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 June 26, 2024**
   Presenter: Board President
   A.3. **June Financial Reports**
   Presenter: Mr. Da Costa
   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. **Bills for Payment for July**
   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. **Literacy Review Update**
   Presenter: Mr. Helfers
   B.4. **SEDOL Update**
   Presenter: Mrs. Solomon
C. **OLD BUSINESS**
   Presenter: Dr. Correa
   C.1. **Second Reading Board Policies Issue 115 June 2024**
   Presenter: Dr. Correa

D. **NEW BUSINESS**
   Presenter: Dr. Correa
   D.1. **Approval of the FY25 Tentative Budget**
      Presenter: Mr. Da Costa
   D.2. **School Resource Officer (SRO) Agreement**
      Presenter: Dr. Correa
   D.3. **Updated Certified Staff Evaluation Frameworks**
      Presenter: Mr. Helfers
   D.4. **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 July 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. **Personnel** - The Board will formally act on personnel recommendations from the Superintendent.
      Presenter: Dr. Correa
      F.1.a. **Palom Albarran** - Resignation
      F.1.b. **Udona Barnes** - Resignation
      F.1.c. **Stephanie Buffa** - Resignation
      F.1.d. **Tabatha Jeffers** - Resignation
      F.1.e. **Rhiannon Kukula** - Resignation
      F.1.f. **Kelly MacDonald** - Resignation
      F.1.g. **Kristina Padula** - Resignation
      F.1.h. **Sara Robles** - Resignation
      F.1.i. **Olga Carlson** - Accelerated Tenure
      F.1.j. **Theresa Fontana** - Accelerated Tenure
      F.1.k. **Debbie Smith** - Reassignment
      F.1.l. **Anithra Billups** - New Hire
      F.1.m. **Eileen Celdran** - New Hire
      F.1.n. **Nancy Cohen** - New Hire
      F.1.o. **Candice Eagon** - New Hire
      F.1.p. **Edith Egar** - New Hire
      F.1.q. **Jammie Gold** - New Hire
      F.1.r. **Melissa Griffin** - New Hire
      F.1.s. **Tammy Guffey** - New Hire
      F.1.t. **Mark Hannan** - New Hire
      F.1.u. **Mr. Rob Lietz** - New Hire
      F.1.v. **Stephanie Longacre** - New Hire
      F.1.w. **Maria Meza** - New Hire

F.1.x. **Victoria Novak** - New Hire
F.1.y. **Micah Plofsky** - New Hire
F.1.z. **Joshua Valentine** - New Hire

F.2. **Closed Session Minutes** - The Board will formally act on closed session minutes for June 26, 2024.
Presenter: Dr. Correa

F.3. **Adjournment**
Presenter: Board President

Minutes of Gurnee School District 56
Board of Education Meeting
June 26, 2024

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

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

Also in attendance:
      Luis Correa, Superintendent
      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

During the public hearing on the inter-fund transfer, Mr. Lindem explained to the Board the necessity for an inter-fund transfer for the FY24 budget.

During the *Public Participation* portion of the public hearing, no one wished to address the Board of Education on the inter-fund transfer.

On a motion from Board Member Kotsinis with a second from Board President Blockinger, the Board voted to adjourn the public hearing portion of the Board of Education meeting at 7:02 p.m.

Board President Blockinger called the regular meeting to order at 7:02 p.m.

Board Member Pahl made a motion with a second from Board Member Castellanos to accept the minutes from the regular meeting on May 22, 2024, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

The regular May 31, 2024, Treasurer's Report identified cash and investments of $26,109,207.15. The Revenue Report identified receipts of $2,324,849.46 and the Expenditure Report identified expenses totaling $3,134,803.30. The cash balance in the Activity Fund for May was $105,991.72. The Financial Reports plus the Revised May ($1,939,758.32) and Regular June ($2,733,446.85) Bills for Payment Reports were approved on a motion by Board Member Florip and seconded by Board Member Kotsinis. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

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

Dr. Correa requested Mr. Ryan Lazar introduce his new assistant principal, Audrey Dzhurov, to the Board of Education.

Dr. Correa provided the Board of Education highlights that had occurred throughout the District since the previous Board of Education meeting. This included pictures of Spaulding's Field Day, Spaulding's 2nd Grade Parade, Spaulding's Growth Parade, Prairie Trail's Accelerated Reader Assembly, and Viking's 8th Grade Walk Out.

Mr. Smith provided the Board pictures of the construction projects occurring at both Spaulding and Viking Middle Schools.

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 transitioning everything over to his replacement; Mr. Helfers reported that he was working on the literacy review to be implemented in the fall and setting up partnerships with faith-bound organizations to provide assistance to our most needy families; Mrs. Solomon reported that she was looking at ways to support staff, the hiring of new staff, and the IDEA grant submittal; Ms. Torres reported that she had submitted the bilingual report to ISBE and was evaluating the literacy review for our multilingual students; Mr. Smith reported that he was preparing for the annual fire and safety inspection.

The Board held discussion regarding the registration process to participate in the Boys and Girls Club of America after school program.

Dr. Correa inquired if the Board had any conflicts with the attached Board meeting dates for the 2024-2025 school year. Board Member Kotsinis had an issue with the July 24th meeting date due to another engagement the same night. The Board agreed to meet at 6:00 p.m. on July 24th. The Board accepted the rest of the recommended meeting dates with no further changes.

Mrs. Solomon provided the Board of Education a progress report on RTO (Restraint Time Out) for the 2023-2024 school year and plans for improvement during the 2024-2025 school year. The District had not exceeded that accepted annual allotment and would continue with the current interventions that are in place.

Mr. Helfers updated the Board of Education on the middle school math resource adoption process. After reviewing vendors, the committee chose to go with the Amplify Desmos math curriculum.

On a motion from Board President Blockinger with a second from Board Member Pahl, the Board voted to approve Board policies under review (Policies 5:270, 5:280, 5:285, 5:290, 5:310, and 5:330) and to adopt those policies as presented by the administration. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

On a motion from Board Member Kotsinis with a second from Board President Blockinger, the Board voted to adopt the Resolution for the Inter-Fund Transfer as presented at the public hearing on June 26, 2024. Motion carried on a roll call vote. Roll Call: Ayes: Germain

Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

On a motion from Board Member Kotsinis with a second from Board Member Pahl, the Board voted to authorize the administration to permanently transfer approximately $316,783.23 from the Working Cash Fund into the Education Fund and approximately $47,992.08 from the Debt Service Fund into the Operations and Maintenance Fund. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

On a motion from Board Member Kotsinis with a second from Board President Blockinger, the Board voted to approve the 2024-2025 school calendar as presented. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

Dr. Correa presented to the Board of Education for first reading recommended new policies, Issue 115 June 2024, from the Illinois Association of School Boards. No Board action on these policies was necessary at this time.

On a motion from Board Member Pahl with a second from Board President Blockinger the Board voted to authorize the administration to pay the FY25 bills presented by the administration on July 1, 2024. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

Mr. Smith requested that the Board of Education enter into contract with Colley Elevator Company to provide maintenance to the District's elevators at Viking Middle School for a two-year term. On a motion from Board Member Kotsinis with a second from Board Member Pahl, the Board voted to enter into contract with Colley Elevator Company not to exceed $468.00 a month for a two-year term to provide maintenance to the elevators found at Viking Middle School. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

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

On a motion by Board Member Kotsinis and seconded by Board Member Florip, the Board voted to adjourn open session at 7:48 p.m. The Board went into closed session at 7:55 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: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

The Board of Education came out of closed session at 8:36 p.m. on a motion from Board Member Florip and seconded by Board Member Castellanos. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

On a motion from Board Member Florip with a second from Board Member Castellanos, the Board voted to uphold the determination of the hearing officer related to the expulsion hearing of Student 2024-02. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

On a motion from Board Member Kotsinis with a second from Board Member Castellanos, the Board voted to uphold the determination of the hearing officer related to the suspension hearing of Student 2024-03. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

On a motion from Board President Blockinger 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: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

On a motion from Board Member Kotsinis with a second from Board Member Florip, the Board voted to approve closed session minutes for the meeting on May 22, 2024, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

A motion was made by Board Member Kotsinis and seconded by Board Member Castellanos to adjourn the meeting at 8:37 p.m. Motion carried on a roll call vote. Roll Call: Ayes: Germain Castellanos, Odie Pahl, Cesar Garcia, Jim Blockinger, Becky Kotsinis, and Mandi Florip. Absent: Mark Pos.

Respectfully submitted:

_____   _____
James Blockinger, President   Odie Pahl, Secretary
                                                Board of Education, District #56
                                                Lake County, IL

FINANCIAL SUMARY REPORT
July 24, 2024

Treasurer's Report

Actual Cash Balance - $32,430,500.65

Revenue Report

2023-2024 Budget	June Revenue	2023-2024 YTD Revenue	2023-2024 YTD %	Unreceived Balance
$56,094,115.00	$10,682,065.34	$52,815,671.27	94.16%	$3,278,443.73

Expenditure Report

2023-2024 Budget	June Activity	2023-2024 YTD Activity	2023-2024 YTD %	Encumbered Balance	Unencumbered Balance
$48,381,896.00	$3,741,295.75	$47,370,933.74	97.91%	$591,788.26	$419,174.00

Student Activity Fund Report

Monthly Beginning Balance	June Revenues	June Expenditures	Monthly Ending Balance
$105,991.72	$12,778.05	$19,579.99	$99,189.78

Bills for Payment Report

	July Balance Sheet	July Revenue	July Expense	Total
Fund Summary Totals	$673,441.75	$0.00	$2,731,592.67	$3,405,034.42

Gurnee School District #56
Treasurer's Report as of June 30, 2024

Fund Name	Fund/Cash Balance 5/31/24	Actual Cash Balance 5/31/24	Cash Receipts This Month	Cash Disburse This Month	Fund/Cash Balance 6/30/24	Actual Cash Balance 6/30/24
Education	$1,124,041.86	$8,032,131.58	$7,696,958.22	$2,862,819.28	$5,958,180.80	$12,866,270.52
Oper/Maint	-$25,109.73	$452,824.77	$767,466.68	$166,670.08	$575,686.87	$1,053,621.37
Debt Service	$188,633.98	$199,095.46	$1,357,727.53	$596,829.17	$949,532.34	$959,993.82
Transportation	$373,415.15	$1,442,118.21	$505,830.96	$254,088.26	$625,157.85	$1,693,860.91
Retirement	-$98,621.98	$624,712.31	$234,240.91	$89,164.21	$46,454.72	$769,789.01
Capital Projects	$5,000.00	$7,358,511.30	$0.00	$110,972.06	-$105,972.06	$7,247,539.24
Working Cash	$12,156.83	$7,602,407.65	$5,244.65	$316,783.23	-$299,381.75	$7,290,869.07
Tort	$57,026.45	$383,002.10	$159,598.84	$8,448.00	$208,177.29	$534,152.94
Fire/Prevention & Safety	$4,403.77	$14,403.77	$0.00	$0.00	$4,403.77	$14,403.77
Sub-total	$1,640,946.33	$26,109,207.15	$10,727,067.79	$4,405,774.29	$7,962,239.83	$32,430,500.65
Petty Cash						
Imprest Account	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	*$0.00*
Grand Totals	$1,644,446.33	$26,109,207.15	$10,727,067.79	$4,405,774.29	$7,965,739.83	$32,430,500.65

Checking Accounts	6/30/24
Money Market	$ 4,397,696.87
Payroll Account	$ -
Board Account	$ -
Investment Account	$ 25,291,634.25
Total	$ 29,689,331.12

Gurnee School District #56
Treasurer's Report as of June 30, 2024

Investment Report

Fund Name	Investment Balance 5/31/24	Investment Returns This Month	Investments Made This Month	Investment Balance 6/30/24	Y.T.D. Interest 6/30/24
Education	$ 8,634,303.76	$ 1,791,146.17	$ 64,932.13	$ 6,908,089.72	$717,796.07
Oper/Maint	$ 719,436.05	$ 260,000.00	$ 18,498.45	$ 477,934.50	$30,362.67
Bond & Interest	$ 150,461.48	$ 140,000.00	$ -	$ 10,461.48	$47,992.08
Transportation	$ 1,306,747.39	$ 250,000.00	$ 11,955.67	$ 1,068,703.06	$56,847.60
Retirement	$ 723,334.29		$ -	$ 723,334.29	$5,366.25
Capital Projects	$ 7,352,074.68	$ 58,853.83	$ 60,290.45	$ 7,353,511.30	$85,387.03
Working Cash	$ 7,539,705.07		$ 50,545.75	$ 7,590,250.82	$253,561.05
Tort	$ 325,975.65			$ 325,975.65	$4,921.85
Fire/Prevention & Safety	$ 10,000.00	$ -	$ -	$ 10,000.00	
				$ -	
Total	$ 26,762,038.37	$ 2,500,000.00	$ 206,222.45	$ 24,468,260.82	$1,202,234.60

Additional Interest Anticipated from Current Investments Through 6/30/24	*$223,877.96*
Total Interest Earned and Anticipated (All Funds)	*$1,426,112.56*
2023-24 Interest Budget (All Funds)	*$840,000.00*
% of Interest Currently Earned and Anticipated	*169.78%*

		2023-24	June 2023-24	2023-24	2023-24	UNRECEIVED
FDTLOC FUNC OBJ SJ	FUNCTION	BUDGET	REVENUE	YTD REVENUE	YTD %	BALANCE
10---- ---- ---- -- -----	EDUCATIONAL FUND	29,546,765.00	7,692,162.47	27,708,192.74	93.78	1,838,572.26
11---- ---- ---- -- -----	NO LONGER USED					
20---- ---- ---- -- -----	OPER & MAINT FUND	2,707,500.00	767,466.68	2,174,250.00	80.30	533,250.00
30---- ---- ---- -- -----	DEBT SERVICE	4,145,900.00	1,309,735.45	3,239,901.65	78.15	905,998.35
40---- ---- ---- -- -----	TRANSPORTATION FUND	2,450,000.00	505,830.96	2,460,908.24	100.45	-10,908.24
50---- ---- ---- -- -----	RETIREMENT FUND	929,950.00	234,240.91	852,277.32	91.65	77,672.68
60---- ---- ---- -- -----	CAPITAL PROJECTS	7,900,000.00	7,785.38	7,894,190.23	99.93	5,809.77
70---- ---- ---- -- -----	WORKING CASH FUND	8,014,000.00	5,244.65	8,067,905.58	100.67	-53,905.58
80---- ---- ---- -- -----	TORT IMMUNITY FUND	400,000.00	159,598.84	418,045.51	104.51	-18,045.51
90---- ---- ---- -- -----	FIRE PREVENTION & SAFETY					
Grand Revenue Totals		56,094,115.00	10,682,065.34	52,815,671.27	94.16	3,278,443.73

Number of Accounts: 262

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

FDTLOC FUNC OBJ SJ	FUNCTION	2023-24 BUDGET	June 2023-24 REVENUE	2023-24 YTD REVENUE	2023-24 YTD %	UNRECEIVED BALANCE
10R000 1110 0000 00 10000	GENERAL LEVY	19,673,665.00				19,673,665.00
10R000 1110 0000 00 20000	GENERAL LEVY		7,015,787.24	17,657,579.45		-17,657,579.45
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		106,581.21	270,864.55		-270,864.55
10R000 1140 0000 00 10000	SPECIAL EDUCATION LEVY	1,526,000.00				1,526,000.00
10R000 1140 0000 00 20000	SPECIAL EDUCATION LEVY		532,442.31	1,352,859.72		-1,352,859.72
10R000 1153 0000 00 20000	SEDOL GENERAL LEVY					
10R000 1230 0000 00 00000	CORP PERS PROPERTY TAX	910,000.00		929,753.67	102.17	-19,753.67
10R000 1311 0000 00 00000	STUDENT TUITION					
10R000 1510 0000 00 00000	INTEREST ON INVESTMENTS	450,000.00		727,626.29	161.69	-277,626.29
10R000 1600 0000 00 00000	FOOD SERVICE	10,000.00	10.00	11,341.98	113.42	-1,341.98
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	993.25	48,385.55	43.99	61,614.45
10R000 1721 0000 00 00000	GYM SUIT FEES	500.00		3,377.00	675.40	-2,877.00
10R000 1722 0000 00 00000	TOWEL FEE					
10R000 1723 0000 00 00000	LOCK FEE	500.00		810.00	162.00	-310.00
10R000 1724 0000 00 00000	SPORT PHYSICALS					
10R000 1725 0000 00 00000	BAND FEES	5,000.00	751.00	5,586.00	111.72	-586.00
10R000 1726 0000 00 00000	REGISTRATION LATE FEES			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	-2,640.00	29,484.30	73.71	10,515.70
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
10R000 1950 0000 00 00000	REFUND PRIOR YEAR EXPEND	1,000.00	4,150.12	4,249.06	424.91	-3,249.06
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	866.00	21,524.40	53.81	18,475.60
10R000 1999 0000 00 00000	OTHER REVENUE SOURCE					
10R000 1--- ---- -- -----	*LOCAL SOURCES	23,071,665.00	7,658,941.13	21,063,529.47	91.30	2,008,135.53

FDTLOC FUNC OBJ SJ	FUNCTION	2023-24 BUDGET	June 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		2,832,280.00	90.98	280,720.00
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			370,390.05		-370,390.05
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		11,928.33	477.13	-9,428.33
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		182,316.00	91.16	17,684.00

FDTLOC FUNC OBJ SJ	FUNCTION	2023-24 BUDGET	June 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		1,576.63	98.54	23.37
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		3,398,491.01	98.02	68,608.99
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		571,336.75	76.18	178,663.25
10R000 4215 0000 00 10000	SPECIAL MILK			64,261.17		-64,261.17
10R000 4215 0000 00 20000	SPECIAL MILK					
10R000 4220 0000 00 10000				269,555.60		-269,555.60
10R000 4225 0000 00 10000	SUMMER FOOD SERVICE PROG					
10R000 4300 0000 00 10000	TITLE I - LOW INCOME	300,000.00		449,610.00	149.87	-149,610.00
10R000 4300 0000 00 20000	TITLE I - LOW INCOME					
10R000 4331 0000 00 10000				23,450.00		-23,450.00
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		34,167.00	170.84	-14,167.00
10R000 4600 0000 00 20000	PRESCHOOL FLOW THRU					
10R000 4620 0000 00 10000	IDEA PART B FLOW THRU	500,000.00		428,421.00	85.68	71,579.00
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	June 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			32,871.07		-32,871.07
10R000 4900 0000 00 20000	MEDICAID MATCHING FUND					
10R000 4905 0000 00 10000	TITLE III-IMM EDUCATION			551.00		-551.00
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		52,292.00	116.20	-7,292.00
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	33,221.34	280,736.67	280.74	-180,736.67
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		947,611.00	1,504.14	-884,611.00
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	33,221.34	3,246,172.26	113.58	-388,172.26
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

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                                                    2023-24       June 2023-24         2023-24      2023-24         UNRECEIVED
FDTLOC FUNC OBJ  SJ          FUNCTION                BUDGET          REVENUE        YTD REVENUE      YTD %            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   7,692,162.47     27,708,192.74    93.78         1,838,572.26


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                             767,466.68      1,852,189.65                 -1,852,189.65
20R000 1510 0000 00 00000   INTEREST ON INVESTMENTS     25,000.00                       30,362.67   121.45           -5,362.67
20R000 1720 0000 00 00000   STUDENT REGISTRATION FEE
20R000 1900 0000 00 00000   OTHER REVENUE/LOCAL SOUR    150,000.00                       31,379.83    20.92          118,620.17
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                       94,794.49    94.79            5,205.51
20R000 1999 0000 00 00000    OTHER REVENUE SOURCE        20,000.00                       67,163.35   335.82          -47,163.35
20R000 1--- ---- -- -----   *LOCAL SOURCES           2,332,500.00     767,466.68      2,123,900.00    91.06          208,600.00


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
20R000 3999 0000 00 00000   OTHER REVENUE FROM STATE
20R000 3--- ---- -- -----   *STATE SOURCES                                               50,000.00                  -50,000.00
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FDTLOC FUNC OBJ SJ	FUNCTION	2023-24 BUDGET	June 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			350.00		-350.00
20R002 1--- ---- -- -----	*LOCAL SOURCES			350.00		-350.00
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	767,466.68	2,174,250.00	80.30	533,250.00
30R000 1110 0000 00 10000	GENERAL LEVY	3,625,900.00				3,625,900.00
30R000 1110 0000 00 20000	GENERAL LEVY		1,309,735.45	3,014,261.24		-3,014,261.24
30R000 1510 0000 00 00000	INTEREST ON INVESTMENTS	25,000.00		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	1,309,735.45	3,062,253.32	83.88	588,646.68
30R000 3910 0000 00 10000	ISBE DEBT PRINCIPAL/CONS					
30R000 3--- ---- -- -----	*STATE SOURCES					
30R000 4869 0000 00 00000	BUILD AMERICA INTEREST R					

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                                        2023-24        June 2023-24        2023-24      2023-24      UNRECEIVED
FDTLOC FUNC OBJ  SJ         FUNCTION     BUDGET           REVENUE        YTD REVENUE     YTD %         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  PREMIUM ON BONDS SOLD                                          177,648.33                 -177,648.33
30R000 7230 0000 00 00000  ACCRUED INTEREST ON BOND
30R000 7410 0000 00 00000  TRANS TO PAY PRIN ON CAP     495,000.00                                                     495,000.00
30R000 7510 0000 00 00000  TRANS TO PAY INT ON CAP
30R000 7--- ---- -- -----  *SOURCES OF FUND             495,000.00                       177,648.33    35.89          317,351.67


30---- ---- ---- -- -----  *DEBT SERVICE              4,145,900.00    1,309,735.45      3,239,901.65    78.15          905,998.35


40R000 1110 0000 00 10000  GENERAL LEVY               1,340,000.00                                                   1,340,000.00
40R000 1110 0000 00 20000  GENERAL LEVY                                505,830.96      1,231,112.20                -1,231,112.20
40R000 1510 0000 00 00000  INTEREST ON INVESTMENTS       25,000.00                        56,847.60   227.39          -31,847.60
40R000 1900 0000 00 00000  OTHER REVENUE/LOCAL SOUR                                          888.00                      -888.00
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--- ---- -- -----  *LOCAL SOURCES             1,365,000.00      505,830.96      1,288,847.80    94.42           76,152.20


40R000 3500 0000 00 10000  TRANSPORTATION-REGULAR       460,000.00                                                     460,000.00
40R000 3500 0000 00 20000  TRANSPORTATION-REGULAR                                         537,964.01                 -537,964.01
40R000 3510 0000 00 10000  TRANSPORTATON-SPEC EDUCA     625,000.00                                                     625,000.00
40R000 3510 0000 00 20000  TRANSPORTATON-SPEC EDUCA                                        633,318.14                 -633,318.14
40R000 3705 0000 00 10000  E/C-PRESCHOOL AT RISK                                             778.29                      -778.29
40R000 3705 0000 00 20000  E/C-PRESCHOOL AT RISK
40R000 3--- ---- -- -----  *STATE SOURCES             1,085,000.00                      1,172,060.44   108.02          -87,060.44


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---- ---- ---- -- -----  *TRANSPORTATION FUND       2,450,000.00      505,830.96      2,460,908.24   100.45          -10,908.24


50R000 1110 0000 00 10000  GENERAL LEVY                 323,400.00                                                     323,400.00
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                                              2023-24      June 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                     112,924.40      287,012.03               -287,012.03
50R000 1150 0000 00 10000 SOCIAL SECURITY/MEDICARE  335,550.00                                        335,550.00
50R000 1150 0000 00 20000 SOCIAL SECURITY/MEDICARE           117,058.74   297,514.78               -297,514.78
50R000 1153 0000 00 10000 SEDOL GENERAL LEVY         31,000.00                                         31,000.00
50R000 1153 0000 00 20000 SEDOL GENERAL LEVY                   4,257.77    21,015.32                -21,015.32
50R000 1230 0000 00 00000 CORP PERS PROPERTY TAX    225,000.00             241,368.94    107.28      -16,368.94
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  234,240.91  852,277.32     91.65       77,672.68


50R000 4900 0000 00 10000 MEDICAID MATCHING FUND
50R000 4--- ---- -- ----- *FEDERAL SOURCES


50---- ---- ---- -- ----- *RETIREMENT FUND         929,950.00  234,240.91  852,277.32     91.65       77,672.68


60R000 1110 0000 00 20000 GENERAL LEVY
60R000 1510 0000 00 00000 INTEREST ON INVESTMENTS   100,000.00    7,785.38   93,172.41     93.17        6,827.59
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    7,785.38   93,172.41     93.17        6,827.59


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  7,785.38 7,894,190.23    99.93        5,809.77


70R000 1110 0000 00 10000 GENERAL LEVY              14,000.00                                          14,000.00
70R000 1110 0000 00 20000 GENERAL LEVY                        5,244.65    13,326.71                -13,326.71
70R000 1510 0000 00 00000 INTEREST ON INVESTMENTS   200,000.00            253,561.05    126.78      -53,561.05
70R000 1--- ---- -- ----- *LOCAL SOURCES           214,000.00    5,244.65  266,887.76    124.71      -52,887.76


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  5,244.65 8,067,905.58    100.67     -53,905.58


80R000 1110 0000 00 10000 GENERAL LEVY
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| | | 2023-24 | June 2023-24 | 2023-24 | 2023-24 | UNRECEIVED |
FDTLOC FUNC OBJ SJ	FUNCTION	BUDGET	REVENUE	YTD REVENUE	YTD %	BALANCE
80R000 1110 0000 00 20000	GENERAL LEVY	400,000.00	159,598.84	405,483.36	101.37	-5,483.36
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
80R000 1900 0000 00 00000	OTHER REVENUE/LOCAL SOUR			7,640.30		-7,640.30
80R000 1950 0000 00 00000	REFUND PRIOR YEAR EXPEND					
80R000 1--- ---- -- -----	*LOCAL SOURCES	400,000.00	159,598.84	418,045.51	104.51	-18,045.51
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	159,598.84	418,045.51	104.51	-18,045.51
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 | 10,682,065.34 | 52,815,671.27 | 94.16 | 3,278,443.73 |

Number of Accounts: 262

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

| | | 2023-24 | June 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	2,608,208.98	28,858,875.77	97.81	78,339.36	567,244.87
11---- ---- ---- -- ------	NO LONGER USED						
20---- ---- ---- -- ------	OPER & MAINT FUND	2,707,317.00	160,364.39	2,535,673.21	93.66	158,697.50	12,946.29
30---- ---- ---- -- ------	DEBT SERVICE	3,907,876.00	548,837.09	3,716,719.71	95.11		191,156.29
40---- ---- ---- -- ------	TRANSPORTATION FUND	2,485,153.00	241,697.10	2,572,259.07	103.51		-87,106.07
50---- ---- ---- -- ------	RETIREMENT FUND	892,090.00	62,768.13	888,154.22	99.56		3,935.78
60---- ---- ---- -- ------	CAPITAL PROJECTS	500,000.00	110,972.06	638,865.61	127.77	354,751.40	-493,617.01
70---- ---- ---- -- ------	WORKING CASH FUND	8,000,000.00		7,801,017.82	97.51		198,982.18
80---- ---- ---- -- ------	TORT IMMUNITY FUND	385,000.00	8,448.00	359,368.33	93.34		25,631.67
90---- ---- ---- -- ------	FIRE PREVENTION & SAFETY FUND						

| Grand Expense Totals | | 48,381,896.00 | 3,741,295.75 | 47,370,933.74 | 97.91 | 591,788.26 | 419,174.00 |

Number of Accounts: 3193

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

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
10E--- ---- 0000 -- ------							
10E--- ---- 0--- -- ------							
10E--- ---- 1000 -- ------	SALARIES						
10E--- ---- 1100 -- ------	ADMINISTRATION	1,823,315.00	139,948.43	1,818,902.39	99.76		4,412.61
10E--- ---- 1200 -- ------	TEACHER SALARY	13,432,946.00	1,002,754.43	12,979,528.93	96.62		453,417.07
10E--- ---- 1210 -- ------	SUMMER SCHOOL SALARY	75,000.00	2,440.00	145,197.87	193.60		-70,197.87
10E--- ---- 1220 -- ------	CURRICULUM	10,000.00	3,585.84	10,690.47	106.90		-690.47
10E--- ---- 1230 -- ------	SUMMER CASE STUDY EVALUATION						
10E--- ---- 1310 -- ------	STUDENT SUPERVISION	197,000.00	10,088.92	156,255.86	79.32		40,744.14
10E--- ---- 1311 -- ------	AFTER SCHOOL PROGRAM	30,000.00		1,792.26	5.97		28,207.74
10E--- ---- 1320 -- ------	LUNCHROOM SUPERVISION	230,000.00	8,593.23	144,453.21	62.81		85,546.79
10E--- ---- 1332 -- ------	ATHLETIC:CHAP/SCORE/TIME	8,000.00		7,552.85	94.41		447.15
10E--- ---- 1333 -- ------	DETENTION DUTY						
10E--- ---- 1334 -- ------	SCREENING		5,661.57	8,743.57			-8,743.57
10E--- ---- 1340 -- ------	BUS SUPERVISION						
10E--- ---- 1400 -- ------	STAFF DEVELOPMENT	29,500.00	34,828.27	59,447.44	201.52		-29,947.44
10E--- ---- 1410 -- ------	CLUB SPONSORS	143,200.00		149,998.00	104.75		-6,798.00
10E--- ---- 1420 -- ------	ATHLETIC STIPEND	69,000.00		71,040.00	102.96		-2,040.00
10E--- ---- 1500 -- ------	SUBSTITUTE TEACHER	250,000.00	17,677.22	278,857.50	111.54		-28,857.50
10E--- ---- 1510 -- ------	INTERNAL SUB TEACHING	97,500.00	3,489.60	130,233.06	133.57		-32,733.06
10E--- ---- 1520 -- ------	HOMEBOUND	10,000.00	301.50	5,443.76	54.44		4,556.24
10E--- ---- 1600 -- ------	SUPPORT STAFF						
10E--- ---- 1610 -- ------	SECRETARY	460,500.00	35,404.70	463,687.66	100.69		-3,187.66
10E--- ---- 1620 -- ------	CLERKS	275,200.00	17,964.13	224,272.02	81.49		50,927.98
10E--- ---- 1630 -- ------	CLASSROOM ASSISTANT	647,000.00	46,651.67	630,649.51	97.47		16,350.49
10E--- ---- 1640 -- ------	ACCOUNTING	130,000.00	9,998.54	129,989.13	99.99		10.87
10E--- ---- 1650 -- ------	RESIDENCY OFFICER	5,000.00					5,000.00
10E--- ---- 1690 -- ------	SUBSTITUTE CLERICAL	10,000.00	1,152.00	4,672.25	46.72		5,327.75
10E--- ---- 1691 -- ------	SUBSTITUTE CLASSROOM ASSISTANT	12,500.00	129.05	1,376.05	11.01		11,123.95
10E--- ---- 1710 -- ------	BUILDING SECURITY						
10E--- ---- 1840 -- ------	TECHNOLOGY TECH	160,000.00	12,332.15	138,932.30	86.83		21,067.70
10E--- ---- 1850 -- ------	TECHNOLOGY TECH SUMMER WORKER	6,000.00	10,774.75	33,173.70	552.90		-27,173.70
10E--- ---- 1--- -- ------	SALARIES	18,111,661.00	1,363,776.00	17,594,889.79	97.15		516,771.21
10E--- ---- 2100 -- ------	TRS-BOARD SHARE	252,217.00	24,463.46	296,802.49	117.68		-44,585.49
10E--- ---- 2110 -- ------	TRS-2.2 RETIREMENT						
10E--- ---- 2130 -- ------	TRS-HEALTH INS SECURITY	27,888.00	1,320.12	16,773.97	60.15		11,114.03
10E--- ---- 2140 -- ------	TRS-EARLY RETIREMENT	35,000.00	3,286.95	48,754.97	139.30		-13,754.97
10E--- ---- 2150 -- ------	TRS-2.2 SURCHARGE	197,315.00	15,140.85	196,237.42	99.45		1,077.58

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
10E--- ---- 2160 -- ------	ANNUITY						
10E--- ---- 2170 -- ------	IMRF	5,723.00	440.12	5,723.00	100.00		
10E--- ---- 2180 -- ------	MEDICARE						
10E--- ---- 2200 -- ------	HEALTH INS-INDEMINITY						
10E--- ---- 2205 -- ------	HEALTH INSURANCE RESERVE						
10E--- ---- 2210 -- ------	HEALTH INS-PPO	1,254,551.00	53,348.16	811,533.60	64.69		443,017.40
10E--- ---- 2211 -- ------	HEALTH INS-PPO 500	918,300.00	12,720.84	177,384.06	19.32		740,915.94
10E--- ---- 2212 -- ------	HEALTH INS-PPO 750	476,000.00	64,365.52	749,580.87	157.47		-273,580.87
10E--- ---- 2213 -- ------	PPO 1000	149,000.00	49,789.58	585,513.85	392.96		-436,513.85
10E--- ---- 2215 -- ------	PPO 2500	561,262.00	53,686.64	636,525.92	113.41		-75,263.92
10E--- ---- 2220 -- ------	HEALTH INS HMO	273,800.00	35,384.48	402,953.56	147.17		-129,153.56
10E--- ---- 2230 -- ------	HEALTH INS DEDUCTIBLE	65,000.00	2,200.00	63,615.66	97.87		1,384.34
10E--- ---- 2240 -- ------	WELLNESS STIPEND						
10E--- ---- 2300 -- ------	LIFE INS	14,810.00	1,042.72	13,838.46	93.44		971.54
10E--- ---- 2310 -- ------	LONG TERM DISABILITY INS	2,983.00	183.50	3,039.76	101.90		-56.76
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	10,821.92	137,365.36	99.81		254.64
10E--- ---- 2510 -- ------	TUITION REIMBURSEMENT	50,000.00	3,420.00	27,490.00	54.98		22,510.00
10E--- ---- 2600 -- ------	TRAVEL STIPEND						
10E-- ---- 2--- -- ------	EMPLOYEE BENEFITS	4,429,069.00	331,614.86	4,177,554.95	94.32		251,514.05
10E--- ---- 3100 -- ------	INSERVICE	20,000.00		13,017.40	65.09	5,000.00	1,982.60
10E--- ---- 3110 -- ------	TECHNOLOGY SERVICE	182,227.00	1,226.25	189,766.61	104.14	262.38	-7,801.99
10E--- ---- 3111 -- ------	TECHNOLOGY LEASING						
10E--- ---- 3115 -- ------	SUPP DIGITAL SERVICE	206,150.00	66,421.04	227,186.90	110.20	12,710.00	-33,746.90
10E--- ---- 3120 -- ------	CONTRACT SERVICE	545,197.00	177,495.34	723,908.96	132.78	500.00	-179,211.96
10E--- ---- 3121 -- ------	ATHLETIC OFFICIALS	7,500.00	-560.00	5,761.00	76.81		1,739.00
10E--- ---- 3140 -- ------	FREE LUNCH CONTRACT	800,000.00	145,104.91	1,067,062.38	133.38		-267,062.38
10E--- ---- 3150 -- ------	PE TOWELS						
10E--- ---- 3160 -- ------	ATHLETIC OFFICIALS						
10E--- ---- 3180 -- ------	TESTING SERVICES						
10E--- ---- 3181 -- ------	PT/OT SERVICES	113,000.00	14,368.00	113,193.37	100.17		-193.37
10E--- ---- 3182 -- ------	PRE-VOC SERVICES						
10E--- ---- 3183 -- ------	PRIVATE SCHOOL ROOM & BOARD						
10E--- ---- 3184 -- ------	TRANSPORTATION						
10E--- ---- 3185 -- ------	TUTORING-CONTRACT SCVS	2,000.00	1,731.41	9,027.81	451.39		-7,027.81
10E--- ---- 3210 -- ------	EQUIPMENT REPAIR	58,050.00	2,042.98	25,193.76	43.40		32,856.24
10E--- ---- 3211 -- ------	I-PAD REPAIRS						

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
10E--- ---- 3310 -- ------	PROFESSIONAL GROWTH	145,300.00	54,913.50	134,148.08	92.32	350.00	10,801.92
10E--- ---- 3311 -- ------	PROFESSIONAL GROWTH SUPPORT SF	4,000.00		75.96	1.90		3,924.04
10E--- ---- 3320 -- ------	MILEAGE REIMBURSEMENT	14,050.00	2,158.25	10,193.42	72.55		3,856.58
10E--- ---- 3400 -- ------	COMMUNICATIONS	165,000.00	604.89	157,864.05	95.68		7,135.95
10E--- ---- 3410 -- ------	AUDIT SERVICES	15,000.00		15,300.00	102.00		-300.00
10E--- ---- 3420 -- ------	LEGAL SERVICES	20,000.00	2,028.00	7,064.00	35.32		12,936.00
10E--- ---- 3430 -- ------	BACKGROUND CHECKS	3,000.00	254.25	3,560.00	118.67		-560.00
10E--- ---- 3500 -- ------	TELEPHONE	2,650.00	1,016.68	5,928.68	223.72		-3,278.68
10E--- ---- 3510 -- ------	POSTAGE	12,000.00	127.80	-4,865.61	-40.55		16,865.61
10E--- ---- 3520 -- ------	PUBLICATIONS	2,000.00	87.40	1,580.10	79.01		419.90
10E--- ---- 3530 -- ------	PRINTING AND DUPLICATING	40,000.00	51.40	3,306.17	8.27		36,693.83
10E--- ---- 3630 -- ------	LEASE EQUIPMENT	30,000.00		26,581.61	88.61		3,418.39
10E--- ---- 3640 -- ------	ARCHITECTS & ENG SERVICES						
10E--- ---- 3650 -- ------	SNOW PLOWING						
10E--- ---- 3--- -- ------	PURCHASED SERVICE	2,387,124.00	469,072.10	2,734,854.65	114.57	18,822.38	-366,553.03
10E--- ---- 4100 -- ------	GENERAL SUPPLIES	333,633.00	29,160.90	255,876.48	76.69	2,493.70	75,262.82
10E--- ---- 4120 -- ------	AWARDS						
10E--- ---- 4130 -- ------	FORMS	4,250.00		3,497.23	82.29		752.77
10E--- ---- 4140 -- ------	TESTING SUPPLIES	39,700.00	317.00	11,364.64	28.63		28,335.36
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	85,184.00	186,854.18	109.91	19,676.03	-36,530.21
10E--- ---- 4250 -- ------	DIGITAL CONTENT						
10E--- ---- 4300 -- ------	LIBRARY BOOKS	19,088.00	2,029.69	21,982.06	115.16		-2,894.06
10E--- ---- 4400 -- ------	PERIODICALS	1,350.00		159.00	11.78		1,191.00
10E--- ---- 4410 -- ------	MULTI-MEDIA SUPPLIES	2,800.00		1,000.00	35.71		1,800.00
10E--- ---- 4700 -- ------	COMPUTER SOFTWARE	2,500.00		2,182.68	87.31		317.32
10E--- ---- 4710 -- ------	COMPUTER SUPPLIES	75,250.00	2,383.71	32,610.77	43.34	1,250.00	41,389.23
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	2.34		2,002.06
10E--- ---- 4940 -- ------	AGENDAS						
10E--- ---- 4--- -- ------	SUPPLIES	675,621.00	119,075.30	548,784.18	81.23	56,781.73	70,055.09
10E--- ---- 5300 -- ------	CAPITALIZED EQUIPMENT	114,400.00		109,756.68	95.94	2,735.25	1,908.07
10E--- ---- 5310 -- ------	COMPUTER EQUIPMENT	10,000.00		9,790.00	97.90		210.00
10E--- ---- 5900 -- ------	OTHER CAPITAL IMPROVEMENTS						
10E--- ---- 5--- -- ------	CAPITAL OUTLAY	124,400.00		119,546.68	96.10	2,735.25	2,118.07
10E--- ---- 6000 -- ------	OTHER OBJECTS						

		2023-24	June 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
FDTLOC FUNC OBJ SJ	OBJECT	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
10E--- ---- 6100 -- ------	REDEMPTION OF PRINCIPAL						
10E--- ---- 6200 -- ------	INTEREST						
10E--- ---- 6400 -- ------	DUES & FEES	124,850.00	4,540.32	131,183.11	105.07		-6,333.11
10E--- ---- 6410 -- ------	OTHER	54,735.00	56.58	14,683.00	26.83		40,052.00
10E--- ---- 6600 -- ------	TRANSFERS	945,000.00					945,000.00
10E--- ---- 6605 -- ------	TRANSFER OF FLOW THRU FUNDS						
10E--- ---- 6700 -- ------	TUITION	2,652,000.00	320,073.82	3,477,246.22	131.12		-825,246.22
10E--- ---- 6705 -- ------	OTHER TUITION						
10E--- ---- 6--- -- ------	OTHER OBJECTS	3,776,585.00	324,670.72	3,623,112.33	95.94		153,472.67
10E--- ---- 7000 -- ------	NON CAPITALIZED EQUIPMENT			60,133.19			-60,133.19
10E--- ---- 7--- -- ------	NON CAPITALIZED EQUIPMENT			60,133.19			-60,133.19
10---- ---- ---- -- ------	EDUCATIONAL FUND	29,504,460.00	2,608,208.98	28,858,875.77	97.81	78,339.36	567,244.87

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                                                    2023-24      June 2023-24        2023-24    2023-24      ENCUMBERED      UNENCUMBERED
FDTLOC FUNC OBJ  SJ            OBJECT                BUDGET         ACTIVITY      YTD ACTIVITY    YTD %         BALANCE          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
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FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED 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 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
20E--- ---- 1000 -- ------	SALARIES						
20E--- ---- 1100 -- ------	ADMINISTRATION	120,485.00	8,869.00	115,297.00	95.69		5,188.00
20E--- ---- 1610 -- ------	SECRETARY						
20E--- ---- 1810 -- ------	CUSTODIANS	533,800.00	42,681.64	547,733.08	102.61		-13,933.08
20E--- ---- 1811 -- ------	CUSTODIAL OVERTIME	13,000.00	1,161.35	16,210.87	124.70		-3,210.87
20E--- ---- 1812 -- ------	SUBSTITUTE CUSTODIAN	8,000.00		2,108.00	26.35		5,892.00
20E--- ---- 1813 -- ------	PARK DISTRICT SUPERVISION						
20E--- ---- 1820 -- ------	MAINTENANCE	103,000.00	7,915.20	104,876.40	101.82		-1,876.40
20E--- ---- 1821 -- ------	MAINTENANCE OVERTIME	3,000.00		296.80	9.89		2,703.20
20E--- ---- 1830 -- ------	O&M SUMMER WORKERS	15,000.00		19,960.50	133.07		-4,960.50
20E--- ---- 1--- -- ------	SALARIES	796,285.00	60,627.19	806,482.65	101.28		-10,197.65
20E--- ---- 2160 -- ------	ANNUITY						
20E--- ---- 2170 -- ------	IMRF	5,188.00	399.04	5,188.00	100.00		
20E--- ---- 2200 -- ------	HEALTH INS-INDEMINITY						
20E--- ---- 2210 -- ------	HEALTH INS-PPO	133,000.00	4,522.66	56,918.14	42.80		76,081.86
20E--- ---- 2211 -- ------	HEALTH INS-PPO 500		1,220.48	14,502.74			-14,502.74
20E--- ---- 2212 -- ------	HEALTH INS-PPO 750		3,498.42	42,564.11			-42,564.11
20E--- ---- 2213 -- ------	PPO 1000		1,212.14	15,472.26			-15,472.26
20E--- ---- 2215 -- ------	PPO 2500	44,000.00	3,794.10	47,507.88	107.97		-3,507.88
20E--- ---- 2220 -- ------	HEALTH INS HMO	41,744.00	4,116.84	41,495.14	99.40		248.86
20E--- ---- 2230 -- ------	HEALTH INS DEDUCTIBLE	650.00					650.00
20E--- ---- 2240 -- ------	WELLNESS STIPEND						
20E--- ---- 2300 -- ------	LIFE INS	1,050.00	85.02	995.54	94.81		54.46
20E--- ---- 2310 -- ------	LONG TERM DISABILITY INS	200.00	14.96	179.52	89.76		20.48
20E--- ---- 2400 -- ------	DENTAL INSURANCE	9,800.00	880.94	10,231.12	104.40		-431.12
20E--- ---- 2600 -- ------	TRAVEL STIPEND						
20E--- ---- 2--- -- ------	EMPLOYEE BENEFITS	235,632.00	19,744.60	235,054.45	99.75		577.55
20E--- ---- 3110 -- ------	TECHNOLOGY SERVICE	2,500.00				3,612.50	-1,112.50
20E--- ---- 3111 -- ------	TECHNOLOGY LEASING						
20E--- ---- 3120 -- ------	CONTRACT SERVICE	242,500.00	12,763.90	347,338.22	143.23		-104,838.22
20E--- ---- 3150 -- ------	PE TOWELS		488.91	4,609.54			-4,609.54
20E--- ---- 3210 -- ------	EQUIPMENT REPAIR	24,000.00		23,086.64	96.19		913.36
20E--- ---- 3220 -- ------	HVAC MAINT REPAIR	65,000.00	19.15	21,451.91	33.00		43,548.09
20E--- ---- 3250 -- ------	LEASES						
20E--- ---- 3310 -- ------	PROFESSIONAL GROWTH	2,000.00		2,691.41	134.57		-691.41
20E--- ---- 3320 -- ------	MILEAGE REIMBURSEMENT	2,200.00	106.63	1,597.57	72.62		602.43
20E--- ---- 3440 -- ------	BLDG & EQUIP APPRAISAL	500.00					500.00
20E--- ---- 3500 -- ------	TELEPHONE	49,000.00	1,542.95	23,360.61	47.67		25,639.39

		2023-24	June 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
FDTLOC FUNC OBJ SJ	OBJECT	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
20E--- ---- 3510 -- ------	POSTAGE						
20E--- ---- 3600 -- ------	WATER & SEWER	26,700.00	2,381.79	21,834.69	81.78		4,865.31
20E--- ---- 3610 -- ------	DISPOSAL SERVICES	65,500.00	6,085.13	67,778.51	103.48		-2,278.51
20E--- ---- 3620 -- ------	CARPET CLEANING SERVICES						
20E--- ---- 3621 -- ------	LAWN SERVICE	43,000.00		30,758.74	71.53		12,241.26
20E--- ---- 3630 -- ------	LEASE EQUIPMENT						
20E--- ---- 3640 -- ------	ARCHITECTS & ENG SERVICES	10,000.00	143.28	4,266.77	42.67		5,733.23
20E--- ---- 3650 -- ------	SNOW PLOWING	75,000.00		71,524.18	95.37		3,475.82
20E--- ---- 3--- -- ------	PURCHASED SERVICE	607,900.00	23,531.74	620,298.79	102.04	3,612.50	-16,011.29
20E--- ---- 4100 -- ------	GENERAL SUPPLIES	150,000.00	17,381.91	140,880.34	93.92		9,119.66
20E--- ---- 4660 -- ------	HEATING	152,000.00	5,064.95	77,142.38	50.75		74,857.62
20E--- ---- 4670 -- ------	ELECTRICITY	186,000.00	14,524.95	170,624.33	91.73		15,375.67
20E--- ---- 4680 -- ------	GASOLINE	6,000.00	1,279.47	19,939.57	332.33		-13,939.57
20E--- ---- 4710 -- ------	COMPUTER SUPPLIES						
20E--- ---- 4930 -- ------	UNIFORMS	1,500.00		2,714.99	181.00		-1,214.99
20E--- ---- 4--- -- ------	SUPPLIES	495,500.00	38,251.28	411,301.61	83.01		84,198.39
20E--- ---- 5100 -- ------	LAND PURCHASE						
20E--- ---- 5200 -- ------	CONSTRUCTION						
20E--- ---- 5300 -- ------	CAPITALIZED EQUIPMENT	20,000.00	17,079.58	55,365.58	276.83		-35,365.58
20E--- ---- 5305 -- ------	CONSTRUCTION						
20E--- ---- 5400 -- ------	CONSTRUCTION MANAGEMENT						
20E--- ---- 5500 -- ------	VEHICLE						
20E--- ---- 5900 -- ------	OTHER CAPITAL IMPROVEMENTS	450,000.00	1,130.00	252,085.13	56.02		197,914.87
20E--- ---- 5--- -- ------	CAPITAL OUTLAY	470,000.00	18,209.58	307,450.71	65.42		162,549.29
20E--- ---- 6400 -- ------	DUES & FEES	2,000.00					2,000.00
20E--- ---- 6410 -- ------	OTHER	100,000.00					100,000.00
20E--- ---- 6600 -- ------	TRANSFERS						
20E--- ---- 6910 -- ------	REAL ESTATE TAX						
20E--- ---- 6--- -- ------	OTHER OBJECTS	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---- ---- ---- -- ------	OPER & MAINT FUND	2,707,317.00	160,364.39	2,535,673.21	93.66	158,697.50	12,946.29

| | | 2023-24 | June 2023-24 | 2023-24 | 2023-24 | ENCUMBERED | UNENCUMBERED |
FDTLOC FUNC OBJ SJ	OBJECT	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
30E--- ---- 3910 -- ------	BOND ISSUANCE COSTS						
30E--- ---- 3920 -- ------	BOND SERVICE FEES	3,500.00		178,598.33	5,102.81		-175,098.33
30E--- ---- 3--- -- ------	PURCHASED SERVICE	3,500.00		178,598.33	5,102.81		-175,098.33
30E--- ---- 6100 -- ------	REDEMPTION OF PRINCIPAL	3,053,915.00	7,955.00	2,682,781.19	87.85		371,133.81
30E--- ---- 6200 -- ------	INTEREST	850,461.00	540,882.09	855,340.19	100.57		-4,879.19
30E--- ---- 6400 -- ------	DUES & FEES						
30E--- ---- 6600 -- ------	TRANSFERS						
30E--- ---- 6--- -- ------	OTHER OBJECTS	3,904,376.00	548,837.09	3,538,121.38	90.62		366,254.62
30---- ---- ---- -- ------	DEBT SERVICE	3,907,876.00	548,837.09	3,716,719.71	95.11		191,156.29

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
40E--- ---- 1000 -- ------	SALARIES						
40E--- ---- 1100 -- ------	ADMINISTRATION	82,294.00	6,057.60	78,750.00	95.69		3,544.00
40E--- ---- 1200 -- ------	TEACHER SALARY						
40E--- ---- 1340 -- ------	BUS SUPERVISION	35,000.00	2,594.92	36,655.92	104.73		-1,655.92
40E--- ---- 1400 -- ------	STAFF DEVELOPMENT	2,000.00	-147.63	7,823.97	391.20		-5,823.97
40E--- ---- 1610 -- ------	SECRETARY	53,000.00	4,214.72	55,840.07	105.36		-2,840.07
40E--- ---- 1820 -- ------	MAINTENANCE	57,220.00	4,304.00	56,454.90	98.66		765.10
40E--- ---- 1821 -- ------	MAINTENANCE OVERTIME		141.23	1,611.03			-1,611.03
40E--- ---- 1825 -- ------	REPAIR			270.00			-270.00
40E--- ---- 1900 -- ------	TRANSPORTATION		1,500.00	4,750.00			-4,750.00
40E--- ---- 1910 -- ------	BUS DRIVER	650,000.00	38,463.31	702,429.63	108.07		-52,429.63
40E--- ---- 1920 -- ------	EDUCATIONAL CHARTERS	10,000.00	2,213.75	9,630.25	96.30		369.75
40E--- ---- 1930 -- ------	ATHLETIC CHARTERS	6,000.00		5,032.50	83.88		967.50
40E--- ---- 1940 -- ------	CLUB CHARTERS						
40E--- ---- 1950 -- ------	OTHER CHARTERS	4,000.00	46.00	767.50	19.19		3,232.50
40E--- ---- 1960 -- ------	SUMMER SCHOOL	8,000.00					8,000.00
40E--- ---- 1990 -- ------	SUBSTITUTE BUS DRIVER	20,000.00	1,357.13	27,725.76	138.63		-7,725.76
40E--- ---- 1--- -- ------	SALARIES	927,514.00	60,745.03	987,741.53	106.49		-60,227.53
40E--- ---- 2160 -- ------	ANNUITY						
40E--- ---- 2170 -- ------	IMRF	3,544.00	272.56	3,544.00	100.00		
40E--- ---- 2200 -- ------	HEALTH INS-INDEMINITY						
40E--- ---- 2210 -- ------	HEALTH INS-PPO	200,000.00	3,762.54	44,131.11	22.07		155,868.89
40E--- ---- 2211 -- ------	HEALTH INS-PPO 500			1,077.46			-1,077.46
40E--- ---- 2212 -- ------	HEALTH INS-PPO 750		2,526.45	31,420.12			-31,420.12
40E--- ---- 2213 -- ------	PPO 1000		3,636.42	58,583.19			-58,583.19
40E--- ---- 2215 -- ------	PPO 2500	10,600.00	2,149.88	27,797.68	262.24		-17,197.68
40E--- ---- 2220 -- ------	HEALTH INS HMO	11,000.00	1,943.84	20,578.93	187.08		-9,578.93
40E--- ---- 2230 -- ------	HEALTH INS DEDUCTIBLE	2,000.00					2,000.00
40E--- ---- 2240 -- ------	WELLNESS STIPEND						
40E--- ---- 2300 -- ------	LIFE INS	1,425.00	105.78	1,324.46	92.94		100.54
40E-- ---- 2310 -- ------	LONG TERM DISABILITY INS	120.00	10.22	122.64	102.20		-2.64
40E--- ---- 2400 -- ------	DENTAL INSURANCE	9,000.00	707.88	9,223.60	102.48		-223.60
40E--- ---- 2600 -- ------	TRAVEL STIPEND						
40E--- ---- 2--- -- ------	EMPLOYEE BENEFITS	237,689.00	15,115.57	197,803.19	83.22		39,885.81
40E--- ---- 3100 -- ------	INSERVICE	500.00					500.00
40E--- ---- 3110 -- ------	TECHNOLOGY SERVICE	1,300.00					1,300.00
40E--- ---- 3120 -- ------	CONTRACT SERVICE	20,000.00	3,156.31	9,945.81	49.73		10,054.19
40E--- ---- 3180 -- ------	TESTING SERVICES	3,000.00		2,260.00	75.33		740.00

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
40E--- ---- 3184 -- ------	TRANSPORTATION	550,000.00	144,987.15	749,499.75	136.27		-199,499.75
40E--- ---- 3191 -- ------	PHYSICALS	5,000.00		3,316.00	66.32		1,684.00
40E--- ---- 3210 -- ------	EQUIPMENT REPAIR	75,000.00	2,806.42	38,076.08	50.77		36,923.92
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	150,949.88	1,249,685.64	113.33		-146,985.64
40E--- ---- 4100 -- ------	GENERAL SUPPLIES	12,000.00	2,021.97	12,767.93	106.40		-767.93
40E--- ---- 4680 -- ------	GASOLINE	200,000.00	12,794.65	123,388.78	61.69		76,611.22
40E--- ---- 4900 -- ------	OTHER SUPPLIES						
40E-43 ---- 4--- -- ------	SUPPLIES	212,000.00	14,816.62	136,156.71	64.22		75,843.29
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	70.00	872.00	348.80		-622.00
40E--- ---- 6410 -- ------	OTHER						
40E--- ---- 6--- -- ------	OTHER OBJECTS	250.00	70.00	872.00	348.80		-622.00
40E--- ---- 7000 -- ------	NON CAPITALIZED EQUIPMENT						
40E--- ---- 7200 -- ------	PERM TRANS - FUND BALANCE						
40E--- ---- 7--- -- ------	NON CAPITALIZED EQUIPMENT						
40---- ---- ---- -- ------	TRANSPORTATION FUND	2,485,153.00	241,697.10	2,572,259.07	103.51		-87,106.07

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
50E--- ---- 2150 -- ------	TRS-2.2 SURCHARGE						
50E--- ---- 2170 -- ------	IMRF	374,165.00	24,186.40	348,248.28	93.07		25,916.72
50E--- ---- 2180 -- ------	MEDICARE	284,458.00	21,155.39	276,412.89	97.17		8,045.11
50E--- ---- 2190 -- ------	FICA	233,467.00	17,426.34	232,149.05	99.44		1,317.95
50E--- ---- 2--- -- ------	EMPLOYEE BENEFITS	892,090.00	62,768.13	856,810.22	96.05		35,279.78
50E--- ---- 6410 -- ------	OTHER			31,344.00			-31,344.00
50E-- ---- 6--- -- ------	OTHER OBJECTS			31,344.00			-31,344.00
50---- ---- ---- -- ------	RETIREMENT FUND	892,090.00	62,768.13	888,154.22	99.56		3,935.78

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
60E--- ---- 1810 -- ------	CUSTODIANS						
60E--- ---- 1--- -- ------	SALARIES						
60E--- ---- 3111 -- ------	TECHNOLOGY LEASING						
60E--- ---- 3120 -- ------	CONTRACT SERVICE			85,330.99			-85,330.99
60E--- ---- 3420 -- ------	LEGAL SERVICES						
60E--- ---- 3640 -- ------	ARCHITECTS & ENG SERVICES		103,097.06	269,949.64			-269,949.64
60E--- ---- 3810 -- ------	LIABILITY INSURANCE						
60E--- ---- 3920 -- ------	BOND SERVICE FEES						
60E--- ---- 3--- -- ------	PURCHASED SERVICE		103,097.06	355,280.63			-355,280.63
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 -- ------	SITE IMPROVEMENTS	500,000.00		163,458.73	32.69		336,541.27
60E--- ---- 5900 -- ------	OTHER CAPITAL IMPROVEMENTS						
60E--- ---- 5--- -- ------	CAPITAL OUTLAY	500,000.00		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		7,875.00	10,628.44		354,751.40	-365,379.84
60E--- ---- 7--- -- ------	NON CAPITALIZED EQUIPMENT		7,875.00	10,628.44		354,751.40	-365,379.84
60---- ---- ---- -- ------	CAPITAL PROJECTS	500,000.00	110,972.06	638,865.61	127.77	354,751.40	-493,617.01

		2023-24	June 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
FDTLOC FUNC OBJ SJ	OBJECT	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	June 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	1,040.00	28,579.33	71.45		11,420.67
80E--- ---- 3810 -- ------	LIABILITY INSURANCE	176,000.00	7,408.00	185,984.00	105.67		-9,984.00
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		1,120.00	11.20		8,880.00
80E--- ---- 3850 -- ------	STUDENT ACCIDENT INSURANCE						
80E--- ---- 3--- -- ------	PURCHASED SERVICE	385,000.00	8,448.00	359,368.33	93.34		25,631.67
80---- ---- ---- -- ------	TORT IMMUNITY FUND	385,000.00	8,448.00	359,368.33	93.34		25,631.67

		2023-24	June 2023-24	2023-24	2023-24	ENCUMBERED	UNENCUMBERED
FDTLOC FUNC OBJ SJ	OBJECT	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						

FDTLOC FUNC OBJ SJ	OBJECT	2023-24 BUDGET	June 2023-24 ACTIVITY	2023-24 YTD ACTIVITY	2023-24 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
Grand Expense Totals		48,381,896.00	3,741,295.75	47,370,933.74	97.91	591,788.26	419,174.00

Number of Accounts: 3193

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

GURNEE SCHOOL DIST #56   STUDENT ACTIVITY FUND
                                                JUNE, 2024

ACCOUNT	MONTHLY BEG. BALANCE	REVENUES JUNE	EXPENDITURES JUNE	MONTHLY ENDING BALANCE	6-30-23 BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES
DO-FACULTY/PTO ACCOUNT	$888.02	$1,395.00	$0.00	$2,283.02	$233.59	$9,853.15	$7,803.72
DO-DESTINATION IMAGINATION	$5,045.50	$0.00	$0.00	$5,045.50	$6,369.75	$1,303.59	$2,627.84
DO-J. CALLAGHAN TRUST FUND	$9,503.13	$0.00	$0.00	$9,503.13	$10,675.35	$2,000.00	$3,172.22
SPL-STUD. PROG.	$2,997.52	$1,000.00	$1,312.88	$2,684.64	$4,736.15	$10,052.85	$12,104.36
SPL-LRC	$5,283.45	$100.00	$5.00	$5,378.45	$5,346.96	$3,132.03	$3,100.54
SPL-BOOK VENDING MACHINE	$692.85	$0.00	$0.00	$692.85	$909.50	$0.00	$216.65
SPL-PTO	$348.54	$0.00	$0.00	$348.54	$897.21	$1,332.90	$1,881.57
SPL-DONUTS WITH GROWNUPS	$1,920.02	$0.00	$740.55	$1,179.47	$0.00	$2,300.00	$1,120.53
PT-STUD. PROG.	$11,537.90	$1,299.25	$26.99	$12,810.16	$12,752.25	$11,874.97	$11,817.06
PT-DRAMA/CHORAL	$1,717.82	$0.00	$0.00	$1,717.82	$1,717.82	$0.00	$0.00
PT-LRC	$2,461.56	$50.00	$0.00	$2,511.56	$2,722.34	$4,756.98	$4,967.76
PT-SSC	$2,586.35	$17.40	$135.12	$2,468.63	$2,633.40	$17.40	$182.17
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	$5,513.42	$0.00	$0.00	$5,513.42	$6,541.12	$4,245.65	$5,273.35
PT-YEARBOOK	$729.00	$761.00	$0.00	$1,490.00	$0.00	$2,197.12	$707.12
VIK-STUD. PROG.	$2,450.03	$1,000.00	$980.68	$2,469.35	$1,969.66	$2,895.17	$2,395.48
VIK-LRC	$17.99	$0.00	$0.00	$17.99	$0.00	$1,121.46	$1,103.47
VIK-SSC	$2,463.54	$702.54	$1,164.99	$2,001.09	$1,175.59	$2,744.73	$1,919.23
VIK-DRAMA	$10,090.60	$0.00	$0.00	$10,090.60	$9,510.82	$10,993.00	$10,413.22
VIK-YEARBOOK	$4,348.12	$2,192.28	$5,110.40	$1,430.00	$1,158.67	$5,508.28	$5,236.95
VIK-8TH GRADE	$9,323.92	$140.00	$4,026.00	$5,437.92	$6,248.07	$13,341.00	$14,151.15
VIK-NAT'L JR HON SOC	($385.00)	$385.00	$0.00	$0.00	$0.00	$385.00	$385.00
VIK-ATHLETIC PARENT	$9,008.35	$40.00	$0.00	$9,048.35	$3,658.52	$7,161.00	$1,771.17
VIK-CHORAL	$410.20	$0.00	$0.00	$410.20	$410.20	$0.00	$0.00
VIK-PTO	$1,341.09	$0.00	$0.00	$1,341.09	$1,341.09	$894.42	$894.42
VIK-TEAM LEAD	$166.60	$0.00	$166.60	$0.00	$166.60	$0.00	$166.60
RT-STUD.PROG.	$2,840.97	$1,000.00	$1,865.97	$1,975.00	$3,165.66	$4,175.90	$5,366.56
RT-LRC	$4,008.40	$0.00	$0.00	$4,008.40	$4,012.42	$1,642.59	$1,646.61
RT-NAT'L JR HON SOC	$97.48	$0.00	$0.00	$97.48	$38.74	$852.58	$793.84
RT-SPOTLIGHT	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
RT-SSC	$2,863.16	$0.00	$0.00	$2,863.16	$2,885.20	$1,705.99	$1,728.03
RT-GREAT AMERICANS	$1,721.24	$0.00	$44.81	$1,676.43	$1,735.79	$1,110.00	$1,169.36
RT-PTO	$29.63	$0.00	$0.00	$29.63	$0.00	$0.00	($29.63)
RT-CHOIR	$96.00	$0.00	$0.00	$96.00	$1,149.62	$96.00	$1,149.62
RT-ART CLUB	$621.81	$0.00	$0.00	$621.81	$621.81	$0.00	$0.00
RT-YEARBOOK	($1,836.80)	$2,356.80	$0.00	$520.00	$2,028.20	$4,551.80	$6,060.00
INTEREST EARNED/EXP	$4,778.38	$338.78	$4,000.00	$1,117.16	$1,146.66	$4,209.06	$4,238.56
MONTHLY TOTALS	$105,991.72	$12,778.05	$19,579.99	$99,189.78	$98,328.81	$117,447.87	$116,586.90

