

Agenda

A. ORGANIZATION OF THE BOARD OF EDUCATION

Presenter: Board President

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. **Introduction of the Board Members Elected on April 1, 2025, and Certified by the Lake County Clerk**

Presenter: Board Treasurer

A.3. **Election of President Pro-Tem - Chaired by the Current Board President**

Presenter: Board President

A.4. **Election of Officers (2-Year Terms)**

Presenter: Board President Pro-Tem

A.4.a. **Elect President - Chaired by President Pro-Tem**

Presenter: Board President Pro-Tem

A.4.b. **Elect Vice President - Chaired by New President**

Presenter: Board President

A.4.c. **Elect Secretary - Chaired by New President**

Presenter: Board President

A.4.d. **Elect Treasurer - Chaired by New President**

Presenter: Board President

A.5. **Establishment of Regular Board of Education Meeting Times and Places**

Presenter: Board President

B. ROUTINE

B.1. **Call to Order** - The President of the Board of Education will call the regular meeting to order.

Presenter: Board President

B.2. **Approval of the Minutes of the Regular Meeting of the Board of Education on March 19, 2025**

Presenter: Board President

B.3. **March Financial Reports**

Presenter: Mr. Da Costa

B.3.a. **Financial Summary Report**

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

B.3.c. **Investment Report**

B.3.d. **Revenue Report**

B.3.e. **Expenditure Report**

B.3.f. **Activity Fund Report**

B.3.g. **Revised Bills for Payment for March**

B.3.h. Bills for Payment for April

B.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

C. REPORT OF THE SUPERINTENDENT

Presenter: Dr. Correa

C.1. District Highlights

Presenter: Dr. Correa

C.2. Department Updates

Presenter: Dr. Correa

C.3. FY25 Third Quarter Budget Update

Presenter: Mr. Da Costa

C.4. Consolidated District Plan

Presenter: Mr. Helfers

C.5. Update on DSEB Capital Improvement Projects

Presenter: Mr. Smith and Mr. Da Costa

C.6. Professional Leave and Conferences

Presenter: Dr. Correa

C.7. Freedom of Information Act (FOIA) Request

Presenter: Dr. Correa

C.8. Freedom of Information Act (FOIA) Request

Presenter: Dr. Correa

C.9. Freedom of Information Act (FOIA) Request

Presenter: Dr. Correa

C.10. Freedom of Information Act (FOIA) Request

Presenter: Dr. Correa

C.11. Freedom of Information Act (FOIA) Request

Presenter: Dr. Correa

D. OLD BUSINESS

Presenter: Dr. Correa

D.1. Second Reading Board Policy Monitoring

Presenter: Dr. Correa

E. NEW BUSINESS

Presenter: Dr. Correa

E.1. First Reading Board Policy Monitoring

Presenter: Dr. Correa

E.2. E-Rate Update

Presenter: Mr. Esteban

E.3. Summer Band Lessons

Presenter: Dr. Correa

E.4. 2024-2025 Final School Calendar

Presenter: Dr. Correa

E.5. Consent Agenda

Presenter: Dr. Correa

E.5.a. Viking Middle School Drama Fundraising Request

Presenter: Dr. Correa

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

Presenter: Board President

F. CLOSED SESSION

F.1. A closed session of the Board of Education will convene on April 23, 2025, 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

G. OPEN SESSION

G.1. Personnel - The Board will formally act on personnel recommendations from the Superintendent.

Presenter: Board President

G.1.a. Tim Jager - Resignation

G.1.b. Ryan Lazar - Resignation

G.1.c. Edgar Orozco - Resignation

G.1.d. Candace Stolarick - Resignation

G.1.e. Jeana Santagato - Non-Renewal

G.1.f. Jennifer Glickley - Intent to Retire

G.1.g. Lisa Hlavin - Intent to Retire

G.1.h. Tamara Patterson-Gillespie - Intent to Retire

G.1.i. Kay Szramek - Intent to Retire

G.1.j. Shelia Wells - Retirement Extension

G.1.k. Megan Hener - LOA

G.1.l. Yolanda Vega - LOA

G.1.m. Aurora Orozco - Position Transfer

G.1.n. Abigail Bablitz - New Hire

G.1.o. Olivia Mallery - New Hire

G.1.p. Meghan McMillen - New Hire

G.1.q. Katie Welborn - New Hire

G.1.r. Anne Wills - New Hire

G.1.s. Amanda Windom - New Hire

G.2. The Board will take action on a recommendation of termination of a support staff employee.

Presenter: Board President

G.3. Closed Session Minutes - The Board will formally act on closed session minutes for March 19, 2025.

Presenter: Board President

G.4. Adjournment

Presenter: Board President



Administering the Oath of Office

Each School Board member shall take the following oath of office before being seated on the Board:

I, (name), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of *(name of School District)*, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the school district's assets;

I shall encourage and respect the free expression of opinion by my fellow board members and others who seek a hearing before the board, while respecting the privacy of students and employees;

I shall recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public board meeting;

I shall abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the school district;

I shall foster with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for *(name of school district)*;

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school *(or schools)* to advance the vision for *(name of school district)*; and

I shall strive to work together with the district superintendent to lead the school district toward fulfilling the vision the board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

105 ILCS 5/10-16.5

OATH OF OFFICE

"I, _____, DO SOLEMNLY SWEAR THAT I WILL FAITHFULLY DISCHARGE THE DUTIES OF THE OFFICE OF MEMBER OF THE BOARD OF EDUCATION OF GURNEE SCHOOL DISTRICT 56 IN ACCORDANCE WITH THE CONSTITUTION OF THE UNITED STATES, THE CONSTITUTION OF THE STATE OF ILLINOIS, AND THE LAWS OF THE STATE OF ILLINOIS, TO THE BEST OF MY ABILITY.

"I FURTHER SWEAR THAT:

"I SHALL RESPECT TAXPAYER INTERESTS BY SERVING AS A FAITHFUL PROTECTOR OF THE SCHOOL DISTRICT'S ASSETS;

"I SHALL ENCOURAGE AND RESPECT THE FREE EXPRESSION OF OPINION BY MY FELLOW BOARD MEMBERS AND OTHERS WHO SEEK A HEARING BEFORE THE BOARD, WHILE RESPECTING THE PRIVACY OF STUDENTS AND EMPLOYEES;

"I SHALL RECOGNIZE THAT A BOARD MEMBER HAS NO LEGAL AUTHORITY AS AN INDIVIDUAL AND THAT DECISIONS CAN BE MADE ONLY BY A MAJORITY VOTE AT A PUBLIC BOARD MEETING;

"I SHALL ABIDE BY MAJORITY DECISIONS OF THE BOARD, WHILE RETAINING THE RIGHT TO SEEK CHANGES IN SUCH DECISIONS THROUGH ETHICAL AND CONSTRUCTIVE CHANNELS;

"AS PART OF THE BOARD OF EDUCATION, I SHALL ACCEPT THE RESPONSIBILITY FOR MY ROLE IN THE EQUITABLE AND QUALITY EDUCATION OF EVERY STUDENT IN THE SCHOOL DISTRICT;

"I SHALL FOSTER WITH THE BOARD EXTENSIVE PARTICIPATION OF THE COMMUNITY, FORMULATE GOALS, DEFINE OUTCOMES, AND SET THE COURSE FOR GURNEE SCHOOL DISTRICT 56;

"I SHALL ASSIST IN ESTABLISHING A STRUCTURE AND AN ENVIRONMENT DESIGNED TO ENSURE ALL STUDENTS HAVE THE OPPORTUNITY TO ATTAIN THEIR MAXIMUM POTENTIAL THROUGH A SOUND ORGANIZATIONAL FRAMEWORK;

"I SHALL STRIVE TO ENSURE A CONTINUOUS ASSESSMENT OF STUDENT ACHIEVEMENT AND ALL CONDITIONS AFFECTING THE EDUCATION OF OUR CHILDREN, IN COMPLIANCE WITH STATE LAW;

"I SHALL SERVE AS EDUCATION'S KEY ADVOCATE ON BEHALF OF STUDENTS AND OUR COMMUNITY'S SCHOOLS TO ADVANCE THE VISION FOR GURNEE SCHOOL DISTRICT 56; AND

"I SHALL STRIVE TO WORK TOGETHER WITH THE DISTRICT SUPERINTENDENT TO LEAD THE SCHOOL DISTRICT TOWARD FULFILLING THE VISION THE BOARD HAS CREATED, FOSTERING EXCELLENCE FOR EVERY STUDENT IN THE AREAS OF ACADEMIC SKILLS, KNOWLEDGE, CITIZENSHIP, AND PERSONAL DEVELOPMENT."



PORTRAIT
OF A
GRADUATE

Gurnee School District 56

3706 FLORIDA AVE
GURNEE IL 60031

WWW.D56.ORG
847-336-0800

Education that Inspires...Opportunities for All

Gurnee School District #56 Schedule of Regular Board Meetings

2025-2026 School Year

Meetings will be held in the District Office Board Room
3706 Florida Avenue, Gurnee, Unless Otherwise Noted

<u>DATE</u>	<u>TIME</u>
July 23, 2025	5:00 P.M.
August 27, 2025	5:00 P.M.
September 17, 2025 (Holiday Waiver Hearing)	
(Budget Hearing)	5:00 P.M.
October 22, 2025 (Levy Hearing)	5:00 P.M.
November 19, 2025	5:00 P.M.
December 17, 2025	5:00 P.M.
January 28, 2026	5:00 P.M.
February 25, 2026	5:00 P.M.
March 18, 2026	5:00 P.M.
April 22, 2026	5:00 P.M.
May 27, 2026	5:00 P.M.
June 24, 2026	5:00 P.M.



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@District56



@GurneeDistrict56



@D56StreamingVideo

**Minutes of Gurnee School District 56
Board of Education Meeting
March 19, 2025**

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

Also in attendance:

Luis Correa, Superintendent
Martin Da Costa, Director of Business | CSBO
Eric Esteban, Director of Technology
Pete Helfers, Director of Curriculum & Instruction
Sean Smith, Director of Facilities and Grounds
Miriam Torres, Multilingual & Assessment Coordinator
Principals: Jen Glickley, Ryan Lazar, Sara Rosheger, and Allison Waller
Lori Rupsch, Board Clerk

Board President Blockinger called the regular meeting to order at 5:00 p.m. and asked that everyone join him in reciting the Pledge of Allegiance.

Dr. Glickley recognized River Trail School eighth grader, Kaison Atkinson, who qualified to go to State for wrestling. He was the only wrestler to go to State this year.

Board Member Pos made a motion with a second from Board Member Pahl to accept the minutes from the regular meeting on February 26, 2025, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

The regular February 28, 2025, Treasurer's Report identified cash and investments of \$25,561,206.71. The Revenue Report identified receipts of \$502,115.53 and the Expenditure Report identified expenses totaling \$3,265,063.19. The cash balance in the Activity Fund for February was \$101,775.91. The Financial Reports plus the Revised February (\$2,249,424.46) and Regular March (\$1,259,772.64) Bills for Payment Reports were approved on a motion by Board Member Pahl and seconded by Board Member Kotsinis. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

During the *Public Participation* portion of the meeting, Mrs. Elizabeth Rivas addressed the Board by reading a letter that she wrote. In this letter she commented on the lack of communication. She also voiced her approval on the District's initiative to not utilize technology all of the time for educational purposes.

Dr. Correa requested that each building principal provide the Board of Education highlights that had occurred at their building since the previous Board of Education meeting. This included pictures from:

Spaulding: Respect Week; 2nd grade project of writing their own individual books; and donuts with a detective

River Trail: 1st grade parent workshop to reinforce reading; sweetheart rewards winners; award presentations from the American Legion and Exchange Club; pi day competition, and a shoe tying contest

Viking: spring band and choir concert; group collaborations; and the Stinky Cheese Man drama production

Prairie Trail: Exchange Club honorees; Bluestem challenge; teacher rounds; and the Black History Month Celebration

At this time, Dr. Correa requested that each administrator report on department projects/tasks that they were currently focused on:

Mr. Da Costa: new payroll person to start April 1st; 1st hire for next year at River Trail School was processed

Mr. Helpers: next curricular review was science; Title grants for next year; maker faire tomorrow

Ms. Torres: IAR and ISA; EL audit; Pre-K audit; job fairs

Mr. Smith: annual state mandated inspections

Mr. Esteban: E-rate year 5; all doors and readers are now installed

Mr. Esteban reported to the Board of Education that the technology committee met to figure out what role electronic devices currently played in education. They discussed the strengths, weaknesses, opportunities, and threats.

Ms. Torres and Ms. Amy Castrejon (coordinator at the Viking Middle School site) provided an update on the Boys and Girls Club program. Currently, 95 students participate in the program and most students were excited to attend.

Dr. Correa requested that the Board of Education make the Professional Leave and Conferences report a matter of record of the minutes of the regular March 19, 2025, Board of Education meeting.

A Freedom of Information Act (FOIA) request was received by Mr. Martin Da Costa via email on February 25, 2025, from Mr. Michael Rost (Allium Data) requesting copies of the District's current property and casualty insurance policies including premium, or a summary document that includes coverage, carrier, limits, deductibles, and premium. Mrs. Rupsch emailed Mr. Rost on February 25, 2025, with the requested information.

A second Freedom of Information Act (FOIA) request was received by Dr. Luis Correa via email on March 4, 2025, from Mr. Mickey Olhava (IFT/LCFT) requesting copies of all correspondence, including emails, memos, timesheets, and letters, sent by the Gurnee District 56 Superintendent (L. Correa), Director of Business (M. Da Costa), and Director of Pupil Services (R. Solomon) to any staff members regarding *Infinitec* Training Modules from August 1, 2024, to March 4, 2025. Ms. Solomon and Dr. Correa provided the requested information to Mr. Olhava.

On a motion from Board Member Pos with a second from Board Member Garcia, the Board voted to approve Board policies under review (Policies 2:80, 2:100, 2:105, 4:45, 4:50, 4:60, and

4:70) and to adopt those policies as presented by the administration. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

Dr. Correa provided the Board of Education a group of policies to review to ensure that those policies reflected the intent of the Board. This was a goal the Board made and, ultimately, all Board policies would be reviewed during a three-year cycle. Current policies for review were 6:70, 6:80, 6:100, 6:120, 7:70, 7:80, and 7:90. The Board would officially approve the recommended changes at the next Board of Education meeting.

Mr. Smith was in attendance seeking Board approval to award a contract to Balanced Environments Inc. for lawn care and maintenance. This would be Year 2 of their 2024-2028 landscaping bid, not to exceed \$58,009.00. On a motion from Board Member Florip with a second from Board Member Pahl, the Board voted to approve Balanced Environments to continue Year 2 of their landscaping bid, not to exceed \$58,009.00. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

Mr. Smith requested Board approval for gutter repairs at River Trail School from Tremco not to exceed \$24,213.00. On a Motion from Board Member Pos with a second from Board Member Kotsinis, the Board voted to approve Tremco to repair the gutters at River Trail School not to exceed \$24,213.00. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

Board Member Kotsinis made a motion to approve the following items as presented on the consent agenda. Board Member Pahl seconded the motion.

- Prairie Trail School SSC Fundraising Request
- River Trail School NJHS Fundraising Request

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

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

On a motion by Board Member Kotsinis and seconded by Board Member Pahl, the Board voted to adjourn open session at 5:55 p.m. The Board went into closed session at 5:56 p.m. to discuss the following items on a roll call vote:

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

that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11).

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

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

The Board of Education came out of closed session at 7:31 p.m. on a motion from Board Member Pos and seconded by Board Member Kotsinis. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

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

On a motion from Board Member Florip with a second from Board Member Pos, the Board voted to approve the new Superintendent's Employment Contract for Luis Correa for the period beginning July 1, 2025, and ending June 30, 2029, with the following amendment. The Board requested the following changes to the contract: under Item 11. Termination of Employment, Part D. Termination Without Cause, change the effective date from July 1, 2028, to July 1, 2027, and the school year from 2027-2028 to 2026-2027. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

On a motion from Board Member Pahl with a second from Board Member Pos, the Board voted to approve closed session minutes for the meeting on February 26, 2025, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

A motion was made by Board Member Kotsinis and seconded by Board Member Pos to adjourn the meeting at 7:32 p.m. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Becky Kotsinis, Mandi Florip, Germain Castellanos, Odie Pahl, and Mark Pos.

Respectfully submitted:

James Blockinger, President

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

FINANCIAL SUMMARY REPORT

April 23, 2025

Treasurer's Report

Cash on Hand – \$23,683,827.92

Revenue Report

<u>2024-2025 Budget</u>	<u>March Revenue</u>	<u>2024-2025 YTD Revenue</u>	<u>2024-2025 YTD %</u>	<u>Unreceived Balance</u>
\$42,075,906.00	\$847,711.56	\$20,374,104.17	48.42%	\$21,701,801.83

Expenditure Report

<u>2024-2025 Budget</u>	<u>March Activity</u>	<u>2024-2025 YTD Activity</u>	<u>2024-2025 YTD %</u>	<u>Encumbered Balance</u>	<u>Unencumbered Balance</u>
\$47,423,991.00	\$2,927,745.19	\$35,378,769.80	74.60%	\$411,779.67	\$11,633,441.53

Student Activity Fund Report

<u>Monthly Beginning Balance</u>	<u>March Revenues</u>	<u>March Expenditures</u>	<u>Monthly Ending Balance</u>
\$101,775.91	\$18,682.87	\$13,983.76	\$106,475.02

Revised Bills for Payment Report

	<u>March Balance Sheet</u>	<u>March Revenue</u>	<u>March Expense</u>	<u>Total</u>
Fund Summary Totals	\$879,193.25	\$5.00	\$1,022,304.44	\$1,901,502.69

Bills for Payment Report

	<u>April Balance Sheet</u>	<u>April Revenue</u>	<u>April Expense</u>	<u>Total</u>
Fund Summary Totals	\$577,567.48	\$0.00	\$760,324.05	\$1,337,891.53

Gurnee School District #56
Treasurer's Report as of March 31, 2025

Fund Name	Fund/Cash Balance 2/28/25	Actual Cash Balance 2/28/25	Cash Receipts This Month	Cash Disburse This Month	Fund/Cash Balance 3/31/25	Actual Cash Balance 3/31/25
Education	\$3,705,595.29	\$10,613,685.01	\$805,120.29	\$2,413,742.10	\$2,096,973.48	\$9,005,063.20
Oper/Maint	\$386,555.55	\$864,490.05	\$19,957.20	\$168,704.53	\$237,808.22	\$715,742.72
Debt Service	-\$483,373.07	-\$472,911.59	\$0.00	\$7,975.40	-\$491,348.47	-\$480,886.99
Transportation	-\$68,124.76	\$1,000,578.30	\$13,158.05	\$219,436.78	-\$274,403.49	\$794,299.57
Retirement	-\$56,492.94	\$666,841.35	\$9,476.02	\$69,217.57	-\$116,234.49	\$607,099.80
Capital Projects	-\$4,933,056.80	\$2,420,454.50	\$0.00	\$41,264.31	-\$4,974,321.11	\$2,379,190.19
Working Cash	-\$290,683.62	\$7,299,567.20	\$0.08	\$0.00	-\$290,683.54	\$7,299,567.28
Tort	\$138,773.49	\$464,749.14	\$2.39	\$7,404.50	\$131,371.38	\$457,347.03
Fire/Prevention & Safety	\$4,403.77	\$14,403.77	\$0.00	\$0.00	\$4,403.77	\$14,403.77
Sub-total	-\$1,596,403.09	\$22,871,857.73	\$847,714.03	\$2,927,745.19	-\$3,676,434.25	\$20,791,826.57
<i>Petty Cash</i>						
<i>Imprest Account</i>	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00
Grand Totals	-\$1,592,903.09	\$22,871,857.73	\$847,714.03	\$2,927,745.19	-\$3,672,934.25	\$20,791,826.57

