschool For All funded programs are a blended program as approved by the grant to enroll both At-Risk and Special Education identified students in the same classroom. These programs are currently operated under the Gold performance standard awarded by the state auditors. The program provides a rigorous curriculum addressing academics, social and emotional development, fine and gross motor skills. Response to Intervention programs begin with the Early Learning programs and most often focus on motor development or speech and language development services. School District 56 teachers facilitate parent and child sessions that are modeled after the Parent as Teacher program. This program's aim is to build the capacity of parents who have children that may be at risk of academic failure to support their child's learning at home. Parents are provided with materials to use at home with their child to support their child's learning and development. Community Outreach - In addition to offering Child Find screenings throughout the year both onsite and at other community locations, PreKindergarten and Kindergarten Teachers participate in Kindergarten parent information nights at local preschools to inform parents of kindergarten expectations. Related service staff visit and observe in local preschools to collaborate and set up intervention plans for students that are district residents.

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

Student Achievement and Timely Graduation	Instructions
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INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below.A minimum of one ISBE or District Goal must 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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics.The establishment of a learning environment that supports reflective thinking and a free exchange of ideas.The use of local assessment testing to facilitate curriculum revision, differentiated instruction, and targeted student interventions.The development of a plan for a guaranteed viable curriculum that is culturally responsive in every subject area for every student.Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targetsTo monitor student progress to ensure at least one year of growth for one year of experience

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.

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([count] of 7500 maximum characters used)

Gurnee School District 56 provides a well-rounded instructional program for students in Pre-kindergarten through Eighth grade including a full day kindergarten program for all students. In addition to the core content areas of Language Arts, Mathematics, Science and Social Studies students participate in daily Physical Education, Health, Art, Music and Technology. Optional courses include Digital Literacy, Band, Choir and Spanish (both native and non-native courses are available.) Content for all of these courses are aligned with the challenging State academic standards, as well as national standards from the appropriately affiliated organizations such as ISTE (International Society for Technology Education) or WIDA. The district fully complies with all requirements of the Illinois School Code and regularly passes audits of compliance. The development of the district curricula is a continual process completed by teachers and monitored by the parent community throughout each school year. The district works under the Illinois Learning Standards as well as other nationally recognized standards (noted above.) Curriculum maps are developed for courses and housed in the Google Workspace. Revisions and updates are done collaboratively to meet the needs of the students and guide the path towards meeting or exceeding standards and prepare students for a successful transition to Warren Township High School (a separate school district). Curriculum updates and revisions are ongoing and fluid. The curriculum maps are considered live documents as adjustments are made to pacing and scaffolding in order to accommodate our changing population.The mission statement for Gurnee School District 56 is Education that Inspires...Opportunities for All. That was at the forefront when the decision to become a 1:1 school district was made in 2012. Ensuring every student had access to the curriculum and providing student learning twenty-four hours a day would support the district goal of one year of growth for one year of attendance. All students in grades K-8 are provided an iPad and classroom sets of iPads are provided in the Early Childhood and Early Learning classrooms. Students and families in grades K-8 are able to keep that device twenty-four hours a day. The iPad has become the primary content and instructional delivery tool for students. The accessibility tools, interactive textbooks, teacher created instructional videos, screen-casting tools, audio and video features and apps have allowed D56 teachers to personalize learning for all students. Self-paced opportunities are plentiful, allowing students to move through the curriculum as they demonstrate mastery of skills that build towards meeting a standard. Students often remark on how much they appreciate being able to go back and replay the teacher, teaching a concept on their own, rather than having to ask questions in class. Creating entry points all along the way to the curriculum supports all learners and their unique learning traits at all grade levels. As a district, we have transitioned from a teacher-centered to a student-centered environment, which maximizes student choice, engagement and productivity for all students. At the teacher level structures are in place for every grade level or content area team to hold regular professional learning conversations. Formative and Summative assessment results are reviewed to determine if students are making growth toward the identified targets/standards. By identifying strands that demonstrate lower student performance, teachers are able to link back to the curriculum maps to make sure that the curriculum is appropriately addressing the strand at a rigorous level. If the curricula objectives, skills and activities are determined to match the target/standards, then the team reviews the instructional strategies being used by teachers. Team members demonstrating success with this strand share the strategies and the instructional plans they used so others may adjust their instruction accordingly when they reteach the content. Professional development is offered for staff that have identified a gap in their instructional preparation.

Response from the prior year Consolidated District Plan.

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

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District 56 has long adhered to the regulations set forth with MTSS. It is the foundational system whereby all students access additional support when needed. The goal of this program is to incorporate an effective three-tiered model, utilizing research based teaching strategies and interventions in order to show meaningful academic and behavioral growth for all D56 students. *There is a shared responsibility for student achievement across the entire school community despite environmental, economic, or educational disadvantages. *All staff members have a part in the MTSS decision making process, follow through on intervention plans and the review of growth data. *Improving the effectiveness of the core instruction is essential to this process. *Assessments should inform and evaluate the impact of instruction in all tier levels. *Core instruction and interventions should be supported by research. *Parents, staff, and students are vital members of the team. *The best way to address student learning and behavioral needs is to be proactive. *All staff members must have quality professional development, adequate tools, strategies, support and resources to meet the needs of all students. *The effectiveness of instruction is routinely monitored; ongoing formative data are used to indicate when changes in instruction are needed.Purpose: The purpose of MTSS is to identify student needs and provide all students with a continuum of increasingly intensive programing based on individual need using a comprehensive decision-making process. This system blends general education, special education, and other support staffs' expertise, services and resources into one system that more effectively meets students' needs. The students' strengths and weaknesses are assessed based on their academic performance or behavior in the school environment. The focus is on functional assessment of students' needs, the provision of usable information to classroom teachers and the development of interventions by a collaborative problem solving team. Early intervention in the typical learning environment is emphasized based on reliable and measurable information. The student's progress is directly and frequently monitored, at all levels of decision-making.Foundation of Model: MTSS is based on the following beliefs; *All students can learn and should have appropriate learning opportunities utilizing scientifically based researched instructional materials. *Everyone in the school is responsible for the education of ALL students. *A strong parent-school partnership provides an important foundation for student success. *Ongoing systematic staff development is necessary to meet the needs of ALL learners. *Collaboration is essential for effective decision-making related to student performance.Components: MTSS is defined by the following: Problem Identification *A problem is defined as the discrepancy verified by multiple sources/measures that exist between any child's current and desired performance. *Assessment takes place using Universal Screening three times throughout the school year to identify students with "at-risk" and significant skill deficits.Problem Analysis *Assessments are directed to specific areas of difficulty related to instruction, curriculum, environment, and/or learner. *The primary focus of assessment is on

variables that can be changed within the school setting. *Problem solving occurs in multiple forums: with parents, with grade-level colleagues and/or with a building team.Plan Development *Interventions are identified and considered that address the specific area of identified need. *Interventions are implemented to ensure that the plan is implemented with integrity. *The intervention effectiveness is assessed continuously through progress monitoring. *This data collected over time is the primary source of information for instructional decision-making, including eligibility for special education or other services. *The intervention plan includes a measurable goal that reduces the gap between the current and expected performance. *The progress monitoring system is sensitive to small changes in performance, is easy to administer, is time efficient and inexpensive and allows for repeated administration.Plan Evaluation *Problems are considered resolved when the discrepancy between current and desired performance is no longer significant. *The progress monitoring data is used to determine the effectiveness of the intervention and is used for continued decision-making. *The plan is evaluated in terms of progress toward the goal, level of discrepancy, and level of resources needed. *The next steps are planned based on educational need and educational benefit.The intent of this model is not to avoid the identification of students with disabilities for special education services. This service delivery system is designed to provide support and services to any student experiencing difficulties in the educational setting whether they have an identified disability or not.MTSS TiersTier 1 Research-based Core Instructional CurriculumCurriculum: Grade level general education curriculum with or without adaptationsAssessment: Local and CBM (AIMSweb) assessments are used to identify students underperforming as compared to national and local norms including class ranking. Local assessments are given three times a year to kindergarten through 8th graders. AIMSweb is given three times a year to grades K-5. It is given strictly for progress monitoring in grades 6-8. Students performing below the 25% are referred for MTSS services. SEL screener is given out periodically, each school year. Tier 2 Targeted Group InterventionsCurriculum: Grade level general education curriculum with or without adaptations, additional practice and support for isolated skill/strategy development using peer reviewed, scientifically research-based interventionsAssessment: Local and CBM (AIMSweb) assessments to verify skill development. These assessments are used to progress monitor/strategic monitor progress on a more frequent basis (at least monthly), additional diagnostic testing may be performed as needed.Peer Reviewed Scientific Research-based Programs: see programs noted aboveTier 3 Intensive Individual/Small Group InterventionsCurriculum: Grade level general education curriculum with additional intensive daily interventions (peer reviewed scientifically research-based), alternative programs of instruction in one or more curricular areaAssessment: CBM (AIMSweb) progress monitoring of targeted skills. Progress monitoring data is collected on a more continual basis (weekly.) Additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: See Intervention listing. Examples of supplements and programs used as interventions include but are not limited to the following research based instructional programs: Wilson Reading, Making Connections, Superkids, Lexia, Read Naturally, Reading Mastery, ST Math and others.