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/24/2024	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies - RT	147401/4	07/01/2024	78566	0 ACCOUNT	30.05
07/24/2024	ACE HARDWARE	20E000 2540 4100 00 000000	Supplies	147417/4	07/02/2024	78566	0 ACCOUNT	28.75
07/24/2024	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies - RT	147499/4	07/11/2024	78566	0 ACCOUNT	78.00
						Totals for 78566		136.80
						Totals for ACE HARDWARE		136.80
07/24/2024	ALLENDALE ASSOCIATIO	10E000 1912 6700 00 000000	Tuition - June 2024	2024070933	06/30/2024	78567	0 ACCOUNT	10,350.00
						Totals for 78567		10,350.00
						Totals for ALLENDALE ASSOCIATION		10,350.00
07/24/2024	ALTA CONSTRUCTION EQ	20E001 2540 3120 00 000000	Contract Service - SPL	SS4/44649	07/09/2024	78568	0 ACCOUNT	527.92
07/24/2024	ALTA CONSTRUCTION EQ	20E003 2540 3120 00 000000	Contract Service - VKG	SS4/44648	07/09/2024	78568	0 ACCOUNT	527.92
07/24/2024	ALTA CONSTRUCTION EQ	20E006 2540 3120 00 000000	Contract Service - RT	SS4/44647	07/09/2024	78568	0 ACCOUNT	527.92
07/24/2024	ALTA CONSTRUCTION EQ	20E002 2540 3120 00 000000	Contract Service - PT	SS4/44646	07/09/2024	78568	0 ACCOUNT	527.92
						Totals for 78568		2,111.68
						Totals for ALTA CONSTRUCTION EQUIPMENT I		2,111.68
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	1KMW-69PJ-	07/01/2024	78578	0 ACCOUNT	504.95
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	1FVR-GPCR-	07/01/2024	78578	0 ACCOUNT	28.77
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	16VN-RTVC-	07/01/2024	78578	0 ACCOUNT	349.98
07/24/2024	AMAZON CAPITAL SERVI	10E003 1100 4100 50 000000	Supplies - VKG-PE	1Y66-YM4H-	07/01/2024	78578	0 ACCOUNT	453.46
07/24/2024	AMAZON CAPITAL SERVI	10E006 1100 4100 00 000000	Supplies - RT	13JV-3M6T-	07/01/2024	78578	0 ACCOUNT	218.55
07/24/2024	AMAZON CAPITAL SERVI	10E000 2660 4100 00 000000	Supplies - TECH	1MC9-DVWT-	07/01/2024	78578	0 ACCOUNT	936.43
07/24/2024	AMAZON CAPITAL SERVI	10E000 2660 4100 00 000000	Supplies - Tech	1XWD-RDRR-	07/01/2024	78578	0 ACCOUNT	537.25
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1CK7-MPCF-	07/01/2024	78578	0 ACCOUNT	129.85
07/24/2024	AMAZON CAPITAL SERVI	20E000 2540 3120 00 000000	Supplies - Maint	174L-TJYP-	07/01/2024	78578	0 ACCOUNT	129.00
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	1HMF-1FVG-	07/01/2024	78578	0 ACCOUNT	38.08
07/24/2024	AMAZON CAPITAL SERVI	10E001 1225 4100 00 460000	Supplies - SPL - PREK	17ND-7Y4H-	07/01/2024	78578	0 ACCOUNT	117.98
07/24/2024	AMAZON CAPITAL SERVI	10E000 1100 4100 20 000000	Supplies - VKG - Science	1D73-WL76-	07/01/2024	78578	0 ACCOUNT	569.19
07/24/2024	AMAZON CAPITAL SERVI	10E000 2320 4100 00 000000	Supplies - Correa	17MM-V47k-	07/01/2024	78578	0 ACCOUNT	44.36
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	1YXN-NDD3-	07/01/2024	78578	0 ACCOUNT	13.59
07/24/2024	AMAZON CAPITAL SERVI	10E003 2540 4100 00 000000	Supplies - VKG	1PFR-MQKK-	07/01/2024	78578	0 ACCOUNT	199.29
07/24/2024	AMAZON CAPITAL SERVI	40E000 2550 4100 00 000000	Supplies - TRANS	1XHF-RK11-	07/01/2024	78578	0 ACCOUNT	274.38
07/24/2024	AMAZON CAPITAL SERVI	10E002 1100 4100 00 000000	Supplies - PT	1XQX-QHWH-	05/01/2024	78578	0 ACCOUNT	339.17
07/24/2024	AMAZON CAPITAL SERVI	10E000 1100 4100 00 499802	Esser 3 Learning Recovery	1DPT-GQ1H-	05/01/2024	78578	0 ACCOUNT	20.97
07/24/2024	AMAZON CAPITAL SERVI	20E003 2540 4100 00 000000	Supplies - VKG	1LXD-K67M-	05/01/2024	78578	0 ACCOUNT	359.70

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/24/2024	AMAZON CAPITAL SERVI	10E000 2660 4100 00 000000	Supplies - TECH	1QNW-JNY1-	05/01/2024	78578 0	ACCOUNT	2,756.62
07/24/2024	AMAZON CAPITAL SERVI	10E002 1100 4100 00 910006	Supplies - PT	1PNG-VH7M-	05/01/2024	78578 0	ACCOUNT	162.44
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	13QG-M7JK-	05/01/2024	78578 0	ACCOUNT	108.28
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	161Y-T77J-	05/01/2024	78578 0	ACCOUNT	35.09
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1CN3-NDG3-	05/01/2024	78578 0	ACCOUNT	9.25
07/24/2024	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - STEM	197Y-4K9W-	05/01/2024	78578 0	ACCOUNT	94.06
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1PNG-VH7M-	05/01/2024	78578 0	ACCOUNT	19.56
07/24/2024	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - STEM	1X66-MXK6-	05/01/2024	78578 0	ACCOUNT	1,097.64
07/24/2024	AMAZON CAPITAL SERVI	10E000 2210 6400 00 000000	Supplies -	1RY3-6TPL-	05/01/2024	78578 0	ACCOUNT	108.97
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1PWY-FLNP-	05/01/2024	78578 0	ACCOUNT	89.99
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1YL3-PGM1-	05/01/2024	78578 0	ACCOUNT	51.28
07/24/2024	AMAZON CAPITAL SERVI	10E002 1100 4100 00 910006	Supplies - PT	19YR-NPK3-	05/01/2024	78578 0	ACCOUNT	231.07
07/24/2024	AMAZON CAPITAL SERVI	10E001 1225 4100 00 460000	Supplies - SPL	1FJC-7VKT-	05/01/2024	78578 0	ACCOUNT	239.95
07/24/2024	AMAZON CAPITAL SERVI	10E000 2210 3310 00 462000	Supplies - SPL	1KYH-MQKK-	05/01/2024	78578 0	ACCOUNT	1,003.52
07/24/2024	AMAZON CAPITAL SERVI	10E000 2150 4100 00 000000	Supplies - SPEECH	1MTX-DYPY-	05/01/2024	78578 0	ACCOUNT	311.77
07/24/2024	AMAZON CAPITAL SERVI	10E006 1100 4100 00 000000	Supplies - RT	14DR-3NW-H	05/01/2024	78578 0	ACCOUNT	5,053.59
07/24/2024	AMAZON CAPITAL SERVI	10E001 1225 4100 00 460000	Supplies - SPL	1PNG-VH7M-	05/01/2024	78578 0	ACCOUNT	680.02
07/24/2024	AMAZON CAPITAL SERVI	10E000 2150 4100 00 000000	Supplies - SPEECH	197Y-4K9W-	05/01/2024	78578 0	ACCOUNT	61.21
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	13QG-M7JK-	05/01/2024	78578 0	ACCOUNT	17.99
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	1FJC-7VKT-	05/01/2024	78578 0	ACCOUNT	24.97
07/24/2024	AMAZON CAPITAL SERVI	10E000 2210 4100 00 000000	Supplies -	16QQ-KJ39-	05/01/2024	78578 0	ACCOUNT	231.69
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1R97-T69F-	05/01/2024	78578 0	ACCOUNT	948.80
07/24/2024	AMAZON CAPITAL SERVI	10E001 1225 4100 00 460000	Supplies - SPL	1Y3Q-FFF7-	05/01/2024	78578 0	ACCOUNT	155.80
07/24/2024	AMAZON CAPITAL SERVI	10E006 1100 4100 00 000000	Supplies - RT	1V1C-P7GV-	05/01/2024	78578 0	ACCOUNT	157.84
07/24/2024	AMAZON CAPITAL SERVI	10E003 1100 4100 00 000000	Supplies - VKG	161Y-T77J-	05/01/2024	78578 0	ACCOUNT	5,468.69
07/24/2024	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	1CN3_NDG3-	05/01/2024	78578 0	ACCOUNT	28.72
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	17KK-VTQK-	05/01/2024	78578 0	ACCOUNT	69.99
07/24/2024	AMAZON CAPITAL SERVI	10E000 2660 4100 00 000000	Supplies - TECH	1PNG-VH7M-	05/01/2024	78578 0	ACCOUNT	256.22
07/24/2024	AMAZON CAPITAL SERVI	10E000 2150 4100 00 000000	Supplies - SPPECH	16QQ-KJ39-	05/01/2024	78578 0	ACCOUNT	223.96
07/24/2024	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	139G-XPGW-	05/01/2024	78578 0	ACCOUNT	189.99
07/24/2024	AMAZON CAPITAL SERVI	10E001 1225 4100 00 460000	Supplies - SPL	1V1C-P7GV-	05/01/2024	78578 0	ACCOUNT	2,265.55
07/24/2024	AMAZON CAPITAL SERVI	10E000 2660 4100 00 000000	Supplies - TECH	161Y-T77J-	05/01/2024	78578 0	ACCOUNT	219.98
07/24/2024	AMAZON CAPITAL SERVI	10E002 2220 3115 00 000000	Supplies - PT	1XLP-YHXF-	05/01/2024	78578 0	ACCOUNT	261.70
07/24/2024	AMAZON CAPITAL SERVI	20E000 2540 3120 00 000000	Supplies - MAINT	1PPD-G674-	05/01/2024	78578 0	ACCOUNT	522.04
07/24/2024	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - STEM	1FJC-7VKT-	05/01/2024	78578 0	ACCOUNT	70.66
07/24/2024	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - STEM	1Y77-QNTX-	05/01/2024	78578 0	ACCOUNT	94.00
07/24/2024	AMAZON CAPITAL SERVI	10E002 2220 4300 00 000000	Supplies - PT LIBRARY	1KYH-MQKK_	05/01/2024	78578 0	ACCOUNT	434.44
07/24/2024	AMAZON CAPITAL SERVI	10E000 2230 4100 00 000000	Supplies - TORRES	1MTX-DYPY-	05/01/2024	78578 0	ACCOUNT	49.72
07/24/2024	AMAZON CAPITAL SERVI	10E006 1100 4100 00 000000	Supplies - RT	16QQ-KJ39-	05/01/2024	78578 0	ACCOUNT	586.79

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07/24/2024	AMAZON CAPITAL SERVI	10E000 1100 4200 00 000000	Supplies - CORE CONTENT	1QNW-JNY1-	05/01/2024	78578	0 ACCOUNT	111.80
07/24/2024	AMAZON CAPITAL SERVI	10E000 2130 4100 00 000000	Supplies -VKG- NURSE	19YR-NPK3-	05/01/2024	78578	0 ACCOUNT	21.54
						Totals for 78578		29,792.14
					Totals for AMAZON CAPITAL SERVICES			29,792.14
07/24/2024	AMERICAN GASES CORP	20E000 2540 4100 00 000000	Supplies	560334	06/26/2024	78675	0 ACCOUNT	67.54
07/24/2024	AMERICAN GASES CORP	20E000 2540 4100 00 000000	Supplies	560423	06/27/2024	78675	0 ACCOUNT	67.54
07/24/2024	AMERICAN GASES CORP	20E003 2540 4100 00 000000	Supplies	560291	06/25/2024	78675	0 ACCOUNT	80.49
						Totals for 78675		215.57
					Totals for AMERICAN GASES CORP			215.57
07/24/2024	AMERICAN OUTFITTERS	10E003 1100 4100 00 000000	Shirts - VKG	401790	07/11/2024	78579	0 ACCOUNT	359.00
07/24/2024	AMERICAN OUTFITTERS	10E003 1100 4100 25 000000	Supplies	402366	07/10/2024	78579	0 ACCOUNT	100.00
07/24/2024	AMERICAN OUTFITTERS	10E003 2410 4100 00 000000	Shirts- BKG	401789	07/12/2024	78579	0 ACCOUNT	614.00
						Totals for 78579		1,073.00
07/24/2024	AMERICAN OUTFITTERS	10E003 1100 4910 50 000000	Gym Shirts	400304	06/11/2024	78676	0 ACCOUNT	3,801.60
						Totals for 78676		3,801.60
					Totals for AMERICAN OUTFITTERS LTD			4,874.60
07/24/2024	ARMOUR, HOLLIE	10E000 2210 3310 00 462000	Reimbursement (mileage)	62024	06/20/2024	78580	0 ACCOUNT	246.56
						Totals for 78580		246.56
					Totals for ARMOUR, HOLLIE			246.56
07/24/2024	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	June Landscaping - DO	B 552 #216	06/30/2024	78582	0 ACCOUNT	207.50
07/24/2024	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	June Landscaping - Bi Annual Mow	B 552 #219	06/30/2024	78582	0 ACCOUNT	333.25
07/24/2024	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	June Landscaping - Weekly Mow	B 552 #220	06/30/2024	78582	0 ACCOUNT	1,917.75
07/24/2024	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	June Landscaping - RT	B 552 #219	06/30/2024	78582	0 ACCOUNT	1,097.00
07/24/2024	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	June Landscaping - SPL	B 552 #216	06/30/2024	78582	0 ACCOUNT	1,144.50
07/24/2024	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	June Landscaping - Trans	B 552 #220	06/30/2024	78582	0 ACCOUNT	1,048.37
07/24/2024	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	June Landscaping - VKG	B 552 #219	06/30/2024	78582	0 ACCOUNT	1,298.37
						Totals for 78582		7,046.74
					Totals for BALANCED ENVIRONMENTS, INC			7,046.74

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07/24/2024	BERGER CONTRACTORS,	60E000 2530 3640 00 000000	SPL - Pavement Improvements	24026.01.1	06/18/2024	78583	0 ACCOUNT	159,649.56
						Totals for 78583		159,649.56
						Totals for BERGER CONTRACTORS, INC		159,649.56
07/24/2024	BIO CORPORATION	10E000 1100 4100 20 000000	Science Order	1067844	07/10/2024	78584	0 ACCOUNT	826.26
						Totals for 78584		826.26
						Totals for BIO CORPORATION		826.26
07/24/2024	BMO HARRIS	20E001 2540 3610 00 000000	Waste Managemnt	537689534	06/18/2024	6272	0 ACCOUNT	1,171.92
07/24/2024	BMO HARRIS	20E002 2540 3610 00 000000	Waste Managemnt	537689534	06/18/2024	6272	0 ACCOUNT	2,013.07
07/24/2024	BMO HARRIS	20E003 2540 3610 00 000000	Waste Managemnt	537689534	06/18/2024	6272	0 ACCOUNT	1,701.66
07/24/2024	BMO HARRIS	20E006 2540 3610 00 000000	Waste Managemnt	537689534	06/18/2024	6272	0 ACCOUNT	1,072.01
07/24/2024	BMO HARRIS	20E004 2540 3610 00 000000	Waste Managemnt	537689534	06/18/2024	6272	0 ACCOUNT	209.67
						Totals for 6272		6,168.33
						Totals for BMO HARRIS		6,168.33
07/24/2024	BRIGHTMONT ACADEMY	10E000 1912 6700 00 000000	Tuition - June 2024	36174	06/30/2024	78585	0 ACCOUNT	842.78
						Totals for 78585		842.78
						Totals for BRIGHTMONT ACADEMY		842.78
07/24/2024	BROOKS, GRETCHEN	10E000 2310 2230 00 000000	Reimbursement (Health Deductible)	052324	05/23/2024	78586	0 ACCOUNT	150.00
						Totals for 78586		150.00
						Totals for BROOKS, GRETCHEN		150.00
07/24/2024	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	69654	06/03/2024	78587	0 ACCOUNT	1,200.00
07/24/2024	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies - RT	69805	07/09/2024	78587	0 ACCOUNT	73.71
						Totals for 78587		1,273.71
						Totals for CABAY & COMPANY INC		1,273.71
07/24/2024	CAROLINA BIOLOGICAL	10E000 1100 4100 20 000000	Science Orders	52629263 R	07/08/2024	78588	0 ACCOUNT	353.59
						Totals for 78588		353.59

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			Totals for CAROLINA BIOLOGICAL SUPPLY CO					353.59
07/24/2024	CENTER FOR APPLIED L	10E000 2210 3310 00 490900	SIOP TOT Foundations	015050	06/25/2024	78589	0 ACCOUNT	7,728.16
						Totals for 78589		7,728.16
			Totals for CENTER FOR APPLIED LINGUISTIC					7,728.16
07/24/2024	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	SLP IEP Attendance	00002822	07/01/2024	78590	0 ACCOUNT	300.00
07/24/2024	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	SLP IEP Attendance	00002815	06/24/2024	78590	0 ACCOUNT	325.00
07/24/2024	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	SLP Assessment	00002815.1	06/24/2024	78590	0 ACCOUNT	1,800.00
07/24/2024	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	PSYCH	00002815.2	06/24/2024	78590	0 ACCOUNT	1,800.00
						Totals for 78590		4,225.00
			Totals for CENTER FOR PSYCHOLOGICAL SERV					4,225.00
07/24/2024	CLOUD, ADELE	40E000 2550 3180 00 000000	Reimbursement - CDL Renewal	071624	07/16/2024	78591	0 ACCOUNT	51.13
						Totals for 78591		51.13
			Totals for CLOUD, ADELE					51.13
07/01/2024	COLLECTIVE LIABILITY	80E000 2364 3810 00 000000	2024-25 Workers Compensation Program	July 01, 2	07/01/2024	78554	0 ACCOUNT	133,031.00
07/01/2024	COLLECTIVE LIABILITY	80E000 2362 3820 00 000000	2024-25 Liability Insurance	July 01 20	07/01/2024	78554	0 ACCOUNT	176,753.00
						Totals for 78554		309,784.00
			Totals for COLLECTIVE LIABILITY INSURANC					309,784.00
07/24/2024	COMCAST	10E000 2660 3400 00 000000	Internet Service - PT - Past due Fee	Late Fee	06/24/2024	78592	0 ACCOUNT	165.34
07/24/2024	COMCAST	10E000 2660 3400 00 000000	Internet Service - PT	8771100280	06/24/2024	78592	0 ACCOUNT	564.85
						Totals for 78592		730.19
			Totals for COMCAST					730.19
07/24/2024	CONDUENT HR CONSULTI	10E000 2520 6400 00 000000	HSA - January 2024	1712823	02/23/2024	78593	0 ACCOUNT	94.50
07/24/2024	CONDUENT HR CONSULTI	10E000 2520 6400 00 000000	HSA - December 2023	1708658	07/17/2024	78593	0 ACCOUNT	92.25
07/24/2024	CONDUENT HR CONSULTI	10E000 2520 6400 00 000000	HSA - November 2023	1705436	12/19/2023	78593	0 ACCOUNT	87.75
						Totals for 78593		274.50

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			Totals for CONDUENT HR CONSULTING LLC					274.50
07/24/2024	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition - June 2024	12823	06/27/2024	78594	0 ACCOUNT	4,181.10
07/24/2024	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition - June 2024	12822	06/27/2024	78594	0 ACCOUNT	3,852.64
						Totals for 78594		8,033.74
07/24/2024	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition(June 2024)	12927	07/16/2024	78677	0 ACCOUNT	3,152.16
07/24/2024	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition - June 2024)	12928	07/16/2024	78677	0 ACCOUNT	3,420.90
						Totals for 78677		6,573.06
			Totals for CONNECTION'S ACADEMY EAST					14,606.80
07/24/2024	CONNECTIONS DAY SCHO	10E000 1912 6700 00 000000	Tuition - June 2024	32356	06/28/2024	78595	0 ACCOUNT	3,325.96
07/24/2024	CONNECTIONS DAY SCHO	10E000 1912 6700 00 000000	Tuition - June 2024	15731	06/28/2024	78595	0 ACCOUNT	3,865.29
						Totals for 78595		7,191.25
07/24/2024	CONNECTIONS DAY SCHO	10E000 1912 6700 00 000000	Tuition(June 2024)	32442	07/16/2024	78678	0 ACCOUNT	2,721.24
						Totals for 78678		2,721.24
			Totals for CONNECTIONS DAY SCHOOL SOUTH					9,912.49
07/24/2024	CONSTELLATION NEW EN	20E003 2540 4670 00 000000	Electricity - VKG	6860766960	06/20/2024	78596	0 ACCOUNT	6,764.99
07/24/2024	CONSTELLATION NEW EN	20E006 2540 4670 00 000000	Electricity - RT	6860822500	06/20/2024	78596	0 ACCOUNT	3,831.58
07/24/2024	CONSTELLATION NEW EN	20E000 2540 4670 00 000000	Electricity - DO	6860783320	06/20/2024	78596	0 ACCOUNT	447.48
07/24/2024	CONSTELLATION NEW EN	20E004 2540 4670 00 000000	Electricity - Trans	6860681290	06/20/2024	78596	0 ACCOUNT	449.45
						Totals for 78596		11,493.50
			Totals for CONSTELLATION NEW ENERGY, INC					11,493.50
07/24/2024	CONSTELLATION NEW EN	20E001 2540 4660 00 000000	Constellation Gas Bill	4060997	06/14/2024	78597	0 ACCOUNT	447.81
07/24/2024	CONSTELLATION NEW EN	20E002 2540 4660 00 000000	Constellation Gas Bill	4060997	06/14/2024	78597	0 ACCOUNT	564.95
07/24/2024	CONSTELLATION NEW EN	20E003 2540 4660 00 000000	Constellation Gas Bill	4060997	06/14/2024	78597	0 ACCOUNT	483.43
07/24/2024	CONSTELLATION NEW EN	20E006 2540 4660 00 000000	Constellation Gas Bill	4060997	06/14/2024	78597	0 ACCOUNT	453.46
07/24/2024	CONSTELLATION NEW EN	20E004 2540 4660 00 000000	Constellation Gas Bill	4060997	06/14/2024	78597	0 ACCOUNT	56.66
						Totals for 78597		2,006.31
			Totals for CONSTELLATION NEW ENERGY - GA					2,006.31

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07/24/2024	CRISIS PREVENTION IN	10E000 2210 6400 00 000000	Annual Membership 2024-25 - Armour	NAIN-07765	05/13/2024	78598	0 ACCOUNT	200.00
						Totals for 78598		200.00
						Totals for CRISIS PREVENTION INSTITUTE		200.00
07/24/2024	CURRICULUM ASSOCIATE	10E000 1800 3115 00 490900	Ellevation	10008014	05/16/2024	78599	0 ACCOUNT	11,414.00
						Totals for 78599		11,414.00
						Totals for CURRICULUM ASSOCIATES, LLC		11,414.00
07/24/2024	DE LAGE LANDEN FINAN	30E000 5320 6100 00 000000	Communications	587948904	07/07/2024	78600	0 ACCOUNT	7,955.00
						Totals for 78600		7,955.00
						Totals for DE LAGE LANDEN FINANCIAL SERV		7,955.00
07/24/2024	DELFS GARAGE	40E000 2550 4100 00 000000	Saftey Test	115056	06/30/2024	78601	0 ACCOUNT	740.00
						Totals for 78601		740.00
						Totals for DELFS GARAGE		740.00
07/24/2024	EASY ARCHIVE INC.	20E000 2540 3120 00 000000	District's blueprints to be online for contractor/architect access.	1065	07/15/2024	78602	0 ACCOUNT	1,400.00
						Totals for 78602		1,400.00
						Totals for EASY ARCHIVE INC.		1,400.00
07/24/2024	ENGLER CALLAWAY BASS	10E000 2310 3420 00 000000	Legal Services	33670	07/01/2024	78603	0 ACCOUNT	1,508.00
						Totals for 78603		1,508.00
						Totals for ENGLER CALLAWAY BASSTEN, SRAG		1,508.00
07/24/2024	EXCHANGE CLUBS OF GU	10E000 2320 6400 00 000000	Annual Membership 2024-25 - Correa	1016	07/05/2024	78604	0 ACCOUNT	225.00
						Totals for 78604		225.00
						Totals for EXCHANGE CLUBS OF GURNEE		225.00

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07/24/2024	FLINN SCIENTIFIC	10E000 1100 4100 20 000000	Supplies Order	3009412/30	07/09/2024	78605	0 ACCOUNT	172.79
07/24/2024	FLINN SCIENTIFIC	10E000 1100 4100 20 000000	Vernier Calipers, Steel	3016020	07/08/2024	78605	0 ACCOUNT	211.20
						Totals for 78605		383.99
						Totals for FLINN SCIENTIFIC		383.99
07/24/2024	GEWALT HAMILTON ASSO	60E000 2530 3640 00 000000	Contract Service - SPL	6040.000	06/21/2024	78606	0 ACCOUNT	8,671.85
						Totals for 78606		8,671.85
						Totals for GEWALT HAMILTON ASSOC.		8,671.85
07/24/2024	GRAINGER	20E003 2540 4100 00 000000	Supplies	9153054581	06/17/2024	78607	0 ACCOUNT	101.96
07/24/2024	GRAINGER	20E003 2540 4100 00 000000	Supplies	9153054599	06/17/2024	78607	0 ACCOUNT	14.00
						Totals for 78607		115.96
						Totals for GRAINGER		115.96
07/24/2024	GRANT THORNTON LLP	10E000 2310 3410 00 000000	Client Assignment Code - 0182246-00010	954355090	05/29/2024	78608	0 ACCOUNT	4,300.00
						Totals for 78608		4,300.00
						Totals for GRANT THORNTON LLP		4,300.00
07/24/2024	HEGGERTY LIT RESOURC	10E001 1100 4100 00 000000	Digital Materials - 354958	354958	07/08/2024	78609	0 ACCOUNT	534.00
						Totals for 78609		534.00
						Totals for HEGGERTY LIT RESOURCES LLC		534.00
07/24/2024	HELFERS, PETE	10E000 2210 4100 00 000000	Reimbursement - Lit Review	062124	06/21/2024	78610	0 ACCOUNT	116.44
						Totals for 78610		116.44
						Totals for HELFERS, PETE		116.44
07/24/2024	HOME DEPOT CREDIT SE	10E001 2540 4100 00 000000	Supplies - SPL	2014154	06/03/2024	78611	0 ACCOUNT	97.48
07/24/2024	HOME DEPOT CREDIT SE	10E000 2540 4100 00 000000	Supplies - DO	2970347	06/03/2024	78611	0 ACCOUNT	1,665.47
						Totals for 78611		1,762.95
						Totals for HOME DEPOT CREDIT SERVICES		1,762.95

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/24/2024	HUBERT COMPANY	10E000 2560 4100 00 000000	Food Service Supplies & Shipping Cost	716640	06/05/2024	78612	0 ACCOUNT	3,522.91
07/24/2024	HUBERT COMPANY	10E000 2560 4100 00 000000	Food Service Supplies	716642	06/07/2024	78612	0 ACCOUNT	724.32
07/24/2024	HUBERT COMPANY	10E000 2560 4100 00 000000	Food Service Supplies & Shipping	716643	06/05/2024	78612	0 ACCOUNT	4,728.12
07/24/2024	HUBERT COMPANY	10E000 2560 4100 00 000000	Food Service Supplies & Shipping	716644	06/05/2024	78612	0 ACCOUNT	0.00
07/24/2024	HUBERT COMPANY	10E000 2560 4100 00 000000	Food Service Supplies	716640B1	06/13/2024	78612	0 ACCOUNT	39.94
						Totals for 78612		9,015.29
						Totals for HUBERT COMPANY		9,015.29
07/24/2024	INTERMEDIA.NET INC	20E000 2540 3500 00 000000	Communications	2407363144	06/02/2024	78613	0 ACCOUNT	1,464.95
						Totals for 78613		1,464.95
						Totals for INTERMEDIA.NET INC		1,464.95
07/24/2024	ISBS	10E000 2660 3530 00 000000	Supplies	402571	06/26/2024	78614	0 ACCOUNT	40.00
07/24/2024	ISBS	10E000 2660 3120 00 000000	Contract Service - Reparis	402471	06/26/2024	78614	0 ACCOUNT	630.89
07/24/2024	ISBS	10E000 2570 3630 00 000000	Leasing	402691	06/28/2024	78614	0 ACCOUNT	108.00
						Totals for 78614		778.89
						Totals for ISBS		778.89
07/24/2024	ISCORP	10E000 2520 3110 00 000000	Hosting for Skyward Finance	0739869	06/01/2024	78615	0 ACCOUNT	9,214.56
07/24/2024	ISCORP	10E000 2660 3110 00 000000	Hosting Skyward Student	0740721	07/01/2024	78615	0 ACCOUNT	10,368.00
						Totals for 78615		19,582.56
						Totals for ISCORP		19,582.56
07/24/2024	IXL LEARNING	10E000 1100 3115 00 000000	IXL Site Liciense	S495496	05/09/2024	78616	0 ACCOUNT	30,175.00
						Totals for 78616		30,175.00
						Totals for IXL LEARNING		30,175.00
07/24/2024	KESHET	10E000 1912 6700 00 000000	Tuition - June 2024	31027	06/30/2024	78617	0 ACCOUNT	4,121.19
07/24/2024	KESHET	10E000 1912 6700 00 000000	Tuition - June 2024	29455	06/15/2024	78617	0 ACCOUNT	2,289.55
07/24/2024	KESHET	10E000 1912 6700 00 000000	Lunch Reimbursement for N. Jameson Aug 2023 - June 2024	30985	06/01/2024	78617	0 ACCOUNT	1,517.91

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
						Totals for 78617		7,928.65
						Totals for KESHET		7,928.65
07/24/2024	KNOWBE4, INC	10E000 2660 3110 00 000000	Security Awareness Training Subscription Diamond	INV328944	06/06/2024	78618 0	ACCOUNT	6,893.00
						Totals for 78618		6,893.00
						Totals for KNOWBE4, INC		6,893.00
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Repairs	2060181	07/10/2024	78620 0	ACCOUNT	325.22
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Repairs	2060179	07/10/2024	78620 0	ACCOUNT	316.17
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Repairs	2060174	07/10/2024	78620 0	ACCOUNT	323.55
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Repairs	2060166	07/10/2024	78620 0	ACCOUNT	314.56
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Repairs	2060165	07/10/2024	78620 0	ACCOUNT	329.52
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Repairs	2060164	07/10/2024	78620 0	ACCOUNT	314.56
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Reparis	2060254	07/12/2024	78620 0	ACCOUNT	313.53
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Reparis	2060217	07/12/2024	78620 0	ACCOUNT	0.00
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Reparis	2060252	07/12/2024	78620 0	ACCOUNT	323.61
07/24/2024	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Reparis	2060253	07/12/2024	78620 0	ACCOUNT	323.61
						Totals for 78620		2,884.33
						Totals for LAKESIDE INTL LLC		2,884.33
07/24/2024	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3405204	07/02/2024	78621 0	ACCOUNT	81.69
07/24/2024	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3401710	06/25/2024	78621 0	ACCOUNT	81.69
07/24/2024	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3408700	07/09/2024	78621 0	ACCOUNT	81.69
07/24/2024	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3411188	07/16/2024	78621 0	ACCOUNT	81.69
						Totals for 78621		326.76
						Totals for LECHNER SERVICES		326.76
07/24/2024	LIBERTYVILLE TILE &	60E000 2530 3120 00 000000	Contract Service - VKG	27900	07/03/2024	78622 0	ACCOUNT	500,000.00
07/24/2024	LIBERTYVILLE TILE &	60E000 2530 3120 00 000000	Contract Service - SPL	27899	07/03/2024	78622 0	ACCOUNT	160,380.00
						Totals for 78622		660,380.00
						Totals for LIBERTYVILLE TILE & CARPET, L		660,380.00
07/24/2024	MANUSOS GENERAL CONT	20E000 2540 5900 00 000000	Healthy & Life Safety	2024 Multi	06/26/2024	78623 0	ACCOUNT	33,039.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
			Contract					
					Totals for 78623			33,039.00
				Totals for MANUSOS GENERAL CONTRACTING,				33,039.00
07/24/2024	MEALTIME	10E000 2560 3120 00 000000	Contract Service	MTMN000024	04/30/2024	78624 0	ACCOUNT	1,380.00
					Totals for 78624			1,380.00
					Totals for MEALTIME			1,380.00
07/24/2024	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Tuition - Life Skills June 2024	SESINV-039	06/28/2024	78625 0	ACCOUNT	7,291.44
					Totals for 78625			7,291.44
07/24/2024	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Evaluations, IEP Attendance	SESINV-039	07/15/2024	78679 0	ACCOUNT	325.00
					Totals for 78679			325.00
				Totals for MENTA ACADEMY NORTH - SPED SE				7,616.44
07/24/2024	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	Transportation - Life Skills June 2024	SYSINV-015	06/28/2024	78626 0	ACCOUNT	2,418.75
07/24/2024	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	OT Evaluation	SESINV-039	06/24/2024	78626 0	ACCOUNT	1,500.00
07/24/2024	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Tuition Life Skills - June 2024	SESINV-038	06/12/2024	78626 0	ACCOUNT	9,721.92
					Totals for 78626			13,640.67
				Totals for MENTA ACADEMY NORTH TRANS				13,640.67
07/01/2024	MIDWEST TRANSIT EQUI	40E000 2550 3630 00 000000	2024-25 Bus Trust Lease Payment	V101014826	07/01/2024	78555 0	ACCOUNT	164,440.00
					Totals for 78555			164,440.00
07/24/2024	MIDWEST TRANSIT EQUI	40E000 2550 3210 00 000000	Reparis	R311006459	07/05/2024	78627 0	ACCOUNT	618.63
07/24/2024	MIDWEST TRANSIT EQUI	40E000 2550 3210 00 000000	Repairs	X106045478	07/10/2024	78627 0	ACCOUNT	38.00
					Totals for 78627			656.63
				Totals for MIDWEST TRANSIT EQUIPMENT INC				165,096.63
07/24/2024	MIDWEST PAPER RETRIE	20E001 2540 3610 00 000000	Contract Service - SPL	0000128832	06/30/2024	78628 0	ACCOUNT	57.50

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POST                     ACCOUNT                        INVOICE                 INVOICE   INVOICE      CHECK BANK
DATE        VENDOR       NUMBER                         DESCRIPTION             NUMBER    DATE         NUMBER CODE              AMOUNT

07/24/2024 MIDWEST PAPER RETRIE 20E006 2540 3610 00 000000   Contract Service - RT       0000129365 06/30/2024   78628 0  ACCOUNT        57.50
07/24/2024 MIDWEST PAPER RETRIE 20E002 2540 3610 00 000000   Contract Service - PT       0000129297 06/30/2024   78628 0  ACCOUNT        57.50
07/24/2024 MIDWEST PAPER RETRIE 20E003 2540 3610 00 000000   Contract Service - VKG      0000129364 06/30/2024   78628 0  ACCOUNT        57.50
                                                                                                      Totals for 78628              230.00


                                                                     Totals for MIDWEST PAPER RETRIEVER         230.00


07/24/2024 MINUTEMAN PRESS       10E000 1100 4130 00 000000   Supplies - DO, SPL, PT, VKG, 62148    06/29/2024   78629 0  ACCOUNT     1,412.35
                                                              RT
                                                                                                      Totals for 78629            1,412.35


                                                                          Totals for MINUTEMAN PRESS         1,412.35


07/24/2024 N2Y, LLC              10E001 1225 7000 00 499803   License Renewal             INV-108008 07/03/2024   78630 0  ACCOUNT      551.66
                                                                                                      Totals for 78630              551.66


                                                                               Totals for N2Y, LLC            551.66


07/24/2024 NAVIGATE 360, LLC     10E000 1100 3115 00 000000   PBIS Rewards/Service        INV-22697  07/01/2024   78631 0  ACCOUNT    1,696.00
                                                                                                      Totals for 78631            1,696.00


                                                                         Totals for NAVIGATE 360, LLC         1,696.00


07/24/2024 NEW CONNECTIONS ACAD 10E000 1912 6700 00 000000   Tuition (T.Reeves - June    15801      07/16/2024   78680 0  ACCOUNT    3,162.51
                                                              2024)
                                                                                                      Totals for 78680            3,162.51


                                                                    Totals for NEW CONNECTIONS ACADEMY       3,162.51


07/24/2024 NORTH SHORE GAS       20E000 2540 4660 00 000000   Gas Bill - SPL             5074115784 06/21/2024   78632 0  ACCOUNT       78.50
                                                                                                      Totals for 78632               78.50


                                                                           Totals for NORTH SHORE GAS           78.50


07/24/2024 OTIS ELEVATOR         20E003 2540 3120 00 000000   Contract Service           F100001753 07/04/2024   78633 0  ACCOUNT      190.00
                                                                                                      Totals for 78633              190.00


                                                                            Totals for OTIS ELEVATOR           190.00
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POST                      ACCOUNT                   INVOICE                INVOICE   INVOICE     CHECK BANK
DATE      VENDOR          NUMBER                    DESCRIPTION            NUMBER    DATE        NUMBER CODE                 AMOUNT

07/24/2024 PTS COMMUNICATIONS  20E000 2540 3500 00 000000   Pay Phone - VKG        2124411   07/05/2024  78634 0  ACCOUNT       78.00
                                                                                                  Totals for 78634           78.00


                                                                          Totals for PTS COMMUNICATIONS              78.00


07/24/2024 PITNEY BOWES GLOBAL  10E000 2570 3630 00 000000   Leasing - VKG      3106750961 07/09/2024  78635 0  ACCOUNT      474.96
07/24/2024 PITNEY BOWES GLOBAL  10E000 2570 3630 00 000000   Leasing - DO       3106741220 06/29/2024  78635 0  ACCOUNT      279.21
07/24/2024 PITNEY BOWES GLOBAL  10E000 2570 3630 00 000000   Leasing - SPL      3106750984 07/09/2024  78635 0  ACCOUNT       47.76
07/24/2024 PITNEY BOWES GLOBAL  10E000 2570 3630 00 000000   Leasing - RT       3106750935 07/09/2024  78635 0  ACCOUNT       47.76
                                                                                                  Totals for 78635          849.69


                                                                    Totals for PITNEY BOWES GLOBAL FINANCIAL        849.69


07/24/2024 PREMISTAR-NORTH      20E006 2540 3120 00 000000   Contract Service - RT  SI2248707 06/18/2024  78636 0  ACCOUNT     455.40
                                                                                                  Totals for 78636          455.40


                                                                          Totals for PREMISTAR-NORTH             455.40


07/24/2024 PROMPTMED URGENT CAR 40E000 2550 3191 00 000000   Physicals            4038958   07/02/2024  78637 0  ACCOUNT     400.00
                                                                                                  Totals for 78637          400.00


                                                                          Totals for PROMPTMED URGENT CARE       400.00


07/24/2024 QUEST FOOD MGT SERVI 10E000 2560 4100 00 000000   Reimbursement - For Supples IN124422 06/28/2024  78638 0  ACCOUNT  9,294.17
                                                             through Hubert

                                                                                                  Totals for 78638        9,294.17


                                                                          Totals for QUEST FOOD MGT SERVICES   9,294.17


07/24/2024 QUILL CORPORATION    10E002 1100 4100 00 000000   Supplies - PT        38768933  05/21/2024  78639 0  ACCOUNT     143.95
                                                                                                  Totals for 78639          143.95


                                                                          Totals for QUILL CORPORATION          143.95


07/24/2024 RELADYNE             40E000 2550 4100 00 000000   Supplies          1565675-IN 06/14/2024  78640 0  ACCOUNT     573.79
                                                                                                  Totals for 78640          573.79


                                                                          Totals for RELADYNE                   573.79
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POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/24/2024	RENAISSANCE	10E000 2220 3110 00 000000	Accelerated Reader/Star Reader Subscription	INV5327624	06/30/2024	78641	0 ACCOUNT	4,560.00
07/24/2024	RENAISSANCE	10E000 2220 3115 00 000000	Accelerated Reader/Star Reader Subscription	INV5327624	06/30/2024	78641	0 ACCOUNT	1,564.85
						Totals for 78641		6,124.85
						Totals for RENAISSANCE		6,124.85
07/24/2024	RIDE-ON TRANSIT	40E000 2550 3184 00 000000	Student Transportation	405466	06/30/2024	78642	0 ACCOUNT	1,725.00
07/24/2024	RIDE-ON TRANSIT	40E000 2550 3184 00 000000	Student Transportation	405467	06/30/2024	78642	0 ACCOUNT	10,005.50
						Totals for 78642		11,730.50
						Totals for RIDE-ON TRANSIT		11,730.50
07/24/2024	ROCHESTER 100 INC	10E001 1100 4100 00 000000	Nikcy's Version II - Durable 2 Packet Folder (RED)	245015	07/05/2024	78643	0 ACCOUNT	490.00
						Totals for 78643		490.00
						Totals for ROCHESTER 100 INC		490.00
07/24/2024	RUBICON WEST LLC	10E000 2210 3100 00 000000	Atlas Subscription (2024-2025)	ATINV-9000	04/29/2024	78644	0 ACCOUNT	6,519.00
						Totals for 78644		6,519.00
						Totals for RUBICON WEST LLC		6,519.00
07/24/2024	SABAJ, NICOLE	20E000 2540 3320 00 000000	Reimbursement (mileage)	June - Jul	07/10/2024	78645	0 ACCOUNT	225.17
						Totals for 78645		225.17
						Totals for SABAJ, NICOLE		225.17
07/24/2024	SAM'S CLUB	10E000 2330 4100 00 000000	Supplies - Rachel's IEP Traning	P928000HK0	06/10/2024	78646	0 ACCOUNT	18.48
07/24/2024	SAM'S CLUB	10E000 2520 4100 00 000000	Supplies - DO	P928000HK0	06/10/2024	78646	0 ACCOUNT	173.38
07/24/2024	SAM'S CLUB	10E000 2520 4100 00 000000	Supplies - DO - Mark's Farewell	P928000HL0	06/11/2024	78646	0 ACCOUNT	48.08
07/24/2024	SAM'S CLUB	10E000 2520 4100 00 000000	Interest Charge	062324	06/23/2024	78646	0 ACCOUNT	21.51
						Totals for 78646		261.45

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
						Totals for SAM'S CLUB		261.45
07/01/2024	SANTANDER BANK, N.A.	40E000 2550 3630 00 000000	2024-25 Big Bus Lease Payment	11054182	07/01/2024	78556	0 ACCOUNT	498,305.00
						Totals for 78556		498,305.00
						Totals for SANTANDER BANK, N.A.		498,305.00
07/24/2024	SAVVAS LEARNING COMP	10E000 1800 4200 00 490900	myView Literacy Spanish Invoice # 4027166364 & 4027166363	7028773269	07/01/2024	78647	0 ACCOUNT	17,383.68
						Totals for 78647		17,383.68
						Totals for SAVVAS LEARNING COMPANY		17,383.68
07/24/2024	SCHOLASTIC	10E000 1100 4100 00 460000	Books - SPL - PREK	M7372006 2	05/10/2024	78648	0 ACCOUNT	15.79
						Totals for 78648		15.79
						Totals for SCHOLASTIC		15.79
07/24/2024	SECURLY, INC	10E000 2660 3110 00 000000	Cloud-Based Web Filter	129907	07/12/2024	78649	0 ACCOUNT	7,964.55
						Totals for 78649		7,964.55
						Totals for SECURLY, INC		7,964.55
07/24/2024	SHERWIN-WILLIAMS	20E001 2540 4100 00 000000	Supplies - SPL	9050-4	07/15/2024	78650	0 ACCOUNT	223.09
						Totals for 78650		223.09
						Totals for SHERWIN-WILLIAMS		223.09
07/24/2024	SIEMENS INDUSTRY INC	20E006 2540 3120 00 000000	Contract Service	5331492646	07/01/2024	78651	0 ACCOUNT	25,320.00
						Totals for 78651		25,320.00
						Totals for SIEMENS INDUSTRY INC.		25,320.00
07/24/2024	IMAGE360	10E000 2520 4100 00 000000	Supplies - DO Sign - Registrar	I-16706	07/01/2024	78652	0 ACCOUNT	69.83
07/24/2024	IMAGE360	10E000 2520 4100 00 000000	Supplies - DO Sign Busniess Director	I-16703	07/01/2024	78652	0 ACCOUNT	24.53
						Totals for 78652		94.36

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
						Totals for IMAGE360		94.36
07/24/2024	SILVER, ASHLEY	10E000 2310 2510 00 000000	Reimbursement (Tuition)	070824	07/08/2024	78653	0 ACCOUNT	855.00
						Totals for 78653		855.00
						Totals for SILVER, ASHLEY		855.00
07/24/2024	SKYWARD INC	10E000 2660 3110 00 000000	Crystal.L - Maintenance Renewal Report	0000231949	07/01/2024	78654	0 ACCOUNT	149.00
						Totals for 78654		149.00
						Totals for SKYWARD INC		149.00
07/24/2024	SMITHEREEN PEST MGT	20E001 2540 3120 00 000000	Contract Service - SPL	3421605	07/01/2024	78655	0 ACCOUNT	160.00
07/24/2024	SMITHEREEN PEST MGT	20E006 2540 3120 00 000000	Contract Service - RT	3422063	07/01/2024	78655	0 ACCOUNT	160.00
07/24/2024	SMITHEREEN PEST MGT	20E003 2540 3120 00 000000	Contract Service - VKG	3422064	07/01/2024	78655	0 ACCOUNT	160.00
07/24/2024	SMITHEREEN PEST MGT	20E002 2540 3120 00 000000	Contract Service - PT	3422065	07/01/2024	78655	0 ACCOUNT	170.00
						Totals for 78655		650.00
						Totals for SMITHEREEN PEST MGT SERVICES		650.00
07/24/2024	SMITH, SEAN	20E000 2540 3320 00 000000	Reimbursement (mileage)	062024	06/30/2024	78656	0 ACCOUNT	105.88
						Totals for 78656		105.88
						Totals for SMITH, SEAN		105.88
07/24/2024	SOLOMON, RACHEL	10E000 2210 3310 00 462000	Reimbursement (Meals)	June 2024	06/26/2024	78657	0 ACCOUNT	30.24
						Totals for 78657		30.24
						Totals for SOLOMON, RACHEL		30.24
07/24/2024	SPECTRUM CENTER, INC	10E000 1912 6700 00 000000	Tuition	May 2024	05/31/2024	78658	0 ACCOUNT	5,611.32
						Totals for 78658		5,611.32
						Totals for SPECTRUM CENTER, INC.		5,611.32
07/24/2024	ST PATRICK SCHOOL	10E000 3700 4100 00 430000	Reimbursement for AMAZON order place on 6/12/24 -	161V-GNLF-	06/14/2024	78659	0 ACCOUNT	803.30

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
			Supplies					
						Totals for 78659		803.30
					Totals for ST PATRICK SCHOOL			803.30
07/24/2024	T-MOBIL	10E000 2660 3500 00 000000	Cell Phone Services	June 2024	06/21/2024	78660 0	ACCOUNT	1,034.39
						Totals for 78660		1,034.39
					Totals for T-MOBIL			1,034.39
07/24/2024	TEACHERS' RETIREMENT	10E000 2310 2140 00 000000	THIS FUND	306819	06/25/2024	6271 0	ACCOUNT	3,286.95
						Totals for 6271		3,286.95
					Totals for TEACHERS' RETIREMENT SYSTEM			3,286.95
07/24/2024	TELESOLUTIONS CONSUL	20E000 2540 3500 00 000000	E-Rate	July - Sep	07/01/2024	78661 0	ACCOUNT	1,180.00
						Totals for 78661		1,180.00
					Totals for TELESOLUTIONS CONSULTANTS LLC			1,180.00
07/24/2024	THOMSON REUTERS - WE	10E000 2310 3120 00 000000	Online/Software Subscription (May 2024)	850142872	05/01/2024	78662 0	ACCOUNT	873.06
07/24/2024	THOMSON REUTERS - WE	10E000 2310 3120 00 000000	Online/Software Subscription (July 2024)	850439296	07/01/2024	78662 0	ACCOUNT	934.17
						Totals for 78662		1,807.23
					Totals for THOMSON REUTERS - WEST			1,807.23
07/24/2024	TOBII DYNAVOX LLC	10E000 2150 4100 00 000000	Boardmaker 7 Organization	INV0047579	07/17/2024	78663 0	ACCOUNT	877.59
						Totals for 78663		877.59
					Totals for TOBII DYNAVOX LLC			877.59
07/24/2024	TOPLINE TRANSPORTATI	40E000 2550 3184 00 000000	Reparis	103314	06/30/2024	78664 0	ACCOUNT	4,009.00
						Totals for 78664		4,009.00
					Totals for TOPLINE TRANSPORTATION CO			4,009.00
07/24/2024	TRANE U.S. INC	60E000 2530 3640 00 000000	HVAC	314619400	06/17/2024	78665 0	ACCOUNT	40,500.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/24/2024	TRANE U.S. INC	60E000 2530 3640 00 000000	HVAC	314613821	06/13/2024	78665	0 ACCOUNT	344,243.49
						Totals for 78665		384,743.49
					Totals for TRANE U.S. INC			384,743.49
07/01/2024	US BANCORP GOVT LEAS	30E000 8140 6200 00 000000	2024-25 Projector Lease Payment	530396811	07/01/2024	78557	0 ACCOUNT	8,029.60
07/01/2024	US BANCORP GOVT LEAS	30E000 5370 6100 00 000000	2024-25 Projector Lease Payment	530396811	07/01/2024	78557	0 ACCOUNT	100,000.00
						Totals for 78557		108,029.60
					Totals for US BANCORP GOVT LEASING & FIN			108,029.60
07/24/2024	VENTRIS LEARNING	10E002 1100 4100 00 430000	UFLI Foundations Teacher Manual	20245224	06/10/2024	78666	0 ACCOUNT	160.00
						Totals for 78666		160.00
					Totals for VENTRIS LEARNING			160.00
07/24/2024	VILLAGE OF GURNEE	20E001 2540 4100 00 000000	Water/Sewer - SPL ACCt#07332-01251	410016	06/14/2024	78668	0 ACCOUNT	1,015.68
07/24/2024	VILLAGE OF GURNEE	20E006 2540 4100 00 000000	Water/Sewer - RT ACCt#14470-01251	411136	06/14/2024	78668	0 ACCOUNT	1,001.29
07/24/2024	VILLAGE OF GURNEE	20E003 2540 4100 00 000000	Water/Sewer - VKG ACCt#08802-01251	410195	06/14/2024	78668	0 ACCOUNT	691.99
07/24/2024	VILLAGE OF GURNEE	20E004 2540 4100 00 000000	Water/Sewer - TRANS ACCt#26646-01251	412653	06/14/2024	78668	0 ACCOUNT	137.13
07/24/2024	VILLAGE OF GURNEE	20E000 2540 4100 00 000000	Water/Sewer - DO ACCt#07340-01251	410019	06/14/2024	78668	0 ACCOUNT	93.99
						Totals for 78668		2,940.08
					Totals for VILLAGE OF GURNEE			2,940.08
07/24/2024	VILLAGE HALL OF GURN	40E000 2550 4680 00 000000	PW Unleaded Fuel & Fuel Maintance Fee	4086	07/01/2024	78669	0 ACCOUNT	1,494.24
07/24/2024	VILLAGE HALL OF GURN	20E000 2540 4680 00 000000	PW Unleaded Fuel & Fuel Maintance Fee	4086	07/01/2024	78669	0 ACCOUNT	149.42
						Totals for 78669		1,643.66

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
					Totals for VILLAGE HALL OF GURNEE			1,643.66
07/24/2024	WARD'S SCIENCE	10E000 1100 4100 20 000000	Science Supplies	8816523778	07/10/2024	78670	0 ACCOUNT	473.42
						Totals for 78670		473.42
					Totals for WARD'S SCIENCE			473.42
07/24/2024	WASTE MANAGEMENT	20E003 2540 3610 00 000000	Disposal Services - VKG	7322036-20	06/17/2024	78671	0 ACCOUNT	891.33
						Totals for 78671		891.33
					Totals for WASTE MANAGEMENT			891.33
07/24/2024	WAUKEGAN SAFE & LOCK	20E006 2540 3120 00 000000	Contract Service - RT	237632	07/11/2024	78672	0 ACCOUNT	200.00
						Totals for 78672		200.00
					Totals for WAUKEGAN SAFE & LOCK SERVICES			200.00
07/24/2024	WOLD ARCHITECTS AND	20E000 2530 3640 00 910000	Contract Service	94034	06/30/2024	78673	0 ACCOUNT	334.32
						Totals for 78673		334.32
					Totals for WOLD ARCHITECTS AND ENGINEERS			334.32
07/24/2024	WTHS/DO	10E000 2310 3430 00 000000	Fingerprinting	April - Ju	06/30/2024	78674	0 ACCOUNT	59.50
07/24/2024	WTHS/DO	10E000 2560 3140 00 000000	Food Service	June 2024	06/27/2024	78674	0 ACCOUNT	1,300.00
07/24/2024	WTHS/DO	10E000 4120 3120 00 000000	Shared Hearing Itinerant FY 24 - Paying Balance	June 2024.	07/08/2024	78674	0 ACCOUNT	1,451.34
07/24/2024	WTHS/DO	40E000 4110 3184 00 000000	Shared Transportation Service FY24 - Paying Balance	June 2024.	07/10/2024	78674	0 ACCOUNT	30,812.81
						Totals for 78674		33,623.65
					Totals for WTHS/DO			33,623.65
					Totals for BNK00			2,731,592.67
					Totals for checks			2,731,592.67

F U N D   S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	0.00	0.00	272,527.37	272,527.37
20	OPER & MAINT FUND	0.00	0.00	101,061.24	101,061.24
30	DEBT SERVICE	0.00	0.00	115,984.60	115,984.60
40	TRANSPORTATION FUND	0.00	0.00	718,790.56	718,790.56
60	CAPITAL PROJECTS	0.00	0.00	1,213,444.90	1,213,444.90
80	TORT IMMUNITY FUND	0.00	0.00	309,784.00	309,784.00
*** Fund Summary Totals ***		0.00	0.00	2,731,592.67	2,731,592.67

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

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/05/2024	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5317 9	PAYROLL	1,030.00
07/05/2024	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5317 9	PAYROLL	1,089.00
07/05/2024	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5317 9	PAYROLL	628.00
						Totals for 5317		2,747.00
07/19/2024	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5326 9	PAYROLL	1,030.00
07/19/2024	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5326 9	PAYROLL	1,089.00
07/19/2024	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5326 9	PAYROLL	628.00
						Totals for 5326		2,747.00
				Totals for GURNEE SCHOOL DISTRICT 56				5,494.00
07/05/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5318 9	PAYROLL	34,675.48
07/05/2024	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5318 9	PAYROLL	170.12
07/05/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5318 9	PAYROLL	174.50
07/05/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5318 9	PAYROLL	3,555.00
07/05/2024	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5318 9	PAYROLL	7,019.26
07/05/2024	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20240705AF	07/05/2024	5318 9	PAYROLL	170.12
07/05/2024	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20240705AF	07/05/2024	5318 9	PAYROLL	7,019.26
07/05/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	13,024.91
07/05/2024	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	2,032.39
07/05/2024	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	787.77
07/05/2024	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	5,167.10
07/05/2024	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	1,848.52
07/05/2024	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	1,037.72
07/05/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	580.00
07/05/2024	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	25.00
07/05/2024	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	70.00
07/05/2024	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	2,238.75
07/05/2024	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	432.30
07/05/2024	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5318 9	PAYROLL	242.71
07/05/2024	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	5318 9	PAYROLL	8,053.34
07/05/2024	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	5318 9	PAYROLL	2,913.76
						Totals for 5318		91,238.01
07/19/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5327 9	PAYROLL	34,677.41
07/19/2024	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5327 9	PAYROLL	170.12
07/19/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5327 9	PAYROLL	174.50
07/19/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5327 9	PAYROLL	3,555.00

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07/19/2024	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5327 9	PAYROLL	7,019.50
07/19/2024	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20240719AF	07/19/2024	5327 9	PAYROLL	170.12
07/19/2024	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20240719AF	07/19/2024	5327 9	PAYROLL	7,019.50
07/19/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	12,898.59
07/19/2024	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	2,115.63
07/19/2024	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	731.82
07/19/2024	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	4,433.92
07/19/2024	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	1,903.60
07/19/2024	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	994.45
07/19/2024	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	550.00
07/19/2024	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	25.00
07/19/2024	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	70.00
07/19/2024	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	2,405.95
07/19/2024	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	445.18
07/19/2024	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5327 9	PAYROLL	232.57
07/19/2024	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	5327 9	PAYROLL	7,331.97
07/19/2024	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	5327 9	PAYROLL	3,083.70
						Totals for 5327		90,008.53
						Totals for FIFTH THIRD BANK		181,246.54
07/05/2024	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Payroll accrual	20240705AF	07/05/2024	78558 9	PAYROLL	2,437.50
07/05/2024	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	78558 9	PAYROLL	187.50
07/05/2024	HEALTH EQUITY EMPLOY	20L000 4590 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	78558 9	PAYROLL	187.50
07/05/2024	HEALTH EQUITY EMPLOY	40L000 4590 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	78558 9	PAYROLL	125.00
						Totals for 78558		2,937.50
07/19/2024	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Payroll accrual	20240719AF	07/19/2024	78560 9	PAYROLL	2,437.50
07/19/2024	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	78560 9	PAYROLL	187.50
07/19/2024	HEALTH EQUITY EMPLOY	20L000 4590 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	78560 9	PAYROLL	187.50
07/19/2024	HEALTH EQUITY EMPLOY	40L000 4590 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	78560 9	PAYROLL	62.50
						Totals for 78560		2,875.00
						Totals for HEALTH EQUITY EMPLOYER CONTRI		5,812.50
07/05/2024	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	78559 9	PAYROLL	594.70
07/05/2024	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	78559 9	PAYROLL	189.00
07/05/2024	HEALTHEQUITY	20L000 4560 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	78559 9	PAYROLL	5.00
						Totals for 78559		788.70

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07/19/2024	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	78561 9	PAYROLL	594.70
07/19/2024	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	78561 9	PAYROLL	189.00
07/19/2024	HEALTHEQUITY	20L000 4560 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	78561 9	PAYROLL	5.00
						Totals for 78561		788.70
					Totals for HEALTHEQUITY			1,577.40
07/05/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5319 9	PAYROLL	20.00
07/05/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5319 9	PAYROLL	17,432.56
07/05/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5319 9	PAYROLL	35.00
07/05/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5319 9	PAYROLL	5.00
07/05/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5319 9	PAYROLL	6,606.98
07/05/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5319 9	PAYROLL	1,173.82
07/05/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5319 9	PAYROLL	735.13
						Totals for 5319		26,008.49
07/19/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5328 9	PAYROLL	20.00
07/19/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5328 9	PAYROLL	17,432.56
07/19/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5328 9	PAYROLL	35.00
07/19/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5328 9	PAYROLL	5.00
07/19/2024	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5328 9	PAYROLL	6,841.26
07/19/2024	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5328 9	PAYROLL	1,201.78
07/19/2024	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5328 9	PAYROLL	674.98
						Totals for 5328		26,210.58
					Totals for ILLINOIS DEPARTMENT OF REVENU			52,219.07
07/19/2024	NCPERS GROUP LIFE IN	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	78562 9	PAYROLL	8.00
07/19/2024	NCPERS GROUP LIFE IN	20L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	78562 9	PAYROLL	8.00
07/19/2024	NCPERS GROUP LIFE IN	40L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	78562 9	PAYROLL	8.00
07/19/2024	NCPERS GROUP LIFE IN	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	78562 9	PAYROLL	8.00
07/19/2024	NCPERS GROUP LIFE IN	20L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	78562 9	PAYROLL	8.00
07/19/2024	NCPERS GROUP LIFE IN	40L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	78562 9	PAYROLL	8.00
						Totals for 78562		48.00
					Totals for NCPERS GROUP LIFE INS.			48.00
07/19/2024	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	78563 9	PAYROLL	750.66

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07/19/2024	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	78563	9 PAYROLL	750.66
07/19/2024	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	78563	9 PAYROLL	93.56
07/19/2024	NEW YORK LIFE INSURA	20L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	78563	9 PAYROLL	50.00
07/19/2024	NEW YORK LIFE INSURA	40L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	78563	9 PAYROLL	53.62
07/19/2024	NEW YORK LIFE INSURA	10L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	78563	9 PAYROLL	93.56
07/19/2024	NEW YORK LIFE INSURA	20L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	78563	9 PAYROLL	50.00
07/19/2024	NEW YORK LIFE INSURA	40L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	78563	9 PAYROLL	53.62
						Totals for 78563		1,895.68
						Totals for NEW YORK LIFE INSURANCE		1,895.68
07/19/2024	NIHIP	10L000 4560 0000 00 000000	july 24 employee insurances	july 24	07/15/2024	78565	9 PAYROLL	307,332.04
07/19/2024	NIHIP	20L000 4560 0000 00 000000	july 24 employee insurances	july 24	07/15/2024	78565	9 PAYROLL	20,954.46
07/19/2024	NIHIP	40L000 4560 0000 00 000000	july 24 employee insurances	july 24	07/15/2024	78565	9 PAYROLL	20,954.46
						Totals for 78565		349,240.96
						Totals for NIHIP		349,240.96
07/05/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5321	9 PAYROLL	2,997.82
07/05/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5321	9 PAYROLL	2,040.00
07/05/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5321	9 PAYROLL	12,772.96
07/05/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5321	9 PAYROLL	3,390.51
07/05/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5321	9 PAYROLL	964.00
07/05/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5321	9 PAYROLL	1,153.84
07/05/2024	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5321	9 PAYROLL	25.00
07/05/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5321	9 PAYROLL	1,000.00
						Totals for 5321		24,344.13
07/19/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5330	9 PAYROLL	2,997.82
07/19/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5330	9 PAYROLL	2,040.00
07/19/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5330	9 PAYROLL	12,772.96
07/19/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5330	9 PAYROLL	3,390.51
07/19/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5330	9 PAYROLL	964.00
07/19/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5330	9 PAYROLL	1,153.84
07/19/2024	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5330	9 PAYROLL	25.00
07/19/2024	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5330	9 PAYROLL	1,000.00
						Totals for 5330		24,344.13
						Totals for PLANCONNECT		48,688.26

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/19/2024	STATE DISBURSEMENT U	20L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	78564	9 PAYROLL	233.40
07/19/2024	STATE DISBURSEMENT U	20L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	78564	9 PAYROLL	233.40
						Totals for 78564		466.80
					Totals for STATE DISBURSEMENT UNIT			466.80
07/05/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5322	9 PAYROLL	199.35
07/05/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5322	9 PAYROLL	952.59
07/05/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5322	9 PAYROLL	288.00
						Totals for 5322		1,439.94
07/19/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5331	9 PAYROLL	199.35
07/19/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5331	9 PAYROLL	952.59
07/19/2024	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5331	9 PAYROLL	288.00
						Totals for 5331		1,439.94
					Totals for TEACHER 457 SAVINGS			2,879.88
07/05/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240705AF	07/05/2024	5323	9 PAYROLL	630.39
07/05/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5323	9 PAYROLL	33.64
07/05/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5323	9 PAYROLL	6,346.31
07/05/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	5323	9 PAYROLL	144.55
07/05/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	5323	9 PAYROLL	409.00
						Totals for 5323		7,563.89
07/19/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240719AF	07/19/2024	5332	9 PAYROLL	630.39
07/19/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5332	9 PAYROLL	214.38
07/19/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5332	9 PAYROLL	8,448.79
07/19/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	5332	9 PAYROLL	0.00
07/19/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	5332	9 PAYROLL	0.00
07/19/2024	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	5332	9 PAYROLL	544.47
						Totals for 5332		9,838.03
					Totals for TEACHERS' RETIREMENT SYSTEM			17,401.92
07/05/2024	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20240705BF	07/05/2024	5324	9 PAYROLL	472.43
						Totals for 5324		472.43

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
07/19/2024	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20240719BF	07/19/2024	5333	9 PAYROLL	628.86
							Totals for 5333	628.86
				Totals for TEACHERS' HEALTH INSURANCE				1,101.29
07/05/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5325	9 PAYROLL	25.00
07/05/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240705AD	07/05/2024	5325	9 PAYROLL	2,275.49
07/05/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5325	9 PAYROLL	159.70
07/05/2024	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240705BD	07/05/2024	5325	9 PAYROLL	144.82
							Totals for 5325	2,605.01
07/19/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5334	9 PAYROLL	25.00
07/19/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240719AD	07/19/2024	5334	9 PAYROLL	2,276.51
07/19/2024	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5334	9 PAYROLL	295.89
07/19/2024	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5334	9 PAYROLL	161.66
07/19/2024	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20240719BD	07/19/2024	5334	9 PAYROLL	5.38
							Totals for 5334	2,764.44
				Totals for WISCONSIN DEPARTMENT OF REVEN				5,369.45
				Totals for BNK09				673,441.75
				Totals for checks				673,441.75

F U N D   S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	577,340.29	0.00	0.00	577,340.29
20	OPER & MAINT FUND	33,491.96	0.00	0.00	33,491.96
40	TRANSPORTATION FUND	26,847.73	0.00	0.00	26,847.73
50	RETIREMENT FUND	35,761.77	0.00	0.00	35,761.77
*** Fund Summary Totals ***		673,441.75	0.00	0.00	673,441.75

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      *********************** End of report ***********************
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F U N D   S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATIONAL FUND	577,340.29	0.00	272,527.37	849,867.66
20	OPER & MAINT FUND	33,491.96	0.00	101,061.24	134,553.20
30	DEBT SERVICE	0.00	0.00	115,984.60	115,984.60
40	TRANSPORTATION FUND	26,847.73	0.00	718,790.56	745,638.29
50	RETIREMENT FUND	35,761.77	0.00	0.00	35,761.77
60	CAPITAL PROJECTS	0.00	0.00	1,213,444.90	1,213,444.90
80	TORT IMMUNITY FUND	0.00	0.00	309,784.00	309,784.00
	*** Fund Summary Totals ***	673,441.75	0.00	2,731,592.67	3,405,034.42

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

SEDOL Programming 2024

July 24, 2024

SEDOL and Member District Meetings

- SEDOL has had ongoing conversations this year with member districts regarding their strategic plan with a large focus on the financial sustainability and current structures

- Feedback was given by member districts about the price structure for all programs and related services offered through SEDOL due to the increase in cost

FY25 - FY27 SEDOL Financial Changes

- FY25 5-6% increase in tuition and cost of related services

- Additional changes will be coming for FY26 / FY27 for the cost per school district as a result of the "SEDOL Tuition Reset"

- SEDOL gathered feedback from all school superintendents and directors this past spring

- More specific costs for the FY26/FY27 year will be coming to districts later this school year. Districts may encounter another increase in tuition and related services

24-25 SEDOL Program Costs

(Cost per student)	FY 24	FY 25	5-6% increase
Educational Life Skills (ELS) (3 students)	$35,793	$37,583	$1,790
Teach Appropriate Behaviors (TAB) (3 students)	$43,006	$45,156	$2,150
LASSO 1 (4 students)	$39,998	$41,998	$2,000
LASSO 2 (10 students)	$43,481	$45,655	$2,174

SEDOL Specialized Programs

(Cost per student)	FY 24	FY 25	5-6% increase
Special Needs Nurse (2)	$91,846	$97,357	$5,511
Special Needs Paraprofessional (1)	$37,879	$40,152	$2,273
Alternative Jr. High-Cyd Lash (1)	$44,816	$47,057	$2,241
Alternative Elementary-Gages (5)	$44,787	$47,026	$2,239

PORTRAIT OF A GRADUATE

SEDOL Related Services

(cost per student)	FY 24	FY 25	5-6% increase
SAB at Gages (2 students)	$57,510	$60,386	$2,876
Exploring Learning and Participating (ELP)-Laremont (3 students)	$56,276	$59,090	$2,814
LASSO 3 -Fairhaven (4 students)	$76,053	$79,856	$3,803

SEDOL Audiology

(cost per student)	FY 24	FY 25	5-6% increase
Audiology Screening	$5,773	$5,773	Same (no increase)

FY Comparison of SEDOL Total Charges

FY23	FY24	FY25	$ increase
$1,978,015	$2,240,662	$2,290,446	FY23-FY24= $262,647 (increase) FY 24-FY25 = $49,784 (increase)

Reimbursement for SEDOL charges

- Currently we do not receive reimbursement for SEDOL

- Public Act 103-0644 took effect on July 1st and addresses special education funding

  - There will be parity between private and public special education institutions allowing claims for services provided by public entities.