Checking Accounts

	3/31/25
Money Market	\$ 1,908,534.25
Payroll Account	\$ -
Board Account	\$ -
Investment Account	\$ 21,775,293.67
Total	\$ 23,683,827.92

Gurnee School District #56
Treasurer's Report as of March 31, 2025

Investment Report

Fund Name	Investment Balance 2/28/25	Investment Returns This Month	Investments Made This Month	Investment Balance 3/31/25	Y. T. D. Interest 3/31/25
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
					<i>Additional Interest Anticipated from Current Investments Through 6/30/24</i> \$223,877.96
					<i>Total Interest Earned and Anticipated (All Funds)</i> \$1,426,112.56
					<i>2023-24 Interest Budget (All Funds)</i> \$840,000.00
					<i>% of Interest Currently Earned and Anticipated</i> 169.78%

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 YTD %	UNRECEIVED BALANCE
10----	----	----	--	EDUCATIONAL FUND	30,296,906.00	805,120.29	15,693,757.03	51.80	14,603,148.97
11----	----	----	--	NO LONGER USED					
20----	----	----	--	OPER & MAINT FUND	2,817,000.00	19,957.20	1,142,344.77	40.55	1,674,655.23
30----	----	----	--	DEBT SERVICE	4,485,000.00		1,761,755.92	39.28	2,723,244.08
40----	----	----	--	TRANSPORTATION FUND	2,555,000.00	13,158.05	1,127,115.04	44.11	1,427,884.96
50----	----	----	--	RETIREMENT FUND	958,000.00	9,476.02	427,486.17	44.62	530,513.83
60----	----	----	--	CAPITAL PROJECTS	300,000.00				300,000.00
70----	----	----	--	WORKING CASH FUND	264,000.00		7,061.72	2.67	256,938.28
80----	----	----	--	TORT IMMUNITY FUND	400,000.00		214,583.52	53.65	185,416.48
90----	----	----	--	FIRE PREVENTION & SAFETY					
Grand Revenue Totals					42,075,906.00	847,711.56	20,374,104.17	48.42	21,701,801.83

Number of Accounts: 262

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

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25	March 2024-25	2024-25	2024-25	UNRECEIVED	
					BUDGET	REVENUE	YTD REVENUE	YTD %	BALANCE	
10R000	1110	0000	00	10000	GENERAL LEVY	20,539,306.00			20,539,306.00	
10R000	1110	0000	00	20000	GENERAL LEVY		9,443,607.37		-9,443,607.37	
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		143,509.89		-143,509.89	
10R000	1140	0000	00	10000	SPECIAL EDUCATION LEVY	1,578,000.00			1,578,000.00	
10R000	1140	0000	00	20000	SPECIAL EDUCATION LEVY		716,678.00		-716,678.00	
10R000	1153	0000	00	20000	SEDOL GENERAL LEVY					
10R000	1230	0000	00	00000	CORP PERS PROPERTY TAX	910,000.00	37,904.12	447,701.27	49.20	462,298.73
10R000	1311	0000	00	00000	STUDENT TUITION					
10R000	1510	0000	00	00000	INTEREST ON INVESTMENTS	600,000.00	5,209.53	19,470.91	3.25	580,529.09
10R000	1600	0000	00	00000	FOOD SERVICE	10,000.00	536.59	1,564.29	15.64	8,435.71
10R000	1614	0000	00	00000	MILK SALES					
10R000	1711	0000	00	00000	ATHLETIC ADMISSIONS					
10R000	1720	0000	00	00000	STUDENT REGISTRATION FEE	110,000.00	4,826.68	38,175.43	34.70	71,824.57
10R000	1721	0000	00	00000	GYM SUIT FEES	500.00	86.37	889.37	177.87	-389.37
10R000	1722	0000	00	00000	TOWEL FEE					
10R000	1723	0000	00	00000	LOCK FEE	500.00		357.00	71.40	143.00
10R000	1724	0000	00	00000	SPORT PHYSICALS					
10R000	1725	0000	00	00000	BAND FEES	5,000.00	554.45	916.45	18.33	4,083.55
10R000	1726	0000	00	00000	REGISTRATION LATE FEES		110.00	110.00		-110.00
10R000	1727	0000	00	00000	SPANISH CLASS FEES					
10R000	1790	0000	00	00000	OTHER STUDENT FEES		150.00	150.00		-150.00
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	50,000.00	852.67	12,021.14	24.04	37,978.86
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					
10R000	1950	0000	00	00000	REFUND PRIOR YEAR EXPEND	1,000.00				1,000.00
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	973.00	10,396.00	25.99	29,604.00
10R000	1999	0000	00	00000	OTHER REVENUE SOURCE					
10R000	1---	----	--	-----	*LOCAL SOURCES	24,149,306.00	51,203.41	10,835,547.12	44.87	13,313,758.88

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 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	3,225,000.00	293,254.00	2,346,032.00	72.75	878,968.00
				EVIDENCE BASED FUNDING					
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	300,000.00				300,000.00
				SPECIAL ED-PRIVATE FACIL					
10R000	3101	0000	00	20000			255,116.75		-255,116.75
				SPECIAL ED-PRIVATE FACIL					
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	11,000.00	1,530.72	9,107.52	82.80	1,892.48
				FREE LUNCH AND BREAKFAST					
10R000	3360	0000	00	20000			2,429.74		-2,429.74
				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	200,000.00	101,411.00	140,129.00	70.06	59,871.00
				E/C-PRESCHOOL AT RISK					

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 YTD %	UNRECEIVED BALANCE	
10R000	3705	0000	00	20000	E/C-PRESCHOOL AT RISK					
10R000	3706	0000	00	10000	E/C-PRESCH EARLY LEARN P					
10R000	3706	0000	00	20000	E/C-PRESCH EARLY LEARN P					
10R000	3715	0000	00	10000	K-6 READING IMPROVEMENT					
10R000	3715	0000	00	20000	K-6 READING IMPROVEMENT					
10R000	3735	0000	00	10000	REPORT CARDS					
10R000	3740	0000	00	10000	CRIMINAL BACKGROUND CHEC					
10R000	3775	0000	00	10000	ADA SAFETY&BLOCK GRANT E					
10R000	3775	0000	00	20000	ADA SAFETY&BLOCK GRANT E					
10R000	3792	0000	00	10000	CLOSING THE GAP-TECHNOLO					
10R000	3800	0000	00	10000	LIBRARY GRANT	1,600.00			1,600.00	
10R000	3900	0000	00	00000	OTHER STATE REVENUE GRAN					
10R000	3999	0000	00	10000	OTHER REVENUE FROM STATE					
10R000	3---	----	--	-----	*STATE SOURCES	3,737,600.00	396,195.72	2,752,815.01	73.65	984,784.99
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		93,000.07	578,015.41	-578,015.41	
10R000	4215	0000	00	10000	SPECIAL MILK					
10R000	4215	0000	00	20000	SPECIAL MILK					
10R000	4220	0000	00	10000			53,541.09	315,754.30	-315,754.30	
10R000	4225	0000	00	10000	SUMMER FOOD SERVICE PROG	850,000.00			850,000.00	
10R000	4300	0000	00	10000	TITLE I - LOW INCOME	350,000.00	167,525.00	182,496.00	52.14	167,504.00
10R000	4300	0000	00	20000	TITLE I - LOW INCOME			146,514.00		-146,514.00
10R000	4331	0000	00	10000			56,598.00		-56,598.00	
10R000	4331	0000	00	20000						
10R000	4399	0000	00	10000						
10R000	4399	0000	00	20000						
10R000	4400	0000	00	10000	SAFE & DRUG-FREE SCHOOLS					
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	32,652.00	163.26	-12,652.00	
10R000	4600	0000	00	20000	PRESCHOOL FLOW THRU					
10R000	4620	0000	00	10000	IDEA PART B FLOW THRU	500,000.00	268,139.00	53.63	231,861.00	
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	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 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					
10R000	4900	0000	00	20000					
				MEDICAID MATCHING FUND					
10R000	4905	0000	00	10000					
				TITLE III-IMM EDUCATION					
10R000	4905	0000	00	20000					
				TITLE III-IMM EDUCATION					
10R000	4909	0000	00	10000	60,000.00		19,289.00	32.15	40,711.00
				TITLE III-LANG INSTR FOR					
10R000	4909	0000	00	20000			12,599.00		-12,599.00
				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	50,000.00	43,655.00	72,144.00	144.29	-22,144.00
				TITLE II - TEACHER QUALI					
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	175,000.00		239,698.19	136.97	-64,698.19
				MEDICAID-FEE FOR SERVICE					
10R000	4992	0000	00	20000					
				MEDICAID-FEE FOR SERVICE					
10R000	4995	0000	00	00000					
				HURRICANE EMERGENCY RELI					
10R000	4998	0000	00	00000					
				ESSER					
10R000	4998	0000	00	10000			181,496.00		-181,496.00
				ESSER					
10R000	4998	0000	00	20000	100,000.00				100,000.00
				ESSER					
10R000	4999	0000	00	00000					
10R000	4---	----	--	-----	2,110,000.00	357,721.16	2,105,394.90	99.78	4,605.10
				*FEDERAL SOURCES					
10R000	7110	0000	00	00000					
				ABATEMENT OF WORK CASH F					
10R000	7120	0000	00	10000					
				PERM TRANSFER W/C INTERE					
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	300,000.00				300,000.00
				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---	----	--	-----	300,000.00				300,000.00
				*SOURCES OF FUND					

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 YTD %	UNRECEIVED BALANCE
10R001	1910	0000	00 00000	RENTALS					
10R001	1---	----	--	*LOCAL SOURCES					
10R003	1910	0000	00 00000	RENTALS					
10R003	1---	----	--	*LOCAL SOURCES					
10----	----	----	--	*EDUCATIONAL FUND	30,296,906.00	805,120.29	15,693,757.03	51.80	14,603,148.97
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	2,127,000.00				2,127,000.00
20R000	1110	0000	00 20000	GENERAL LEVY			1,032,473.17		-1,032,473.17
20R000	1510	0000	00 00000	INTEREST ON INVESTMENTS	30,000.00				30,000.00
20R000	1720	0000	00 00000	STUDENT REGISTRATION FEE					
20R000	1900	0000	00 00000	OTHER REVENUE/LOCAL SOUR	150,000.00				150,000.00
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					
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		19,957.20	19.96	80,042.80
20R000	1999	0000	00 00000	OTHER REVENUE SOURCE	20,000.00	19,957.20	39,914.40	199.57	-19,914.40
20R000	1---	----	--	*LOCAL SOURCES	2,427,000.00	19,957.20	1,092,344.77	45.01	1,334,655.23
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

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 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	40,000.00				40,000.00
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	390,000.00				390,000.00
20R001	1910	0000	00 00000	RENTALS					
20R001	1---	----	-- -----	*LOCAL SOURCES					
20R002	1910	0000	00 00000	RENTALS					
20R002	1---	----	-- -----	*LOCAL SOURCES					
20R003	1910	0000	00 00000	RENTALS					
20R003	1---	----	-- -----	*LOCAL SOURCES					
20R006	1910	0000	00 00000	RENTALS					
20R006	1---	----	-- -----	*LOCAL SOURCES					
20----	----	----	-- -----	*OPER & MAINT FUND	2,817,000.00	19,957.20	1,142,344.77	40.55	1,674,655.23
30R000	1110	0000	00 10000	GENERAL LEVY	3,950,000.00				3,950,000.00
30R000	1110	0000	00 20000	GENERAL LEVY			1,761,755.92		-1,761,755.92
30R000	1510	0000	00 00000	INTEREST ON INVESTMENTS	40,000.00				40,000.00
30R000	1950	0000	00 00000	REFUND PRIOR YEAR EXPEND					
30R000	1---	----	-- -----	*LOCAL SOURCES	3,990,000.00		1,761,755.92	44.15	2,228,244.08
30R000	3910	0000	00 10000	ISBE DEBT PRINCIPAL/CONS					
30R000	3---	----	-- -----	*STATE SOURCES					
30R000	4869	0000	00 00000	BUILD AMERICA INTEREST R					

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 YTD %	UNRECEIVED BALANCE
30R000	4---	----	--	-----					
				*FEDERAL SOURCES					
30R000	7120	0000	00	00000					
				PERM TRANSFER W/C INTERE					
30R000	7130	0000	00	10010					
				PERMANENT INTERFUND TRAN					
30R000	7210	0000	00	00000					
				PRINCIPAL ON BONDS SOLD					
30R000	7220	0000	00	00000					
				PREMIUM ON BONDS SOLD					
30R000	7230	0000	00	00000					
				ACCRUED INTEREST ON BOND					
30R000	7410	0000	00	00000	495,000.00				495,000.00
				TRANS TO PAY PRIN ON CAP					
30R000	7510	0000	00	00000					
				TRANS TO PAY INT ON CAP					
30R000	7---	----	--	-----	495,000.00				495,000.00
				*SOURCES OF FUND					
30----	----	----	--	-----	4,485,000.00		1,761,755.92	39.28	2,723,244.08
				*DEBT SERVICE					
40R000	1110	0000	00	10000	1,405,000.00				1,405,000.00
				GENERAL LEVY					
40R000	1110	0000	00	20000			679,998.83		-679,998.83
				GENERAL LEVY					
40R000	1510	0000	00	00000	25,000.00				25,000.00
				INTEREST ON INVESTMENTS					
40R000	1900	0000	00	00000		13,158.05	13,308.05		-13,308.05
				OTHER REVENUE/LOCAL SOUR					
40R000	1940	0000	00	00000					
				SERVICE PROVIDED OTHER D					
40R000	1950	0000	00	00000					
				REFUND PRIOR YEAR EXPEND					
40R000	1999	0000	00	00000					
				OTHER REVENUE SOURCE					
40R000	1---	----	--	-----	1,430,000.00	13,158.05	693,306.88	48.48	736,693.12
				*LOCAL SOURCES					
40R000	3500	0000	00	10000	500,000.00				500,000.00
				TRANSPORTATION-REGULAR					
40R000	3500	0000	00	20000			158,360.55		-158,360.55
				TRANSPORTATION-REGULAR					
40R000	3510	0000	00	10000	625,000.00				625,000.00
				TRANSPORTATON-SPEC EDUCA					
40R000	3510	0000	00	20000			275,447.61		-275,447.61
				TRANSPORTATON-SPEC EDUCA					
40R000	3705	0000	00	10000					
				E/C-PRESCHOOL AT RISK					
40R000	3705	0000	00	20000					
				E/C-PRESCHOOL AT RISK					
40R000	3---	----	--	-----	1,125,000.00		433,808.16	38.56	691,191.84
				*STATE SOURCES					
40R000	4998	0000	00	20000					
				ESSER					
40R000	4---	----	--	-----					
				*FEDERAL SOURCES					
40R000	7130	0000	00	00000					
				PERMANENT INTERFUND TRAN					
40R000	7300	0000	00	00000					
				SALE OF FIXED ASSET					
40R000	7---	----	--	-----					
				*SOURCES OF FUND					
40----	----	----	--	-----	2,555,000.00	13,158.05	1,127,115.04	44.11	1,427,884.96
				*TRANSPORTATION FUND					
50R000	1110	0000	00	10000	337,000.00				337,000.00
				GENERAL LEVY					

					2024-25	March 2024-25	2024-25	2024-25	UNRECEIVED
FDTLOC	FUNC	OBJ	SJ	FUNCTION	BUDGET	REVENUE	YTD REVENUE	YTD %	BALANCE
50R000	1110	0000	00	20000			152,105.40		-152,105.40
50R000	1150	0000	00	10000	350,000.00				350,000.00
50R000	1150	0000	00	20000			157,671.42		-157,671.42
50R000	1153	0000	00	10000	31,000.00				31,000.00
50R000	1153	0000	00	20000			5,784.04		-5,784.04
50R000	1230	0000	00	00000	225,000.00	9,476.02	111,925.31	49.74	113,074.69
50R000	1510	0000	00	00000	15,000.00				15,000.00
50R000	1950	0000	00	00000					
50R000	1---	----	--	-----	958,000.00	9,476.02	427,486.17	44.62	530,513.83
*LOCAL SOURCES									
50R000	4900	0000	00	10000					
50R000	4---	----	--	-----					
*FEDERAL SOURCES									
50----	----	----	--	-----	958,000.00	9,476.02	427,486.17	44.62	530,513.83
*RETIREMENT FUND									
60R000	1110	0000	00	20000					
60R000	1510	0000	00	00000	300,000.00				300,000.00
60R000	1900	0000	00	00000					
60R000	1950	0000	00	00000					
60R000	1---	----	--	-----	300,000.00				300,000.00
*LOCAL SOURCES									
60R000	7210	0000	00	00000					
60R000	7800	0000	00	00000					
60R000	7---	----	--	-----					
*SOURCES OF FUND									
60----	----	----	--	-----	300,000.00				300,000.00
*CAPITAL PROJECTS									
70R000	1110	0000	00	10000	14,000.00				14,000.00
70R000	1110	0000	00	20000			7,061.72		-7,061.72
70R000	1510	0000	00	00000	250,000.00				250,000.00
70R000	1---	----	--	-----	264,000.00		7,061.72	2.67	256,938.28
*LOCAL SOURCES									
70R000	7210	0000	00	00000					
70R000	7220	0000	00	00000					
70R000	7230	0000	00	00000					
70R000	7---	----	--	-----					
*SOURCES OF FUND									
70----	----	----	--	-----	264,000.00		7,061.72	2.67	256,938.28
*WORKING CASH FUND									
80R000	1110	0000	00	10000					
GENERAL LEVY									

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2024-25 BUDGET	March 2024-25 REVENUE	2024-25 YTD REVENUE	2024-25 YTD %	UNRECEIVED BALANCE
80R000	1110	0000	00	20000			214,583.52		-214,583.52
				GENERAL LEVY					
80R000	1120	0000	00	10000	400,000.00				400,000.00
				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					
80R000	1900	0000	00	00000					
				OTHER REVENUE/LOCAL SOUR					
80R000	1950	0000	00	00000					
				REFUND PRIOR YEAR EXPEND					
80R000	1---	----	--	-----	400,000.00		214,583.52	53.65	185,416.48
				*LOCAL SOURCES					
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----	----	----	--	-----	400,000.00		214,583.52	53.65	185,416.48
				*TORT IMMUNITY FUND					
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					42,075,906.00	847,711.56	20,374,104.17	48.42	21,701,801.83

Number of Accounts: 262

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

FDTLOC	FUNC	OBJ	SJ	FUND	2024-25 BUDGET	March 2024-25 ACTIVITY	2024-25 YTD ACTIVITY	2024-25 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE	
10----	----	----	--	-----	EDUCATIONAL FUND	30,735,732.00	2,413,742.10	21,990,533.75	71.55	78,878.42	8,666,319.83
11----	----	----	--	-----	NO LONGER USED						
20----	----	----	--	-----	OPER & MAINT FUND	2,716,915.00	168,704.53	1,719,673.62	63.30	158,771.45	838,469.93
30----	----	----	--	-----	DEBT SERVICE	4,353,720.00	7,975.40	3,611,268.66	82.95		742,451.34
40----	----	----	--	-----	TRANSPORTATION FUND	2,710,506.00	219,436.78	2,184,496.52	80.59		526,009.48
50----	----	----	--	-----	RETIREMENT FUND	931,118.00	69,217.57	663,260.49	71.23		267,857.51
60----	----	----	--	-----	CAPITAL PROJECTS	5,400,000.00	41,264.31	4,868,349.05	90.15	174,129.80	357,521.15
70----	----	----	--	-----	WORKING CASH FUND	200,000.00					200,000.00
80----	----	----	--	-----	TORT IMMUNITY FUND	376,000.00	7,404.50	341,187.71	90.74		34,812.29
90----	----	----	--	-----	FIRE PREVENTION & SAFETY FUND						
Grand Expense Totals					47,423,991.00	2,927,745.19	35,378,769.80	74.60	411,779.67	11,633,441.53	