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

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Additional education assistance is provided in a variety of formats from school to school. Power Up is an additional class added to the school day at appropriate school buildings, specifically to allow additional instruction (Tier 2 and Tier 3 instruction) for students in reading or math. This supplements the Tier one, core instruction program for students requiring additional help. "Class and a half" is another support provided in middle school math for students requiring additional instruction and practice time beyond the regular class period. Students identified as at risk of academic failure may be enrolled in one or both of these intervention programs based upon individual need.Small group, pull-out instruction is most often provided at the K-5 level. These personalized interventions align with the identified gap in learning as determined through analysis of AIMSweb, local and common formative assessments. Based upon the size of the gap, students receive these services anywhere from twice a week to daily. Interventions are research based and delivered either by the classroom teacher directly, a certified interventionist or a teaching assistant under the direction of a certified teacher. All intervention programs are in addition to the core instructional program being delivered by highly qualified, certified teachers. It is important to note that all teaching staff in Gurnee School District 56 are highly qualified in the area of teaching for which they are assigned. Certified reading teachers provide individual, small and larger group instruction for those students challenged with decoding, comprehension and other skill based gaps in literacy.

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

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As a 1:1 iPad school district, ongoing professional development on the appropriate integration/use of technology in the classroom continues to be provided to all instructional staff. The goal of leveraging the power of the iPad, allowing students to demonstrate their learning in a variety of ways, has been the focus of professional development activities for staff over the recent past. As the use of the devices became solidly embedded and fluid in the classrooms the focus of the improvement of instruction moved to the expansion of support of the existing evidence based instructional strategies in the areas of reading and math at the K-5 levels, Socratic Seminars at grades 4-8 and Co-Teaching for special education teachers paired with a small group of general education teachers, Co-Teaching using SIOP model for EL teachers paired with the special education and/or general education teacher to support language development and academic skills for multilingual students. Programs and strategies addressing students' engagement and the development of skills related to being a scholar have also been brought into the district's core and supplemental instructional programs. Teacher Rounds, CHAMPS Structures, Kagan Cooperative Learning Structures and the adoption of the The Center for Collaboration's Collaborative Literacy programs of Making Meaning and Becoming a Writer have been adopted to support teachers at the K-5 level with developing student ownership of learning. Evidence based reading and math instructional strategies that allow

teachers the necessary structures to meet the varied needs that exist in a single classroom. Ongoing data analysis assists teachers with identifying students with gaps or challenges that impede their work towards meeting the State academic standards. Flexible groups compliment whole class instruction and provide opportunities for students to receive individualized attention and re-teaching when necessary. Use of materials such as Newsela, provide the same content written at different Lexile levels. This provides differentiated entry points for students allowing them to share the learning of the same content with one another. Co-teaching with special education staff, English Language Learning staff and/or Interventionists may also take place during this time. Students at risk of academic failure receive direct instruction on skill deficits in the regular classroom with the whole class, in a small group with a teacher or specialist and with an intervention group. These small groups spiral curriculum allowing the teacher to cycle back to content taught earlier and measure the retention of the concepts throughout the school year. Socratic Seminars provide a forum for students to work both independently and collaboratively as they work with rigorous reading materials such as primary source articles or novels. Cross-curricular seminars bring the classes such as Science and Language Arts together to approach the content of a piece (Science) with the structures of the written word (LA) Socratic Seminars require to organize their thoughts and questions in preparation for their participation in an in-depth discussion of the materials. This practice of argumentative literacy prepares them for writing expository or narrative pieces. It also provides practice for students in the standards' strand of speaking and listening. These seminars take place in grades 4-8 and are done in single and combined classes. Co-Teaching, as mentioned above, brings the Special Education teacher into the regular education classroom to support the fully included special education students as well as those students at-risk for academic failure. Co-Teaching will also help to support the linguistic and academic needs of our multilingual students. Teachers will co-plan and deliver differentiated lessons. During these lessons either the regular classroom teacher or Special Education teacher will take the lead on the delivery of the lesson while the other teacher moves around the room to support individual students or pull a small group of struggling students to guide them through the lesson with additional scaffolding of information or smaller steps laid out to guide students towards successful mastery of the content. As the student population of Gurnee School District brings more challenges to the classroom and demonstrates less preparation for school it has become necessary to employ new approaches to instruction. Students need to learn how to be a student and understand the expectations of school with consistent language throughout their academic experiences. Cooperation and ownership of the learning can no longer be expected, but must be taught, first. Kagan Cooperative Learning Structures and CHAMPS Structures were brought into the primary Title 1 school as a result of research done by a teacher team and the PBIS Tier 1 team. Their work on creating a collaborative classroom has demonstrated success and created excitement and consistency in these primary classrooms. Finally, the Collaborative Classroom Literacy program for grades 3-5 has an underlying theme of creating scholars, where the behavior of scholars, cooperation and ownership of learning is explicitly taught in every lesson. EL students have a supplemental instruction program called Imagine Learning. Imagine Learning has activities that teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. This program provides first-language support, a focus on oral and academic language, and comprehensive assessments to address the unique needs of English learners. Staff who work with EL students are taught best strategies for working with EL students, for example, engagement and use of authentic language, lessons with clear outcomes, relatable material and lessons that are relevant to their world (able to make connections), know your students, their backgrounds, culture, etc. Additionally, we have begun the introduction of the SIOP model with staff who work with EL students. The SIOP model offers strategies to support language development at any grade level and for students who are at different stages in their language acquisition journey.

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During these lessons either the regular classroom teacher or Special Education teacher will take the lead on the delivery of the lesson while the other teacher moves around the room to support individual students or pull a small group of struggling students to guide them through the lesson with additional scaffolding of information or smaller steps laid out to guide students towards successful mastery of the content. As the student population of Gurnee School District brings more challenges to the classroom and demonstrates less preparation for school it has become necessary to employ new approaches to instruction. Students need to learn how to be a student. Cooperation and ownership of the learning can no longer be expected, but must be taught, first. Teacher Rounds is a process that places teachers into each other's classroom to observe strategies addressing an identified Problem of Practice (POP). For the three years that D56 has been conducting Teacher Rounds, every identified Problem of Practice has fallen under the umbrella of Student Engagement. Studies in this area take place in three out of the four schools in the district. Findings are shared at the end of each school year, providing teachers with a growing list of instruction strategies that have shown or not shown success. Kagan Cooperative Learning Structures and CHAMPS Structures were brought into the primary Title 1 school as a result of research done by a Teacher Round team and the PBIS Tier 1 team. Their work on creating a collaborative classroom has demonstrated success and created excitement in these primary classrooms. Finally, the newly adopted Collaborative Classroom Literacy program for grades 3-5 has an underlying theme of creating scholars, where the behavior of scholars, cooperation and ownership of learning is explicitly taught in every lesson. 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5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.[5]**

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The enrollment system at Gurnee District 56 equitably distributes students throughout the school district and classrooms. There are two school sites for every grade level from kindergarten through eighth grade. Enrollment moves back and forth between the two schools to make sure that class sizes and class make up is equitable between each school site. There are no neighborhood schools. Students residing in subsidized housing or low-income areas are assigned to all four schools. Transportation is provided for every D56 student and all four schools receive a mode of transportation from every residential area of the district. As for classroom assignments, each building creates heterogeneous class lists through a process that is completed each spring. A profile is completed on the demographic information for each student identifying gender, ethnicity, income, required special services, reading performance, math performance, behavioral concerns, special interests and other information that would allow for a successful class placement. The process results in equitable classrooms where each classroom has a balance of demographics and small groups of students identified with similar special needs. This allows teachers the ability to provide the additional attention and support to our students that are exceeding or not meeting state standards. Students requiring EL services are placed in classrooms with teachers certified to teach EL or receive EL services from an EL certified resource teacher. All teachers review final class lists to ensure balance of need. No one classroom is allowed to have higher rates of students requiring targeted assistance or identified as at risk of academic failure than other classrooms. When reviewing the needs of the students with special needs and receiving special education support, the team always considers the 70/30 ratio of special education students to general education students in any one given classroom. The process in place has been highly effective in supporting this goal. All teachers at Gurnee School District 56 are highly qualified to be in the position they hold. The profile of students assigned to a new teacher's (inexperienced) classroom and the makeup of that classroom mirror that of the other classrooms in that grade level or content area, throughout the district. Any teachers that are inexperienced or out of placement and requiring support would be continued in the existing mentor program or reenrolled, if necessary. Should the deficiency be identified in the area of technology integration the teacher would be directed to participate in, participate in professional learning or instructional coaching. The teacher would also be required to create a PDP (professional development plan) in collaboration with their building administrator and the collective bargaining agent's representative. Any necessary conferences or paid consultants agreed upon by both parties would be supported by D56.

Response from the prior year Consolidated District Plan.

The enrollment system at Gurnee District 56 equitably distributes students throughout the school district and classrooms. There are two school sites for every grade level from kindergarten through eighth grade. Enrollment moves back and forth between the two schools to make sure that class sizes and class make up is equitable between each school site. There are no neighborhood schools. Students residing in subsidized housing or low-income areas are assigned to all four schools. Bussing is provided for every D56 student and all four schools receive buses from every residential area of the district. As for classroom assignments, each building creates heterogeneous class lists through a process that is completed each spring. A profile is completed on the demographic information for each student identifying gender, ethnicity, income, required special services, reading performance, math performance, behavioral concerns, special interests and other information that would allow for a successful class placement. The process results in equitable classrooms where each classroom has a balance of demographics and small groups of students identified with similar special needs. This allows teachers the ability to provide the additional attention and support to our students that are exceeding or not meeting State standards. Students requiring EL services are placed in classrooms with teachers certified to teach EL or receive EL services from an EL certified resource teacher. All teachers review final class lists to ensure balance of need. No one classroom is allowed to have higher rates of students requiring targeted assistance or identified as at risk of academic failure than other classrooms. The process in place has been highly effective in supporting this goal. All teachers in Gurnee School District 56 are highly qualified to be in the position they hold. The profile of students assigned to a new teacher's (inexperienced) classroom and the makeup of that classroom mirror that of the other classrooms in that grade level or content area, throughout the district. Any teachers that are inexperienced or out of placement and requiring support would be continued in the existing mentor program or reenrolled, if necessary. They would also be assigned to a team to participate in Teacher Rounds, a form of professional development that is based on peer observation and reflection. Should the deficiency be identified in the area of technology integration the teacher would be directed to participate in, participate in professional learning or instructional coaching. The teacher would also be required to create a PDP in collaboration with their building administrator and the collective bargaining agent's representative. Any necessary conferences or paid consultants agreed upon by both parties would be supported by D56.