  - This will enable us to be reimbursed for services provided by public school providers just as private schools receive payment through mandated categorical line items. Awaiting governor's signature.

Planning for Next Steps

- FY23 to present we have seen an increase in students needing additional intensive special education instruction and related services

- Co-teaching instruction and embedded professional development to allow for inclusionary practices with students needing resource or tiered system of supports

- Begin the conversations with building administration and SEDOL to draft a plan of what a potential "take back" could look like for our students that are outplaced for the near future.

Document Status: Review and Monitoring

BOARD OF EDUCATION

2:160 Board Attorneys

The Board of Education may retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The attorney will: PRESSPlus1

1. Serve as counselor to the Board and attend Board meetings when requested by the Superintendent or Board President;
2. Represent the District in any matter as requested by the Board of Education;
3. Provide written opinions on legal questions as requested by the Superintendent or Board President;
4. Approve, prepare, or supervise the preparation of legal documents and instruments and perform such other legal duties as the Board of Education may request; and
5. Be available for telephone consultation.

The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, and Board President, are each authorized to confer with and/or seek the legal advice of the Board Attorneys. The Board may also authorize a specific Board member to confer with the Board Attorney on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

The Board of Education retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

2:160

LEGAL REF.:

[Rule 1.7](#) (Conflict of Interest: Current Clients) and [Rule 1.13](#) (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSS REF.: 4:60 (Purchases and Contracts)

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 115, June 2024

2:160

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:15 Identity Protection

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:<u>PRESSPlus1</u>

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, <u>5 ILCS 179/</u>. Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.

4:15

6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

The Superintendent is also responsible for ensuring the District complies with the Personal Information Protection Act, 815 ILCS 530/. Compliance measures shall include each of the following:

1. Verbal and Written or electronic notification to an individual and, if applicable, the owner of the information, as required by 815 ILCS 530/10 whenever his or her personal information was acquired by an unauthorized person; *personal information* means either:

   a. An individual's first name or first initial and last name in combination with any one or more of his or her (i) social security number, (ii) driver's license number or State identification card number, (iii) financial account information (with any required security codes or passwords), (iv) medical information, (v) health insurance information, and/or (vi) unique biometric data or other unique physical or digital representation of biometric data, when either the name or the data elements are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the name or data elements have been acquired through the breach of security; or

   b. An individual's username or email address, in combination with a password or security question and answer that would permit access to an online account, when either the username or email address or password or security question and answer are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the data elements have been obtained through the breach of security.

2. Notification to the Ill. Attorney General as required by 815 ILCS 530/10, if a single breach of the security system requires the District to notify more than 500 Illinois residents.

3. Cooperation with the owner of the information in matters relating to the breach, if applicable, as required by 815 ILCS 530/10.

4. Disposal of materials containing personal information in a manner that renders the personal information unreadable, unusable, and undecipherable; *personal information* has the meaning stated in #1, above.

4:15

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal in accordance with District policy and procedures. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable measures to safeguard: (1) *protected personally identifiable information,* (2) other information that a federal awarding agency, pass-through agency or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information),* when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

2 C.F.R. §200.303(e).

5 ILCS 179/, Identity Protection Act.

30 ILCS 708/, Grant Accountability and Transparency Act

50 ILCS 205/3, Local Records Act.

105 ILCS 10/, Illinois School Student Records Act.

815 ILCS 530/, Personal Information Protection Act.

4:15

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

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 115, June 2024

4:15

OPERATIONAL SERVICES

4:40 Incurring Debt

The Superintendent shall provide early notice to the Board of Education of the District's need to borrow money. The Superintendent or designee shall prepare all documents and notices necessary for the Board of Education, at its discretion, to: (1) issue State Aid Anticipation Certificates, tax anticipation warrants, working cash fund bonds, bonds, notes, and other evidence of indebtedness, or (2) establish a line of credit with a bank or other financial institution. The Superintendent shall notify the State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law.

Bond Issue Obligations

In connection with the Board's issuance of bonds, the Superintendent shall be responsible for ensuring the District's compliance with federal securities laws, including the anti-fraud provisions of the Securities Act of 1933, as amended and, if applicable, the continuing disclosure obligations under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended.

Additionally, in connection with the Board's issuance of bonds, the interest on which is excludable from *gross income* for federal income tax purposes, or which enable the District or bond holder to receive other federal tax benefits, the Board authorizes the Superintendent to establish written procedures for post-issuance compliance monitoring for such bonds to protect their tax-exempt (or tax-advantaged) status.

The Board may contract with outside professionals, such as bond counsel and/or a qualified financial consulting firm, to assist it in meeting the requirements of this subsection.

LEGAL REF.:

Securities Act of 1933, 15 U.S.C. §77a *et seq.*

Securities Exchange Act of 1934, 15 U.S.C. §78a *et seq.*

17 C.F.R. §240.15c2-12.

4:40

Bond Authorization Act, 30 ILCS 305/2

Bond Issue Notification Act, 30 ILCS 352/

Local Government Debt Reform Act, 30 ILCS 350/.

Tax Anticipation Note Act, 50 ILCS 420/.

105 ILCS 5/17-16, 5/17-17, 5/18-18, and 5/19-1 *et seq.*

CROSS REF.: 4:10 (Fiscal and Business Management)

4:40

Document Status: Draft Update

OPERATIONAL SERVICES

4:70 Resource Conservation

The Superintendent shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.

2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in the School Code, if economically and practically feasible.

3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibly of potential markets for other recyclable materials that are present in the District's waste stream; and (c) establish a goal for the ~~be designed to achieve, before July 1, 2020, at least a 50%~~ reduction in the amount of solid waste ~~that is~~ generated by the District, when it is economically and practically feasible to do so. PRESSPlus1

4. ~~Adherence to e~~Energy conservation measures.

LEGAL REF.:

105 ILCS 5/10-20.19c and 5/19b.

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

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 115, June**

4:70

2024

4:70

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing,* as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent or designee, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.PRESSPlus1

Annual Audit

At the close of each fiscal year, the Superintendent or designee shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent.

The Superintendent or designee shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

Inventories

4:80

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of $5,000 and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition of property acquired by the District under grant awards that comply with federal and State law.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent or designee consistent with the annual budget. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended

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purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Board President, Superintendent and/or their designee, and the Board Treasurer, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

The Superintendent or designee is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

2 C.F.R. §200 *et seq.*

30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill.Admin.Code 7000 *et seq*.

105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 *et seq*.

23 Ill.Admin.Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student

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Activity and Fiduciary Funds)

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 115, June 2024

Document Status: Draft Update

General Personnel

5:130 Responsibilities Concerning Internal Information

District employees are responsible for maintaining: (1) the integrity and security of all internal information, and (2) the privacy of confidential records, including but not limited to: student school records, personnel records, and the minutes of, and material disclosed in, a closed Board of Education meeting. Internal information is any information, oral or recorded in electronic or paper format, maintained by the District or used by the District or its employees. The Superintendent or designee shall manage procedures for safeguarding the integrity, security, and, as appropriate, confidentiality of internal information.

LEGAL REF.:

~~Family Educational and Privacy Rights Act,~~ 20 U.S.C. §1232g, Family Educational and Privacy Rights Act.

~~Uses and Disclosures of Protected Health Information; General Rules,~~ 45 C.F.R. §164.502 , Uses and Disclosures of Protected Health Information; General Rules.

~~Ill. Freedom of Information Act,~~ 5 ILCS 140/, Ill. Freedom of Information Act.

~~Local Records Act,~~ 50 ILCS 205/, Local Records Act.

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85, Student Online Personal Protection Act. PRESSPlus1

~~Personnel Record Review Act,~~ 820 ILCS 40/, Personnel Record Review Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 115, June 2024**

Document Status: Draft Update

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, 5/22-965, PRESSPlus1 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.

5:200

[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)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/22-96, added by P.A. 103-46 and amended by P.A. 103-564, requires school districts, when hiring or assigning educators for physical education, music, or visual arts, to prioritize the hiring or assigning of educators who hold an educator license and endorsement in those areas. The law also requires educators in these areas to obtain short-term approval if they are not licensed in the content area, or, if no short-term approval is available, they must meet criteria specified by the Ill. State Board of Education (ISBE). Educators must obtain an endorsement in the area being taught prior to the end of the short-term approval period to continue to maintain the educator's employment for subsequent school years. In the alternative, educators do not need to be licensed, obtain short-term approval, or meet other ISBE requirements if they meet the requirements of Title 23 of the Illinois Administrative Code except for Section 1.710. **Issue 115, June 2024**

5:200

Educational Support Personnel

5:285 Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers

The District shall adhere to State and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers. The Superintendent or designee manages a program to implement State and federal law defining the circumstances and procedures for the testing.

LEGAL REF.:

625 ILCS 5/6-106.1 and 5/6-106.1c.

49 U.S.C. §31306, Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991, P.L. 102-143).

49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers).

CROSS REF.: 4:110 (Transportation), 5:30 (Hiring Process and Criteria), 5:280 (Duties and Qualifications)

Document Status: Review and Monitoring

Educational Support Personnel

5:310 Compensatory Time-Off

This policy governs the use of compensatory time-off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, 29 U.S.C. §201 *et seq.*, and (2) are not represented by an exclusive bargaining representative.PRESSPlus1

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. Other than as provided below, at no time may an employee's accumulated compensatory time-off exceed 240 hours, which represents compensation for 160 hours of overtime. An employee whose work regularly includes public safety, emergency response, or seasonal activities may accumulate a maximum of 480 hours of compensatory time, which represents compensation for 320 hours of overtime. If an employee accrues the maximum number of compensatory time-off hours, the employee: (1) is paid for any additional overtime hours worked, at the rate of one and one-half times the employee's regular hourly rate of pay, and (2) does not accumulate compensatory time-off until the employee uses an equal amount of accrued time-off.

An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time-off.

Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:

1. The average regular rate received by such employee during the last three years of employment; or
2. The final regular rate received by such employee.

Compensatory time-off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime

5:310

compensation.

Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

LEGAL REF.:

Fair Labor Standards Act, 29 U.S.C. §201 *et seq*.; 29 C.F.R. Part 553.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

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:

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Issue 115, June 2024

Document Status: Draft Update

INSTRUCTION

6:140 Education of Homeless Children

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

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

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

LEGAL REF.:

42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Act.

6:140

[105 ILCS 45/](#), Education for Homeless Children Act.

[23 Ill.Admin.Code §1.241.](#)PRESSPlus1

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 4:140 (Waiver of Student Fees), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye and Dental Examinations, Immunizations, and Exclusion of Students)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 115, June 2024**

6:140

Document Status: Review and Monitoring

INSTRUCTION

6:150 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.PRESSPlus1

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to three months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.:

105 ILCS 5/10-19.05(e), 5/10-22.6a, 5/14-13.01, and 5/18-4.5.

23 Ill.Admin.Code §§1.520, 1.610, and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal

6:150

Educational Opportunity), 7:280 (Communicable and Chronic Infectious Disease)

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:

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Issue 115, June 2024

6:150

Document Status: Review and Monitoring

STUDENTS

7:170 Vandalism

The Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.<u>PRESSPlus1</u>

LEGAL REF.:

<u>740 ILCS 115/</u>.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

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:

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Issue 115, June 2024

2024-25 Fund Balance
Tentative Budget

Fund	6/30/24 Fund Balance	Revenue	Expenditures	Revenue + or (-) Expenditures	6/30/25 Fund Balance
Education	$ 13,149,864.32	$ 30,296,906.00	$ 30,735,732.00	$ (438,826.00)	$ 12,711,038.32
Operation & Maintenance	$ 1,212,889.18	$ 2,817,000.00	$ 2,716,915.00	$ 100,085.00	$ 1,312,974.18
Debt Service	$ 912,001.74	$ 4,485,000.00	$ 4,353,720.00	$ 131,280.00	$ 1,043,281.74
Transportation	$ 1,751,799.13	$ 2,555,000.00	$ 2,710,506.00	$ (155,506.00)	$ 1,596,293.13
Retirement	$ 770,217.09	$ 958,000.00	$ 931,118.00	$ 26,882.00	$ 797,099.09
Capital Projects	$ 7,255,324.62	$ 300,000.00	$ 5,400,000.00	$ (5,100,000.00)	$ 2,155,324.62
Working Cash	$ 7,290,869.07	$ 264,000.00	$ 200,000.00	$ 64,000.00	$ 7,354,869.07
Tort Immunity	$ 534,152.94	$ 400,000.00	$ 376,000.00	$ 24,000.00	$ 558,152.94
Fire Prevention Safety	$ 14,403.77	$ -	$ -	$ -	$ 14,403.77
Total	$ 32,891,521.86	$ 42,075,906.00	$ 47,423,991.00	$ (5,348,085.00)	$ 27,543,436.86

* Fund Balance 6/30/24 is based on unaudited figures

** Fund Balance 6/30/25 is based on unaudited figures

GURNEE SCHOOL DISTRICT 56
2023-24 FINAL BUDGET REVENUES

				DESCRIPTION	Final 2023-24 Budget	Tentative 2024-25 Budget	Final 2024-25 Budget
1110	0	0	10000	GENERAL LEVY	$ 19,673,665.00	$ 20,539,306.00	
1110	0	0	20000	GENERAL LEVY			
1130	0	0	10000	LEASING LEVY	$ 305,000.00	$ 305,000.00	
1130	0	0	20000	LEASING LEVY			
1140	0	0	10000	SPECIAL EDUCATION LEVY	$ 1,526,000.00	$ 1,578,000.00	
1140	0	0	20000	SPECIAL EDUCATION LEVY			
1230	0	0	0	CORP PERS PROPERTY TAX	$ 910,000.00	$ 910,000.00	
1510	0	0	0	INTEREST ON INVESTMENTS	$ 450,000.00	$ 600,000.00	
1600	0	0	0	FOOD SALES	$ 10,000.00	$ 10,000.00	
1720	0	0	0	STUDENT REGISTRATION FEES	$ 110,000.00	$ 110,000.00	
1721	0	0	0	GYM SUIT FEES	$ 500.00	$ 500.00	
1723	0	0	0	LOCK FEE	$ 500.00	$ 500.00	
1725	0	0	0	BAND FEES	$ 5,000.00	$ 5,000.00	
1900	0	0	0	OTHER REVENUE/LOCAL SOURCES C	$ 40,000.00	$ 50,000.00	
1900	0	0	19999	OTHER REVENUE/LOCAL SOURCES C			
1910	0	0	0	RENTALS			
1920	0	0	0	CONTRIBUTIONS AND DONATIONS			
1950	0	0	0	REFUND PRIOR YEAR EXPENDITURES	$ 1,000.00	$ 1,000.00	
1994	0	0	0	I-PAD INS-PROTECTION PLAN	$ 40,000.00	$ 40,000.00	
1---	----	--	-----	*LOCAL SOURCES	$ 23,071,665.00	$ 24,149,306.00	$ -
3001	0	0	10000	EVIDENCE BASED FUNDING	$ 3,113,000.00	$ 3,225,000.00	
3101	0	0	10000	SPECIAL ED-PRIVATE FACILITY	$ 150,000.00	$ 300,000.00	
3101	0	0	20000	SPECIAL ED-PRIVATE FACILITY			
3120	0	0	10000	SPEC ED-ORPHANAGE-INDIVIDUAL			
3120	0	0	20000	SPEC ED-ORPHANAGE-INDIVIDUAL			
3145	0	0	10000	SPEC ED-SUMMER SCHOOL			
3145	0	0	20000	SPEC ED-SUMMER SCHOOL			
3360	0	0	10000	FREE LUNCH AND BREAKFAST	$ 2,500.00	$ 11,000.00	
3360	0	0	20000	FREE LUNCH AND BREAKFAST			
3705	0	0	10000	E/C-PRESCHOOL AT RISK	$ 200,000.00	$ 200,000.00	
3705	0	0	20000	E/C-PRESCHOOL AT RISK			
3800	0	0	10000	LIBRARY GRANT	$ 1,600.00	$ 1,600.00	
3900	0	0	0	OTHER STATE REVENUE GRANTS			
3---	----	--	-----	*STATE SOURCES	$ 3,467,100.00	$ 3,737,600.00	$ -
4215	0	0	10000	SPECIAL MILK			
4215	0	0	20000	SPECIAL MILK			
4225	0	0	10000	SUMMER MEALS	$ 750,000.00	$ 850,000.00	
4300	0	0	10000	TITLE I - LOW INCOME	$ 300,000.00	$ 350,000.00	
4300	0	0	20000	TITLE I - LOW INCOME			
4331	0	0	10000	TITLE I - SCHOOL IMPROVEMENT			
4331	0	0	20000	TITLE I - SCHOOL IMPROVEMENT			
4331	0	0	20000	TITLE I - SCHOOL IMPROVEMENT			
4400	0	0	20000	TITLE 4A - STUDENT SUPPORT	$ 5,000.00	$ 5,000.00	
4600	0	0	10000	PRE-SCHOOL FLOW THROUGH	$ 20,000.00	$ 20,000.00	
4600	0	0	20000	PRE-SCHOOL FLOW THROUGH			
4620	0	0	10000	FLOW-THROUGH	$ 500,000.00	$ 500,000.00	
4620	0	0	20000	FLOW-THROUGH			
4905	0	0	20000	TITLE III-IEP			
4909	0	0	10000	TITLE III-LANG INSTR FOR LEP	$ 50,000.00	$ 60,000.00	
4909	0	0	20000	TITLE III-LANG INSTR FOR LEP			
4932	0	0	10000	TITLE II-TEACHER QUALITY	$ 45,000.00	$ 50,000.00	
4932	0	0	20000	TITLE II-TEACHER QUALITY			
4991	0	0	10000	MEDICAID MATCHING-OUTREACH			
4991	0	0	20000	MEDICAID MATCHING-OUTREACH			
4992	0	0	10000	MEDICAID MATCHING-FEE FOR SERVIC	$ 100,000.00	$ 175,000.00	
4992	0	0	20000	MEDICAID MATCHING-FEE FOR SERVICE			
4998	0	0	20000	ARP IDEA	$ 25,000.00	$ -	
4998	0	0	20000	ARP IDEA Pre School	$ -	$ -	
4998	0	0	10000	ESSER 2	$ 63,000.00	$ -	
4998	0	0	20000	ESSER 3	$ 1,000,000.00	$ 100,000.00	
4---	----	--	-----	*FEDERAL SOURCES	$ 2,858,000.00	$ 2,110,000.00	$ -
7110	0	0	0	PERM TRANS W/C-ABATEMENT			

			DESCRIPTION	Final 2023-24 Budget	Tentative 2024-25 Budget	Final 2024-25 Budget
7120	0	0 10003	PERMANENT TRANSFER/INTEREST			
7120	0	0 10004	PERMANENT TRANSFER/INTEREST			
7120	0	0 10007	PERMANENT TRANSFER/INTEREST	$ 150,000.00	$ 300,000.00	
7310	0	0	SALE OF EQUIPMENT			
7320	0	0	SALE OF PROPERTY			
7---	---- -- -----		*	$ 150,000.00	$ 300,000.00	$ -
----	---- -- -----		*EDUCATIONAL FUND	$ 29,546,765.00	$ 30,296,906.00	$ -
1110	0	0 10000	GENERAL LEVY	$ 2,037,500.00	$ 2,127,000.00	
1110	0	0 20000	GENERAL LEVY			
1510	0	0	INTEREST ON INVESTMENTS	$ 25,000.00	$ 30,000.00	
1900	0	0 0	OTHER REVENUE/LOCAL SOURCES C	$ 150,000.00	$ 150,000.00	
1910	0	0 10030	RENTALS			
1920	0	0 0	DONATIONS & CONTRIBUTIONS			
1930	0	0 0	DEVELOPER DONATIONS			
1950	0	0 0	REFUND PRIOR YEAR EXPENDITURES			
1993	0	0 0	E-RATE REIMBURSEMENT	$ 100,000.00	$ 100,000.00	
1999	0	0 0	OTHER REVENUE/LOCAL SOURCES	$ 20,000.00	$ 20,000.00	
1---	---- -- -----		*LOCAL SOURCES	$ 2,332,500.00	$ 2,427,000.00	$ -
4998	0	0 0	ESSER GRANT	$ -	$ -	$ -
4---	---- -- -----		*FEDERAL SOURCES	0.00	0.00	0.00
7130	0	0 0	TRANSFER AMONG FUNDS	$ 350,000.00	$ 350,000.00	
7140	0	0 0	PERM TRANS INTEREST	$ 25,000.00	$ 40,000.00	
7200	0	0 0	PERM TRANS W/C-ABATEMENT			
7300	0	0 0	SALE OF FIXED ASSET			
7320	0	0 0	SALE OF PROPERTY			
7---	---- -- -----		*	$ 375,000.00	$ 390,000.00	$ -
----	---- -- -----		*OPER & MAINT FUND	$ 2,707,500.00	$ 2,817,000.00	$ -
1110	0	0 10000	GENERAL LEVY	$ 3,625,900.00	$ 3,950,000.00	
1110	0	0 20000	GENERAL LEVY			
1510	0	0 0	INTEREST ON INVESTMENTS	$ 25,000.00	$ 40,000.00	
1950	0	0 0	REFUND PRIOR YEAR EXPENDITURES			
1---	---- -- -----		*LOCAL SOURCES	$ 3,650,900.00	$ 3,990,000.00	$ -
7210	0	0 0	PRINCIPAL ON BONDS SOLD			
7230	0	0 0	ACCRUED INTEREST ON BONDS SOLD			
7410	0	0 0	TRANSFER FOR CAPITAL LEASE-PRIN	$ 495,000.00	$ 495,000.00	
7510	0	0 0	TRANSFER FOR CAPITAL LEASE-INT			
7---	---- -- -----		*	495,000.00	495,000.00	0.00
----	---- -- -----		*BOND & INTEREST FUND	$ 4,145,900.00	$ 4,485,000.00	$ -
1110	0	0 10000	GENERAL LEVY	$ 1,340,000.00	$ 1,405,000.00	
1110	0	0 20000	GENERAL LEVY			
1510	0	0 0	INTEREST ON INVESTMENTS	$ 25,000.00	$ 25,000.00	
1900	0	0 0	OTHER REVENUE/LOCAL SOURCES C			
1940	0	0 0	SERVICE PROVIDED OTHER DISTRICT			
1950	0	0 0	REFUND PRIOR YEAR EXPENDITURES			
1---	---- -- -----		*LOCAL SOURCES	$ 1,365,000.00	$ 1,430,000.00	$ -
3500	0	0 10000	TRANSPORTATION-REGULAR	$ 460,000.00	$ 500,000.00	
3500	0	0 20000	TRANSPORTATION-REGULAR			
3510	0	0 10000	TRANSPORTATON-SPEC EDUCATION	$ 625,000.00	$ 625,000.00	
3510	0	0 20000	TRANSPORTATON-SPEC EDUCATION			
3---	---- -- -----		*STATE SOURCES	$ 1,085,000.00	$ 1,125,000.00	$ -
4998	0	0 20000	ARP IDEA	$ -	$ -	$ -
4---	---- -- -----		*FEDERAL SOURCES	$ 1,085,000.00	$ 1,125,000.00	$ -
7130	0	0 0	TRANSFER AMONG FUNDS			

				DESCRIPTION	Final 2023-24 Budget	Tentative 2024-25 Budget	Final 2024-25 Budget
7300	0	0	0	SALE OF FIXED ASSET			
7---	---	--	-----	*			
----	----	--	-----	*TRANSPORTATION FUND	$ 2,450,000.00	$ 2,555,000.00	$ -
1110	0	0	10000	GENERAL LEVY	$ 323,400.00	$ 337,000.00	
1110	0	0	20000	GENERAL LEVY			
1150	0	0	10000	SOCIAL SECURITY/MEDICARE LEVY	$ 335,550.00	$ 350,000.00	
1150	0	0	20000	SOCIAL SECURITY/MEDICARE LEVY			
1153	0	0	10000	SEDOL GENERAL LEVY	$ 31,000.00	$ 31,000.00	
1153	0	0	20000	SEDOL GENERAL LEVY			
1230	0	0	0	CORP PERS PROPERTY TAX	$ 225,000.00	$ 225,000.00	
1510	0	0	0	INTEREST ON INVESTMENTS	$ 15,000.00	$ 15,000.00	
1---	----	--	-----	*LOCAL SOURCES	$ 929,950.00	$ 958,000.00	$ -
----	----	--	-----	*RETIREMENT FUND	$ 929,950.00	$ 958,000.00	$ -
1510	0	0	0	INTEREST ON INVESTMENTS	$ 100,000.00	$ 300,000.00	
1900	0	0	0	OTHER REVENUE/LOCAL SOURCES C			
1---	----	--	-----	*LOCAL SOURCES	$ 100,000.00	$ 300,000.00	$ -
7800	0	0	0	TRANSFER INTO CAPITAL PROJECTS	$ 7,800,000.00	$ -	
7---		0	0	TRANSFER/FLOW THRU	$ 7,800,000.00	$ -	$ -
----	----	--	-----	*CAPITAL PROJECTS FUND	$ 7,900,000.00	$ 300,000.00	$ -
1110	0	0	10000	GENERAL LEVY	$ 14,000.00	$ 14,000.00	
1110	0	0	20000	GENERAL LEVY			
1510	0	0	0	INTEREST ON INVESTMENTS	$ 200,000.00	$ 250,000.00	
1---	----	--	-----	*LOCAL SOURCES	$ 214,000.00	$ 264,000.00	$ -
7210	0	0	0	PRINCIPAL ON BONDS SOLD	$ 7,800,000.00		
7220	0	0	0	PREMIUM ON BONDS SOLD			
7---	----	--	-----	*	$ 7,800,000.00	$ -	$ -
----	----	--	-----	*WORKING CASH FUND	$ 8,014,000.00	$ 264,000.00	$ -
1120	0	0	10000	TORT LEVY	$ 400,000.00	$ 400,000.00	$ 400,000.00
1120	0	0	20000	TORT LEVY			
1510	0	0	0	INTEREST ON INVESTMENTS			
1900	0	0	0	OTHER REVENUE/LOCAL SOURCES C			
1950	0	0	0	REFUND PRIOR YEAR EXPENDITURES			
1---	----	--	-----	*LOCAL SOURCES	$ 400,000.00	$ 400,000.00	$ 400,000.00
3900	0	0	0	OTHER STATE REVENUE GRANTS			
3---	----	--	-----	*STATE SOURCES			
----	----	--	-----	*TORT FUND	$ 400,000.00	$ 400,000.00	$ 400,000.00
1110	0	0	10000	GENERAL LEVY			
1110	0	0	20000	GENERAL LEVY			
1510	0	0	0	INTEREST ON INVESTMENTS			
1---	----	--	-----	*LOCAL SOURCES	$ -	$ -	$ -
3900	0	0	0	OTHER STATE REVENUE GRANTS			
3---	----	--	-----	*STATE SOURCES			
----	----	--	-----	*FIRE PREVENTION & SAFETY FUND	$ -	$ -	$ -
----	----	--	-----	GRAND TOTAL	$ 56,094,115.00	$ 42,075,906.00	$ 400,000.00

BUDGET WORKSHEET (4)

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 1800 1100 00 000000	ADMINISTRATION	$ 4,500.00	$ 4,500.00
10E000 2210 1100 00 000000	ADMINISTRATION	$ 140,000.00	$ 148,400.00
10E000 2210 1100 00 430000	ADMINISTRATION	$ -	$ -
10E000 2230 1100 00 000000	ADMINISTRATION	$ 110,000.00	$ 116,600.00
10E000 2230 1100 00 000000	ADMINISTRATION	$ -	$ -
10E000 2300 1100 00 490900	ADMINISTRATION	$ -	$ -
10E000 2320 1100 00 000000	ADMINISTRATION	$ 200,000.00	$ 212,000.00
10E000 2330 1100 00 000000	ADMINISTRATION	$ 140,000.00	$ 148,400.00
10E001 2410 1100 00 000000	ADMINISTRATION	$ 255,566.00	$ 200,000.00
10E002 2410 1100 00 000000	ADMINISTRATION	$ 243,393.00	$ 205,100.00
10E003 2410 1100 00 000000	ADMINISTRATION	$ 207,270.00	$ 212,383.00
10E006 2410 1100 00 000000	ADMINISTRATION	$ 251,315.00	$ 266,394.00
10E000 2520 1100 00 000000	ADMINISTRATION	$ 144,087.00	$ 148,000.00
10E000 2660 1100 00 000000	ADMINISTRATION	$ 127,184.00	$ 134,815.00
10E--- ---- 1100 -- -----	*ADMINISTRATION	$ 1,823,315.00	$ 1,796,592.00
10E000 1100 1200 00 493200	TEACHER SALARY	$ 34,614.00	$ 35,000.00
10E001 1100 1200 00 000000	TEACHER SALARY	$ 1,752,641.00	$ 1,752,135.00
10E002 1100 1200 00 000000	TEACHER SALARY	$ 1,725,000.00	$ 1,683,714.00
10E003 1100 1200 00 000000	TEACHER SALARY	$ 2,518,580.00	$ 2,299,058.00
10E006 1100 1200 00 000000	TEACHER SALARY	$ 1,743,423.00	$ 1,789,264.00
10E001 1100 1200 00 499802	TEACHER SALARY	$ 166,197.00	$ -
10E002 1100 1200 00 499802	TEACHER SALARY	$ 61,160.00	$ -
10E003 1100 1200 00 499802	TEACHER SALARY	$ 53,264.00	$ -
10E006 1100 1200 00 499802	TEACHER SALARY	$ 110,426.00	$ -
10E001 1125 1200 00 370500	TEACHER SALARY	$ 141,662.00	$ 208,096.00
10E001 1200 1200 00 000000	TEACHER SALARY	$ 302,353.00	$ 304,041.00
10E002 1200 1200 00 000000	TEACHER SALARY	$ 334,875.00	$ 321,914.00
10E003 1200 1200 00 000000	TEACHER SALARY	$ 353,498.00	$ 265,487.00
10E006 1200 1200 00 000000	TEACHER SALARY	$ 239,767.00	$ 352,998.00
10E001 1225 1200 00 000000	TEACHER SALARY	$ 50,231.00	$ 53,245.00
10E001 1250 1200 00 430000	TEACHER SALARY	$ 83,890.00	$ 63,510.00
10E002 1250 1200 00 000000	TEACHER SALARY	$ 78,137.00	$ 88,024.00
10E002 1250 1200 00 430000	TEACHER SALARY	$ 88,771.00	$ 48,000.00
10E003 1250 1200 00 000000	TEACHER SALARY	$ -	$ 87,230.00
10E006 1250 1200 00 000000	TEACHER SALARY	$ 50,000.00	$ 124,168.00
10E002 1650 1200 00 000000	TEACHER SALARY	$ 102,025.00	$ 107,126.00
10E003 1650 1200 00 000000	TEACHER SALARY	$ 138,672.00	$ 145,157.00
10E006 1650 1200 00 000000	TEACHER SALARY	$ 166,155.00	$ 176,125.00
10E001 1800 1200 00 000000	TEACHER SALARY	$ 185,206.00	$ 138,729.00
10E002 1800 1200 00 000000	TEACHER SALARY	$ 117,137.00	$ 281,342.00
10E003 1800 1200 00 000000	TEACHER SALARY	$ 45,548.00	$ 109,816.00
10E006 1800 1200 00 000000	TEACHER SALARY	$ 399,807.00	$ 377,772.00
10E001 2110 1200 00 000000	TEACHER SALARY	$ 129,639.00	$ 128,021.00
10E002 2110 1200 00 000000	TEACHER SALARY	$ 97,684.00	$ 159,657.00
10E003 2110 1200 00 000000	TEACHER SALARY	$ 147,561.00	$ 220,348.00
10E003 2110 1200 00 499802	TEACHER SALARY	$ 61,184.00	$ -
10E006 2110 1200 00 000000	TEACHER SALARY	$ 64,750.00	$ 130,635.00
10E000 2130 1200 00 000000	TEACHER SALARY	$ 68,876.00	$ -

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E001 2130 1200 00 000000	TEACHER SALARY	$ 51,173.00	$ 73,009.00
10E002 2130 1200 00 000000	TEACHER SALARY		$ -
10E003 2130 1200 00 000000	TEACHER SALARY	$ 67,375.00	$ 71,418.00
10E006 2130 1200 00 000000	TEACHER SALARY		$ -
10E001 2140 1200 00 000000	TEACHER SALARY	$ 62,911.00	$ 60,000.00
10E001 2140 1200 00 499802	TEACHER SALARY	$ -	
10E002 2140 1200 00 000000	TEACHER SALARY	$ 67,314.00	$ 60,000.00
10E003 2140 1200 00 000000	TEACHER SALARY	$ 80,582.00	$ 85,417.00
10E006 2140 1200 00 000000	TEACHER SALARY	$ 67,000.00	$ 65,000.00
10E001 2150 1200 00 000000	TEACHER SALARY	$ 414,985.00	$ 338,594.00
10E002 2150 1200 00 000000	TEACHER SALARY	$ 53,264.00	$ 56,460.00
10E003 2150 1200 00 000000	TEACHER SALARY	$ -	
10E006 2150 1200 00 000000	TEACHER SALARY	$ 79,127.00	$ 143,875.00
10E000 2210 1200 00 000000	TEACHER SALARY	$ 221,269.00	$ 352,133.00
10E000 2210 1200 00 499802	TEACHER SALARY	$ 56,568.00	$ -
10E002 2210 1200 00 430000	TEACHER SALARY		
10E001 2220 1200 00 000000	TEACHER SALARY	$ 58,713.00	$ 62,236.00
10E002 2220 1200 00 000000	TEACHER SALARY	$ 90,215.00	$ 95,628.00
10E003 2220 1200 00 000000	TEACHER SALARY	$ 58,808.00	$ 60,000.00
10E006 2220 1200 00 000000	TEACHER SALARY	$ 67,166.00	$ 71,196.00
10E001 2660 1200 00 000000	TEACHER SALARY	$ 77,312.00	$ 81,950.00
10E002 2660 1200 00 000000	TEACHER SALARY	$ 50,714.00	$ 61,145.00
10E003 2660 1200 00 000000	TEACHER SALARY	$ 138,670.00	$ 146,037.00
10E006 2660 1200 00 000000	TEACHER SALARY	$ 57,047.00	$ 60,469.00
10E--- ---- 1200 -- -----	*TEACHER SALARY	$ 13,432,946.00	$ 13,395,179.00
10E001 1100 1210 00 000000	SUMMER SCHOOL SALARY		
10E000 1100 1210 00 499802	SUMMER SCHOOL SALARY	$ 75,000.00	$ 30,000.00
10E000 1250 1210 00 430000	SUMMER SCHOOL SALARY		
10E000 1800 1210 00 490900	SUMMER SCHOOL SALARY		
10E000 2130 1210 00 499802	SUMMER SCHOOL SALARY		
10E000 2400 1210 00 430000	SUMMER SCHOOL SALARY		
10E--- ---- 1210 -- -----	*SUMMER SCHOOL SALARY	$ 75,000.00	$ 30,000.00
10E000 2210 1220 00 000000	CURRICULUM	$ 10,000.00	$ 32,000.00
10E001 2210 1220 00 433100	CURRICULUM		
10E002 2210 1220 00 433100	CURRICULUM		
10E003 2210 1220 00 433100	CURRICULUM		
10E006 2210 1220 00 000000	CURRICULUM		
10E--- ---- 1220 -- -----	*CURRICULUM	$ 10,000.00	$ 32,000.00
10E001 1100 1310 00 000000	STUDENT SUPERVISION	$ 47,000.00	$ 50,000.00
10E002 1100 1310 00 000000	STUDENT SUPERVISION	$ 45,000.00	$ 48,000.00
10E003 1100 1310 00 000000	STUDENT SUPERVISION	$ 50,000.00	$ 53,000.00
10E006 1100 1310 00 000000	STUDENT SUPERVISION	$ 55,000.00	$ 58,000.00
10E--- ---- 1310 -- -----	*STUDENT SUPERVISION	$ 197,000.00	$ 209,000.00
10E000 1100 1311 00 499802	**AFTER SCHOOL PROGRAM**	$ 30,000.00	$ -
10E001 1250 1311 00 430000	AFTER SCHOOL PROGRAM		
10E000 1800 1311 00 490900	AFTER SCHOOL PROGRAM		
10E000 3000 1311 00 490900	**AFTER SCHOOL PROGRAM**		
10E--- ---- 1311 -- -----	*AFTER SCHOOL PROGRAM	$ 30,000.00	$ -
10E001 1100 1320 00 000000	LUNCHROOM SUPERVISION	$ 45,000.00	$ 46,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget		2024-25 Tentative Budget	
10E002 1100 1320 00 000000	LUNCHROOM SUPERVISION	$	55,000.00	$	56,000.00
10E003 1100 1320 00 000000	LUNCHROOM SUPERVISION	$	80,000.00	$	81,000.00
10E006 1100 1320 00 000000	LUNCHROOM SUPERVISION	$	50,000.00	$	51,000.00
10E--- ---- 1320 -- -----	*LUNCHROOM SUPERVISION	$	230,000.00	$	234,000.00
10E003 1500 1332 00 000000	ATHLETIC:CHAP/SCORE/TIME	**$**	**8,000.00**	**$**	**9,000.00**
10E--- ---- 1332 -- -----	*ATHLETIC:CHAP/SCORE/TIME	$	8,000.00	$	9,000.00
10E000 2210 1400 00 000000	STAFF DEVELOPMENT	$	25,000.00	$	30,000.00
10E000 2210 1400 00 499802	STAFF DEVELOPMENT				
10E001 2210 1400 00 000000	STAFF DEVELOPMENT	$	1,000.00	$	1,000.00
10E002 2210 1400 00 000000	STAFF DEVELOPMENT	$	1,500.00	$	1,500.00
10E003 2210 1400 00 000000	STAFF DEVELOPMENT	$	1,000.00	$	1,000.00
10E006 2210 1400 00 000000	STAFF DEVELOPMENT	$	1,000.00	$	1,000.00
10E--- ---- 1400 -- -----	*STAFF DEVELOPMENT	$	29,500.00	$	34,500.00
10E001 1100 1410 00 000000	CLUB SPONSORS	$	7,200.00	$	7,500.00
10E002 1100 1410 00 000000	CLUB SPONSORS	$	33,000.00	$	35,000.00
10E003 1100 1410 00 000000	CLUB SPONSORS	$	72,000.00	$	76,000.00
10E006 1100 1410 00 000000	CLUB SPONSORS	$	31,000.00	$	33,000.00
10E--- ---- 1410 -- -----	*CLUB SPONSORS	$	143,200.00	$	151,500.00
10E002 1500 1420 00 000000	ATHLETIC STIPEND				
10E003 1500 1420 00 000000	ATHLETIC STIPEND	$	62,000.00	$	65,000.00
10E006 1500 1420 00 000000	ATHLETIC STIPEND	$	7,000.00	$	7,500.00
10E--- ---- 1420 -- -----	*ATHLETIC STIPEND	$	69,000.00	$	72,500.00
10E000 1100 1500 00 000000	SUBSTITUTE TEACHER	$	250,000.00	$	250,000.00
10E000 1100 1500 00 490900	SUBSTITUTE TEACHER				
10E001 1100 1500 00 000000	SUBSTITUTE TEACHER				
10E001 1100 1500 00 370500	SUBSTITUTE TEACHER				
10E000 2210 1500 00 430000	SUBSTITUTE TEACHER				
10E000 2210 1500 00 370500	SUBSTITUTE TEACHER				
10E000 2210 1500 00 490900	SUBSTITUTE TEACHER				
10E000 2210 1500 00 493200	SUBSTITUTE TEACHER				
10E--- ---- 1500 -- -----	*SUBSTITUTE TEACHER	$	250,000.00	$	250,000.00
10E000 1100 1510 00 499801	INTERNAL SUB TEACHING	$	-	$	-
10E001 1100 1510 00 000000	INTERNAL SUB TEACHING	$	8,500.00	$	9,000.00
10E002 1100 1510 00 000000	INTERNAL SUB TEACHING	$	30,000.00	$	28,000.00
10E003 1100 1510 00 000000	INTERNAL SUB TEACHING	$	42,000.00	$	44,000.00
10E006 1100 1510 00 000000	INTERNAL SUB TEACHING	$	17,000.00	$	19,000.00
10E--- ---- 1510 -- -----	*INTERNAL SUB TEACHING	$	97,500.00	$	100,000.00
10E000 1100 1520 00 499802	HOMEBOUND	$	10,000.00	$	-
10E--- ---- 1520 -- -----	*HOMEBOUND	$	10,000.00	$	-
10E000 2210 1610 00 000000	SECRETARY	$	55,000.00	$	62,000.00
10E000 2230 1610 00 000000	SECRETARY	$	3,000.00	$	3,000.00
10E000 2310 1610 00 000000	SECRETARY	$	3,000.00	$	3,000.00
10E000 2320 1610 00 000000	SECRETARY	$	110,000.00	$	110,000.00
10E000 2330 1610 00 000000	SECRETARY	$	130,000.00	$	132,000.00
10E001 2410 1610 00 000000	SECRETARY	$	41,400.00	$	45,000.00
10E002 2410 1610 00 000000	SECRETARY	$	43,600.00	$	47,000.00
10E003 2410 1610 00 000000	SECRETARY	$	37,000.00	$	35,000.00
10E006 2410 1610 00 000000	SECRETARY	$	37,500.00	$	41,000.00
10E--- ---- 1610 -- -----	*SECRETARY	$	460,500.00	$	478,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 1100 1620 00 000000	CLERKS		
10E000 1100 1620 20 000000	CLERKS		
10E000 1800 1620 00 000000	CLERKS		
10E001 2130 1620 00 000000	CLERKS	$ -	$ 48,900.00
10E002 2130 1620 00 000000	CLERKS	$ 45,000.00	$ 48,900.00
10E003 2130 1620 00 000000	CLERKS	$ 45,000.00	$ 51,000.00
10E006 2130 1620 00 000000	CLERKS	$ 39,000.00	$ 45,000.00
10E001 2210 1620 00 000000	CLERKS	$ 500.00	$ -
10E002 2210 1620 00 000000	CLERKS	$ 500.00	$ -
10E003 2210 1620 00 000000	CLERKS	$ 500.00	$ -
10E006 2210 1620 00 000000	CLERKS	$ 500.00	$ -
10E000 2230 1620 00 000000	CLERKS	$ 5,000.00	$ 5,000.00
10E001 2220 1620 00 000000	CLERKS	$ 7,000.00	$ 7,250.00
10E002 2220 1620 00 000000	CLERKS	$ 7,000.00	$ 7,250.00
10E003 2220 1620 00 000000	CLERKS	$ 7,000.00	$ 7,250.00
10E006 2220 1620 00 000000	CLERKS	$ 7,000.00	$ 7,250.00
10E001 2410 1620 00 000000	CLERKS	$ 23,500.00	$ 24,000.00
10E002 2410 1620 00 000000	CLERKS	$ 31,000.00	$ 33,000.00
10E003 2410 1620 00 000000	CLERKS	$ 23,700.00	$ 25,000.00
10E006 2410 1620 00 000000	CLERKS	$ 25,000.00	$ 27,000.00
10E000 2520 1620 00 000000	CLERKS	$ 8,000.00	$ 8,000.00
10E000 2660 1620 00 000000	CLERKS		
10E--- ---- 1620 -- -----	*CLERKS	$ 275,200.00	$ 344,800.00
10E000 1100 1630 00 499801	CLASSROOM ASSISTANT		
10E000 1100 1630 00 499802	CLASSROOM ASSISTANT	$ -	
10E001 1100 1630 00 430000	CLASSROOM ASSISTANT	$ 21,000.00	$ -
10E001 1125 1630 00 370500	CLASSROOM ASSISTANT	$ 40,000.00	$ 46,000.00
10E001 1125 1630 00 000000	CLASSROOM ASSISTANT	$ 21,000.00	$ 46,000.00
10E001 1200 1630 00 000000	CLASSROOM ASSISTANT	$ 106,000.00	$ 158,000.00
10E001 1200 1630 00 462000	CLASSROOM ASSISTANT	$ 42,000.00	$ 46,000.00
10E002 1200 1630 00 000000	CLASSROOM ASSISTANT	$ 106,000.00	$ 111,000.00
10E002 1200 1630 00 462000	CLASSROOM ASSISTANT	$ 44,000.00	$ 44,500.00
10E003 1200 1630 00 000000	CLASSROOM ASSISTANT	$ 65,000.00	$ 68,000.00
10E003 1200 1630 00 462000	CLASSROOM ASSISTANT	$ 45,000.00	$ 45,400.00
10E006 1200 1630 00 000000	CLASSROOM ASSISTANT	$ 70,000.00	$ 93,000.00
10E006 1200 1630 00 462000	CLASSROOM ASSISTANT	$ 45,000.00	$ 49,500.00
10E001 1225 1630 00 000000	CLASSROOM ASSISTANT	$ 21,000.00	$ 45,000.00
10E001 1225 1630 00 460000	CLASSROOM ASSISTANT	$ 21,000.00	$ 22,500.00
10E006 1250 1630 00 000000	CLASSROOM ASSISTANT		
10E006 1800 1630 00 000000	CLASSROOM ASSISTANT		
10E000 1800 1630 00 490900	CLASSROOM ASSISTANT		
10E--- ---- 1630 -- -----	*CLASSROOM ASSISTANT	$ 647,000.00	$ 774,900.00
10E000 2520 1640 00 000000	ACCOUNTING	$ 130,000.00	$ 135,000.00
10E--- ---- 1640 -- -----	*ACCOUNTING	$ 130,000.00	$ 135,000.00
10E000 2310 1650 00 000000	RESIDENCY OFFICER	**$ 5,000.00**	**$ 5,000.00**
10E--- ---- 1640 -- -----	*RESIDENCY OFFICER	$ 5,000.00	$ 5,000.00
10E002 2130 1690 00 000000	SUBSTITUTE CLERICAL	$ 2,000.00	$ 2,000.00
10E006 2220 1690 00 000000	SUBSTITUTE CLERICAL	$ -	$ -
10E000 2320 1690 00 000000	SUBSTITUTE CLERICAL	**$ 4,000.00**	**$ 4,000.00**