Number of Accounts: 3223

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

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED	
FDTLOC	FUNC	OBJ	SJ	OBJECT	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
10E---	----	0000	--	-----						
10E---	----	0---	--	-----						
10E---	----	1000	--	-----						
10E---	----	1100	--	-----	1,796,592.00	137,853.24	1,382,104.34	76.93		414,487.66
10E---	----	1200	--	-----	13,395,179.00	966,675.58	9,718,317.43	72.55		3,676,861.57
10E---	----	1210	--	-----	30,000.00		38,575.80	128.59		-8,575.80
10E---	----	1220	--	-----	32,000.00		3,825.90	11.96		28,174.10
10E---	----	1230	--	-----						
10E---	----	1300	--	-----			4,296.71			-4,296.71
10E---	----	1310	--	-----	209,000.00	19,720.38	83,868.13	40.13		125,131.87
10E---	----	1311	--	-----						
10E---	----	1320	--	-----	234,000.00	18,327.79	126,605.63	54.10		107,394.37
10E---	----	1332	--	-----	9,000.00	1,119.62	7,760.93	86.23		1,239.07
10E---	----	1333	--	-----						
10E---	----	1334	--	-----			1,731.13			-1,731.13
10E---	----	1340	--	-----						
10E---	----	1400	--	-----	34,500.00		15,945.09	46.22		18,554.91
10E---	----	1410	--	-----	151,500.00		86,505.00	57.10		64,995.00
10E---	----	1420	--	-----	72,500.00		39,572.00	54.58		32,928.00
10E---	----	1500	--	-----	250,000.00	27,783.31	179,565.28	71.83		70,434.72
10E---	----	1510	--	-----	100,000.00	5,896.80	41,896.00	41.90		58,104.00
10E---	----	1520	--	-----		781.22	5,742.57			-5,742.57
10E---	----	1600	--	-----						
10E---	----	1610	--	-----	478,000.00	35,648.54	368,130.04	77.01		109,869.96
10E---	----	1620	--	-----	344,800.00	30,503.20	229,181.94	66.47		115,618.06
10E---	----	1630	--	-----	774,900.00	64,906.24	532,337.38	68.70		242,562.62
10E---	----	1640	--	-----	135,000.00	10,262.40	110,420.22	81.79		24,579.78
10E---	----	1650	--	-----	5,000.00	603.75	3,937.50	78.75		1,062.50
10E---	----	1690	--	-----	10,000.00		7,811.25	78.11		2,188.75
10E---	----	1691	--	-----	12,500.00					12,500.00
10E---	----	1710	--	-----						
10E---	----	1840	--	-----	168,000.00	12,682.57	131,025.73	77.99		36,974.27
10E---	----	1850	--	-----	6,000.00		54,140.00	902.33		-48,140.00
10E---	----	1---	--	-----	18,248,471.00	1,332,764.64	13,173,296.00	72.19		5,075,175.00
10E---	----	2100	--	-----	182,318.00	17,283.28	189,038.50	103.69		-6,720.50
10E---	----	2110	--	-----						
10E---	----	2130	--	-----	27,110.00	1,260.78	12,628.36	46.58		14,481.64
10E---	----	2140	--	-----		3,661.19	32,181.10			-32,181.10

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED		
FDTLOC	FUNC	OBJ	SJ	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE		
10E---	----	2150	--	-----	TR-2.2 SURCHARGE	192,851.00	14,369.42	144,330.70	74.84		48,520.30
10E---	----	2160	--	-----	ANNUITY						
10E---	----	2170	--	-----	IMRF	6,066.00	466.70	4,667.00	76.94		1,399.00
10E---	----	2180	--	-----	MEDICARE						
10E---	----	2200	--	-----	HEALTH INS-INDEMINITY						
10E---	----	2205	--	-----	HEALTH INSURANCE RESERVE						
10E---	----	2210	--	-----	HEALTH INS-PPO	3,452,800.00	69,515.04	612,140.97	17.73		2,840,659.03
10E---	----	2211	--	-----	HEALTH INS-PPO 500	302,300.00	58,343.90	486,701.64	161.00		-184,401.64
10E---	----	2212	--	-----	HEALTH INS-PPO 750	110,000.00	48,854.48	459,989.94	418.17		-349,989.94
10E---	----	2213	--	-----	PPO 1000		23,976.86	238,780.91			-238,780.91
10E---	----	2215	--	-----	PPO 2500	67,800.00	41,244.62	405,303.93	597.79		-337,503.93
10E---	----	2220	--	-----	HEALTH INS HMO	43,700.00	36,002.70	318,480.20	728.79		-274,780.20
10E---	----	2230	--	-----	HEALTH INS DEDUCTIBLE	65,000.00	3,553.19	31,606.82	48.63		33,393.18
10E---	----	2240	--	-----	WELLNESS STIPEND						
10E---	----	2300	--	-----	LIFE INS	14,488.00	1,130.02	10,137.88	69.97		4,350.12
10E---	----	2310	--	-----	LONG TERM DISABILITY INS	2,922.00	255.98	2,303.82	78.84		618.18
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	135,300.00	11,068.76	99,424.49	73.48		35,875.51
10E---	----	2510	--	-----	TUITION REIMBURSEMENT	50,000.00		32,530.11	65.06		17,469.89
10E---	----	2600	--	-----	TRAVEL STIPEND						
10E---	----	2---	--	-----	EMPLOYEE BENEFITS	4,660,255.00	330,986.92	3,084,668.37	66.19		1,575,586.63
10E---	----	3000	--	-----	PURCHASED SERVICE		70,000.00	228,296.30			-228,296.30
10E---	----	3100	--	-----	INSERVICE	20,000.00	23,748.00	33,269.99	166.35	5,000.00	-18,269.99
10E---	----	3110	--	-----	TECHNOLOGY SERVICE	211,400.00	4,902.03	117,359.69	55.52	8,859.70	85,180.61
10E---	----	3111	--	-----	TECHNOLOGY LEASING						
10E---	----	3115	--	-----	SUPP DIGITAL SERVICE	206,150.00	2,621.78	162,915.80	79.03	9,954.00	33,280.20
10E---	----	3120	--	-----	CONTRACT SERVICE	848,650.00	85,043.52	736,574.65	86.79	500.00	111,575.35
10E---	----	3121	--	-----	ATHLETIC OFFICIALS	7,500.00		6,960.00	92.80		540.00
10E---	----	3140	--	-----	FREE LUNCH CONTRACT	950,000.00	161,563.42	1,010,374.67	106.36		-60,374.67
10E---	----	3150	--	-----	PE TOWELS						
10E---	----	3160	--	-----	ATHLETIC OFFICIALS						
10E---	----	3180	--	-----	TESTING SERVICES						
10E---	----	3181	--	-----	PT/OT SERVICES	120,000.00	13,042.50	82,275.00	68.56		37,725.00
10E---	----	3182	--	-----	PRE-VOC SERVICES						
10E---	----	3183	--	-----	PRIVATE SCHOOL ROOM & BOARD						
10E---	----	3184	--	-----	TRANSPORTATION						
10E---	----	3185	--	-----	TUTORING-CONTRACT SCVS	2,000.00		1,805.26	90.26		194.74

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED	
FDTLOC	FUNC	OBJ	SJ	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE	
10E---	----	3210	--	-----	EQUIPMENT REPAIR	36,100.00	612.00	22,104.54	61.23	13,995.46
10E---	----	3211	--	-----	I-PAD REPAIRS			5,020.00		-5,020.00
10E---	----	3310	--	-----	PROFESSIONAL GROWTH	141,400.00	9,542.38	110,973.27	78.48	28,633.99
10E---	----	3311	--	-----	PROFESSIONAL GROWTH SUPPORT SF	1,000.00				1,000.00
10E---	----	3320	--	-----	MILEAGE REIMBURSEMENT	15,000.00	1,791.56	9,174.82	61.17	5,825.18
10E---	----	3400	--	-----	COMMUNICATIONS	170,000.00	610.25	43,820.88	25.78	126,179.12
10E---	----	3410	--	-----	AUDIT SERVICES	15,500.00		24,100.00	155.48	-8,600.00
10E---	----	3420	--	-----	LEGAL SERVICES	15,000.00		6,373.50	42.49	8,626.50
10E---	----	3430	--	-----	BACKGROUND CHECKS	3,500.00	243.00	2,718.75	77.68	781.25
10E---	----	3500	--	-----	TELEPHONE	10,000.00	6,638.68	14,995.04	149.95	-4,995.04
10E---	----	3510	--	-----	POSTAGE	10,000.00		4,191.92	41.92	5,808.08
10E---	----	3520	--	-----	PUBLICATIONS	2,000.00		1,135.05	56.75	864.95
10E---	----	3530	--	-----	PRINTING AND DUPLICATING	10,000.00	0.88	587.13	5.87	9,412.87
10E---	----	3630	--	-----	LEASE EQUIPMENT	30,000.00	1,115.41	17,922.41	59.74	12,077.59
10E---	----	3640	--	-----	ARCHITECTS & ENG SERVICES					
10E---	----	3650	--	-----	SNOW PLOWING					
10E---	----	3---	--	-----	PURCHASED SERVICE	2,825,200.00	381,475.41	2,642,948.67	93.55	26,106.44
10E---	----	4000	--	-----	SUPPLIES		2,517.34	2,517.34		-2,517.34
10E---	----	4100	--	-----	GENERAL SUPPLIES	313,583.00	15,814.48	184,300.49	58.77	14,300.41
10E---	----	4120	--	-----	AWARDS					
10E---	----	4130	--	-----	FORMS	4,250.00	544.06	5,302.16	124.76	-1,052.16
10E---	----	4140	--	-----	TESTING SUPPLIES	17,000.00	886.97	37,296.44	219.39	-20,296.44
10E---	----	4150	--	-----	COPIER PAPER	25,000.00		28,760.00	115.04	33,362.00
10E---	----	4200	--	-----	CORE CONTENT	170,000.00	311.86	53,132.11	31.25	116,867.89
10E---	----	4250	--	-----	DIGITAL CONTENT					
10E---	----	4300	--	-----	LIBRARY BOOKS	19,488.00	288.49	6,882.44	35.32	12,605.56
10E---	----	4400	--	-----	PERIODICALS	850.00				850.00
10E---	----	4410	--	-----	MULTI-MEDIA SUPPLIES	2,800.00				2,800.00
10E---	----	4700	--	-----	COMPUTER SOFTWARE	2,500.00		6,944.47	277.78	-4,444.47
10E---	----	4710	--	-----	COMPUTER SUPPLIES	50,250.00		16,257.33	32.35	1,250.00
10E---	----	4800	--	-----	MILK					
10E---	----	4910	--	-----	GYM SUITS	5,000.00		3,801.60	76.03	1,198.40
10E---	----	4920	--	-----	LOCKS	2,050.00		101.99	4.98	1,948.01
10E---	----	4940	--	-----	AGENDAS					
10E---	----	4---	--	-----	SUPPLIES	612,771.00	20,363.20	345,296.37	56.35	48,912.41
10E---	----	5300	--	-----	CAPITALIZED EQUIPMENT	91,900.00		18,158.68	19.76	2,735.25
10E---	----	5310	--	-----	COMPUTER EQUIPMENT	10,000.00		6,989.01	69.89	1,124.32
10E---	----	5900	--	-----	OTHER CAPITAL IMPROVEMENTS					

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED		
FDTLOC	FUNC	OBJ	SJ	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE		
10E---	----	5---	--	-----	CAPITAL OUTLAY	101,900.00	25,147.69	24.68	3,859.57	72,892.74	
10E---	----	6000	--	-----	OTHER OBJECTS						
10E---	----	6100	--	-----	REDEMPTION OF PRINCIPAL						
10E---	----	6200	--	-----	INTEREST						
10E---	----	6400	--	-----	DUES & FEES	148,650.00	1,450.70	114,947.48	77.33	33,702.52	
10E---	----	6410	--	-----	OTHER	33,485.00		741.15	2.21	32,743.85	
10E---	----	6600	--	-----	TRANSFERS	800,000.00				800,000.00	
10E---	----	6605	--	-----	TRANSFER OF FLOW THRU FUNDS						
10E---	----	6700	--	-----	TUITION	3,260,000.00	346,701.23	2,602,936.36	79.84	657,063.64	
10E---	----	6705	--	-----	OTHER TUITION						
10E---	----	6---	--	-----	OTHER OBJECTS	4,242,135.00	348,151.93	2,718,624.99	64.09	1,523,510.01	
10E---	----	7000	--	-----	NON CAPITALIZED EQUIPMENT	45,000.00		551.66	1.23	44,448.34	
10E---	----	7---	--	-----	NON CAPITALIZED EQUIPMENT	45,000.00		551.66	1.23	44,448.34	
10----	----	----	--	-----	EDUCATIONAL FUND	30,735,732.00	2,413,742.10	21,990,533.75	71.55	78,878.42	8,666,319.83

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED
FDTLOC	FUNC	OBJ	SJ	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				

FDTLOC	FUNC	OBJ	SJ	OBJECT	2024-25 BUDGET	March 2024-25 ACTIVITY	2024-25 YTD ACTIVITY	2024-25 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						

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED	
FDTLOC	FUNC	OBJ	SJ	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE	
20E---	----	1000	--	-----	SALARIES					
20E---	----	1100	--	-----	ADMINISTRATION	122,215.00	9,401.16	94,011.60	76.92	28,203.40
20E---	----	1610	--	-----	SECRETARY					
20E---	----	1810	--	-----	CUSTODIANS	561,000.00	45,144.70	440,235.48	78.47	120,764.52
20E---	----	1811	--	-----	CUSTODIAL OVERTIME	13,000.00	1,596.70	13,822.61	106.33	-822.61
20E---	----	1812	--	-----	SUBSTITUTE CUSTODIAN	8,000.00	509.50	1,669.75	20.87	6,330.25
20E---	----	1813	--	-----	PARK DISTRICT SUPERVISION					
20E---	----	1820	--	-----	MAINTENANCE	109,200.00	4,286.52	67,844.63	62.13	41,355.37
20E---	----	1821	--	-----	MAINTENANCE OVERTIME	3,000.00				3,000.00
20E---	----	1830	--	-----	O&M SUMMER WORKERS	20,000.00				20,000.00
20E---	----	1----	--	-----	SALARIES	836,415.00	60,938.58	617,584.07	73.84	218,830.93
20E---	----	2160	--	-----	ANNUITY					
20E---	----	2170	--	-----	IMRF	5,500.00	423.08	4,230.80	76.92	1,269.20
20E---	----	2200	--	-----	HEALTH INS-INDEMINITY					
20E---	----	2210	--	-----	HEALTH INS-PPO	135,500.00	3,309.32	31,004.36	22.88	104,495.64
20E---	----	2211	--	-----	HEALTH INS-PPO 500		1,260.14	11,301.60		-11,301.60
20E---	----	2212	--	-----	HEALTH INS-PPO 750		5,019.60	43,655.22		-43,655.22
20E---	----	2213	--	-----	PPO 1000		1,254.90	11,251.34		-11,251.34
20E---	----	2215	--	-----	PPO 2500	44,400.00	2,313.88	29,777.34	67.07	14,622.66
20E---	----	2220	--	-----	HEALTH INS HMO	45,200.00	2,968.80	29,778.80	65.88	15,421.20
20E---	----	2230	--	-----	HEALTH INS DEDUCTIBLE	650.00				650.00
20E---	----	2240	--	-----	WELLNESS STIPEND					
20E---	----	2300	--	-----	LIFE INS	1,050.00	73.62	702.48	66.90	347.52
20E---	----	2310	--	-----	LONG TERM DISABILITY INS	200.00	15.86	142.74	71.37	57.26
20E---	----	2400	--	-----	DENTAL INSURANCE	10,100.00	723.60	6,993.65	69.24	3,106.35
20E---	----	2600	--	-----	TRAVEL STIPEND					
20E---	----	2----	--	-----	EMPLOYEE BENEFITS	242,600.00	17,362.80	168,838.33	69.60	73,761.67
20E---	----	3110	--	-----	TECHNOLOGY SERVICE	2,500.00				3,612.50
20E---	----	3111	--	-----	TECHNOLOGY LEASING					
20E---	----	3120	--	-----	CONTRACT SERVICE	242,500.00	6,683.60	212,784.77	87.75	29,715.23
20E---	----	3150	--	-----	PE TOWELS		256.47	2,783.17		-2,783.17
20E---	----	3210	--	-----	EQUIPMENT REPAIR	24,000.00		6,320.02	26.33	17,679.98
20E---	----	3220	--	-----	HVAC MAINT REPAIR	65,000.00	1,123.33	6,230.05	9.58	58,769.95
20E---	----	3250	--	-----	LEASES			7,500.00		-7,500.00
20E---	----	3310	--	-----	PROFESSIONAL GROWTH	3,000.00	178.27	2,238.79	74.63	761.21
20E---	----	3320	--	-----	MILEAGE REIMBURSEMENT	3,000.00	186.83	1,978.24	65.94	1,021.76
20E---	----	3440	--	-----	BLDG & EQUIP APPRAISAL	500.00				500.00
20E---	----	3500	--	-----	TELEPHONE	26,000.00	1,511.47	27,930.72	107.43	-1,930.72

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED		
FDTLOC	FUNC	OBJ	SJ	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE		
20E---	----	3510	--	-----	POSTAGE						
20E---	----	3600	--	-----	WATER & SEWER	28,500.00	891.80	16,631.79	58.36	11,868.21	
20E---	----	3610	--	-----	DISPOSAL SERVICES	66,500.00	4,466.36	44,724.03	67.25	21,775.97	
20E---	----	3620	--	-----	CARPET CLEANING SERVICES						
20E---	----	3621	--	-----	LAWN SERVICE	42,500.00		49,327.26	116.06	-6,827.26	
20E---	----	3630	--	-----	LEASE EQUIPMENT						
20E---	----	3640	--	-----	ARCHITECTS & ENG SERVICES	10,000.00		127,934.45	1,279.34	-117,934.45	
20E---	----	3650	--	-----	SNOW PLOWING	75,000.00	20,099.50	64,249.50	85.67	10,750.50	
20E---	----	3----	--	-----	PURCHASED SERVICE	589,000.00	35,397.63	570,632.79	96.88	3,612.50	14,754.71
20E---	----	4100	--	-----	GENERAL SUPPLIES	155,000.00	7,765.58	79,434.02	51.25	73.95	75,492.03
20E---	----	4660	--	-----	HEATING	154,000.00	22,853.47	52,986.16	34.41		101,013.84
20E---	----	4670	--	-----	ELECTRICITY	190,400.00	22,769.16	184,656.26	96.98		5,743.74
20E---	----	4680	--	-----	GASOLINE	10,000.00	1,474.31	5,411.44	54.11		4,588.56
20E---	----	4710	--	-----	COMPUTER SUPPLIES						
20E---	----	4930	--	-----	UNIFORMS	2,500.00					2,500.00
20E---	----	4----	--	-----	SUPPLIES	511,900.00	54,862.52	322,487.88	63.00	73.95	189,338.17
20E---	----	5100	--	-----	LAND PURCHASE						
20E---	----	5200	--	-----	CONSTRUCTION						
20E---	----	5300	--	-----	CAPITALIZED EQUIPMENT	35,000.00		5,870.94	16.77		29,129.06
20E---	----	5305	--	-----	CONSTRUCTION						
20E---	----	5400	--	-----	CONSTRUCTION MANAGEMENT						
20E---	----	5500	--	-----	VEHICLE						
20E---	----	5900	--	-----	OTHER CAPITAL IMPROVEMENTS	400,000.00		33,867.61	8.47		366,132.39
20E---	----	5----	--	-----	CAPITAL OUTLAY	435,000.00		39,738.55	9.14		395,261.45
20E---	----	6400	--	-----	DUES & FEES	2,000.00	143.00	392.00	19.60		1,608.00
20E---	----	6410	--	-----	OTHER	100,000.00					100,000.00
20E---	----	6600	--	-----	TRANSFERS						
20E---	----	6910	--	-----	REAL ESTATE TAX						
20E---	----	6----	--	-----	OTHER OBJECTS	102,000.00	143.00	392.00	0.38		101,608.00
20E---	----	7000	--	-----	NON CAPITALIZED EQUIPMENT					155,085.00	-155,085.00
20E---	----	7----	--	-----	NON CAPITALIZED EQUIPMENT					155,085.00	-155,085.00
20E---	----	8130	--	-----							
20E---	----	8----	--	-----	TERMINATION BENEFITS						
20----	----	----	--	-----	OPER & MAINT FUND	2,716,915.00	168,704.53	1,719,673.62	63.30	158,771.45	838,469.93