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)

All four schools at Gurnee School District 56 offer fully developed "library" spaces that have completed a transformation to add STEM labs and makerspaces to the more traditional library space. Each of these facilities offer flexible seating that allows for whole class or multiple class sessions such as Socratic Seminars or cross curricular studies. Each space offers a presentation center that allows students to work in small group collaborations on projects, inquiry studies or STEM based challenges. Each presentation center is equipped with furniture that facilitates collaboration and a touchscreen television for displaying the presentation being developed. These spaces are conducive for students to work independently, with partners, in small groups or with a full class and a teacher for direct instruction. The spaces are designed to accommodate more than one class at a time. It is possible to have two classes conducting a Socratic Seminar while another class is using the makerspace to build models of a cell and small groups of students working at the presentation center creating the soundtrack for a Public Service Announcement or in the STEM lab building bridges. The STEM labs are equipped with robotics, Lego, construction materials, 3D printers, 3D pens, green screen recording spaces and other materials needed to accomplish the STEM challenges being presented in either core classes or in the Digital Literacy class. The STEM lab is available for any teacher in the school to take advantage of throughout the course of the year. The makerspaces are equipped with small tools, such as soldering irons, saws, screwdrivers, hammers, drills and the associated materials such as lumber, foam board, cardboard, tape, glue, etc. Each space has a sewing machine, materials and thread. Finally new equipment is added regularly such as a vinyl cutting machine or 3D printers. The library continues to house volumes of fiction and nonfiction reading materials for research and checkout purposes. It is important to note that as a 1:1 iPad district the students have a digital library at their fingertips, as well. Novels for class studies as well as independent reading are available for students 24/7 through their device. Both Follett and SORA library services are used in the district schools. All technological resources, applications, and/or apps are SOPA compliant for all district employees and student usage. Finally, digital literacy skills are taught from Kindergarten to Eighth grade. The curriculum objectives move students towards being able to create digital presentations using a variety of tools such as Keynote and iMovie. Students are capable of combining apps and other applications for a multi-faceted presentation. With coding being taught formally in grades K- 8 students are able to design their own applications, solving problems or demonstrating their learning. An example would be a second grade student creating a display that codes the animation of the water cycle, modeling evaporation, condensation and precipitation. These opportunities are open to all students throughout the district and the curriculum supporting this is taught to all students across the district.

Response from the prior year Consolidated District Plan.

All four schools at Gurnee School District 56 offer fully developed "library" spaces that have completed a transformation to add STEM labs and makerspaces to the more traditional library space. Each of these facilities offer flexible seating that allows for whole class or multiple class sessions such as Socratic Seminars or cross curricular studies. Each space offers a presentation center that allows students to work in small group collaborations on projects, inquiry studies or STEM based challenges. Each presentation center is equipped with furniture that facilitates collaboration and a touchscreen television for displaying the presentation being developed. These spaces are conducive for students to work independently, with partners, in small groups or with a full class and a teacher for direct instruction. The spaces are designed to accommodate more than one class at a time. It is possible to have two classes conducting a Socratic Seminar while another class is using the makerspace to build models of a cell and small groups of students working at the presentation center creating the soundtrack for a Public Service Announcement or in the STEM lab building bridges. The STEM labs are equipped with robotics, Legos, construction materials, 3D printers, 3D pens, green screen recording spaces and other materials needed to accomplish the STEM challenges being presented in either core classes or in the Digital Literacy class. The STEM lab is available for any teacher in the school to take advantage of throughout the course of the year. The makerspaces are equipped with small tools, such as soldering irons, saws, screwdrivers, hammers, drills and the associated materials such as lumber, foam board, cardboard, tape, glue, etc. Each space has a sewing machine, materials and thread. Finally new equipment is added regularly such as a vinyl cutting machine or 3D printers. The library continues to house volumes of fiction and nonfiction reading materials for research and checkout purposes. It is important to note that as a 1:1 iPad district the students have a digital library at their fingertips, as well. Novels for class studies as well as independent reading are available for students 24/7 through their device. Both Follett and SORA library services are used in the district schools. Finally, digital literacy skills are taught from Kindergarten to Eighth grade. The curriculum objectives move students towards being able to create digital presentations using a variety of tools such as Keynote and iMovie. Students are capable of combining apps and other applications for a multi-faceted presentation. With coding being taught formally in grades K- 8 students are able to design their own applications, solving problems or demonstrating their learning. An example would be a second grade student creating a display that codes the animation of the water cycle, modeling evaporation, condensation and precipitation. These opportunities are open to all students throughout the district and the curriculum supporting this is taught to all students across the district.

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

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

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([count] of 7500 maximum characters used)

Services for students identified as performing significantly above grade level expectation may be considered for participation in the formal Advanced Academics Education Program. These services are provided in Language Arts and Mathematics from grades 4-8. The programming offers replacement classes for the regular Language Arts and Mathematics programs taking place in the general classrooms. Students may be placed in one or both of the offerings based upon the findings of the eligibility process noted below. (Students found to be "borderline" are offered placement in the class with the consent of the parents and understanding if the placement is determined to be inappropriate for the student and he/she may be removed from the class at the parent/student/teacher's request.) Mission: When it comes to the possibility that a student is demonstrating advanced learning needs in Gurnee District 56, we have designed a continuum of services we consider when seeking to meet the needs of a particular student. The mission of the Advanced Academics program is to provide a diversified language arts and/or math curriculum and instructional experience to students with high cognitive ability and/or achievement. Philosophy: Students who have a high cognitive ability and/or achievement that is significantly above the norm require specialized instruction. This instruction should be faster paced, more rigorous, at a greater depth, or accelerated beyond the typical grade-level instruction. It should provide opportunities for students to engage in high level thinking skills and interaction with students of similar abilities. The Advanced Academics program encourages success by supporting the needs of identified students while ensuring that grade level standards are met. Definition: A student who demonstrates ability and/or achievement that is significantly above the norm may be considered for the Advanced Academics program. This program is designed to address the needs of students who require instruction that is above their grade-level peers.

Response from the prior year Consolidated District Plan.

Services for students identified as performing significantly above grade level expectation may be considered for participation in the formal Advanced Academics Education Program. These services are provided in Language Arts and Mathematics from grades 4-8. The programming offers replacement classes for the regular Language Arts and Mathematics programs taking place in the general classrooms. Students may be placed in one or both of the offerings based upon the findings of the eligibility process noted below. (Students found to be "borderline" are offered placement in the class with the consent of the parents and understanding if the placement is determined to be inappropriate for the student and he/she may be removed from the class at the parent/student/teacher's request.) Mission: When it comes to the possibility that a student is demonstrating advanced learning needs in Gurnee District 56, we have designed a continuum of services we consider when seeking to meet the needs of a particular student. The mission of the Advanced Academics program is to provide a diversified language arts and/or math curriculum and instructional experience to students with high cognitive ability and/or achievement. Philosophy: Students who have a high cognitive ability and/or achievement that is significantly above the norm require specialized instruction. This instruction should be faster paced, more rigorous, at a greater depth, or accelerated beyond the typical grade-level instruction. It should provide opportunities for students to engage in high level thinking skills and interaction with students of similar abilities. The Advanced Academics program encourages success by supporting the needs of identified students while ensuring that grade level standards are met. Definition: A student who demonstrates ability and/or achievement that is significantly above the norm may be considered for the Advanced Academics program. This program is designed to address the needs of students who require instruction that is above their grade-level peers.

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

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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of local testing and CBMs to facilitate curriculum revision, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual local assessment targets. To monitor student progress to ensure at least one year of growth for one year of experience.

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

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

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

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([count] of 7500 maximum characters used)

In order to facilitate effective transitions for the middle school students graduating from Gurnee D56 and moving on to the local public High School District, Warren Township High School 121 (a separate school district), the District Office and building administrators meet regularly with the administrative team for all feeder schools and the high school to collaborate on outcomes and expectations. Since this high school educates students from three separate elementary feeder districts it is imperative that every district is represented equitably and that the educational opportunities for all students from within the larger community meet a high standard as the minimum expectation. No student should enter the high school at a disadvantage as a result of attending any of these feeder districts. Meetings between the Curriculum and Instruction departments take place through the school year as do meetings with the Pupil Services representatives. These meetings examine both common practices, curriculum, assessment, programing, services and academic expectations as well as individual student needs particularly in the Special Education, English Learner and medically fragile areas. The goal is for all EL students to transition from District 56 to high school with the opportunity to select the pathway that aligns with their future goals related to college and career. Our Biliteracy Program provides students with the opportunity to leave elementary school fluent in both English and Spanish. Annual articulation meetings take place between the high school department chairs and their teachers and the middle school department teachers. These meetings work on standardizing expectations, sharing instructional materials and strategies, reviewing final exams and discussing student placement for the fall. Warren Township High School has offered a comprehensive summer school program that allows incoming freshmen with concerns regarding their understanding of a particular content area to bridge the learning gap by taking review and high school preparation sessions. Students and parents participate in an incoming freshman meeting in January where they receive orientation information and their schedule for fall. This allows students ample time to prepare and review for classes that may prove challenging. Special education students and their families are required to participate in transition meetings with the staff from the high school to review existing services for students with IEPs or 504 plans. Students receiving significant levels of MTSS services are also offered the opportunity for a transition meeting, as well. The middle school courses of Algebra, Geometry and Spanish I are accepted at the high school to advance placement of the student. This allows students to enter high school enrolled in higher level courses of Geometry, Algebra II Trig or Spanish II. Band and Choir students audition in advance for placement into the appropriate band/choir.