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E001 2410 1690 00 000000	SUBSTITUTE CLERICAL	$ 1,000.00	$ 1,000.00
10E002 2410 1690 00 000000	SUBSTITUTE CLERICAL	$ 1,000.00	$ 1,000.00
10E003 2410 1690 00 000000	SUBSTITUTE CLERICAL	$ 1,000.00	$ 1,000.00
10E006 2410 1690 00 000000	SUBSTITUTE CLERICAL	$ 1,000.00	$ 1,000.00
10E--- ---- 1690 -- -----	*SUBSTITUTE CLERICAL	$ 10,000.00	$ 10,000.00
10E001 1100 1691 00 430000	SUBSTITUTE CLASSROOM ASSI	$ -	$ -
10E001 1125 1691 00 370500	SUBSTITUTE CLASSROOM ASSI	$ 2,000.00	$ 2,000.00
10E001 1200 1691 00 000000	SUBSTITUTE CLASSROOM ASSI	$ 2,000.00	$ 2,000.00
10E002 1200 1691 00 000000	SUBSTITUTE CLASSROOM ASSI	$ 2,000.00	$ 2,000.00
10E003 1200 1691 00 000000	SUBSTITUTE CLASSROOM ASSI	$ 2,000.00	$ 2,000.00
10E006 1200 1691 00 000000	SUBSTITUTE CLASSROOM ASSI	$ 2,000.00	$ 2,000.00
10E001 1225 1691 00 000000	SUBSTITUTE CLASSROOM ASSI	$ 2,000.00	$ 2,000.00
10E006 1800 1691 00 000000	SUBSTITUTE CLASSROOM ASSI	$ 500.00	$ 500.00
10E--- ---- 1691 -- -----	*SUBSTITUTE CLASSROOM ASS	$ 12,500.00	$ 12,500.00
10E000 2660 1840 00 000000	TECHNOLOGY TECH	$ 160,000.00	$ 168,000.00
10E--- ---- 1840 -- -----	*TECHNOLOGY TECH	$ 160,000.00	$ 168,000.00
10E000 2660 1850 00 000000	TECHNOLOGY TECH SUMMER WO	$ 6,000.00	$ 6,000.00
10E--- ---- 1850 -- -----	*TECHNOLOGY TECH SUMMER W	$ 6,000.00	$ 6,000.00
10E--- ---- 1--- -- -----	*SALARIES	$ 18,111,661.00	$ 18,248,471.00
10E000 1100 2100 00 493200	TRS-BOARD SHARE	$ 3,669.00	$ 3,710.00
10E000 1100 2100 00 499802	TRS-BOARD SHARE	$ 9,010.00	$ 3,180.00
10E003 1100 2100 00 000000	TRS-BOARD SHARE		
10E001 1100 2100 00 499802	TRS-BOARD SHARE	$ 17,617.00	
10E002 1100 2100 00 499802	TRS-BOARD SHARE	$ 6,483.00	
10E003 1100 2100 00 499802	TRS-BOARD SHARE	$ 5,646.00	
10E006 1100 2100 00 499802	TRS-BOARD SHARE	$ 11,705.00	
10E000 1250 2100 00 430000	TRS-BOARD SHARE		
10E001 1250 2100 00 430000	TRS-BOARD SHARE	$ 8,892.00	$ 6,732.00
10E002 1250 2100 00 430000	TRS-BOARD SHARE	$ 9,410.00	$ 5,088.00
10E000 1800 2100 00 490900	TRS-BOARD SHARE		
10E003 2110 2100 00 499802	TRS-BOARD SHARE	$ 6,486.00	
10E001 2130 2100 00 499801	TRS-BOARD SHARE		
10E001 2140 2100 00 499802	TRS-BOARD SHARE		
10E000 2210 2100 00 000000	TRS-BOARD SHARE	$ 13,846.00	$ 14,677.00
10E000 2210 2100 00 430000	TRS-BOARD SHARE		
10E000 2210 2100 00 490900	TRS-BOARD SHARE		
10E000 2210 2100 00 499802	TRS-BOARD SHARE	$ 5,996.00	
10E001 2210 2100 00 433100	TRS-BOARD SHARE		
10E002 2210 2100 00 433100	TRS-BOARD SHARE		
10E003 2210 2100 00 433100	TRS-BOARD SHARE		
10E000 2230 2100 00 000000	TRS-BOARD SHARE	$ 10,879.00	$ 11,532.00
10E000 2230 2100 00 430000	TRS-BOARD SHARE		
10E000 2300 2100 00 490900	TRS-BOARD SHARE		
10E000 2320 2100 00 000000	TRS-BOARD SHARE	$ 19,780.00	$ 20,967.00
10E000 2330 2100 00 000000	TRS-BOARD SHARE	$ 13,846.00	$ 14,377.00
10E001 2410 2100 00 000000	TRS-BOARD SHARE	$ 25,276.00	$ 19,781.00
10E002 2410 2100 00 000000	TRS-BOARD SHARE	$ 24,072.00	$ 20,285.00
10E003 2410 2100 00 000000	TRS-BOARD SHARE	$ 20,499.00	$ 21,005.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E006 2410 2100 00 000000	TRS-BOARD SHARE	$ 24,855.00	$ 26,347.00
10E000 2520 2100 00 000000	TRS-BOARD SHARE	$ 14,250.00	$ 14,637.00
10E--- ---- 2100 -- -----	*TRS-BOARD SHARE	$ 252,217.00	$ 182,318.00
10E000 1100 2130 00 000000	TRS-HEALTH INS SECURITY		
10E000 2210 2130 00 000000	TRS-HEALTH INS SECURITY	$ 2,308.00	$ 2,446.00
10E000 2230 2130 00 000000	TRS-HEALTH INS SECURITY	$ 1,813.00	$ 1,921.00
10E000 2320 2130 00 000000	TRS-HEALTH INS SECURITY	$ 3,300.00	$ 3,495.00
10E000 2330 2130 00 000000	TRS-HEALTH INS SECURITY	$ 2,308.00	$ 2,446.00
10E001 2410 2130 00 000000	TRS-HEALTH INS SECURITY	$ 4,213.00	$ 3,296.00
10E002 2410 2130 00 000000	TRS-HEALTH INS SECURITY	$ 4,012.00	$ 3,296.00
10E003 2410 2130 00 000000	TRS-HEALTH INS SECURITY	$ 3,416.00	$ 3,380.00
10E006 2410 2130 00 000000	TRS-HEALTH INS SECURITY	$ 4,143.00	$ 4,390.00
10E000 2520 2130 00 000000	TRS-HEALTH INS SECURITY	$ 2,375.00	$ 2,440.00
10E--- ---- 2130 -- -----	*TRS-HEALTH INS SECURITY	$ 27,888.00	$ 27,110.00
10E000 2310 2140 00 000000	TRS-EARLY RETIREMENT	$ 35,000.00	$ -
10E--- ---- 2140 -- -----	*TRS-EARLY RETIREMENT	$ 35,000.00	$ -
10E000 1100 2150 00 000000	TRS-2.2 SURCHARGE		
10E000 1100 2150 00 499802	TRS-2.2 SURCHARGE	$ 1,313.00	$ 375.00
10E000 1100 2150 00 493200	TRS-2.2 SURCHARGE	$ 433.00	$ 438.00
10E001 1100 2150 00 000000	TRS-2.2 SURCHARGE	$ 22,692.00	$ 22,100.00
10E002 1100 2150 00 000000	TRS-2.2 SURCHARGE	$ 22,914.00	$ 23,396.00
10E003 1100 2150 00 000000	TRS-2.2 SURCHARGE	$ 33,532.00	$ 31,688.00
10E006 1100 2150 00 000000	TRS-2.2 SURCHARGE	$ 23,082.00	$ 23,466.00
10E001 1100 2150 00 499802	TRS-2.2 SURCHARGE	$ 2,077.00	
10E002 1100 2150 00 499802	TRS-2.2 SURCHARGE	$ 765.00	
10E003 1100 2150 00 499802	TRS-2.2 SURCHARGE	$ 666.00	
10E006 1100 2150 00 499802	TRS-2.2 SURCHARGE	$ 1,380.00	
10E001 1125 2150 00 370500	TRS-2.2 SURCHARGE	$ 1,771.00	$ 2,601.00
10E001 1200 2150 00 000000	TRS-2.2 SURCHARGE	$ 3,779.00	$ 3,801.00
10E002 1200 2150 00 000000	TRS-2.2 SURCHARGE	$ 4,186.00	$ 4,024.00
10E003 1200 2150 00 000000	TRS-2.2 SURCHARGE	$ 4,419.00	$ 3,319.00
10E006 1200 2150 00 000000	TRS-2.2 SURCHARGE	$ 2,997.00	$ 4,412.00
10E001 1225 2150 00 000000	TRS-2.2 SURCHARGE	$ 628.00	$ 666.00
10E001 1250 2150 00 430000	TRS-2.2 SURCHARGE	$ 1,049.00	$ 794.00
10E002 1250 2150 00 000000	TRS-2.2 SURCHARGE	$ 977.00	$ 1,100.00
10E002 1250 2150 00 430000	TRS-2.2 SURCHARGE	$ 1,110.00	$ 600.00
10E006 1250 2150 00 000000	TRS-2.2 SURCHARGE	$ 625.00	$ 1,090.00
10E002 1500 2150 00 000000	TRS-2.2 SURCHARGE		
10E003 1500 2150 00 000000	TRS-2.2 SURCHARGE	$ 875.00	$ 875.00
10E006 1500 2150 00 000000	TRS-2.2 SURCHARGE	$ 88.00	$ 88.00
10E002 1650 2150 00 000000	TRS-2.2 SURCHARGE	$ 1,275.00	$ 1,339.00
10E003 1650 2150 00 000000	TRS-2.2 SURCHARGE	$ 1,733.00	$ 1,814.00
10E006 1650 2150 00 000000	TRS-2.2 SURCHARGE	$ 2,077.00	$ 2,202.00
10E000 1800 2150 00 000000	TRS-2.2 SURCHARGE		
10E001 1800 2150 00 000000	TRS-2.2 SURCHARGE	$ 2,315.00	$ 1,734.00
10E002 1800 2150 00 000000	TRS-2.2 SURCHARGE	$ 1,464.00	$ 3,517.00
10E003 1800 2150 00 000000	TRS-2.2 SURCHARGE	$ 569.00	$ 1,373.00
10E006 1800 2150 00 000000	TRS-2.2 SURCHARGE	$ 4,998.00	$ 4,722.00
10E001 2110 2150 00 000000	TRS-2.2 SURCHARGE	$ 1,620.00	$ 1,600.00
10E002 2110 2150 00 000000	TRS-2.2 SURCHARGE	$ 1,221.00	$ 1,996.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget		2024-25 Tentative Budget	
10E003 2110 2150 00 000000	TRS-2.2 SURCHARGE	$	1,845.00	$	2,754.00
10E003 2110 2150 00 499802	TRS-2.2 SURCHARGE	$	765.00		
10E006 2110 2150 00 000000	TRS-2.2 SURCHARGE	$	809.00	$	1,633.00
10E001 2130 2150 00 000000	TRS-2.2 SURCHARGE	$	861.00	$	913.00
10E002 2130 2150 00 000000	TRS-2.2 SURCHARGE	$	640.00	$	-
10E003 2130 2150 00 000000	TRS-2.2 SURCHARGE	$	842.00	$	893.00
10E006 2130 2150 00 000000	TRS-2.2 SURCHARGE			$	-
10E001 2140 2150 00 000000	TRS-2.2 SURCHARGE	$	786.00	$	750.00
10E001 2140 2150 00 499802	TRS-2.2 SURCHARGE				
10E002 2140 2150 00 000000	TRS-2.2 SURCHARGE	$	841.00	$	750.00
10E003 2140 2150 00 000000	TRS-2.2 SURCHARGE	$	1,007.00	$	1,068.00
10E006 2140 2150 00 000000	TRS-2.2 SURCHARGE	$	838.00	$	813.00
10E001 2150 2150 00 000000	TRS-2.2 SURCHARGE	$	5,187.00	$	4,231.00
10E002 2150 2150 00 000000	TRS-2.2 SURCHARGE	$	666.00	$	706.00
10E003 2150 2150 00 000000	TRS-2.2 SURCHARGE				
10E006 2150 2150 00 000000	TRS-2.2 SURCHARGE	$	989.00	$	1,798.00
10E000 2210 2150 00 000000	TRS-2.2 SURCHARGE	$	4,944.00	$	5,002.00
10E000 2210 2150 00 430000	TRS-2.2 SURCHARGE				
10E000 2210 2150 00 499802	TRS-2.2 SURCHARGE	$	707.00		
10E001 2210 2150 00 433100	TRS-2.2 SURCHARGE	$	20.00		
10E002 2210 2150 00 433100	TRS-2.2 SURCHARGE	$	20.00		
10E003 2210 2150 00 433100	TRS-2.2 SURCHARGE	$	20.00		
10E006 2210 2150 00 000000	TRS-2.2 SURCHARGE	$	20.00		
10E001 2220 2150 00 000000	TRS-2.2 SURCHARGE	$	734.00	$	778.00
10E002 2220 2150 00 000000	TRS-2.2 SURCHARGE	$	1,128.00	$	1,195.00
10E003 2220 2150 00 000000	TRS-2.2 SURCHARGE	$	735.00	$	750.00
10E006 2220 2150 00 000000	TRS-2.2 SURCHARGE	$	840.00	$	890.00
10E000 2230 2150 00 000000	TRS-2.2 SURCHARGE	$	1,375.00	$	1,024.00
10E000 2300 2150 00 490900	TRS-2.2 SURCHARGE				
10E000 2320 2150 00 000000	TRS-2.2 SURCHARGE	$	2,500.00	$	2,650.00
10E000 2330 2150 00 000000	TRS-2.2 SURCHARGE	$	1,750.00	$	1,855.00
10E001 2410 2150 00 000000	TRS-2.2 SURCHARGE	$	3,195.00	$	2,500.00
10E002 2410 2150 00 000000	TRS-2.2 SURCHARGE	$	3,042.00	$	2,564.00
10E003 2410 2150 00 000000	TRS-2.2 SURCHARGE	$	2,591.00	$	2,655.00
10E006 2410 2150 00 000000	TRS-2.2 SURCHARGE	$	3,141.00	$	3,330.00
10E000 2520 2150 00 000000	TRS-2.2 SURCHARGE	$	1,801.00	$	1,850.00
10E001 2660 2150 00 000000	TRS-2.2 SURCHARGE	$	966.00	$	1,024.00
10E002 2660 2150 00 000000	TRS-2.2 SURCHARGE	$	634.00	$	764.00
10E003 2660 2150 00 000000	TRS-2.2 SURCHARGE	$	1,733.00	$	1,825.00
10E006 2660 2150 00 000000	TRS-2.2 SURCHARGE	$	713.00	$	756.00
10E--- ---- 2150 -- -----	*TRS-2.2 SURCHARGE	$	197,315.00	$	192,851.00
10E000 2320 2170 00 000000	IMRF				
10E000 2660 2170 00 000000	IMRF	$	5,723.00	$	6,066.00
10E--- ---- 2170 -- -----	*IMRF	$	5,723.00	$	6,066.00
10E000 1100 2210 00 493200	HEALTH INS-PPO	$	5,000.00		
10E001 1100 2210 00 000000	HEALTH INS-PPO	$	48,000.00	$	351,600.00
10E001 1100 2210 00 430000	HEALTH INS-PPO	$	15,000.00	$	15,900.00
10E002 1100 2210 00 000000	HEALTH INS-PPO	$	60,000.00	$	351,600.00
10E003 1100 2210 00 000000	HEALTH INS-PPO			$	452,600.00
10E006 1100 2210 00 000000	HEALTH INS-PPO	$	45,000.00	$	390,300.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget		2024-25 Tentative Budget	
10E001 1100 2210 00 499802	HEALTH INS-PPO				
10E002 1100 2210 00 499802	HEALTH INS-PPO				
10E003 1100 2210 00 499802	HEALTH INS-PPO				
10E006 1100 2210 00 499802	HEALTH INS-PPO				
10E001 1125 2210 00 000000	HEALTH INS-PPO			$	20,000.00
10E001 1200 2210 00 000000	HEALTH INS-PPO			$	65,000.00
10E001 1200 2210 00 462000	HEALTH INS-PPO				
10E002 1200 2210 00 000000	HEALTH INS-PPO			$	65,000.00
10E002 1200 2210 00 462000	HEALTH INS-PPO				
10E003 1200 2210 00 000000	HEALTH INS-PPO			$	70,000.00
10E006 1200 2210 00 000000	HEALTH INS-PPO	$	45,000.00	$	85,000.00
10E006 1200 2210 00 462000	HEALTH INS-PPO	$	14,500.00		
10E001 1225 2210 00 000000	HEALTH INS-PPO			$	15,900.00
10E001 1225 2210 00 460000	HEALTH INS-PPO				
10E002 1250 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	15,000.00
10E002 1250 2210 00 430000	HEALTH INS-PPO			$	15,000.00
10E006 1250 2210 00 000000	**HEALTH INS-PPO**			$	31,500.00
10E002 1650 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	31,500.00
10E003 1650 2210 00 000000	HEALTH INS-PPO	$	30,000.00	$	31,500.00
10E006 1650 2210 00 000000	HEALTH INS-PPO			$	47,000.00
10E001 1800 2210 00 000000	HEALTH INS-PPO	$	30,000.00	$	31,500.00
10E002 1800 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	79,000.00
10E003 1800 2210 00 000000	HEALTH INS-PPO			$	15,000.00
10E006 1800 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	85,000.00
10E001 2110 2210 00 000000	HEALTH INS-PPO	$	30,000.00	$	31,500.00
10E002 2110 2210 00 000000	HEALTH INS-PPO	$	30,000.00	$	47,000.00
10E003 2110 2210 00 000000	HEALTH INS-PPO	$	30,000.00	$	47,000.00
10E006 2110 2210 00 000000	HEALTH INS-PPO			$	31,500.00
10E002 2130 2210 00 000000	HEALTH INS-PPO			$	15,900.00
10E003 2130 2210 00 000000	HEALTH INS-PPO	$	45,000.00	$	15,900.00
10E006 2130 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	15,900.00
10E001 2140 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	15,500.00
10E001 2140 2210 00 499802	HEALTH INS-PPO				
10E002 2140 2210 00 000000	HEALTH INS-PPO			$	15,500.00
10E003 2140 2210 00 000000	HEALTH INS-PPO			$	15,500.00
10E001 2150 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	75,000.00
10E002 2150 2210 00 000000	HEALTH INS-PPO			$	15,500.00
10E003 2150 2210 00 000000	HEALTH INS-PPO				
10E006 2150 2210 00 000000	HEALTH INS-PPO	$	30,000.00	$	31,800.00
10E000 2210 2210 00 000000	HEALTH INS-PPO	$	85,000.00	$	125,000.00
10E001 2220 2210 00 000000	HEALTH INS-PPO			$	15,500.00
10E002 2220 2210 00 000000	HEALTH INS-PPO	$	30,000.00	$	15,500.00
10E003 2220 2210 00 000000	HEALTH INS-PPO	$	15,000.00	$	15,500.00
10E000 2230 2210 00 000000	HEALTH INS-PPO	$	16,000.00		
10E000 2320 2210 00 000000	HEALTH INS-PPO	$	79,000.00		
10E000 2330 2210 00 000000	HEALTH INS-PPO	$	39,626.00	$	62,000.00
10E001 2410 2210 00 000000	HEALTH INS-PPO	$	79,252.00	$	100,000.00
10E002 2410 2210 00 000000	HEALTH INS-PPO	$	95,000.00	$	100,000.00
10E003 2410 2210 00 000000	HEALTH INS-PPO	$	79,252.00	$	100,000.00
10E006 2410 2210 00 000000	HEALTH INS-PPO	$	79,252.00	$	100,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 2520 2210 00 000000	HEALTH INS-PPO	$ 55,000.00	$ 65,000.00
10E000 2660 2210 00 000000	HEALTH INS-PPO	$ 39,626.00	$ 100,000.00
10E002 2660 2210 00 000000	HEALTH INS-PPO		$ 15,900.00
10E--- ---- 2210 -- -----	*HEALTH INS-PPO	$ 1,254,508.00	$ 3,452,800.00
10E001 1100 2211 00 000000	HEALTH INS-PPO 500	$ 152,000.00	
10E002 1100 2211 00 000000	HEALTH INS-PPO 500	$ 111,300.00	
10E003 1100 2211 00 000000	HEALTH INS-PPO 500	$ 202,000.00	
10E006 1100 2211 00 000000	HEALTH INS-PPO 500	$ 111,300.00	
10E001 1125 2211 00 370500	HEALTH INS-PPO 500	$ 15,800.00	$ 47,000.00
10E001 1200 2211 00 000000	HEALTH INS-PPO 500	$ 15,800.00	$ 18,000.00
10E001 1200 2211 00 462000	HEALTH INS-PPO 500	$ 15,500.00	
10E002 1200 2211 00 000000	HEALTH INS-PPO 500	$ 46,000.00	$ 27,000.00
10E003 1200 2211 00 000000	HEALTH INS-PPO 500	$ 15,800.00	
10E003 1200 2211 00 462000	HEALTH INS-PPO 500	$ 31,000.00	$ 18,000.00
10E006 1200 2211 00 000000	HEALTH INS-PPO 500	$ 15,500.00	$ 27,000.00
10E001 1225 2211 00 000000	HEALTH INS-PPO 500		$ 18,000.00
10E002 1250 2211 00 430000	HEALTH INS-PPO 500		
10E006 1250 2211 00 000000	HEALTH INS-PPO 500		
10E003 1650 2211 00 000000	HEALTH INS-PPO 500		
10E006 1650 2211 00 000000	HEALTH INS-PPO 500	$ 15,800.00	
10E001 1800 2211 00 000000	HEALTH INS-PPO 500		
10E002 1800 2211 00 000000	HEALTH INS-PPO 500	$ 31,000.00	
10E003 1800 2211 00 000000	HEALTH INS-PPO 500		
10E006 1800 2211 00 000000	HEALTH INS-PPO 500	$ 31,000.00	
10E001 2130 2211 00 000000	HEALTH INS-PPO 500	$ 15,500.00	$ 25,000.00
10E001 2140 2211 00 000000	HEALTH INS-PPO 500		
10E003 2140 2211 00 000000	HEALTH INS-PPO 500	$ 15,500.00	
10E001 2150 2211 00 000000	HEALTH INS-PPO 500	$ 31,000.00	
10E000 2210 2211 00 000000	HEALTH INS-PPO 500	$ 15,500.00	
10E000 2210 2211 00 499802	HEALTH INS-PPO 500		
10E001 2220 2211 00 000000	HEALTH INS-PPO 500		
10E006 2220 2211 00 000000	HEALTH INS-PPO 500		$ 15,500.00
10E000 2320 2211 00 000000	HEALTH INS-PPO 500		$ 75,000.00
10E002 2410 2211 00 000000	HEALTH INS-PPO 500		
10E003 2410 2211 00 000000	HEALTH INS-PPO 500	$ 15,500.00	
10E006 2410 2211 00 000000	HEALTH INS-PPO 500	$ 15,500.00	
10E001 2660 2211 00 000000	HEALTH INS-PPO 500		$ 15,900.00
10E006 2660 2211 00 000000	HEALTH INS-PPO 500		$ 15,900.00
10E--- ---- 2211 -- -----	*HEALTH INS-PPO 500	$ 918,300.00	$ 302,300.00
10E001 1100 2212 00 000000	HEALTH INS-PPO 750	$ 112,000.00	
10E002 1100 2212 00 000000	HEALTH INS-PPO 750	$ 70,000.00	
10E006 1100 2212 00 000000	HEALTH INS-PPO 750	$ 98,000.00	
10E001 1125 2212 00 370500	HEALTH INS-PPO 750		
10E003 1100 2212 00 000000	HEALTH INS-PPO 750	$ 98,000.00	
10E001 1200 2212 00 000000	HEALTH INS-PPO 750	$ 14,000.00	$ 60,000.00
10E002 1200 2212 00 462000	HEALTH INS-PPO 750	$ 56,000.00	$ 20,000.00
10E003 1200 2212 00 000000	HEALTH INS-PPO 750	$ 28,000.00	$ 30,000.00
10E006 1250 2212 00 000000	HEALTH INS-PPO 750		
10E003 2130 2212 00 000000	HEALTH INS-PPO 750		
10E--- ---- 2212 -- -----	*HEALTH INS-PPO 750	$ 476,000.00	$ 110,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E003 1100 2213 00 000000	HEALTH INS-PPO 1000	$ 104,000.00	
10E001 1200 2213 00 000000	HEALTH INS-PPO 1000		
10E006 2410 2213 00 000000	HEALTH INS-PPO 1000	$ 45,000.00	
10E003 1200 2213 00 000000	HEALTH INS-PPO 1000		
10E--- ---- 2213 -- -----	*HEALTH INS-PPO 1000	$ 149,000.00	$ -
10E001 1100 2215 00 000000	HEALTH INS-PPO 2500	$ 106,176.00	
10E002 1100 2215 00 000000	HEALTH INS-PPO 2500	$ 45,510.00	
10E003 1100 2215 00 000000	HEALTH INS-PPO 2500		
10E006 1100 2215 00 000000	HEALTH INS-PPO 2500	$ 106,176.00	
10E001 1125 2215 00 370500	HEALTH INS-PPO 2500	$ 15,170.00	$ 20,000.00
10E001 1200 2215 00 000000	HEALTH INS-PPO 2500	$ 30,340.00	
10E002 1200 2215 00 000000	HEALTH INS-PPO 2500	$ 30,340.00	
10E003 1200 2215 00 000000	HEALTH INS-PPO 2500	$ 121,360.00	
10E006 1200 2215 00 000000	HEALTH INS-PPO 2500		
10E006 1250 2215 00 000000	HEALTH INS-PPO 2500		
10E001 1800 2215 00 000000	HEALTH INS-PPO 2500	$ 15,170.00	
10E002 1800 2215 00 000000	HEALTH INS-PPO 2500		
10E006 1800 2215 00 000000	HEALTH INS-PPO 2500	$ 15,170.00	
10E003 2150 2215 00 000000	HEALTH INS-PPO 2500	$ 15,170.00	
10E001 2150 2215 00 000000	HEALTH INS-PPO 2500	$ 15,170.00	
10E003 2150 2215 00 000000	HEALTH INS-PPO 2500		
10E006 2150 2215 00 000000	HEALTH INS-PPO 2500		
10E000 2210 2215 00 000000	HEALTH INS-PPO 2500	$ 15,170.00	$ 16,000.00
10E001 2220 2215 00 000000	HEALTH INS-PPO 2500	$ 15,170.00	
10E003 2220 2215 00 000000	HEALTH INS-PPO 2500		
10E001 2410 2215 00 000000	HEALTH INS-PPO 2500	$ 15,170.00	
10E000 2660 2215 00 000000	HEALTH INS-PPO 2500		
10E001 2660 2215 00 000000	HEALTH INS-PPO 2500		
10E003 2660 2215 00 000000	HEALTH INS-PPO 2500		$ 31,800.00
10E--- ---- 2215 -- -----	HEALTH INS-PPO 2500	$ 561,262.00	$ 67,800.00
10E000 1100 2220 00 499800	HEALTH INS HMO		
10E001 1100 2220 00 430000	HEALTH INS HMO	$ 33,000.00	
10E002 1100 2220 00 000000	HEALTH INS HMO	$ 41,500.00	
10E003 1100 2220 00 000000	HEALTH INS HMO	$ 25,000.00	
10E006 1100 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E002 1200 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E003 1200 2220 00 000000	HEALTH INS HMO		
10E003 1200 2220 00 462000	HEALTH INS HMO		
10E006 1200 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E001 1225 2220 00 000000	HEALTH INS HMO	$ 16,600.00	$ 10,000.00
10E002 1250 2220 00 430000	HEALTH INS HMO		
10E006 1250 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E003 1650 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E002 1800 2220 00 000000	HEALTH INS HMO		
10E006 1800 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E006 2110 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E002 2140 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E006 2140 2220 00 000000	HEALTH INS HMO		$ 15,900.00
10E000 2210 2220 00 000000	HEALTH INS HMO	$ 16,600.00	
10E003 2220 2220 00 000000	HEALTH INS HMO		

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 2320 2220 00 000000	HEALTH INS HMO		
10E000 2330 2220 00 000000	HEALTH INS HMO	$ 16,600.00	
10E001 2410 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E000 2520 2220 00 000000	HEALTH INS HMO	$ 8,300.00	$ 17,800.00
10E000 2660 2220 00 000000	HEALTH INS HMO	$ 16,600.00	
10E001 2660 2220 00 000000	HEALTH INS HMO	$ 16,600.00	
10E003 2660 2220 00 000000	HEALTH INS HMO	$ 8,300.00	
10E--- ---- 2220 -- -----	*HEALTH INS HMO	$ 273,800.00	$ 43,700.00
10E000 2310 2230 00 000000	HEALTH INS DEDUCTIBLE	**$ 65,000.00**	**$ 65,000.00**
10E--- ---- 2230 -- -----	*HEALTH INS DEDUCTIBLE	$ 65,000.00	$ 65,000.00
10E000 1100 2300 00 493200	LIFE INS	$ 47.00	$ 47.00
10E001 1100 2300 00 000000	LIFE INS	$ 835.00	$ 835.00
10E001 1100 2300 00 430000	LIFE INS	$ 100.00	$ 100.00
10E002 1100 2300 00 000000	LIFE INS	$ 920.00	$ 920.00
10E003 1100 2300 00 000000	LIFE INS	$ 1,580.00	$ 1,580.00
10E006 1100 2300 00 000000	LIFE INS	$ 1,000.00	$ 1,000.00
10E001 1100 2300 00 499801	LIFE INS	$ 138.00	$ -
10E002 1100 2300 00 499801	LIFE INS	$ 46.00	$ -
10E003 1100 2300 00 499801	LIFE INS	$ 46.00	$ -
10E006 1100 2300 00 499801	LIFE INS	$ 46.00	$ -
10E001 1125 2300 00 370500	LIFE INS	$ 196.00	$ 196.00
10E001 1200 2300 00 000000	LIFE INS	$ 196.00	$ 196.00
10E001 1200 2300 00 462000	LIFE INS	$ 140.00	$ 140.00
10E002 1200 2300 00 000000	LIFE INS	$ 170.00	$ 170.00
10E002 1200 2300 00 462000	LIFE INS	$ 84.00	$ 84.00
10E003 1200 2300 00 000000	LIFE INS	$ 263.00	$ 263.00
10E003 1200 2300 00 462000	LIFE INS	$ 47.00	$ 47.00
10E006 1200 2300 00 000000	LIFE INS	$ 130.00	$ 130.00
10E006 1200 2300 00 462000	LIFE INS	$ 46.00	$ 46.00
10E001 1225 2300 00 000000	LIFE INS	$ 88.00	$ 88.00
10E001 1225 2300 00 460000	LIFE INS	$ 46.00	$ 46.00
10E000 1250 2300 00 430000	LIFE INS	$ -	$ -
10E001 1250 2300 00 000000	LIFE INS	$ -	$ -
10E001 1250 2300 00 430000	LIFE INS	$ 141.00	$ 141.00
10E002 1250 2300 00 000000	LIFE INS	$ 40.00	$ 40.00
10E002 1250 2300 00 430000	LIFE INS	$ 94.00	$ 94.00
10E003 1250 2300 00 000000	LIFE INS	$ -	$ -
10E006 1250 2300 00 000000	LIFE INS	$ 86.00	$ 86.00
10E002 1650 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E003 1650 2300 00 000000	LIFE INS	$ 86.00	$ 86.00
10E006 1650 2300 00 000000	LIFE INS	$ 86.00	$ 86.00
10E001 1800 2300 00 000000	LIFE INS	$ 46.00	$ 46.00
10E002 1800 2300 00 000000	LIFE INS	$ 176.00	$ 176.00
10E003 1800 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E006 1800 2300 00 000000	LIFE INS	$ 270.00	$ 270.00
10E006 1800 2300 00 330500	LIFE INS	$ -	$ -
10E001 2110 2300 00 000000	LIFE INS	$ 86.00	$ 86.00
10E002 2110 2300 00 000000	LIFE INS	$ 46.00	$ 46.00
10E003 2110 2300 00 000000	LIFE INS	$ 74.00	$ 74.00
10E006 2110 2300 00 000000	LIFE INS	$ 43.00	$ 43.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E001 2130 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E002 2130 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E003 2130 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E006 2130 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E001 2140 2300 00 000000	LIFE INS	$ 21.00	$ 21.00
10E001 2140 2210 00 499801	LIFE INS	$ 43.00	$ -
10E002 2140 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E003 2140 2300 00 000000	LIFE INS	$ 21.00	$ 21.00
10E006 2140 2300 00 000000	LIFE INS	$ 43.00	$ 43.00
10E001 2150 2300 00 000000	LIFE INS	$ 168.00	$ 168.00
10E002 2150 2300 00 000000	LIFE INS	$ 46.00	$ 46.00
10E003 2150 2300 00 000000	LIFE INS	$ -	$ -
10E006 2150 2300 00 000000	LIFE INS	$ 46.00	$ 46.00
10E000 2210 2300 00 000000	LIFE INS	$ 460.00	$ 460.00
10E000 2210 2300 00 499802	LIFE INS	$ 46.00	$ -
10E001 2220 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E002 2220 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E003 2220 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E006 2220 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E000 2230 2300 00 000000	LIFE INS	$ 525.00	$ 525.00
10E000 2320 2300 00 000000	LIFE INS	$ 580.00	$ 580.00
10E000 2330 2300 00 000000	LIFE INS	$ 528.00	$ 528.00
10E001 2410 2300 00 000000	LIFE INS	$ 790.00	$ 790.00
10E002 2410 2300 00 000000	LIFE INS	$ 780.00	$ 780.00
10E003 2410 2300 00 000000	LIFE INS	$ 903.00	$ 903.00
10E006 2410 2300 00 000000	LIFE INS	$ 980.00	$ 980.00
10E000 2520 2300 00 000000	LIFE INS	$ 483.00	$ 483.00
10E000 2660 2300 00 000000	LIFE INS	$ 315.00	$ 315.00
10E001 2660 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E002 2660 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E003 2660 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E006 2660 2300 00 000000	LIFE INS	$ 42.00	$ 42.00
10E--- ---- 2300 -- -----	*LIFE INS	$ 14,853.00	$ 14,488.00
10E000 2210 2310 00 000000	LONG TERM DISABILITY INS	$ 230.00	$ 243.00
10E000 2230 2310 00 000000	LONG TERM DISABILITY INS	$ 180.00	$ 191.00
10E000 2320 2310 00 000000	LONG TERM DISABILITY INS	$ 328.00	$ 347.00
10E000 2330 2310 00 000000	LONG TERM DISABILITY INS	$ 230.00	$ 243.00
10E001 2410 2310 00 000000	LONG TERM DISABILITY INS	$ 420.00	$ 327.00
10E002 2410 2310 00 000000	LONG TERM DISABILITY INS	$ 400.00	$ 336.00
10E003 2410 2310 00 000000	LONG TERM DISABILITY INS	$ 340.00	$ 348.00
10E006 2410 2310 00 000000	LONG TERM DISABILITY INS	$ 415.00	$ 435.00
10E000 2520 2310 00 000000	LONG TERM DISABILITY INS	$ 240.00	$ 242.00
10E000 2660 2310 00 000000	LONG TERM DISABILITY INS	$ 200.00	$ 210.00
10E--- ---- 2310 -- -----	*LONG TERM DISABILITY INS	$ 2,983.00	$ 2,922.00
10E000 2520 2312 00 000000	WELLNESS	**$ 3,000.00**	**$ 3,000.00**
10E--- ---- 2312 -- -----	*WELLNESS	$ 3,000.00	$ 3,000.00
10E000 2520 2313 00 000000	EMPLOYEE ASSISTANCE	**$ 4,600.00**	**$ 4,600.00**
10E--- ---- 2313 -- -----	*EMPLOYEE ASSISTANCE	$ 4,600.00	$ 4,600.00
10E000 1100 2400 00 493200	DENTAL INSURANCE	$ 550.00	$ 600.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 1100 2400 00 499800	DENTAL INSURANCE		
10E001 1100 2400 00 000000	DENTAL INSURANCE	$ 10,500.00	$ 10,000.00
10E001 1100 2400 00 430000	DENTAL INSURANCE	$ 1,100.00	$ 1,200.00
10E002 1100 2400 00 000000	DENTAL INSURANCE	$ 11,000.00	$ 10,000.00
10E003 1100 2400 00 000000	DENTAL INSURANCE	$ 19,000.00	$ 18,000.00
10E006 1100 2400 00 000000	DENTAL INSURANCE	$ 12,000.00	$ 11,000.00
10E001 1100 2400 00 499802	DENTAL INSURANCE	$ 1,650.00	$ -
10E002 1100 2400 00 499802	DENTAL INSURANCE	$ 550.00	$ -
10E003 1100 2400 00 499802	DENTAL INSURANCE	$ 550.00	$ -
10E006 1100 2400 00 499802	DENTAL INSURANCE	$ 550.00	$ -
10E001 1125 2400 00 370500	DENTAL INSURANCE	$ 2,500.00	$ 2,500.00
10E001 1200 2400 00 000000	DENTAL INSURANCE	$ 1,600.00	$ 1,800.00
10E001 1200 2400 00 462000	DENTAL INSURANCE	$ 1,800.00	$ 1,800.00
10E002 1200 2400 00 000000	DENTAL INSURANCE	$ 2,800.00	$ 2,800.00
10E002 1200 2400 00 462000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E003 1200 2400 00 000000	DENTAL INSURANCE	$ 1,800.00	$ 1,800.00
10E003 1200 2400 00 462000	DENTAL INSURANCE	$ 530.00	$ 600.00
10E006 1200 2400 00 000000	DENTAL INSURANCE	$ 1,800.00	$ 1,800.00
10E006 1200 2400 00 462000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E001 1225 2400 00 000000	DENTAL INSURANCE	$ 1,050.00	$ 1,200.00
10E001 1225 2400 00 460000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E000 1250 2400 00 430000	DENTAL INSURANCE		
10E001 1250 2400 00 430000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E002 1250 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E002 1250 2400 00 430000	DENTAL INSURANCE	$ 1,160.00	$ 1,200.00
10E006 1250 2400 00 000000	DENTAL INSURANCE	$ 1,100.00	$ 1,200.00
10E002 1650 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E003 1650 2400 00 000000	DENTAL INSURANCE	$ 1,120.00	$ 1,200.00
10E006 1650 2400 00 000000	DENTAL INSURANCE	$ 1,200.00	$ 1,200.00
10E001 1800 2400 00 000000	DENTAL INSURANCE	$ 1,250.00	$ 1,200.00
10E002 1800 2400 00 000000	DENTAL INSURANCE	$ 1,800.00	$ 2,400.00
10E003 1800 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E006 1800 2400 00 000000	DENTAL INSURANCE	$ 3,600.00	$ 3,000.00
10E001 2110 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E002 2110 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E003 2110 2400 00 000000	DENTAL INSURANCE	$ 1,100.00	$ 1,200.00
10E006 2110 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E001 2130 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E002 2130 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E003 2130 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E006 2130 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E001 2140 2400 00 000000	DENTAL INSURANCE	$ 275.00	$ 600.00
10E001 2140 2400 00 499802	DENTAL INSURANCE	$ 560.00	$ -
10E002 2140 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E003 2140 2400 00 000000	DENTAL INSURANCE	$ 275.00	$ 600.00
10E006 2140 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E001 2150 2400 00 000000	DENTAL INSURANCE	$ 2,100.00	$ 2,400.00
10E002 2150 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E003 2150 2400 00 000000	DENTAL INSURANCE		$ 600.00
10E006 2150 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 2210 2400 00 000000	DENTAL INSURANCE	$ 3,900.00	$ 3,600.00
10E000 2210 2400 00 499802	DENTAL INSURANCE	$ 550.00	$ -
10E001 2220 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E002 2220 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E003 2220 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E006 2220 2400 00 000000	DENTAL INSURANCE	$ 550.00	$ 600.00
10E000 2230 2400 00 000000	DENTAL INSURANCE	$ 2,400.00	$ 2,400.00
10E000 2320 2400 00 000000	DENTAL INSURANCE	$ 4,500.00	$ 4,800.00
10E000 2330 2400 00 000000	DENTAL INSURANCE	$ 2,800.00	$ 3,000.00
10E001 2410 2400 00 000000	DENTAL INSURANCE	$ 2,600.00	$ 2,800.00
10E002 2410 2400 00 000000	DENTAL INSURANCE	$ 3,150.00	$ 3,300.00
10E003 2410 2400 00 000000	DENTAL INSURANCE	$ 4,450.00	$ 4,700.00
10E006 2410 2400 00 000000	DENTAL INSURANCE	$ 4,000.00	$ 4,200.00
10E000 2520 2400 00 000000	DENTAL INSURANCE	$ 2,800.00	$ 3,000.00
10E000 2660 2400 00 000000	DENTAL INSURANCE	$ 5,500.00	$ 6,000.00
10E001 2660 2400 00 000000	DENTAL INSURANCE	$ 500.00	$ 600.00
10E002 2660 2400 00 000000	DENTAL INSURANCE	$ 500.00	$ 600.00
10E003 2660 2400 00 000000	DENTAL INSURANCE	$ 500.00	$ 600.00
10E006 2660 2400 00 000000	DENTAL INSURANCE	$ 500.00	$ 600.00
10E--- ---- 2400 -- -----	*DENTAL INSURANCE	$ 137,620.00	$ 135,300.00
10E000 2310 2510 00 000000	TUITION REIMBURSEMENT	$ 50,000.00	$ 50,000.00
10E--- ---- 2510 -- -----	*TUITION REIMBURSEMENT	$ 50,000.00	$ 50,000.00
10E--- ---- 2--- -- -----	*EMPLOYEE BENEFITS	$ 4,429,069.00	$ 4,660,255.00
10E000 2210 3100 00 000000	INSERVICE	$ 20,000.00	$ 20,000.00
10E--- ---- 3100 -- -----	*INSERVICE	$ 20,000.00	$ 20,000.00
10E000 1100 3110 00 000000	TECHNOLOGY SERVICE		
10E000 1200 3110 00 000000	TECHNOLOGY SERVICE	$ 3,500.00	$ 3,000.00
10E000 1800 3110 00 490500	TECHNOLOGY SERVICE		
10E000 2210 3110 00 000000	TECHNOLOGY SERVICE	$ 6,000.00	$ 6,000.00
10E000 2220 3110 00 000000	TECHNOLOGY SERVICE	$ 5,167.00	$ 5,300.00
10E001 2220 3110 00 000000	TECHNOLOGY SERVICE		
10E002 2220 3110 00 000000	TECHNOLOGY SERVICE	$ 4,560.00	$ 4,600.00
10E003 2220 3110 00 000000	TECHNOLOGY SERVICE		
10E006 2220 3110 00 000000	TECHNOLOGY SERVICE	$ 3,000.00	$ 2,500.00
10E006 2230 3110 00 000000	TECHNOLOGY SERVICE		
10E000 2520 3110 00 000000	TECHNOLOGY SERVICE	$ 50,000.00	$ 50,000.00
10E000 2660 3110 00 000000	TECHNOLOGY SERVICE	$ 110,000.00	$ 140,000.00
10E000 3700 3110 00 462000	TECHNOLOGY SERVICE		
10E--- ---- 3110 -- -----	*TECHNOLOGY SERVICE	$ 182,227.00	$ 211,400.00
10E000 1100 3115 00 000000	SUPP DIGITAL SERVICE	$ 145,000.00	$ 145,000.00
10E000 1100 3115 00 499801	SUPP DIGITAL SERVICE		
10E000 1100 3115 00 499801	SUPP DIGITAL SERVICE		
10E000 1100 3115 00 910003	SUPP DIGITAL SERVICE	$ 10,000.00	$ 10,000.00
10E002 1100 3115 00 000000	SUPP DIGITAL SERVICE		
10E006 1100 3115 00 000000	SUPP DIGITAL SERVICE		
10E000 1250 3115 00 430000	SUPP DIGITAL SERVICE		
10E000 1800 3115 00 490900	SUPP DIGITAL SERVICE	$ 30,150.00	$ 30,150.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget		2024-25 Tentative Budget	
10E000 2210 3115 00 430000	SUPP DIGITAL SERVICE				
10E001 2220 3115 00 000000	SUPP DIGITAL SERVICE	$	5,250.00	$	5,250.00
10E002 2220 3115 00 000000	SUPP DIGITAL SERVICE	$	5,250.00	$	5,250.00
10E003 2220 3115 00 000000	SUPP DIGITAL SERVICE	$	5,250.00	$	5,250.00
10E006 2220 3115 00 000000	SUPP DIGITAL SERVICE	$	5,250.00	$	5,250.00
10E--- ---- 3115 -- -----	*SUPP DIGITAL SERVICE	$	206,150.00	$	206,150.00
10E001 1125 3120 00 370500	CONTRACT SERVICE	$	1,800.00	$	1,800.00
10E000 1200 3120 00 000000	CONTRACT SERVICE	$	12,500.00	$	15,000.00
10E000 1225 3120 00 000000	CONTRACT SERVICE	$	45,000.00	$	60,000.00
10E000 1250 3120 00 430000	CONTRACT SERVICE				
10E000 1250 3120 00 000000	CONTRACT SERVICE	$	10,000.00	$	-
10E000 1800 3120 00 000000	CONTRACT SERVICE	$	10,000.00	$	10,000.00
10E000 1800 3120 00 490900	CONTRACT SERVICE				
10E002 2130 3120 00 000000	CONTRACT SERVICE	$	-	$	150,000.00
10E002 2130 3120 00 462000	CONTRACT SERVICE	$	40,000.00	$	40,000.00
10E000 2140 3120 00 000000	CONTRACT SERVICE	$	25,000.00	$	45,000.00
10E000 2150 3120 00 462000	CONTRACT SERVICE				
10E000 2150 3120 00 000000	CONTRACT SERVICE	$	61,000.00	$	60,000.00
10E000 2190 3120 00 000000	CONTRACT SERVICE	$	91,500.00	$	91,500.00
10E000 2110 3120 00 430000	CONTRACT SERVICE				
10E001 2110 3120 00 430000	CONTRACT SERVICE	$	16,000.00	$	10,000.00
10E002 2110 3120 00 430000	CONTRACT SERVICE	$	16,000.00	$	10,000.00
10E000 2210 3120 00 430000	CONTRACT SERVICE				
10E000 2210 3120 00 490900	CONTRACT SERVICE	$	18,100.00	$	18,100.00
10E000 2310 3120 00 000000	CONTRACT SERVICE	$	50,000.00	$	40,000.00
10E000 2310 3120 00 910010	CONTRACT SERVICE			$	125,000.00
10E000 2320 3120 00 000000	CONTRACT SERVICE	$	1,000.00	$	1,000.00
10E000 2660 3120 00 000000	CONTRACT SERVICE			$	15,000.00
10E000 2900 3120 00 000000	CONTRACT SERVICE	$	7,500.00	$	5,000.00
10E000 3000 3120 00 000000	CONTRACT SERVICE	$	11,000.00	$	11,000.00
10E000 3000 3120 00 490900	CONTRACT SERVICE	$	5,000.00	$	5,000.00
10 E000 3000 3120 00 430000	**CONTRACT SERVICE**	$	10,250.00	$	10,250.00
10 E000 3700 3120 00 460000	**CONTRACT SERVICE**				
10 E000 3700 3120 00 462000	**CONTRACT SERVICE**	$	27,000.00	$	40,000.00
10 E000 3000 3120 00 370500	CONTRACT SERVICE				
10 E000 3700 3120 00 430000	CONTRACT SERVICE	$	5,216.00	$	6,000.00
10 E000 3000 3120 00 490900	CONTRACT SERVICE	$	3,000.00		
10 E000 3700 3120 00 493200	CONTRACT SERVICE	$	10,331.00	$	11,000.00
10 E000 3700 3120 00 499804	CONTRACT SERVICE				
10 E001 4110 3120 00 433100	CONTRACT SERVICE	$	-		
10 E002 4110 3120 00 433100	CONTRACT SERVICE	$	-		
10 E003 4110 3120 00 433100	CONTRACT SERVICE	$	-		
10 E000 4120 3120 00 000000	CONTRACT SERVICE	$	68,000.00	$	68,000.00
10 E000 4130 3120 00 490900	CONTRACT SERVICE				
10E--- ---- 3120 -- -----	*CONTRACT SERVICE	$	545,197.00	$	848,650.00
10E003 1500 3121 00 000000	ATHLETIC OFFICIALS	$	7,500.00	$	7,500.00
10E--- ---- 3121 -- -----	*ATHLETIC OFFICIALS	$	7,500.00	$	7,500.00
10E000 2560 3140 00 000000	FREE LUNCH CONTRACT	$	800,000.00	$	950,000.00
10E000 2560 3140 00 499800	FREE LUNCH CONTRACT				
10E--- ---- 3140 -- -----	*FREE LUNCH CONTRACT	$	800,000.00	$	950,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 2130 3181 00 462000	PT/OT SERVICES	$ 113,000.00	$ 120,000.00
10E000 2130 3181 00 000000	PT/OT SERVICES		
10E000 4120 3181 00 000000	PT/OT SERVICES		
10E--- ---- 3181 -- -----	*PT/OT SERVICES	$ 113,000.00	$ 120,000.00
10E000 1100 3185 00 000000	TUTORING-CONTRACT SCVS	$ 2,000.00	$ 2,000.00
10E--- ---- 3185 -- -----	*TUTORING-CONTRACT SCVS	$ 2,000.00	$ 2,000.00
10E001 1100 3210 00 000000	EQUIPMENT REPAIR	$ 25.00	$ -
10E002 1100 3210 00 000000	EQUIPMENT REPAIR	$ -	$ -
10E003 1100 3210 00 000000	EQUIPMENT REPAIR	$ 200.00	$ -
10E006 1100 3210 00 000000	EQUIPMENT REPAIR	$ 200.00	$ 200.00
10E003 1100 3210 15 000000	EQUIPMENT REPAIR	$ 23,000.00	$ 21,500.00
10E000 1200 3210 00 000000	EQUIPMENT REPAIR	$ 4,000.00	$ 4,000.00
10E001 2220 3210 00 000000	EQUIPMENT REPAIR	$ 25.00	$ -
10E002 2220 3210 00 000000	EQUIPMENT REPAIR	$ -	$ -
10E003 2220 3210 00 000000	EQUIPMENT REPAIR	$ 200.00	$ 200.00
10E006 2220 3210 00 000000	EQUIPMENT REPAIR	$ 200.00	
10E000 2320 3210 00 000000	EQUIPMENT REPAIR		
10E000 2520 3210 00 000000	EQUIPMENT REPAIR	$ 200.00	$ 200.00
10E000 2660 3210 00 000000	EQUIPMENT REPAIR	$ 30,000.00	$ 10,000.00
10E--- ---- 3210 -- -----	*EQUIPMENT REPAIR	$ 58,050.00	$ 36,100.00
10E000 1100 3310 00 000000	PROFESSIONAL GROWTH	$ -	
10E001 1100 3310 00 000000	PROFESSIONAL GROWTH	$ 2,000.00	$ 2,000.00
10E002 1100 3310 00 000000	PROFESSIONAL GROWTH	$ 2,400.00	$ 2,400.00
10E003 1100 3310 00 000000	PROFESSIONAL GROWTH	$ 4,000.00	$ 4,000.00
10E006 1100 3310 00 000000	PROFESSIONAL GROWTH	$ 2,400.00	$ 3,000.00
10E000 2210 3310 00 000000	PROFESSIONAL GROWTH	$ 55,000.00	$ 55,000.00
10E000 2210 3310 00 370500	PROFESSIONAL GROWTH		
10E000 2210 3310 00 462000	PROFESSIONAL GROWTH	$ 25,000.00	$ 25,000.00
10E000 2210 3310 00 430000	PROFESSIONAL GROWTH		
10E000 2210 3310 00 433100	PROFESSIONAL GROWTH		
10E000 2210 3310 00 490900	PROFESSIONAL GROWTH	$ 10,500.00	$ 5,000.00
10E000 2210 3310 00 910009	PROFESSIONAL GROWTH	$ 10,000.00	$ 10,000.00
10E000 2230 3310 00 000000	PROFESSIONAL GROWTH	$ 2,000.00	$ 2,000.00
10E000 2310 3310 00 000000	PROFESSIONAL GROWTH	$ 13,000.00	$ 9,000.00
10E000 2320 3310 00 000000	PROFESSIONAL GROWTH	$ 5,000.00	$ 10,000.00
10E000 2330 3310 00 000000	PROFESSIONAL GROWTH	$ 2,500.00	$ 2,500.00
10E001 2410 3310 00 000000	PROFESSIONAL GROWTH	$ 1,500.00	$ 1,500.00
10E002 2410 3310 00 000000	PROFESSIONAL GROWTH	$ 1,500.00	$ 1,500.00
10E003 2410 3310 00 000000	PROFESSIONAL GROWTH	$ 1,500.00	$ 1,500.00
10E006 2410 3310 00 000000	PROFESSIONAL GROWTH	$ 1,500.00	$ 1,500.00
10E000 2520 3310 00 000000	PROFESSIONAL GROWTH	$ 2,500.00	$ 2,500.00
10E000 2660 3310 00 000000	PROFESSIONAL GROWTH	$ 3,000.00	$ 3,000.00
10E--- ---- 3310 -- -----	*PROFESSIONAL GROWTH	$ 145,300.00	$ 141,400.00
10E000 2310 3311 00 000000	PROFESSIONAL GROWTH SUPPO	**$ 4,000.00**	**$ 1,000.00**
10E--- ---- 3311 -- -----	*PROFESSIONAL GROWTH SUPP	$ 4,000.00	$ 1,000.00
10E001 1100 3320 00 000000	MILEAGE REIMBURSEMENT	$ 50.00	$ -
10E002 1100 3320 00 000000	MILEAGE REIMBURSEMENT	$ 300.00	$ 300.00
10E003 1100 3320 00 000000	MILEAGE REIMBURSEMENT	$ 1,000.00	$ 1,000.00
10E006 1100 3320 00 000000	MILEAGE REIMBURSEMENT		