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED	
FDTLOC	FUNC	OBJ	SJ	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE	
30E---	----	3910	--	-----	BOND ISSUANCE COSTS					
30E---	----	3920	--	-----	BOND SERVICE FEES	3,500.00	20,975.00	599.29	-17,475.00	
30E---	----	3---	--	-----	PURCHASED SERVICE	3,500.00	20,975.00	599.29	-17,475.00	
30E---	----	6100	--	-----	REDEMPTION OF PRINCIPAL	3,495,220.00	7,975.40	497,246.56	14.23	2,997,973.44
30E---	----	6200	--	-----	INTEREST	855,000.00	3,093,047.10	361.76		-2,238,047.10
30E---	----	6400	--	-----	DUES & FEES					
30E---	----	6600	--	-----	TRANSFERS					
30E---	----	6---	--	-----	OTHER OBJECTS	4,350,220.00	7,975.40	3,590,293.66	82.53	759,926.34
30----	----	----	--	-----	DEBT SERVICE	4,353,720.00	7,975.40	3,611,268.66	82.95	742,451.34

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED
FDTLOC	FUNC	OBJ	SJ	BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
40E---	----	1000	--						
					SALARIES				
40E---	----	1100	--	83,475.00	6,421.16	64,211.60	76.92		19,263.40
					ADMINISTRATION				
40E---	----	1200	--						
					TEACHER SALARY				
40E---	----	1340	--	36,000.00	5,161.55	36,901.62	102.50		-901.62
					BUS SUPERVISION				
40E---	----	1400	--	5,000.00		4,777.50	95.55		222.50
					STAFF DEVELOPMENT				
40E---	----	1610	--	57,000.00	4,305.60	44,159.18	77.47		12,840.82
					SECRETARY				
40E---	----	1820	--	61,000.00	4,561.60	45,616.00	74.78		15,384.00
					MAINTENANCE				
40E---	----	1821	--			74.83			-74.83
					MAINTENANCE OVERTIME				
40E---	----	1825	--			395.00			-395.00
					REPAIR				
40E---	----	1900	--			2,500.00			-2,500.00
					TRANSPORTATION				
40E---	----	1910	--	750,000.00	57,937.26	437,079.97	58.28		312,920.03
					BUS DRIVER				
40E---	----	1920	--	10,000.00	868.25	4,329.75	43.30		5,670.25
					EDUCATIONAL CHARTERS				
40E---	----	1930	--	6,000.00	1,184.50	5,853.50	97.56		146.50
					ATHLETIC CHARTERS				
40E---	----	1940	--						
					CLUB CHARTERS				
40E---	----	1950	--	2,000.00	149.50	1,247.75	62.39		752.25
					OTHER CHARTERS				
40E---	----	1960	--						
					SUMMER SCHOOL				
40E---	----	1990	--	30,000.00	4,605.50	41,840.26	139.47		-11,840.26
					SUBSTITUTE BUS DRIVER				
40E---	----	1----	--	1,040,475.00	85,944.92	688,986.96	66.22		351,488.04
					SALARIES				
40E---	----	2160	--						
					ANNUITY				
40E---	----	2170	--	3,756.00	288.92	2,889.20	76.92		866.80
					IMRF				
40E---	----	2200	--						
					HEALTH INS-INDEMINITY				
40E---	----	2210	--	200,000.00	2,520.28	20,082.92	10.04		179,917.08
					HEALTH INS-PPO				
40E---	----	2211	--						
					HEALTH INS-PPO 500				
40E---	----	2212	--			21,676.02			-21,676.02
					HEALTH INS-PPO 750				
40E---	----	2213	--			40,028.52			-40,028.52
					PPO 1000				
40E---	----	2215	--			18,312.25			-18,312.25
					PPO 2500				
40E---	----	2220	--			18,260.42			-18,260.42
					HEALTH INS HMO				
40E---	----	2230	--						
					HEALTH INS DEDUCTIBLE				
40E---	----	2240	--	2,000.00					2,000.00
					WELLNESS STIPEND				
40E---	----	2300	--	1,500.00	115.28	910.22	60.68		589.78
					LIFE INS				
40E---	----	2310	--	125.00	10.84	97.56	78.05		27.44
					LONG TERM DISABILITY INS				
40E---	----	2400	--	9,700.00	801.42	6,381.50	65.79		3,318.50
					DENTAL INSURANCE				
40E---	----	2600	--						
					TRAVEL STIPEND				
40E---	----	2----	--	217,081.00	15,241.34	128,638.61	59.26		88,442.39
					EMPLOYEE BENEFITS				
40E---	----	3100	--	500.00					500.00
					INSERVICE				
40E---	----	3110	--	1,300.00					1,300.00
					TECHNOLOGY SERVICE				
40E---	----	3120	--	10,000.00		7,785.35	77.85		2,214.65
					CONTRACT SERVICE				
40E---	----	3180	--	3,000.00	110.00	2,835.38	94.51		164.62
					TESTING SERVICES				

FDTLOC	FUNC	OBJ	SJ	OBJECT	2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED
					BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
40E---	----	3184	--	-----	TRANSPORTATION	625,000.00	87,391.88	568,348.15	90.94	56,651.85
40E---	----	3191	--	-----	PHYSICALS	5,000.00		3,395.00	67.90	1,605.00
40E---	----	3210	--	-----	EQUIPMENT REPAIR	30,000.00	17,338.89	33,695.44	112.32	-3,695.44
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		20.40	10.20	179.60
40E---	----	3630	--	-----	LEASE EQUIPMENT	610,000.00		662,745.00	108.65	-52,745.00
40E---	----	3----	--	-----	PURCHASED SERVICE	1,285,700.00	104,840.77	1,278,824.72	99.47	6,875.28
40E---	----	4100	--	-----	GENERAL SUPPLIES	12,000.00	141.00	8,482.37	70.69	3,517.63
40E---	----	4680	--	-----	GASOLINE	150,000.00	13,268.75	79,277.36	52.85	70,722.64
40E---	----	4900	--	-----	OTHER SUPPLIES					
40E---	----	4----	--	-----	SUPPLIES	162,000.00	13,409.75	87,759.73	54.17	74,240.27
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		286.50	114.60	-36.50
40E---	----	6410	--	-----	OTHER					
40E---	----	6----	--	-----	OTHER OBJECTS	250.00		286.50	114.60	-36.50
40E---	----	7000	--	-----	NON CAPITALIZED EQUIPMENT					
40E---	----	7200	--	-----	PERM TRANS - FUND BALANCE					
40E---	----	7----	--	-----	NON CAPITALIZED EQUIPMENT					
40----	----	----	--	-----	TRANSPORTATION FUND	2,710,506.00	219,436.78	2,184,496.52	80.59	526,009.48

				2024-25	March 2024-25	2024-25	2024-25	ENCUMBERED	UNENCUMBERED
				BUDGET	ACTIVITY	YTD ACTIVITY	YTD %	BALANCE	BALANCE
50E---	----	2150	--	-----	TRS-2.2 SURCHARGE				
50E---	----	2170	--	-----	IMRF	388,810.00	27,411.33	66.24	131,254.09
50E---	----	2180	--	-----	MEDICARE	282,378.00	21,053.53	73.26	75,519.05
50E---	----	2190	--	-----	FICA	259,930.00	20,752.71	71.92	72,978.37
50E---	----	2---	--	-----	EMPLOYEE BENEFITS	931,118.00	69,217.57	69.96	279,751.51
50E---	----	6410	--	-----	OTHER		11,894.00		-11,894.00
50E---	----	6---	--	-----	OTHER OBJECTS		11,894.00		-11,894.00
50----	----	----	--	-----	RETIREMENT FUND	931,118.00	69,217.57	71.23	267,857.51

FDTLOC	FUNC	OBJ	SJ	OBJECT	2024-25 BUDGET	March 2024-25 ACTIVITY	2024-25 YTD ACTIVITY	2024-25 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
60E---	----	1810	--	-----						
				CUSTODIANS						
60E---	----	1	--	-----						
				SALARIES						
60E---	----	3111	--	-----						
				TECHNOLOGY LEASING						
60E---	----	3120	--	-----		4,558.00	1,342,190.18		174,129.80	-1,516,319.98
				CONTRACT SERVICE						
60E---	----	3420	--	-----						
				LEGAL SERVICES						
60E---	----	3640	--	-----		35,712.56	1,607,214.87			-1,607,214.87
				ARCHITECTS & ENG SERVICES						
60E---	----	3810	--	-----						
				LIABILITY INSURANCE						
60E---	----	3920	--	-----						
				BOND SERVICE FEES						
60E---	----	3	--	-----		40,270.56	2,949,405.05		174,129.80	-3,123,534.85
				PURCHASED SERVICE						
60E---	----	4100	--	-----						
				GENERAL SUPPLIES						
60E---	----	4	--	-----						
				SUPPLIES						
60E---	----	5200	--	-----						
				CONSTRUCTION						
60E---	----	5300	--	-----		3,813.75	11,286.75			-11,286.75
				CAPITALIZED EQUIPMENT						
60E---	----	5305	--	-----		-2,820.00				
				CONSTRUCTION						
60E---	----	5310	--	-----						
				COMPUTER EQUIPMENT						
60E---	----	5400	--	-----						
				CONSTRUCTION MANAGEMENT						
60E---	----	5405	--	-----	5,400,000.00		1,533,859.03	28.40		3,866,140.97
				SITE IMPROVEMENTS						
60E---	----	5900	--	-----						
				OTHER CAPITAL IMPROVEMENTS						
60E---	----	5	--	-----	5,400,000.00	993.75	1,545,145.78	28.61		3,854,854.22
				CAPITAL OUTLAY						
60E---	----	6000	--	-----						
				OTHER OBJECTS						
60E---	----	6400	--	-----						
				DUES & FEES						
60E---	----	6410	--	-----						
				OTHER						
60E---	----	6605	--	-----						
				TRANSFER OF FLOW THRU FUNDS						
60E---	----	6	--	-----						
				OTHER OBJECTS						
60E---	----	7000	--	-----			373,798.22			-373,798.22
				NON CAPITALIZED EQUIPMENT						
60E---	----	7	--	-----			373,798.22			-373,798.22
				NON CAPITALIZED EQUIPMENT						
60----	----		--	-----	5,400,000.00	41,264.31	4,868,349.05	90.15	174,129.80	357,521.15
				CAPITAL PROJECTS						

FDTLOC	FUNC	OBJ	SJ	OBJECT	2024-25 BUDGET	March 2024-25 ACTIVITY	2024-25 YTD ACTIVITY	2024-25 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
70E---	----	3910	--	-----						
				BOND ISSUANCE COSTS						
70E---	----	3---	--	-----						
				PURCHASED SERVICE						
70E---	----	6200	--	-----						
				INTEREST	200,000.00					200,000.00
70E---	----	6600	--	-----						
				TRANSFERS						
70E---	----	6---	--	-----						
				OTHER OBJECTS	200,000.00					200,000.00
70E---	----	7200	--	-----						
				PERM TRANS - FUND BALANCE						
70E---	----	7---	--	-----						
				NON CAPITALIZED EQUIPMENT						
70----	----	----	--	-----						
				WORKING CASH FUND	200,000.00					200,000.00

FDTLOC	FUNC	OBJ	SJ	OBJECT	2024-25 BUDGET	March 2024-25 ACTIVITY	2024-25 YTD ACTIVITY	2024-25 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	7,404.50	17,761.50	44.40		22,238.50
80E---	----	3810	--	LIABILITY INSURANCE	178,000.00		133,031.00	74.74		44,969.00
80E---	----	3820	--	WORKERS COMP INSURANCE	133,000.00		176,753.00	132.90		-43,753.00
80E---	----	3830	--	FLOOD INSURANCE						
80E---	----	3840	--	UNEMPLOYMENT INSURANCE	10,000.00		13,642.21	136.42		-3,642.21
80E---	----	3850	--	STUDENT ACCIDENT INSURANCE						
80E---	----	3---	--	PURCHASED SERVICE	376,000.00	7,404.50	341,187.71	90.74		34,812.29
80----	----	----	--	TORT IMMUNITY FUND	376,000.00	7,404.50	341,187.71	90.74		34,812.29

FDTLOC	FUNC	OBJ	SJ	OBJECT	2024-25 BUDGET	March 2024-25 ACTIVITY	2024-25 YTD ACTIVITY	2024-25 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
90E---	----	3640	--	-----						
				ARCHITECTS & ENG SERVICES						
90E---	----	3	--	-----						
				PURCHASED SERVICE						
90E---	----	5900	--	-----						
				OTHER CAPITAL IMPROVEMENTS						
90E---	----	5	--	-----						
				CAPITAL OUTLAY						
90----	----		--	-----						
				FIRE PREVENTION & SAFETY FUND						

<u>FDTLOC</u>	<u>FUNC</u>	<u>OBJ</u>	<u>SJ</u>	<u>OBJECT</u>	<u>2024-25</u> <u>BUDGET</u>	<u>March 2024-25</u> <u>ACTIVITY</u>	<u>2024-25</u> <u>YTD ACTIVITY</u>	<u>2024-25</u> <u>YTD %</u>	<u>ENCUMBERED</u> <u>BALANCE</u>	<u>UNENCUMBERED</u> <u>BALANCE</u>
Grand Expense Totals					47,423,991.00	2,927,745.19	35,378,769.80	74.60	411,779.67	11,633,441.53

Number of Accounts: 3223

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

GURNEE SCHOOL DIST #56

STUDENT ACTIVITY FUND
MARCH, 2025

ACCOUNT	MONTHLY BEG. BALANCE	REVENUES MARCH	EXPENDITURES MARCH	MONTHLY ENDING BALANCE	6-30-24 BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES
DO-FACULTY/PTO ACCOUNT	\$3,579.68	\$0.00	\$0.00	\$3,579.68	\$2,283.02	\$6,185.82	\$4,889.16
DO-DESTINATION IMAGINATION	\$5,016.25	\$0.00	\$0.00	\$5,016.25	\$5,045.50	\$0.00	\$29.25
DO-J. CALLAGHAN TRUST FUND	\$4,960.28	\$0.00	\$1,378.76	\$3,581.52	\$9,503.13	\$2,000.00	\$7,921.61
SPL-STUD. PROG.	\$4,579.22	\$0.00	\$0.00	\$4,579.22	\$2,684.64	\$9,027.11	\$7,132.53
SPL-LRC	\$5,386.80	\$970.00	\$2,368.92	\$3,987.88	\$5,378.45	\$3,070.00	\$4,460.57
SPL-BOOK VENDING MACHINE	\$692.85	\$0.00	\$0.00	\$692.85	\$692.85	\$0.00	\$0.00
SPL-PTO	\$1,428.81	\$0.00	\$0.00	\$1,428.81	\$348.54	\$2,604.04	\$1,523.77
SPL-DONUTS WITH GROWNUPS	\$1,635.29	\$0.00	\$402.40	\$1,232.89	\$1,179.47	\$1,200.00	\$1,146.58
PT-STUD. PROG.	\$13,520.89	\$608.64	\$418.34	\$13,711.19	\$12,810.16	\$11,045.14	\$10,144.11
PT-DRAMA/CHORAL	\$1,717.82	\$0.00	\$0.00	\$1,717.82	\$1,717.82	\$0.00	\$0.00
PT-LRC	\$4,556.43	\$4,175.95	\$4,057.87	\$4,674.51	\$2,511.56	\$8,098.81	\$5,935.86
PT-SSC	\$2,468.63	\$0.00	\$0.00	\$2,468.63	\$2,468.63	\$0.00	\$0.00
PT-AMER. GIRLS CLUB	\$109.16	\$0.00	\$0.00	\$109.16	\$109.16	\$0.00	\$0.00
PT-SCIENCE CLUB	\$201.77	\$0.00	\$0.00	\$201.77	\$201.77	\$0.00	\$0.00
PT-PTO	\$782.11	\$0.00	\$0.00	\$782.11	\$0.00	\$1,875.00	\$1,092.89
PT-GREAT AMERICANS	\$5,668.47	\$3,208.00	\$747.38	\$8,129.09	\$5,513.42	\$4,312.52	\$1,696.85
PT-YEARBOOK	(\$118.55)	\$0.00	\$0.00	(\$118.55)	\$1,490.00	\$1,666.00	\$3,274.55
VIK-STUD. PROG.	\$3,503.79	\$8.00	\$47.26	\$3,464.53	\$2,469.35	\$4,076.79	\$3,081.61
VIK-LRC	\$17.99	\$0.00	\$0.00	\$17.99	\$17.99	\$814.48	\$814.48
VIK-SSC	\$1,374.84	\$599.75	\$0.00	\$1,974.59	\$2,001.09	\$599.75	\$626.25
VIK-DRAMA	\$11,097.30	\$4,245.00	\$876.98	\$14,465.32	\$10,090.60	\$9,985.75	\$5,611.03
VIK-YEARBOOK	\$1,960.72	\$95.00	\$0.00	\$2,055.72	\$1,430.00	\$1,388.00	\$762.28
VIK-8TH GRADE	\$196.54	\$3,400.00	\$0.00	\$3,596.54	\$5,437.92	\$4,780.00	\$6,621.38
VIK-NAT'L JR HON SOC	(\$603.40)	\$0.00	\$0.00	(\$603.40)	\$0.00	\$0.00	\$603.40
VIK-ATHLETIC PARENT	\$2,689.25	\$0.00	\$642.80	\$2,046.45	\$9,048.35	\$160.00	\$7,161.90
VIK-CHORAL	\$410.20	\$0.00	\$0.00	\$410.20	\$410.20	\$0.00	\$0.00
VIK-PTO	\$2,938.85	\$0.00	\$0.00	\$2,938.85	\$1,341.09	\$2,025.00	\$427.24
RT-STUD.PROG.	\$4,371.80	\$0.00	\$0.00	\$4,371.80	\$1,975.00	\$2,680.80	\$284.00
RT-LRC	\$3,635.17	\$998.72	\$2,747.47	\$1,886.42	\$4,008.40	\$1,614.58	\$3,736.56
RT-NAT'L JR HON SOC	\$128.73	\$0.00	\$0.00	\$128.73	\$97.48	\$31.25	\$0.00
RT-SSC	\$3,227.32	\$0.00	\$0.00	\$3,227.32	\$2,863.16	\$1,163.90	\$799.74
RT-GREAT AMERICANS	\$3,128.55	\$0.00	\$295.58	\$2,832.97	\$1,676.43	\$1,495.00	\$338.46
RT-PTO	\$656.29	\$0.00	\$0.00	\$656.29	\$29.63	\$675.00	\$48.34
RT-CHOIR	\$46.00	\$0.00	\$0.00	\$46.00	\$96.00	\$0.00	\$50.00
RT-ART CLUB	\$621.81	\$0.00	\$0.00	\$621.81	\$621.81	\$0.00	\$0.00
RT-YEARBOOK	\$2,203.20	\$32.00	\$0.00	\$2,235.20	\$520.00	\$3,552.00	\$1,836.80
INTEREST EARNED/EXP	\$3,985.05	\$341.81	\$0.00	\$4,326.86	\$1,117.16	\$3,209.70	\$0.00
MONTHLY TOTALS	\$101,775.91	\$18,682.87	\$13,983.76	\$106,475.02	\$99,189.78	\$89,336.44	\$82,051.20