Response from the approved prior year Consolidated District Plan.

In order to facilitate effective transitions for the middle school students graduating from Gurnee D56 and moving on to the local public High School District, Warren Township High School 121 (a separate school district), the District Office and building administrators meet regularly with the administrative team for all feeder schools and the high school to collaborate on outcomes and expectations. Since this high school educates students from three separate elementary feeder districts it is imperative that every district is represented equitably and that the educational opportunities for all students from within the larger community meet a high standard as the minimum expectation. No student should enter the high school at a disadvantage as a result of attending any of these feeder districts. Meetings between the Curriculum and Instruction departments take place through the school year as do meetings with the Pupil Services representatives. These meetings examine both common practices, curriculum, assessment, programing, services and academic expectations as well as individual student needs particularly in the Special Education, English Learner and medically fragile areas. The goal is for all EL students to transition from District 56 to high school with the opportunity to select the pathway that aligns with their future goals related to college and career. Our Biliteracy Program provides students with the opportunity to leave elementary school fluent in both English and Spanish. Annual articulation meetings take place between the high school department chairs and their teachers and the middle school department teachers. These meetings work on standardizing expectations, sharing instructional materials and strategies, reviewing final exams and discussing student placement for the fall. Warren Township High School has offered a comprehensive summer school program that allows incoming freshmen with concerns regarding their understanding of a particular content area to bridge the learning gap by taking review and high school preparation sessions. Students and parents participate in an incoming freshman meeting in January where they receive orientation information and their schedule for fall. This allows students ample time to prepare and review for classes that may prove challenging. Special education students and their families are required to participate in transition meetings with the staff from the high school to review existing services for students with IEPs or 504 plans. Students receiving significant levels of MTSS services are also offered the opportunity for a transition meeting, as well. The middle school courses of Algebra, Geometry and Spanish I are accepted at the high school to advance placement of the student. This allows students to enter high school enrolled in higher level courses of Geometry, Algebra II Trig or Spanish II. Band and Choir students audition in advance for placement into the appropriate band/choir.

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.

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

([count] of 7500 maximum characters used)

Gurnee School District 56 is a Pre-kindergarten through Eighth grade district. Students matriculate from our program into either the local public high school (which is a separate school district, Warren Township High School District 121) or one of the local private high school programs in the area. There are no work release programs at the middle school level. Developing the knowledge and importance of jobs and career choices is taught in an integrated fashion beginning with the Early Childhood students' study of jobs on a farm and concluding with the middle school language arts students development of a resume as an assessment piece of the career research project. Throughout their PreK-8 grade studies, students are exposed to a variety of careers affiliated with the content that they study. Second grade students learn about the job of a meteorologist as a component to their study of the weather. First Grade students study the World of Work and the role that workers and community helpers play in their daily lives. Career days are held related to content areas, such as community workers at the primary grades, technology workers as a component to the study of computer science and coding and health workers as fields in the Health classes. Middle School Art teachers conduct a unit on the study of careers in the arts. Finally all Middle school students complete a Research study on careers that culminates in the writing of a resume, speech on a career of interest and a research paper.

Response from the approved prior year Consolidated District Plan.

Gurnee School District 56 is a Pre-kindergarten through Eighth grade district. Students matriculate from our program into either the local public high school (which is a separate school district, Warren Township High School District 121) or one of the local private high school programs in the area. There are no work release programs at the middle school level. Developing the knowledge and importance of jobs and career choices is taught in an integrated fashion beginning with the Early Childhood students' study of jobs on a farm and concluding with the middle school language arts students development of a resume as an assessment piece of the career research project. Throughout their PreK-8 grade studies, students are exposed to a variety of careers affiliated with the content that they study. Second grade students learn about the job of a meteorologist as a component to their study of the weather. First Grade students study the World of Work and the role that workers and community helpers play in their daily lives. Career days are held related to content areas, such as community workers at the primary grades, technology workers as a component to the study of computer science and coding and health workers as fields in the Health classes. Middle School Art teachers conduct a unit on the study of careers in the arts. Finally all Middle school students complete a Research study on careers that culminates in the writing of a resume, speech on a career of interest and a research paper.

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

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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. To provide diverse learning opportunities that result in life-long learning. The use of teacher feedback to encourage students to revise ideas, connect learning to life experiences, and apply learning to future work. The facilitation of teacher collaboration to identify and solve problems. To provide rich staff development opportunities to maximize student learning. To promote civility and mutual respect in the school environment.

For each program for which funding is anticipated for the 2024-2025 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 Needs Assessment and Programs 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

Professional development on aligning school improvement plans to the district 5 year strategic plan Professional development on the development and implementation of a guaranteed viable curriculum Professional development on establishing professional learning communities St. Pats - Literacy development SIOP model of Instruction

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

The district will work with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts. We need to include a wide range of stakeholders in the process as the planning year is critical to set us up for success and improvement. The first step in the process will be to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. The second step will be to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR. Throughout this process, we will be engaging our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data. Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

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

Foundations for equity and inclusion Exploring social identity Socialization and implicit bias Building inclusive environments Addressing topics in educational equity St. Pat's - professional development will be on classroom management & positive discipline, Differentiated Instruction, mental health and stress

G. Title III - LIEP

Spanish Language Arts/biliteracy training Best practices for EL students SIOP model of Instruction

H. Title III - ISEP

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

We will roll Title IV funds into Title I

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

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

Crisis Prevention and Intervention Practices (CPI) Trauma and Mental Health training included in the above CPI training De escalation training Behavior, autism and ED student needs Conducting Functional Behavior Assessment (FBA) and writing Behavior Intervention Plans Facilitated IEP training and continual follow up Goal Writing training and continual follow up

L. IDEA, Part B - Preschool

Crisis Prevention and Intervention Practices (CPI) Trauma and Mental Health training included in the above CPI training De escalation training Behavior, autism and ED student needs Conducting Functional Behavior Assessment (FBA) and writing Behavior Intervention Plans Facilitated IEP training and continual follow up Goal Writing training and continual follow up

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

Safe and Healthy Learning Environment	Instructions
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INSTRUCTIONS:Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal must 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.

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics.The establishment of a learning environment that supports reflective thinking and a free exchange of ideas.To provide diverse learning opportunities that result in life-long learning.The use of teacher feedback to encourage students to revise ideas, connect learning to life experiences, and apply learning to future work.The facilitation of teacher collaboration to identify and solve problems.To promote civility and mutual respect in the school environment.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

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([count] of 7500 maximum characters used)

Gurnee District 56 has three Board Policies that address behavior management of all students. 7:20 Harassment of Students Prohibited, 7:180 Prevention of and Response to Bullying, Intimidation and Harassment and 7:230 Misconduct by Students with Disabilities all lead to the necessity to have programs and systems in place that address misbehavior, bullying and harassment in a respectful manner that takes into account individual differences of all students. A three pronged approach to addressing incidences of students who may step outside of the approved behavioral norms including instances that include bullying and harassment. Two programs, Team Lead and PBIS are proactive in nature while Restorative Practices are growing in use throughout the district as the system for when the staff/schools are in a situation that requires a reactive stance or consequence. Both TeamLEAD and PBIS explicitly teach acceptable behaviors as well as strategies for students to employ if they encounter a situation when a peer is behaving in an unacceptable manner. Team LEAD is a Bystander Leadership program focused on empowering student leaders to combat bullying in the schools. The students are taught how to actively and safely deal with bullying through a mentoring program. Viking and River Trail Schools began the Team LEAD program in 2008. Since this time both schools have incorporated the program into the intermediate age groups located at the other school buildings in the district. The philosophy of the program is that teachers aren't always around when bullying occurs. Bullies often harass students only in the presence of other children. Therefore, it is imperative to empower the kids and teach them the correct and safe ways to deal with bullying. The program teaches students the different forms of relational aggression and bullying. It also teaches them not to be bystander, to to take an active role in stopping bullying in our schools. Team LEAD develops student leaders at the middle school grades and teaches them how to conduct lessons and provide special programs for their peers at the middle school and at the elementary schools focused on being positive contributors to the learning environment, how to not be a bystander to bullying and how to recognize bullying when it is taking place. It also teaches them that if they stand-by and watch the bullying occur, it will continue. Students learn about the negative consequences of being a bystander. While this does remove students from the classroom, it is an opportunity for students to present materials, work with their peers and teach them the content of the Team LEAD program. PBIS (Positive Behavior Interventions and Supports) is a school-wide behavioral system that is focused on these four key areas:*Prevention-based school-wide systems of positive behavior support*Data-based decision-making for instruction of behavior and academics*Wraparound planning for students with complex emotional and behavioral needs and their families*Community-based supports for families, youth and schoolsThe goal is to educate students on district behavioral expectations to increase academic success of all students. PBIS is a proactive systems approach to providing behavioral support and social and academic success.PBIS involves setting school-wide behavioral expectations. At Gurnee District 56 the expectations include:*Be Respectful*Be Responsible*Be Productive*Be SafeBehavior expectations are taught to all students in all settings and situations throughout the school day. Our emphasis is on acknowledging appropriate behavior and celebrating positive growth in individuals in the school community. When students step outside of the expected behaviors the PBIS system is used to redirect and reteach the appropriate behavior. Schools have developed online presentations, videos and ebooks that are used as resources to review and reteach appropriate behaviors with these specific students. If a staff member notices a student who requires redirection for a specific behavior, they work with the student to work through a form of redirection and reteaching. Behavioral data is monitored throughout the year by each building. When a trend is noted and identifies an increase in negative behavior in the class, grade level or entire school, they will pause general programming to reteach the behaviors that directly impact the area identified through the data review. These strategies do not compromise student health and safety. These strategies aim at empowering students to make the appropriate choices and ensure that the knowledge of appropriate behavior exists for all students. The DBAC, District Discipline and Behavior Committee also review the procedures and data frequently throughout the year to determine trends in the data at buildings and across the district. The DBAC also helps to brainstorm possible resources and understanding of potential root causes of the patterns of behavior and discipline. This committee is made up of staff members across all buildings with differing areas of specialty and expertise. Restorative PracticesRestorative Practices are an approach that addresses misbehavior through the social/community lens. Processes that allow restitution and promote reconciliation are in place in all schools. Choices for restitution are provided and all choices include contact with the home, the student taking ownership of the behavior, apologies and the agreed upon restitution completed. For all students we are utilizing restorative conversations and practices as a way to make amends within the school setting. All of our classrooms are also starting their days with morning circles or morning meetings to build community amongst each classroom.D56 is able to disaggregate data on student behavior by all subgroups through the use of I-SWIS and Skyward. This information is also used to inform the school improvement and PBIS teams at each school to determine if there are any irregularities in suspensions and detentions and students in an identified subgroup.