ACCOUNT NUMBER	OBJECT		2023-24 Final Budget		2024-25 Tentative Budget
10E003 1500 3320 00 000000	MILEAGE REIMBURSEMENT	$	500.00	$	500.00
10E000 2110 3320 00 000000	MILEAGE REIMBURSEMENT	$	200.00	$	200.00
10E000 2140 3320 00 000000	MILEAGE REIMBURSEMENT	$	200.00	$	200.00
10E000 2150 3320 00 000000	MILEAGE REIMBURSEMENT				
10E000 2210 3320 00 000000	MILEAGE REIMBURSEMENT	$	4,000.00	$	4,000.00
10E000 2230 3320 00 000000	MILEAGE REIMBURSEMENT	$	500.00	$	1,000.00
10E000 2310 3320 00 000000	MILEAGE REIMBURSEMENT	$	300.00	$	250.00
10E000 2320 3320 00 000000	MILEAGE REIMBURSEMENT	$	1,200.00	$	2,000.00
10E000 2330 3320 00 000000	MILEAGE REIMBURSEMENT	$	1,000.00	$	1,500.00
10E001 2410 3320 00 000000	MILEAGE REIMBURSEMENT	$	50.00	$	100.00
10E002 2410 3320 00 000000	MILEAGE REIMBURSEMENT	$	50.00	$	250.00
10E003 2410 3320 00 000000	MILEAGE REIMBURSEMENT	$	150.00	$	150.00
10E006 2410 3320 00 000000	MILEAGE REIMBURSEMENT	$	50.00	$	50.00
10E000 2520 3320 00 000000	MILEAGE REIMBURSEMENT	$	500.00	$	500.00
10E000 2640 3320 00 000000	MILEAGE REIMBURSEMENT				
10E000 2660 3320 00 000000	MILEAGE REIMBURSEMENT	$	4,000.00	$	3,000.00
10E--- ---- 3320 -- -----	*MILEAGE REIMBURSEMENT	$	14,050.00	$	15,000.00
10E000 2660 3400 00 000000	COMMUNICATIONS	$	165,000.00	$	170,000.00
10E--- ---- 3400 -- -----	COMMUNICATIONS	$	165,000.00	$	170,000.00
10E000 2310 3410 00 000000	AUDIT SERVICES	$	15,000.00	$	15,500.00
10E--- ---- 3410 -- -----	*AUDIT SERVICES	$	15,000.00	$	15,500.00
10E000 2310 3420 00 000000	LEGAL SERVICES	$	20,000.00	$	15,000.00
10E--- ---- 3420 -- -----	*LEGAL SERVICES	$	20,000.00	$	15,000.00
10E000 2310 3430 00 000000	BACKGROUND CHECKS	**$**	**3,000.00**	**$**	**3,500.00**
10E--- ---- 3430 -- -----	*BACKGROUND CHECKS	$	3,000.00	$	3,500.00
10E000 2660 3500 00 000000	TELEPHONE	**$**	**2,650.00**	**$**	**10,000.00**
10E--- ---- 3500 -- -----	*TELEPHONE	$	2,650.00	$	10,000.00
10E000 2320 3510 00 000000	POSTAGE				
10E000 2520 3510 00 000000	POSTAGE	$	12,000.00	$	10,000.00
10E000 2660 3510 00 000000	POSTAGE				
10E--- ---- 3510 -- -----	*POSTAGE	$	12,000.00	$	10,000.00
10E000 2310 3520 00 000000	PUBLICATIONS	**$**	**2,000.00**	**$**	**2,000.00**
10E--- ---- 3520 -- -----	PUBLICATIONS	$	2,000.00	$	2,000.00
10E000 2660 3530 00 000000	PRINTING AND DUPLICATING	**$**	**40,000.00**	**$**	**10,000.00**
10E--- ---- 3630 -- -----	PRINTING AND DUPLICATING	$	40,000.00	$	10,000.00
10E000 2570 3630 00 000000	LEASE EQUIPMENT	$	30,000.00	$	30,000.00
10E--- ---- 3630 -- -----	*LEASE EQUIPMENT	$	30,000.00	$	30,000.00
10E000 2530 3640 00 000000	ARCHITECTS & ENG SERVICES	$	-	$	-
10E--- ---- 3640 -- -----	*ARCHITECTS & ENG SERVICE	$	-	$	-
10E--- ---- 3--- -- -----	*PURCHASED SERVICE	$	2,387,124.00	$	2,825,200.00
10E000 1100 4100 00 910001	GENERAL SUPPLIES				
10E000 1100 4100 00 910002	GENERAL SUPPLIES	$	50,000.00	$	40,000.00
10E000 1100 4100 00 440000	GENERAL SUPPLIES	$	5,000.00	$	5,000.00
10E000 1100 4100 00 499802	GENERAL SUPPLIES	$	5,000.00	$	-
10E000 1200 4100 00 499804	GENERAL SUPPLIES	$	40,000.00	$	-
10E000 1100 4100 20 000000	GENERAL SUPPLIES	$	20,000.00	$	20,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E001 1100 4100 00 000000	GENERAL SUPPLIES	$ 25,750.00	$ 25,875.00
10E001 1100 4100 02 000000	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E001 1100 4100 12 000000	GENERAL SUPPLIES	$ 600.00	$ 600.00
10E001 1100 4100 25 000000	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E001 1100 4100 50 000000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E001 1100 4100 00 430000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E001 1100 4100 00 910006	GENERAL SUPPLIES	$ 2,025.00	$ 2,000.00
10E002 1100 4100 00 000000	GENERAL SUPPLIES	$ 15,881.00	$ 16,881.00
10E002 1100 4100 02 000000	GENERAL SUPPLIES	$ 2,475.00	$ 2,475.00
10E002 1100 4100 12 000000	GENERAL SUPPLIES	$ 2,280.00	$ 2,280.00
10E002 1100 4100 25 000000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E002 1100 4100 00 460000	GENERAL SUPPLIES		
10E002 1100 4100 50 000000	GENERAL SUPPLIES	$ 950.00	$ 950.00
10E002 1100 4100 00 910006	GENERAL SUPPLIES	$ 1,575.00	$ 1,500.00
10E002 1100 4100 00 430000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E003 1100 4100 00 000000	GENERAL SUPPLIES	$ 19,191.00	$ 19,391.00
10E003 1100 4100 02 000000	GENERAL SUPPLIES	$ 2,400.00	$ 2,400.00
10E003 1100 4100 12 000000	GENERAL SUPPLIES	$ 841.00	$ 841.00
10E003 1100 4100 13 000000	GENERAL SUPPLIES	$ 200.00	$ 200.00
10E003 1100 4100 14 000000	GENERAL SUPPLIES	$ 600.00	$ 600.00
10E003 1100 4100 15 000000	GENERAL SUPPLIES	$ 1,900.00	$ 1,900.00
10E003 1100 4100 25 000000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E003 1100 4100 50 000000	GENERAL SUPPLIES	$ 3,850.00	$ 3,850.00
10E003 1100 4100 00 910006	GENERAL SUPPLIES	$ 1,575.00	$ 1,500.00
10E006 1100 4100 00 000000	GENERAL SUPPLIES	$ 22,350.00	$ 22,350.00
10E006 1100 4100 00 910006	GENERAL SUPPLIES	$ 750.00	$ 1,000.00
10E006 1100 4100 02 000000	GENERAL SUPPLIES	$ 2,475.00	$ 2,475.00
10E006 1100 4100 12 000000	GENERAL SUPPLIES	$ 900.00	$ 1,000.00
10E006 1100 4100 16 000000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E006 1100 4100 25 000000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E006 1100 4100 50 000000	GENERAL SUPPLIES	$ 950.00	$ 1,000.00
10E001 1125 4100 00 000000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E001 1125 4100 00 370500	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E000 1200 4100 00 000000	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E000 1200 4100 00 462000	GENERAL SUPPLIES		
10E001 1200 4100 00 000000	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E002 1200 4100 00 000000	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E001 1225 4100 00 460000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E001 1225 4100 00 499803	GENERAL SUPPLIES	$ 1,800.00	$ -
10E000 1250 4100 00 000000	GENERAL SUPPLIES	$ 2,000.00	$ -
10E000 1250 4100 00 430000	GENERAL SUPPLIES	$ 1,500.00	$ 1,500.00
10E000 1500 4100 00 000000	GENERAL SUPPLIES		
10E003 1500 4100 00 000000	GENERAL SUPPLIES	$ 3,000.00	$ 3,000.00
10E000 1650 4100 00 000000	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E000 1800 4100 00 000000	GENERAL SUPPLIES		$ 20,000.00
10E000 1800 4100 00 490900	GENERAL SUPPLIES	$ 4,800.00	$ 1,000.00
10E000 2110 4100 00 430000	GENERAL SUPPLIES		
10E000 2130 4100 00 499802	GENERAL SUPPLIES		
10E000 2130 4100 00 000000	GENERAL SUPPLIES	$ 4,500.00	$ 5,500.00
10E000 2140 4100 00 000000	GENERAL SUPPLIES	$ 400.00	$ 400.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 2150 4100 00 000000	GENERAL SUPPLIES	$ 3,000.00	$ 2,500.00
10E000 2210 4100 00 000000	GENERAL SUPPLIES	$ 3,500.00	$ 3,500.00
10E000 2210 4100 00 462000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E000 2220 4100 00 000000	GENERAL SUPPLIES		
10E001 2220 4100 00 000000	GENERAL SUPPLIES	$ 500.00	$ 500.00
10E002 2220 4100 00 000000	GENERAL SUPPLIES	$ 1,725.00	$ 1,725.00
10E003 2220 4100 00 000000	GENERAL SUPPLIES	$ 665.00	$ 665.00
10E006 2220 4100 00 000000	GENERAL SUPPLIES	$ 625.00	$ 625.00
10E000 2230 4100 00 000000	GENERAL SUPPLIES	$ 2,800.00	$ 2,800.00
10E000 2310 4100 00 000000	GENERAL SUPPLIES	$ 9,000.00	$ 10,000.00
10E000 2310 4100 00 910008	GENERAL SUPPLIES	$ 10,000.00	$ 15,000.00
10E000 2320 4100 00 000000	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E000 2330 4100 00 000000	GENERAL SUPPLIES	$ 1,500.00	$ 1,500.00
10E001 2410 4100 00 000000	GENERAL SUPPLIES	$ 8,000.00	$ 8,000.00
10E002 2410 4100 00 000000	GENERAL SUPPLIES	$ 2,425.00	$ 2,425.00
10E003 2410 4100 00 000000	GENERAL SUPPLIES	$ 2,175.00	$ 2,175.00
10E006 2410 4100 00 000000	GENERAL SUPPLIES	$ 1,000.00	$ 1,000.00
10E000 2520 4100 00 000000	GENERAL SUPPLIES	$ 9,000.00	$ 9,000.00
10E000 2540 4100 00 370500	GENERAL SUPPLIES	$ 200.00	$ 200.00
10E000 2560 4100 00 000000	GENERAL SUPPLIES		$ 5,000.00
10E000 2560 4100 00 370500	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
10E000 2560 4100 00 430000	GENERAL SUPPLIES		
10E000 2660 4100 00 000000	GENERAL SUPPLIES	$ 500.00	$ 10,000.00
10E000 3000 4100 00 000000	GENERAL SUPPLIES		
10E000 3000 4100 00 430000	GENERAL SUPPLIES	$ 1,500.00	$ 1,500.00
10E000 3000 4100 00 460000	GENERAL SUPPLIES		
10E000 3000 4100 00 490900	GENERAL SUPPLIES		
10E--- ---- 4100 -- -----	*GENERAL SUPPLIES	$ 333,633.00	$ 313,583.00
10E001 1100 4130 00 000000	FORMS	$ 3,500.00	$ 3,500.00
10E002 1100 4130 00 000000	FORMS	$ -	$ -
10E003 1100 4130 00 000000	FORMS	$ 250.00	$ 250.00
10E006 1100 4130 00 000000	FORMS	$ 250.00	$ 250.00
10E000 2520 4130 00 000000	FORMS	$ 250.00	$ 250.00
10E--- ---- 4130 -- -----	*FORMS	$ 4,250.00	$ 4,250.00
10E000 1200 4140 00 000000	TESTING SUPPLIES	$ 2,000.00	$ -
10E000 2140 4140 00 000000	TESTING SUPPLIES	$ 3,500.00	$ 3,000.00
10E000 2150 4140 00 000000	TESTING SUPPLIES	$ 2,200.00	$ 2,000.00
10E000 2230 4140 00 000000	TESTING SUPPLIES	$ 32,000.00	$ 12,000.00
10E--- ---- 4140 -- -----	*TESTING SUPPLIES	$ 39,700.00	$ 17,000.00
10E000 2520 4150 00 000000	COPIER PAPER		
10E000 2570 4150 00 000000	COPIER PAPER	$ 20,000.00	$ 25,000.00
10E--- ---- 4150 -- -----	*COPIER PAPER	$ 20,000.00	$ 25,000.00
10E000 1100 4200 00 000000	CORE CONTENT	$ 170,000.00	$ 170,000.00
10E000 1200 4200 00 499804	CORE CONTENT		
10E--- ---- 4200 -- -----	*CORE CONTENT	$ 170,000.00	$ 170,000.00
10E000 2220 4300 00 000000	LIBRARY BOOKS		
10E001 2220 4300 00 000000	LIBRARY BOOKS	$ 5,000.00	$ 5,000.00
10E001 2220 4300 00 380000	LIBRARY BOOKS	$ 344.00	$ 244.00
10E002 2220 4300 00 000000	LIBRARY BOOKS	$ 4,200.00	$ 4,700.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E002 2220 4300 00 380000	LIBRARY BOOKS	$ 359.00	$ 359.00
10E003 2220 4300 00 000000	LIBRARY BOOKS	$ 4,200.00	$ 4,200.00
10E003 2220 4300 00 380000	LIBRARY BOOKS	$ 386.00	$ 386.00
10E006 2220 4300 00 000000	LIBRARY BOOKS	$ 4,200.00	$ 4,200.00
10E006 2220 4300 00 380000	LIBRARY BOOKS	$ 399.00	$ 399.00
10E--- ---- 4300 -- -----	*LIBRARY BOOKS	$ 19,088.00	$ 19,488.00
10E001 2220 4400 00 000000	PERIODICALS	$ 350.00	$ 350.00
10E002 2220 4400 00 000000	PERIODICALS	$ 500.00	$ -
10E003 2220 4400 00 000000	PERIODICALS		
10E006 2220 4400 00 000000	PERIODICALS	$ 500.00	$ 500.00
10E--- ---- 4400 -- -----	*PERIODICALS	$ 1,350.00	$ 850.00
10E001 2220 4410 00 000000	MULTI-MEDIA SUPPLIES	$ 100.00	$ 100.00
10E002 2220 4410 00 000000	MULTI-MEDIA SUPPLIES	$ -	
10E003 2220 4410 00 000000	MULTI-MEDIA SUPPLIES	$ 1,800.00	$ 1,800.00
10E006 2220 4410 00 000000	MULTI-MEDIA SUPPLIES	$ 900.00	$ 900.00
10E--- ---- 4410 -- -----	*MULTI-MEDIA SUPPLIES	$ 2,800.00	$ 2,800.00
10E000 1100 4700 00 000000	COMPUTER SOFTWARE		
10E000 2660 4700 00 000000	COMPUTER SOFTWARE	$ 2,500.00	$ 2,500.00
10E--- ---- 4700 -- -----	*COMPUTER SOFTWARE	$ 2,500.00	$ 2,500.00
10E001 1100 4710 00 000000	COMPUTER SUPPLIES	$ 250.00	$ 250.00
10E002 1100 4710 00 000000	COMPUTER SUPPLIES		
10E003 1100 4710 00 000000	COMPUTER SUPPLIES		
10E006 1100 4710 00 000000	COMPUTER SUPPLIES		
10E000 2660 4710 00 000000	COMPUTER SUPPLIES	$ 75,000.00	$ 50,000.00
10E--- ---- 4710 -- -----	*COMPUTER SUPPLIES	$ 75,250.00	$ 50,250.00
10E003 1100 4910 50 000000	GYM SUITS	$ 4,000.00	$ 4,000.00
10E006 1100 4910 50 000000	GYM SUITS	$ 1,000.00	$ 1,000.00
10E--- ---- 4910 -- -----	*GYM SUITS	$ 5,000.00	$ 5,000.00
10E003 1100 4920 00 000000	LOCKS	$ 1,750.00	$ 1,750.00
10E006 1100 4920 00 000000	LOCKS	$ 300.00	$ 300.00
10E--- ---- 4920 -- -----	*LOCKS	$ 2,050.00	$ 2,050.00
10E--- ---- 4--- -- -----	*SUPPLIES	$ 675,621.00	$ 612,771.00
10E000 1100 5300 00 000000	CAPITALIZED EQUIPMENT		$ 10,000.00
10E003 1100 5300 15 000000	CAPITALIZED EQUIPMENT	$ 5,000.00	$ 2,500.00
10E001 1125 5300 00 370500	CAPITALIZED EQUIPMENT		
10E000 1200 5300 00 000000	CAPITALIZED EQUIPMENT		
10E003 1500 5300 00 000000	CAPITALIZED EQUIPMENT	$ 1,400.00	$ 1,400.00
10E000 2130 5300 00 000000	CAPITALIZED EQUIPMENT		
10E000 2520 5300 00 000000	CAPITALIZED EQUIPMENT	$ 3,000.00	$ 3,000.00
10E000 2560 5300 00 000000	CAPITALIZED EQUIPMENT	$ 25,000.00	$ 20,000.00
10E000 2660 5300 00 000000	CAPITALIZED EQUIPMENT	$ 80,000.00	$ 55,000.00
10E--- ---- 5300 -- -----	CAPITALIZED EQUIPMENT	$ 114,400.00	$ 91,900.00
10E006 2660 5310 00 910001	COMPUTER EQUIPMENT		
10E000 2660 5310 00 000000	COMPUTER EQUIPMENT	$ 10,000.00	$ 10,000.00
10E--- ---- 5310 -- -----	*COMPUTER EQUIPMENT	$ 10,000.00	$ 10,000.00
10E001 2540 5900 00 910001	OTHER CAPITAL IMPROV	$ -	$ -
10E--- ---- 5900 -- -----	OTHER CAPITAL IMPROV	$ -	$ -
10E--- ---- 5--- -- -----	*CAPITAL OUTLAY	$ 124,400.00	$ 101,900.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10E000 6000 6000 00 000000	OTHER OBJECTS		
10E--- ---- 6000 -- -----	OTHER OBJECTS	$ -	$ -
10E003 1500 6400 00 000000	DUES & FEES	$ 2,500.00	$ 4,000.00
10E000 2210 6400 00 000000	DUES & FEES	$ 2,500.00	$ 2,500.00
10E000 2230 6400 00 000000	DUES & FEES	$ 1,000.00	$ 1,000.00
10E000 2310 6400 00 000000	DUES & FEES	$ 24,000.00	$ 24,000.00
10E000 2320 6400 00 000000	DUES & FEES	$ 4,000.00	$ 4,000.00
10E000 2330 6400 00 000000	DUES & FEES	$ 1,100.00	$ 1,500.00
10E001 2410 6400 00 000000	DUES & FEES	$ 750.00	$ 750.00
10E002 2410 6400 00 000000	DUES & FEES	$ 1,000.00	$ 1,000.00
10E003 2410 6400 00 000000	DUES & FEES	$ 1,000.00	$ 1,300.00
10E006 2410 6400 00 000000	DUES & FEES	$ 1,000.00	$ 2,000.00
10E000 2520 6400 00 000000	DUES & FEES	$ 15,000.00	$ 15,500.00
10E000 2640 6400 00 000000	DUES & FEES		
10E000 2660 6400 00 000000	DUES & FEES	$ 1,000.00	$ 1,100.00
10E000 4120 6400 00 000000	DUES & FEES	$ 70,000.00	$ 90,000.00
10E--- ---- 6400 -- -----	*DUES & FEES	$ 124,850.00	$ 148,650.00
10E001 1100 6410 00 000000	OTHER	$ 25.00	
10E002 1100 6410 00 000000	OTHER		
10E003 1100 6410 00 000000	OTHER	$ 250.00	$ 250.00
10E006 1100 6410 00 000000	OTHER		
10E000 2310 6410 00 000000	OTHER	$ 20,000.00	$ -
10E000 2320 6410 00 000000	OTHER	$ 500.00	
10E000 2330 6410 00 000000	OTHER	$ -	
10E001 2410 6410 00 000000	OTHER	$ 25.00	
10E002 2410 6410 00 000000	OTHER	$ 3,235.00	$ 3,235.00
10E003 2410 6410 00 000000	OTHER	$ 300.00	
10E006 2410 6410 00 000000	OTHER		
10E000 2520 6410 00 000000	OTHER	$ 300.00	$ -
10E000 2560 6410 00 000000	OTHER	$ 30,000.00	$ 30,000.00
10E000 2660 6410 00 000000	OTHER	$ 100.00	$ -
10E000 3000 6410 00 499800	OTHER		
10E--- ---- 6410 -- -----	*OTHER	$ 54,735.00	$ 33,485.00
10E000 8130 6600 00 000000	TRANSFER AMONG FUNDS	$ 450,000.00	$ 350,000.00
10E000 8410 6600 00 499800	TRANSFERS		
10E000 8410 6600 00 000000	TRANSFERS	$ 495,000.00	$ 450,000.00
10E--- ---- 6600 -- -----	*TRANSFERS	$ 945,000.00	$ 800,000.00
10E000 1912 6700 00 000000	TUITION	$ 550,000.00	$ 1,100,000.00
10E000 4100 6700 00 000000	TUITION	$ 5,000.00	
10E000 4220 6700 00 000000	TUITION	$ 1,900,000.00	$ 2,000,000.00
10E000 4220 6700 00 462000	TUITION	$ 197,000.00	$ 160,000.00
10E--- ---- 6700 -- -----	TUITION	$ 2,652,000.00	$ 3,260,000.00
10E--- ---- 6--- -- -----	*TRANSFERS		
10E--- ---- 6--- -- -----	*OTHER OBJECTS	$ 3,776,585.00	$ 4,242,135.00
10E000 2660 7000 00 000000	NON-CAPITAL EQUIPMENT	$ -	$ 45,000.00
10E--- ---- 7000 -- -----	*NON-CAPITAL EQUIPMENT	$ -	$ 45,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
10---- ---- ---- -- -----	*EDUCATIONAL FUND	$ 29,504,460.00	$ 30,735,732.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
20E000 2540 1100 00 000000	ADMINISTRATION	$ 120,485.00	$ 122,215.00
20E--- ---- 1100 -- -----	*ADMINISTRATION	$ 120,485.00	$ 122,215.00
20E000 2540 1810 00 000000	CUSTODIANS	$ 26,500.00	$ 28,000.00
20E001 2540 1810 00 000000	CUSTODIANS	$ 106,500.00	$ 110,400.00
20E002 2540 1810 00 000000	CUSTODIANS	$ 145,000.00	$ 150,900.00
20E003 2540 1810 00 000000	CUSTODIANS	$ 140,000.00	$ 151,000.00
20E004 2540 1810 00 000000	CUSTODIANS	$ 8,800.00	$ 9,200.00
20E006 2540 1810 00 000000	CUSTODIANS	$ 107,000.00	$ 111,500.00
20E--- ---- 1810 -- -----	*CUSTODIANS	$ 533,800.00	$ 561,000.00
20E000 2540 1811 00 000000	CUSTODIAL OVERTIME		
20E001 2540 1811 00 000000	CUSTODIAL OVERTIME	$ 2,000.00	$ 2,000.00
20E002 2540 1811 00 000000	CUSTODIAL OVERTIME	$ 3,000.00	$ 3,000.00
20E003 2540 1811 00 000000	CUSTODIAL OVERTIME	$ 6,000.00	$ 6,000.00
20E006 2540 1811 00 000000	CUSTODIAL OVERTIME	$ 2,000.00	$ 2,000.00
20E--- ---- 1811 -- -----	*CUSTODIAL OVERTIME	$ 13,000.00	$ 13,000.00
20E000 2540 1812 00 000000	SUBSTITUTE CUSTODIAN	$ 2,000.00	$ 2,000.00
20E001 2540 1812 00 000000	SUBSTITUTE CUSTODIAN	$ 1,500.00	$ 1,500.00
20E002 2540 1812 00 000000	SUBSTITUTE CUSTODIAN	$ 1,500.00	$ 1,500.00
20E003 2540 1812 00 000000	SUBSTITUTE CUSTODIAN	$ 1,500.00	$ 1,500.00
20E006 2540 1812 00 000000	SUBSTITUTE CUSTODIAN	$ 1,500.00	$ 1,500.00
20E--- ---- 1812 -- -----	*SUBSTITUTE CUSTODIAN	$ 8,000.00	$ 8,000.00
20E000 2540 1820 00 000000	MAINTENANCE	$ 103,000.00	$ 109,200.00
20E--- ---- 1820 -- -----	*MAINTENANCE	$ 103,000.00	$ 109,200.00
20E000 2540 1821 00 000000	MAINTENANCE OVERTIME	$ 3,000.00	$ 3,000.00
20E--- ---- 1821 -- -----	*MAINTENANCE OVERTIME	$ 3,000.00	$ 3,000.00
20E000 2540 1830 00 000000	O&M SUMMER WORKERS	**$ 15,000.00**	**$ 20,000.00**
20E--- ---- 1830 -- -----	*O&M SUMMER WORKERS	$ 15,000.00	$ 20,000.00
20E--- ---- 1--- -- -----	*SALARIES	$ 796,285.00	$ 836,415.00
20E000 2540 2170 00 000000	IMRF	$ 5,188.00	$ 5,500.00
20E--- ---- 210 -- -----	IMRF	$ 5,188.00	$ 5,500.00
20E000 2540 2210 00 000000	HEALTH INS-PPO	$ 54,000.00	$ 55,600.00
20E001 2540 2210 00 000000	HEALTH INS-PPO	$ 14,000.00	$ 14,400.00
20E002 2540 2210 00 000000	HEALTH INS-PPO	$ 36,000.00	$ 36,000.00
20E003 2540 2210 00 000000	HEALTH INS-PPO		
20E006 2540 2210 00 000000	HEALTH INS-PPO	$ 29,000.00	$ 29,500.00
20E--- ---- 2210 -- -----	*HEALTH INS-PPO	$ 133,000.00	$ 135,500.00
20E000 2540 2220 00 000000	HEALTH INS HMO	$ 8,500.00	$ 9,100.00
20E001 2540 2220 00 000000	HEALTH INS HMO		
20E002 2540 2220 00 000000	HEALTH INS HMO		
20E003 2540 2220 00 000000	HEALTH INS HMO	$ 25,000.00	$ 27,000.00
20E006 2540 2220 00 000000	HEALTH INS HMO	$ 8,244.00	$ 9,100.00
20E--- ---- 2220 -- -----	*HEALTH INS HMO	$ 41,744.00	$ 45,200.00
20E000 2540 2215 00 000000	HEALTH INS-PPO 2500		
20E001 2540 2215 00 000000	HEALTH INS-PPO 2500	$ 30,000.00	$ 30,000.00
20E003 2540 2215 00 000000	HEALTH INS-PPO 2500	$ 14,000.00	$ 14,400.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
20E--- ---- 2215 -- -----	HEALTH INS-PPO 2500	$ 44,000.00	$ 44,400.00
20E000 2540 2230 00 000000	HEALTH INS DEDUCTIBLE	$ 650.00	$ 650.00
20E--- ---- 2230 -- -----	*HEALTH INS DEDUCTIBLE	$ 650.00	$ 650.00
20E000 2540 2300 00 000000	LIFE INS	$ 425.00	$ 425.00
20E001 2540 2300 00 000000	LIFE INS	$ 150.00	$ 150.00
20E002 2540 2300 00 000000	LIFE INS	$ 150.00	$ 150.00
20E003 2540 2300 00 000000	LIFE INS	$ 175.00	$ 175.00
20E006 2540 2300 00 000000	LIFE INS	$ 150.00	$ 150.00
20E--- ---- 2300 -- -----	*LIFE INS	$ 1,050.00	$ 1,050.00
20E000 2540 2310 00 000000	LONG TERM DISABILITY INS	$ 200.00	$ 200.00
20E--- ---- 2310 -- -----	*LONG TERM DISABILITY INS	$ 200.00	$ 200.00
20E000 2540 2400 00 000000	DENTAL INSURANCE	$ 3,600.00	$ 3,600.00
20E001 2540 2400 00 000000	DENTAL INSURANCE	$ 1,400.00	$ 1,500.00
20E002 2540 2400 00 000000	DENTAL INSURANCE	$ 1,100.00	$ 1,100.00
20E003 2540 2400 00 000000	DENTAL INSURANCE	$ 2,000.00	$ 2,100.00
20E006 2540 2400 00 000000	DENTAL INSURANCE	$ 1,700.00	$ 1,800.00
20E--- ---- 2400 -- -----	*DENTAL INSURANCE	$ 9,800.00	$ 10,100.00
20E--- ---- 2--- -- -----	*EMPLOYEE BENEFITS	$ 235,632.00	$ 242,600.00
20E000 2540 3110 00 000000	TECHNOLOGY SERVICE	$ 2,500.00	$ 2,500.00
20E--- ---- 3110 -- -----	*TECHNOLOGY SERVICE	$ 2,500.00	$ 2,500.00
20E000 2540 3120 00 000000	CONTRACT SERVICE	$ 80,000.00	$ 80,000.00
20E001 2540 3120 00 000000	CONTRACT SERVICE	$ 35,000.00	$ 35,000.00
20E002 2540 3120 00 000000	CONTRACT SERVICE	$ 35,000.00	$ 35,000.00
20E003 2540 3120 00 000000	CONTRACT SERVICE	$ 50,000.00	$ 50,000.00
20E004 2540 3120 00 000000	CONTRACT SERVICE	$ 2,500.00	$ 2,500.00
20E006 2540 3120 00 000000	CONTRACT SERVICE	$ 40,000.00	$ 40,000.00
20E--- ---- 3120 -- -----	*CONTRACT SERVICE	$ 242,500.00	$ 242,500.00
20E000 2540 3210 00 000000	EQUIPMENT REPAIR	$ 24,000.00	$ 24,000.00
20E--- ---- 3210 -- -----	*EQUIPMENT REPAIR	$ 24,000.00	$ 24,000.00
20E000 2540 3220 00 000000	HVAC MAINT REPAIR	$ 65,000.00	$ 65,000.00
20E004 2540 3220 00 000000	HVAC MAINT REPAIR		
20E--- ---- 3220 -- -----	*HVAC MAINT REPAIR	$ 65,000.00	$ 65,000.00
20E000 2540 3250 00 000000	LEASES	$ -	$ -
20E--- ---- 3250 -- -----	LEASES	$ -	$ -
20E000 2540 3310 00 000000	PROFESSIONAL GROWTH	$ 2,000.00	$ 3,000.00
20E--- ---- 3310 -- -----	*PROFESSIONAL GROWTH	$ 2,000.00	$ 3,000.00
20E000 2540 3320 00 000000	MILEAGE REIMBURSEMENT	$ 2,200.00	$ 3,000.00
20E--- ---- 3320 -- -----	*MILEAGE REIMBURSEMENT	$ 2,200.00	$ 3,000.00
20E000 2540 3440 00 000000	BLDG & EQUIP APPRAISAL	$ 500.00	$ 500.00
20E--- ---- 3440 -- -----	*BLDG & EQUIP APPRAISAL	$ 500.00	$ 500.00
20E000 2540 3500 00 000000	TELEPHONE	$ 48,000.00	$ 25,000.00
20E003 2540 3500 00 000000	TELEPHONE	$ 1,000.00	$ 1,000.00
20E--- ---- 3500 -- -----	*TELEPHONE	$ 49,000.00	$ 26,000.00
20E000 2540 3600 00 000000	WATER & SEWER	$ 1,200.00	$ 1,500.00
20E001 2540 3600 00 000000	WATER & SEWER	$ 6,000.00	$ 6,300.00
20E002 2540 3600 00 000000	WATER & SEWER	$ 5,000.00	$ 5,400.00
20E003 2540 3600 00 000000	WATER & SEWER	$ 5,000.00	$ 5,400.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
20E004 2540 3600 00 000000	WATER & SEWER	$ 1,500.00	$ 1,600.00
20E006 2540 3600 00 000000	WATER & SEWER	$ 8,000.00	$ 8,300.00
20E--- ---- 3600 -- -----	*WATER & SEWER	$ 26,700.00	$ 28,500.00
20E000 2540 3610 00 000000	DISPOSAL SERVICES		
20E001 2540 3610 00 000000	DISPOSAL SERVICES	$ 15,000.00	$ 12,000.00
20E002 2540 3610 00 000000	DISPOSAL SERVICES	$ 20,000.00	$ 21,000.00
20E003 2540 3610 00 000000	DISPOSAL SERVICES	$ 20,000.00	$ 21,000.00
20E004 2540 3610 00 000000	DISPOSAL SERVICES	$ 2,500.00	$ 2,500.00
20E006 2540 3610 00 000000	DISPOSAL SERVICES	$ 8,000.00	$ 10,000.00
20E--- ---- 3610 -- -----	*DISPOSAL SERVICES	$ 65,500.00	$ 66,500.00
20E000 2540 3621 00 000000	LAWN SERVICE	$ 38,000.00	$ 40,000.00
20E004 2540 3621 00 000000	LAWN SERVICE	$ 5,000.00	$ 2,500.00
20E--- ---- 3621 -- -----	*LAWN SERVICE	$ 43,000.00	$ 42,500.00
20E000 2540 3630 00 000000	LEASE EQUIPMENT		
20E--- ---- 3630 -- -----	*LEASE EQUIPMENT	$ -	$ -
20E000 2530 3640 00 000000	ARCHITECTS & ENG SERVICES	$ 10,000.00	$ 10,000.00
20E--- ---- 3640 -- -----	*ARCHITECTS & ENG SERVICE	$ 10,000.00	$ 10,000.00
20E000 2540 3650 00 000000	SNOW PLOWING	$ 50,000.00	$ 50,000.00
20E004 2540 3650 00 000000	SNOW PLOWING	$ 25,000.00	$ 25,000.00
20E--- ---- 3650 -- -----	*SNOW PLOWING	$ 75,000.00	$ 75,000.00
20E--- ---- 3--- -- -----	*PURCHASED SERVICE	$ 607,900.00	$ 589,000.00
20E000 2540 4100 00 000000	GENERAL SUPPLIES	$ 35,000.00	$ 36,000.00
20E000 2540 4100 00 499802	GENERAL SUPPLIES		
20E001 2540 4100 00 000000	GENERAL SUPPLIES	$ 30,000.00	$ 31,000.00
20E002 2540 4100 00 000000	GENERAL SUPPLIES	$ 30,000.00	$ 31,000.00
20E003 2540 4100 00 000000	GENERAL SUPPLIES	$ 24,000.00	$ 25,000.00
20E003 2540 4100 00 910007	GENERAL SUPPLIES	$ 2,000.00	$ 2,000.00
20E004 2540 4100 00 000000	GENERAL SUPPLIES	$ 4,000.00	$ 4,000.00
20E006 2540 4100 00 000000	GENERAL SUPPLIES	$ 25,000.00	$ 26,000.00
20E--- ---- 4100 -- -----	*GENERAL SUPPLIES	$ 150,000.00	$ 155,000.00
20E000 2540 4660 00 000000	HEATING	$ 3,000.00	$ 5,000.00
20E001 2540 4660 00 000000	HEATING	$ 31,000.00	$ 31,000.00
20E002 2540 4660 00 000000	HEATING	$ 35,000.00	$ 35,000.00
20E003 2540 4660 00 000000	HEATING	$ 43,000.00	$ 43,000.00
20E004 2540 4660 00 000000	HEATING	$ 2,000.00	$ 2,000.00
20E006 2540 4660 00 000000	HEATING	$ 38,000.00	$ 38,000.00
20E--- ---- 4660 -- -----	*HEATING	$ 152,000.00	$ 154,000.00
20E000 2540 4670 00 000000	ELECTRICITY	$ 6,000.00	$ 6,000.00
20E001 2540 4670 00 000000	ELECTRICITY	$ 45,000.00	$ 47,000.00
20E002 2540 4670 00 000000	ELECTRICITY	$ 25,000.00	$ 26,000.00
20E003 2540 4670 00 000000	ELECTRICITY	$ 70,000.00	$ 70,000.00
20E004 2540 4670 00 000000	ELECTRICITY	$ 5,000.00	$ 5,400.00
20E006 2540 4670 00 000000	ELECTRICITY	$ 35,000.00	$ 36,000.00
20E--- ---- 4670 -- -----	*ELECTRICITY	$ 186,000.00	$ 190,400.00
20E000 2540 4680 00 000000	GASOLINE	$ 6,000.00	$ 10,000.00
20E--- ---- 4680 -- -----	*GASOLINE	$ 6,000.00	$ 10,000.00
20E000 2540 4930 00 000000	UNIFORMS	$ 1,500.00	$ 2,500.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
20E--- ---- 4930 -- -----	*UNIFORMS	$ 1,500.00	$ 2,500.00
20E--- ---- 4--- -- -----	*SUPPLIES	$ 495,500.00	$ 511,900.00
20E000 2530 5300 00 499802	CAPITALIZED EQUIPMENT		
20E000 2540 5300 00 000000	CAPITALIZED EQUIPMENT	$ 20,000.00	$ 35,000.00
20E001 2540 5300 00 000000	CAPITALIZED EQUIPMENT		
20E002 2540 5300 00 000000	CAPITALIZED EQUIPMENT		
20E003 2540 5300 00 000000	CAPITALIZED EQUIPMENT		
20E006 2540 5300 00 000000	CAPITALIZED EQUIPMENT		
20E--- ---- 5300 -- -----	*CAPITALIZED EQUIPMENT	$ 20,000.00	$ 35,000.00
20E000 2530 5305 00 91000	CONSTRUCTION		
20E--- ---- 5305 -- -----	*CONSTRUCTION	$ -	$ -
20E000 2540 5500 00 000000	VEHICLE		
20E--- ---- 5500 -- -----	*VEHICLE	$ -	$ -
20E000 2540 5900 00 000000	OTHER CAPITAL IMPROVEMENT	$ 450,000.00	$ 400,000.00
20E000 2540 5900 00 499802	OTHER CAPITAL IMPROVEMENT		
20E001 2540 5900 00 000000	OTHER CAPITAL IMPROVEMENT		
20E002 2540 5900 00 000000	OTHER CAPITAL IMPROVEMENT		
20E003 2540 5900 00 000000	OTHER CAPITAL IMPROVEMENT		
20E--- ---- 5900 -- -----	*OTHER CAPITAL IMPROVEMEN	$ 450,000.00	$ 400,000.00
20E--- ---- 5--- -- -----	*CAPITAL OUTLAY	$ 470,000.00	$ 435,000.00
20E000 2540 6400 00 000000	DUES & FEES	$ 2,000.00	$ 2,000.00
20E--- ---- 6400 -- -----	*DUES & FEES	$ 2,000.00	$ 2,000.00
20E000 2540 6410 00 000000	OTHER	$ 100,000.00	$ 100,000.00
20E--- ---- 6410 -- -----	*OTHER	$ 100,000.00	$ 100,000.00
20E--- ---- 6--- -- -----	*OTHER OBJECTS	$ 102,000.00	$ 102,000.00
20---- ---- ---- -- -----	*OPER & MAINT FUND	$ 2,707,317.00	$ 2,716,915.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
30E000 5400 3920 00 000000	BOND SERVICE FEES	$ 3,500.00	$ 3,500.00
30E--- ---- 3920 -- -----	*BOND SERVICE FEES	$ 3,500.00	$ 3,500.00
30E--- ---- 3--- -- -----	*PURCHASED SERVICE	$ 3,500.00	$ 3,500.00
30E000 5200 6100 00 000000	REDEMPTION OF PRINCIPAL	$ 2,464,000.00	$ 2,665,000.00
30E000 5370 6100 00 000000	REDEMPTION OF PRINCIPAL	$ 589,915.00	$ 830,220.00
30E--- ---- 6100 -- -----	*REDEMPTION OF PRINCIPAL	$ 3,053,915.00	$ 3,495,220.00
30E000 5220 6200 00 000000	DEBT SERVICE-INTEREST	$ 845,736.00	$ 850,000.00
30E000 8140 6200 00 000000	INTEREST	$ 4,725.00	$ 5,000.00
30E--- ---- 6200 -- -----	*DEBT SERVICE-INTEREST	$ 850,461.00	$ 855,000.00
30E--- ---- 6--- -- -----	*OTHER OBJECTS	$ 3,904,376.00	$ 4,350,220.00
30---- ---- ---- -- -----	*BOND & INTEREST FUND	$ 3,907,876.00	$ 4,353,720.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
40E000 2550 1100 00 000000	ADMINISTRATION	$ 82,294.00	$ 83,475.00
40E--- ---- 1100 -- -----	*ADMINISTRATION	$ 82,294.00	$ 83,475.00
40E000 2550 1340 00 000000	BUS SUPERVISION	$ 35,000.00	$ 36,000.00
40E--- ---- 1340 -- -----	*BUS SUPERVISION	$ 35,000.00	$ 36,000.00
40E000 2550 1400 00 000000	STAFF DEVELOPMENT	$ 2,000.00	$ 5,000.00
40E--- ---- 1400 -- -----	*STAFF DEVELOPEMTN	$ 2,000.00	$ 5,000.00
40E000 2550 1610 00 000000	SECRETARY	$ 53,000.00	$ 57,000.00
40E--- ---- 1610 -- -----	*SECRETARY	$ 53,000.00	$ 57,000.00
40E000 2550 1820 00 000000	MAINTENANCE	$ 57,220.00	$ 61,000.00
40E--- ---- 1820 -- -----	*MAINTENANCE	$ 57,220.00	$ 61,000.00
40E000 2550 1825 00 000000	REPAIR	$ -	$ -
40E--- ---- 1825 -- -----	REPAIR	$ -	$ -
40E000 2550 1910 00 000000	BUS DRIVER	$ 650,000.00	$ 750,000.00
40E--- ---- 1910 -- -----	*BUS DRIVER	$ 650,000.00	$ 750,000.00
40E000 2550 1920 00 000000	EDUCATIONAL CHARTERS	$ 10,000.00	$ 10,000.00
40E--- ---- 1920 -- -----	*EDUCATIONAL CHARTERS	$ 10,000.00	$ 10,000.00
40E000 2550 1930 00 000000	ATHLETIC CHARTERS	$ 6,000.00	$ 6,000.00
40E--- ---- 1930 -- -----	*ATHLETIC CHARTERS	$ 6,000.00	$ 6,000.00
40E000 2550 1950 00 000000	OTHER CHARTERS	$ 4,000.00	$ 2,000.00
40E--- ---- 1950 -- -----	*OTHER CHARTERS	$ 4,000.00	$ 2,000.00
40E000 2550 1960 00 499802	SUMMER SCHOOL	$ 8,000.00	$ -
40E--- ---- 1960 -- -----	*SUMMER SCHOOL	$ 8,000.00	$ -
40E000 2550 1990 00 000000	SUBSTITUTE BUS DRIVER	$ 20,000.00	$ 30,000.00
40E--- ---- 1990 -- -----	*SUBSTITUTE BUS DRIVER	$ 20,000.00	$ 30,000.00
40E--- ---- 1--- -- -----	*SALARIES	$ 927,514.00	$ 1,040,475.00
40E000 2550 2170 00 000000	IMRF	$ 3,544.00	$ 3,756.00
40E--- ---- 2170 -- -----	*IMRF	$ 3,544.00	$ 3,756.00
40E000 2550 2210 00 000000	HEALTH INS-PPO	$ 160,000.00	$ 200,000.00
40E--- ---- 2210 -- -----	*HEALTH INS-PPO	$ 160,000.00	$ 200,000.00
40E000 2550 2210 00 000000	HEALTH INS-PPO 500	$ 40,000.00	
40E--- ---- 2210 -- -----	*HEALTH INS-PPO 500	$ 40,000.00	$ -
40E000 2550 2215 00 000000	HEALTH INS-PPO 2500	$ 10,600.00	
40E--- ---- 2215 -- -----	*HEALTH INS-PPO 2500	$ 10,600.00	$ -
40E000 2550 2220 00 000000	HEALTH INS HMO	$ 11,000.00	
40E--- ---- 2220 -- -----	*HEALTH INS HMO	$ 11,000.00	$ -
40E000 2550 2230 00 000000	HEALTH INS DEDUCTIBLE	$ 2,000.00	$ 2,000.00
40E--- ---- 2230 -- -----	*HEALTH INS DEDUCTIBLE	$ 2,000.00	$ 2,000.00
40E000 2550 2300 00 000000	LIFE INS	$ 1,425.00	$ 1,500.00
40E--- ---- 2300 -- -----	*LIFE INS	$ 1,425.00	$ 1,500.00
40E000 2550 2310 00 000000	LONG TERM DISABILITY INS	$ 120.00	$ 125.00
40E--- ---- 2310 -- -----	*LONG TERM DISABILITY INS	$ 120.00	$ 125.00
40E000 2550 2400 00 000000	DENTAL INSURANCE	$ 9,000.00	$ 9,700.00
40E--- ---- 2400 -- -----	*DENTAL INSURANCE	$ 9,000.00	$ 9,700.00
40E--- ---- 2--- -- -----	*EMPLOYEE BENEFITS	$ 237,689.00	$ 217,081.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
40E000 2550 3100 00 000000	INSERVICE	$ 500.00	$ 500.00
40E--- ---- 3100 -- -----	*INSERVICE	$ 500.00	$ 500.00
40E000 2550 3110 00 000000	TECHNOLOGY SERVICE	$ 1,300.00	$ 1,300.00
40E--- ---- 3110 -- -----	TECHNOLOGY SERVICE	$ 1,300.00	$ 1,300.00
40E000 2550 3120 00 000000	CONTRACT SERVICE	$ 20,000.00	$ 10,000.00
40E--- ---- 3120 -- -----	*CONTRACT SERVICE	$ 20,000.00	$ 10,000.00
40E000 2550 3180 00 000000	TESTING SERVICES	$ 3,000.00	$ 3,000.00
40E--- ---- 3180 -- -----	*TESTING SERVICES	$ 3,000.00	$ 3,000.00
40E000 2550 3184 00 000000	TRANSPORTATION	$ 450,000.00	$ 550,000.00
40E000 4110 3184 00 000000	TRANSPORTATION	$ 100,000.00	$ 75,000.00
40E--- ---- 3184 -- -----	*TRANSPORTATION	$ 550,000.00	$ 625,000.00
40E000 2550 3191 00 000000	PHYSICALS	$ 5,000.00	$ 5,000.00
40E--- ---- 3191 -- -----	*PHYSICALS	$ 5,000.00	$ 5,000.00
40E000 2550 3210 00 000000	EQUIPMENT REPAIR	$ 75,000.00	$ 30,000.00
40E--- ---- 3210 -- -----	*EQUIPMENT REPAIR	$ 75,000.00	$ 30,000.00
40E000 2550 3310 00 000000	PROFESSIONAL GROWTH	$ 300.00	$ 300.00
40E--- ---- 3310 -- -----	*PROFESSIONAL GROWTH	$ 300.00	$ 300.00
40E000 2550 3320 00 000000	MILEAGE REIMBURSEMENT	$ 100.00	$ 100.00
40E--- ---- 3320 -- -----	*MILEAGE REIMBURSEMENT	$ 100.00	$ 100.00
40E000 2550 3500 00 000000	TELEPHONE	$ 300.00	$ 300.00
40E--- ---- 3500 -- -----	*TELEPHONE	$ 300.00	$ 300.00
40E000 2550 3510 00 000000	POSTAGE	$ 200.00	$ 200.00
40E--- ---- 3510 -- -----	*POSTAGE	$ 200.00	$ 200.00
40E000 2550 3630 00 000000	LEASE EQUIPMENT	$ 447,000.00	$ 610,000.00
40E--- ---- 3630 -- -----	*LEASE EQUIPMENT	$ 447,000.00	$ 610,000.00
40E--- ---- 3--- -- -----	*PURCHASED SERVICE	$ 1,102,700.00	$ 1,285,700.00
40E000 2550 4100 00 000000	GENERAL SUPPLIES	$ 12,000.00	$ 12,000.00
40E--- ---- 4100 -- -----	*GENERAL SUPPLIES	$ 12,000.00	$ 12,000.00
40E000 2550 4680 00 000000	GASOLINE	$ 200,000.00	$ 150,000.00
40E000 4110 4680 00 000000	GASOLINE		
40E--- ---- 4680 -- -----	*GASOLINE	$ 200,000.00	$ 150,000.00
40E000 2550 4900 00 000000	OTHER SUPPLIES		
40E--- ---- 4900 -- -----	*OTHER SUPPLIES		
40E--- ---- 4--- -- -----	*SUPPLIES	$ 212,000.00	$ 162,000.00
40E000 2550 5300 00 000000	EQUIPMENT	$ 5,000.00	$ 5,000.00
40E--- ---- 5300 -- -----	*EQUIPMENT	$ 5,000.00	$ 5,000.00
40E000 2550 5500 00 499804	VEHICLE		
40E--- ---- 5500 -- -----	*VEHICLE	$ -	$ -
40E000 2550 5900 00 000000	OTHER CAPITAL IMPROVEMENT		
40E--- ---- 5900 -- -----	*OTHER CAPITAL IMPROVEMEN		
40E--- ---- 5--- -- -----	*CAPITAL OUTLAY	$ 5,000.00	$ 5,000.00
40E000 2550 6400 00 000000	DUES & FEES	$ 250.00	$ 250.00
40E--- ---- 6400 -- -----	*DUES & FEES	$ 250.00	$ 250.00
40E000 2550 6410 00 000000	OTHER		

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
40E--- ---- 6410 -- -----	*OTHER		
40E--- ---- 6--- -- -----	*OTHER OBJECTS	$ 250.00	$ 250.00
40E000 2550 7000 00 000000	NON-CAPITALIZED EQUIPMENT		
40E--- ---- 7000 -- -----	NON-CAPITALIZED EQUIPMENT	$ -	$ -
40E--- ---- 7--- -- -----	NON-CAPITALIZED EQUIPMENT	$ -	$ -
40---- ---- ---- -- -----	*TRANSPORTATION FUND	$ 2,485,153.00	$ 2,710,506.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
50E000 1100 2170 00 499802	IMRF		
50E001 1100 2170 00 000000	IMRF		
50E001 1100 2170 00 430000	IMRF	$ 2,205.00	$ 2,200.00
50E002 1100 2170 00 000000	IMRF		
50E003 1100 2170 00 000000	IMRF		
50E006 1100 2170 00 000000	IMRF		
50E001 1125 2170 00 370500	IMRF	$ 6,405.00	$ 4,830.00
50E001 1200 2170 00 000000	IMRF	$ 11,130.00	$ 16,590.00
50E001 1200 2170 00 462000	IMRF	$ 4,410.00	$ 4,830.00
50E002 1200 2170 00 000000	IMRF	$ 11,130.00	$ 11,655.00
50E002 1200 2170 00 462000	IMRF	$ 4,620.00	$ 4,673.00
50E003 1200 2170 00 000000	IMRF	$ 6,825.00	$ 7,140.00
50E003 1200 2170 00 462000	IMRF	$ 4,725.00	$ 4,767.00
50E006 1200 2170 00 000000	IMRF	$ 7,350.00	$ 9,765.00
50E006 1200 2170 00 462000	IMRF	$ 4,725.00	$ 5,198.00
50E001 1225 2170 00 000000	IMRF	$ 2,205.00	$ 4,725.00
50E001 1225 2170 00 460000	IMRF	$ 2,205.00	$ 2,363.00
50E006 1250 2170 00 000000	IMRF		
50E003 1500 2170 00 000000	IMRF		
50E006 1800 2170 00 000000	IMRF		
50E002 2130 2170 00 000000	IMRF	$ 4,725.00	$ 5,135.00
50E003 2130 2170 00 000000	IMRF	$ 4,725.00	$ 5,355.00
50E006 2130 2170 00 000000	IMRF	$ 4,095.00	$ 4,724.00
50E000 2210 2170 00 000000	IMRF	$ 5,775.00	$ 6,510.00
50E003 2220 2170 00 000000	IMRF		
50E006 2220 2170 00 000000	IMRF		
50E000 2230 2170 00 000000	IMRF	$ 315.00	$ 315.00
50E000 2310 2170 00 000000	IMRF	$ 835.00	$ 850.00
50E000 2320 2170 00 000000	IMRF	$ 11,550.00	$ 11,550.00
50E000 2330 2170 00 000000	IMRF	$ 13,650.00	$ 13,860.00
50E001 2410 2170 00 000000	IMRF	$ 6,815.00	$ 7,200.00
50E002 2410 2170 00 000000	IMRF	$ 7,833.00	$ 8,200.00
50E003 2410 2170 00 000000	IMRF	$ 6,374.00	$ 6,400.00
50E006 2410 2170 00 000000	IMRF	$ 6,563.00	$ 7,100.00
50E000 2520 2170 00 000000	IMRF	$ 14,490.00	$ 14,175.00
50E000 2540 2170 00 000000	IMRF	$ 31,564.00	$ 32,500.00
50E001 2540 2170 00 000000	IMRF	$ 11,393.00	$ 11,500.00
50E002 2540 2170 00 000000	IMRF	$ 15,540.00	$ 16,000.00
50E003 2540 2170 00 000000	IMRF	$ 15,330.00	$ 15,900.00
50E006 2540 2170 00 000000	IMRF	$ 12,369.00	$ 12,800.00
50E000 2550 2170 00 000000	IMRF	$ 95,289.00	$ 110,000.00
50E000 2660 2170 00 000000	IMRF	$ 37,000.00	$ 20,000.00
50E--- ---- 2170 -- -----	*IMRF	$ 374,165.00	$ 388,810.00
50E000 1100 2180 00 000000	MEDICARE	$ 3,625.00	
50E000 1100 2180 00 499802	MEDICARE	$ 1,668.00	$ 435.00
50E000 1100 2180 00 493200	MEDICARE	$ 450.00	
50E000 1100 2180 20 000000	MEDICARE	$ 525.00	$ 508.00

ACCOUNT NUMBER	OBJECT		2023-24 Final Budget		2024-25 Tentative Budget
50E001 1100 2180 00 000000	MEDICARE	$	26,975.00	$	27,106.00
50E001 1100 2180 00 430000	MEDICARE	$	1,040.00	$	1,000.00
50E002 1100 2180 00 000000	MEDICARE	$	27,377.00	$	28,264.00
50E003 1100 2180 00 000000	MEDICARE	$	40,057.00	$	38,486.00
50E006 1100 2180 00 000000	MEDICARE	$	27,498.00	$	28,244.00
50E001 1100 2180 00 499802	MEDICARE	$	2,409.00		
50E002 1100 2180 00 499802	MEDICARE	$	890.00		
50E003 1100 2180 00 499802	MEDICARE	$	775.00		
50E006 1100 2180 00 499802	MEDICARE	$	1,601.00		
50E001 1125 2180 00 370500	MEDICARE	$	2,934.00	$	3,017.00
50E001 1200 2180 00 000000	MEDICARE	$	5,921.00	$	4,409.00
50E001 1200 2180 00 462000	MEDICARE	$	609.00	$	921.00
50E002 1200 2180 00 000000	MEDICARE	$	6,393.00	$	3,850.00
50E002 1200 2180 00 462000	MEDICARE	$	638.00	$	772.00
50E003 1200 2180 00 000000	MEDICARE	$	6,069.00	$	5,118.00
50E003 1200 2180 00 462000	MEDICARE	$	653.00	$	921.00
50E006 1200 2180 00 000000	MEDICARE	$	4,492.00	$	4,668.00
50E006 1200 2180 00 462000	MEDICARE	$	653.00	$	667.00
50E001 1225 2180 00 000000	MEDICARE	$	1,033.00	$	666.00
50E001 1225 2180 00 460000	MEDICARE	$	305.00	$	325.00
50E001 1250 2180 00 430000	MEDICARE	$	1,216.00	$	2,291.00
50E002 1250 2180 00 000000	MEDICARE	$	1,133.00	$	1,610.00
50E002 1250 2180 00 430000	MEDICARE	$	1,287.00	$	1,300.00
50E006 1250 2180 00 000000	MEDICARE	$	725.00	$	2,000.00
50E002 1500 2180 00 000000	MEDICARE				
50E003 1500 2180 00 000000	MEDICARE	$	1,117.00	$	1,300.00
50E002 1650 2180 00 000000	MEDICARE	$	1,479.00	$	1,553.00
50E003 1650 2180 00 000000	MEDICARE	$	2,011.00	$	2,105.00
50E006 1650 2180 00 000000	MEDICARE	$	2,409.00	$	2,554.00
50E000 1800 2180 00 000000	MEDICARE			$	2,012.00
50E000 1800 2180 00 490900	MEDICARE			$	4,079.00
50E001 1800 2180 00 000000	MEDICARE	$	2,685.00	$	1,592.00
50E002 1800 2180 00 000000	MEDICARE	$	1,698.00	$	4,079.00
50E003 1800 2180 00 000000	MEDICARE	$	660.00	$	1,592.00
50E006 1800 2180 00 000000	MEDICARE	$	5,797.00	$	5,478.00
50E001 2110 2180 00 000000	MEDICARE	$	1,880.00	$	1,856.00
50E002 2110 2180 00 000000	MEDICARE	$	1,416.00	$	2,315.00
50E003 2110 2180 00 000000	MEDICARE	$	2,140.00	$	3,195.00
50E003 2110 2180 00 499802	MEDICARE	$	887.00	$	-
50E006 2110 2180 00 000000	MEDICARE	$	939.00	$	1,894.00
50E000 2130 2180 00 000000	MEDICARE	$	999.00	$	1,000.00
50E001 2130 2180 00 000000	MEDICARE	$	742.00	$	1,700.00
50E002 2130 2180 00 000000	MEDICARE	$	1,630.00	$	709.00
50E003 2130 2180 00 000000	MEDICARE	$	653.00	$	750.00
50E006 2130 2180 00 000000	MEDICARE	$	566.00	$	700.00
50E001 2140 2180 00 000000	MEDICARE	$	912.00	$	870.00
50E002 2140 2180 00 000000	MEDICARE	$	976.00	$	872.00
50E003 2140 2180 00 000000	MEDICARE	$	1,168.00	$	1,239.00
50E006 2140 2180 00 000000	MEDICARE	$	972.00	$	943.00
50E001 2140 2180 00 499802	MEDICARE				

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
50E001 2150 2180 00 000000	MEDICARE	$ 6,017.00	$ 4,910.00
50E002 2150 2180 00 000000	MEDICARE	$ 772.00	$ 819.00
50E003 2150 2180 00 000000	MEDICARE		
50E006 2150 2180 00 000000	MEDICARE	$ 1,147.00	$ 2,086.00
50E000 2210 2180 00 000000	MEDICARE	$ 4,413.00	$ 7,200.00
50E000 2210 2180 00 430000	MEDICARE		
50E000 2210 2180 00 499802	MEDICARE	$ 820.00	
50E001 2210 2180 00 000000	MEDICARE	$ 22.00	$ -
50E002 2210 2180 00 000000	MEDICARE	$ 29.00	$ -
50E002 2210 2180 00 430000	MEDICARE	$ 100.00	$ -
50E003 2210 2180 00 000000	MEDICARE	$ 22.00	$ -
50E006 2210 2180 00 000000	MEDICARE	$ 22.00	$ -
50E001 2220 2180 00 000000	MEDICARE	$ 953.00	$ 1,387.00
50E002 2220 2180 00 000000	MEDICARE	$ 1,410.00	$ 870.00
50E003 2220 2180 00 000000	MEDICARE	$ 955.00	$ 1,032.00
50E006 2220 2180 00 000000	MEDICARE	$ 1,076.00	$ 1,188.00
50E000 2230 2180 00 000000	MEDICARE	$ 1,712.00	$ 1,691.00
50E000 2310 2180 00 000000	MEDICARE	$ 105.00	$ 100.00
50E000 2320 2180 00 000000	MEDICARE	$ 4,495.00	$ 4,674.00
50E000 2330 2180 00 000000	MEDICARE	$ 3,480.00	$ 4,052.00
50E001 2410 2180 00 000000	MEDICARE	$ 4,646.00	$ 4,000.00
50E002 2410 2180 00 000000	MEDICARE	$ 4,611.00	$ 4,000.00
50E003 2410 2180 00 000000	MEDICARE	$ 3,886.00	$ 4,100.00
50E006 2410 2180 00 000000	MEDICARE	$ 4,551.00	$ 4,963.00
50E000 2520 2180 00 000000	MEDICARE	$ 4,090.00	$ 2,146.00
50E000 2540 2180 00 000000	MEDICARE	$ 3,945.00	$ 4,000.00
50E001 2540 2180 00 000000	MEDICARE	$ 1,595.00	$ 1,625.00
50E002 2540 2180 00 000000	MEDICARE	$ 2,169.00	$ 2,230.00
50E003 2540 2180 00 000000	MEDICARE	$ 2,139.00	$ 2,240.00
50E006 2540 2180 00 000000	MEDICARE	$ 1,731.00	$ 1,825.00
50E000 2550 2180 00 000000	MEDICARE	$ 12,000.00	$ 13,250.00
50E000 2660 2180 00 000000	MEDICARE	$ 4,164.00	$ 1,955.00
50E001 2660 2180 00 000000	MEDICARE	$ 1,121.00	$ 1,188.00
50E002 2660 2180 00 000000	MEDICARE	$ 735.00	$ 887.00
50E003 2660 2180 00 000000	MEDICARE	$ 2,011.00	$ 2,118.00
50E006 2660 2180 00 000000	MEDICARE	$ 827.00	$ 877.00
50E--- ---- 2180 -- -----	*MEDICARE	$ 284,458.00	$ 282,378.00
50E000 1100 2190 00 499802	FICA		
50E000 1100 2190 20 000000	FICA		
50E001 1100 2190 00 000000	FICA	$ 2,790.00	$ 5,900.00
50E001 1100 2190 00 430000	FICA	$ 1,302.00	
50E002 1100 2190 00 000000	FICA	$ 3,410.00	$ 6,500.00
50E003 1100 2190 00 000000	FICA	$ 4,960.00	$ 8,900.00
50E006 1100 2190 00 000000	FICA	$ 3,100.00	$ 6,700.00
50E001 1125 2190 00 370500	FICA	$ 2,480.00	$ 2,852.00
50E001 1200 2190 00 000000	FICA	$ 7,874.00	$ 9,796.00
50E001 1200 2190 00 462000	FICA	$ 2,604.00	$ 2,852.00
50E002 1200 2190 00 000000	FICA	$ 6,572.00	$ 6,882.00
50E002 1200 2190 00 462000	FICA	$ 2,728.00	$ 2,759.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
50E003 1200 2190 00 000000	FICA	$ 4,030.00	$ 4,216.00
50E003 1200 2190 00 462000	FICA	$ 2,790.00	$ 2,815.00
50E006 1200 2190 00 000000	FICA	$ 4,340.00	$ 5,766.00
50E006 1200 2190 00 462000	FICA	$ 2,790.00	$ 3,069.00
50E001 1225 2190 00 000000	FICA	$ 1,302.00	$ 2,790.00
50E001 1225 2190 00 460000	FICA	$ 1,302.00	$ 1,395.00
50E006 1250 2190 00 000000	FICA	$ 500.00	
50E003 1500 2190 00 000000	FICA		
50E000 1800 2190 00 490900	FICA		
50E006 1800 2190 00 000000	FICA		
50E001 2130 2190 00 000000	FICA		$ 3,032.00
50E002 2130 2190 00 000000	FICA	$ 2,790.00	$ 3,162.00
50E003 2130 2190 00 000000	FICA	$ 2,790.00	$ 2,790.00
50E006 2130 2190 00 000000	FICA	$ 2,418.00	$ 2,790.00
50E000 2210 2190 00 000000	FICA	$ 3,410.00	$ 3,844.00
50E001 2210 2190 00 000000	FICA		
50E002 2210 2190 00 000000	FICA		
50E003 2210 2190 00 000000	FICA		
50E006 2210 2190 00 000000	FICA		
50E001 2220 2190 00 000000	FICA	$ 434.00	$ 450.00
50E002 2220 2190 00 000000	FICA	$ 434.00	$ 450.00
50E003 2220 2190 00 000000	FICA	$ 434.00	$ 450.00
50E006 2220 2190 00 000000	FICA	$ 434.00	$ 450.00
50E000 2230 2190 00 000000	FICA	$ 500.00	$ 500.00
50E000 2310 2190 00 000000	FICA	$ 496.00	$ 500.00
50E000 2320 2190 00 000000	FICA	$ 6,820.00	$ 6,820.00
50E000 2330 2190 00 000000	FICA	$ 8,060.00	$ 8,184.00
50E001 2410 2190 00 000000	FICA	$ 4,024.00	$ 2,790.00
50E002 2410 2190 00 000000	FICA	$ 4,625.00	$ 2,914.00
50E003 2410 2190 00 000000	FICA	$ 3,763.00	$ 2,170.00
50E006 2410 2190 00 000000	FICA	$ 3,875.00	$ 2,542.00
50E000 2520 2190 00 000000	FICA	$ 8,556.00	$ 9,900.00
50E000 2540 2190 00 000000	FICA	$ 16,739.00	$ 17,700.00
50E001 2540 2190 00 000000	FICA	$ 6,820.00	$ 7,300.00
50E002 2540 2190 00 000000	FICA	$ 9,269.00	$ 9,800.00
50E003 2540 2190 00 000000	FICA	$ 9,145.00	$ 9,700.00
50E006 2540 2190 00 000000	FICA	$ 6,851.00	$ 7,500.00
50E000 2550 2190 00 000000	FICA	$ 57,506.00	$ 62,000.00
50E000 2660 2190 00 000000	FICA	$ 18,400.00	$ 19,000.00
50E000 3000 2190 00 490900	FICA		
50E--- ---- 2190 -- -----	*FICA	$ 233,467.00	$ 259,930.00
50E--- ---- 2--- -- -----	*EMPLOYEE BENEFITS	$ 892,090.00	$ 931,118.00
50E000 4120 6410 00 000000	OTHER	$ -	$ -
50E--- ---- 6410 -- -----	*OTHER		
50E--- ---- 6--- -- -----	*OTHER OBJECTS	$ -	$ -
50---- ---- ---- -- -----	*RETIREMENT FUND	$ 892,090.00	$ 931,118.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
60E000 2530 3120 00 000000	CONTRACT SERVICE		
60E--- ---- 3120 -- -----	CONTRACT SERVICE		
60E000 2530 3420 00 000000	LEGAL SERVICE		
60E--- ---- 3420 -- -----	LEGAL SERVICE		
60E000 2530 3640 00 000000	ARCHITECTS & ENG SERVICES		
60E002 2530 3640 00 000000	ARCHITECTS & ENG SERVICES		
60E007 2530 3640 00 000000	ARCHITECTS & ENG SERVICES		
60E008 2530 3640 00 000000	ARCHITECTS & ENG SERVICES		
60E--- ---- 3640 -- -----	ARCHITECTS & ENG SERVICES		
60E000 2530 3810 00 000000	LIABILITY INSURANCE		
60E--- ---- 3810 -- -----	LIABILITY INSURANCE		
60E000 2530 3920 00 000000	BOND SERVICE FEES		
60E--- ---- 3920 -- -----	BOND SERVICE FEES		
60E--- ---- 3--- -- -----	PURCHASED SERVICE		
60E000 2530 4100 00 000000	GENERAL SUPPLIES		
60E002 2530 4100 00 000000	GENERAL SUPPLIES		
60E007 2530 4100 00 000000	GENERAL SUPPLIES		
60E--- ---- 4100 -- -----	GENERAL SUPPLIES		
60E--- ---- 4--- -- -----	SUPPLIES		
60E000 2530 5300 00 000000	CAPITALIZED EQUIPMENT		
60E002 2530 5300 00 000000	CAPITALIZED EQUIPMENT		
60E007 2530 5300 00 000000	CAPITALIZED EQUIPMENT		
60E--- ---- 5300 -- -----	CAPITALIZED EQUIPMENT		
60E000 2530 5305 00 000000	CONSTRUCTION		
60E001 2530 5305 00 000000	CONSTRUCTION		
60E002 2530 5305 00 000000	CONSTRUCTION		
60E006 2530 5305 00 000000	CONSTRUCTION		
60E007 2530 5305 00 000000	CONSTRUCTION		
60E008 2530 5305 00 000000	**CONSTRUCTION**		
60E--- ---- 5305 -- -----	CONSTRUCTION		
60E000 2530 5400 00 000000	CONSTRUCTION MANAGEMENT		
60E002 2530 5400 00 000000	CONSTRUCTION MANAGEMENT		
60E007 2530 5400 00 000000	CONSTRUCTION MANAGEMENT		
60E--- ---- 5400 -- -----	CONSTRUCTION MANAGEMENT	$ -	$ -
60E000 2530 5405 00 000000	SITE IMPROVEMENTS	$ 500,000.00	$ 5,400,000.00
60E002 2530 5405 00 000000	SITE IMPROVEMENTS		
60E007 2530 5405 00 000000	SITE IMPROVEMENTS		
60E--- ---- 5405 -- -----	SITE IMPROVEMENTS	$ 500,000.00	$ 5,400,000.00
60E--- ---- 5--- -- -----	CAPITAL OUTLAY	$ 500,000.00	$ 5,400,000.00
60E000 2530 6400 00 000000	DUES & FEES		
60E000 4120 6605 00 000000	TRANSFER OF FLOW THRU FUNDS		
60E--- ---- 6605 -- -----	TRANSFER OF FLOW THRU FUNDS	$ -	$ -
60E--- ---- 6--- -- -----	*OTHER OBJECTS	$ -	$ -

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
60---- ---- ---- -- -----	CAPITAL PROJECTS	$ 500,000.00	$ 5,400,000.00

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
70E000 8990 3910 00 000000	BOND ISSUANCE COSTS		
70E--- ---- 3910 -- -----	*BOND ISSUANCE COSTS		
70E--- ---- 3--- -- -----	*PURCHASED SERVICE		
70E000 8120 6200 00 000000	PERM TRANS - INTEREST	$ 200,000.00	$ 200,000.00
70E--- ---- 6200 -- -----	*PERM TRANS - INTEREST	$ 200,000.00	$ 200,000.00
70E000 8100 6600 00 000000	PERM TRANS - FUND BALANCE	$ 7,800,000.00	
70E--- ---- 6600 -- -----	*PERM TRANS - FUND BALANC	$ 7,800,000.00	$ -
70E--- ---- 6--- -- -----	*TRANSFERS	$ 8,000,000.00	$ 200,000.00
70---- ---- ---- -- -----	*WORKING CASH FUND	**$ 8,000,000.00**	**$ 200,000.00**

ACCOUNT NUMBER	OBJECT	2023-24 Final Budget	2024-25 Tentative Budget
80E000 2367 3120 00 000000	CONTRACT SERVICE	$ 2,000.00	$ 2,000.00
80E001 2367 3120 00 000000	CONTRACT SERVICE	$ 2,000.00	$ 2,000.00
80E002 2367 3120 00 000000	CONTRACT SERVICE	$ 2,000.00	$ 2,000.00
80E003 2367 3120 00 000000	CONTRACT SERVICE	$ 2,000.00	$ 2,000.00
80E006 2367 3120 00 000000	CONTRACT SERVICE	$ 2,000.00	$ 2,000.00
80E--- ---- 3120 -- -----	*CONTRACT SERVICE	$ 10,000.00	$ 10,000.00
80E000 2267 3180 00 000000	TESTING SERVICES	$ 5,000.00	$ 5,000.00
80E--- ---- 3180 -- -----	*TESTING SERVICES	$ 5,000.00	$ 5,000.00
80E000 2369 3420 00 000000	LEGAL SERVICES	$ 40,000.00	$ 40,000.00
80E--- ---- 3420 -- -----	*LEGAL SERVICES	$ 40,000.00	$ 40,000.00
80E000 2364 3810 00 000000	LIABILITY INSURANCE	$ 176,000.00	$ 178,000.00
80E--- ---- 3810 -- -----	*LIABILITY INSURANCE	$ 176,000.00	$ 178,000.00
80E000 2362 3820 00 000000	WORKERS COMP INSURANCE	$ 144,000.00	$ 133,000.00
80E--- ---- 3820 -- -----	*WORKERS COMP INSURANCE	$ 144,000.00	$ 133,000.00
80E000 2363 3840 00 000000	UNEMPLOYMENT INSURANCE	$ 10,000.00	$ 10,000.00
80E--- ---- 3840 -- -----	*UNEMPLOYMENT INSURANCE	$ 10,000.00	$ 10,000.00
80E--- ---- 3--- -- -----	*PURCHASED SERVICE	$ 385,000.00	$ 376,000.00
80---- ---- ---- -- -----	*TORT IMMUNITY FUND	**$ 385,000.00**	**$ 376,000.00**

		2023-24 Final Budget	2024-25 Tentative Budget
ACCOUNT NUMBER	OBJECT		
90E000 2530 3640 00 000000	ARCHITECTS & ENG SERVICES		
90E--- ---- 3640 -- ----	*ARCHITECTS & ENG SERVICE		
90E--- ---- 3--- -- ----	*PURCHASED SERVICE		
90E000 2530 5900 00 000000	OTHER CAPITAL IMPROVEMENT		
90E--- ---- 5900 -- ----	*OTHER CAPITAL IMPROVEMEN		
90E--- ---- 5--- -- ----	*CAPITAL OUTLAY		
90---- ---- ---- -- ----	*FIRE PREVENTION & SAFETY		
TOTAL		**$ 48,381,896.00**	**$ 47,423,991.00**

June 14, 2024

Dr. Colleen Pacatte
Superintendent of Schools
Gurnee School District 56
3706 Florida Ave
Gurnee, IL 60031

Dear Dr. Pacatte:

In accordance with the Police Service Agreement between the Village of Gurnee and Gurnee Grade Schools, I am providing you updated costs of the Middle-School Liaison Officer for the 2024 - 2025 school year.

Police Contract 24/25 School Year

Cost of Police Officer			
Salary	122,905.81		
Fire Arm pay	921.79		
Fitness Pay	300.00		
Police Pension	29,497.39		
Health, Dental & Life Insurance	34,160.07		
Workers Compensation	6,184.58		
Medicare	1,782.13		
Total	195,751.78		
Gurnee School District	97,875.89		50% cost
Payments & Due Date	24,468.97		9/1/2024
	24,468.97		12/1/2024
	24,468.97		3/1/2025
	24,468.97		6/1/2025

You will receive invoices from the Village approximately one month before each of the payments is due.

Sincerely,

Brian C. Gosnell
Director of Finance

cc: Police Chief Brian Smith

Domain 1: Planning and Preparation	Domain 2: Learning Environments
1a. Applying Knowledge of Content and Pedagogy 1b. Knowing and Valuing Teachers and Students 1c. Setting Instructional and Professional Learning Outcomes 1d. Planning and Using Resources Effectively 1e. Planning Coherent Professional Learning and Instruction 1f. Measuring Outcomes	2a. Cultivating Respectful and Affirming Environments 2b. Fostering a Culture for Learning 2c. Access to Instructional Support 2d. Supporting Educator Behavior that Promotes Student Learning 2e. Organizing Spaces for Learning
Domain 3: Learning Experiences	**Domain 4: Principled Coaching**
3a. Communicating About Purpose and Content 3b. Using Questioning and Discussion Techniques 3c. Engaging Educators in Professional Learning 3d. Using Data to Support Professional Learning 3e. Using Resources to Support Professional Learning	4a. Engaging in Reflective Practice 4b. Maintaining Accurate Records 4c. Engaging the Educator Community 4d. Contributing to School Community and Culture 4e. Growing and Developing Professionally 4f. Acting in Service of Students

Domain 1: Planning and Preparation

1a Considerations:
- How does the coach's plans and presentations reflect understanding of the district program and current content and pedagogy?
- What are some ways the coach presents content and utilizes specific learning strategies to support deeper understanding?
- In what ways does the coach help teachers make connections between instructional strategies and disciplinary skills?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Applying Knowledge of Content and Pedagogy	The coach lacks sufficient knowledge of the district program and pedagogy to support the teacher **Disciplinary Expertise** Planning and preparation include errors or demonstrate a lack of understanding of the district program **Knowledge of Interdisciplinary Relationships and Skills** No interdisciplinary relationships between the district program and current pedagogy are identified in teacher support.	The coach's understanding of the district program and pedagogy partially supports the teacher. **Disciplinary Expertise** Planning and preparation indicate partial understanding of the district program and its relationship to teacher instruction **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate some relevant connections between the district program, current content and pedagogy.	The coach's understanding of the district program and pedagogy supports the development of teacher instructional and management skills. **Disciplinary Expertise** Planning and preparation reflect solid understanding of the district program and the structure of the discipline being taught. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate knowledge of the district program, instructional strategies, and their in-class application.	The coach's understanding of the district program and pedagogy fosters deeper learning, teacher agency, and intellectual dispositions such as curiosity, reasoning, and reflection. **Disciplinary Expertise** Planning and preparation reflect extensive knowledge of the district program and how it relates to teacher instruction, as well as recent developments in the discipline. **Knowledge of Interdisciplinary Relationships and Skills** Implementation of the district program focuses on connecting concepts to other disciplines, prioritizing instructional strategies that transfer across disciplines, emphasizing in-class applications of these concepts and skills.

1b Considerations:
- In what ways are teacher and student identities and cultures incorporated and reflected in learning experiences and environments?
- How does the coach use their understanding of teachers' prior knowledge and experience to support individual learning?
- How are teachers' academic, social, and emotional assets leveraged to promote teacher and student success?
- In what ways is the coach's knowledge of the learning process and learning differences reflected in planning and preparation?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Knowing and Valuing Teachers and	The coach lacks sufficient knowledge of	The coach's knowledge of teachers and	The coach's knowledge of teachers and	The coach's knowledge of teachers and students is extensive and fosters

Students	teachers and students to support teachers and students' learning or development.	students identities, as well as their strengths and needs, partially supports learning and development.	students supports learning and development, and enables the coach to build upon teacher and student assets.	teacher and student learning and development to support academic and personal success.
	Respect for Teachers and Students' Identities The coach is not aware of or pays little attention to teachers and students' race, culture, or identity.	**Respect for Teachers and Students' Identities** The coach applies knowledge of teachers and students' race, culture, and identities to planning and preparation with limited success.	**Respect for Teachers and Students' Identities** The coach successfully incorporates knowledge of teachers and students' race, culture, and identities into planning and preparation.	**Respect for Teachers and Students' Identities** The coach recognizes and appreciates teachers and students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.

1c Considerations:
- In what ways do instructional outcomes reflect the most relevant and valuable learning for teachers?
- In what ways do instructional outcomes align with professional learning standards to ensure ambitious instruction for all teachers?
- How are clear, specific instructional outcomes used to define the purpose of learning experiences?
- What are some examples of coaches integrating academic and developmental goals to extend teacher learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Instructional and Professional Learning Outcomes	Instructional and professional learning outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are unclear or are stated as activities. **Value and Relevance** Instructional and professional learning outcomes are not relevant or meaningful or do not reflect important learning. **Alignment to Professional Learning Standards** Instructional outcomes do not reflect professional learning standards.	Instructional and professional Learning outcomes are moderately rigorous and are appropriate for most teachers. Instructional outcomes are somewhat clear and partially describe what teachers will learn. **Value and Relevance** Instructional and professional learning outcomes are somewhat relevant and partially reflect important learning and development. **Alignment to Professional Learning Standards** Instructional outcomes partially reflect professional learning standards.	Instructional outcomes and professional learning are rigorous and appropriate for teachers. Instructional outcomes are mostly clear and specific, likely to ensure that teachers understand what they will learn and how. **Value and Relevance** Instructional and professional learning outcomes are mostly relevant and reflect important learning and development. **Alignment to Professional Learning Standards** Instructional outcomes mostly reflect professional learning standards.	Instructional and professional learning outcomes represent high-level learning of relevant strategies and support teacher autonomy, curiosity, and intellectual risk-taking. Instructional outcomes are uniformly clear and specific and support teachers to extend their learning. **Value and Relevance** Instructional and professional learning outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking. **Alignment to Professional Learning Standards** Instructional outcomes consistently reflect professional learning standards that challenge all teachers and encourage intellectual risk taking.

1d Considerations:
- How does the coach effectively use instructional materials to meet the needs of educators and enhance engagement?
- In what ways does the coach use resources to enhance personalization, connection, exploration, and intellectual engagement?
- What are some ways the coach provides resources and support for educators that increase accessibility and promote agency?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Planning and Using Resources Effectively	The coach is not aware of, or does not appropriately or effectively use instructional materials and other resources to support learning and development. **Instructional Materials** When instructional materials are provided, the coach does not use or learn to effectively implement them. When instructional materials are **not** provided, the coach uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement. **Technology and Digital Resources** The coach does not appropriately access digital resources to support learning and development.	The coach understands and uses instructional materials and other resources to support learning and development, but these resources represent only a narrow band of what is available. **Instructional Materials** When instructional materials are provided, the coach implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When instructional materials are **not** provided, the coach selects and uses materials that are partially aligned to standards to serve as the core of instruction and support learning and development. **Technology and Digital Resources** The coach uses technology and accesses digital resources that partially support learning but may be primarily a substitution for other resources.	The coach's knowledge of instructional materials and other resources leads to discerning choices to learning and development. **Instructional Materials** When instructional materials are provided, the coach's understanding of the materials supports appropriate choices based on the specific needs that increase the effectiveness of the curriculum. When instructional materials are **not** provided, the coach relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of educators that increase the effectiveness of those materials. **Technology and Digital Resources** Technology and other digital resources are used effectively to support equitable learning and exploration, as well as connection and development.	The coach makes deliberate decisions in the use of instructional materials and other resources to meet individual needs and support autonomy and intellectual engagement. **Instructional Materials** When instructional materials are provided, the coach uses them wisely, integrating other resources if appropriate, to support mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are **not p**rovided, the coach identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support educators' mastery of outcomes, further learning and development, and deep intellectual engagement. **Technology and Digital Resources** Technology and other digital resources support intellectual engagement, personalized instructional pathways for learning and development.

1e Considerations:
- In what ways do aligned tasks and activities provide opportunities for educators to meaningfully engage with content?

4

- What are some ways that individualized strategies and approaches are used to support educator success?
- How does the coach build on educators' strengths, encourage dialogue, and foster collaboration?
- How are learning experiences arranged and structured to build upon and enhance educator learning and autonomy?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Planning Coherent Professional Learning and Instruction	The design of learning experiences does not support engagement with important content. **Tasks and Activities** Tasks and activities are uninteresting, do not challenge, and/or do not align to instructional outcomes. **Flexible Coaching** There is only a single approach or activity planned for educators to learn the content. **Coach Collaboration** Coach does not collaborate to support learning. **Structure and Flow** Plans for learning are not well structured or sequenced.	Learning experiences are somewhat coherent in structure, partially supporting educators to meet the intended outcomes. **Tasks and Activities** Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. **Flexible Coaching** There are multiple ways for educators to learn the content and a variety of strategies are used with some success. **Coach Collaboration** Coach only partially collaborates to design and support learning. **Structure and Flow** Plans for learning are partially well-structured but may not be realistic about time expectations.	Learning experiences are challenging and engaging; they are designed to meet the needs of educators **Tasks and Activities** Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. **Flexible Coaching** Multiple strategies and approaches are tailored to the needs of educators to accelerate and support their success. **Coach Collaboration** Coach collaboration is an essential component of learning and development. **Structure and Flow** Plans for learning are well structured and have a flow that allows for learning and reflection.	Learning experiences prioritize the needs of educators, ensuring they can meet the intended outcomes, and support assumption of responsibility for learning. **Tasks and Activities** Tasks and activities encourage educator agency and create authentic opportunities to engage with meaningful content. **Flexible Coaching** Multiple strategies and approaches are tailored to the needs of the educator to accelerate and support their success and also provide opportunities for the educator to engage beyond the content. **Coach Collaboration** Coach thoughtfully collaborates in the design and sharing of strategies to maximize learning and build on educators' strengths. **Structure and Flow** Plans for learning are well structured and have a flow that supports autonomy in the learning process.

1f Considerations:
- What are some ways that educators are given opportunities to demonstrate their understanding?
- How is data analyzed and applied to inform instructional decision-making?
- How does the coach demonstrate understanding of the impact cycle and use it to gain a clear picture of reality?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f Measuring Outcomes	There is no plan for measuring outcomes or what is measured will not provide evidence that educators have learned the	Measured outcomes will partially help the coach determine whether educators have learned or are learning the intended outcomes.	Measured outcomes are planned throughout the instructional process and provide timely and valuable information to the	Educators will have the opportunity to demonstrate and analyze their own progress through multiple outcomes. **Analysis and Application**

intended outcomes. **Analysis and Application** Measurement outcome results are not relevant or used for future planning.	**Analysis and Application** Measurement outcome results are used in planning.	coach and feedback to educators. **Analysis and Application** Measurement outcome results are a key tool used by the coach in planning and delivering future professional learning.	Measurement outcome results consistently drive planning and preparation to inform instructional decision making and instructional pathways.

Domain 1: Evidence, Explanation, and Examples:			

Domain 1 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Domain 2: Learning Environments

2a Considerations:
- How have coaches intentionally nurtured relationships with and among educators?
- What evidence indicates that educators feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways do coaches demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that coaches maintain a positive and respectful rapport?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Cultivating Respectful and Affirming Environments	Educators do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict. **Positive Relationships** Interactions, both between the coach and educator, are frequently negative, uncaring,	Learning environments are partially characterized by caring and respectful interactions. **Positive Relationships** Interactions, both between the coach and educator, are inconsistently caring and respectful, but form a foundation for positive relationships to develop. **Positive Conflict Resolution** Conflict and	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. **Positive Relationships** Interactions, both between the coach and educator,demonstrate caring and respect that honors identities, race, and cultural background. **Positive Conflict**	Educators and coaches play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected. **Positive Relationships** Patterns of interaction are culturally responsive; the coach's own cultural competence and critical consciousness foster positive relationships. **Positive Conflict Resolution**

			Resolution	A clear and culturally
inappropriate, or insensitive to identities. **Positive Conflict Resolution** Conflict and disrespectful interactions occur in and are neither addressed nor resolved.	disrespectful interactions are addressed by the coach, with uneven results.		**Resolution** Conflict and disrespectful interactions are addressed by the coach, with even results.	competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Considerations:
- How do the coach and educator demonstrate their dedication to content mastery and professional growth?
- What evidence indicates that coaches have explicitly modeled and taught the skills
- In what ways do coaches help educators develop/foster agency in the classroom?
- What are some ways that coaches and educators support and demonstrate perseverance through difficult work?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Fostering a Culture for Learning	The coach does not help to create a culture conducive to learning and does not support professional growth. **Purpose and Motivation** There is little or no sense of purpose for the work or the reasons for doing it are external demands. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are not encouraged. Educators are not expected to grow professionally.	The coach partially helps to create a culture conducive to learning and partially supports professional growth. **Purpose and Motivation** The coach communicates the value of professional growth with some success. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all educators can grow professionally.	The coach helps to create a culture characterized by high expectations and supports educators' professional growth. **Purpose and Motivation** The coach demonstrates a belief in the importance of professional growth that motivates others to succeed and flourish. **Support and Perseverance** Confidence, resilience, persistence, and teamwork that support educator perseverance are intentionally developed and celebrated.	The educator plays an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all to experience success. **Purpose and Motivation** The coach collaborates with coaches, teachers, and/or administrators and takes an active role in developing professional growth that motivates others to succeed and flourish. **Support and Perseverance** Coaches encourage educators to persevere and use strategies to support others through challenging work.

2c Considerations:
- In what ways do coaches thoughtfully and purposefully develop and utilize collaboration?
- What evidence indicates that procedures that support responsibility and autonomy have been developed and are responsive to needs?
- How do coaches complete administrative tasks so that they do not take away from providing professional growth opportunities to educators?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Access to	Educator	Not all procedures for	The coach has	Procedures for access to

Instructional Support	professional growth is hindered by a lack of structure or inefficient procedures. Educators are unable to access assistance from the coach. **Equitable Access to Resources and Supports** Resources and supports are not deployed efficiently, effectively, or equitably. **Administrative Tasks** Administrative tasks are not completed or completed inefficiently, resulting in loss of professional growth time.	accessing support from the coach are clear to educators. **Equitable Access to Resources and Supports** Resources and support are managed somewhat efficiently and effectively, though educators may not have equitable access. **Administrative Tasks** Administrative tasks are completed with some efficiency, but professional growth time is lost.	established procedures for educators to use in gaining access to support. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently and effectively; all educators are able to access what they need. **Administrative Tasks** Administrative tasks are completed efficiently, with little loss of professional growth time.	instructional support have been established and are clear and easy for all educators to understand and follow in order to gain instructional support. **Equitable Access to Resources and Supports** Resources and supports are deployed equitably; educators take initiative in accessing resources and identifying additional supports they need. **Administrative Tasks** Administrative tasks are completed seamlessly with no loss of professional growth time.