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
03/14/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5476	9 PAYROLL	500.00
03/14/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5476	9 PAYROLL	1,320.00
							Totals for 5476	1,820.00
03/28/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5484	9 PAYROLL	500.00
03/28/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5484	9 PAYROLL	1,320.00
							Totals for 5484	1,820.00
							Totals for GURNEE SCHOOL DISTRICT 56	3,640.00
03/14/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	47,774.85
03/14/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	1,996.56
03/14/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	2,178.35
03/14/2025	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	5,864.91
03/14/2025	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	1,888.15
03/14/2025	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	2,578.02
03/14/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	184.97
03/14/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	158.60
03/14/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	3,274.23
03/14/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	145.00
03/14/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	117.00
03/14/2025	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	9,525.75
03/14/2025	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	441.57
03/14/2025	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5477	9 PAYROLL	602.93
03/14/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5477	9 PAYROLL	10,331.08
03/14/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5477	9 PAYROLL	10,570.25
							Totals for 5477	97,632.22
03/28/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	46,925.82
03/28/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	2,024.67
03/28/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	2,327.87
03/28/2025	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	5,803.84
03/28/2025	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	1,909.45
03/28/2025	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	2,708.34
03/28/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	184.97
03/28/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	273.00
03/28/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	3,274.23
03/28/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	145.00
03/28/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485	9 PAYROLL	92.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
03/28/2025	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485 9	PAYROLL	9,403.32
03/28/2025	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485 9	PAYROLL	446.56
03/28/2025	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5485 9	PAYROLL	633.40
03/28/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5485 9	PAYROLL	10,421.63
03/28/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5485 9	PAYROLL	10,483.28
							Totals for 5485	97,057.38
Totals for FIFTH THIRD BANK								194,689.60
03/14/2025	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79895 9	PAYROLL	908.70
03/14/2025	HEALTHEQUITY	20L000 4560 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79895 9	PAYROLL	5.00
							Totals for 79895	913.70
03/28/2025	HEALTHEQUITY	10L000 4560 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79896 9	PAYROLL	908.70
03/28/2025	HEALTHEQUITY	20L000 4560 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79896 9	PAYROLL	5.00
							Totals for 79896	913.70
Totals for HEALTHEQUITY								1,827.40
03/14/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5478 9	PAYROLL	53.00
03/14/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5478 9	PAYROLL	5.00
03/14/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5478 9	PAYROLL	42.00
03/14/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5478 9	PAYROLL	25,547.49
03/14/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5478 9	PAYROLL	1,199.76
03/14/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5478 9	PAYROLL	1,796.51
							Totals for 5478	28,643.76
03/28/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5486 9	PAYROLL	53.00
03/28/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5486 9	PAYROLL	5.00
03/28/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5486 9	PAYROLL	17.00
03/28/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5486 9	PAYROLL	25,287.66
03/28/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5486 9	PAYROLL	1,219.14
03/28/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5486 9	PAYROLL	1,905.19
							Totals for 5486	28,486.99
Totals for ILLINOIS DEPARTMENT OF REVENUE								57,130.75
03/28/2025	ILLINOIS DEPARTMENT	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79897 9	PAYROLL	396.00
03/28/2025	ILLINOIS DEPARTMENT	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79897 9	PAYROLL	396.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
							Totals for 79897	792.00
							Totals for ILLINOIS DEPARTMENT OF REVENUE	792.00
03/28/2025	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5492 9	PAYROLL	3,889.85
03/28/2025	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5492 9	PAYROLL	1,332.11
03/28/2025	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5492 9	PAYROLL	1,759.04
03/28/2025	ILLINOIS MUNICIPAL R	50L000 4540 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5492 9	PAYROLL	13,775.72
03/28/2025	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5492 9	PAYROLL	3,772.05
03/28/2025	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5492 9	PAYROLL	1,345.54
03/28/2025	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5492 9	PAYROLL	1,792.32
03/28/2025	ILLINOIS MUNICIPAL R	50L000 4540 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5492 9	PAYROLL	13,635.55
							Totals for 5492	41,302.18
							Totals for ILLINOIS MUNICIPAL RETIREMENT	41,302.18
03/28/2025	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5492 9	PAYROLL	1,067.22
03/28/2025	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5492 9	PAYROLL	789.69
03/28/2025	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5492 9	PAYROLL	1,483.91
03/28/2025	ILLINOIS MUNICIPAL R	10L000 4540 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5492 9	PAYROLL	1,012.08
03/28/2025	ILLINOIS MUNICIPAL R	20L000 4540 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5492 9	PAYROLL	797.09
03/28/2025	ILLINOIS MUNICIPAL R	40L000 4540 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5492 9	PAYROLL	1,549.48
							Totals for 5492	6,699.47
							Totals for ILLINOIS MUNICIPAL RET FUND	6,699.47
03/28/2025	NCPERS GROUP LIFE IN	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79898 9	PAYROLL	8.00
03/28/2025	NCPERS GROUP LIFE IN	20L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79898 9	PAYROLL	8.00
03/28/2025	NCPERS GROUP LIFE IN	40L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79898 9	PAYROLL	8.00
03/28/2025	NCPERS GROUP LIFE IN	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79898 9	PAYROLL	8.00
03/28/2025	NCPERS GROUP LIFE IN	20L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79898 9	PAYROLL	8.00
03/28/2025	NCPERS GROUP LIFE IN	40L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79898 9	PAYROLL	8.00
							Totals for 79898	48.00
							Totals for NCPERS GROUP LIFE INS.	48.00
03/28/2025	AFT LOCAL 504	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79899 9	PAYROLL	8,115.78
03/28/2025	AFT LOCAL 504	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79899 9	PAYROLL	8,115.78
							Totals for 79899	16,231.56

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for AFT LOCAL 504								16,231.56
03/28/2025	NEW YORK LIFE	INSURA 10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79900 9	PAYROLL	795.10
03/28/2025	NEW YORK LIFE	INSURA 20L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79900 9	PAYROLL	50.00
03/28/2025	NEW YORK LIFE	INSURA 40L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79900 9	PAYROLL	53.62
03/28/2025	NEW YORK LIFE	INSURA 10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79900 9	PAYROLL	795.10
03/28/2025	NEW YORK LIFE	INSURA 20L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79900 9	PAYROLL	50.00
03/28/2025	NEW YORK LIFE	INSURA 40L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79900 9	PAYROLL	53.62
Totals for 79900								1,797.44
Totals for NEW YORK LIFE INSURANCE								1,797.44
03/28/2025	NIHIP	10L000 4560 0000 00 000000	MARCH 2025	MARCH 2025	03/14/2025	79901 9	PAYROLL	323,747.23
03/28/2025	NIHIP	20L000 4560 0000 00 000000	MARCH 2025	MARCH 2025	03/14/2025	79901 9	PAYROLL	22,073.67
03/28/2025	NIHIP	40L000 4560 0000 00 000000	MARCH 2025	MARCH 2025	03/14/2025	79901 9	PAYROLL	22,073.68
Totals for 79901								367,894.58
Totals for NIHIP								367,894.58
03/14/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5479 9	PAYROLL	2,870.30
03/14/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5479 9	PAYROLL	1,640.00
03/14/2025	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5479 9	PAYROLL	25.00
03/14/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5479 9	PAYROLL	11,899.56
03/14/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5479 9	PAYROLL	4,106.07
Totals for 5479								20,540.93
03/28/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5487 9	PAYROLL	2,870.30
03/28/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5487 9	PAYROLL	1,640.00
03/28/2025	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5487 9	PAYROLL	25.00
03/28/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5487 9	PAYROLL	11,899.56
03/28/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5487 9	PAYROLL	4,106.07
Totals for 5487								20,540.93
Totals for PLANCONNECT								41,081.86
03/28/2025	STATE DISBURSEMENT U	20L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	79902 9	PAYROLL	233.40
03/28/2025	STATE DISBURSEMENT U	20L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	79902 9	PAYROLL	233.40
Totals for 79902								466.80

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for STATE DISBURSEMENT UNIT								466.80
03/14/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5480 9 PAYROLL	500.00
03/14/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5480 9 PAYROLL	493.13
03/14/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5480 9 PAYROLL	937.13
03/14/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5480 9 PAYROLL	285.00
Totals for 5480								2,215.26
03/28/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5488 9 PAYROLL	500.00
03/28/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5488 9 PAYROLL	500.51
03/28/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5488 9 PAYROLL	937.13
03/28/2025	TEACHER	457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5488 9 PAYROLL	285.00
Totals for 5488								2,222.64
Totals for TEACHER 457 SAVINGS								4,437.90
03/14/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5482 9 PAYROLL	4,603.63
03/14/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5482 9 PAYROLL	52,045.97
03/14/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5482 9 PAYROLL	2,114.72
03/14/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5482 9 PAYROLL	250.56
03/14/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5482 9 PAYROLL	600.85
03/14/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5482 9 PAYROLL	3,354.08
Totals for 5482								62,969.81
03/28/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5490 9 PAYROLL	4,540.46
03/28/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5490 9 PAYROLL	50,996.33
03/28/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5490 9 PAYROLL	2,059.62
03/28/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5490 9 PAYROLL	248.79
03/28/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5490 9 PAYROLL	559.13
03/28/2025	TEACHERS'	RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5490 9 PAYROLL	3,286.45
Totals for 5490								61,690.78
Totals for TEACHERS' RETIREMENT SYSTEM								124,660.59
03/14/2025	TEACHERS'	HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20250314AF	03/14/2025	5483 9 PAYROLL	3,874.40
Totals for 5483								3,874.40
03/28/2025	TEACHERS'	HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20250328AF	03/28/2025	5491 9 PAYROLL	3,796.33

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
							Totals for 5491	3,796.33
							Totals for TEACHERS' HEALTH INSURANCE	7,670.73
03/14/2025	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5481 9	PAYROLL	1,761.30
03/14/2025	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5481 9	PAYROLL	142.47
03/14/2025	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250314AD	03/14/2025	5481 9	PAYROLL	49.35
							Totals for 5481	1,953.12
03/28/2025	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5489 9	PAYROLL	1,678.57
03/28/2025	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5489 9	PAYROLL	141.35
03/28/2025	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250328AD	03/28/2025	5489 9	PAYROLL	49.35
							Totals for 5489	1,869.27
							Totals for WISCONSIN DEPARTMENT OF REVEN	3,822.39
							Totals for BNK09	874,193.25
							Totals for checks	874,193.25

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	721,974.58	0.00	0.00	721,974.58
20	OPER & MAINT FUND	38,690.58	0.00	0.00	38,690.58
40	TRANSPORTATION FUND	44,310.58	0.00	0.00	44,310.58
50	RETIREMENT FUND	69,217.51	0.00	0.00	69,217.51
***	Fund Summary Totals ***	874,193.25	0.00	0.00	874,193.25

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

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	726,974.58	5.00	757,006.56	1,483,986.14
20	OPER & MAINT FUND	38,690.58	0.00	90,403.15	129,093.73
30	DEBT SERVICE	0.00	0.00	7,975.40	7,975.40
40	TRANSPORTATION FUND	44,310.58	0.00	118,250.52	162,561.10
50	RETIREMENT FUND	69,217.51	0.00	0.00	69,217.51
60	CAPITAL PROJECTS	0.00	0.00	41,264.31	41,264.31
80	TORT IMMUNITY FUND	0.00	0.00	7,404.50	7,404.50
***	Fund Summary Totals ***	879,193.25	5.00	1,022,304.44	1,901,502.69

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

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	5 STAR INTERPRETING	10E000 1800 3120 00 000000	ASL - Services	100256	03/16/2025	79906 0	ACCOUNT	570.00
							Totals for 79906	570.00
							Totals for 5 STAR INTERPRETING	570.00
04/23/2025	AAS, ANNETTE	10E001 1100 4100 00 000000	Reimbursement - Classroom Supplies	031825	03/18/2025	79907 0	ACCOUNT	125.00
							Totals for 79907	125.00
							Totals for AAS, ANNETTE	125.00
04/23/2025	ACCURATE BIOMETRICS	10E000 2310 3430 00 000000	Background Checks	390532408	08/31/2025	79908 0	ACCOUNT	50.00
							Totals for 79908	50.00
							Totals for ACCURATE BIOMETRICS	50.00
04/23/2025	ACE HARDWARE	20E000 2540 4100 00 000000	Supplies	149909/4	03/12/2025	79909 0	ACCOUNT	53.96
04/23/2025	ACE HARDWARE	20E002 2540 4100 00 000000	Supplies - PT	149998/4	03/21/2025	79909 0	ACCOUNT	57.55
04/23/2025	ACE HARDWARE	20E003 2540 4100 00 000000	Supplies - VKG	150127/4	04/02/2025	79909 0	ACCOUNT	3.78
							Totals for 79909	115.29
							Totals for ACE HARDWARE	115.29
04/23/2025	ALLENDALE ASSOCIATIO	10E000 1912 6700 00 000000	Tuition - March 2025	2025040933	03/31/2025	79910 0	ACCOUNT	10,950.00
							Totals for 79910	10,950.00
							Totals for ALLENDALE ASSOCIATION	10,950.00
04/23/2025	AMAZON CAPITAL SERVI	10E003 1100 4100 14 000000	Drama Class Supplies	1F9Y-G4J4-	03/01/2025	79919 0	ACCOUNT	566.22
04/23/2025	AMAZON CAPITAL SERVI	10E001 1125 4100 00 370500	Supplies - Prek	1Q3H-HPMN-	03/01/2025	79919 0	ACCOUNT	0.60
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - Stem	1YNW-NN9G-	04/01/2025	79919 0	ACCOUNT	727.89
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1XKY-JLC7-	04/01/2025	79919 0	ACCOUNT	228.36
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1K4C-HP6P-	04/01/2025	79919 0	ACCOUNT	31.99
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 50 000000	Supplies - SPL - GYM	13QV-NV3R-	04/01/2025	79919 0	ACCOUNT	66.22
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1R9G-TV9W-	04/01/2025	79919 0	ACCOUNT	43.34
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 50 000000	Supplies - SPL - GYM	1H93-RFH3-	03/01/2025	79919 0	ACCOUNT	198.54
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1CFY-WWQ3-	04/01/2025	79919 0	ACCOUNT	112.66
04/23/2025	AMAZON CAPITAL SERVI	10E003 2220 4300 00 380000	Supplies - VKG- Library	1XKY-JLC7-	04/01/2025	79919 0	ACCOUNT	38.32
04/23/2025	AMAZON CAPITAL SERVI	20E003 2540 4100 00 000000	Supplies - VKG	1XCQ-CP6J-	04/01/2025	79919 0	ACCOUNT	239.80

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	AMAZON CAPITAL SERVI	10E001 1125 4100 00 370500	Supplies - PreK	13VY-HTJD-	04/01/2025	79919	0 ACCOUNT	89.13
04/23/2025	AMAZON CAPITAL SERVI	10E000 1200 4100 00 000000	Supplies - Special ED	1PFT-DDQK-	04/01/2025	79919	0 ACCOUNT	6.63
04/23/2025	AMAZON CAPITAL SERVI	10E006 1100 4100 16 000000	Supplies - RT - Stem	1HD7-RL3K-	04/01/2025	79919	0 ACCOUNT	83.16
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1K3W-KXDT-	04/01/2025	79919	0 ACCOUNT	184.12
04/23/2025	AMAZON CAPITAL SERVI	10E000 2230 4100 00 000000	Supplies - Testing	1PFT-DDQK-	04/01/2025	79919	0 ACCOUNT	18.27
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - Stem	1YNW-NN9G-	04/01/2025	79919	0 ACCOUNT	66.23
04/23/2025	AMAZON CAPITAL SERVI	10E003 2220 4100 00 000000	Supplies - VKG	1PFT-DDQK-	04/01/2025	79919	0 ACCOUNT	338.79
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies- SPL	1VDK-CXXQ-	04/01/2025	79919	0 ACCOUNT	31.99
04/23/2025	AMAZON CAPITAL SERVI	10E000 2210 4100 00 000000	Supplies - Improvement	1XYJ-1KRQ-	04/01/2025	79919	0 ACCOUNT	10.97
04/23/2025	AMAZON CAPITAL SERVI	10E002 1100 4100 00 000000	Supplies - PT	11P6-MVMM-	04/01/2025	79919	0 ACCOUNT	166.29
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - Stem	1XRR-7QFC-	04/01/2025	79919	0 ACCOUNT	15.98
04/23/2025	AMAZON CAPITAL SERVI	20E000 2540 4100 00 000000	Supplies - DO	1HWL-GCGQ-	04/01/2025	79919	0 ACCOUNT	25.49
04/23/2025	AMAZON CAPITAL SERVI	20E000 2540 3120 00 000000	Supplies - Maint	1CYP-GDJ3-	04/01/2025	79919	0 ACCOUNT	206.62
04/23/2025	AMAZON CAPITAL SERVI	10E000 2130 4100 00 000000	Supplies - Nurse	1XCQ-CP6J-	04/01/2025	79919	0 ACCOUNT	6.89
04/23/2025	AMAZON CAPITAL SERVI	10E000 3700 3120 00 493200	Supplies - St. Pat's	1KXY-JLC7-	04/01/2025	79919	0 ACCOUNT	351.75
04/23/2025	AMAZON CAPITAL SERVI	10E000 2130 4100 00 000000	Supplies - Nurse	13QV-NV3R-	04/01/2025	79919	0 ACCOUNT	464.51
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 50 000000	Supplies - SPL - GYM	1GT6-9LHR-	04/01/2025	79919	0 ACCOUNT	171.33
04/23/2025	AMAZON CAPITAL SERVI	10E000 2230 4140 00 000000	Supplies - Testing	1HWL-GCGQ-	04/01/2025	79919	0 ACCOUNT	24.88
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - STEM	1QF1-WMMT-	04/01/2025	79919	0 ACCOUNT	227.13
04/23/2025	AMAZON CAPITAL SERVI	10E000 2150 3120 00 462000	Supplies -	1PLH-4VKV-	04/01/2025	79919	0 ACCOUNT	499.99
04/23/2025	AMAZON CAPITAL SERVI	10E003 1100 4100 00 000000	Supplies - VKG	1347-ND3J-	04/01/2025	79919	0 ACCOUNT	609.84
04/23/2025	AMAZON CAPITAL SERVI	10E003 1100 4100 02 000000	Supplies - VKG - RT	1TMN-47PQ-	04/01/2025	79919	0 ACCOUNT	51.36
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1TGH-GWFJ-	04/01/2025	79919	0 ACCOUNT	281.48
04/23/2025	AMAZON CAPITAL SERVI	10E002 1200 4100 00 000000	Supplies - PT	1Y1R-J3RL-	04/01/2025	79919	0 ACCOUNT	162.50
04/23/2025	AMAZON CAPITAL SERVI	10E003 1100 4100 02 000000	Supplies - VKG - ART	1PFT-DDQK-	04/01/2025	79919	0 ACCOUNT	19.89
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 50 000000	Supplies - SPL - PE	11P6-MVMM-	04/01/2025	79919	0 ACCOUNT	260.73
04/23/2025	AMAZON CAPITAL SERVI	10E000 2660 4710 00 000000	Supplies - Tech	1TMN-47PQ-	04/01/2025	79919	0 ACCOUNT	1,235.68
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - Stem	1CLN-YVCL-	04/01/2025	79919	0 ACCOUNT	142.19
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 20 000000	Supplies - Science	14WK-CW4N-	04/01/2025	79919	0 ACCOUNT	63.28
04/23/2025	AMAZON CAPITAL SERVI	10E002 1100 4100 00 000000	Supplies - PT	1GT6-9LHR-	04/01/2025	79919	0 ACCOUNT	136.97
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies -SPL	1K4C-HP6P-	04/01/2025	79919	0 ACCOUNT	151.38
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1QH9-7DCQ-	04/01/2025	79919	0 ACCOUNT	66.29
04/23/2025	AMAZON CAPITAL SERVI	10E002 1200 4100 00 000000	Supplies - PT	1M1X-746T-	04/01/2025	79919	0 ACCOUNT	79.99
04/23/2025	AMAZON CAPITAL SERVI	10E003 1100 4100 00 000000	Supplies - VKG	1QF1-WMMT-	04/01/2025	79919	0 ACCOUNT	120.29
04/23/2025	AMAZON CAPITAL SERVI	10E006 2410 4100 00 000000	Supplies - RT	1HGT-1VQV-	04/01/2025	79919	0 ACCOUNT	95.88
04/23/2025	AMAZON CAPITAL SERVI	10E002 1100 4100 00 000000	Supplies - PT	1CYP-GDJ3-	04/01/2025	79919	0 ACCOUNT	49.76
04/23/2025	AMAZON CAPITAL SERVI	20E001 2540 4100 00 000000	Supplies - SPL - Maint	1R4Y-X4FM-	04/01/2025	79919	0 ACCOUNT	80.00
04/23/2025	AMAZON CAPITAL SERVI	20E002 2540 4100 00 000000	Supplies - PT- Maint	1Q9T-RR6W-	04/01/2025	79919	0 ACCOUNT	44.16
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 00 430000	Supplies - PT	13F7-YKQR-	04/01/2025	79919	0 ACCOUNT	263.08