Response from the prior year Consolidated District Plan.

Gurnee District 56 has three Board Policies that address behavior management of all students. 7:20 Harassment of Students Prohibited, 7:180 Prevention of and Response to Bullying, Intimidation and Harassment and 7:230 Misconduct by Students with Disabilities all lead to the necessity to have programs and systems in place that address misbehavior, bullying and harassment in a respectful manner that takes into account individual differences of all students. A three pronged approach to addressing incidences of students who may step outside of the approved behavioral norms including instances that include bullying and harassment. Two programs, Team Lead and PBIS are proactive in nature while Restorative Practices are growing in use throughout the district as the system for when the staff/schools are in a situation that requires a reactive stance or consequence. Both TeamLEAD and PBIS explicitly teach acceptable behaviors as well as strategies for students to employ if they encounter a situation when a peer is behaving in an unacceptable manner. Team LEAD is a Bystander Leadership program focused on empowering student leaders to combat bullying in the schools. The students are taught how to actively and safely deal with bullying through a mentoring program. Viking and River Trail Schools began the Team LEAD program in 2008. Since this time both schools have incorporated the program into the intermediate age groups located at the other school buildings in the district. The philosophy of the program is that teachers aren't always around when bullying occurs. Bullies often harass students only in the presence of other children. Therefore, it is imperative to empower the kids and teach them the correct and safe ways to deal with bullying. The program teaches students the different forms of relational aggression and bullying. It also teaches them not to be bystander, to to take an active role in stopping bullying in our schools. Team LEAD develops student leaders at the middle school grades and teaches them how to conduct lessons and provide special programs for their peers at the middle school and at the elementary schools focused on being positive contributors to the learning environment, how to not be a bystander to bullying and how to recognize bullying when it is taking place. It also teaches them that if they stand-by and watch the bullying occur, it will continue. Students learn about the negative consequences of being a bystander. While this does remove students from the classroom, it is an opportunity for students to present materials, work with their peers and teach them the content of the Team LEAD program. PBIS (Positive Behavior Interventions and Supports) is a school-wide behavioral system that is focused on these four key areas:*Prevention-based school-wide systems of positive behavior support*Data-based decision-making for instruction of behavior and academics*Wraparound planning for students with complex emotional and behavioral needs and their families*Community-based supports for families, youth and schoolsThe goal is to educate students on district behavioral expectations to increase academic success of all students. PBIS is a proactive systems approach to providing behavioral support and social and academic success.PBIS involves setting school-wide behavioral expectations. At Gurnee District 56 the expectations include:*Be Respectful*Be Responsible*Be Productive*Be SafeBehavior expectations are taught to students in all settings and situations throughout the school day. Our emphasis is on acknowledging appropriate behavior and celebrating positive growth in individuals in the school community. When students step outside of the expected behaviors the PBIS system is used to redirect and reteach the appropriate behavior. Schools have developed online presentations, videos and ebooks that are used as resources to review and reteach appropriate behaviors with these specific students. QR codes are located throughout the school. If a staff member notices a student who requires redirection they may be asked to go to the QR code for that behavior and view the resource that is there as a form of redirection and reteaching. Behavioral data is monitored throughout the year. When a trend is noted and identifies an increase in poor behavior the

class, grade level or entire school will pause general programming to reteach the behaviors that directly impact the area identified through the data review. These strategies do not compromise student health and safety. These strategies aim at empowering students to make the appropriate choices and ensure that the knowledge of appropriate behavior exists for all students. Restorative PracticesRestorative Practices are an approach that addresses misbehavior through the social/community lens. Processes that allow restitution and promote reconciliation are in place in all schools, while the Peer Jury process is either in place or being developed in the middle school grades. Peer Jury is a tool that provides alternative resolutions to school infractions in lieu of detention or suspension. Students work their way through the peer jury process for infractions that are considered minor or chronic. Students must acknowledge the behavior in order to access the Peer Jury system. The jury and their peers work to come to an agreement as to the steps that need to be taken to make amends. Choices for restitution are provided and all choices include contact with the home, the student taking ownership of the behavior, apologies and the agreed upon restitution completed. Students that complete the jury process but do not follow through with the restitution are referred to the administration. Data is being collected to determine the impact the Peer Jury system has had on the number of detentions and suspensions being given. For the younger students we are utilizing restorative conversations and practices as a way to make amends within the school setting. The elementary classrooms are also starting their days with morning circles to build community amongst each classroom.D56 is able to disaggregate data on student behavior by all subgroups through the use of I-SWIS. This information is also used to inform the school improvement and PBIS teams at each school to determine if there are any irregularities in suspensions and detentions and students in an identified subgroup.

2. **Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]**
(42 U.S.C. 11301 et seq.):*

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

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

[[count] of 7500 maximum characters used)

Students enrolling in Gurnee School District 56, who are determined to be homeless, are automatically provided with a number of services per Board of Education Policies 6:140 Education of Homeless Children and 7:60 Residence: Homeless Students. Students are immediately enrolled in a D56 school. Students are assigned to the building with the smallest class size available at the appropriate grade level. Families with a pre-school aged student are referred to the district run Early Learning/Early Childhood programs. Transportation begins immediately for any homeless student enrolling in the district. The district works with the district considered as the school of origin or school of attendance to share transportation. If the parent is unable to provide the needed paperwork and information to complete the registration process a District Office staff member will assist with obtaining a birth certificate, health records and academic records from the school district of origin. The District Office staff provides a backpack filled with classroom supplies suited for the student's grade level whether primary, immediate or middle school for each student in the family. Students requiring a gym uniform and lock for a locker (middle school) are provided these items, as well. All students are provided a free breakfast and lunch through the Community Eligibility Program which is part of the National School Lunch Program.Once at the school, students receive their iPad and a mobile wifi card that will provide Internet access and 24/7 access to their school materials and assignments. Each student receives a district email account that allows them to communicate within the district environment only. This allows them to communicate directly with their teacher whenever needed. Students are evaluated and provided a screening assessment to determine academic readiness assisting with class placement at the middle school. If needed, the students are immediately brought to the building team to create an RtI plan of services. District Social Workers and office assistants will help with referrals to related services such as medical appointments, counseling and village/community services, such as Warren Township Youth Services. Transportation arrangements are made when needed, as well.

Response from the prior year Consolidated District Plan.

Students enrolling in Gurnee School District 56, who are determined to be homeless, are automatically provided with a number of services per Board of Education Policies 6:140 Education of Homeless Children and 7:60 Residence: Homeless Students. Students are immediately enrolled in a D56 school. Students are assigned to the building with the smallest class size available at the appropriate grade level. Families with a pre-school aged student are referred to the district run Early Learning/Early Childhood programs. Transportation begins immediately for any homeless student enrolling in the district. The district works with the district considered as the school of origin or school of attendance to share transportation. If the parent is unable to provide the needed paperwork and information to complete the registration process a District Office staff member will assist with obtaining a birth certificate, health records and academic records from the school district of origin. The District Office staff provides a backpack filled with classroom supplies suited for the student's grade level whether primary, immediate or middle school for each student in the family. Students requiring a gym suit and lock for a locker (middle school) are provided these items, as well. Homeless students are provided a free lunch/milk. This hot lunch is the same hot lunch offered to paying students. The two Title I schools (Spaulding and Prairie Trail) offer a morning breakfast. These breakfasts are available for any student in these schools who come to school hungry. Once at the school, students receive their iPad and a mobile wifi card that will provide Internet access and 24/7 access to their school materials and assignments. Each student receives a district email account that allows them to communicate within the district environment only. This allows them to communicate directly with their teacher whenever needed. Students are evaluated and provided a screening assessment to determine academic readiness assisting with class placement at the middle school. If needed, the students are immediately brought to the building team to create an RtI plan of services. District Social Workers and office assistants will help with referrals to related services such as medical appointments, counseling and village/community services, such as Warren Township Youth Services. Transportation arrangements are made when needed, as well.