2d Considerations:
- In what ways do coaches demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that coaches model and teach habits of character that develop positive behavior in students?
- What evidence indicates that coaches monitor and reflect on their behavior and the impact it has on others' professional growth?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Supporting Educator Behavior that Promotes Student Learning	There is little evidence of explicit modeling, instruction, or guidance related to behaviors that promote student learning **Expectations for the Learning Community** There are no clear expectations for behavior that promotes student learning.	Behaviors that promote student learning are modeled by the coach and occasionally taught explicitly. **Expectations for the Learning Community** There are expectations established for behavior that promotes student learning but with uneven success.	Behaviors that promote student learning are modeled by the coach and taught explicitly. **Expectations for the Learning Community** Expectations for behavior that promotes student learning have been successfully established and agreed upon between the coach and the educator.	Behaviors that promote student learning are modeled by the coach and reinforced to promote educator reflection and recalibration. **Expectations for the Learning Community** Expectations for behavior that promotes student learning have been successfully established and agreed upon between the coach and the educator and promote reflection and recalibration.

2e Considerations:
- How do coaches modify the learning space as needed to make sure it is accessible?
- What evidence indicates that the learning space has been designed specifically to suit and support the content and the educators?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Spaces for Learning	Learning spaces are inaccessible, and/or not conducive to learning and development.	Learning spaces are accessible; the arrangement and use of resources partially supports learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
Domain 2: Evidence, Explanation, and Examples:				
Domain 2 Score:	**Unsatisfactory 5-8**	**Needs Improvement 9-12**	**Proficient 13-16**	**Excellent 17-20**

Domain 3: Professional Learning Experiences				

3a Considerations:
- How effectively does the coach communicate and engage the educator with the content of the material they are presenting?
- How clearly does the coach communicate the purpose for the professional learning and embed it in the broader context?
- How does the coach demonstrate expectations for professional growth in a way that enhances educator understanding?
- In what ways does the coach use rigorous and accurate academic language to build content knowledge?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders professional learning. **Purpose for Learning and Criteria for Success** The coach does not convey what will be	Communication about purpose and content is mostly clear and accurate; it partially supports professional learning. **Purpose for Learning and Criteria for Success** The coach partially explains the purpose of learning but with little	Communication about purpose and content is accurate and clear; it supports active engagement in professional learning experiences and models effective use of language. **Purpose for Learning and Criteria for Success**	Communication about purpose and content is rich, nuanced, and relevant, inviting educators to think critically and contribute intellectually; it encourages curiosity and supports autonomy. **Purpose for Learning and Criteria for Success** The coach clearly explains

learned. **Specific Expectations** The coach's unclear or incomplete explanation of the learning activities hinders engagement. **Use of Academic Language** The coach's communications include incorrect or imprecise use of content specific academic language.	elaboration or specificity. **Specific Expectations** Expectations for the learning activities are somewhat clear. **Use of Academic Language** The coach's use of content specific academic language is generally correct but may need further explanation or be too simplistic to support professional learning.	The purpose and value of what will be learned is connected to broader purposes. **Specific Expectations** The coach explains and models, if appropriate, the learning activities, supporting and reinforcing engagement. **Use of Academic Language** Content specific academic language and vocabulary are used accurately.	what will be learned and why, how it is situated within broader purposes, how it will be learned, and what success will look like. **Specific Expectations** The coach clearly explains and models, if appropriate, the learning activities, consistently suggesting other strategies, approaches, and/or supporting and reinforcing engagement. **Use of Academic Language** The coach's content specific academic language and vocabulary are accurate, rigorous, and well-suited to the material, providing a model to support professional development.

3b Considerations:
- How does the coach demonstrate that questioning and discussion helps educators to think critically and deepen their understanding?
- How does questioning and discussion challenge educators to think critically and deepen their understanding?
- How does the coach promote reflection on educator practice?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support professional learning and development. **Critical Thinking and Deeper Learning** Questioning and discussion do not invite thinking, are of low cognitive challenge, and often have a single correct response. **Reasoning and Reflection** Questioning and discussion do not invite or require an explanation.	Questioning and discussion is minimal, partially framed and led by the coach, and are partially used to support professional learning and development. **Critical Thinking and Deeper Learning** The coach partially frames questions to promote critical thinking and deeper understanding but with uneven success. **Reasoning and Reflection** Questioning and discussion partially invite educators to explain their thinking and minimally reflect on professional learning.	Questioning and discussion, primarily framed and led by the coach, are used to support professional learning and development. **Critical Thinking and Deeper Learning** The coach frames questions to promote critical thinking and deeper understanding with some success. **Reasoning and Reflection** Questioning and discussion invite educators to explain their thinking and reflect on professional learning.	Questioning and discussion, framed or led by the coach, support critical thinking, reasoning, and reflection. **Critical Thinking and Deeper Learning** Open-ended and higher-level questions and genuine discussions allow educators to think critically and offer multiple perspectives, challenging them to deepen understanding. **Reasoning and Reflection** Through questioning and discussion, educators have the opportunity to reason, reflect on professional learning, and justify their thinking, and successfully do so.

3c Considerations:
- What strategies is the coach using to engage all educators to reflect on their practice and provide opportunities for growth?
- In what ways are instructional materials and resources used to support deep learning?
- What evidence indicates that professional learning is structured to allow educators multiple meaningful opportunities to think and consolidate understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c Engaging Educators in Professional Learning	Professional learning experiences do not require active intellectual engagement by educators. **Rich Learning Experiences** Tasks are inappropriate, many are not engaged in them, or they may only require recall or use a single approach. **Use of Instructional Materials and Resources** Instructional materials and resources are not used correctly or effectively, are not supportive of learning, and/or are not available. **Opportunities for Thinking and Reflection** The pace of professional learning is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; educators do not have time or opportunity to reflect or consolidate understanding.	Professional learning experiences partially engage educators intellectually; the activities require minimal thinking and/or engagement. **Rich Learning Experiences** Educators are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches. **Use of Instructional Materials and Resources** Instructional materials and resources are used with some success to support professional learning. **Opportunities for Thinking and Reflection** The pacing of professional learning provides few opportunities for thought and/or reflection, allowing educators few opportunities to engage and develop understanding.	Professional learning experiences engage educators intellectually; the activities require thinking and engagement. **Rich Learning Experiences** Most are engaged in activities that support agency and require critical thinking; tasks require intellectual engagement and educators can explain their thinking. **Use of Instructional Materials and Resources** Instructional materials and resources are available and used correctly, effectively, and are supportive of learning. **Opportunities for Thinking and Reflection** The pacing of professional learning supports intellectual engagement and learning; educators have some opportunities to think, reflect, and consolidate understanding.	Professional learning experiences support curiosity and exploration and encourage higher-order thinking; educators are engaged in multiple ways and are afforded opportunities to represent their ideas and responses through multiple means. **Rich Learning Experiences** All are engaged in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and educators can explain their thinking. **Use of Instructional Materials and Resources** Instructional materials and resources are used correctly and effectively to support intellectual engagement and deep professional learning; they are varied. **Opportunities for Thinking and Reflection** The pacing of professional learning supports high levels of intellectual engagement and deeper learning; educators have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d Considerations:
- Does the coach know the purpose of data and how to use it to support professional learning?
- Can the coach communicate what the data has revealed?
- Can the coach encourage the educator to use data to make informed decisions about educational improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Using Data to Support Professional Learning	Data is not used during professional learning or is not aligned to any purpose. **Clear Understanding of Data** The coach does not understand data and cannot explain it. **Purpose of Data** Educators receive no explanation of the purpose of data or data is used in a harsh and/or pejorative way.	Data partially supports professional learning and development. **Clear Understanding of Data** The coach partially understands data and/or cannot explain it effectively. **Purpose of Data** The coach provides some information regarding the purpose of data, but the information is unclear or not oriented toward improvement or professional growth.	The coach and educators use data to develop a plan of action, analyze progress, and provide constructive feedback. **Clear Understanding of Data** The coach understands the data and can explain it effectively. **Purpose of Data** The coach provides information regarding the purpose of data, the information is clear and oriented toward professional growth.	The coach and educators collaboratively analyze data to measure progress against a clear objective in order to achieve the outcome and identify new opportunities and challenges. **Clear Understanding of Data** The coach understands the data, can explain it and collaborates with educators to use it to develop clear goals for professional learning. **Purpose of Data** The coach collaborates with the educator on the purpose of data and uses it effectively to identify outcomes, develop a concrete action plan, and evaluate professional growth.

3e Considerations:
- How effectively does the coach identify and use materials and resources to enhance professional learning?
- What evidence indicates that the coach makes adjustments to the resources they use and provide to meet educators' needs?
- How is the coach receptive and/or responsive to educators' needs?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Using Resources to Support Professional Learning	The coach does not use or provide materials and/or resources to support professional learning. **Evidence-Based Resources** The coach does not recognize, or ignores evidence regarding materials and/or resources that are most suitable for professional learning. **Receptiveness and Responsiveness** The coach is not receptive or responsive to teacher	The coach uses or provides minimal materials and/or resources to support professional learning. **Evidence-Based Resources** The coach partially recognizes and acts on evidence regarding materials and/or resources that are most suitable for professional learning. **Receptiveness and Responsiveness** The coach is somewhat receptive or responsive to teacher needs for professional learning resources and/or	The coach uses or provides resources and materials to support professional learning. **Evidence-Based Resources** The coach recognizes and acts on evidence regarding materials and/or resources that are most suitable for professional learning. **Receptiveness and Responsiveness** The coach is receptive and/or responsive to teacher needs for professional learning resources and/or materials.	The coach uses or provides varied instructional materials and resources effectively and in a way that supports intellectual engagement and deep professional learning. **Evidence-Based Resources** The coach identifies and/or develops high quality materials and/or resources that are most suitable for in-depth professional learning. **Receptiveness and Responsiveness** The coach identifies when and how to use resources and/or materials in the most

	needs for professional learning resources and/or materials.	materials.		effective way to enhance teacher professional learning.

Domain 3: Evidence, Explanation, and Examples:

Domain 3 Score:	**Unsatisfactory 5-8**	**Needs Improvement 9-12**	**Proficient 13-16**	**Excellent 17-20**

Domain 4: Principled Coaching

4a Considerations:
- How does the coach utilize multiple sources of evidence to analyze their practice and the effectiveness of their practice?
- What evidence indicates that the coach utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the coach utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Engaging in Reflective Practice	The coach does not appear to engage in reflective practice or misjudges the success of their practice.	The coach's reflective practice leads to some accurate assessment, but does not follow through with analysis and changes to practice.	The coach's reflective practice, based on consideration of evidence, leads to an accurate assessment of success and results in specific changes and adjustments.	The coach consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting those who need it most.

4b Considerations:
- What evidence indicates that there is a clear system used by the coach for maintaining records both accurately and efficiently?
- What evidence indicates the coach uses the records they maintain to provide relevant information as needed?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Maintaining Accurate Records	There is no system for maintaining accurate records, the system is ineffective and inefficient, or it does not provide relevant	There is a marginally effective system for maintaining records that may not be efficient and only provides partially relevant information.	There is a system for maintaining records and it provides relevant information.	There is an effective system for maintaining records that is efficient and provides relevant information.

information.			

4c Considerations:
- What evidence indicates that the coach respects cultural differences and works to develop and demonstrate cultural competence?
- In what ways do coach interactions demonstrate their respect for the values of others in the educator community?
- How effectively does the coach engage the educator community in a culturally responsive manner?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Engaging the Educator Community	The coach does not engage the educator community, engages them infrequently, or does so disrespectfully. **Respect and Cultural Competence** The coach is unable to engage others or does so in ways that are disrespectful or demonstrate bias. **Developing Cultural Competence** The coach demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The coach makes some effort to engage the educator community and does so in a respectful manner. **Respect and Cultural Competence** The coach's efforts to engage others are respectful and demonstrate some cultural awareness and a commitment to learn more. **Developing Cultural Competence** The coach has some cultural knowledge, is developing an understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The coach engages the educator community in a respectful and culturally responsive manner. **Respect and Cultural Competence** The coach engages educators with respect and cultural awareness, learning and affirming their values and cultural backgrounds. **Developing Cultural Competence** The coach accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The coach's frequent and ongoing engagement of the educator community demonstrates a clear value for the role they play in professional learning and is focused on forging partnerships that further educator success. **Respect and Cultural Competence** The coach and others partner together to support educator success in a manner that honors the contributions of all and focuses on meeting the needs of students. **Developing Cultural Competence** The coach demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.

4d Considerations:
- What evidence indicates that the coach has developed strong relationships that build relational trust with colleagues?
- In what ways does the coach model a culture of thoughtful, generative professional inquiry?
- What are some ways that the coach leads in developing and implementing school events, projects, and initiatives with colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Contributing to School Community and Culture	The coach is not an active member of the school community or contributes negatively to the	The coach makes some contributions to the school culture, supporting professional learning and upholding the	The coach takes initiative in contributing to and leading events, programs, or activities that further	The coach takes an active role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with

culture of learning and values of the school.	values of the school.	the culture of learning in the school and brings the values of the school to life through modeling and positive action.	an emphasis on meeting the needs of students and families.
Relational Trust and Collaborative Spirit The coach's relationships with colleagues are characterized by negativity or combativeness.	**Relational Trust and Collaborative Spirit** The coach has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	**Relational Trust and Collaborative Spirit** The coach has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	**Relational Trust and Collaborative Spirit** The coach actively builds relational trust with colleagues and models collaboration focused on student success.
Culture of Inquiry and Innovation The coach avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	**Culture of Inquiry and Innovation** The coach participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	**Culture of Inquiry and Innovation** The coach regularly and actively participates in and contributes thoughtfully to professional inquiry.	**Culture of Inquiry and Innovation** The coach takes an active role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
Service to the School The coach avoids involvement in school events, projects, and initiatives.	**Service to the School** The coach participates in school events, projects, and initiatives as expected.	**Service to the School** The coach makes a substantial contribution to school events, projects, and initiatives.	**Service to the School** The coach takes an active role in events, projects, and initiatives that contribute to the overall success of the school.

4e Considerations:
- How does the coach identify opportunities for growth to help them better meet the needs of educators?
- In what ways does the coach demonstrate initiative toward refining their skills and content knowledge?
- What are some ways that the coach shows a commitment to seeking and utilizing high-quality feedback?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing Professionally	The coach does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. **Seeking and Acting on Feedback** The coach resists discussing feedback on their practice or ignores feedback that is given.	The coach engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others. **Seeking and Acting on Feedback** The coach invites, accepts, and acts on feedback given by colleagues.	The coach directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. **Seeking and Acting on Feedback** The coach invites feedback from colleagues, plays an active role in the analysis of practice, and	The coach appropriately exercises autonomy to direct professional learning for themselves and their peers, taking an invested role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. **Seeking and Acting on Feedback** The coach takes an invested role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

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| | | | works collaboratively to understand and act on feedback. | |

4f Considerations:
- What evidence indicates that the coach models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?
- In what ways does the coach ensure that the decisions they make are in the best interest of students and colleagues?
- How does the coach model and take the lead in advocating for students and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Acting in Service of Students	The coach acts unethically and does not understand the needs of students and colleagues or make decisions in their best interest. **Ethical Decision-Making** The coach makes unwise, rushed, or heated decisions or makes decisions that are self-serving. **Advocacy** The coach fails to act on behalf of students when deliberate action is warranted.	The coach acts ethically and attempts to make deliberate decisions in the best interest of students and colleagues. **Ethical Decision-Making** The coach seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical. **Advocacy** The coach addresses the needs of students through their actions but may do so inconsistently or with partial success.	The coach models high standards of ethical practice and wise decision-making on behalf of students and colleagues. **Ethical Decision-Making** The coach makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide. **Advocacy** The coach is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	The coach is invested in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and colleague and prioritizes their needs. **Ethical Decision-Making** The coach is invested in the school in modeling and upholding wise decision making that is in the best interest of students and colleagues, and supports students and colleagues to develop their capacity to be more discerning. **Advocacy** The coach serves as a model of advocacy for students and acts invested in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Domain 4: Evidence, Explanation, and Examples:

Domain 4 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Evaluation Total		
Domains	**Points**	**Rating**
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Total		

Rating	**Points Accumulated in All Four Domains**
Excellent	73-88
Proficient	58-72
Need Improvement	40-57
Unsatisfactory	22-39

Domain 1: Planning and Preparation	Domain 2: Learning Environments
1a. Applying Knowledge of Job-Related Content 1b. Knowing and Valuing Teachers and Students 1c. Setting Learning Outcomes 1d. Planning and Using Resources Effectively 1e. Planning Coherent Professional Learning and Instruction 1f. Measuring Outcomes	2a. Cultivating Respectful and Affirming Environments 2b. Fostering a Culture for Learning 2c. Access to Support 2d. Supporting Behavior that Promotes Student Learning 2e. Organizing Spaces for Learning
Domain 3: Learning Experiences	**Domain 4: The Principled Facilitator**
3a. Communicating About Purpose and Content 3b. Using Program Specific Strategies 3c. Engaging Others in Learning 3d. Using Data to Support Learning 3e. Using Resources to Support Learning	4a. Engaging in Reflective Practice 4b. Maintaining Accurate Records 4c. Engaging the Educator Community 4d. Contributing to School Community and Culture 4e. Growing and Developing Professionally 4f. Acting in Service of Students

Domain 1: Planning and Preparation

1a Considerations:
- How do facilitator's plans and presentations reflect understanding of the district program?
- What are some ways the facilitator presents content and utilizes specific learning strategies to support deeper understanding?
- In what ways does the facilitator help teachers make connections between instructional strategies and disciplinary skills?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Applying Knowledge of Job-Related Content	The facilitator lacks sufficient knowledge of the district program to support the teacher **Disciplinary Expertise** Planning and preparation include errors or demonstrate a lack of understanding of the district program **Knowledge of Interdisciplinary Relationships and Skills** No interdisciplinary relationships between the district program are identified in teacher support.	The facilitator's understanding of the district program partially supports the teacher. **Disciplinary Expertise** Planning and preparation indicate partial understanding of the district program and its relationship to teacher instruction **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate some relevant connections between the district program.	The facilitator's understanding of the district program supports the development of teacher disciplinary skills. **Disciplinary Expertise** Planning and preparation reflect solid understanding of the district program. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate knowledge of the district program, instructional strategies, and their in-class application.	The facilitator's understanding of the district program fosters deeper learning, teacher agency, and intellectual dispositions such as curiosity, reasoning, and reflection. **Disciplinary Expertise** Planning and preparation reflect extensive knowledge of the district program and how it relates to teacher instruction, as well as recent developments in the discipline. **Knowledge of Interdisciplinary Relationships and Skills** Implementation of the district program focuses on prioritizing instructional strategies that transfer across disciplines, emphasizing in-class applications of these concepts and skills.

1b Considerations:
- In what ways are teacher and student identities and cultures incorporated and reflected in learning experiences and environments?
- How does the facilitator use their understanding of teachers' prior knowledge and experience to support individual learning?
- How are teachers' academic, social, and emotional assets leveraged to promote teacher and student success?
- In what ways is the facilitator's knowledge of the learning process and learning differences reflected in planning and preparation?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Knowing and Valuing Teachers and Students	The facilitator lacks sufficient knowledge of teachers and students to support	The facilitator's knowledge of teachers and students identities, as well as their strengths	The facilitator's knowledge of teachers and students supports learning and	The facilitator's knowledge of teachers and students is extensive and fosters teacher and student learning and

teachers and students' learning or development.	and needs, partially supports learning and development.	development, and enables the coach to build upon teacher and student assets.	development to support academic and personal success.
Respect for Teachers and Students' Identities The facilitator is not aware of or pays little attention to teachers and students' race, culture, or identity.	**Respect for Teachers and Students' Identities** The facilitator applies knowledge of teachers and students' race, culture, and identities to planning and preparation with limited success.	**Respect for Teachers and Students' Identities** The facilitator successfully incorporates knowledge of teachers and students' race, culture, and identities into planning and preparation.	**Respect for Teachers and Students' Identities** The facilitator recognizes and appreciates teachers and students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.

1c Considerations:
- In what ways do learning outcomes reflect the most relevant and valuable learning?
- How are clear, specific outcomes used to define the purpose of learning experiences?
- What are some examples of the facilitator developmental goals to extend learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Learning Outcomes	Learning outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are unclear or are stated as activities. **Value and Relevance** Learning outcomes are not relevant or meaningful or do not reflect important learning.	Learning outcomes are moderately rigorous and are appropriate for most. Outcomes are somewhat clear and partially describe what will be learned or accomplished. **Value and Relevance** Learning outcomes are somewhat relevant and partially reflect important learning and development.	Learning outcomes are rigorous and appropriate. Outcomes are mostly clear and specific, likely to ensure understanding of what will be learned. **Value and Relevance** Learning outcomes are mostly relevant and reflect important learning and development.	Learning outcomes represent high-level learning of relevant strategies and support autonomy. Outcomes are uniformly clear and specific and support others. **Value and Relevance** Learning outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.

1d Considerations:
- How does the facilitator effectively use materials to meet needs and enhance engagement?
- In what ways does the facilitator use resources to enhance personalization, connection, exploration, and intellectual engagement?
- What are some ways the facilitator provides resources and supports that increase accessibility and promote agency?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Planning and Using Resources Effectively	The facilitator is not aware of, or does not appropriately or effectively use materials and other resources to	The facilitator understands and uses materials and other resources to support learning and development, but these resources represent only a	The facilitator's knowledge of materials and other resources leads to discerning choices to learning and development.	The facilitator makes deliberate decisions in the use of materials and other resources to meet individual needs and support autonomy and intellectual engagement.

support learning and development.	narrow band of what is available.	**Materials** When materials are provided, the facilitator's understanding of the materials supports appropriate choices based on the specific needs that increase the effectiveness of the district program.	**Materials** When materials are provided, the facilitator uses them wisely, integrating other resources if appropriate, to support mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.
Materials When materials are provided, the facilitator does not use or learn to effectively implement them.	**Materials** When materials are provided, the facilitator implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.	When materials are **not** provided, the facilitator relies on a strong core set of materials and makes choices based on the specific needs of educators that increase the effectiveness of those materials.	When materials are **not** provided, the facilitator identifies a strong core set of materials and uses them wisely, integrating other resources if appropriate to support mastery of outcomes, further learning and development, and deep intellectual engagement.
When materials are **not** provided, the facilitator uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.	When materials are **not** provided, the facilitator selects and uses materials that support learning and development.	**Technology and Digital Resources** Technology and other digital resources are used effectively to support equitable learning and exploration, as well as connection and development.	**Technology and Digital Resources** Technology and other digital resources support intellectual engagement, personalized instructional pathways for learning and development.
Technology and Digital Resources The facilitator does not appropriately access digital resources to support learning and development.	**Technology and Digital Resources** The facilitator uses technology and accesses digital resources that partially support learning but may be primarily a substitution for other resources.		

1e Considerations:
- In what ways do aligned tasks and activities provide opportunities for others to meaningfully engage with content?
- What are some ways that individualized strategies and approaches are used to support success?
- How does the facilitator build on others' strengths, encourage dialogue, and foster collaboration?
- How are learning experiences arranged and structured to build upon and enhance learning and autonomy?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Planning Coherent Professional Learning and Instruction	The design of learning experiences does not support engagement with important content. **Tasks and Activities** Tasks and activities are uninteresting, do not challenge, and/or do not align to outcomes. **Flexible Facilitating** There is only a single approach or activity	Learning experiences are somewhat coherent in structure, partially supporting others to meet the intended outcomes. **Tasks and Activities** Tasks and activities are partially aligned to outcomes and represent a modest level of intellectual challenge. **Flexible Facilitating**	Learning experiences are challenging and engaging; they are designed to meet the needs of others. **Tasks and Activities** Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. **Flexible Facilitating** Multiple strategies and approaches are tailored to the needs of others to	Learning experiences prioritize the needs of others, ensuring they can meet the intended outcomes, and support assumption of responsibility for learning. **Tasks and Activities** Tasks and activities encourage agency and create authentic opportunities to engage with meaningful content. **Flexible Facilitating**

planned for others to learn the content. **Facilitator Collaboration** Facilitator does not collaborate to support learning. **Structure and Flow** Plans for learning are not well structured or sequenced.	There are multiple ways for others to learn the content and a variety of strategies are used with some success. **Facilitator Collaboration** Facilitator only partially collaborates to design and support learning. **Structure and Flow** Plans for learning are partially well-structured but may not be realistic about time expectations.	accelerate and support their success. **Facilitator Collaboration** Facilitator collaboration is an essential component of learning and development. **Structure and Flow** Plans for learning are well structured and have a flow that allows for learning and reflection.	Multiple strategies and approaches are tailored to the needs of others to accelerate and support their success and also provide opportunities to engage beyond the content. **Facilitator Collaboration** Facilitator thoughtfully collaborates to maximize learning and build on others' strengths. **Structure and Flow** Plans for learning are well structured and have a flow that supports autonomy in the learning process.

1f Considerations:
- What are some ways that others are given opportunities to demonstrate their understanding?
- How is data analyzed and applied to inform decision-making?
- How does the facilitator demonstrate understanding of the district program and use it to gain a clear picture of reality?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f Measuring Outcomes	There is no plan for measuring outcomes or what is measured will not provide evidence that others have learned the intended outcomes. **Analysis and Application** Measurement outcome results are not relevant or used for future planning.	Measured outcomes will partially help the facilitator determine whether others have learned or are learning the intended outcomes. **Analysis and Application** Measurement outcome results are used in planning.	Measured outcomes are planned throughout the learning process and provide timely and valuable information to the facilitator and feedback to others. **Analysis and Application** Measurement outcome results are a key tool used by the facilitator.	Others will have the opportunity to demonstrate and analyze their own progress through multiple outcomes. **Analysis and Application** Measurement outcome results consistently drive planning and preparation to inform decision making and learning pathways for others.

Domain 1: Evidence, Explanation, and Examples:

Domain 1 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Domain 2: Learning Environments

2a Considerations:
- How has the facilitator intentionally nurtured relationships with and among others?
- What evidence indicates that others feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways does the facilitator demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that the facilitator maintains a positive and respectful rapport?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Cultivating Respectful and Affirming Environments	Others do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict. **Positive Relationships** Interactions, both between the facilitator and others, are frequently negative, uncaring, inappropriate, or insensitive to identities. **Positive Conflict Resolution** Conflict and disrespectful interactions occur and are neither addressed nor resolved.	Learning environments are partially characterized by caring and respectful interactions. **Positive Relationships** Interactions, both between the facilitator and others, are inconsistently caring and respectful, but form a foundation for positive relationships to develop. **Positive Conflict Resolution** Conflict and disrespectful interactions are addressed by the facilitator, with uneven results.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. **Positive Relationships** Interactions, both between the facilitator and others, demonstrate caring and respect that honors identities, race, and cultural background. **Positive Conflict Resolution** Conflict and disrespectful interactions are addressed by the facilitator, with even results.	The facilitator and others play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected. **Positive Relationships** Patterns of interaction are culturally responsive; the facilitator's own cultural competence and critical consciousness foster positive relationships. **Positive Conflict Resolution** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Considerations:
- How does the facilitator and others demonstrate their dedication to growth?
- What evidence indicates that the facilitator has explicitly modeled and taught the skills
- In what ways does the facilitator help others develop/foster agency in the classroom?
- What are some ways that the facilitator supports and demonstrates perseverance through difficult work?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Fostering a Culture for Learning	The facilitator does not help to create a culture conducive to learning and does not support growth.	The facilitator partially helps to create a culture conducive to learning and partially supports growth. **Purpose and**	The facilitator helps to create a culture characterized by high expectations and supports others' growth.	Others play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all to experience success.

Purpose and Motivation There is little or no sense of purpose for the work or the reasons for doing it are external demands. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are not encouraged. Others are not expected to grow.	**Motivation** The facilitator communicates the value of growth with some success. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all can grow.	**Purpose and Motivation** The facilitator demonstrates a belief in the importance of growth that motivates others to succeed and flourish. **Support and Perseverance** Confidence, resilience, persistence, and teamwork that support perseverance are intentionally developed and celebrated.	**Purpose and Motivation** The facilitator collaborates with others and takes an active role in developing growth that motivates others to succeed and flourish. **Support and Perseverance** The facilitator encourages others to persevere and use strategies to support each other through challenging work in order to see effectively improved behavior.

2c Considerations:
- What evidence indicates that procedures that support responsibility and autonomy have been developed and are responsive to needs?
- How does the facilitator complete administrative tasks so that they do not take away from providing growth opportunities?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Access to Support	Growth is hindered by a lack of structure or inefficient procedures. Others are unable to access assistance from the facilitator. **Equitable Access to Resources and Supports** Resources and supports are not deployed efficiently, effectively, or equitably. **Administrative Tasks** Administrative tasks are not completed or completed inefficiently, resulting in loss of growth.	Not all procedures for accessing support from the facilitator are clear to others. **Equitable Access to Resources and Supports** Resources and support are managed somewhat efficiently and effectively, though others may not have equitable access. **Administrative Tasks** Administrative tasks are completed with some efficiency, but growth is lost.	The facilitator has established procedures for others to use in gaining access to support. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently and effectively; all are able to access what they need. **Administrative Tasks** Administrative tasks are completed efficiently, with little loss of growth.	Procedures for access to support have been established and are clear and easy for all others to understand and follow in order to gain support. **Equitable Access to Resources and Supports** Resources and supports are deployed equitably; others take initiative in accessing resources and identifying additional supports they need. **Administrative Tasks** Administrative tasks are completed seamlessly with no loss of time devoted to student growth.

2d Considerations:
- In what ways does the facilitator demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that the facilitator models and teaches habits of character that develop positive behavior in students?
- What evidence indicates that the facilitator monitors and reflects on their behavior and the impact it has on others'

growth?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Supporting Behavior that Promotes Student Learning	There is little evidence of explicit modeling, instruction, or guidance related to behaviors that promote student learning. **Expectations for the Learning Community** There are no clear expectations for behavior that promotes student learning.	Behaviors that promote student learning are modeled by the facilitator and occasionally taught explicitly. **Expectations for the Learning Community** There are expectations established for behavior that promotes student learning but with uneven success.	Behaviors that promote student learning are modeled by the facilitator and taught explicitly. **Expectations for the Learning Community** Expectations for behavior that promotes student learning have been successfully established and agreed upon.	Behaviors that promote student learning are modeled by the facilitator and reinforced to promote reflection and recalibration. **Expectations for the Learning Community** Expectations for behavior that promotes student learning have been successfully established and agreed upon and promote reflection and recalibration.

2e Considerations:
- How does the facilitator modify the learning space as needed to make sure it is accessible?
- What evidence indicates that the learning space has been designed specifically to suit and support the content and others?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Spaces for Learning	Learning spaces are inaccessible, and/or not conducive to learning and development.	Learning spaces are accessible; the arrangement and use of resources partially supports learning and development.	Learning spaces are thoughtfully designed to address the needs of individuals within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

Domain 2: Evidence, Explanation, and Examples:

Domain 2 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 3: Professional Learning Experiences

3a Considerations:
- How effectively does the facilitator communicate and engage others with the content of the material they are presenting?
- How clearly does the facilitator communicate the purpose for the learning and embed it in the broader context?
- How does the facilitator demonstrate expectations for growth in a way that enhances understanding?
- In what ways does the facilitator use rigorous and accurate language to build content knowledge?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders learning. **Purpose for Learning and Criteria for Success** The facilitator does not convey what will be learned. **Specific Expectations** The facilitator's unclear or incomplete explanation of the learning activities hinders engagement. **Use of Language** The facilitator's communications include incorrect or imprecise use of content specific language.	Communication about purpose and content is mostly clear and accurate; it partially supports learning. **Purpose for Learning and Criteria for Success** The facilitator partially explains the purpose of learning but with little elaboration or specificity. **Specific Expectations** Expectations for the learning activities are somewhat clear. **Use of Language** The facilitator's use of content specific language is generally correct but may need further explanation or be too simplistic to support learning.	Communication about purpose and content is accurate and clear; it supports active engagement in learning experiences and models effective use of language. **Purpose for Learning and Criteria for Success** The purpose and value of what will be learned is connected to broader purposes. **Specific Expectations** The facilitator explains and models, if appropriate, the learning activities, supporting and reinforcing engagement. **Use of Language** Content specific language and vocabulary are used accurately.	Communication about purpose and content is rich, nuanced, and relevant, inviting others to think critically and contribute intellectually; it encourages curiosity and supports autonomy. **Purpose for Learning and Criteria for Success** The facilitator clearly explains what will be learned and why, how it is situated within broader purposes, how it will be learned, and what success will look like. **Specific Expectations** The facilitator clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing engagement. **Use of Language** The facilitator's content specific language and vocabulary are accurate, rigorous, and well-suited to the material, providing a model to support learning.

3b Considerations:
- How does the facilitator demonstrate that program specific strategies help others to think critically and deepen their understanding?
- How does program specific strategies challenge others to think critically and deepen their understanding?
- How does the facilitator promote reflection on educator practice?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b Using Program Specific Strategies	Program specific strategies are absent, low-level, or do not support learning. **Critical Thinking**	Program specific strategies are minimal, partially framed and led by the facilitator, and are partially used to support learning.	Program specific strategies, primarily framed and led by the facilitator, are used to support learning. **Critical Thinking and**	Program specific strategies, framed or led by the facilitator, support critical thinking, reasoning, and reflection. **Critical Thinking and**

and Deeper Learning Program specific strategies do not invite thinking, are of low cognitive challenge, and often have a single correct response.

Reasoning and Reflection Program specific strategies do not invite or require an explanation. | **Critical Thinking and Deeper Learning** The facilitator partially frames program specific strategies to promote critical thinking and deeper understanding but with uneven success.

Reasoning and Reflection Program specific strategies partially invite others to explain their thinking and minimally reflect on learning. | **Deeper Learning** The facilitator frames program specific strategies to promote critical thinking and deeper understanding with some success.

Reasoning and Reflection Program specific strategies invite educators to explain their thinking and reflect on learning. | **Deeper Learning** Program specific strategies and genuine discussions allow others to think critically and offer multiple perspectives, challenging them to deepen understanding.

Reasoning and Reflection Through Program specific strategies, others have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so. |

3c Considerations:
- What strategies is the facilitator using to engage others to reflect on their practice and provide opportunities for growth?
- In what ways are instructional materials and resources used to support deep learning?
- What evidence indicates that learning is structured to allow others multiple meaningful opportunities to think and consolidate understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c Engaging Others in Learning	Learning experiences do not require active intellectual engagement by others.

Rich Learning Experiences Tasks are inappropriate, many are not engaged in them, or they may only require recall or use a single approach.

Use of Instructional Materials and Resources Instructional materials and resources are not used correctly or effectively, are not supportive of learning, and/or are not available.

Opportunities for Thinking and Reflection The pace of learning is too slow or is | Learning experiences partially engage others intellectually; the activities require minimal thinking and/or engagement.

Rich Learning Experiences Others are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.

Use of Instructional Materials and Resources Instructional materials and resources are used with some success to support learning.

Opportunities for Thinking and Reflection The pacing of learning provides few opportunities for thought and/or reflection, | Learning experiences engage others intellectually; the activities require thinking and engagement.

Rich Learning Experiences Most are engaged in activities that support agency and require critical thinking; tasks require intellectual engagement and others can explain their thinking.

Use of Instructional Materials and Resources Instructional materials and resources are available and used correctly, effectively, and are supportive of learning.

Opportunities for Thinking and Reflection The pacing of learning supports intellectual | Learning experiences support curiosity and exploration and encourage higher-order thinking; others are engaged in multiple ways and are afforded opportunities to represent their ideas and responses through multiple means.

Rich Learning Experiences All are engaged in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and others can explain their thinking.

Use of Instructional Materials and Resources Instructional materials and resources are used correctly and effectively to support intellectual engagement and deep learning; they are varied.

Opportunities for Thinking and Reflection The pacing of learning supports high levels of |

rushed, or opportunities for thought and reflection are poorly implemented; others do not have time or opportunity to reflect or consolidate understanding.	allowing others few opportunities to engage and develop understanding.	engagement and learning; others have some opportunities to think, reflect, and consolidate understanding.	intellectual engagement and deeper learning; others have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d Considerations:
- Does the facilitator know the purpose of data and how to use it to support learning?
- Can the facilitator communicate what the data has revealed?
- Can the facilitator encourage others to use data to make informed decisions about improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Using Data to Support Learning	Data is not used during learning or is not aligned to any purpose. **Clear Understanding of Data** The facilitator does not understand data and cannot explain it. **Purpose of Data** Others receive no explanation of the purpose of data or data is used in a harsh and/or pejorative way.	Data partially supports learning and development. **Clear Understanding of Data** The facilitator partially understands data and/or cannot explain it effectively. **Purpose of Data** The facilitator provides some information regarding the purpose of data, but the information is unclear or not oriented toward improvement or growth.	The facilitator and others use data to develop a plan of action, analyze progress, and provide constructive feedback. **Clear Understanding of Data** The facilitator understands the data and can explain it effectively. **Purpose of Data** The facilitator provides information regarding the purpose of data, the information is clear and oriented toward growth.	The facilitator and others collaboratively analyze data to measure progress against a clear objective in order to achieve the outcome and identify new opportunities and challenges. **Clear Understanding of Data** The facilitator understands the data, can explain it and collaborates with others to use it to develop clear goals for learning. **Purpose of Data** The facilitator collaborates with others on the purpose of data and uses it effectively to identify outcomes, develop a concrete action plan, and evaluate growth.

3e Considerations:
- How effectively does the facilitator identify and use materials and resources to enhance learning?
- What evidence indicates that the facilitator makes adjustments to the resources they use and provide to meet others' needs?
- How is the facilitator receptive and/or responsive to others' needs?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Using Resources to Support Learning	The facilitator does not use or provide materials and/or resources to support learning. **Evidence-Based Resources** The facilitator does	The facilitator uses or provides minimal materials and/or resources to support learning. **Evidence-Based Resources** The facilitator partially	The facilitator uses or provides resources and materials to support learning. **Evidence-Based Resources** The facilitator recognizes and acts on	The facilitator uses or provides varied materials and resources effectively and in a way that supports intellectual engagement and deep learning. **Evidence-Based Resources**

not recognize, or ignores evidence regarding materials and/or resources that are most suitable for learning. **Receptiveness and Responsiveness** The facilitator is not receptive or responsive to others' needs for learning resources and/or materials.	recognizes and acts on evidence regarding materials and/or resources that are most suitable for learning. **Receptiveness and Responsiveness** The facilitator is somewhat receptive or responsive to others' needs for learning resources and/or materials.	evidence regarding materials and/or resources that are most suitable for learning. **Receptiveness and Responsiveness** The facilitator is receptive and/or responsive to others' needs for learning resources and/or materials.	The facilitator identifies and/or develops high quality materials and/or resources that are most suitable for in-depth learning. **Receptiveness and Responsiveness** The facilitator identifies when and how to use resources and/or materials in the most effective way to enhance others' learning.

Domain 3: Evidence, Explanation, and Examples:

Domain 3 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 4: The Principled Facilitator

4a Considerations:
- How does the facilitator utilize multiple sources of evidence to analyze their practice and the effectiveness of their practice?
- What evidence indicates that the facilitator utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the facilitator utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Engaging in Reflective Practice	The facilitator does not appear to engage in reflective practice or misjudges the success of their practice.	The facilitator's reflective practice leads to some accurate assessment, but does not follow through with analysis and changes to practice.	The facilitator's reflective practice, based on consideration of evidence, leads to an accurate assessment of success and results in specific	The facilitator consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting those who need it most.

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| | | | changes and adjustments. | |

4b Considerations:
- What evidence indicates that there is a clear system used by the facilitator for maintaining records both accurately and efficiently?
- What evidence indicates the facilitator uses the records they maintain to provide relevant information as needed?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Maintaining Accurate Records	There is no system for maintaining accurate records, the system is ineffective and inefficient, or it does not provide relevant information.	There is a marginally effective system for maintaining records that may not be efficient and only provides partially relevant information.	There is a system for maintaining records and it provides relevant information.	There is an effective system for maintaining records that is efficient and provides relevant information.

4c Considerations:
- What evidence indicates that the facilitator respects cultural differences and works to develop and demonstrate cultural competence?
- In what ways do facilitator interactions demonstrate their respect for the values of others in the educator community?
- How effectively does the facilitator engage the educator community in a culturally responsive manner?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Engaging the Educator Community	The facilitator does not engage the educator community, engages them infrequently, or does so disrespectfully. **Respect and Cultural Competence** The facilitator is unable to engage others or does so in ways that are disrespectful or demonstrate bias. **Developing Cultural Competence** The facilitator demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The facilitator makes some effort to engage the educator community and does so in a respectful manner. **Respect and Cultural Competence** The facilitator's efforts to engage others are respectful and demonstrate some cultural awareness and a commitment to learn more. **Developing Cultural Competence** The facilitator has some cultural knowledge, is developing an understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The facilitator engages the educator community in a respectful and culturally responsive manner. **Respect and Cultural Competence** The facilitator engages educators with respect and cultural awareness, learning and affirming their values and cultural backgrounds. **Developing Cultural Competence** The facilitator accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The facilitator's frequent and ongoing engagement of the educator community demonstrates a clear value for the role they play in professional learning and is focused on forging partnerships that further educator success. **Respect and Cultural Competence** The facilitator and others partner together to support educator success in a manner that honors the contributions of all and focuses on meeting the needs of students. **Developing Cultural Competence** The facilitator demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new

				approaches that value differences and address inequities.

4d Considerations:
- What evidence indicates that the facilitator has developed strong relationships that build relational trust with colleagues?
- In what ways does the facilitator model a culture of thoughtful, generative professional inquiry?
- What are some ways that the facilitator leads in developing and implementing school events, projects, and initiatives with colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Contributing to School Community and Culture	The facilitator is not an active member of the school community or contributes negatively to the culture of learning and values of the school. **Relational Trust and Collaborative Spirit** The facilitator's relationships with colleagues are characterized by negativity or combativeness. **Culture of Inquiry and Innovation** The facilitator avoids activities promoting professional inquiry or only participates when required, making few or negative contributions. **Service to the School** The facilitator avoids involvement in school events, projects, and initiatives.	The facilitator makes some contributions to the school culture, supporting professional learning and upholding the values of the school. **Relational Trust and Collaborative Spirit** The facilitator has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. **Culture of Inquiry and Innovation** The facilitator participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. **Service to the School** The facilitator participates in school events, projects, and initiatives as expected.	The facilitator takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. **Relational Trust and Collaborative Spirit** The facilitator has supportive and collaborative relationships with colleagues that are built on mutual respect and trust. **Culture of Inquiry and Innovation** The facilitator regularly and actively participates in and contributes thoughtfully to professional inquiry. **Service to the School** The facilitator makes a substantial contribution to school events, projects, and initiatives.	The facilitator takes an active role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. **Relational Trust and Collaborative Spirit** The facilitator actively builds relational trust with colleagues and models collaboration focused on student success. **Culture of Inquiry and Innovation** The facilitator takes an active role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. **Service to the School** The facilitator takes an active role in events, projects, and initiatives that contribute to the overall success of the school.

4e Considerations:
- How does the facilitator identify opportunities for growth to help them better meet the needs of educators?
- In what ways does the facilitator demonstrate initiative toward refining their skills and content knowledge?
- What are some ways that the facilitator shows a commitment to seeking and utilizing high-quality feedback?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing	The facilitator does not engage in professional inquiry	The facilitator engages in professional inquiry	The facilitator directs their own professional inquiry and learning	The facilitator appropriately exercises autonomy to direct

| Professionally | or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.

Seeking and Acting on Feedback
The facilitator resists discussing feedback on their practice or ignores feedback that is given. | and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.

Seeking and Acting on Feedback
The facilitator invites, accepts, and acts on feedback given by colleagues. | in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.

Seeking and Acting on Feedback
The facilitator invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback. | professional learning for themselves and their peers, taking an invested role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

Seeking and Acting on Feedback
The facilitator takes an invested role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback. |

4f Considerations:
- What evidence indicates that the facilitator models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?
- In what ways does the facilitator ensure that the decisions they make are in the best interest of students and colleagues?
- How does the facilitator model and take the lead in advocating for students and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Acting in Service of Students	The facilitator acts unethically and does not understand the needs of students and colleagues or make decisions in their best interest. **Ethical Decision-Making** The facilitator makes unwise, rushed, or heated decisions or makes decisions that are self-serving. **Advocacy** The facilitator fails to act on behalf of students when deliberate action is warranted.	The facilitator acts ethically and attempts to make deliberate decisions in the best interest of students and colleagues. **Ethical Decision-Making** The facilitator seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical. **Advocacy** The facilitator addresses the needs of students through their actions but may do so inconsistently or with partial success.	The facilitator models high standards of ethical practice and wise decision-making on behalf of students and colleagues. **Ethical Decision-Making** The facilitator makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide. **Advocacy** The facilitator is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply	The facilitator is invested in the school in defining and upholding high standards of ethical practice and modeling wise decision- making that honors the inherent worth and dignity of each and every student and colleague and prioritizes their needs. **Ethical Decision-Making** The facilitator is invested in the school in modeling and upholding wise decision making that is in the best interest of students and colleagues, and supports students and colleagues to develop their capacity to be more discerning. **Advocacy** The facilitator serves as a model of advocacy for students and acts invested in the school, identifying and

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				with policy.	working to change policies and practices that do not align with community values or may cause harm to students.

Domain 4: Evidence, Explanation, and Examples:

Domain 4 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Evaluation Total		
Domains	**Points**	**Rating**
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Total		

Rating	Points Accumulated in All Four Domains
Excellent	73-88
Proficient	58-72
Need Improvement	40-57
Unsatisfactory	22-39

Domain 1: Planning and Preparation	Domain 2: Learning Environments
1a. Applying Knowledge of Job-Related Content 1b. Knowing and Valuing Teachers and Students 1c. Setting Learning Outcomes 1d. Planning and Using Resources Effectively 1e. Planning Coherent Professional Learning and Instruction 1f. Measuring Outcomes	2a. Cultivating Respectful and Affirming Environments 2b. Fostering a Culture for Health 2c. Access to Support 2d. Supporting Healthy Behaviors that Promote Student Learning 2e. Organizing Spaces for Learning
Domain 3: Learning Experiences	**Domain 4: The Principled Facilitator**
3a. Communicating About Health and Development 3b. Using Program-Specific Strategies 3c. Engaging Others in Learning 3d. Using Data to Support Health 3e. Using Resources to Support Health and Development	4a. Engaging in Reflective Practice 4b. Maintaining Accurate Records 4c. Engaging the Educator Community 4d. Contributing to School Community and Culture 4e. Growing and Developing Professionally 4f. Acting in Service of Students

Domain 1: Planning and Preparation

1a Considerations:
- How do the school nurse's plans and presentations reflect understanding of the district program?
- What are some ways the school nurse presents health content and utilizes specific health strategies to support deeper understanding?
- In what ways does the school nurse help others make connections between health strategies and related skills?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Applying Knowledge of Job-Related Content	The school nurse lacks sufficient knowledge of the district program to support others. **Disciplinary Expertise** Planning and preparation include errors or demonstrate a lack of understanding of the district program. **Knowledge of Interdisciplinary Relationships and Skills** No interdisciplinary relationships between the district programs are identified in support of others.	The school nurse's understanding of the district program partially supports others. **Disciplinary Expertise** Planning and preparation indicate partial understanding of the district program and its relationship to health and learning. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate some relevant connections between the district program.	The school nurse's understanding of the district program supports the development of others. **Disciplinary Expertise** Planning and preparation reflect solid understanding of the district program and its relationship to health and learning. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate knowledge of the district program, health strategies, and their in-class application.	The school nurse's understanding of the district program fosters deeper learning, agency, and dispositions that promote health. **Disciplinary Expertise** Planning and preparation reflect extensive knowledge of the district program and its relationship to health and learning. **Knowledge of Interdisciplinary Relationships and Skills** Implementation of the district program focuses on prioritizing health strategies that transfer across disciplines, emphasizing in-class applications of these concepts and skills.

1b Considerations:
- In what ways are school nurse and student identities and cultures incorporated and reflected in health experiences and environments?
- How are the school nurse's health, social, and emotional assets leveraged to promote teacher and student success?
- In what ways is the school nurse's knowledge of health and development reflected in planning and preparation?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Knowing and Valuing Teachers and Students	The school nurse lacks sufficient knowledge of teachers and students to support teachers and students' health or development. **Respect for Teachers and Students' Identities**	The school nurse's knowledge of teachers and students identities, as well as their strengths and needs, partially supports health and development. **Respect for Teachers and Students' Identities**	The school nurse's knowledge of teachers and students supports health and development, and enables the school nurse to build upon teacher and student assets.	The school nurse's knowledge of teachers and students is extensive and fosters teacher and student health and development to support academic and personal success. **Respect for Teachers and Students' Identities** The school nurse recognizes and appreciates teachers'

			Respect for Teachers and Students' Identities	and students' race, culture,
	The school nurse is not aware of or pays little attention to teachers and students' race, culture, or identity.	The school nurse applies knowledge of teachers and students' race, culture, and identities to planning and preparation with limited success.	The school nurse successfully incorporates knowledge of teachers and students' race, culture, and identities into planning and preparation.	and unique identities, designing culturally responsive and affirming learning experiences with them in mind.

1c Considerations:
- In what ways do learning outcomes reflect the most relevant and valuable learning?
- How are clear, specific outcomes used to define the purpose of learning experiences?
- What are some examples of the school nurse developmental goals to extend learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Learning Outcomes	Learning outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are unclear or are stated as activities. **Value and Relevance** Learning outcomes are not relevant or meaningful or do not reflect important learning.	Learning outcomes are moderately rigorous and are appropriate for most. Outcomes are somewhat clear and partially describe what will be learned or accomplished. **Value and Relevance** Learning outcomes are somewhat relevant and partially reflect important learning and development.	Learning outcomes are rigorous and appropriate. Outcomes are mostly clear and specific, likely to ensure understanding of what will be learned. **Value and Relevance** Learning outcomes are mostly relevant and reflect important learning and development.	Learning outcomes represent high-level learning of relevant strategies and support autonomy. Outcomes are uniformly clear and specific and support others. **Value and Relevance** Learning outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.

1d Considerations:
- How does the school nurse effectively use materials to meet needs and enhance engagement?
- In what ways does the school nurse use resources to enhance personalization, connection, exploration, and health and development?
- What are some ways the school nurse provides resources and supports that increase accessibility and promote agency?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Planning and Using Resources Effectively	The school nurse is not aware of, or does not appropriately or effectively use materials and other resources to support health and development. **Materials** When materials are provided, the school	The school nurse understands and uses materials and other resources to support health and development, but these resources represent only a narrow band of what is available. **Materials**	The school nurse's knowledge of materials and other resources leads to discerning choices to health and development. **Materials** When materials are provided, the school nurse's understanding of the materials supports appropriate	The school nurse makes deliberate decisions in the use of materials and other resources to meet individual needs and support autonomy and health and development. **Materials** When materials are provided, the school nurse uses them wisely, integrating other resources if appropriate, to

nurse does not use or learn to effectively implement them. When materials are **not** provided, the school nurse uses inappropriate or ineffective materials of their own choosing that do not support health or engagement. **Technology and Digital Resources** The school nurse does not appropriately access digital resources to support health and development.	When materials are provided, the school nurse implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When materials are **not** provided, the school nurse selects and uses materials that support health and development. **Technology and Digital Resources** The school nurse uses technology and accesses digital resources that partially support learning but may be primarily a substitution for other resources.	choices based on the specific needs that increase the effectiveness of the district program. When materials are **not** provided, the school nurse relies on a strong core set of materials and makes choices based on the specific needs of educators that increase the effectiveness of those materials. **Technology and Digital Resources** Technology and other digital resources are used effectively to support equitable learning and exploration, as well as connection and development.	support mastery of outcomes and health and development When materials are **not** provided, the school nurse identifies a strong core set of materials and uses them wisely, integrating other resources if appropriate to support mastery of outcomes, and health and development. **Technology and Digital Resources** Technology and other digital resources support intellectual engagement, personalized instructional pathways for health and development.

1e Considerations:
- In what ways do aligned tasks and activities provide opportunities for others to meaningfully engage with content?
- What are some ways that individualized strategies and approaches are used to support success?
- How does the school nurse build on others' strengths, encourage dialogue, and foster collaboration?
- How are learning experiences arranged and structured to build upon and enhance learning and autonomy?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Planning Coherent Professional Learning and Instruction	The design of learning experiences does not support engagement with important content. **Tasks and Activities** Tasks and activities are uninteresting, do not challenge, and/or do not align to outcomes. **Flexible Facilitating** There is only a single approach or activity planned for others to learn the content.	Learning experiences are somewhat coherent in structure, partially supporting others to meet the intended outcomes. **Tasks and Activities** Tasks and activities are partially aligned to outcomes and represent a modest level of intellectual challenge. **Flexible Facilitating** There are multiple ways for others to learn the content and a variety of strategies are used with some success.	Learning experiences are challenging and engaging; they are designed to meet the needs of others. **Tasks and Activities** Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. **Flexible Facilitating** Multiple strategies and approaches are tailored to the needs of others to accelerate and support their success.	Learning experiences prioritize the needs of others, ensuring they can meet the intended outcomes, and support assumption of responsibility for learning. **Tasks and Activities** Tasks and activities encourage agency and create authentic opportunities to engage with meaningful content. **Flexible Facilitating** Multiple strategies and approaches are tailored to the needs of others to accelerate and support their success and also provide

	School Nurse Collaboration School nurse does not collaborate to support learning. **Structure and Flow** Plans for learning are not well structured or sequenced.	**School Nurse Collaboration** School nurse only partially collaborates to design and support learning. **Structure and Flow** Plans for learning are partially well-structured but may not be realistic about time expectations.	**School Nurse Collaboration** School nurse collaboration is an essential component of learning and development. **Structure and Flow** Plans for learning are well structured and have a flow that allows for learning and reflection.	opportunities to engage beyond the content. **School Nurse Collaboration** School nurse thoughtfully collaborates to maximize learning and build on others' strengths. **Structure and Flow** Plans for learning are well structured and have a flow that supports autonomy in the learning process.

1f Considerations:
- What are some ways that others are given opportunities to demonstrate their understanding?
- How is data analyzed and applied to inform decision-making?
- How does the school nurse demonstrate understanding of the district program and use it to gain a clear picture of reality?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f Measuring Outcomes	There is no plan for measuring outcomes or what is measured will not provide evidence that others have learned the intended outcomes. **Analysis and Application** Measurement outcome results are not relevant or used for future planning.	Measured outcomes will partially help the school nurse determine whether others have learned or are learning the intended outcomes. **Analysis and Application** Measurement outcome results are used in planning.	Measured outcomes are planned throughout the learning process and provide timely and valuable information to the school nurse and feedback to others. **Analysis and Application** Measurement outcome results are a key tool used by the school nurse.	Measured outcomes are planned throughout the learning process and provide timely and valuable information to the school nurse and feedback to others. Timely follow-up is provided as needed. **Analysis and Application** Measurement outcome results consistently drive planning and preparation to inform decision making and learning pathways for others.

Domain 1: Evidence, Explanation, and Examples:

Domain 1 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Domain 2: Learning Environments

2a Considerations:
- How has the school nurse intentionally nurtured relationships with and among others?
- What evidence indicates that others feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways does the school nurse demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that the school nurse maintains a positive and respectful rapport?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Cultivating Respectful and Affirming Environments	Others do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict. **Positive Relationships** Interactions, both between the school nurse and others, are frequently negative, uncaring, inappropriate, or insensitive to identities. **Positive Conflict Resolution** Conflict and disrespectful interactions occur and are neither addressed nor resolved.	Learning environments are partially characterized by caring and respectful interactions. **Positive Relationships** Interactions, both between the school nurse and others, are inconsistently caring and respectful, but form a foundation for positive relationships to develop. **Positive Conflict Resolution** Conflict and disrespectful interactions are addressed by the school nurse, with uneven results.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. **Positive Relationships** Interactions, both between the school nurse and others, demonstrate caring and respect that honors identities, race, and cultural background. **Positive Conflict Resolution** Conflict and disrespectful interactions are addressed by the school nurse with even results.	The school nurse and others play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected. **Positive Relationships** Patterns of interaction are culturally responsive; the school nurse's own cultural competence and critical consciousness foster positive relationships. **Positive Conflict Resolution** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Considerations:
- How does the school nurse and others demonstrate their dedication to growth?
- What evidence indicates that the school nurse has explicitly modeled and taught the skills

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Fostering a Culture for Health	The school nurse does not help to create a culture conducive to health and does not support growth. **Purpose and Motivation** There is little or no	The school nurse partially helps to create a culture conducive to health and partially supports growth. **Purpose and Motivation** The school nurse	The school nurse helps to create a culture characterized by high health expectations and supports others' growth. **Purpose and Motivation**	The school nurse and others play an active role in establishing a culture that consistently fosters high expectations for health, reflection, and growth, allowing all to experience success. **Purpose and Motivation**

	sense of purpose for the work or the reasons for doing it are external demands.	communicates the value of growth with some success.	The school nurse demonstrates a belief in the importance of growth that motivates others to succeed and flourish.	The school nurse collaborates with others and takes an active role in developing growth that motivates others to succeed and flourish.

2c Considerations:
- What evidence indicates that procedures that support responsibility and autonomy have been developed and are responsive to needs?
- How does the school nurse complete administrative tasks so that they do not take away from providing health and development opportunities?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Access to Support	Health and development are hindered by a lack of structure or inefficient procedures. Others are unable to access assistance from the school nurse. **Equitable Access to Resources and Supports** Resources and supports are not deployed efficiently, effectively, or equitably. **Administrative Tasks** Administrative tasks are not completed or completed inefficiently, resulting in loss of health and development.	Not all procedures for accessing support from the school nurse are clear to others. **Equitable Access to Resources and Supports** Resources and support are managed somewhat efficiently and effectively, though others may not have equitable access. **Administrative Tasks** Administrative tasks are completed with some efficiency, but health and development is lost.	The school nurse has established procedures for others to use in gaining access to support. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently and effectively; all are able to access what they need. **Administrative Tasks** Administrative tasks are completed efficiently, with little loss of health and development.	Procedures for access to support have been established and are clear and easy for all others to understand and follow in order to gain support. **Equitable Access to Resources and Supports** Resources and supports are deployed equitably; others take initiative in accessing resources and identifying additional supports they need. **Administrative Tasks** Administrative tasks are completed seamlessly with no loss of time devoted to student health and development.

2d Considerations:
- In what ways does the school nurse demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that the school nurse models and teaches habits that develop positive healthy behavior in students?
- What evidence indicates that the school nurse monitors and reflects on their behavior and the impact it has on others' health and development?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Supporting Healthy Behaviors that Promote Student	There is little evidence of explicit modeling, instruction, or guidance related to	Healthy behaviors that promote student learning are modeled by the school nurse and occasionally	Healthy behaviors that promote student learning are modeled by the school nurse and taught explicitly.	Healthy behaviors that promote student learning are modeled by the school nurse and reinforced to promote reflection and

| Learning | healthy behaviors that promote student learning.

Expectations for the Learning Community
There are no clear expectations for healthy behaviors that promote student learning. | taught explicitly.

Expectations for the Learning Community
There are expectations established for healthy behavior that promote student learning but with uneven success. | **Expectations for the Learning Community**
Expectations for healthy behavior that promote student learning have been successfully established and agreed upon. | recalibration.

Expectations for the Learning Community
Expectations for behavior that promote healthy behaviors have been successfully established and agreed upon and promote reflection and recalibration. |

2e Considerations:
- How does the school nurse modify the space as needed to make sure it is accessible?
- What evidence indicates that the space has been designed specifically to suit and support the health and development of others?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Spaces for Learning	Spaces are inaccessible, and/or not conducive to health and development.	Spaces are accessible; the arrangement and use of resources partially supports health and development.	Spaces are thoughtfully designed to address the needs of individuals within the context of shared experiences.	Spaces are thoughtfully co-designed and modified as needed to address the needs of individuals and create collaborative, joyful spaces for all to promote health and growth.

Domain 2: Evidence, Explanation, and Examples:

Domain 2 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 3: Professional Learning Experiences

3a Considerations:
- How effectively does the school nurse communicate and engage others with the content of the material they are presenting?
- How clearly does the school nurse communicate the purpose for the learning and embed it in the broader context?
- How does the school nurse demonstrate expectations for growth in a way that enhances understanding?
- In what ways does the school nurse use rigorous and accurate language to build knowledge of health and development?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating About Health and Development	Communication about health and development is unclear or confusing and hinders learning. **Purpose for Learning and Criteria for Success** The school nurse does not convey what will be learned. **Specific Expectations** The school nurse's unclear or incomplete explanation of the learning activities hinders engagement. **Use of Language** The school nurse's communications include incorrect or imprecise use of content specific language.	Communication about health and development is mostly clear and accurate; it partially supports learning. **Purpose for Learning and Criteria for Success** The school nurse partially explains the purpose of learning but with little elaboration or specificity. **Specific Expectations** Expectations for the learning activities are somewhat clear. **Use of Language** The school nurse's use of content specific language is generally correct but may need further explanation or be too simplistic to support learning.	Communication about health and development is accurate and clear; it supports active engagement in learning experiences and models effective use of language. **Purpose for Learning and Criteria for Success** The purpose and value of what will be learned is connected to broader purposes. **Specific Expectations** The school nurse explains and models, if appropriate, the learning activities, supporting and reinforcing engagement. **Use of Language** Content specific language and vocabulary are used accurately.	Communication about health and development is rich, nuanced, and relevant, inviting others to think critically and contribute intellectually; it encourages curiosity and supports autonomy. **Purpose for Learning and Criteria for Success** The school nurse clearly explains what will be learned and why, how it is situated within broader purposes, how it will be learned, and what success will look like. **Specific Expectations** The school nurse clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing engagement. **Use of Language** The school nurse's content specific language and vocabulary are accurate, rigorous, and well-suited to the material, providing a model to support learning.

3b Considerations:
- How does the school nurse demonstrate that program-specific strategies help others to think critically and deepen their understanding?
- How do program-specific strategies challenge others to think critically and deepen their understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b Using Program-Specific Strategies	Program-specific strategies are absent, low-level, or do not support health and development. **Reasoning and Reflection** Program-specific strategies do not invite or require an explanation.	Program-specific strategies are minimal, partially framed and led by the school nurse, and are partially used to support health and development. **Reasoning and Reflection** Program-specific strategies partially invite others to explain their thinking and minimally reflect on learning.	Program-specific strategies, primarily framed and led by the school nurse, are used to support health and development. **Reasoning and Reflection** Program-specific strategies invite educators to explain their thinking and reflect on learning.	Program-specific strategies, framed or led by the school nurse, create a culture of health and development. **Reasoning and Reflection** Through program-specific strategies, others have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so.

3c Considerations:
- What strategies is the school nurse using to engage others to reflect on their practice and provide opportunities for growth?
- In what ways are instructional materials and resources used to support deep learning?
- What evidence indicates that learning is structured to allow others multiple meaningful opportunities to think and consolidate understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c Engaging Others in Learning	Learning experiences do not require active intellectual engagement by others. **Rich Learning Experiences** Tasks are inappropriate, many are not engaged in them, or they may only require recall or use a single approach. **Use of Instructional Materials and Resources** Instructional materials and resources are not used correctly or effectively, are not supportive of learning, and/or are not available. **Opportunities for Thinking and Reflection** The pace of learning is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; others do not have time or opportunity to reflect or consolidate understanding.	Learning experiences partially engage others intellectually; the activities require minimal thinking and/or engagement. **Rich Learning Experiences** Others are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches. **Use of Instructional Materials and Resources** Instructional materials and resources are used with some success to support learning. **Opportunities for Thinking and Reflection** The pacing of learning provides few opportunities for thought and/or reflection, allowing others few opportunities to engage and develop understanding.	Learning experiences engage others intellectually; the activities require thinking and engagement. **Rich Learning Experiences** Most are engaged in activities that support agency and require critical thinking; tasks require intellectual engagement and others can explain their thinking. **Use of Instructional Materials and Resources** Instructional materials and resources are available and used correctly, effectively, and are supportive of learning. **Opportunities for Thinking and Reflection** The pacing of learning supports intellectual engagement and learning; others have some opportunities to think, reflect, and consolidate understanding.	Learning experiences support curiosity and exploration and encourage higher-order thinking; others are engaged in multiple ways and are afforded opportunities to represent their ideas and responses through multiple means. **Rich Learning Experiences** All are engaged in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and others can explain their thinking. **Use of Instructional Materials and Resources** Instructional materials and resources are used correctly and effectively to support intellectual engagement and deep learning; they are varied. **Opportunities for Thinking and Reflection** The pacing of learning supports high levels of intellectual engagement and deeper learning; others have multiple and effective opportunities to think, reflect, and consolidate understanding.