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 00 910002	Supplies - STEM	1T6T-WT6C-	04/01/2025	79919 0	ACCOUNT	294.42
04/23/2025	AMAZON CAPITAL SERVI	10E001 1100 4100 00 000000	Supplies - SPL	1FXX-97GP-	04/01/2025	79919 0	ACCOUNT	260.64
04/23/2025	AMAZON CAPITAL SERVI	10E000 2150 4100 00 000000	Supplies - Speech & Job Fair	1GJ1-LK34-	04/01/2025	79919 0	ACCOUNT	115.16
04/23/2025	AMAZON CAPITAL SERVI	10E000 2210 3310 00 462000	Supplies - Speech & Job Fair	1GJ1-LK34-	04/01/2025	79919 0	ACCOUNT	46.07
04/23/2025	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies - DO	1M1X-746T-	04/01/2025	79919 0	ACCOUNT	0.35
04/23/2025	AMAZON CAPITAL SERVI	10E000 2520 4100 00 000000	Supplies -DO	1FXX-97GP-	04/01/2025	79919 0	ACCOUNT	5.51
							Totals for 79919	9,880.99
							Totals for AMAZON CAPITAL SERVICES	9,880.99
04/23/2025	ANTREASSIAN, LORI	10E000 2130 3181 00 462000	OT Evaluation	78	04/01/2025	79920 0	ACCOUNT	450.00
04/23/2025	ANTREASSIAN, LORI	10E000 2130 3181 00 462000	Contract Service - March 2025	March 2025	03/31/2025	79920 0	ACCOUNT	9,048.00
							Totals for 79920	9,498.00
							Totals for ANTREASSIAN, LORI	9,498.00
04/23/2025	ARMOUR, HOLLIE	10E000 2210 3320 00 000000	Reimbursement - Mileage	041625	04/16/2025	79921 0	ACCOUNT	101.22
							Totals for 79921	101.22
							Totals for ARMOUR, HOLLIE	101.22
04/23/2025	ARTEAGA, YUNUEN	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79922 0	ACCOUNT	150.00
							Totals for 79922	150.00
							Totals for ARTEAGA, YUNUEN	150.00
04/23/2025	BMO HARRIS	20E000 2540 3310 00 000000	Accuris	579324266	03/06/2025	6307 0	ACCOUNT	230.00
04/23/2025	BMO HARRIS	10E000 2520 4100 00 000000	Sp Keyguard - Callaghan Account	579324344	03/06/2025	6307 0	ACCOUNT	94.96
04/23/2025	BMO HARRIS	10E000 2520 4100 00 000000	Customink - Drama Shirts VKG	579324345	03/06/2025	6307 0	ACCOUNT	1,098.39
04/23/2025	BMO HARRIS	10E000 2320 3310 00 000000	LYFT - Conference	579324346	03/06/2025	6307 0	ACCOUNT	62.60
04/23/2025	BMO HARRIS	10E000 2210 4100 00 000000	Tina's - Lunch Meeting	579324347	03/05/2025	6307 0	ACCOUNT	219.30
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE - Bus Driver Refresher Course	579544474	03/07/2025	6307 0	ACCOUNT	10.00
04/23/2025	BMO HARRIS	10E000 2320 3310 00 000000	LYFT - Conference	579544475	03/07/2025	6307 0	ACCOUNT	67.69
04/23/2025	BMO HARRIS	10E000 2320 3310 00 000000	LYFT - Conference	579544549	03/07/2025	6307 0	ACCOUNT	8.93
04/23/2025	BMO HARRIS	40E000 2550 4100 00 000000	Jimano's Pizza	579918738	03/10/2025	6307 0	ACCOUNT	16.90
04/23/2025	BMO HARRIS	10E000 2140 4140 00 000000	Sp MHS:Multi Health	579918739	03/10/2025	6307 0	ACCOUNT	75.00
04/23/2025	BMO HARRIS	10E000 2320 3310 00 000000	Courtyard Marriott -	579918813	03/10/2025	6307 0	ACCOUNT	903.15

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
			Conference					
04/23/2025	BMO HARRIS	10E000 2320 3310 00 000000	LYFT - Conference	579918814	03/10/2025	6307 0	ACCOUNT	66.38
04/23/2025	BMO HARRIS	10E000 2520 4100 00 000000	First Book - Student Activity Account - PT	579918815	03/10/2025	6307 0	ACCOUNT	213.60
04/23/2025	BMO HARRIS	10E000 2520 4100 00 000000	Prentke Romich - Student Device - Callaghan Account	579918816	03/10/2025	6307 0	ACCOUNT	1,210.00
04/23/2025	BMO HARRIS	10E000 2660 3110 00 000000	X Premium Basic	579918817	03/10/2025	6307 0	ACCOUNT	32.00
04/23/2025	BMO HARRIS	10E000 2520 4100 00 000000	IPA Lake Region - Student Recognition Breakfast	579918893	03/10/2025	6307 0	ACCOUNT	320.00
04/23/2025	BMO HARRIS	10E000 2660 3310 00 000000	Kalahari - Conference	580119312	03/11/2025	6307 0	ACCOUNT	129.48
04/23/2025	BMO HARRIS	10E000 2140 4140 00 000000	Pearson - Supplies	580119313	03/11/2025	6307 0	ACCOUNT	1,274.08
04/23/2025	BMO HARRIS	10E000 2660 3110 00 000000	CHATGPT	580280596	03/12/2025	6307 0	ACCOUNT	20.00
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE - Bus Driver Refresher Course	580559560	03/13/2025	6307 0	ACCOUNT	10.00
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE - Bus Driver Refresher Course	580559561	03/13/2025	6307 0	ACCOUNT	10.00
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE - Bus Driver Refresher Course	580559562	03/13/2025	6307 0	ACCOUNT	10.00
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE - Bus Driver Refresher Course	580559638	03/13/2025	6307 0	ACCOUNT	10.00
04/23/2025	BMO HARRIS	20E000 2540 3500 00 000000	TDS Metrocom	580559639	03/13/2025	6307 0	ACCOUNT	621.44
04/23/2025	BMO HARRIS	10E000 1200 4100 00 000000	ESCO	580559640	03/13/2025	6307 0	ACCOUNT	153.00
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE - Bus Driver Refresher Course	580841036	03/14/2025	6307 0	ACCOUNT	10.00
04/23/2025	BMO HARRIS	10E000 2210 3310 00 462000	ROE	580841037	03/14/2025	6307 0	ACCOUNT	425.00
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581571816	03/19/2025	6307 0	ACCOUNT	29.99
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572693	03/19/2025	6307 0	ACCOUNT	367.61
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572694	03/19/2025	6307 0	ACCOUNT	367.61
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572769	03/19/2025	6307 0	ACCOUNT	367.61
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572770	03/19/2025	6307 0	ACCOUNT	367.61
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572771	03/19/2025	6307 0	ACCOUNT	367.61
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572772	03/19/2025	6307 0	ACCOUNT	367.61
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572773	03/19/2025	6307 0	ACCOUNT	367.61
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572849	03/19/2025	6307 0	ACCOUNT	149.48
04/23/2025	BMO HARRIS	10E000 2210 3310 00 433100	United - Conference	581572850	03/19/2025	6307 0	ACCOUNT	559.37
04/23/2025	BMO HARRIS	10E000 2210 6400 00 000000	CHATGPT - Annual Subscription	581780405	03/20/2025	6307 0	ACCOUNT	3,900.00
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	IL Tollway - Transportation	581780482	03/20/2025	6307 0	ACCOUNT	100.00
04/23/2025	BMO HARRIS	10E000 2210 6400 00 000000	CHATGPT	581780483	03/20/2025	6307 0	ACCOUNT	20.00
04/23/2025	BMO HARRIS	10E000 2520 3310 00 000000	EB IATD- Conference	581780484	03/20/2025	6307 0	ACCOUNT	100.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	BMO HARRIS	10E000 1100 4100 00 430000	Jimano's Pizza	581865773	03/21/2025	6307 0	ACCOUNT	461.59
04/23/2025	BMO HARRIS	10E000 1100 4100 00 430000	Jimano's Pizza	581865774	03/21/2025	6307 0	ACCOUNT	256.24
04/23/2025	BMO HARRIS	10E000 2210 3310 00 462000	Crowne Plaza	582283117	03/24/2025	6307 0	ACCOUNT	125.40
04/23/2025	BMO HARRIS	10E000 1100 4100 00 430000	Jimano's PIZza	582283193	03/24/2025	6307 0	ACCOUNT	545.84
04/23/2025	BMO HARRIS	20E000 2540 6400 00 000000	PY Storage - Monthly	582283194	03/24/2025	6307 0	ACCOUNT	143.00
04/23/2025	BMO HARRIS	10E000 2310 4100 00 000000	The Master Teacher	582632825	03/25/2025	6307 0	ACCOUNT	787.55
04/23/2025	BMO HARRIS	10E000 2210 3310 00 000000	Solution Tree	582634015	03/26/2025	6307 0	ACCOUNT	6,152.00
04/23/2025	BMO HARRIS	10E000 2520 4100 00 000000	Dollar Tree - Supplies	582833594	03/27/2025	6307 0	ACCOUNT	6.40
04/23/2025	BMO HARRIS	10E000 2520 4100 00 000000	ISBE Application	583343259	03/31/2025	6307 0	ACCOUNT	102.25
04/23/2025	BMO HARRIS	20E000 2540 3310 00 000000	IL Association	583644605	04/01/2025	6307 0	ACCOUNT	545.00
04/23/2025	BMO HARRIS	10E000 2210 3310 00 462000	TST Houlihans - Conference	583644606	04/01/2025	6307 0	ACCOUNT	40.48
04/23/2025	BMO HARRIS	10E000 2320 4100 00 000000	Doodle	583644683	04/01/2025	6307 0	ACCOUNT	83.40
04/23/2025	BMO HARRIS	10E000 2660 3110 00 000000	Slack - Monthly	583879781	04/02/2025	6307 0	ACCOUNT	26.25
04/23/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE - Bus Driver Refresher Course	584174630	04/03/2025	6307 0	ACCOUNT	10.00
04/23/2025	BMO HARRIS	10E000 2140 4140 00 000000	Pearson - Supplies	584174631	04/03/2025	6307 0	ACCOUNT	337.50
04/23/2025	BMO HARRIS	10E000 2210 3310 00 462000	I Hotel - Conference	584174707	04/03/2025	6307 0	ACCOUNT	190.97
04/23/2025	BMO HARRIS	10E000 2210 3310 00 462000	I Hotel - Conference	584174708	04/03/2025	6307 0	ACCOUNT	190.97
04/23/2025	BMO HARRIS	40E000 2550 4100 00 000000	Sam's Club - Transportation	584393693	04/04/2025	6307 0	ACCOUNT	14.94
							Totals for 6307	24,753.79
							Totals for BMO HARRIS	24,753.79
04/23/2025	BOYS & GIRLS CLUB OF	10E000 2310 3120 00 910010	Great Futures Academy - March 2025 - Staff Payroll	11132024-0	04/14/2025	79923 0	ACCOUNT	18,048.69
							Totals for 79923	18,048.69
							Totals for BOYS & GIRLS CLUB OF LAKE COU	18,048.69
04/23/2025	BR BLEACHERS	20E003 2540 3120 00 000000	Contract Service - VKG	24036	04/01/2025	79924 0	ACCOUNT	450.00
							Totals for 79924	450.00
							Totals for BR BLEACHERS	450.00
04/23/2025	BROOKS, MARY	10E001 1100 4100 00 000000	Reimbursement - Supplies	031225	03/12/2025	79925 0	ACCOUNT	151.63
							Totals for 79925	151.63
							Totals for BROOKS, MARY	151.63

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	BROWN, KYRA	10E001 1100 4100 00 000000	Reimbursement - Supplies	031425	03/14/2025	79926 0	ACCOUNT	170.76
							Totals for 79926	170.76
							Totals for BROWN, KYRA	170.76
04/23/2025	BROWN, LUCY	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79927 0	ACCOUNT	550.00
							Totals for 79927	550.00
							Totals for BROWN, LUCY	550.00
04/23/2025	CABAY & COMPANY INC	20E003 2540 4100 00 000000	Supplies - VKG	70656	01/22/2025	79929 0	ACCOUNT	955.51
04/23/2025	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	70888	03/11/2025	79929 0	ACCOUNT	767.65
04/23/2025	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies - RT	70889	03/11/2025	79929 0	ACCOUNT	1,148.13
04/23/2025	CABAY & COMPANY INC	20E001 2540 4100 00 000000	Supplies - SPL	70890	03/11/2025	79929 0	ACCOUNT	1,189.73
04/23/2025	CABAY & COMPANY INC	20E003 2540 4100 00 000000	Supplies - VKG	70891	03/11/2025	79929 0	ACCOUNT	1,371.14
04/23/2025	CABAY & COMPANY INC	20E003 2540 4100 00 000000	Supplies - VKG	70934	03/18/2025	79929 0	ACCOUNT	70.30
04/23/2025	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Contract Service - PT	70932	03/18/2025	79929 0	ACCOUNT	72.94
							Totals for 79929	5,575.40
							Totals for CABAY & COMPANY INC	5,575.40
04/23/2025	CENTER FOR PSYCHOLOG	10E000 2140 3120 00 000000	Bilingual Charge SLP Testing (2) & Bilingual Charge PSYCH Testing	00002970	01/20/2025	79931 0	ACCOUNT	350.00
04/23/2025	CENTER FOR PSYCHOLOG	10E000 2150 3120 00 000000	Bilingual Charge SLP Testing (2) & Bilingual Charge PSYCH Testing	00002970	01/20/2025	79931 0	ACCOUNT	700.00
04/23/2025	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	Bilingual Charge PSYCH Testing (3) & PSYCH IEP Meeting	00003010	02/25/2025	79931 0	ACCOUNT	350.00
04/23/2025	CENTER FOR PSYCHOLOG	10E000 2140 3120 00 000000	Bilingual Charge PSYCH Testing (3) & PSYCH IEP Meeting	00003010	02/25/2025	79931 0	ACCOUNT	1,050.00
04/23/2025	CENTER FOR PSYCHOLOG	10E000 2150 3120 00 000000	Bilingual Charge SLP Testing (2)	00003020	03/03/2025	79931 0	ACCOUNT	700.00
04/23/2025	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	Bilingual Spanish PSYCH & Spanish SPL Eval IEP Attendance for SLP & PSYCH	00003053	03/31/2025	79931 0	ACCOUNT	2,800.00
04/23/2025	CENTER FOR PSYCHOLOG	10E000 2140 3120 00 000000	Bilingual Spanish PSYCH &	00003053	03/31/2025	79931 0	ACCOUNT	1,400.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
			Spanish SPL Eval IEP Attendance for SLP & PSYCH					
04/23/2025	CENTER FOR PSYCHOLOG	10E000 1200 3120 00 000000	IEP Attendance (2) & Bilingual Charge	00003072	04/14/2025	79931 0	ACCOUNT	700.00
04/23/2025	CENTER FOR PSYCHOLOG	10E000 2140 3120 00 000000	IEP Attendance (2) & Bilingual Charge	00003072	04/14/2025	79931 0	ACCOUNT	350.00
							Totals for 79931	8,400.00
							Totals for CENTER FOR PSYCHOLOGICAL SERV	8,400.00
04/23/2025	CITICARE SERVICES	40E000 2550 3184 00 000000	Student Transportation - March 2025	6123	04/06/2025	79932 0	ACCOUNT	3,528.00
							Totals for 79932	3,528.00
							Totals for CITICARE SERVICES	3,528.00
04/23/2025	COLLEY ELEVATOR CO	20E000 2540 3120 00 000000	Contract Service - VKG	277726	04/01/2025	79933 0	ACCOUNT	468.00
							Totals for 79933	468.00
							Totals for COLLEY ELEVATOR CO	468.00
04/23/2025	COMCAST	10E000 2660 3400 00 000000	internet Service - April 08 - May 07	87771 10 0	03/28/2025	79934 0	ACCOUNT	44.45
04/23/2025	COMCAST	10E000 2660 3400 00 000000	Internet Service - RT - Mar 31 - Apr 30	8771 10 02	04/24/2025	79934 0	ACCOUNT	565.80
							Totals for 79934	610.25
							Totals for COMCAST	610.25
04/23/2025	COMCAST	10E000 2660 3400 00 000000	Communications - March 2025	235308473	03/01/2025	79935 0	ACCOUNT	6,975.00
04/23/2025	COMCAST	10E000 2660 3400 00 000000	Communications	237845222	04/01/2025	79935 0	ACCOUNT	13,950.00
							Totals for 79935	20,925.00
							Totals for COMCAST	20,925.00
04/23/2025	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition March 2025	14388	03/31/2025	79936 0	ACCOUNT	5,440.35
04/23/2025	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition - March 2025	14387	03/31/2025	79936 0	ACCOUNT	5,192.40
04/23/2025	CONNECTION'S ACADEMY	10E000 1912 6700 00 000000	Tuition - March 2025	14386	03/31/2025	79936 0	ACCOUNT	5,192.40
							Totals for 79936	15,825.15