Title I Requirement:

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

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - VIKING SCHOOL	☐	☐	☒	☐	04/24/2024
2001 - PRAIRIE TRAIL SCHOOL	☒	☐	☐	☐	04/24/2024
2002 - SPAULDING ELEMENTARY SCHOOL	☒	☐	☐	☐	04/24/2024
2003 - RIVER TRAIL SCHOOL	☐	☐	☒	☐	04/24/2024

Describe anticipated Reorganizations:

None

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

- ☒ District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. We will use professional learning in the areas of aligning school improvement plans to the district 5 year strategic plan on the development and implementation of a guaranteed viable curriculum. This will help us to meet the goals described below. We will also hire staff to supplement the district program in SEL, classroom management, and targeted interventions in reading and mathematics.

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)

Prairie Trail School earned the designation of comprehensive during the 2023-24 school year. As a result, we are reviewing the existing comprehensive assessment of performance and program options in that school building as compared to other schools that do not receive that designation. Additional funds to support retraining of staff or additional programming options, will be allocated to support the areas noted as deficient. Additional assessment sessions including standardized and local formative would be put into place to enhance the already ongoing measurement of student growth towards the state standards. The district will work with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts. We need to include a wide range of stakeholders in the process as the planning year is critical to set us up for success and improvement. The first step in the process will be to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.The second step will be to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we will be engaging our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.For the 2023-24 school year we met the requirements of schoolwide funding without the need to complete the waiver for both of our Title 1 schools. For the 2024-25 school year we meet those requirements again so we will provide schoolwide support to our two Title I schools. Title 1 funds have been used to provide additional programming and a higher degree of support for students enrolled in those schools identified as homeless, low-income or at risk for academic failure. The impact of these additions is measured with the district's use of nationally normed local assessments as well as the full RtI process as noted in the response to question 1. District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. Additional intervention programs are available at the Title I schoolwide designated schools delivered by specific interventionist staff and/or the regular classroom teacher. Programs such as Second Step, ST Math, and Imagine Learning, all supplement the core instructional programs at the Title I identified schools. And, teachers will receive professional learning as described in the goal above.

Response from the approved prior year Consolidated District Plan.

D56 has never been deemed targeted or comprehensive. However, if we were deemed as such, we would review the existing comprehensive assessment of performance and program options in that school building as compared to other schools that do not receive that designation. Additional funds to support retraining of staff or additional programming options, would be allocated to support the areas noted as deficient. Additional assessment sessions including standardized and local formative would be put into place to enhance the already ongoing measurement of student growth towards the state standards. For the 2022-23 school year we met the requirements of schoolwide funding without the need to complete the waiver for both of our Title 1 schools. For the 2023-24 school year we meet those requirements again so we will provide schoolwide support to our two Title I schools. Title 1 funds have been used to provide additional programming and a higher degree of support for students enrolled in those schools identified as homeless, low-income or at risk for academic failure. The impact of these additions is measured with the district's use of nationally normed local assessments as well as the full RtI process as noted in the response to question 1. District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. Additional intervention programs are available at the Title I schoolwide designated schools delivered by specific interventionist staff and/or the regular classroom teacher. Programs such as Second Step, Reflex Math, ST Math, and Imagine Learning, all supplement the core instructional programs at the Title I identified schools. And, teachers will receive professional learning as described in the goal above.

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, and/or
- ☒ Direct Certification.

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

We currently identify students in need of support through multiple measures including financial need, local assessments, and nationally-normed benchmarking. Many more were able to be served because our Title I schools receive schoolwide support. For the 2024-25 school year we will not need to complete the waiver because our two highest Title 1 buildings will be above 40%. We continue to provide pull-out services in the areas of math and reading, and with school-wide services we will continue to provide professional learning for all staff that would allow us to meet the needs of more students, including those at risk of failing to meet rigorous state standards.

Response from the approved prior year Consolidated District Plan.

We currently identify students in need of support through multiple measures including financial need, local assessments, and nationally-normed benchmarking. Many more were able to be served because our Title I schools receive schoolwide support. For the 2023-24 school year we will not need to complete the waiver because our two highest Title 1 buildings will be above 40%. We continue to provide pull-out services in the areas of math and reading, and with school-wide services we will continue to provide professional learning for all staff that would allow us to meet the needs of more students, including those at risk of failing to meet rigorous state standards.

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, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs 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.

- ☒ Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of AIMSweb testing to facilitate intervention revisions, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual IEP goals. To monitor student progress to ensure one year of growth for one year of experience.

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

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

([count] of 7500 maximum characters used)

The needs assessments have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals has led to additional staffing for the 2024 - 2025 school year. We will be adding an additional social worker to our staff. The funds will be used to hire paraprofessionals, provide professional development in the areas of training on data collection and updating of FBAs and writing BIPs, Facilitated IEPs, Goal Writing as well as to provide contract OT and PT services, and proportionate share.

Response from the approved prior year Consolidated District Plan.

The needs assessments have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals has led to additional staffing for the 2023 - 2024 school year. We will be adding an additional special education teacher and an additional social worker to our staff. The funds will be used to hire paraprofessionals, provide professional development in the areas of training on data collection and creation of FBA's and writing BIPs, to provide contract OT and PT services, and proportionate share.

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)

Professional Development - De escalation training, updating of Functional Behavioral Assessment and Behavior Intervention Plan training, Crisis Prevention Intervention training with an increased emphasis on Trauma and Mental Health as well as the other related components, and IEP goal writing training. Staffing - paraprofessional salaries that are not paid for by local funds, contract occupational therapy and physical therapy salaries, Infinites membership, tuition for tuition for students being serviced through SEDOL, the district cooperative.

Response from the approved prior year Consolidated District Plan.

Professional Development - De escalation training, How to write Functional Behavioral Analysis and Behavior Intervention Plan training, Crisis Prevention Intervention training. Staffing - paraprofessional salaries that are not paid for by local funds, contract occupational therapy and physical therapy salaries, Infinites membership, tuition for students being serviced through SEDOL, the district cooperative.

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)

N/A

Response from the approved prior year Consolidated District Plan.

N/A

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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)

Suspension and Expulsion The district has dedicated in-service time to support professional development in the areas of Crisis Prevention and Intervention Practices (CPI), De escalation training, Behavior, autism and ED student needs, conducting Functional Behavior Assessment and writing Behavior Intervention Plans, Goal Writing training and Facilitated IEP training. Gurnee School District 56 utilizes SWIS data to guide our interventions and services for those students who have disabilities in the area of social emotional learning/functioning. The goal is to provide staff with professional development on these important topics in order to reduce our suspension and expulsion rates. Educational Environments Gurnee School District 56 is a member of SEDOL, a special education cooperative and we partner with other private and public institutions to meet the special education needs of our students. This provides us with a wide range of programs and services to support students and the special education continuum of services. Gurnee School has 395 students receiving services for special education. Of these 395 students, students are provided services through SEDOL and other public or private institutions. We utilize some of the IDEA funds to assist with their tuition costs. The district has dedicated in-service time to support professional development in the areas of Crisis Prevention and Intervention Practices (CPI), De escalation training, Behavior, autism and ED student needs, conducting Functional Behavior Assessment and writing Behavior Intervention Plans and Facilitated IEP training. These professional development topics help staff to understand the needs of students and how to provide them the services they need to be successful.

*Required field

Overview

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

PROGRAM: Youth in Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

REQUIRED FOR: All Illinois school districts and state-authorized charter schools

RESOURCES: [ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2008 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2008\)](#)
[Public Act 099-0781 \(effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

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

DEFINITION AND REFERENCES

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Solomon	Rachel	Director of Pupil Services	rsolomon@d56.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Kirwan	Steve	Transportation Supervisor	skirwan@d56.org

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

Best Interest Determination Factors/Considerations: 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 socio-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 Foster Care team members are: Rachel Solomon, Director of Pupil Services; Steve Kirwin, Transportation Supervisor; Veronica Herrera, Transportation Assistant; Miriam Torres, Multilingual and Assessment Coordinator; Melissa Dunbar, School Social Worker; Lydia Scher, School Counselor; Lauren Wright, Special Education Teacher; Laura Liphardt, Certified School Nurse

Response from the approved prior year Consolidated District Plan.

Best Interest Determination Factors/Considerations: 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 socio-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 Foster Care team members are: Rachel Solomon, Director of Pupil Services; Steve Kirwin, Transportation Supervisor; Veronica Herrera, Transportation Assistant; Miriam Torres, Multilingual and Assessment Coordinator; Melissa Dunbar, School Social Worker; Lydia Scher, School Counselor; Lauren Wright, Special Education Teacher; Laura Liphardt, Certified School Nurse

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

See IDEA legislation here; See Section 504 here

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

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

Any student within the LEA that is eligible under IDEA or Section 504 will be afforded all rights. Federal and state laws will be followed to ensure the student receives the support that they are entitled to based on their eligibility determination. If the Youth in Care is moved outside the school district, the district will meet with the guardian and DCFS caseworker to determine the child's best interest for meeting the student's educational, social and emotional needs. The district will support the decision and either work with the new school district to make a smooth transition and provide all needed paperwork for the child to continue receiving the services afforded to them by their IEP or 504, or the district will work to transport the child in order for the child to continue in the current school environment.

Response from the approved prior year Consolidated District Plan.

Any student within the LEA that is eligible under IDEA or Section 504 will be afforded all rights. Federal and state laws will be followed to ensure the student receives the support that they are entitled to based on their eligibility determination. If the Youth in Care is moved outside the school district, the district will meet with the guardian and DCFS caseworker to determine the child's best interest for meeting the student's educational, social and emotional needs. The district will support the decision and either work with the new school district to make a smooth transition and provide all needed paperwork for the child to continue receiving the services afforded to them by their IEP or 504, or the district will work to transport the child in order for the child to continue in the current school environment.