3d Considerations:
- Does the school nurse know the purpose of data and how to use it to support health and development?
- Can the school nurse communicate what the data has revealed?
- Can the school nurse encourage others to use data to make informed decisions about improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Using Data	Data is not used or	Data partially supports	The school nurse and	The school nurse and

| to Support Health | is not aligned to any purpose.

Clear Understanding of Data
The school nurse does not understand data and cannot explain it.

Purpose of Data
Others receive no explanation of the purpose of data or data is used in a harsh and/or pejorative way. | health and development.

Clear Understanding of Data
The school nurse partially understands data and/or cannot explain it effectively.

Purpose of Data
The school nurse provides some information regarding the purpose of data, but the information is unclear or not oriented toward improvement or growth. | others use data to develop a plan of action, analyze progress, and provide constructive feedback.

Clear Understanding of Data
The school nurse understands the data and can explain it effectively.

Purpose of Data The school nurse provides information regarding the purpose of data, the information is clear and oriented toward growth. | others collaboratively analyze data to measure progress against a clear objective in order to achieve the outcome and identify new opportunities and challenges.

Clear Understanding of Data
The school nurse understands the data, can effectively explain it and collaborates with others to use it to develop clear goals for health and development.

Purpose of Data
The school nurse collaborates with others on the purpose of data and uses it effectively to identify outcomes, develop a concrete action plan, and evaluate health and development. |
|---|---|---|---|---|

3e Considerations:
- How effectively does the school nurse identify and use materials and resources to enhance health and development?
- What evidence indicates that the school nurse makes adjustments to the resources they use and provide to meet others' needs?
- How is the school nurse receptive and/or responsive to others' needs?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Using Resources to Support Health and Development	The school nurse does not use or provide materials and/or resources to support health and development.

Evidence-Based Resources
The school nurse does not recognize, or ignores evidence regarding materials and/or resources that are most suitable for health and development.

Receptiveness and Responsiveness
The school nurse is not receptive or responsive to others' needs for health and | The school nurse uses or provides minimal materials and/or resources to support health and development.

Evidence-Based Resources
The school nurse partially recognizes and acts on evidence regarding materials and/or resources that are most suitable for health and development.

Receptiveness and Responsiveness
The school nurse is somewhat receptive or responsive to others' needs for health and development resources | The school nurse uses or provides resources and materials to support health and development.

Evidence-Based Resources
The school nurse recognizes and acts on evidence regarding materials and/or resources that are most suitable for health and development.

Receptiveness and Responsiveness
The school nurse is receptive and/or responsive to others' needs for health and development resources | The school nurse uses or provides varied materials and resources effectively and in a way that supports health and development.

Evidence-Based Resources
The school nurse identifies and/or develops high quality materials and/or resources that are most suitable for health and development.

Receptiveness and Responsiveness
The school nurse identifies when and how to use resources and/or materials in the most effective way to enhance others' health and development. |

	development resources and/or materials.	and/or materials.	and/or materials.	

Domain 3: Evidence, Explanation, and Examples:

Domain 3 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 4: The Principled Facilitator				

4a Considerations:
- How does the school nurse utilizes multiple sources of evidence to analyze their practice and the effectiveness of their practice?
- What evidence indicates that the school nurse utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the school nurse utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Engaging in Reflective Practice	The school nurse does not appear to engage in reflective practice or misjudges the success of their practice.	The school nurse's reflective practice leads to some accurate assessment, but does not follow through with analysis and changes to practice.	The school nurse's reflective practice, based on consideration of evidence, leads to an accurate assessment of success and results in specific changes and adjustments.	The school nurse consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting those who need it most.

4b Considerations:
- What evidence indicates that there is a clear system used by the school nurse for maintaining records both accurately and efficiently?
- What evidence indicates the school nurse uses the records they maintain to provide relevant information as needed?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b	There is no system	There is a marginally	There is a system for	There is an effective

| Maintaining Accurate Records | for maintaining accurate records, the system is ineffective and inefficient, or it does not provide relevant information. | effective system for maintaining records that may not be efficient and only provides partially relevant information. | maintaining records and it provides relevant information. | system for maintaining records that is efficient and provides relevant information. |

4c Considerations:
- What evidence indicates that the school nurse respects cultural differences and works to develop and demonstrate cultural competence?
- In what ways do the school nurse's interactions demonstrate their respect for the values of others in the educator community?
- How effectively does the school nurse engage the educator community in a culturally responsive manner?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Engaging the Educator Community	The school nurse does not engage the educator community, engages them infrequently, or does so disrespectfully. **Respect and Cultural Competence** The school nurse is unable to engage others or does so in ways that are disrespectful or demonstrate bias. **Developing Cultural Competence** The school nurse demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences.	The school nurse makes some effort to engage the educator community and does so in a respectful manner. **Respect and Cultural Competence** The school nurse's efforts to engage others are respectful and demonstrate some cultural awareness and a commitment to learn more. **Developing Cultural Competence** The school nurse has some cultural knowledge, is developing an understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The school nurse engages the educator community in a respectful and culturally responsive manner. **Respect and Cultural Competence** The school nurse engages educators with respect and cultural awareness, learning and affirming their values and cultural backgrounds. **Developing Cultural Competence** The school nurse accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The school nurse'sfrequent and ongoing engagement of the educator community demonstrates a clear value for the role they play in professional learning and is focused on forging partnerships that further educator success. **Respect and Cultural Competence** The school nurse and others partner together to support educator success in a manner that honors the contributions of all and focuses on meeting the needs of students. **Developing Cultural Competence** The school nurse demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.

4d Considerations:
- What evidence indicates that the school nurse has developed strong relationships that build relational trust with colleagues?
- In what ways does the school nurse model a culture of thoughtful, generative professional inquiry?
- What are some ways that the school nurse leads in developing and implementing school events, projects, and initiatives with colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Contributing to School Community and Culture	The school nurse is not an active member of the school community or contributes negatively to the culture of learning and values of the school. **Relational Trust and Collaborative Spirit** The school nurse's relationships with colleagues are characterized by negativity or combativeness. **Culture of Inquiry and Innovation** The school nurse avoids activities promoting professional inquiry or only participates when required, making few or negative contributions. **Service to the School** The school nurse avoids involvement in school events, projects, and initiatives.	The school nurse makes some contributions to the school culture, supporting professional learning and upholding the values of the school. **Relational Trust and Collaborative Spirit** The school nurse has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. **Culture of Inquiry and Innovation** The school nurse participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. **Service to the School** The school nurse participates in school events, projects, and initiatives as expected.	The school nurse takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. **Relational Trust and Collaborative Spirit** The school nurse has supportive and collaborative relationships with colleagues that are built on mutual respect and trust. **Culture of Inquiry and Innovation** The school nurse regularly and actively participates in and contributes thoughtfully to professional inquiry. **Service to the School** The school nurse makes a substantial contribution to school events, projects, and initiatives.	The school nurse takes an active role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. **Relational Trust and Collaborative Spirit** The school nurse actively builds relational trust with colleagues and models collaboration focused on student success. **Culture of Inquiry and Innovation** The school nurse takes an active role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. **Service to the School** The school nurse takes an active role in events, projects, and initiatives that contribute to the overall success of the school.

4e Considerations:
- How does the school nurse identify opportunities for growth to help them better meet the needs of educators?
- In what ways does the school nurse demonstrate initiative toward refining their skills and content knowledge?
- What are some ways that the school nurse shows a commitment to seeking and utilizing high-quality feedback?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing Professionally	The school nurse does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. **Seeking and Acting on Feedback**	The school nurse engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed	The school nurse directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and	The school nurse appropriately exercises autonomy to direct professional learning for themselves and their peers, taking an invested role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

The school nurse resists discussing feedback on their practice or ignores feedback that is given.	by others. **Seeking and Acting on Feedback** The school nurse invites, accepts, and acts on feedback given by colleagues.	growth focused on developing knowledge, skills, and mindsets. **Seeking and Acting on Feedback** The school nurse invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	**Seeking and Acting on Feedback** The school nurse takes an invested role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

4f Considerations:
- What evidence indicates that the school nurse models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?
- In what ways does the school nurse ensure that the decisions they make are in the best interest of students and colleagues?
- How does the school nurse model and take the lead in advocating for students and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Acting in Service of Students	The school nurse acts unethically and does not understand the needs of students and colleagues or make decisions in their best interest. **Ethical Decision-Making** The school nurse makes unwise, rushed, or heated decisions or makes decisions that are self-serving. **Advocacy** The school nurse fails to act on behalf of students when deliberate action is warranted.	The school nurse acts ethically and attempts to make deliberate decisions in the best interest of students and colleagues. **Ethical Decision-Making** The school nurse seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical. **Advocacy** The school nurse addresses the needs of students through their actions but may do so inconsistently or with partial success.	The school nurse models high standards of ethical practice and wise decision-making on behalf of students and colleagues. **Ethical Decision-Making** The school nurse makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide. **Advocacy** The school nurse is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	The school nurse is invested in the school in defining and upholding high standards of ethical practice and modeling wise decision- making that honors the inherent worth and dignity of each and every student and colleague and prioritizes their needs. **Ethical Decision-Making** The school nurse is invested in the school in modeling and upholding wise decision making that is in the best interest of students and colleagues, and supports students and colleagues to develop their capacity to be more discerning. **Advocacy** The school nurse serves as a model of advocacy for students and acts invested in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Domain 4: Evidence, Explanation, and Examples:

Domain 4 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Evaluation Total		
Domains	**Points**	**Rating**
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Total		

Rating	Points Accumulated in All Four Domains
Excellent	73-88
Proficient	58-72
Need Improvement	40-57
Unsatisfactory	22-39

Domain 1: Planning and Preparation	Domain 2: Learning Environments
1a. Applying Knowledge of Psychology Content and Pedagogy	2a. Cultivating Respectful and Affirming Environments
1b. Knowing and Valuing Students	2b. Fostering a Culture for Learning
1c. Setting Outcomes	2c. Maintaining Purposeful Environments
1d. Using Resources Effectively	2d. Supporting Positive Student Behavior
1e. Planning Effectively	2e. Organizing Spaces for Learning
1f. Designing and Analyzing Assessments	
Domain 3: Delivery of Services	**Domain 4: Learning Experiences**
3a. Communicating About Purpose and Psychological Content	4a. Engaging in Reflective Practice
3b. Using Techniques to Evaluate Student Needs	4b. Documenting Student Progress
3c. Engagement in Student Advocacy	4c. Engaging Families and Communities
3d. Using Assessments	4d. Contributing to School Community and Culture
3e. Responding Flexibly to Student Needs	4e. Growing and Developing Professionally
	4f. Acting in Service of Students

Domain 1: Planning and Preparation

1a Considerations:
- How do psychologist's plans and presentations of psychological content reflect understanding of prerequisite relationships among topics and concepts within the discipline?
- What are some ways the psychologist presents content and utilizes discipline-specific learning strategies to support deeper understanding?
- In what ways does the psychologist help students make connections between disciplines or develop cross-disciplinary skills?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Applying Knowledge of Psychology Content and Pedagogy	The psychologist lacks sufficient knowledge of psychology content and pedagogy to support student learning. **Disciplinary Expertise** Planning and preparation include errors or demonstrate a lack of understanding. **Knowledge of Interdisciplinary Relationships and Skills** No interdisciplinary relationships are identified in plans or preparation.	The psychologist's understanding of psychology content and pedagogy partially supports student learning. **Disciplinary Expertise** Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	The psychologist's understanding of psychology content and pedagogy supports student learning. **Disciplinary Expertise** Planning and preparation reflect solid understanding of content and the structure of the discipline. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	The psychologist's understanding of psychology content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection. **Disciplinary Expertise** Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline. **Knowledge of Interdisciplinary Relationships and Skills** Planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

1b Considerations:
- In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments?
- How does the psychologist use their understanding of students' prior knowledge and experience to support students?
- How are students' academic, social, and emotional assets leveraged to promote student success?
- In what ways are the psychologist's knowledge of the learning process and learning differences reflected in planning and preparation?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Knowing and Valuing Students	The psychologist lacks sufficient knowledge of students to support	The psychologist's knowledge of students' identities, as well as their strengths and needs,	The psychologist's knowledge of students supports learning and development, and	The psychologist's knowledge of students is extensive and fosters student learning and development to support

student learning or development.

Respect for Students' Identities
The psychologist is not aware of or pays little attention to students' race, culture, or identity.

Knowledge of Whole Child Development
The psychologist does not attend to or have understanding of students' cognitive, social, emotional, and character development. | partially supports learning and development.

Respect for Students' Identities
The psychologist applies knowledge of students' race, culture, and identities to planning and preparation with limited success.

Knowledge of Whole Child Development
The psychologist's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success. | enables the psychologist to build upon student assets.

Respect for Students' Identities
The psychologist successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.

Knowledge of Whole Child Development
The psychologist's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation. | psychological and personal success.

Respect for Students' Identities
The psychologist recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.

Knowledge of Whole Child Development
The psychologist deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility. |

1c Considerations:
- In what ways do outcomes reflect the most relevant and valuable learning for students?
- How are clear, specific outcomes used to define the purpose of learning experiences?
- What are some examples of the psychologist integrating academic and developmental goals to extend student learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Outcomes	Outcomes are not identified, are not rigorous, or are inappropriate. Outcomes are unclear or are stated as activities.

Value and Relevance
Outcomes are not relevant or meaningful or do not reflect important learning.

Integration of Multiple Aspects of Student Development
Outcomes do not reflect a range of purposes. | Outcomes are moderately rigorous and are appropriate for most students. Outcomes are somewhat clear and partially describe what students will learn.

Value and Relevance
Outcomes are somewhat relevant and partially reflect important learning and development.

Integration of Multiple Aspects of Student Development
Outcomes target different types of outcomes beyond psychological | Outcomes are rigorous and appropriate for students. Outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.

Value and Relevance
Outcomes are mostly relevant and reflect important learning and development.

Integration of Multiple Aspects of Student Development
Outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social- emotional, and | Outcomes represent high-level learning of important psychological content and support student autonomy, curiosity, and intellectual risk-taking. Outcomes are uniformly clear and specific and support students.

Value and Relevance
Outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.

Integration of Multiple Aspects of Student Development
Outcomes integrate academic, social- emotional, and character development goals rather than treating them separately. |

3

| | | knowledge and skills with partial success. | character development goals. | |

1d Considerations:
- How does the psychologist effectively use materials to meet the needs of individual students and enhance engagement?
- In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement?
- What are some ways the psychologist provides resources and support for students that increase accessibility and promote student agency?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Using Resources Effectively	The psychologist is not aware of, or does not appropriately or effectively use materials and other resources to support student learning and development. **Materials** When materials are provided, the psychologist does not use or learn to effectively implement them. When materials are not provided, the psychologist uses inappropriate or ineffective materials of their own choosing that do not support rigor or engagement. **Technology and Digital Resources** The psychologist does not appropriately access digital resources to support student learning and development.	The psychologist understands and uses materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. **Materials** When materials are provided, the psychologist implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When materials are not provided, the psychologist selects and uses materials that partially support rigor or engagement. **Technology and Digital Resources** The psychologist uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	The psychologist's knowledge of materials and other resources leads to discerning choices to support learning and development. **Materials** When materials are provided, the psychologist's understanding of the materials supports appropriate choices based on the specific needs of students that increase effectiveness. When materials are not provided, the psychologist relies on a strong core set of materials that support rigor and engagement. **Technology and Digital Resources** Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	The psychologist makes deliberate decisions in the use of materials and other resources to meet individual student needs and support student autonomy and engagement. **Materials** When materials are provided, the psychologist uses them wisely, integrating other resources if appropriate, to support student's mastery of outcomes, further learning and development, deep engagement, and autonomy. When materials are not provided, the psychologist identifies a strong core set of materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep engagement. **Technology and Digital Resources** Technology and other digital resources support intellectual engagement, personalized pathways for student learning and development.

1e Considerations:
- In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage?

- What are some ways that individualized strategies and approaches are used to support student success?
- How are learning experiences arranged and structured to build upon and enhance student learning and autonomy?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Planning Effectively	The design of learning experiences does not support student engagement with psychological content. **Tasks and Activities** Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to outcomes. **Flexible Learning** There is only a single approach or activity planned for students to learn. **Structure and Flow** Plans are not well structured or sequenced.	Learning experiences are somewhat coherent in structure, within and across disciplines, partially supporting students to meet the intended outcomes. **Tasks and Activities** Tasks and activities are partially aligned to outcomes and represent a modest level of challenge. **Flexible Learning** There are multiple ways for students to learn and a variety of strategies are used with some success. **Structure and Flow** Plans are partially well-structured but may not be realistic about time expectations.	Learning experiences are challenging and engaging; they are designed to meet the needs of students. **Tasks and Activities** Tasks and activities are aligned with outcomes and provide opportunities for higher-level thinking and engagement. **Flexible Learning** Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success. **Structure and Flow** Plans are well structured and have a flow that allows for student learning and reflection.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. **Tasks and Activities** Tasks and activities encourage student agency and create authentic opportunities to engage meaningfully. **Flexible Learning** Opportunities are provided for students to engage; and, when appropriate, the psychologist works with students to co-design learning experiences. **Structure and Flow** Plans are well structured and have a flow that supports student autonomy in the learning process.

1f Considerations:
- How are clear assessment criteria and standards developed and understood?
- How is assessment data analyzed and applied to inform decision-making?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f Designing and Analyzing Assessments	There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes. **Criteria** Assessments lack criteria by which students can be accurately assessed	Assessments will partially help the psychologist determine whether students have learned or are learning the intended outcomes. **Criteria** Assessment criteria have been developed, but they are unclear, too vague, and/or contain cultural misalignment.	Assessments are valid and planned throughout the process and provide timely and valuable information to the psychologist and feedback to students. **Criteria** Assessment criteria are established and understood by all and are culturally appropriate.	The assessments are comprehensive, psychometrically valid, include multiple data sources, and are administered with validity. **Criteria** Assessment criteria are established, clear, and fully understood by all and are culturally appropriate. **Analysis and Application** Assessment results are consistently clear and concise and drive planning

and/or are culturally biased. **Analysis and Application** Assessment results lack purpose, meaningful interpretation, and planning.	**Analysis and Application** Assessment results are used in some future planning, with some interpretation, and some purpose.	**Analysis and Application** Assessment results are purposeful, meaningful, and used for future planning.	and preparation to inform decision making and pathways for students.

Domain 1: Evidence, Explanation, and Examples:

Domain 1 Score:	**Unsatisfactory** 6-10	**Needs Improvement** 11-15	**Proficient** 16-19	**Excellent** 20-24

Domain 2: Learning Environments

2a Considerations:
- How has the psychologist intentionally nurtured relationships with and among students?
- What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways does the psychologist demonstrate cultural competence in creating an inclusive environment?
- What are some ways that the psychologist maintains a positive and respectful rapport while addressing and resolving student conflicts?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict. **Positive Relationships** Interactions are frequently negative, uncaring,	Environments are partially characterized by caring and respectful interactions. **Positive Relationships** Interactions are inconsistently caring and respectful, but form a foundation for positive relationships to develop. **Positive Conflict Resolution** Conflict and	Environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. **Positive Relationships** Interactions demonstrate caring and respect that honors students' identities, race, and cultural background.	Students play an active role in creating positive environments characterized by a sense of community, where each member feels safe, valued, and connected. **Positive Relationships** Patterns of interaction are culturally responsive; the psychologist's own cultural competence and critical consciousness foster positive relationships and students take an active role in

	inappropriate, or insensitive to students' identities and developmental levels. **Positive Conflict Resolution** Conflict and disrespectful interactions occur and are neither addressed nor resolved.	disrespectful interactions are addressed by the psychologist, with uneven results.	**Positive Conflict Resolution** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	developing and sustaining positive relationships. **Positive Conflict Resolution** Students are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

2b Considerations:
- How does the psychologist demonstrate their dedication to student personal growth?
- What evidence indicates that the psychologist has explicitly modeled and taught the skills that allow students to successfully pursue learning?
- In what ways do students demonstrate their agency?
- What are some ways that students and the psychologist support and demonstrate perseverance through difficult work?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Fostering a Culture for Learning	The culture is not conducive to learning and does not support development. **Purpose and Motivation** There is little or no sense of purpose for the work or the reasons for doing it are external demands. **Student Agency** Students have little or no agency. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are not encouraged, preventing a conviction that with hard work and perseverance all students can grow.	The culture is partially conducive to learning and development. **Purpose and Motivation** The psychologist communicates the importance of the work, the ultimate purpose, and the value of personal growth with some success. **Student Agency** Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can grow.	The culture is characterized by high expectations and supports students' learning and development. **Purpose and Motivation** The psychologist and students demonstrate a belief in the importance of the work and personal growth that motivates them to succeed and flourish. **Student Agency** Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. **Support and Perseverance** Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all to experience success. **Purpose and Motivation** The psychologist and students display dedication to learning and a sense of purpose; personal growth is valued by the psychologist and the student. **Student Agency** Students clearly exercise autonomy and actively suggest ways to make the environment more joyful, rigorous, and purposeful. **Support and Perseverance** The psychologist promotes an environment where students encourage one another to persevere and use strategies to support each other through challenging growth opportunities.

2c Considerations:

- In what ways does the psychologist thoughtfully and purposefully model and utilize collaboration?
- What evidence indicates that procedures that support student responsibility and autonomy have been taught and are responsive to students' needs?
- How does the psychologist distribute resources and supports in a way that ensures equitable access for all students?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Maintaining Purposeful Environments	Student development is hindered by a lack of routines or inefficient procedures. **Student Autonomy and Responsibility** Routines do not support student autonomy or assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are not deployed efficiently, effectively, or equitably.	Routines and procedures, established or managed primarily by the psychologist and taught explicitly to students, support opportunities for student development. **Student Autonomy and Responsibility** Routines and procedures partially support student autonomy and assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student development. **Student Autonomy and Responsibility** Routines and procedures allow students to operate autonomously and take responsibility for their learning. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful environment and support growth. **Student Autonomy and Responsibility** Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development. **Equitable Access to Resources and Supports** Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.

2d Considerations:
- In what ways do students demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that the psychologist models and teaches habits of character that develop positive behavior in students?
- What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors. **Expectations** There are no clear expectations and/or negative behavior is not addressed.	Positive behaviors are modeled by the psychologist and occasionally taught explicitly. **Expectations** There are expectations established to promote positive behavior but with uneven success. **Modeling and**	Students display positive behaviors, which are modeled by the psychologist and reinforced to promote reflection and recalibration rather than compliance. **Expectations** Expectations have been successfully established	Students consistently and independently display positive behaviors and seek opportunities to build a better community. **Expectations** Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.

| | **Modeling and Teaching Habits of Character** There is no explicit modeling or teaching of habits of character. **Self-Monitoring and Collective Responsibility** Students take no responsibility for their own behavior and do not display awareness of their impact on others. | **Teaching Habits of Character** Habits of character are modeled or taught but with uneven success. **Self-Monitoring and Collective Responsibility** The psychologist encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success. | and agreed upon. **Modeling and Teaching Habits of Character** Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and attend to their impact on other students. | **Modeling and Teaching Habits of Character** Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior. |

2e Considerations:
- How does the psychologist modify the learning space as needed to make sure it is safe and accessible?
- What evidence indicates that the learning space has been designed specifically to suit and support the students?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

Domain 2: Evidence, Explanation, and Examples:				

Domain 2 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 3: Learning Experiences

3a Considerations:
- How effectively does the psychologist communicate with others?
- In what ways does the psychologist use rigorous and accurate psychological language to build content knowledge?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating About Purpose and Psychological Content	Communication about purpose and psychological content is unclear or confusing and hinders progress. **Clear Explanations** The psychologist's unclear or incomplete explanation hinders student progress. **Consulting with Others** The psychologist fails to consult with colleagues or to tailor communication to the specific situation. **Use of Psychological Language** The psychologist's communications include incorrect or imprecise use of psychological language hindering student development.	Communication about purpose and psychological content is mostly clear and accurate; it partially supports progress. **Clear Explanations** Explanations are somewhat clear. **Consulting with Others** The psychologist consults sporadically with colleagues partially tailoring communication to the specific situation. **Use of Psychological Language** The psychologist's use of psychological language is generally correct but may need further explanation or be too simplistic to support student development.	Communication about purpose and psychological content is accurate and clear; it supports active engagement in learning experiences. **Clear Explanations** The psychologist's clear and complete explanation encourages student progress. **Consulting with Others** The psychologist consults with colleagues tailoring communication to the specific situation. **Use of Psychological Language** The psychologist's language and vocabulary are accurate, providing support for student development.	Communication about purpose and psychological content is rich, nuanced, and relevant, inviting others to think critically and contribute intellectually; it encourages curiosity and supports progress. **Clear Explanations** The psychologist's clear and complete explanation encourages student progress and anticipates questions or confusions and addresses them in advance. **Consulting with Others** The psychologist consults frequently with colleagues tailoring communication to the specific situation and helps all to contribute their own insights. **Use of Psychological Language** The psychologist's language and vocabulary are accurate, rigorous, and well-suited to others, providing a model to support student development.

3b Considerations:
- How does the psychologist use techniques to support student development?
- In what ways does the psychologist respectfully and productively engage others in dialogue?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b Using Techniques to Evaluate Student Needs	Techniques are absent, low-level, or do not support student development. No collaboration is present. **Collaboration with**	Techniques, primarily framed and led by the psychologist, are inconsistently used to support student development. Minimal collaboration is present.	Techniques, primarily framed and led by the psychologist, are consistently used to support student development. Collaboration is evident.	Techniques, led by the psychologist, are consistently used in collaboration with other staff members to develop the thinking, reasoning skills, and habits of reflection.

	Others The psychologist does not lead discussions and/ or invite collaboration.	**Collaboration with Others** The psychologist inconsistently leads discussions and/or invites collaboration.	**Collaboration with Others** The psychologist leads discussions and/or invites collaboration.	**Reasoning and Reflection** The psychologist consistently leads discussions and/or effectively invites collaboration.

3c Considerations:
- What are some ways that the psychologist ensures that collaboration is utilized to further learning?
- In what ways are materials and resources used to support learning by all?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c Engagement in Student Advocacy	The school psychologist is not involved in student advocacy of any sort. **Collaboration and Teamwork** The psychologist does not collaborate, they do not engage with others. **Use of Materials and Resources** Materials and resources are not used correctly or effectively, are not supportive of student learning, and/or are not equitably available.	The school psychologist has limited involvement in student advocacy. **Collaboration and Teamwork** The psychologist collaborates, they do not engage with others effectively. **Use of Materials and Resources** Materials and resources are used with some success to support learning, and others have equitable access to them.	The school psychologist is a leader in student advocacy. **Collaboration and Teamwork** The psychologist is a leader in collaboration and engages well with others. **Use of Materials and Resources** Materials and resources are used effectively to support others; they are varied and used to support student learning through equitable access.	The school psychologist is an effective leader in student advocacy, taking initiative in assembling and providing all relevant support and necessary materials. **Collaboration and Teamwork** The psychologist is a leader in collaboration, helping others to do so. The psychologist engages well with others and helps others to do so. **Use of Materials and Resources** Others are provided the opportunity to take initiative in using materials and resources by adapting them appropriately; Others suggest modifications or additions to make them more relevant or challenging.

3d Considerations:
- In what ways does the psychologist establish and clearly communicate the standards for high-quality work?
- What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals?
- How do others receive and utilize high quality feedback to advance student learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Using Assessments	Assessments are not used or are not aligned to the purpose of student progress. **Clear Standards for Success** The psychologist does not share assessment criteria,	Assessments are used and are partially aligned to the purpose of student progress. **Clear Standards for Success** The psychologist inconsistently shares assessment criteria, and/or explains student	Assessments are used and are aligned to the purpose of student progress. **Clear Standards for Success** The psychologist shares assessment criteria, and/or explains student results.	Assessments are consistently used, analyzed, and adjusted as needed to fully promote student progress. **Clear Standards for Success** The psychologist clearly shares assessment criteria, and/or explains student

and/or explains student results. **Monitoring Student Progress** The psychologist does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress. **Timely, Constructive Feedback** Feedback given is not timely or constructive.	results. **Monitoring Student Progress** The psychologist partially determines whether students are progressing toward mastery of the goals and provides limited structured opportunities for students to monitor their own progress. **Timely, Constructive Feedback** The psychologist provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	**Monitoring Student Progress** The psychologist determines whether students are progressing toward mastery of the goals and provides structured opportunities for students to monitor their own progress. **Timely, Constructive Feedback** The psychologist provides timely, constructive feedback that advances learning.	results and ensures others understand. **Monitoring Student Progress** The psychologists promotes opportunities for students to take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals. **Timely, Constructive Feedback** Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from multiple sources.

3e Considerations:
- What evidence indicates that the psychologist makes real-time adjustments to suit a student's individual needs?
- In what ways does a psychologist incorporate others' questions and interests into the experience to promote development?
- What are some ways that the psychologist demonstrates a commitment to success when they experience difficulties?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Responding Flexibly to Student Needs	The psychologist makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. **Evidence-Based Adjustments** The psychologist does not recognize or ignores evidence. **Receptiveness and Responsiveness** The psychologist brushes aside or does not fully address others' questions or difficulties.	The psychologist makes some adjustments to learning experiences and is responsive to student needs with partial success. **Evidence-Based Adjustments** The psychologist attempts to adjust learning experiences based on evidence but is only partially successful. **Receptiveness and Responsiveness** The psychologist attempts to incorporate others' questions and responds but only minimally or with limited success.	The psychologist's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. **Evidence-Based Adjustments** The psychologist effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. **Receptiveness and Responsiveness** The psychologist incorporates others' interests and questions into experiences to promote development.	Based on self-monitoring and reflection, students' voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. **Evidence-Based Adjustments** Others voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the psychologist. **Receptiveness and Responsiveness** Others identify new learning opportunities and take the initiative to pursue them on

				their own, with their peers, or with the support of the psychologist or others in the school and beyond.
Domain 3: Evidence, Explanation, and Examples:				

Domain 3 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 4: Principled Teaching

4a Considerations:
- How does the psychologist utilize multiple sources of evidence to analyze their practice and their effectiveness?
- What evidence indicates that the psychologist utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the psychologist utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Engaging in Reflective Practice	The psychologist does not appear to engage in reflective practice or misjudges success.	The psychologist's reflective practice leads to some accurate assessment of success but does not follow through with analysis and changes to practice.	The psychologist's reflective practice, based on consideration of evidence and development, leads to an accurate assessment of the success and results in specific changes and adjustments.	The psychologist consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.

4b Considerations:
- What evidence indicates that there is a clear system used by the psychologist to track progress?
- How does the psychologist, students, and those that support them share responsibility and ownership of student progress?
- In what ways does the psychologist ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Documenting	There is no system for documenting	The psychologist documents some	The psychologist documents and	Students are encouraged to monitor progress

Student Progress	student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and/or those who support them. **Maintaining Reliable Records** The psychologist does not have systems for tracking student progress or other records, or the systems are inaccurate, confusing, or inaccessible.	aspects of student progress in a manner that is accessible to students and/or those who support them. **Maintaining Reliable Records** The psychologist has systems for tracking student progress and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	celebrates student progress, focusing on the attainment of learning and developmental goals; students and/or those who support them are encouraged to engage in reflection on their progress. **Maintaining Reliable Records** The psychologist has accurate and accessible systems for tracking student progress and other records; they use these systems efficiently and effectively.	toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the psychologist and/or those who support them. **Maintaining Reliable Records** The psychologist's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their progress and other records.

4c Considerations:
- In what ways does the psychologist's interactions demonstrate their respect for the values of students' families and local community?
- How is the vision for student success shaped and informed by the values of the community?
- What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback?
- How does the psychologist connect to students' lived experiences to tailor and deepen engagement in learning experiences?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Engaging Families and Communities	The psychologist does not engage students' families or the community, engages them infrequently, or does so disrespectfully. **Respect and Cultural Competence** The psychologist is unable to engage families or does so in ways that are disrespectful or demonstrate bias. **Engagement in Learning Experiences** The psychologist provides no opportunities for	The psychologist makes some efforts to engage families and communities and does so in a respectful manner. **Respect and Cultural Competence** The psychologist's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more. **Engagement in Learning Experiences** The psychologist invites families to engage in learning experiences with students but with limited success.	The psychologist engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation. **Respect and Cultural Competence** The psychologist engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds. **Engagement in Learning Experiences**	The psychologist's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student. **Respect and Cultural Competence** The psychologist, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students. **Engagement in Learning**

	families to engage in learning experiences with students.		The psychologist includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	**Experiences** The psychologist views and incorporates families as essential partners in learning experiences.

4d Considerations:
- What evidence indicates that the psychologist has developed strong relationships that build relational trust with students and colleagues?
- In what ways does the psychologist model a culture of thoughtful, generative professional inquiry?
- What are some ways that the psychologist leads in developing and implementing school events, projects, and initiatives for students and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Contributing to School Community and Culture	The psychologist is not an active member of the school community or contributes negatively to the culture of learning and values of the school. **Relational Trust and Collaborative Spirit** The psychologist's relationships with colleagues are characterized by negativity or combativeness. **Culture of Inquiry and Innovation** The psychologist avoids activities promoting professional inquiry or only participates when required, making few or negative contributions. **Service to the School** The psychologist avoids involvement in school events, projects, and initiatives.	The psychologist makes some contributions to the school culture, supporting professional learning and upholding the values of the school. **Relational Trust and Collaborative Spirit** The psychologist has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. **Culture of Inquiry and Innovation** The psychologist participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. **Service to the School** The psychologist participates in school events, projects, and initiatives as expected.	The psychologist takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. **Relational Trust and Collaborative Spirit** The psychologist has supportive and collaborative relationships with colleagues that are built on mutual respect and trust. **Culture of Inquiry and Innovation** The psychologist regularly and actively participates in and contributes thoughtfully to professional inquiry. **Service to the School** The psychologist makes a substantial contribution to school events, projects, and initiatives.	The psychologist takes an active role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. **Relational Trust and Collaborative Spirit** The psychologist actively builds relational trust with colleagues and models collaboration focused on student success. **Culture of Inquiry and Innovation** The psychologist takes an active role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. **Service to the School** The psychologist takes an active role in events, projects, and initiatives that contribute to the overall success of the school.

4e Considerations:
- What evidence indicates that the psychologist respects cultural differences and works to develop and demonstrate cultural competence?

●	How does the psychologist identify opportunities for growth to help them better meet the needs of students?
●	In what ways does the psychologist demonstrate initiative toward refining their skills and knowledge?
●	What are some ways that the psychologist shows a commitment to seeking and utilizing high-quality feedback?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing Professionally	The psychologist does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. **Developing Cultural Competence** The psychologist demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences. **Seeking and Acting on Feedback** The psychologist resists discussing feedback on their practice or ignores feedback that is given.	The psychologist engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others. **Developing Cultural Competence** The psychologist has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent. **Seeking and Acting on Feedback** The psychologist invites, accepts, and acts on feedback given by colleagues.	The psychologist directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. **Developing Cultural Competence** The psychologist accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success. **Seeking and Acting on Feedback** The psychologist invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The psychologist appropriately exercises autonomy to direct professional learning for themselves and their peers, taking an invested role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. **Developing Cultural Competence** The psychologist demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities. **Seeking and Acting on Feedback** The psychologist takes an invested role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

4f Considerations:
● What evidence indicates that the psychologist models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?
● In what ways does the psychologist ensure that the decisions they make are in the best interest of students, families, and colleagues?
● How does the psychologist model and take the lead in advocating for students, families, and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Acting in Service of Students	The psychologist acts unethically and does not understand the needs of students or make decisions	The psychologist acts ethically and attempts to make deliberate decisions in the best interest of students, families, and	The psychologist models high standards of ethical practice and wise decision-making on behalf of students,	The psychologist is invested in the school in defining and upholding high standards of ethical practice and modeling wise decision- making

in their best interest.	colleagues.	families, and colleagues.	that honors the inherent worth and dignity of each and every student and prioritizes their needs.
Ethical Decision-Making The psychologist makes unwise, rushed, or heated decisions or makes decisions that are self-serving. **Advocacy** The psychologist fails to act on behalf of students when deliberate action is warranted.	**Ethical Decision-Making** The psychologist seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical. **Advocacy** The psychologist addresses the needs of students through their actions but may do so inconsistently or with partial success.	**Ethical Decision-Making** The psychologist makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide. **Advocacy** The psychologist is an advocate for all students within the school, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	**Ethical Decision-Making** The psychologist is invested in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning. **Advocacy** The psychologist serves as a model of advocacy for students and acts invested in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Domain 4: Evidence, Explanation, and Examples:

Domain 4 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Evaluation Total		
Domains	**Points**	**Rating**
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Total		

Rating	Points Accumulated in All Four Domains
Excellent	73-88
Proficient	58-72
Need Improvement	40-57
Unsatisfactory	22-39

Domain 1: Planning and Preparation	Domain 2: Learning Environments
1a. Applying Knowledge of Content Specific to the Social Work Profession	2a. Cultivating Respectful and Affirming Environments
1b. Knowing and Valuing Students	2b. Fostering a Culture for Learning
1c. Setting Instructional Outcomes	2c. Maintaining Purposeful Environments
1d. Using Resources Effectively	2d. Supporting Positive Student Behavior
1e. Planning Coherent Instruction	2e. Organizing Spaces for Learning
1f. Designing and Analyzing Assessments & Evaluations	
Domain 3: Principled Teaching	**Domain 4: Learning Experiences**
3a. Communicating About Purpose and Content	4a. Engaging in Reflective Practice
3b Using Appropriate Techniques for Social Work Development	4b. Documenting Student Progress
3c. Engaging Students in Learning	4c. Engaging Families and Communities
3d. Effectively Using Assessments	4d. Contributing to School Community and Culture
3e. Responding Flexibly to Student Needs	4e. Growing and Developing Professionally
	4f. Acting in Service of Students

Domain 1: Planning and Preparation

1a Considerations:
- How do Social Workers plans reflect their understanding of their discipline?
- What are some ways Social Workers present content and utilize strategies to support deeper understanding of content related skills?
- In what ways do Social Workers help students make connections between skills learned in sessions to real-life situations?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Applying Knowledge of Content Specific to the Social Work Profession	The Social Worker lacks sufficient knowledge of content specific to the Social Work profession to support student learning. **Disciplinary Expertise** No evidence of planning and preparation that reflects knowledge of important concepts specific to the Social Work Profession. **Knowledge of Interdisciplinary Relationships and Skills** Social Worker is not prepared for planned sessions or does not adapt; does not focus on connecting concepts, skills, and/or student IEP goals.	The Social Worker's understanding of content specific to the Social Work profession partially supports student learning. **Disciplinary Expertise** Planning and preparation reflects partial knowledge of important concepts, including Special Education regulations and laws, and how they relate to one another, as well as recent developments in the discipline specific to the Social Work Profession. **Knowledge of Interdisciplinary Relationships and Skills** Social Worker is only partially prepared for planned sessions or partially adapts; focus on connecting concepts, skills, and/or student IEP goals is limited.	The Social Worker's understanding of content specific to the Social Work profession supports student learning. **Disciplinary Expertise** Planning and preparation reflect knowledge of important concepts, including Special Education regulations and laws, and how they relate to one another, as well as recent developments in the discipline specific to the Social Work Profession. **Knowledge of Interdisciplinary Relationships and Skills** Social Work sessions are planned and/or adapted to unplanned sessions; able to focus on connecting concepts, skills, and/or student IEP goals.	The Social Worker's understanding of content specific to the Social Work profession is extensive, showing evidence of a continuing search for improved practice. Social Worker actively seeks opportunities to share their knowledge with others. **Disciplinary Expertise** Planning and preparation reflect extensive knowledge of important concepts, including Special Education regulations and laws, and how they relate to one another, as well as recent developments in the discipline specific to the Social Work Profession. The Social Worker shares knowledge with all stakeholders. **Knowledge of Interdisciplinary Relationships and Skills** Social Work sessions are well planned and/or easily adapted to unplanned sessions; regularly focuses on connecting concepts, skills, and student IEP goals, emphasizing real-world applications.

1b Considerations:
- In what ways are students' identities and cultures incorporated and reflected in Social Work sessions and goal setting?
- How do Social Workers use their understanding of students' prior knowledge and experience to support individual learning?
- How are students' social and emotional assets leveraged to promote student success?
- In what ways are Social Workers' knowledge of child and/or adolescent development and learning differences reflected in planning and preparation?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Knowing and Valuing Students	The Social Worker lacks sufficient knowledge of students to support student learning or development. **Respect for Students' Identities** The Social Worker is not aware of or pays little attention to students' race, culture, or identity. **Knowledge of Whole Child Development** The Social Worker does not attend to or have understanding of students' cognitive, social, emotional, and character development.	The Social Worker's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development. **Respect for Students' Identities** The Social Worker applies knowledge of students' race, culture, and identities to planning and preparation with limited success. **Knowledge of Whole Child Development** The Social Worker's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	The Social Worker's knowledge of students supports learning and development, and enables the Social Worker to build upon student assets. **Respect for Students' Identities** The Social Worker successfully incorporates knowledge of students' race, culture, and identities into planning and preparation. **Knowledge of Whole Child Development** The Social Worker's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The Social Worker's knowledge of students is extensive and fosters student learning and development to support academic and personal success. **Respect for Students' Identities** The Social Worker recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind. **Knowledge of Whole Child Development** The Social Worker deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.

1c Considerations:
- In what ways do instructional outcomes and/or Social Work goals reflect the most relevant and valuable learning for students?
- In what ways do instructional outcomes align with social-emotional standards to ensure ambitious instruction for all students?
- How is data and the MTSS team used to determine next steps towards implementation of goals and progress?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Instructional Outcomes	Instructional outcomes and goals are not clear and specific. Social Workers' goals do not encourage student growth. Goals are not measurable nor clearly tied to SEL standards. **Value and Relevance** Instructional outcomes are not	Instructional outcomes and goals are somewhat clear and specific. Social Workers' goals encourage minimal student growth. Goals are somewhat measurable and loosely tied to SEL standards. **Value and Relevance** Instructional outcomes are somewhat relevant and are partially aligned	Instructional outcomes and goals are clear and specific. Social Workers' goals encourage student growth. Goals are measurable and tied to SEL standards. **Value and Relevance** Instructional outcomes are mostly relevant and are mostly aligned with social-emotional standards	Instructional outcomes and goals are uniformly clear and specific. Social Workers' goals encourage student growth. Goals are measurable and clearly tied to SEL standards. **Value and Relevance** Instructional outcomes consistently reflect important, meaningful, and relevant learning tightly aligned with social-emotional standards that requires critical thinking.

		Integration of Multiple Aspects of Student Development Instructional outcomes mostly reflect social-emotional standards and often utilizes data collected by Social Worker. The MTSS and/or IEP team is mostly consulted to help determine next steps.	Integration of Multiple Aspects of Student Development Instructional outcomes consistently reflect social-emotional standards that challenge all students and utilizes data collected by Social Worker. The MTSS and/or IEP team is consistently consulted to help determine next steps.
relevant or meaningful or do not align with social-emotional standards **Integration of Multiple Aspects of Student Development** Instructional outcomes do not reflect social-emotional standards and no data is utilized by Social Worker. The MTSS and/or IEP team is not consulted.	with social-emotional standards **Integration of Multiple Aspects of Student Development** Instructional outcomes partially reflect social-emotional standards and partially utilizes data collected by Social Worker. The MTSS and/or IEP team is partially consulted.		

1d Considerations:
- How do Social Workers effectively use instructional materials and/or community resources to meet the needs of individual students and enhance social-emotional development?
- In what ways do technology and digital resources enhance social-emotional development?
- What are some ways Social Workers provide resources, referrals, and supports for students that increase social-emotional development?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Using Resources Effectively	The Social Worker does not use nor refer to instructional materials, or integrates other resources if appropriate, to support each student's social-emotional development. The Social Worker is unaware of available community resources. I**nstructional Materials** When instructional materials are not provided, the Social Worker does not identify instructional materials and/or community resources and does not use nor	The Social Worker partially uses and/or refers to instructional materials, or integrates other resources to support each student's social-emotional development. The Social Worker is not always aware of available community resources. **Instructional Materials** When instructional materials are not provided, the Social Worker partially provides instructional materials and/or community resources and uses and/or refers to them wisely, partially integrating other resources to support each student's	The Social Worker uses and/or refers to instructional materials, mostly integrating other resources as appropriate, to support each student's social-emotional development.The Social Worker draws from a knowledge base of available community resources. **Instructional Materials** When instructional materials are not provided, the Social Worker identifies instructional materials and/or community resources and uses and/or refers to them, integrating other	The Social Worker uses and/or refers to instructional materials wisely, integrating other resources if appropriate, to support each student's social-emotional development. The Social Worker draws from a wide and robust knowledge base of available community resources. **Instructional Materials** When instructional materials are not provided, the Social Worker identifies a strong core set of instructional materials and/or community resources and uses and/or refers to them wisely, integrating other resources if appropriate to support each student's social-emotional development. **Technology and Digital Resources**

refers to them wisely, integrating other resources if appropriate to support each student's social-emotional development. **Technology and Digital Resources** Technology and other digital resources do not support social-emotional development.The Social Worker does not use available technological referrals for instructional and/or community resources wisely nor with fidelity.	social-emotional development. **Technology and Digital Resources** Technology and other digital resources partially support social-emotional development.The Social Worker does not always use available technological referrals for instructional and/or community resources.	resources to support each student's social-emotional development. **Technology and Digital Resources** Technology and other digital resources support social-emotional development.The Social Worker uses available technological referrals for instructional and/or community resources.	Technology and other digital resources are used effectively and support social-emotional development. The Social Worker uses available technological referrals for instructional and/or community resources wisely and with fidelity.

1e Considerations:
- In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage with SEL content?
- What are some ways that individualized strategies and approaches are used to support student success?
- How does the social worker plan thoughtfully organized instructional groups that will build on students' strengths, encourage dialogue, and foster collaboration?
- How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Planning Coherent Instruction	The design of learning experiences does not support student engagement with important SEL content. **Tasks and Activities** Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes. **Flexible Learning** There is only a single approach or activity planned for students to learn the SEL content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes. **Tasks and Activities** Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. **Flexible Learning** There are multiple ways for students to learn the SEL content and a variety of strategies are used with some	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. **Tasks and Activities** Tasks and activities are aligned with learning outcomes and provide opportunities for higher- level thinking. **Flexible Learning** Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. **Tasks and Activities** Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful SEL content. **Flexible Learning** Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the social worker works with students to

Student Collaboration Student groupings are not used or do not support learning.

Structure and Flow Plans for learning are not well structured or sequenced. | success during the lesson.

Student Collaboration Students are in groups that are only partially appropriate to the learning activities or goals.

Structure and Flow Plans for learning are partially well-structured but may not be realistic about time expectations. | **Student Collaboration** Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.

Structure and Flow Plans for learning are well structured and have a flow that allows for student learning and reflection. | co-design learning experiences.

Student Collaboration Collaboration through social worker-designed and student-chosen instructional groups are an essential component of learning and development.

Structure and Flow Plans for learning are well structured and have a flow that supports student autonomy in the learning process. |

1f Considerations:
- How is evaluation data analyzed and applied to inform social work goals, small group lessons, improved services, formal evaluation plans, etc?
- How is evaluation evidence, criteria and standards developed and understood in regard to individual progress on Social Work goals and used to make adjustments to services on plans?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f Designing and Analyzing Assessments & Evaluations	Social Worker has no evaluation plan, or resists suggestions that such evaluation is important for individual progress on Social Work goals.

Goal Setting Social worker does not evaluate IEP goals and/or does not collect evidence that indicates the degree in which goals have been met.

Evaluation Process Social worker does not utilize a system of evaluation for students receiving social work services. | Social Worker has a rudimentary evaluation plan in place for individual progress on Social Work goals

Goal Setting Social worker inconsistently evaluates IEP goals and/or inconsistently collects evidence that indicates the degree in which goals have been met.

Evaluation Process Social worker inconsistently utilizes a system of evaluation for students receiving social work services. | Social Worker's evaluation plan for individual progress on Social Work goals is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.

Goal Setting Social worker consistently evaluates IEP goals and/or collects evidence that indicates the degree to which goals have been met.

Evaluation Process Social worker consistently utilizes a system of evaluation for students receiving social work services. The evaluation system uses outlines standards for achievement and these standards are used for planning purposes. | Social Worker's evaluation plan for individual progress on Social Work goals is highly sophisticated, with multiple sources of evidence, and a clear path towards improving the program on an ongoing basis.

Goal Setting Social worker evaluates IEP goals and/or collects evidence that indicates the degree in which goals have been met.

Social worker utilizes a system of evaluation for students receiving social work services. The evaluation system used outlines standards for achievement and these standards are used for planning purposes.

Evaluation Process The system of evaluation used by the social worker is clearly outlined and reviewed for efficacy at regular intervals. |

Domain 1: Evidence, Explanation, and Examples:				
Domain 1 Score:	**Unsatisfactory 6-10**	**Needs Improvement 11-15**	**Proficient 16-19**	**Excellent 20-24**

Domain 2: Learning Environments				

2a Considerations:
- How have social workers intentionally nurtured relationships with and among students?
- What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways do social workers demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that social workers maintain a positive and respectful rapport while addressing and resolving student conflicts?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Cultivating Respectful and Affirming Environments	Social Worker's interactions with students, parents, school personnel and community agencies are negative or inappropriate. Social Worker is unable to communicate effectively with school teams **Positive Relationships** Social Worker interactions are insensitive and lack warmth and caring. **Positive Conflict Resolution** Conflict and disrespectful interactions occur and are neither addressed nor resolved.	Social Worker's interactions are generally appropriate and free from conflict. Works collaboratively with and provides consultation to school personnel and community agencies to communicate the needs of children and families **Positive Relationships** At times, Social worker interactions are insensitive and inconsistently reflect warmth and caring. Social worker inconsistently solicits and utilizes input from students, families, and staff. **Positive Conflict Resolution** Conflict and disrespectful interactions are	Social Worker's interactions reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students. **Positive Relationships** Social worker's interactions consistently model sensitivity and reflect warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students. **Positive Conflict Resolution** A clear and culturally competent approach to conflict resolution has been established and is	Social Worker's interactions are highly respectful, reflecting genuine warmth and caring towards students. Interactions also reflect warmth, caring and respect of individuals in consultation to school personnel and community agencies. Social Worker actively promotes positive student-student and student-staff interactions. **Positive Relationships** Social worker's interactions always model sensitivity and reflect warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students. **Positive Conflict Resolution** Students are responsible for resolving conflict and actively

		addressed by the Social Worker, with uneven results.	used effectively to resolve conflict and restore trust.	follow established processes or norms for resolving conflict and restoring trust.

2b Considerations:
- How do social workers and students demonstrate their dedication to developing appropriate social skills and personal growth?
- What evidence indicates that social workers have explicitly modeled and taught the skills that allow students to successfully transfer skills from a therapeutic setting to daily life?
- What are some ways that students and the social worker support and demonstrate perseverance through difficult work?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Fostering a Culture for Learning	The culture is not conducive to learning and does not support development. **Purpose and Motivation** There is little or no sense of purpose for the work or the reasons for doing it are external demands. **Dispositions for Learning** Student curiosity is ignored or discouraged; students are not asked to think critically or to reason and reflect. **Student Agency and Pride in Work** Students have little or no agency in learning experiences or school life. **Support and Perseverance** The social worker conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The culture is partially conducive to learning and development. **Purpose and Motivation** The social worker communicates the importance of SEL content, the ultimate purpose of learning, and the value of personal growth with some success. **Dispositions for Learning** Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged. **Student Agency and Pride in Work** Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master the SEL content.	The culture is characterized by high expectations and supports students' learning and development. **Purpose and Motivation** The social worker and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. **Dispositions for Learning** Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed. **Student Agency and Pride in Work** Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. **Support and Perseverance** Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. **Purpose and Motivation** The social worker and students display dedication to learning the SEL content and a sense of purpose for their learning; both content mastery and personal growth are valued by the social worker and students. **Dispositions for Learning** Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development. **Student Agency and Pride in Work** Students clearly exercise autonomy in their learning and actively suggest ways to make the school more joyful, rigorous, and purposeful. **Support and Perseverance** Students encourage one another to persevere and use strategies to support each other through challenging work.

2c Considerations:
- In what ways does the social worker thoughtfully and purposefully teach and utilize collaboration?

- What evidence indicates that procedures that support student responsibility and autonomy have been taught and are responsive to students' needs?
- How does the social worker distribute resources and support in a way that ensures equitable access for all students?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient procedures. **Student Autonomy and Responsibility** Routines do not support student autonomy or assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are not deployed efficiently, effectively, or equitably. **Non-Instructional Tasks** Non-instructional tasks are not completed or completed inefficiently.	Routines and procedures, established or managed primarily by the social worker and taught explicitly to others, support opportunities for student learning and development. **Student Autonomy and Responsibility** Routines and procedures partially support student autonomy and assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access. **Non-Instructional Tasks** Non-instructional tasks are completed with some efficiency.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for learning and development. **Student Autonomy and Responsibility** Routines and procedures allow students to operate autonomously and take responsibility for their learning. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently and effectively; all students are able to access what they need. **Non-Instructional Tasks** Most non-instructional tasks are completed efficiently.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member. **Student Autonomy and Responsibility** Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development. **Equitable Access to Resources and Supports** Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need. **Non-Instructional Tasks** Non-instructional tasks are completed seamlessly.

2d Considerations:
- In what ways do students demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that the social worker models and teaches habits of character that develop positive behavior in students?
- What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	Positive behaviors are modeled by the social worker and occasionally taught explicitly. **Expectations for the**	Students display positive behaviors, which are modeled by social workers and reinforced to promote reflection and recalibration rather	Students consistently and independently display positive behaviors and seek opportunities to build a better community. **Expectations for the**

Expectations for the Learning Community There are no clear expectations and/or negative behavior is not addressed. **Modeling and Teaching Habits of Character** There is no explicit modeling or teaching of habits of character. **Self-Monitoring and Collective Responsibility** Students take no responsibility for their own behavior and do not display awareness of their impact on others.	**Learning Community** There are expectations established to promote positive behavior but with uneven success. **Modeling and Teaching Habits of Character** Habits of character are modeled or taught but with uneven success. **Self-Monitoring and Collective Responsibility** The social worker encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	than compliance. **Expectations for the Learning Community** Expectations have been successfully established and agreed upon. **Modeling and Teaching Habits of Character** Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and attend to their impact on other students.	**Learning Community** Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group. **Modeling and Teaching Habits of Character** Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

2e Considerations:
- How do social workers and students modify the learning space as needed to make sure it is safe and accessible?
- What evidence indicates that the learning space has been designed specifically to suit and support the SEL content and the students?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.

Domain 2: Evidence, Explanation, and Examples:

Domain 2 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 3: Learning Experiences

3a Considerations:
- How do students connect to the purpose and value of learning to grow both academically and personally?
- What are some ways that students show that they understand the expectations associated with learning activities and the process of learning?
- How do students demonstrate that language and/or communication skills have been explained in a way that enhances their understanding?
- In what ways do the social worker and students use rigorous and accurate academic language to build knowledge?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating About Purpose and Content	Communication about purpose and SEL content is unclear or confusing and hinders student learning. **Purpose for Learning and Criteria for Success** The social worker does not convey to students what they will be learning. **Specific Expectations** The social worker's unclear or incomplete explanation of the learning activities hinders student engagement. **Explanations of Content** The social worker makes significant content errors or fails to provide clear explanations, affecting student understanding of the content. **Use of Academic Language** The social worker's communications include incorrect or imprecise use of academic language.	Communication about purpose and SEL content is mostly clear and accurate; it partially supports learning. **Purpose for Learning and Criteria for Success** The social worker partially explains the purpose of learning but with little elaboration or specificity. **Specific Expectations** Expectations for the learning activities are somewhat clear to students. **Explanations of Content** The social worker makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students. **Use of Academic Language** The social worker's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	Communication about purpose and SEL content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language. **Purpose for Learning and Criteria for Success** The social worker clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like. **Specific Expectations** The social worker clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement. **Explanations of Content** The social worker's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Communication about purpose and SEL content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy. **Purpose for Learning and Criteria for Success** Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the SEL content and their own lives. **Specific Expectations** The social worker and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning. **Explanations of Content** Students discuss and explain SEL content clearly and precisely; their communication about SEL content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance. **Use of Academic Language** Rich and rigorous language and vocabulary are consistently and effectively used by the social worker

| | | | **Use of Academic Language**
The social worker's SEL content- specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development. | and students. |

3b Considerations:
- How do students demonstrate the use of techniques for social work development are helping them to deepen their understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b Using Appropriate Techniques for Social Work Development	Techniques for social work development are absent, low-level, or do not support learning and growth.	Techniques for social work development, primarily framed and led by the social worker are used to support student learning and growth.	Techniques for social work development, framed or led by the social worker and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use techniques for social work development to develop their own and others' thinking, reasoning skills, and habits of reflection.

3c Considerations:
- How do students demonstrate agency in making learning tasks more engaging and meaningful?
- In what ways are instructional materials and resources used to support deep learning by students?
- What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c Engaging Students in Learning	Learning experiences do not require active engagement by students. **Rich Learning Experiences** Tasks are inappropriate for students, students are not engaged in them, or they may only require recall or use a single approach. **Use of Instructional Materials and Resources** Instructional materials and resources are not used correctly or	Learning experiences partially engage students in learning of SEL skills; the activities require students to do some thinking. **Rich Learning Experiences** Students are partially engaged in tasks that require thinking as opposed to only recall. **Use of Instructional Materials and Resources** Instructional materials and resources are used by the students with some success to support learning, and students	Learning experiences support curiosity and exploration and encourage higher-order thinking in the development of SEL skills; students engage in multiple ways and represent their ideas and responses through multiple means. **Rich Learning Experiences** Students engage in activities that support agency and require critical thinking; tasks require high levels of engagement and students explain their	Students take initiative to increase the challenge or complexity of learning experiences related to the learning of SEL skills; they think critically and offer solutions; and they make suggestions for modifications that increase meaning and relevance. **Rich Learning Experiences** Through choices provided by the social worker or their own initiative, students modify learning tasks to make them more meaningful or challenging. **Use of Instructional Materials and Resources**

effectively by the students, are not supportive of their learning, and/or are not equitably available. **Opportunities for Thinking and Reflection** The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	have equitable access to them. **Opportunities for Thinking and Reflection** The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	thinking. **Use of Instructional Materials and Resources** Instructional materials and resources are used effectively to support engagement and deep learning; they are varied and used to support equitable access to the SEL content. **Opportunities for Thinking and Reflection** The pacing of the lesson supports high levels of engagement and learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging. **Opportunities for Thinking and Reflection** Through opportunities provided by the social worker or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

3d Considerations:
- In what ways does the social worker establish and clearly communicate the SEL standards?
- What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals?
- How do students receive and utilize high quality feedback to advance their learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Effectively Using Assessments	Assessment is not used or is not aligned to the purpose of SEL development. **Clear Standards for Success** The social worker does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful. **Monitoring Student Understanding** The social worker does not determine whether students are progressing toward mastery of the goals and provides no	Assessment partially supports student SEL development. **Clear Standards for Success** Students partially understand how they will know they are progressing successfully and how their work will be evaluated. **Monitoring Student Understanding** The social worker's attempts to monitor student understanding and support self-assessment are limited or only partially effective. **Timely, Constructive Feedback** The social worker	The social worker and students use assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback. **Clear Standards for Success** The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment. **Monitoring Student Understanding** The social worker uses questions and assessments to elicit accurate evidence of student understanding	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges. **Clear Standards for Success** Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed. **Monitoring Student Understanding** Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-

structured opportunities for students to monitor their own progress. **Timely, Constructive Feedback** Students receive no feedback, or the only feedback given is global or for only a few students.	provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals. **Timely, Constructive Feedback** Students receive timely, constructive feedback from the social worker that advances learning.	assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals. **Timely, Constructive Feedback** Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

3e Considerations:
- What evidence indicates that the social worker makes real-time adjustments to learning activities to suit students' individual needs?
- In what ways does the social worker incorporate students' questions and interests into the learning experience to deepen understanding and support curiosity?
- What are some ways that the social worker and students demonstrate a commitment to success when they experience difficulties?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Responding Flexibly to Student Needs	The social worker makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. **Evidence-Based Adjustments** The social worker does not recognize, or ignores, evidence of low engagement or lack of student understanding. **Receptiveness and Responsiveness** The social worker brushes aside or does not fully address students' questions or difficulties.	The social worker makes some adjustments to learning experiences and is responsive to student needs with partial success. **Evidence-Based Adjustments** The social worker attempts to adjust learning experiences based on evidence but is only partially successful. **Receptiveness and Responsiveness** The social worker attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The social worker's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. **Evidence-Based Adjustments** The social worker effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. **Receptiveness and Responsiveness** The social worker incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. **Evidence-Based Adjustments** Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the social worker. **Receptiveness and Responsiveness** Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the social worker or others in the school and beyond.

Domain 3: Evidence, Explanation, and Examples:

Domain 3 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 4: Principled Teaching

4a Considerations:
- How does the social worker utilize multiple sources of evidence to analyze their practice and the effectiveness of their instruction?
- What evidence indicates that the social worker utilizes the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways does the social worker utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Engaging in Reflective Practice	The social worker does not appear to engage in reflective practice or misjudges the success of instruction.	The social worker's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The social worker's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The social worker consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.

4b Considerations:
- What evidence indicates that there is a clear system used by students and the social worker to track mastery of learning goals?
- How does the social worker, students, and those that support them share responsibility and ownership of student progress?
- In what ways does the social worker ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Documenting Student Progress	There is no system for documenting student progress, the system is ineffective and	The social worker documents some aspects of student progress in a manner that is accessible to	The social worker documents and celebrates student progress toward mastery, focusing on	Students monitor progress toward mastery and their own attainment of learning and development goals; they

inefficient, or it does not provide relevant information to students and those who support them. **Maintaining Reliable Records** The social worker does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	students and those who support them. **Maintaining Reliable Records** The social worker has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress. **Maintaining Reliable Records** The social worker has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	analyze and discuss their progress with the social worker and those who support them. **Maintaining Reliable Records** The social worker's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

4c Considerations:
- In what ways does the social worker interactions demonstrate their respect for the values of students' families and local community?
- How is the vision for student success shaped and informed by the values of the community?
- What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback?
- How does the social worker connect to students' lived experiences to tailor and deepen engagement in learning experiences?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Engaging Families and Communities	The social worker does not engage students' families or the community, engages them infrequently, or does so disrespectfully. **Respect and Cultural Competence** The social worker is unable to engage families or does so in ways that are disrespectful or demonstrate bias. **Engagement in Learning Experiences** The social worker provides no opportunities for families to engage in learning experiences with students.	The social worker makes some efforts to engage families and communities and does so in a respectful manner. **Respect and Cultural Competence** The social worker's efforts to engage families and communities are respectful and demonstrate some cultural awareness and a commitment to learn more. **Engagement in Learning Experiences** The social worker invites families to engage in learning experiences with students but with limited success.	The social worker engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom. **Respect and Cultural Competence** The social worker engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds. **Engagement in Learning Experiences** The social worker includes families/caregivers in learning experiences by	The social worker's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student. **Respect and Cultural Competence** The social worker, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students. **Engagement in Learning Experiences** The social worker views and incorporates families as essential partners in learning experiences.

			creating opportunities for them to support students and engage in the learning community.	