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for CONNECTION'S ACADEMY EAST								15,825.15
04/23/2025	CONNECTIONS DAY SCHO	10E000 1912 6700 00 000000	Tuition - March 2025	33260	03/31/2025	79937 0	ACCOUNT	4,653.60
Totals for 79937								4,653.60
Totals for CONNECTIONS DAY SCHOOL SOUTH								4,653.60
04/23/2025	CONSTELLATION NEW EN	20E000 2540 4670 00 000000	Electricity - VKG	7036149110	03/12/2025	79938 0	ACCOUNT	7,157.99
04/23/2025	CONSTELLATION NEW EN	20E006 2540 4670 00 000000	Electricity - RT	7036203370	03/12/2025	79938 0	ACCOUNT	6,497.44
04/23/2025	CONSTELLATION NEW EN	20E000 2540 4670 00 000000	Electricity - DO	7037059920	03/13/2025	79938 0	ACCOUNT	566.39
04/23/2025	CONSTELLATION NEW EN	20E001 2540 4670 00 000000	Electricity - DO	7037063200	03/13/2025	79938 0	ACCOUNT	4,885.26
04/23/2025	CONSTELLATION NEW EN	20E004 2540 4670 00 000000	Electricity - Trans	7037054200	03/13/2025	79938 0	ACCOUNT	661.74
Totals for 79938								19,768.82
Totals for CONSTELLATION NEW ENERGY, INC								19,768.82
04/23/2025	CONSTELLATION NEW EN	20E001 2540 4660 00 000000	Constellation Gas Bill	4271334	04/04/2025	79939 0	ACCOUNT	3,199.08
04/23/2025	CONSTELLATION NEW EN	20E002 2540 4660 00 000000	Constellation Gas Bill	4271334	04/04/2025	79939 0	ACCOUNT	1,594.83
04/23/2025	CONSTELLATION NEW EN	20E003 2540 4660 00 000000	Constellation Gas Bill	4271334	04/04/2025	79939 0	ACCOUNT	5,154.56
04/23/2025	CONSTELLATION NEW EN	20E006 2540 4660 00 000000	Constellation Gas Bill	4271334	04/04/2025	79939 0	ACCOUNT	4,997.82
04/23/2025	CONSTELLATION NEW EN	20E004 2540 4660 00 000000	Constellation Gas Bill	4271334	04/04/2025	79939 0	ACCOUNT	224.75
Totals for 79939								15,171.04
Totals for CONSTELLATION NEW ENERGY - GA								15,171.04
04/23/2025	THE COVE SCHOOL	10E000 1912 6700 00 000000	Tuition - March 2025	SD56-0325	03/31/2025	79940 0	ACCOUNT	4,312.70
Totals for 79940								4,312.70
Totals for THE COVE SCHOOL								4,312.70
04/23/2025	D. WELLS AUTOMOTIVE	20E000 2540 3120 00 000000	Repairs	227942	04/01/2025	79941 0	ACCOUNT	177.59
Totals for 79941								177.59
Totals for D. WELLS AUTOMOTIVE SERVICE								177.59
04/23/2025	DELFS GARAGE	40E000 2550 4100 00 000000	Safety Test	115756	03/06/2025	79942 0	ACCOUNT	81.00
Totals for 79942								81.00

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							Totals for DELFS GARAGE	81.00
04/23/2025	DEMCO	10E006 2220 4100 00 000000	Books - RT	7586813	01/02/2025	79943 0	ACCOUNT	59.85
							Totals for 79943	59.85
							Totals for DEMCO	59.85
04/23/2025	DIAZ, ANDRES	20E000 2540 3320 00 000000	Reimbursement - Mileage (August -December 2024)	040125	04/01/2025	79944 0	ACCOUNT	73.16
04/23/2025	DIAZ, ANDRES	20E000 2540 3320 00 000000	Reimbursement - Mileage (January - March 2025)	040125.1	04/01/2025	79944 0	ACCOUNT	291.20
04/23/2025	DIAZ, ANDRES	20E000 2540 3320 00 000000	Mileage Reimbursement	041425	04/14/2025	79944 0	ACCOUNT	40.04
							Totals for 79944	404.40
							Totals for DIAZ, ANDRES	404.40
04/23/2025	DUPAGE FED ON HUMAN	10E000 1800 3120 00 000000	Telephonic Service	11228	01/31/2025	79945 0	ACCOUNT	242.35
04/23/2025	DUPAGE FED ON HUMAN	10E000 1800 3120 00 000000	Telephonic Services	11333	02/28/2025	79945 0	ACCOUNT	412.55
04/23/2025	DUPAGE FED ON HUMAN	10E000 1800 3120 00 000000	Telephonic Services	11091	12/31/2024	79945 0	ACCOUNT	74.00
04/23/2025	DUPAGE FED ON HUMAN	10E000 1800 3120 00 000000	Telephonic Services	10974	11/30/2024	79945 0	ACCOUNT	103.60
							Totals for 79945	832.50
							Totals for DUPAGE FED ON HUMAN SERV REFO	832.50
04/23/2025	ELEMENTAL SOLUTIONS	20E000 2540 3120 00 000000	Contract Service	6522	04/05/2025	79946 0	ACCOUNT	2,347.60
							Totals for 79946	2,347.60
							Totals for ELEMENTAL SOLUTIONS LLC	2,347.60
04/23/2025	ELMAN, DAIN	10E000 1100 4100 00 910002	Reimbursement - STEM Supplies	041125	04/11/2025	79947 0	ACCOUNT	284.27
							Totals for 79947	284.27
							Totals for ELMAN, DAIN	284.27
04/23/2025	ENGLER CALLAWAY BASS	80E000 2369 3420 00 000000	Legal Services	34921	04/01/2025	79948 0	ACCOUNT	5,572.00
04/23/2025	ENGLER CALLAWAY BASS	80E000 2310 3420 00 000000	Legal Services	34921	04/01/2025	79948 0	ACCOUNT	159.00
							Totals for 79948	5,731.00
							Totals for ENGLER CALLAWAY BASSTEN, SRAG	5,731.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	ERNIE PETERSON PLUMB	20E000 2540 3120 00 000000	Contract Service - SPL	5021	02/26/2025	79949 0	ACCOUNT	1,074.30
04/23/2025	ERNIE PETERSON PLUMB	20E000 2540 3120 00 000000	Contract Services - repairs	5316	04/04/2025	79949 0	ACCOUNT	485.00
04/23/2025	ERNIE PETERSON PLUMB	20E001 2540 3120 00 000000	Contract Service - SPL	5378	04/11/2025	79949 0	ACCOUNT	715.00
							Totals for 79949	2,274.30
							Totals for ERNIE PETERSON PLUMBING INC	2,274.30
04/23/2025	ESSCOE LLC	20E000 2540 3120 00 000000	Contract Service - RT	71465	03/27/2025	79950 0	ACCOUNT	427.80
04/23/2025	ESSCOE LLC	20E000 2540 3120 00 000000	Contract Service - RT	71257	03/13/2025	79950 0	ACCOUNT	435.00
							Totals for 79950	862.80
							Totals for ESSCOE LLC	862.80
04/23/2025	ESTEBAN, ERIC	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79951 0	ACCOUNT	1,050.00
04/23/2025	ESTEBAN, ERIC	10E000 2660 3320 00 000000	Reimbursement - Mileage	041725	04/17/2025	79951 0	ACCOUNT	344.80
							Totals for 79951	1,394.80
							Totals for ESTEBAN, ERIC	1,394.80
04/23/2025	ESTEBAN, STEPHANIE	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79952 0	ACCOUNT	550.00
							Totals for 79952	550.00
							Totals for ESTEBAN, STEPHANIE	550.00
04/23/2025	FITZGERALD, FRANK	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79953 0	ACCOUNT	550.00
							Totals for 79953	550.00
							Totals for FITZGERALD, FRANK	550.00
04/23/2025	FOLLETT CONTENT SOLU	10E003 2220 4300 00 000000	Books - VKG	518018F	03/17/2025	79957 0	ACCOUNT	61.85
04/23/2025	FOLLETT CONTENT SOLU	10E003 2220 4300 00 380000	Books - VKG	536494	03/06/2025	79957 0	ACCOUNT	247.55
04/23/2025	FOLLETT CONTENT SOLU	10E003 2220 4300 00 000000	Books - VKG	533829A	03/19/2025	79957 0	ACCOUNT	766.07
04/23/2025	FOLLETT CONTENT SOLU	10E003 2220 4300 00 000000	Books - VKG	533829	03/05/2025	79957 0	ACCOUNT	972.93
04/23/2025	FOLLETT CONTENT SOLU	10E001 2220 4300 00 000000	Books - SPL	536984	03/11/2025	79957 0	ACCOUNT	590.02
04/23/2025	FOLLETT CONTENT SOLU	10E001 2220 4300 00 000000	Books - SPL	537022	03/13/2025	79957 0	ACCOUNT	760.39
04/23/2025	FOLLETT CONTENT SOLU	10E001 2220 4300 00 000000	Books - SPL	537022A	03/20/2025	79957 0	ACCOUNT	601.06
04/23/2025	FOLLETT CONTENT SOLU	10E006 2220 4300 00 000000	Books - RT	539951	03/11/2025	79957 0	ACCOUNT	55.50
04/23/2025	FOLLETT CONTENT SOLU	10E002 2220 3115 00 000000	Books - PT	504877F	03/05/2025	79957 0	ACCOUNT	160.51

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	FOLLETT	CONTENT SOLU 10E002 2220 3115 00 000000	Books - PT	512035F	02/28/2025	79957 0	ACCOUNT	307.14
04/23/2025	FOLLETT	CONTENT SOLU 10E001 2220 4410 00 000000	Books - SPL	548909F	03/18/2025	79957 0	ACCOUNT	99.98
04/23/2025	FOLLETT	CONTENT SOLU 10E001 2220 4300 00 000000	Books - SPL	537000	03/13/2025	79957 0	ACCOUNT	181.31
04/23/2025	FOLLETT	CONTENT SOLU 10E003 2220 4300 00 380000	Books - VKG	536494F	03/27/2025	79957 0	ACCOUNT	67.69
04/23/2025	FOLLETT	CONTENT SOLU 10E003 2220 4300 00 000000	Books - VKG	518045F	03/18/2025	79957 0	ACCOUNT	424.65
04/23/2025	FOLLETT	CONTENT SOLU 10E003 2220 4300 00 000000	Books - VKG	548791	03/18/2025	79957 0	ACCOUNT	63.43
04/23/2025	FOLLETT	CONTENT SOLU 10E002 2220 4300 00 000000	Books - PT	547220F	03/21/2025	79957 0	ACCOUNT	46.98
04/23/2025	FOLLETT	CONTENT SOLU 10E001 2220 4300 00 000000	Books - SPL	537000A	04/01/2025	79957 0	ACCOUNT	442.18
04/23/2025	FOLLETT	CONTENT SOLU 10E006 2220 3115 00 000000	Books - RT	558241	04/02/2025	79957 0	ACCOUNT	25.63
04/23/2025	FOLLETT	CONTENT SOLU 10E002 2220 3115 00 000000	Books - PT	561841F	04/07/2025	79957 0	ACCOUNT	262.47
04/23/2025	FOLLETT	CONTENT SOLU 10E003 2220 4300 00 000000	Books - VKG	548791F	04/04/2025	79957 0	ACCOUNT	125.04
04/23/2025	FOLLETT	CONTENT SOLU 10E002 2220 3115 00 000000	Books - PT	535542F	04/09/2025	79957 0	ACCOUNT	91.96
04/23/2025	FOLLETT	CONTENT SOLU 10E002 2220 3115 00 000000	Books - PT	564975F	04/10/2025	79957 0	ACCOUNT	437.30
04/23/2025	FOLLETT	CONTENT SOLU 10E001 2220 4300 00 000000	Books - PT	537022F	04/10/2025	79957 0	ACCOUNT	375.01
04/23/2025	FOLLETT	CONTENT SOLU 10E006 2220 4300 00 000000	Books - RT	539951F	04/10/2025	79957 0	ACCOUNT	283.66
Totals for 79957								7,450.31
Totals for FOLLETT CONTENT SOLUTIONS LLC								7,450.31
04/23/2025	FORCHETTI, ANNE	10E001 1100 4100 00 000000	Reimbursement - Supplies	031025	03/10/2025	79958 0	ACCOUNT	80.94
Totals for 79958								80.94
Totals for FORCHETTI, ANNE								80.94
04/23/2025	FORE SEE ELECTRIC LL	20E002 2540 3120 00 000000	Contract Service - PT	1832	04/10/2025	79959 0	ACCOUNT	350.00
Totals for 79959								350.00
Totals for FORE SEE ELECTRIC LLC								350.00
04/23/2025	GAJAUSKAS, LAURA	10E000 2330 6400 00 000000	Reimbursement - Speech Subscription	2623704	10/06/2024	79960 0	ACCOUNT	129.00
04/23/2025	GAJAUSKAS, LAURA	10E000 2150 4100 00 000000	Reimbursement - Pink Cat Studios Subscription Renewal	040325	04/03/2025	79960 0	ACCOUNT	49.99
Totals for 79960								178.99
Totals for GAJAUSKAS, LAURA								178.99
04/23/2025	GEWALT HAMILTON ASSO	60E000 2530 3640 00 000000	Contract Service - SPL School Pavement Rehab	6040.000-1	03/18/2025	79961 0	ACCOUNT	485.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
							Totals for 79961	485.00
							Totals for GEWALT HAMILTON ASSOC.	485.00
04/23/2025	GOPHER SPORT	10E001 1100 4100 50 000000	PE Supplies - SPL	IN435295	03/20/2025	79962 0	ACCOUNT	239.23
04/23/2025	GOPHER SPORT	10E002 1100 4100 00 000000	Rainbow Sport Ball Pack - Student Activity	IN438659	04/04/2025	79962 0	ACCOUNT	660.06
							Totals for 79962	899.29
							Totals for GOPHER SPORT	899.29
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - RT	GRT-2424	03/20/2025	79965 0	ACCOUNT	404.00
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - DO	GDO-2424	03/20/2025	79965 0	ACCOUNT	144.00
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - SPL	GS-2424	03/20/2025	79965 0	ACCOUNT	574.00
04/23/2025	HAHN SNOW & ICE	20E004 2540 3650 00 000000	Contract Service - SALTED - Trans	GTC-2424	03/20/2025	79965 0	ACCOUNT	914.00
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - VKG	GV-2424	03/20/2025	79965 0	ACCOUNT	600.00
04/23/2025	HAHN SNOW & ICE	20E004 2540 3650 00 000000	Contract Service - SALTED - Trans	GTC-2423	03/07/2025	79965 0	ACCOUNT	914.00
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - SPL	GS-2423	03/07/2025	79965 0	ACCOUNT	574.00
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - RT	GRT-2423	03/07/2025	79965 0	ACCOUNT	404.00
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - DO	GDO-2423	03/07/2025	79965 0	ACCOUNT	144.00
04/23/2025	HAHN SNOW & ICE	20E000 2540 3650 00 000000	Contract Service - SALTED - VKG	GV-2423	03/07/2025	79965 0	ACCOUNT	600.00
							Totals for 79965	5,272.00
							Totals for HAHN SNOW & ICE	5,272.00
04/23/2025	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Health Equity Employer Contribution - April 2025	o1oaa8z	03/17/2025	6304 0	ACCOUNT	5,000.00
							Totals for 6304	5,000.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for HEALTH EQUITY EMPLOYER CONTRI								5,000.00
04/23/2025	HELPER, PETE	10E000 1100 4100 00 430000	Reimbursement - Dinner for supplies for Maker Faire	031925	03/19/2025	79966 0	ACCOUNT	184.22
04/23/2025	HELPER, PETE	10E000 2210 3310 00 000000	Reimbursement - Mileage	033125	03/31/2025	79966 0	ACCOUNT	137.20
04/23/2025	HELPER, PETE	10E000 1100 4100 00 430000	Reimbursement - Maker Faire	040125	04/01/2025	79966 0	ACCOUNT	27.94
Totals for 79966								349.36
Totals for HELPER, PETE								349.36
04/23/2025	HENDRICKS, DEB	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79967 0	ACCOUNT	550.00
Totals for 79967								550.00
Totals for HENDRICKS, DEB								550.00
04/23/2025	IASB	10E000 2310 3310 00 000000	Lake Division Meeting	457102	01/17/2025	79968 0	ACCOUNT	104.00
Totals for 79968								104.00
Totals for IASB								104.00
04/23/2025	ILLINOIS STATE POLIC	10E000 2310 3430 00 000000	Backgrounds Checks	2025030415	03/01/2025	79969 0	ACCOUNT	216.00
Totals for 79969								216.00
Totals for ILLINOIS STATE POLICE								216.00
04/23/2025	INTERMEDIA.NET INC	20E000 2540 3500 00 000000	Communications	2504928601	04/01/2025	79970 0	ACCOUNT	1,433.47
Totals for 79970								1,433.47
Totals for INTERMEDIA.NET INC								1,433.47
04/23/2025	ISBS	10E000 2570 3630 00 000000	Leasing	417526	03/26/2025	79971 0	ACCOUNT	126.91
04/23/2025	ISBS	10E000 2570 3630 00 000000	Leasing	417524	03/26/2025	79971 0	ACCOUNT	969.00
04/23/2025	ISBS	10E000 2570 3630 00 000000	Leasing	417177	03/20/2025	79971 0	ACCOUNT	1,285.16
04/23/2025	ISBS	10E000 2570 3630 00 000000	Leasing	417074	03/18/2025	79971 0	ACCOUNT	125.09
04/23/2025	ISBS	10E000 2570 3630 00 000000	Leasing	418182	04/02/2025	79971 0	ACCOUNT	1,152.00
Totals for 79971								3,658.16
Totals for ISBS								3,658.16

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	JANSEN, ANGELA	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79972 0	ACCOUNT	550.00
							Totals for 79972	550.00
							Totals for JANSEN, ANGELA	550.00
04/23/2025	K&A GRAPHICS	40E000 2550 4100 00 000000	Supplies - Bus	987782	04/14/2025	79973 0	ACCOUNT	124.00
							Totals for 79973	124.00
							Totals for K&A GRAPHICS	124.00
04/23/2025	KESHET	10E000 1912 6700 00 000000	Tuition - March 2025	33354	03/15/2025	79974 0	ACCOUNT	9,158.20
							Totals for 79974	9,158.20
							Totals for KESHET	9,158.20
04/23/2025	KESLER SCIENCE	10E006 1100 4100 00 000000	Core Science Membership	8829	03/31/2025	79975 0	ACCOUNT	349.00
							Totals for 79975	349.00
							Totals for KESLER SCIENCE	349.00
04/23/2025	KI	10E000 2520 4100 00 000000	Toggle Adjustable Table	14718661	03/27/2025	79976 0	ACCOUNT	1,250.15
							Totals for 79976	1,250.15
							Totals for KI	1,250.15
04/23/2025	KINCAID, KAITLIN	10E001 1100 4100 00 000000	Reimbursement - Supplies	031725	03/17/2025	79977 0	ACCOUNT	175.00
							Totals for 79977	175.00
							Totals for KINCAID, KAITLIN	175.00
04/23/2025	LAKE COUNTY ROE	10E000 1912 6700 00 000000	Tuition - March 2025	325100013	03/31/2025	79978 0	ACCOUNT	2,750.00
							Totals for 79978	2,750.00
							Totals for LAKE COUNTY ROE	2,750.00
04/23/2025	LAKESHORE	10E000 1200 4100 00 000000	Magnetic Language Rods - Complete Set	90544296	03/31/2025	79979 0	ACCOUNT	136.85
							Totals for 79979	136.85