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

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

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

Any Youth in Care with the LEA that is eligible for services as an English Learner will be afforded all rights. Federal and state laws will be followed to ensure that the student receives the support that they are entitled to based on their eligibility determination. Written and verbal communications with families and the student(s) will be provided in their native language whenever possible.

Response from the approved prior year Consolidated District Plan.

Any Youth in Care with the LEA that is eligible for services as an English Learner will be afforded all rights. Federal and state laws will be followed to ensure that the student receives the support that they are entitled to based on their eligibility determination. Written and verbal communications with families and the student(s) will be provided in their native language whenever possible.

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

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

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

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

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 ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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.

Professional Development: Offer regular sessions with administrative teams to transfer information to building based teams of teachers. These sessions can cover relevant laws, regulations, and best practices for supporting educational stability for students in care. Training sessions can be conducted by knowledgeable staff, external experts, or representatives from child welfare agencies. Dedicated time during staff meetings to discuss ESSA requirements related to educational stability for students in foster care. Provide updates on any changes to policies or procedures and share resources, tools, and case studies to help staff understand their roles and responsibilities in supporting these students. Designate a specific staff member or team within the school/district to serve as the point of contact for questions, concerns, or support related to ESSA requirements for students in foster care. This person/team can provide guidance, resources, and assistance to school personnel as needed. Collaboration with Child Welfare Agencies: Establish and maintain partnerships with local child welfare agencies to facilitate communication and collaboration between schools and agencies responsible for students in foster care. Regular meetings, joint training sessions, and sharing of information can help ensure that all stakeholders are informed and aligned with ESSA requirements. Data Tracking and Monitoring: Implement systems for tracking and monitoring the educational progress and stability of students in foster care. Utilize student information systems or other data management tools to identify students in care, track their academic performance, monitor school transfers, and ensure compliance with ESSA requirements. Ongoing Communication: Foster open and ongoing communication channels between school personnel, caregivers, caseworkers, and other stakeholders involved in the education and well-being of students in foster care. Regular communication can help ensure that everyone is aware of ESSA requirements and working together to support student success. By implementing these strategies, the district/school can ensure that all appropriate school personnel are aware of ESSA requirements for educational stability for students in foster care and are equipped to effectively support these students' academic and overall well-being.

*Required field

Youth in Care Stability Plan Development

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

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

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

Transportation costs should not be considered when determining a child's best interest. Some children in Youth in 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 Youth in 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 Youth in Care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children.When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Student Point of Contact (POC) immediately.

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 Youth in 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 Youth in 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 Youth in Care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children.When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Student Point of Contact (POC) immediately. POC will contact the child welfare agency representativePOC will obtain information on the student's previous school and placementPOC and child welfare agency/representative will discuss factors listed below for educational consideration.Best Interest Determination Factors/Considerations: Appropriateness of the current educational setting and proximity of 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 socio-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 settings for the child.

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

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

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

☐ h. Other - describe

☐ i. Other - describe

☐ j. Other - describe

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

The POC works closely with the District Transportation Department in looking at routes that are already established to see if the Youth in Care can be placed on an existing route. This route could be one that is a district route or one that operates for another district that could be shared. If an already established route is not available we will create a new route. If the district does not have the vehicle or certified driver to do so, then we will consider alternate transportation such as a contract route with a local company (Safeway or Topline), who we have established relationships with. The following funding options will be considered:1. Title IV-E of the Social Security Act if the student is eligible2.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 transportation4.State special education transportation funds, if the student has an IEP5.Local funds

Response from the approved prior year Consolidated District Plan.

The POC works closely with the District Transportation Department in looking at routes that are already established to see if the Youth in Care can be placed on an existing route. This route could be one that is a district route or one that operates for another district that could be shared. If an already established route is not available we will create a new route. If the district does not have the vehicle or certified driver to do so, then we will consider alternate transportation such as a contract route with a local company (Safeway or Topline), who we have established relationships with. The following funding options will be considered:1. Title IV-E of the Social Security Act if the student is eligible2.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 transportation4.State special education transportation funds, if the student has an IEP5.Local funds

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

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

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

The student will remain in their school of origin while any dispute regarding the transportation costs are being resolved. The stakeholders will meet to discuss the following considerations; safety, duration of route, time of placement change, type of transportation available, traffic, school schedules, extracurricular involvement and transportation options, maturity and behavior of the Youth(s) in Care. Also, the options for transportation and funding. This meeting will be timely and without delay or having any effect on the education of the child. If this group cannot come to an agreement the Board of Education or designee will act as a hearing officer and hear all relevant information as listed above.

Response from the approved prior year Consolidated District Plan.

The student will remain in their school of origin while any dispute regarding the transportation costs are being resolved. The stakeholders will meet to discuss the following considerations; safety, duration of route, time of placement change, type of transportation available, traffic, school schedules, extracurricular involvement and transportation options, maturity and behavior of the Youth(s) in Care. Also, the options for transportation and funding. This meeting will be timely and without delay or having any effect on the education of the child. If this group cannot come to an agreement the Board of Education or designee will act as a hearing officer and hear all relevant information as listed above.

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

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

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

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

Federal guidance provides that "if there is a disagreement regarding school placement for a Youth in Care, the child welfare agency should be considered the final decision-maker in making the best interest determination." Further, federal guidance also states that "legislation addresses action that should be taken when parties are in disagreement about the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan." Such disagreements are to be resolved "expeditiously" and the burden of proof is placed upon the child welfare system to show that its decision is in the child's best interest." The School of Origin SOO is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Federal guidance provides that "if there is a disagreement regarding school placement for a Youth in Care, the child welfare agency should be considered the final decision-maker in making the best interest determination." Further, federal guidance also states that "legislation addresses action that should be taken when parties are in disagreement about the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan." Such disagreements are to be resolved "expeditiously" and the burden of proof is placed upon the child welfare system to show that its decision is in the child's best interest." The School of Origin SOO is responsible for the transportation while all disputes are being resolved. 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.

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

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

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

When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Point of Contact (POC) immediately. POC will contact child welfare agency representative. POC will obtain information on student's previous school and placement. POC and child welfare agency/representative will discuss factors listed below for educational consideration. The Youth in Care Care Transportation Plan will be included in the Transportation and Staff handbook, building administration review the handbook with staff during the opening days of school.

Response from the approved prior year Consolidated District Plan.

When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Point of Contact (POC) immediately. POC will contact child welfare agency representative. POC will obtain information on student's previous school and placement. POC and child welfare agency/representative will discuss factors listed below for educational consideration. The Youth in Care Care Transportation Plan will be included in the Transportation and Staff handbook, building administration review the handbook with staff during the opening days of school.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

478 English Learners (ELs) are in the district

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

Last Name*

Torres

Phone*

847 336 0800

First Name*

Miriam

Middle

Initial

Email*

mtorres@d56.org

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?*

Yes



No



[Administrator Requirements](#)

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

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

River Trail houses Kindergarten- 8th grade. Spaulding houses Pre K - 2nd and Prairie Trail houses 3rd -5th grade. Every other year, the kindergarten One Way Dual Language program is either at River Trail or Spaulding. For the 2024-25 school year River Trail will have the OWDL Kindergarten class. This allow us to keep each building similar in size and not overpopulate any of our buildings. This year River Trail houses 1st, 3rd and 5th grade. Spaulding houses 1st and 2nd grade and Prairie Trail houses 4th grade. Because we switch off where the kindergarten starts each year, we don't have every grade level at every building, but the students don't change buildings, they just move up with their classmates each year and only change buildings when they change grade level centers, like the rest of their peers. For the SY 2024-25 we will be expanding our program by adding the first OWDL Pre K class in the district that will be house at Spaulding.

*Required field

478 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)		Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category.			ELS-TBE and ELS-VIT - Enter zero if no teachers in a category.	Language Codes
			TBE	TPI	1	2	3	4	5	6	Number of PEL Teachers with ESL Endorsement Only	Number of PEL Teachers with Bilingual Endorsement Only	Number of PEL Teachers with ESL and Bilingual Endorsement	Number of Teachers with ELS-TBE or ELS-VIT Endorsements	
	In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.*														If a number greater than zero is reported for PEL Teachers with Bilingual Endorsement, ESL and Bilingual Endorsement, and/or ELS-TBE/ELS-VIT Endorsements, provide the endorsed language code(s) represented using the reference document below. Language Codes Alphabetical
1.	Spaulding School	Pre K-2	☒	☒	☐	☒	☐	☒	☐	☒	13	3	1	0	001
2.	Prairie Trail School	3-5	☒	☒	☐	☒	☐	☒	☐	☒	11	1	0	0	001
3.	Viking Middle School	6-8	☒	☒	☐	☐	☐	☒	☐	☒	3	1	0	0	001
4.	River Trail School	K-8	☒	☒	☐	☒	☐	☒	☐	☒	1	4	1	0	001
5.			☐	☐	☐	☐	☐	☐	☐	☐					
6.			☐	☐	☐	☐	☐	☐	☐	☐					
7.			☐	☐	☐	☐	☐	☐	☐	☐					
8.			☐	☐	☐	☐	☐	☐	☐	☐					
9.			☐	☐	☐	☐	☐	☐	☐	☐					
10.			☐	☐	☐	☐	☐	☐	☐	☐					
11.			☐	☐	☐	☐	☐	☐	☐	☐					
12.			☐	☐	☐	☐	☐	☐	☐	☐					
13.			☐	☐	☐	☐	☐	☐	☐	☐					
14.			☐	☐	☐	☐	☐	☐	☐	☐					
15.			☐	☐	☐	☐	☐	☐	☐	☐					
16.			☐	☐	☐	☐	☐	☐	☐	☐					
17.			☐	☐	☐	☐	☐	☐	☐	☐					
18.			☐	☐	☐	☐	☐	☐	☐	☐					
19.			☐	☐	☐	☐	☐	☐	☐	☐					
20.			☐	☐	☐	☐	☐	☐	☐	☐					
21.			☐	☐	☐	☐	☐	☐	☐	☐					
22.			☐	☐	☐	☐	☐	☐	☐	☐					
23.			☐	☐	☐	☐	☐	☐	☐	☐					
24.			☐	☐	☐	☐	☐	☐	☐	☐					
25.			☐	☐	☐	☐	☐	☐	☐	☐					