4d Considerations:
- What evidence indicates that the social workers have developed strong relationships that build relational trust with students and colleagues?
- In what ways does the social worker model a culture of thoughtful, generative professional inquiry?
- What are some ways that the social worker leads in developing and implementing school events, projects, and initiatives for students and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Contributing to School Community and Culture	The social worker is not an active member of the school community or contributes negatively to the culture of learning and values of the school. **Relational Trust and Collaborative Spirit** The social worker's relationships with colleagues are characterized by negativity or combativeness. **Culture of Inquiry and Innovation** The social worker avoids activities promoting professional inquiry or only participates when required, making few or negative contributions. **Service to the School** The social worker avoids involvement in school events, projects, and initiatives.	The social worker makes some contributions to the school culture, supporting professional learning and upholding the values of the school. **Relational Trust and Collaborative Spirit** The social worker has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. **Culture of Inquiry and Innovation** The social worker participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. **Service to the School** The social worker participates in school events, projects, and initiatives as expected.	The social worker takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. **Relational Trust and Collaborative Spirit** The social worker has supportive and collaborative relationships with colleagues that are built on mutual respect and trust. **Culture of Inquiry and Innovation** The social worker regularly and actively participates in and contributes thoughtfully to professional inquiry. **Service to the School** The social worker makes a substantial contribution to school events, projects, and initiatives.	The social worker takes an active role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. **Relational Trust and Collaborative Spirit** The social worker actively builds relational trust with colleagues and models collaboration focused on student success. **Culture of Inquiry and Innovation** The social worker takes an active role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. **Service to the School** The social worker takes an active role in events, projects, and initiatives that contribute to the overall success of the school.

4e Considerations:
- What evidence indicates that the social worker respects cultural differences and works to develop and demonstrate cultural competence?
- How does the social worker identify opportunities for growth to help them better meet the needs of students?
- In what ways does the social worker demonstrate initiative toward refining their skills and content knowledge?
- What are some ways that the social worker shows a commitment to seeking and utilizing high-quality feedback?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing Professionally	The social worker does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. **Developing Cultural Competence** The social worker demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences. **Seeking and Acting on Feedback** The social worker resists discussing feedback on their practice or ignores feedback that is given.	The social worker engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others. **Developing Cultural Competence** The social worker has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent. **Seeking and Acting on Feedback** The social worker invites, accepts, and acts on feedback given by colleagues.	The social worker directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. **Developing Cultural Competence** The social worker accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success. **Seeking and Acting on Feedback** The social worker invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The social worker appropriately exercises autonomy to direct professional learning for themselves and their peers, taking an invested role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. **Developing Cultural Competence** The social worker demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities. **Seeking and Acting on Feedback** The social worker takes an invested role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

4f Considerations:
- What evidence indicates that the social worker models care, honesty, and integrity and takes the lead in developing and encouraging others to develop these qualities?
- In what ways does the social worker ensure that the decisions they make are in the best interest of students, families, and colleagues?
- How does the social worker model and take the lead in advocating for students, families, and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Acting in Service of Students	The social worker acts unethically and does not understand the needs of students or make decisions in their best interest. **Ethical**	The social worker acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues. **Ethical Decision-Making**	The social worker models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues. **Ethical**	The social worker is invested in the school in defining and upholding high standards of ethical practice and modeling wise decision- making that honors the inherent worth and dignity of each and every student and prioritizes their needs.

	Decision-Making The social worker makes unwise, rushed, or heated decisions or makes decisions that are self-serving. **Advocacy** The social worker fails to act on behalf of students when deliberate action is warranted.	The social worker seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical. **Advocacy** The social worker addresses the needs of students through their actions but may do so inconsistently or with partial success.	**Decision-Making** The social worker makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide. **Advocacy** The social worker is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	**Ethical Decision-Making** The social worker is invested in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning. **Advocacy** The social worker serves as a model of advocacy for students and acts invested in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.
Domain 4: Evidence, Explanation, and Examples:				
Domain 4 Score:	**Unsatisfactory** **6-10**	**Needs Improvement** **11-15**	**Proficient** **16-19**	**Excellent** **20-24**

Evaluation Total		
Domains	**Points**	**Rating**
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Total		

Rating	Points Accumulated in All Four Domains
Excellent	73-88
Proficient	58-72
Need Improvement	40-57
Unsatisfactory	22-39

Gurnee School District 56 - Danielson Framework - for Speech and Language Pathologists

Domain 1: Planning and Preparation	Domain 2: Learning Environments
1a. Applying Knowledge of Content and Pedagogy	2a. Cultivating Respectful and Affirming Environments
1b. Knowing and Valuing Students	2b. Fostering a Culture for Learning
1c. Setting Instructional Outcomes	2c. Maintaining Purposeful Environments
1d. Using Resources Effectively	2d. Supporting Positive Student Behavior
1e. Planning Coherent Instruction	2e. Organizing Spaces for Learning
1f. Designing and Analyzing Assessments	

Domain 3: Principled Teaching	Domain 4: Learning Experiences
3a. Communicating About Purpose and Language and/or Communication Skills	4a. Engaging in Reflective Practice
3b. Using Appropriate Techniques for Speech and Language Development	4b. Documenting Student Progress
3c. Engaging Students in Learning	4c. Engaging Families and Communities
3d. Effectively Using Assessments	4d. Contributing to School Community and Culture
3e. Responding Flexibly to Student Needs	4e. Growing and Developing Professionally
	4f. Acting in Service of Students

Domain 1: Planning and Preparation

1a Considerations:
- How do Speech and Language Pathologists' plans and preparations reflect understanding of prerequisite relationships among topics and concepts within the discipline?
- What are some ways Speech and Language Pathologists utilize discipline-specific learning strategies to support deeper understanding?
- In what ways do Speech and Language Pathologists help students make connections between disciplines or develop cross-disciplinary skills?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Applying Knowledge of Content and Pedagogy	The Speech and Language Pathologist lacks sufficient knowledge to support student learning of language and/or communication skills. **Disciplinary Expertise** Planning and preparation include errors or demonstrate a lack of understanding of language and/or communication skills. **Knowledge of Interdisciplinary Relationships and Skills** No interdisciplinary relationships are identified in plans or preparation.	The Speech and Language Pathologist's knowledge partially supports student learning of language and/or communication skills. **Disciplinary Expertise** Planning and preparation indicate partial understanding of the discipline and their relationship to language and/or communication skills. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	The Speech and Language Pathologist's knowledge supports student learning of language and/or communication skills. **Disciplinary Expertise** Planning and preparation reflect solid understanding of the discipline and the structure of language and/or communication skills. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	The Speech and Language Pathologist's knowledge fosters deeper learning and student agency in regards to language and/or communication skills. **Disciplinary Expertise** Planning and preparation reflect extensive knowledge of the discipline and the structure of language and/or communication skills, as well as recent developments in the discipline. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation focuses on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.

1b Considerations:
- In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments?
- How do Speech and Language Pathologists use their understanding of students' prior knowledge and experience to support individual learning?
- How are students' academic, social, and emotional assets leveraged to promote student success?
- In what ways are Speech and Language Pathologists' knowledge of the learning process and learning differences reflected in planning and preparation?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Knowing and Valuing Students	The Speech and Language Pathologist lacks sufficient	The Speech and Language Pathologist's knowledge of	The Speech and Language Pathologist's knowledge of	The Speech and Language Pathologist's knowledge of students is extensive and fosters

knowledge of students to support student learning or development. **Respect for Students' Identities** The Speech and Language Pathologist is not aware of or pays little attention to students' race, culture, or identity. **Knowledge of Whole Child Development** The Speech and Language Pathologist does not attend to or have understanding of students' cognitive, social, emotional, and character development.	students' identities, as well as their strengths and needs, partially supports learning and development. **Respect for Students' Identities** The Speech and Language Pathologist applies knowledge of students' race, culture, and identities to planning and preparation with limited success. **Knowledge of Whole Child Development** The Speech and Language Pathologist's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	students supports learning and development, and enables the Speech and Language Pathologist to build upon student assets. **Respect for Students' Identities** The Speech and Language Pathologist successfully incorporates knowledge of students' race, culture, and identities into planning and preparation. **Knowledge of Whole Child Development** The Speech and Language Pathologist's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	student learning and development to support academic and personal success. **Respect for Students' Identities** The Speech and Language Pathologist recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind. **Knowledge of Whole Child Development** The Speech and Language Pathologist deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.

1c Considerations:
- In what ways do instructional outcomes reflect the most relevant and valuable learning for students?
- In what ways do instructional outcomes align with grade-level standards to ensure ambitious instruction for students?
- How are clear, specific instructional outcomes used to define the purpose of learning experiences?
- What are some examples of Speech and Language Pathologists integrating academic and developmental goals to extend student learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Instructional Outcomes	Instructional outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are unclear or are stated as activities. **Value and Relevance** Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are moderately rigorous and are appropriate for most students. Instructional outcomes are somewhat clear and partially describe what students will learn. **Value and Relevance** Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are rigorous and appropriate for students. Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how. **Value and Relevance** Instructional outcomes are mostly relevant and reflect important learning and development.	Instructional outcomes represent high-level learning of important language and/or communication skills and support student autonomy, curiosity, and intellectual risk-taking. Instructional outcomes are uniformly clear and specific and support students to extend their learning. **Value and Relevance** Instructional outcomes consistently reflect important, meaningful, and relevant

			learning that requires critical thinking.
Alignment to Grade-Level Standards Instructional outcomes do not reflect grade-level standards.	**Alignment to Grade-Level Standards** Instructional outcomes partially reflect grade-level standards.	**Alignment to Grade-Level Standards** Instructional outcomes mostly reflect grade-level standards.	**Alignment to Grade-Level Standards** Instructional outcomes consistently reflect grade-level standards that challenge all students and encourage intellectual risk taking.
Integration of Multiple Aspects of Student Development Instructional outcomes do not reflect a range of purposes.	**Integration of Multiple Aspects of Student Development** Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	**Integration of Multiple Aspects of Student Development** Instructional outcomes represent a range of high-priority, developmentally appropriate purposes, including academic, social- emotional, and character development goals.	**Integration of Multiple Aspects of Student Development** Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.

1d Considerations:
- How do Speech and Language Pathologists effectively use instructional materials to meet the needs of individual students and their language and/or communication skills?
- In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement?
- What are some ways Speech and Language Pathologists provide resources and supports for students that increase accessibility and promote student agency?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Using Resources Effectively	The Speech and Language Pathologist is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development. **Instructional Materials** When instructional materials are provided, the Speech and Language Pathologist does not use or learn to effectively implement them. When instructional materials are not provided, the Speech	The Speech and Language Pathologist understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. **Instructional Materials** When instructional materials are provided, the Speech and Language Pathologist implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.	The Speech and Language Pathologist's knowledge of instructional materials and other resources leads to discerning choices to support learning and development. **Instructional Materials** When instructional materials are provided, the Speech and Language Pathologist's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum. When instructional materials are not provided, the Speech	The Speech and Language Pathologist makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement. **Instructional Materials** When instructional materials are provided, the Speech and Language Pathologist uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are not provided, the Speech and Language Pathologist identifies a strong core set of

and Language Pathologist uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement. **Technology and Digital Resources** The Speech and Language Pathologist does not appropriately access digital resources to support student learning and development.	When instructional materials are not provided, the Speech and Language Pathologist selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development. **Technology and Digital Resources** The Speech and Language Pathologist uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	and Language Pathologist relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials. **Technology and Digital Resources** Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement. **Technology and Digital Resources** Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.

1e Considerations:
- In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage in the learning of language and/or communication skills?
- What are some ways that individualized strategies and approaches are used to support student success?
- How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Planning Coherent Instruction	The design of learning experiences does not support student engagement to meet the intended outcomes. **Tasks and Activities** Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes. **Flexible Learning** There is only a single approach or activity planned for students to learn the content. **Structure and Flow** Plans for learning are	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes. **Tasks and Activities** Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. **Flexible Learning** There are multiple ways for students to learn and a variety of strategies are used with some success. **Structure and Flow**	Learning experiences are challenging and engaging; they are designed to meet the needs of students. **Tasks and Activities** Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. **Flexible Learning** Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success. **Structure and Flow** Plans for learning are well structured and have a flow that allows	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. **Tasks and Activities** Tasks and activities encourage student agency and create authentic opportunities to meaningfully engage in language and/or communication skill development. **Flexible Learning** Sessions provide opportunities for students to engage in their learning; and, when appropriate, the Speech and Language

not well structured or sequenced.	Plans for learning are partially well-structured but may not be realistic about time expectations.	for student learning and reflection.	Pathologist works with students to co-design learning experiences. **Structure and Flow** Plans for learning are well structured and have a flow that supports student autonomy in the learning process.

1f Considerations:
- What are some ways that students are given opportunities to demonstrate their understanding?
- How are clear assessment criteria and standards developed and understood by students?
- How do Speech and Language Pathologists design formative assessments that allow for adjustments to instruction and support student agency?
- How is assessment data analyzed and applied to inform instructional decision-making?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f Designing and Analyzing Assessments	There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes. **Congruence with Instructional Outcomes** Assessments are not aligned to the instructional outcomes. **Criteria and Standards** Assessments lack criteria by which student performance can be accurately assessed. **Planning Formative Assessments** There are no formative assessments planned. **Analysis and Application** Assessment results are not relevant or used for future planning.	Assessments will partially help the Speech and Language Pathologist determine whether students have learned or are learning the intended outcomes. **Congruence with Instructional Outcomes** Assessments are partially aligned to instructional outcomes but may not assess them completely. **Criteria and Standards** Assessment criteria and standards have been developed, but they are unclear or too vague. **Planning Formative Assessments** Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson. **Analysis and Application** Assessment results are used in future planning for some students.	Assessments are planned throughout the instructional process and provide timely and valuable information to Speech and Language Pathologists and feedback to students. **Congruence with Instructional Outcomes** Assessments will fully and fairly provide evidence of student understanding and mastery of outcomes, as well as reveal specific misunderstandings. **Criteria and Standards** Assessment criteria and standards are established, clear, and fully understood by students. **Planning Formative Assessments** Formative assessments will give an accurate picture of student learning, and plans indicate possible adjustments based on formative assessment data.	Students will have the opportunity to demonstrate mastery of content, set goals, and analyze their own progress through multiple, flexible assessments. **Congruence with Instructional Outcomes** Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred. **Criteria and Standards** Assessment criteria and standards are clear, and students have contributed to their development. **Planning Formative Assessments** Formative assessments will provide accurate and timely information to Speech and Language Pathologists and students, allowing students to adjust course with minimal Speech and Language Pathologist guidance. **Analysis and Application** Assessment results consistently drive planning and preparation to inform

			Analysis and Application Assessment results from prior lessons are a key tool used by the Speech and Language Pathologist in planning future instruction.	instructional decision making and instructional pathways for students.

Domain 1: Evidence, Explanation, and Examples:

Domain 1 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Domain 2: Learning Environments

2a Considerations:
- How have Speech and Language Pathologists intentionally nurtured relationships with and among students?
- What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways do Speech and Language Pathologists demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that Speech and Language Pathologists maintain a positive and respectful rapport while addressing and resolving student conflicts?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict. **Positive Relationships** Interactions, both between the Speech and Language	Learning environments are partially characterized by caring and respectful interactions. **Positive Relationships** Interactions, both between the Speech and Language Pathologist and students and among students, are inconsistently caring and respectful, but form	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. **Positive Relationships** Interactions, both between the Speech and Language Pathologist and students and among students, demonstrate	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected. **Positive Relationships** Patterns of interaction are culturally responsive; the Speech and Language Pathologist's own cultural competence and critical consciousness foster positive relationships and students

Pathologist and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels. **Positive Conflict Resolution** Conflict and disrespectful interactions occur and are neither addressed nor resolved.	a foundation for positive relationships to develop. **Positive Conflict Resolution** Conflict and disrespectful interactions are addressed by the Speech and Language Pathologist, with uneven results.	caring and respect that honors students' identities, race, and cultural background. **Positive Conflict Resolution** A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.	take an active role in developing and sustaining positive relationships. **Positive Conflict Resolution** Students are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.

2b Considerations:
- How do the Speech and Language Pathologist and students demonstrate their dedication to mastery and personal growth?
- What evidence indicates that Speech and Language Pathologists have explicitly modeled and taught the skills that allow students to successfully pursue learning?
- In what ways do students demonstrate their agency?
- What are some ways that students and Speech and Language Pathologists support and demonstrate perseverance through difficult work?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Fostering a Culture for Learning	The culture is not conducive to learning and does not support development. **Purpose and Motivation** There is little or no sense of purpose for the work or the reasons for doing it are external demands. **Dispositions for Learning** Student curiosity is ignored or discouraged; students are not asked to think critically or to reason and reflect. **Student Agency and Pride in Work** Students have little or no agency in learning	The culture is partially conducive to learning and development. **Purpose and Motivation** The Speech and Language Pathologist communicates the importance of language and/or communication skills, the ultimate purpose of learning, and the value of personal growth with some success. **Dispositions for Learning** Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged. **Student Agency and Pride in Work** Students are given some opportunities to	The culture is characterized by high expectations and supports students' learning and development. **Purpose and Motivation** The Speech and Language Pathologist and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. **Dispositions for Learning** Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed. **Student Agency and Pride in Work**	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. **Purpose and Motivation** The Speech and Language Pathologist and students display dedication to learning and a sense of purpose for their learning; both language and/or communication skills mastery and personal growth are valued by the Speech and Language Pathologist and students. **Dispositions for Learning** Student curiosity, critical thinking, reasoning, and reflection are clearly evident and have a direct impact on instruction, student learning, and development. **Student Agency and Pride**

experiences. **Support and Perseverance** The Speech and Language Pathologist conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	exercise agency, though they may not be taken up or may be infrequent. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all students can master language and/or communication skills.	Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. **Support and Perseverance** Confidence, resilience, persistence, and teamwork that support student perseverance are intentionally developed and celebrated.	**in Work** Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. **Support and Perseverance** Students encourage one another to persevere and use strategies to support each other through challenging work.

2c Considerations:
- In what ways do Speech and Language Pathologists thoughtfully and purposefully teach and utilize collaboration?
- What evidence indicates that classroom procedures that support student responsibility and autonomy have been taught and are responsive to students' needs?
- How do Speech and Language Pathologists distribute resources and supports in a way that ensures equitable access for all students?
- How do Speech and Language Pathologists complete non-instructional tasks so that they do not take away from instructional time?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient procedures. **Student Autonomy and Responsibility** Routines do not support student autonomy or assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are not deployed efficiently, effectively, or equitably. **Non-Instructional Tasks** Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional	Routines and procedures, established or managed primarily by the Speech and Language Pathologist and taught explicitly to students, support opportunities for student learning and development. **Student Autonomy and Responsibility** Routines and procedures partially support student autonomy and assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development. **Student Autonomy and Responsibility** Routines and procedures allow students to operate autonomously and take responsibility for their learning. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently and effectively; all students are able to access what they need. **Non-Instructional Tasks** Most non-instructional tasks are completed	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member. **Student Autonomy and Responsibility** Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development. **Equitable Access to Resources and Supports** Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need. **Non-Instructional Tasks** Non-instructional tasks are completed seamlessly with no loss of instructional time.

	time or potential danger to students.	**Non-Instructional Tasks** Non-instructional tasks are completed with some efficiency, but instructional time is lost.	efficiently, with little loss of instructional time.	

2d Considerations:
- In what ways do students demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that Speech and Language Pathologists model and teach habits of character that develop positive behavior in students?
- What evidence indicates that students monitor and reflect on their behavior and the impact it has on others and their learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors. **Expectations for the Learning Community** There are no clear expectations and/or negative behavior is not addressed. **Modeling and Teaching Habits of Character** There is no explicit modeling or teaching of habits of character. **Self-Monitoring and Collective Responsibility** Students take no responsibility for their own behavior and do not display awareness of their impact on others.	Positive behaviors are modeled by the Speech and Language Pathologist and occasionally taught explicitly. **Expectations for the Learning Community** There are expectations established to promote positive behavior but with uneven success. **Modeling and Teaching Habits of Character** Habits of character are modeled or taught but with uneven success. **Self-Monitoring and Collective Responsibility** The Speech and Language Pathologist encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students display positive behaviors, which are modeled by Speech and Language Pathologists and reinforced to promote reflection and recalibration rather than compliance. **Expectations for the Learning Community** Expectations have been successfully established and agreed upon. **Modeling and Teaching Habits of Character** Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and attend to their impact on other students.	Students consistently and independently display positive behaviors and seek opportunities to build a better community. **Expectations for the Learning Community** Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group. **Modeling and Teaching Habits of Character** Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

2e Considerations:
- How do Speech and Language Pathologists and students modify the learning space as needed to make sure it is safe and accessible?
- What evidence indicates that the learning space has been designed specifically to suit and support the content and the students?
- In what ways is student input applied to create a sense of shared ownership over the learning space?

Domain 3: Learning Experiences

3a Considerations:
- How do students connect to the purpose and value of learning to grow both academically and personally?
- What are some ways that students show that they understand the expectations associated with learning activities and the process of learning?
- How do students demonstrate that language and/or communication skills have been explained in a way that enhances their understanding?
- In what ways do Speech and Language Pathologists and students use rigorous and accurate academic language to build knowledge?

Gurnee School District 56 - Danielson Framework - for Speech and Language Pathologists

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating About Purpose and Language and/or Communication Skills	Communication about purpose and language and/or communication skills is unclear or confusing and hinders student learning. **Purpose for Learning and Criteria for Success** The Speech and Language Pathologist does not convey to students what they will be learning. **Specific Expectations** The Speech and Language Pathologist's unclear or incomplete explanation of the learning activities hinders student engagement. **Explanations of Language and/or Communication Skills** The Speech and Language Pathologist makes significant errors or fails to provide clear explanations, affecting student understanding of language and/or communication skills. **Use of Academic Language** The Speech and Language Pathologist's communications include incorrect or imprecise use of academic language.	Communication about purpose and language and/or communication skills is mostly clear and accurate; it partially supports learning. **Purpose for Learning and Criteria for Success** The Speech and Language Pathologist partially explains the purpose of learning but with little elaboration or specificity. **Specific Expectations** Expectations for the learning activities are somewhat clear to students. **Explanations of Language and/or Communication Skills** The Speech and Language Pathologist makes minor errors or provides explanations that are somewhat confusing and only invite minimal participation or engagement by students. **Use of Academic Language** The Speech and Language Pathologist's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	Communication about purpose and language and/or communication skills is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language. **Purpose for Learning and Criteria for Success** The Speech and Language Pathologist clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like. **Specific Expectations** The Speech and Language Pathologist clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement. **Explanations of Language and/or Communication Skills** The Speech and Language Pathologist's explanations are accurate, appropriately scaffolded, and relevant to the experiences of students; language and/or communication skills are explained in multiple, engaging ways to support understanding. **Use of Academic Language** The Speech and Language Pathologist's academic language and vocabulary are accurate, academically	Communication about purpose and language and/or communication skills is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy. **Purpose for Learning and Criteria for Success** Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both related to language and/or communication skills and their own lives. **Specific Expectations** The Speech and Language Pathologist and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning. **Explanations of Language and/or Communication Skills** Students discuss and explain language and/or communication skills clearly and precisely; their communication about it and its application demonstrates critical thinking, curiosity, and understanding of its purpose and relevance. **Use of Academic Language** Rich and rigorous language and vocabulary are consistently and effectively used by the Speech and Language Pathologist and students.

| | | | rigorous, and well-suited to students and lessons, providing a model to support student development. | |

3b Considerations:
- How do students demonstrate the use of techniques for speech and language development are helping them to deepen their understanding?
- In what ways do students respectfully and productively engage in dialogue?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b Using Appropriate Techniques for Speech and Language Development	Techniques for speech and language development are absent, low-level, or do not support learning and growth.	Techniques for speech and language development, primarily framed and led by the Speech and Language Pathologist, are used to support student learning and growth.	Techniques for speech and language development, framed or led by the Speech and Language Pathologist and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use techniques for speech and language development to develop their own and others' thinking, reasoning skills, and habits of reflection.

3c Considerations:
- How do students demonstrate agency in making learning tasks more engaging and meaningful?
- In what ways are instructional materials and resources used to support deep learning by students?
- What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c Engaging Students in Learning	Learning experiences do not require active engagement by students. **Rich Learning Experiences** Tasks are inappropriate for students, students are not engaged in them, or they may only require recall or use a single approach. **Use of Instructional Materials and Resources** Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are	Learning experiences partially engage students in learning of language and/or communication skills; the activities require students to do some thinking. **Rich Learning Experiences** Students are partially engaged in tasks that require thinking as opposed to only recall. **Use of Instructional Materials and Resources** Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.	Learning experiences support curiosity and exploration and encourage higher-order thinking in the development of language and/or communication skills; students engage in multiple ways and represent their ideas and responses through multiple means. **Rich Learning Experiences** Students engage in activities that support agency and require critical thinking; tasks require high levels of engagement and students explain their thinking.	Students take initiative to increase the challenge or complexity of learning experiences related to the learning of language and/or communication skills; they think critically and offer solutions; and they make suggestions for modifications that increase meaning and relevance. **Rich Learning Experiences** Through choices provided by the Speech and Language Pathologist or their own initiative, students modify learning tasks to make them more meaningful or challenging. **Use of Instructional Materials and Resources** Students take initiative in using instructional materials

	not equitably available. **Opportunities for Thinking and Reflection** The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	**Opportunities for Thinking and Reflection** The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	**Use of Instructional Materials and Resources** Instructional materials and resources are used effectively to support engagement and deep learning; they are varied and used to support equitable access to the content. **Opportunities for Thinking and Reflection** The pacing of the lesson supports high levels of engagement and learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging. **Opportunities for Thinking and Reflection** Through opportunities provided by the Speech and Language Pathologist or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

3d Considerations:
- In what ways do Speech and Language Pathologists establish and clearly communicate the standards for high-quality work?
- What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals?
- How do students receive and utilize high quality feedback to advance their learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Effectively Using Assessments	Formative assessment is not used during instruction or is not aligned to the instructional purpose of the lesson. **Clear Standards for Success** The Speech and Language Pathologist does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful. **Monitoring Student Understanding** The Speech and Language Pathologist does not determine	Formative assessment partially supports student learning and development. **Clear Standards for Success** Students partially understand how they will know they are progressing successfully and how their work will be evaluated. **Monitoring Student Understanding** The Speech and Language Pathologist's attempts to monitor student understanding and support self-assessment are limited or only partially effective. **Timely, Constructive**	The Speech and Language Pathologist and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback. **Clear Standards for Success** The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment. **Monitoring Student Understanding** The Speech and Language Pathologist uses questions and	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities and challenges. **Clear Standards for Success** Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed. **Monitoring Student Understanding** Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand

whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress. **Timely, Constructive Feedback** Students receive no feedback, or the only feedback given is global or for only a few students.	**Feedback** The Speech and Language Pathologist provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals. **Timely, Constructive Feedback** Students receive timely, constructive feedback from the Speech and Language Pathologist or others that advances learning.	their progress, make adjustments, and identify new or alternative pathways and goals. **Timely, Constructive Feedback** Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

3e Considerations:
- What evidence indicates that Speech and Language Pathologists make real-time adjustments to learning activities to suit students' individual needs?
- In what ways do Speech and Language Pathologists incorporate students' questions and interests into the learning experience to deepen understanding and support curiosity?
- What are some ways that Speech and Language Pathologists and students demonstrate a commitment to success when they experience difficulties?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Responding Flexibly to Student Needs	The Speech and Language Pathologist makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. **Evidence-Based Adjustments** The Speech and Language Pathologist does not recognize, or ignores, evidence of low engagement or lack of student understanding. **Receptiveness and Responsiveness** The Speech and Language Pathologist brushes aside or does not fully address students' questions or difficulties.	The Speech and Language Pathologist makes some adjustments to learning experiences and is responsive to student needs with partial success. **Evidence-Based Adjustments** The Speech and Language Pathologist attempts to adjust learning experiences based on evidence but is only partially successful. **Receptiveness and Responsiveness** The Speech and Language Pathologist attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	The Speech and Language Pathologist's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. **Evidence-Based Adjustments** The Speech and Language Pathologist effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs. **Receptiveness and Responsiveness** The Speech and Language Pathologist incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. **Evidence-Based Adjustments** Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the Speech and Language Pathologist. **Receptiveness and Responsiveness** Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the Speech and Language Pathologist or others in the school and beyond.

			autonomy.	

Domain 3: Evidence, Explanation, and Examples:

Domain 3 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 4: Principled Teaching

4a Considerations:
- How do Speech and Language Pathologists utilize multiple sources of evidence to analyze their practice and the effectiveness of their instruction?
- What evidence indicates that Speech and Language Pathologists utilize the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways do Speech and Language Pathologists utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Engaging in Reflective Practice	The Speech and Language Pathologist does not appear to engage in reflective practice or misjudges the success of instruction.	The Speech and Language Pathologist's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The Speech and Language Pathologist's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.	The Speech and Language Pathologist consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.

4b Considerations:
- What evidence indicates that there is a clear system used by students and Speech and Language Pathologists to track

mastery of learning goals?
- How do Speech and Language Pathologists, students, and those that support them share responsibility and ownership of student progress?
- In what ways do Speech and Language Pathologists ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Documenting Student Progress	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. **Maintaining Reliable Records** The Speech and Language Pathologist does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The Speech and Language Pathologist documents some aspects of student progress in a manner that is accessible to students and those who support them. **Maintaining Reliable Records** The Speech and Language Pathologist has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The Speech and Language Pathologist documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress. **Maintaining Reliable Records** The Speech and Language Pathologist has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the Speech and Language Pathologist and those who support them. **Maintaining Reliable Records** The Speech and Language Pathologist's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

4c Considerations:
- In what ways do Speech and Language Pathologist interactions demonstrate their respect for the values of students' families and local community?
- How is the vision for student success shaped and informed by the values of the community?
- What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback?
- How do Speech and Language Pathologists connect to students' lived experiences to tailor and deepen engagement in learning experiences?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Engaging Families and Communities	The Speech and Language Pathologist does not engage students' families or the community, engages them infrequently, or does so disrespectfully. **Respect and Cultural**	The Speech and Language Pathologist makes some efforts to engage families and communities and does so in a respectful manner. **Respect and Cultural Competence** The Speech and Language Pathologist's efforts to engage families	The Speech and Language Pathologist engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the student.	The Speech and Language Pathologist's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.

	Competence The Speech and Language Pathologist is unable to engage families or does so in ways that are disrespectful or demonstrate bias. **Engagement in Learning Experiences** The Speech and Language Pathologist provides no opportunities for families to engage in learning experiences with students.	and communities are respectful and demonstrate some cultural awareness and a commitment to learn more. **Engagement in Learning Experiences** The Speech and Language Pathologist invites families to engage in learning experiences with students but with limited success.	**Respect and Cultural Competence** The Speech and Language Pathologist engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds. **Engagement in Learning Experiences** The Speech and Language Pathologist includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	**Respect and Cultural Competence** The Speech and Language Pathologist, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students. **Engagement in Learning Experiences** The Speech and Language Pathologist views and incorporates families as essential partners in learning experiences.

4d Considerations:
- What evidence indicates that Speech and Language Pathologists have developed strong relationships that build relational trust with students and colleagues?
- In what ways do Speech and Language Pathologists model a culture of thoughtful, generative professional inquiry?
- What are some ways that Speech and Language Pathologists lead in developing and implementing school events, projects, and initiatives for students and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Contributing to School Community and Culture	The Speech and Language Pathologist is not an active member of the school community or contributes negatively to the culture of learning and values of the school. **Relational Trust and Collaborative Spirit** The Speech and Language Pathologist's relationships with colleagues are characterized by negativity or combativeness. **Culture of Inquiry and Innovation**	The Speech and Language Pathologist makes some contributions to the school culture, supporting professional learning and upholding the values of the school. **Relational Trust and Collaborative Spirit** The Speech and Language Pathologist has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. **Culture of Inquiry and Innovation** The Speech and Language Pathologist	The Speech and Language Pathologist takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. **Relational Trust and Collaborative Spirit** The Speech and Language Pathologist has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The Speech and Language Pathologist takes an active role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. **Relational Trust and Collaborative Spirit** The Speech and Language Pathologist actively builds relational trust with colleagues and models collaboration focused on student success. **Culture of Inquiry and Innovation** The Speech and Language Pathologist takes an active

	The Speech and Language Pathologist avoids activities promoting professional inquiry or only participates when required, making few or negative contributions. **Service to the School** The Speech and Language Pathologist avoids involvement in school events, projects, and initiatives.	participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. **Service to the School** The Speech and Language Pathologist participates in school events, projects, and initiatives as expected.	**Culture of Inquiry and Innovation** The Speech and Language Pathologist regularly and actively participates in and contributes thoughtfully to professional inquiry. **Service to the School** The Speech and Language Pathologist makes a substantial contribution to school events, projects, and initiatives.	role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. **Service to the School** The Speech and Language Pathologist takes an active role in events, projects, and initiatives that contribute to the overall success of the school.

4e Considerations: ● What evidence indicates that Speech and Language Pathologists respect cultural differences and work to develop and demonstrate cultural competence? ● How do Speech and Language Pathologists identify opportunities for growth to help them better meet the needs of students? ● In what ways do Speech and Language Pathologists demonstrate initiative toward refining their skills and content knowledge? ● What are some ways that Speech and Language Pathologists show a commitment to seeking and utilizing high-quality feedback?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing Professionally	The Speech and Language Pathologist does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. **Developing Cultural Competence** The Speech and Language Pathologist demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences. **Seeking and Acting on Feedback** The Speech and Language Pathologist resists discussing feedback on their	The Speech and Language Pathologist engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others. **Developing Cultural Competence** The Speech and Language Pathologist has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally	The Speech and Language Pathologist directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. **Developing Cultural Competence** The Speech and Language Pathologist accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The Speech and Language Pathologist appropriately exercises autonomy to direct professional learning for themselves and their peers, taking an invested role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. **Developing Cultural Competence** The Speech and Language Pathologist demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities. **Seeking and Acting on**

	practice or ignores feedback that is given.	competent. **Seeking and Acting on Feedback** The Speech and Language Pathologist invites, accepts, and acts on feedback given by colleagues.	**Seeking and Acting on Feedback** The Speech and Language Pathologist invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	**Feedback** The Speech and Language Pathologist takes an invested role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

4f Considerations:
- What evidence indicates that Speech and Language Pathologists model care, honesty, and integrity and take the lead in developing and encouraging others to develop these qualities?
- In what ways do Speech and Language Pathologists ensure that the decisions they make are in the best interest of students, families, and colleagues?
- How do Speech and Language Pathologists model and take the lead in advocating for students, families, and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Acting in Service of Students	The Speech and Language Pathologist acts unethically and does not understand the needs of students or make decisions in their best interest. **Ethical Decision-Making** The Speech and Language Pathologist makes unwise, rushed, or heated decisions or makes decisions that are self-serving. **Advocacy** The Speech and Language Pathologist fails to act on behalf of students when deliberate action is warranted.	The Speech and Language Pathologist acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues. **Ethical Decision-Making** The Speech and Language Pathologist seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical. **Advocacy** The Speech and Language Pathologist addresses the needs of students through their actions but may do so inconsistently or with partial success.	The Speech and Language Pathologist models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues. **Ethical Decision-Making** The Speech and Language Pathologist makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide. **Advocacy** The Speech and Language Pathologist is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	The Speech and Language Pathologist is invested in the school in defining and upholding high standards of ethical practice and modeling wise decision- making that honors the inherent worth and dignity of each and every student and prioritizes their needs. **Ethical Decision-Making** The Speech and Language Pathologist is invested in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning. **Advocacy** The Speech and Language Pathologist serves as a model of advocacy for students and acts invested in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Domain 4: Evidence, Explanation, and Examples:			
Domain 4 Score:	**Unsatisfactory 6-10**	**Needs Improvement 11-15**	**Proficient 16-19**	**Excellent 20-24**

Evaluation Total		
Domains	**Points**	**Rating**
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Total		

Rating	Points Accumulated in All Four Domains
Excellent	73-88
Proficient	58-72
Need Improvement	40-57
Unsatisfactory	22-39

Domain 1: Planning and Preparation	Domain 2: Learning Environments
1a. Applying Knowledge of Content and Pedagogy 1b. Knowing and Valuing Students 1c. Setting Instructional Outcomes 1d. Using Resources Effectively 1e. Planning Coherent Instruction 1f. Designing and Analyzing Assessments	2a. Cultivating Respectful and Affirming Environments 2b. Fostering a Culture for Learning 2c. Maintaining Purposeful Environments 2d. Supporting Positive Student Behavior 2e. Organizing Spaces for Learning
Domain 3: Principled Teaching	**Domain 4: Learning Experiences**
3a. Communicating About Purpose and Content 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessments for Learning 3e. Responding Flexibly to Student Needs	4a. Engaging in Reflective Practice 4b. Documenting Student Progress 4c. Engaging Families and Communities 4d. Contributing to School Community and Culture 4e. Growing and Developing Professionally 4f. Acting in Service of Students

Domain 1: Planning and Preparation

1a Considerations:
- How do teachers' plans and presentations of content reflect understanding of prerequisite relationships among topics and concepts within the discipline?
- What are some ways teachers present content and utilize discipline-specific learning strategies to support deeper understanding?
- In what ways do teachers help students make connections between disciplines or develop cross-disciplinary skills?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content. **Disciplinary Expertise** Planning and preparation include content errors or demonstrate a lack of understanding of the content. **Knowledge of Interdisciplinary Relationships and Skills** No interdisciplinary relationships are identified in plans or preparation.	The teacher's understanding of content and pedagogy partially supports student learning of the content. **Disciplinary Expertise** Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation cite some relevant connections to concepts in other disciplines and to skills that transfer across disciplines.	The teacher's understanding of content and pedagogy supports student learning of the content. **Disciplinary Expertise** Planning and preparation reflect solid understanding of content and the structure of the discipline being taught. **Knowledge of Interdisciplinary Relationships and Skills** Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection. **Disciplinary Expertise** Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline. **Knowledge of Interdisciplinary Relationships and Skills** Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real- world applications of these concepts and skills.

1b Considerations:
- In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments?
- How do teachers use their understanding of students' prior knowledge and experience to support individual learning?
- How are students' academic, social, and emotional assets leveraged to promote student success?
- In what ways are teachers' knowledge of the learning process and learning differences reflected in planning and preparation?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Knowing and Valuing Students	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.

Respect for Students' Identities The teacher is not aware of or pays little attention to students' race, culture, or identity. **Knowledge of Whole Child Development** The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.	**Respect for Students' Identities** The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success. **Knowledge of Whole Child Development** The teacher's understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	**Respect for Students' Identities** The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation. **Knowledge of Whole Child Development** The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	**Respect for Students' Identities** The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind. **Knowledge of Whole Child Development** The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.

1c Considerations:
- In what ways do instructional outcomes reflect the most relevant and valuable learning for students?
- In what ways do instructional outcomes align with grade-level standards to ensure ambitious instruction for all students?
- How are clear, specific instructional outcomes used to define the purpose of learning experiences?
- What are some examples of teachers integrating academic and developmental goals to extend student learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Instructional Outcomes	Instructional outcomes are not identified, are not rigorous, or are inappropriate. Instructional outcomes are unclear or are stated as activities. **Value and Relevance** Instructional outcomes are not relevant or meaningful or do not reflect important learning. **Alignment to Grade-Level Standards** Instructional outcomes do not reflect grade-level standards.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class. Instructional outcomes are somewhat clear and partially describe what students will learn. **Value and Relevance** Instructional outcomes are somewhat relevant and partially reflect important learning and development. **Alignment to Grade-Level Standards** Instructional outcomes partially reflect grade-level standards.	Instructional outcomes are rigorous and appropriate for students. Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how. **Value and Relevance** Instructional outcomes are mostly relevant and reflect important learning and development. **Alignment to Grade-Level Standards** Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity, and intellectual risk-taking. Instructional outcomes are uniformly clear and specific and support students to extend their learning. **Value and Relevance** Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking. **Alignment to Grade-Level Standards** Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.

| | Integration of Multiple Aspects of Student Development Instructional outcomes do not reflect a range of purposes. | Integration of Multiple Aspects of Student Development Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success. | Integration of Multiple Aspects of Student Development Instructional outcomes represent a range of high- priority, developmentally appropriate purposes, including academic, social- emotional, and character development goals. | Integration of Multiple Aspects of Student Development Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately. |

1d Considerations:
- How do teachers effectively use instructional materials to meet the needs of individual students and enhance intellectual engagement?
- In what ways do technology and digital resources enhance personalization, connection, exploration, and intellectual engagement?
- What are some ways teachers provide resources and supports for students that increase accessibility and promote student agency?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Using Resources Effectively	The teacher is not aware of, or does not appropriately or effectively use instructional materials and other resources to support student learning and development. **Instructional Materials** When instructional materials are provided, the teacher does not use or learn to effectively implement them. When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement. **Technology and Digital Resources** The teacher does not appropriately access digital resources to support student	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available. **Instructional Materials** When instructional materials are provided, the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials. When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development. **Instructional Materials** When instructional materials are provided, the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum. When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of students that increase the effectiveness of those materials. **Technology and Digital Resources**	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement. **Instructional Materials** When instructional materials are provided, the teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy. When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement. **Technology and Digital Resources** Technology and other digital

learning and development.	learning and development. **Technology and Digital Resources** The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	resources support intellectual engagement, personalized instructional pathways for student learning and development.

1e Considerations:
- In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage with content?
- What are some ways that individualized strategies and approaches are used to support student success?
- How do teachers plan thoughtfully organized instructional groups that will build on students' strengths, encourage dialogue, and foster collaboration?
- How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e Planning Coherent Instruction	The design of learning experiences does not support student engagement with important content. **Tasks and Activities** Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes. **Flexible Learning** There is only a single approach or activity planned for students to learn the content. **Student Collaboration** Student groupings are not used or do not support learning. **Structure and Flow** Plans for learning are not well structured or sequenced.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes. **Tasks and Activities** Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge. **Flexible Learning** There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson. **Student Collaboration** Students are in groups that are only partially appropriate to the learning activities or goals. **Structure and Flow** Plans for learning are partially well-structured but may not be realistic	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class. **Tasks and Activities** Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking. **Flexible Learning** Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success. **Student Collaboration** Instructional groups are organized thoughtfully to maximize learning and build on students' strengths. **Structure and Flow** Plans for learning are well structured and have a flow that allows for student learning and reflection.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning. **Tasks and Activities** Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content. **Flexible Learning** Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences. **Student Collaboration** Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development. **Structure and Flow**

		about time expectations.		Plans for learning are well structured and have a flow that supports student autonomy in the learning process.

1f Considerations:
- What are some ways that students are given opportunities to demonstrate their understanding of content?
- How are clear assessment criteria and standards developed and understood by students?
- How do teachers design formative assessments that allow for adjustments to instruction and support student agency?
- How is assessment data analyzed and applied to inform instructional decision-making?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f Designing and Analyzing Assessments	There is no plan for assessment or the assessments will not provide evidence that students have learned the intended outcomes. **Congruence with Instructional Outcomes** Assessments are not aligned to the instructional outcomes. **Criteria and Standards** Assessments lack criteria by which student performance can be accurately assessed. **Planning Formative Assessments** There are no formative assessments planned. **Analysis and Application** Assessment results are not relevant or used for future planning.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes. **Congruence with Instructional Outcomes** Assessments are partially aligned to instructional outcomes but may not assess them completely. **Criteria and Standards** Assessment criteria and standards have been developed, but they are unclear or too vague. **Planning Formative Assessments** Some formative assessments are planned and will give a partially accurate picture of student learning throughout the lesson. **Analysis and Application** Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students. **Congruence with Instructional Outcomes** Assessments will fully and fairly provide evidence of student understanding of the content and mastery of outcomes, as well as reveal specific misunderstandings. **Criteria and Standards** Assessment criteria and standards are established, clear, and fully understood by students. **Planning Formative Assessments** Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data. **Analysis and Application** Assessment results from prior lessons and units are a key tool used by the teacher in	Students will have the opportunity to demonstrate mastery of content, set goals, and analyze their own progress through multiple, flexible assessments. **Congruence with Instructional Outcomes** Students have varied and multiple opportunities to demonstrate mastery of outcomes; assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred. **Criteria and Standards** Assessment criteria and standards are clear, and students have contributed to their development. **Planning Formative Assessments** Formative assessments will provide accurate and timely information to teachers and students, allowing students to adjust course with minimal teacher guidance. **Analysis and Application** Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.

			planning future instruction.	

Domain 1: Evidence, Explanation, and Examples:

Domain 1 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

Domain 2: Learning Environments				

2a Considerations:
- How have teachers intentionally nurtured relationships with and among students?
- What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals?
- In what ways do teachers demonstrate cultural competence in creating an inclusive learning environment?
- What are some ways that teachers maintain a positive and respectful rapport while addressing and resolving student conflicts?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a Cultivating Respectful and Affirming Environments	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict. **Positive Relationships** Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental	Learning environments are partially characterized by caring and respectful interactions. **Positive Relationships** Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop. **Positive Conflict Resolution** Conflict and disrespectful interactions are addressed by the teacher, with uneven results.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated. **Positive Relationships** Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background. **Positive Conflict Resolution** A clear and culturally competent approach to	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected. **Positive Relationships** Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships. **Positive Conflict Resolution** Students in the class are responsible for resolving conflict and actively follow

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| | | | levels. **Positive Conflict Resolution** Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved. | | conflict resolution has been established and is used effectively to resolve conflict and restore trust. | established processes or norms for resolving conflict and restoring trust. |

2b Considerations:
- How do the teacher and students demonstrate their dedication to content mastery and personal growth?
- What evidence indicates that teachers have explicitly modeled and taught the skills that allow students to successfully pursue learning?
- In what ways do students demonstrate their agency in the classroom?
- What are some ways that students and teachers support and demonstrate perseverance through difficult work?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Fostering a Culture for Learning	The culture of the class is not conducive to learning and does not support development. **Purpose and Motivation** There is little or no sense of purpose for the work or the reasons for doing it are external demands. **Dispositions for Learning** Student curiosity is ignored or discouraged; students are not asked to think critically or to reason and reflect. **Student Agency and Pride in Work** Students have little or no agency in learning experiences or classroom life. **Support and Perseverance** The teacher conveys that the work is too challenging for all or some of the students	The culture of the class is partially conducive to learning and development. **Purpose and Motivation** The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success. **Dispositions for Learning** Student curiosity, critical thinking, reasoning, and reflection are occasionally encouraged. **Student Agency and Pride in Work** Students are given some opportunities to exercise agency, though they may not be taken up or may be infrequent. **Support and Perseverance** Confidence, resilience, persistence, and teamwork are encouraged, promoting a conviction that with hard work and perseverance all	The culture of the class is characterized by high expectations and supports students' learning and development. **Purpose and Motivation** The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish. **Dispositions for Learning** Curiosity, critical thinking, reasoning, and reflection are encouraged and intentionally developed. **Student Agency and Pride in Work** Students have multiple opportunities to exercise agency, and autonomy is intentionally developed and celebrated. **Support and Perseverance** Confidence, resilience, persistence, and teamwork that support student perseverance	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success. **Purpose and Motivation** The teacher and students display dedication to learning the content and a sense of purpose for their learning; both content mastery and personal growth are valued by the teacher and students. **Dispositions for Learning** Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct impact on instruction, student learning, and development. **Student Agency and Pride in Work** Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful. **Support and Perseverance** Students encourage one another to persevere and use strategies to support each other through challenging

or that they lack the perseverance to succeed; students are allowed or expected to quit.	students can master the content.	are intentionally developed and celebrated.	work.

2c Considerations:
- In what ways do teachers thoughtfully and purposefully teach and utilize collaboration in the classroom?
- What evidence indicates that classroom procedures that support student responsibility and autonomy have been taught and are responsive to students' needs?
- How do teachers distribute resources and supports in a way that ensures equitable access for all students?
- How do teachers complete non-instructional tasks so that they do not take away from instructional time?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Maintaining Purposeful Environments	Student learning and development are hindered by a lack of routines or inefficient classroom procedures. **Student Autonomy and Responsibility** Routines do not support student autonomy or assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are not deployed efficiently, effectively, or equitably. **Non-Instructional Tasks** Non-instructional tasks are not completed or completed inefficiently, resulting in loss of instructional time or potential danger to students.	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development. **Student Autonomy and Responsibility** Routines and procedures partially support student autonomy and assumption of responsibility. **Equitable Access to Resources and Supports** Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access. **Non-Instructional Tasks** Non-instructional tasks are completed with some efficiency, but instructional time is lost.	Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development. **Student Autonomy and Responsibility** Routines and procedures allow students to operate autonomously and take responsibility for their learning. **Equitable Access to Resources and Supports** Resources and supports are deployed efficiently and effectively; all students are able to access what they need. **Non-Instructional Tasks** Most non-instructional tasks are completed efficiently, with little loss of instructional time.	Students have a voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member. **Student Autonomy and Responsibility** Students take responsibility for routines and procedures and take initiative to suggest adjustments that would further support their learning and development. **Equitable Access to Resources and Supports** Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need. **Non-Instructional Tasks** Non-instructional tasks are completed seamlessly with no loss of instructional time.

2d Considerations:
- In what ways do students demonstrate that clear expectations have been established with their active and continued input?
- What are some ways that teachers model and teach habits of character that develop positive behavior in students?
- What evidence indicates that students monitor and reflect on their behavior and the impact it has on their classmates and their learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Supporting Positive Student Behavior	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors. **Expectations for the Learning Community** There are no clear expectations and/or negative behavior is not addressed. **Modeling and Teaching Habits of Character** There is no explicit modeling or teaching of habits of character. **Self-Monitoring and Collective Responsibility** Students take no responsibility for their own behavior and do not display awareness of their impact on others.	Positive behaviors are modeled by the teacher and occasionally taught explicitly. **Expectations for the Learning Community** There are expectations established to promote positive behavior but with uneven success. **Modeling and Teaching Habits of Character** Habits of character are modeled or taught but with uneven success. **Self-Monitoring and Collective Responsibility** The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance. **Expectations for the Learning Community** Expectations have been successfully established and agreed upon. **Modeling and Teaching Habits of Character** Habits of character are modeled, explicitly taught, and reinforced to promote learning, ethical behavior, and citizenship. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and attend to their impact on other students.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community. **Expectations for the Learning Community** Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group. **Modeling and Teaching Habits of Character** Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment. **Self-Monitoring and Collective Responsibility** Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.

2e Considerations:
- How do teachers and students modify the learning space as needed to make sure it is safe and accessible?
- What evidence indicates that the learning space has been designed specifically to suit and support the content and the students?
- In what ways is student input applied to create a sense of shared ownership over the learning space?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Spaces for Learning	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development. **Co-Creation and Shared Ownership** Students do not help create or arrange the space for learning and demonstrate little pride or ownership in	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development. **Co-Creation and Shared Ownership** Students have some voice in creating the space and demonstrate some ownership of it.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences. **Co-Creation and Shared Ownership** Students have a voice in creating the space and demonstrate shared ownership of it.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow. **Co-Creation and Shared Ownership** Students take initiative in designing the space,

Domain 3: Learning Experiences

3a Considerations:
- How do students connect to the purpose and value of learning to grow both academically and personally?
- What are some ways that students show that they understand the expectations associated with learning activities and the process of learning?
- How do students demonstrate that content has been explained in a way that enhances their understanding?
- In what ways do teachers and students use rigorous and accurate academic language to build content knowledge?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating About Purpose and Content	Communication about purpose and content is unclear or confusing and hinders student learning. **Purpose for Learning and Criteria for Success** The teacher does not convey to students what they will be learning. **Specific Expectations** The teacher's unclear or incomplete explanation of the	Communication about purpose and content is mostly clear and accurate; it partially supports learning. **Purpose for Learning and Criteria for Success** The teacher partially explains the purpose of learning but with little elaboration or specificity. **Specific Expectations** Expectations for the learning activities are somewhat clear to students. **Explanations of**	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language. **Purpose for Learning and Criteria for Success** The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy. **Purpose for Learning and Criteria for Success** Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.

		success will look like.	**Specific Expectations** The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
learning activities hinders student engagement. **Explanations of Content** The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content. **Use of Academic Language** The teacher's communications include incorrect or imprecise use of academic language.	**Content** The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students. **Use of Academic Language** The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	**Specific Expectations** The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement. **Explanations of Content** The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding. **Use of Academic Language** The teacher's content-specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to support student development.	**Explanations of Content** Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance. **Use of Academic Language** Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

3b Considerations:
- How do students demonstrate that questioning and discussion is helping them to think critically and deepen their understanding?
- How does questioning and discussion challenge students to justify their reasoning and reflect on their learning?
- In what ways do students respectfully and productively engage each other in dialogue?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b Using Questioning and Discussion Techniques	Questioning and discussion are absent, low-level, or do not support learning and development. **Critical Thinking and Deeper Learning** Questioning and discussion do not invite student thinking, are of low cognitive challenge,	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development. **Critical Thinking and Deeper Learning** The teacher frames questions to promote critical thinking and deeper understanding but with uneven	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection. **Critical Thinking and Deeper Learning** Open-ended and higher- level questions and genuine discussions allow	Students intentionally use questioning and discussion to develop their own and others' thinking, reasoning skills, and habits of reflection. **Critical Thinking and Deeper Learning** Students initiate higher-order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.

and often have a single correct response. **Reasoning and Reflection** Questioning and discussion do not invite or require students to explain their thinking. **Student Participation** Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	success. **Reasoning and Reflection** Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so. **Student Participation** The teacher calls on many students or invites them to respond directly to one another, but only some students answer or participate in the discussion.	students to think critically and offer multiple perspectives, challenging them to deepen understanding. **Reasoning and Reflection** Through questioning and discussion, students have the opportunity to reason, reflect on learning, and justify their thinking, and successfully do so. **Student Participation** The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	**Reasoning and Reflection** Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry. **Student Participation** Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.

3c Considerations:
- How do students demonstrate agency in making learning tasks more engaging and meaningful?
- What are some ways that teachers ensure that student collaboration is utilized to deepen understanding and further learning?
- In what ways are instructional materials and resources used to support deep learning by all students?
- What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c Engaging Students in Learning	Learning experiences do not require active intellectual engagement by students. **Rich Learning Experiences** Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach. **Collaboration and Teamwork** Students do not collaborate, they do not engage with one another effectively, and/or instructional	Learning experiences partially engage students intellectually; the activities require students to do some thinking. **Rich Learning Experiences** Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches. **Collaboration and Teamwork** Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means. **Rich Learning Experiences** All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking. **Collaboration and**	Students take initiative to increase the challenge or complexity of learning experiences; they think critically about a variety of issues and offer solutions; and they make suggestions for modifications that increase meaning and relevance. **Rich Learning Experiences** Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging. **Collaboration and Teamwork** Students take initiative to collaborate in new or

groupings are inappropriate for the task. Students are not productively engaged during group work. **Use of Instructional Materials and Resources** Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available. **Opportunities for Thinking and Reflection** The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	partially support learning for each student; they work well together during group activities. Students are somewhat engaged in group work. **Use of Instructional Materials and Resources** Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them. **Opportunities for Thinking and Reflection** The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.	**Teamwork** Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated. Students are productively engaged during small group work, working purposefully and collaboratively with their peers. **Use of Instructional Materials and Resources** Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content. **Opportunities for Thinking and Reflection** The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful. Students play an active role in ensuring their time in groups is used purposefully and meets their individual and group needs. **Use of Instructional Materials and Resources** Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging. **Opportunities for Thinking and Reflection** Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.

3d Considerations:
- In what ways do teachers establish and clearly communicate the standards for high-quality work?
- What evidence indicates that students monitor their own understanding to analyze their progress toward learning goals?
- How do students receive and utilize high quality feedback to advance their learning?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d Using Assessment for Learning	Formative assessment is not used during instruction or is not aligned to the instructional	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of understanding,	Students take initiative to analyze their own progress against a clear standard in order to achieve the outcome and identify new opportunities

purpose of the lesson. **Clear Standards for Success** The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful. **Monitoring Student Understanding** The teacher does not determine whether students are progressing toward mastery of the goals and provides no structured opportunities for students to monitor their own progress. **Timely, Constructive Feedback** Students receive no feedback, or the only feedback given is global or for only a few students.	**Clear Standards for Success** Students partially understand how they will know they are progressing successfully and how their work will be evaluated. **Monitoring Student Understanding** The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective. **Timely, Constructive Feedback** The teacher provides some feedback, but the feedback is unclear or not oriented toward improvement or mastery.	analyze progress, and provide constructive feedback. **Clear Standards for Success** The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment. **Monitoring Student Understanding** The teacher uses questions and assessments to elicit accurate evidence of student understanding and models strategies for self-assessment, allowing students to successfully analyze their own progress toward goals. **Timely, Constructive Feedback** Students receive timely, constructive feedback from the teacher or others that advances learning.	and challenges. **Clear Standards for Success** Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed. **Monitoring Student Understanding** Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals. **Timely, Constructive Feedback** Students make decisions and assume responsibility for their learning using high-quality, improvement-focused feedback from many sources.

3e Considerations:
- What evidence indicates that teachers make real-time adjustments to learning activities to suit students' individual needs?
- In what ways do teachers incorporate students' questions and interests into the learning experience to deepen understanding and support curiosity?
- What are some ways that teachers and students demonstrate a commitment to success when they experience difficulties?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e Responding Flexibly to Student Needs	The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs. **Evidence-Based Adjustments** The teacher does not recognize, or ignores,	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success. **Evidence-Based Adjustments** The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences. **Evidence-Based Adjustments** The teacher effectively adjusts learning experiences based on	Based on self- monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities. **Evidence-Based Adjustments** Students voice their needs

evidence of low engagement or lack of student understanding. **Receptiveness and Responsiveness** The teacher brushes aside or does not fully address students' questions or difficulties.	**Receptiveness and Responsiveness** The teacher attempts to incorporate students' questions and respond to their interests but only minimally or with limited success.	real-time evidence and students' individual and specific needs. **Receptiveness and Responsiveness** The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	and assume responsibility for their own learning by making necessary adjustments to the learning experiences with the support and encouragement of the teacher. **Receptiveness and Responsiveness** Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.

Domain 3: Evidence, Explanation, and Examples:

Domain 3 Score:	Unsatisfactory 5-8	Needs Improvement 9-12	Proficient 13-16	Excellent 17-20

Domain 4: Principled Teaching

4a Considerations:
- How do teachers utilize multiple sources of evidence to analyze their practice and the effectiveness of their instruction?
- What evidence indicates that teachers utilize the results of self-assessment to guide the purposeful acquisition of new knowledge and skills?
- In what ways do teachers utilize self-reflection and new ideas to demonstrate a personal commitment to continuous improvement?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Engaging in Reflective Practice	The teacher does not appear to engage in reflective practice or misjudges the success of instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the	The teacher consistently engages in reflective practice based on multiple sources of evidence that results in the exploration of new ideas and approaches focused on supporting students who need it most.

			success of instruction and results in specific changes and adjustments.	

4b Considerations:
- What evidence indicates that there is a clear system used by students and teachers to track mastery of learning goals?
- How do teachers, students, and those that support them share responsibility and ownership of student progress?
- In what ways do teachers ensure that records are created and maintained in a reliable, accurate, and accessible fashion?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Documenting Student Progress	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them. **Maintaining Reliable Records** The teacher does not have systems for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher documents some aspects of student progress in a manner that is accessible to students and those who support them. **Maintaining Reliable Records** The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher documents and celebrates student progress toward mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress. **Maintaining Reliable Records** The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	Students monitor progress toward mastery and their own attainment of learning and development goals; they analyze and discuss their progress with the teacher and those who support them. **Maintaining Reliable Records** The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.

4c Considerations:
- In what ways do teacher interactions demonstrate their respect for the values of students' families and local community?
- How is the vision for student success shaped and informed by the values of the community?
- What evidence indicates that structures are in place and consistently utilized to keep families informed and collect their input and feedback?
- How do teachers connect to students' lived experiences to tailor and deepen engagement in learning experiences?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully. **Respect and Cultural Competence** The teacher is unable	The teacher makes some efforts to engage families and communities and does so in a respectful manner. **Respect and Cultural Competence** The teacher's efforts to engage families and communities are respectful and	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.

	to engage families or does so in ways that are disrespectful or demonstrate bias. **Engagement in Learning Experiences** The teacher provides no opportunities for families to engage in learning experiences with students.	demonstrate some cultural awareness and a commitment to learn more. **Engagement in Learning Experiences** The teacher invites families to engage in learning experiences with students but with limited success.	**Respect and Cultural Competence** The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds. **Engagement in Learning Experiences** The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	**Respect and Cultural Competence** The teacher, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students. **Engagement in Learning Experiences** The teacher views and incorporates families as essential partners in learning experiences.

4d Considerations:
- What evidence indicates that teachers have developed strong relationships that build relational trust with students and colleagues?
- In what ways do teachers model a culture of thoughtful, generative professional inquiry?
- What are some ways that teachers lead in developing and implementing school events, projects, and initiatives for students and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Contributing to School Community and Culture	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school. **Relational Trust and Collaborative Spirit** The teacher's relationships with colleagues are characterized by negativity or combativeness. **Culture of Inquiry and Innovation** The teacher avoids activities promoting professional inquiry or only participates when required, making few or negative contributions.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school. **Relational Trust and Collaborative Spirit** The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues. **Culture of Inquiry and Innovation** The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success. **Service to the School** The teacher participates in school events,	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action. **Relational Trust and Collaborative Spirit** The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust. **Culture of Inquiry and Innovation** The teacher regularly and actively participates in and contributes	The teacher takes an active role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families. **Relational Trust and Collaborative Spirit** The teacher actively builds relational trust with colleagues and models collaboration focused on student success. **Culture of Inquiry and Innovation** The teacher takes an active role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school. **Service to the School**

| | **Service to the School** The teacher avoids involvement in school events, projects, and initiatives. | projects, and initiatives as expected. | thoughtfully to professional inquiry. **Service to the School** The teacher makes a substantial contribution to school events, projects, and initiatives. | The teacher takes an active role in events, projects, and initiatives that contribute to the overall success of the school. |

4e Considerations:
- What evidence indicates that teachers respect cultural differences and work to develop and demonstrate cultural competence?
- How do teachers identify opportunities for growth to help them better meet the needs of students?
- In what ways do teachers demonstrate initiative toward refining their skills and content knowledge?
- What are some ways that teachers show a commitment to seeking and utilizing high-quality feedback?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Growing and Developing Professionally	The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly. **Developing Cultural Competence** The teacher demonstrates little or no cultural knowledge or awareness and/or assigns negative value to cultural differences. **Seeking and Acting on Feedback** The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others. **Developing Cultural Competence** The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent. **Seeking and Acting on Feedback** The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets. **Developing Cultural Competence** The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success. **Seeking and Acting on Feedback** The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking an invested role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation. **Developing Cultural Competence** The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities. **Seeking and Acting on Feedback** The teacher takes an invested role in the school in supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.

4f Considerations:
- What evidence indicates that teachers model care, honesty, and integrity and take the lead in developing and encouraging others to develop these qualities?
- In what ways do teachers ensure that the decisions they make are in the best interest of students, families, and colleagues?
- How do teachers model and take the lead in advocating for students, families, and colleagues?

Competency	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f Acting in Service of Students	The teacher acts unethically and does not understand the needs of students or make decisions in their best interest. **Ethical Decision-Making** The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving. **Advocacy** The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues. **Ethical Decision-Making** The teacher seeks to make wise, discerning decisions in the best interest of students and engages other stakeholders in these decisions whenever possible or practical. **Advocacy** The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher models high standards of ethical practice and wise decision-making on behalf of students, families, and colleagues. **Ethical Decision-Making** The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide. **Advocacy** The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values, even when it may not be popular or comply with policy.	The teacher is invested in the school in defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs. **Ethical Decision-Making** The teacher is invested in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning. **Advocacy** The teacher serves as a model of advocacy for students and acts invested in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.

Domain 4: Evidence, Explanation, and Examples:

Domain 4 Score:	Unsatisfactory 6-10	Needs Improvement 11-15	Proficient 16-19	Excellent 20-24

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Evaluation Total		
Domains	**Points**	**Rating**
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Total		

Rating	**Points Accumulated in All Four Domains**
Excellent	73-88
Proficient	58-72
Need Improvement	40-57
Unsatisfactory	22-39