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

478 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

BSP Program Enrollment		Instructions			
478 English Learners (ELs) are in the district					
PROGRAM ENROLLMENT					
Check the type(s) of Program Enrollment offered		TBE	☒	TPI	☒
SPANISH LANGUAGE ARTS CURRICULUM					
Indicate whether or not the district is offering Spanish language arts.All districts with a full-time TBE Spanish program must offer Spanish language arts.					
Does the district offer Spanish language arts to TBE/TPI students?*		Yes	☒	No	☐
Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois Spanish Language Arts Standards .					
The district is in its third year of implementing the literacy program, miVision by Savvas as our Spanish Language Arts curriculum. The program has pre and post assessments that are used to monitor the achievement and growth of skills in each unit. Imagine Learning, our supplemental resource, is also used by staff as it correlates with our local assessment diagnostic. These two platforms provide students with activities based on their skill levels and areas of need. Staff continues to use these learning pathways to re-teach skills that may have been missed and to support learning gaps that students are showing. Our staff has recently engaged in the development of PLC structures, mainly focusing on collaboration, to create assessments, analyze data, and provide personalized instruction to support students in our programs.					
REMINDER:Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.					
Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.		Yes	☒	No	☐
Part-Time Transitional Bilingual Education (TBE) Placement					
*Required field					

TBE Parent Advisory Committee

Instructions

478 English Learners (ELs) are in the district

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

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

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

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

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.						
Name	Angelica Andrade	Role	P	Language(s)	Spanish	Telephone
Street	4969 Ridge Dr	City	Gurnee	State	IL	Zip+4
Name	Juana Salgado	Role	P	Language(s)	Spanish	Telephone
Street	3890 Grand Ave	City	Gurnee	State	IL	Zip+4
Name	Lucila Hernandez	Role	P	Language(s)	Spanish	Telephone
Street	327 Pine Grove Ave	City	Gurnee	State	IL	Zip+4
Name	Carina Camargo	Role	P	Language(s)	Spanish	Telephone
Street	15200 W Sandy Ct	City	Wadsworth	State	IL	Zip+4
Name	Maricela Lara	Role	P	Language(s)	Spanish	Telephone
Street	13487 W Blanchard Rd	City	Gurnee	State	IL	Zip+4
Name	Sara Martinez	Role	P	Language(s)	Spanish	Telephone
Street	1032 Waveland Ave	City	Gurnee	State	IL	Zip+4
Name	Diana Foster	Role	T	Language(s)	Spanish	Telephone
Street	333 N. OPlaine Rd	City	Gurnee	State	IL	Zip+4
Name	Kyra Brown	Role	T	Language(s)	Spanish	Telephone
Street	2000 Belle Plaine Ave	City	Gurnee	State	IL	Zip+4
Name		Role		Language(s)		Telephone
Street		City		State		Zip+4
Name		Role		Language(s)		Telephone
Street		City		State		Zip+4

☒ I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2024.

Date: 05/09/2024

Name of Committee Chairperson: Diana Foster

A committee chair must be a member of the BPAC.

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

Projected Dates

Meeting **(7/1/2024 - 6/30/2025)**

Activity

1.	10/26/2023	Bilingual Advisory Committee Training (required activity).
2.	11/29/2023	Program Information
3.	01/18/2024	Program Updates
4.	02/22/2024	Education updates and plans for future meetings

478 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☐ Current Research in the Teaching of EL Students		☐	☐	
☒ Methods for Teaching in the Native Language and Method of Teaching ESL	10/27/2023	☒	☐	29
☒ Language Assessment	12/06/2023	☒	☐	29
☐ Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐ Issues Related to EL Students with Disabilities		☐	☐	
☐ Program Standards		☐	☐	
☐ District Identification Assessment		☐	☐	
☐ Program Design		☐	☐	
☒ Basic Instructional Techniques for Teachers of EL Students	08/18/2023	☒	☐	29
☒ Spanish Language Arts	01/12/2024	☒	☐	12
☒ Others (Specify):	08/14/2023	☒	☐	12
Training on Palabras a Su Paso				

*Required field

Board Approval, Certification, and Assurances

Instructions

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

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

04/24/2024

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tol=/ecfr/browse/Title02/2cfr200_main_02.tol

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

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

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

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

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

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, they:
 - A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

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

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.04.26.2021

Certification Regarding Lobbying

Instructions

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

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

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

v.04.23.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

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

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

Not calling IWAS Web Service
Pete Helfers

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

Agreed to on this Date: 04/17/2024
RCDT when agreed to: 34-049-0560-02

Attention!

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

[Lock Application](#) [Unlock Application](#)

Application was created on:	3/21/2024
Assurances were agreed to on:	4/17/2024
Consistency Check was run on:	4/17/2024
District Data Entry Business Manager District Administrator	
ISBE Program Administrator #1	
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

[Submit to ISBE](#)

Application History(Read Only)			Instructions
Status Change	UserId	Action Date	
Consistency Check	petehelpers	04-17-2024 1:20 PM	

☒ Expand All

Consolidated District Plan				Page Status	Open Page for editing
Consolidated District Plan					
Contact Information				OPEN	☐
Needs Assessment and Programs				OPEN	☐
Plan Specifics					
Needs Assessment Impact		OPEN	☐		
Stakeholders		OPEN	☐		
Private Schools Participation		OPEN	☐		
Preschool Coordination		OPEN	☐		
Student Achievement		OPEN	☐		
College and Career		OPEN	☐		
Professional Development		OPEN	☐		
Safe Learning Environment		OPEN	☐		
Title I Specific Pages					
Title I Specific - Part One	OPEN	☐			
Title I Specific - Part Two	OPEN	☐			
IDEA Specific Requirements			OPEN	☐	
Youth in Care Stability Plan					
Youth in Care Stability Plan Contacts	OPEN	☐			
Best Interest Determination Plan	OPEN	☐			
Youth In Care Transportation Plan	OPEN	☐			
Bilingual Service Plan					
BSP Plan Specifics					
BSP Program Contact	OPEN	☐			
BSP Program Info	OPEN	☐			
BSP Short Form	OPEN	☐			
BSP Program Enrollment	OPEN	☐			
BSP Parent Advisory Committee	OPEN	☐			
BSP Professional Development	OPEN	☐			
Assurance Pages					
Plan Assurances		OPEN	☐		
State Assurances		OPEN	☐		
Debarment		OPEN	☐		
Lobbying		OPEN	☐		
GEPA 442		OPEN	☐		
AssurancesText		OPEN	☐		

Save

Selectable Application Print

The application has been locked. No more updates will be saved for the application.

Request Print Job
☐ Consolidated District Plan
Requested Print Jobs
Requested by petehelpers on 4/17/2024
Completed Print Jobs
Completed - petehelpers on 4/17/2024 2:01:13 PM



Education that inspires... Opportunities for all
GURNEE SCHOOL DISTRICT 56

3706 Florida Avenue • Gurnee, IL 60031 • 847-336-0800 • www.d56.org

FUNDRAISING REQUEST FORM

Club/Organization: SSC

School: Prairie Trail

Name of Fundraising Company:

Date of Sale: May 10th (items due) collected April 29th - May 10th

Item(s) to be Sold: donating healthy snacks

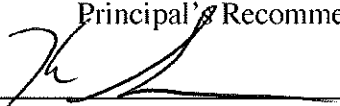
Cost Range of Sellable Item(s): \$5-\$10

Reason for Fundraiser: Many students are requesting a healthy snack at school and it is expensive for teachers to do this on their own.

Anticipated Profit: 25 boxes

Submitted By: Kaitlin Kincaid

Principal's Recommendation:

Request Approved: 

Request Denied:

District Office:

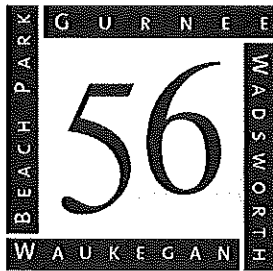
Request Approved:

Request Denied:

All Requests Must Be Submitted to the Superintendent at Least
TWO (2) Weeks Prior to the Board Meeting



Distinguished Program



Education that inspires...Opportunities for all

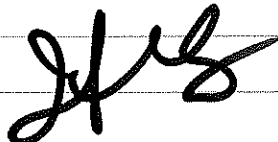
GURNEE SCHOOL DISTRICT 56

3706 Florida Avenue • Gurnee, IL 60031 • 847-336-0800 • www.d56.org

FUNDRAISING REQUEST FORM

Club/Organization:	NJHS
School:	River Trail School
Name of Fundraising Company:	LAUNCH
Date of Sale:	MAY - TBA Between May 13 - May 24
Item(s) to be sold:	Jump Pass (after School event) 5:00-8:00
Cost range of sellable item(s):	\$20
Reason for Fundraiser:	NJHS membership / fund our account
Anticipated Profit:	\$150
Submitted by:	Lisa Reed

Principal's Recommendation

Request Approved:	
Request Denied:	

District Office

Request Approved:	
Request Denied:	

All requests MUST be submitted to the Superintendent at least TWO (2) weeks prior to the School Board Meeting.

All Requests Must Be Submitted to the Superintendent at Least TWO (2) Weeks Prior to the Board Meeting