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
						Totals for LAKESHORE		136.85
04/23/2025	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Short-Paid Invoice on 3/19/25	2061444C	03/31/2025	79980 0	ACCOUNT	10.00
						Totals for 79980		10.00
						Totals for LAKESIDE INTL LLC		10.00
04/23/2025	LAZAR, RYAN	10E003 2410 4100 00 000000	Reimbursement - Jimano's Pizza	040925	04/09/2025	79981 0	ACCOUNT	70.89
04/23/2025	LAZAR, RYAN	10E003 2410 4100 00 000000	Reimbursement - Student of Month Breakfast	041125	04/11/2025	79981 0	ACCOUNT	51.98
						Totals for 79981		122.87
						Totals for LAZAR, RYAN		122.87
04/23/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3503077	03/18/2025	79982 0	ACCOUNT	85.49
04/23/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3505503	03/25/2025	79982 0	ACCOUNT	85.49
04/23/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3507865	04/01/2025	79982 0	ACCOUNT	85.49
04/23/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3510727	04/08/2025	79982 0	ACCOUNT	85.49
04/23/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3513125	04/16/2025	79982 0	ACCOUNT	85.49
						Totals for 79982		427.45
						Totals for LECHNER SERVICES		427.45
04/23/2025	LEGO EDUCATION	10E000 1100 4100 00 910002	Lego Education Spike Prime Set - Stem	1190651099	03/04/2025	79983 0	ACCOUNT	3,999.50
						Totals for 79983		3,999.50
						Totals for LEGO EDUCATION		3,999.50
04/23/2025	LINDE GAS & EQUIPMEN	20E003 2540 4100 00 000000	Supplies	48586792	03/15/2025	79984 0	ACCOUNT	67.54
						Totals for 79984		67.54
						Totals for LINDE GAS & EQUIPMENT INC		67.54
04/23/2025	LUNDSTROM, JULIA	10E000 2310 2230 00 000000	Reimbursement Deductible	041625	04/16/2025	79985 0	ACCOUNT	550.00
						Totals for 79985		550.00
						Totals for LUNDSTROM, JULIA		550.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/23/2025	LUSTER LEARNING INST	10E001 1125 4100 00 370500	PO Portal Renewal - Streaming 1 Year	4346	04/09/2025	79986 0	ACCOUNT	30.00
							Totals for 79986	30.00
							Totals for LUSTER LEARNING INSTITUTE	30.00
04/23/2025	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Tuition - March 2025	SESINV-047	03/31/2025	79987 0	ACCOUNT	17,980.20
							Totals for 79987	17,980.20
							Totals for MENTA ACADEMY NORTH - SPED SE	17,980.20
04/23/2025	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	Transportation - March 2025	SYSINV-017	03/31/2025	79988 0	ACCOUNT	5,283.00
							Totals for 79988	5,283.00
							Totals for MENTA ACADEMY NORTH TRANS	5,283.00
04/23/2025	MEZA, MARIA	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	79989 0	ACCOUNT	393.35
							Totals for 79989	393.35
							Totals for MEZA, MARIA	393.35
04/23/2025	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	Repairs	X106049290	04/02/2025	79990 0	ACCOUNT	95.22
04/23/2025	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	Supplies	X106049290	04/03/2025	79990 0	ACCOUNT	95.22
04/23/2025	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	Repairs	X106049468	04/16/2025	79990 0	ACCOUNT	895.98
							Totals for 79990	1,086.42
							Totals for MIDWEST TRANSIT EQUIPMENT INC	1,086.42
04/23/2025	MIDWEST PAPER RETRIE	20E001 2540 3610 00 000000	Contract Service - SPL	0000136024	03/31/2025	79991 0	ACCOUNT	65.63
04/23/2025	MIDWEST PAPER RETRIE	20E003 2540 3610 00 000000	Contract Service - VKG	0000136452	03/31/2025	79991 0	ACCOUNT	60.00
04/23/2025	MIDWEST PAPER RETRIE	20E006 2540 3610 00 000000	Contract Service - RT	0000136453	03/31/2025	79991 0	ACCOUNT	63.00
							Totals for 79991	188.63
							Totals for MIDWEST PAPER RETRIEVER	188.63
04/23/2025	MIDWEST TRUCKERS ASS	40E000 2550 3180 00 000000	Drug Testing	43860	04/10/2025	79992 0	ACCOUNT	180.00
							Totals for 79992	180.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for MIDWEST TRUCKERS ASSOCIATION								180.00
04/23/2025	MOBILE THERAPY CENTE	10E000 3700 3120 00 462000	Contract Service - St. Patrick's Speech	Feb 24 - M	04/04/2025	79993 0	ACCOUNT	4,965.00
Totals for 79993								4,965.00
Totals for MOBILE THERAPY CENTERS OF AME								4,965.00
04/23/2025	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Repairs	INV0994485	03/13/2025	79994 0	ACCOUNT	128.00
04/23/2025	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Repairs	INV0501909	03/24/2025	79994 0	ACCOUNT	350.00
04/23/2025	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Supplies - VKG	INV0505552	04/10/2025	79994 0	ACCOUNT	21.63
Totals for 79994								499.63
Totals for MUSIC & ARTS CENTER, INC								499.63
04/23/2025	MUSIC IS ELEMENTARY	10E002 1100 4100 12 000000	1 Piece Soprano Recorder w/zippered case	INV-37302	03/24/2025	79995 0	ACCOUNT	302.94
Totals for 79995								302.94
Totals for MUSIC IS ELEMENTARY								302.94
04/23/2025	NAPA AUTO PARTS	40E000 2550 4100 00 000000	Supplies - Trans	314504	02/26/2025	79996 0	ACCOUNT	69.68
04/23/2025	NAPA AUTO PARTS	40E000 2550 4100 00 000000	Supplies - Trans	316377	03/20/2025	79996 0	ACCOUNT	35.64
Totals for 79996								105.32
Totals for NAPA AUTO PARTS								105.32
04/23/2025	NEW CONNECTIONS ACAD	10E000 1912 6700 00 000000	Tuition - March 2025	16449	03/31/2025	79997 0	ACCOUNT	5,453.55
Totals for 79997								5,453.55
Totals for NEW CONNECTIONS ACADEMY								5,453.55
04/23/2025	NEW DOCUMENTS & LABE	10E000 2520 4100 00 000000	Supplies	20241933	03/16/2025	79998 0	ACCOUNT	966.85
Totals for 79998								966.85
Totals for NEW DOCUMENTS & LABELS INC								966.85
04/23/2025	NORTH SHORE GAS	20E000 2540 4660 00 000000	Gas Bill - SPL	5416106410	03/26/2025	79999 0	ACCOUNT	46.00
04/23/2025	NORTH SHORE GAS	20E000 2540 4660 00 000000	Gas Biil - DO	5412321815	03/21/2025	79999 0	ACCOUNT	178.22

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
							Totals for 79999	224.22
							Totals for NORTH SHORE GAS	224.22
04/23/2025	OAKLEY, JILL	10E001 1100 4100 00 000000	Reimbursement - Supplies	031225	03/12/2025	80000 0	ACCOUNT	165.34
04/23/2025	OAKLEY, JILL	10E001 2410 4100 00 000000	Reimbursement - Supplies	031225	03/12/2025	80000 0	ACCOUNT	9.99
							Totals for 80000	175.33
							Totals for OAKLEY, JILL	175.33
04/23/2025	OROZCO, EDGAR	10E000 2660 3320 00 000000	Reimbursement - Mileage	041525	04/15/2025	80001 0	ACCOUNT	312.90
							Totals for 80001	312.90
							Totals for OROZCO, EDGAR	312.90
04/23/2025	OVERDRIVE	10E006 2220 3115 00 000000	Books - RT	08841CO250	03/12/2025	80002 0	ACCOUNT	179.64
							Totals for 80002	179.64
							Totals for OVERDRIVE	179.64
04/23/2025	PTS COMMUNICATIONS	20E000 2540 3500 00 000000	Pay Phone - VKG	2140505	03/27/2025	80003 0	ACCOUNT	78.00
							Totals for 80003	78.00
							Totals for PTS COMMUNICATIONS	78.00
04/23/2025	PARRISH, AUTUMN	10E000 2210 3310 00 433100	Co-teaching Support & Implementation of UDL	03122025	03/12/2025	80004 0	ACCOUNT	12,250.00
							Totals for 80004	12,250.00
							Totals for PARRISH, AUTUMN	12,250.00
04/23/2025	PAWLAK, BRIAN	10E001 1100 4100 12 000000	Reimbursement - Supplies	041525	04/15/2025	80005 0	ACCOUNT	15.99
							Totals for 80005	15.99
							Totals for PAWLAK, BRIAN	15.99
04/23/2025	PEARSON ASSESSMENTS/	10E000 2150 4100 00 000000	Evaluation Materials	28497067	04/08/2025	80006 0	ACCOUNT	312.44
							Totals for 80006	312.44

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for PEARSON ASSESSMENTS/AGS								312.44
04/23/2025	J W PEPPER & SON INC	10E003 1100 4100 15 000000	Supplies - VKG	367074408	12/27/2024	80008 0	ACCOUNT	50.00
04/23/2025	J W PEPPER & SON INC	10E003 1100 4100 15 000000	Supplies	367342882	02/28/2025	80008 0	ACCOUNT	54.99
04/23/2025	J W PEPPER & SON INC	10E001 1100 4100 12 000000	Supplies - SPL	366621176	09/20/2024	80008 0	ACCOUNT	52.98
04/23/2025	J W PEPPER & SON INC	10E001 1100 4100 12 000000	Supplies - SPL	366624266	09/20/2024	80008 0	ACCOUNT	39.95
04/23/2025	J W PEPPER & SON INC	10E003 1100 4100 15 000000	Supplies	367019063	12/05/2024	80008 0	ACCOUNT	35.49
04/23/2025	J W PEPPER & SON INC	10E003 1100 4100 15 000000	Supplies - VKG	367040101	12/12/2024	80008 0	ACCOUNT	45.99
04/23/2025	J W PEPPER & SON INC	10E003 1100 4100 15 000000	Supplies - VKG	367056340	12/18/2024	80008 0	ACCOUNT	32.00
Totals for 80008								311.40
Totals for J W PEPPER & SON INC								311.40
04/23/2025	PITNEY BOWES PURCHAS	10E000 2520 3510 00 000000	Postage Service	8000-9090-	03/18/2025	80009 0	ACCOUNT	372.63
04/23/2025	PITNEY BOWES PURCHAS	10E000 2520 3510 00 000000	Postage	8000-9090-	03/02/2025	80009 0	ACCOUNT	938.07
Totals for 80009								1,310.70
Totals for PITNEY BOWES PURCHASE POWER								1,310.70
04/23/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing	3107175041	03/30/2025	80010 0	ACCOUNT	279.21
04/23/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing - SPL	3107188014	04/08/2025	80010 0	ACCOUNT	47.76
04/23/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing - PT	3107188151	04/08/2025	80010 0	ACCOUNT	47.76
04/23/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing - RT	3107188043	04/08/2025	80010 0	ACCOUNT	474.96
Totals for 80010								849.69
Totals for PITNEY BOWES GLOBAL FINANCIAL								849.69
04/23/2025	PLANCONNECT	10E000 2310 3120 00 000000	Annual Fee. Invoiced Quarterly	9690	03/01/2025	80011 0	ACCOUNT	62.50
Totals for 80011								62.50
Totals for PLANCONNECT								62.50
04/23/2025	PMA SECURITIES, INC.	10E000 2310 3120 00 000000	Contract Service	INV24056	03/06/2025	80012 0	ACCOUNT	2,250.00
Totals for 80012								2,250.00
Totals for PMA SECURITIES, INC.								2,250.00
04/23/2025	PREMISTAR-NORTH	20E000 2540 3120 00 000000	Contract Service - SPL	SI2280640	03/27/2025	80013 0	ACCOUNT	1,035.37

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
							Totals for 80013	1,035.37
							Totals for PREMISTAR-NORTH	1,035.37
04/23/2025	PROCARE THERAPY	10E002 2130 3120 00 000000	Nurse Contract	21156688	03/09/2025	80014 0	ACCOUNT	960.00
04/23/2025	PROCARE THERAPY	10E002 2130 3120 00 000000	Nurse Contract	21168831	03/23/2025	80014 0	ACCOUNT	1,920.00
04/23/2025	PROCARE THERAPY	10E002 2130 3120 00 000000	Nurse Contract	21162333	03/16/2025	80014 0	ACCOUNT	1,920.00
							Totals for 80014	4,800.00
							Totals for PROCARE THERAPY	4,800.00
04/23/2025	NCS PEARSON, INC	10E000 2140 4140 00 000000	Q-Interactive Standard License Digital	159749	01/30/2025	80015 0	ACCOUNT	1,160.00
							Totals for 80015	1,160.00
							Totals for NCS PEARSON, INC	1,160.00
04/23/2025	QUEST FOOD MGT SERVI	10E000 2560 3140 00 000000	Breakfast & Lunch March 2025	IN128920	03/31/2025	80016 0	ACCOUNT	157,241.56
							Totals for 80016	157,241.56
							Totals for QUEST FOOD MGT SERVICES	157,241.56
04/23/2025	QUILL CORPORATION	10E000 1100 4100 00 430000	Supplies - SPL	43574587	04/03/2025	80017 0	ACCOUNT	833.45
04/23/2025	QUILL CORPORATION	10E000 1100 4130 00 000000	Supplies - SPL	43569738	04/03/2025	80017 0	ACCOUNT	44.00
04/23/2025	QUILL CORPORATION	10E000 1100 4100 00 430000	Supplies - SPL	43601081	04/05/2025	80017 0	ACCOUNT	224.94
							Totals for 80017	1,102.39
							Totals for QUILL CORPORATION	1,102.39
04/23/2025	QUINONES, LISSETTE	10E000 1100 4100 00 430000	Reimbursement - Materials for Maker Faire	031925	03/19/2025	80018 0	ACCOUNT	64.58
							Totals for 80018	64.58
							Totals for QUINONES, LISSETTE	64.58
04/23/2025	REHLING, KIM	10E001 1100 4100 00 000000	Reimbursement - Supplies	031925	03/19/2025	80019 0	ACCOUNT	125.00
04/23/2025	REHLING, KIM	10E000 1100 4100 00 430000	Reimbursement - Maker Faire Supplies	032125	03/21/2025	80019 0	ACCOUNT	9.00
							Totals for 80019	134.00

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Totals for REHLING, KIM								134.00
04/23/2025	RIDE-ON TRANSIT	40E000 2550 3184 00 000000	Student Transportation - March 2025	250305	03/31/2025	80020 0	ACCOUNT	51,538.00
04/23/2025	RIDE-ON TRANSIT	40E000 2550 3184 00 000000	Student Transportation - March 2025	250306	03/31/2025	80020 0	ACCOUNT	320.00
Totals for 80020								51,858.00
Totals for RIDE-ON TRANSIT								51,858.00
04/23/2025	RODRIGUEZ, CHRYSTAL	10E001 1100 4100 00 000000	Reimbursement - Supplies	031425	03/14/2025	80021 0	ACCOUNT	80.35
04/23/2025	RODRIGUEZ, CHRYSTAL	10E001 1100 4100 00 000000	Reimbursement - Supplies	031425.1	03/15/2025	80021 0	ACCOUNT	92.96
Totals for 80021								173.31
Totals for RODRIGUEZ, CHRYSTAL								173.31
04/23/2025	ROSHEGER, SARA	10E001 2410 3310 00 000000	Reimbursement - conference	040325	04/04/2025	80022 0	ACCOUNT	162.33
04/23/2025	ROSHEGER, SARA	10E001 2410 3320 00 000000	Reimbursement - Mileage	04032025	04/04/2025	80022 0	ACCOUNT	239.40
04/23/2025	ROSHEGER, SARA	10E001 2410 4100 00 000000	Reimbursement - Supplies	041625	04/16/2025	80022 0	ACCOUNT	31.50
Totals for 80022								433.23
Totals for ROSHEGER, SARA								433.23
04/23/2025	SAKHI, NIDA	10E001 1100 4100 00 000000	Reimbursement - Supplies	031225	03/12/2025	80023 0	ACCOUNT	129.79
Totals for 80023								129.79
Totals for SAKHI, NIDA								129.79
04/23/2025	SAM'S CLUB	10E000 2520 6400 00 000000	Interest Charge	INTEREST C	03/25/2025	80025 0	ACCOUNT	11.15
04/23/2025	SAM'S CLUB	10E006 1100 4100 25 000000	Supplies - RT	P9280001T0	02/25/2025	80025 0	ACCOUNT	26.61
04/23/2025	SAM'S CLUB	10E000 2560 4100 00 370500	Supplies - PreK	P9280001S0	02/26/2025	80025 0	ACCOUNT	96.36
04/23/2025	SAM'S CLUB	10E000 2560 4100 00 370500	Supplies - PreK	P928000220	03/06/2025	80025 0	ACCOUNT	35.96
04/23/2025	SAM'S CLUB	10E000 2560 4100 00 000000	Supplies - Straws - PT	P9280002E0	03/18/2025	80025 0	ACCOUNT	43.64
04/23/2025	SAM'S CLUB	10E000 2520 6400 00 000000	Annual Membership Renewal	P9280002F0	03/19/2025	80025 0	ACCOUNT	605.00
04/23/2025	SAM'S CLUB	10E000 2520 4100 00 000000	Supplies - DO	P9280002G0	03/20/2025	80025 0	ACCOUNT	92.28
Totals for 80025								911.00
Totals for SAM'S CLUB								911.00

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04/23/2025	SCHER, LYDIA	10E001 1100 4100 00 000000	Reimbursement - Supplies	03182025	03/18/2025	80026 0	ACCOUNT	127.65
04/23/2025	SCHER, LYDIA	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	80026 0	ACCOUNT	550.00
Totals for 80026								677.65
Totals for SCHER, LYDIA								677.65
04/23/2025	SCHOOL SPECIALTY INC	10E002 1100 4100 02 000000	Supplies - Art - PT	2081355429	04/09/2025	80027 0	ACCOUNT	75.66
Totals for 80027								75.66
Totals for SCHOOL SPECIALTY INC								75.66
04/23/2025	SCHWERMAN, ERICA	10E000 2150 3320 00 000000	Reimbursement - Mileage	041525	04/15/2025	80028 0	ACCOUNT	83.72
Totals for 80028								83.72
Totals for SCHWERMAN, ERICA								83.72
04/23/2025	SERENITY LIFE FITNES	10E002 2110 3115 00 430000	Rhythm Programming Session #4	0016	05/30/2024	80029 0	ACCOUNT	3,000.00
04/23/2025	SERENITY LIFE FITNES	10E002 2110 3115 00 430000	Rhythm Programming Session #4	0022	06/09/2024	80029 0	ACCOUNT	6,000.00
Totals for 80029								9,000.00
Totals for SERENITY LIFE FITNESS								9,000.00
04/23/2025	SMITH, DEBORAH	10E000 1225 3120 00 000000	Contract Services - March 3 - April 7	Workload 3	04/07/2025	80030 0	ACCOUNT	3,530.00
Totals for 80030								3,530.00
Totals for SMITH, DEBORAH								3,530.00
04/23/2025	SMITHEREEN PEST MGT	20E001 2540 3120 00 000000	Contract Service - SPL	3671087	04/01/2025	80031 0	ACCOUNT	160.00
04/23/2025	SMITHEREEN PEST MGT	20E000 2540 3120 00 000000	Contract Service - RT	3671559	04/01/2025	80031 0	ACCOUNT	160.00
04/23/2025	SMITHEREEN PEST MGT	20E002 2540 3120 00 000000	Contract Service - PT	3671561	04/01/2025	80031 0	ACCOUNT	170.00
04/23/2025	SMITHEREEN PEST MGT	20E003 2540 3120 00 000000	Contract Service - VKG	3671560	04/01/2025	80031 0	ACCOUNT	160.00
Totals for 80031								650.00
Totals for SMITHEREEN PEST MGT SERVICES								650.00
04/23/2025	SMITH, SEAN	20E000 2540 3320 00 000000	Reimbursement - Mileage	Mar/Apr 20	04/01/2025	80032 0	ACCOUNT	274.61
Totals for 80032								274.61

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							Totals for SMITH, SEAN	274.61
04/23/2025	SOLOMON, RACHEL	10E000 2330 3320 00 000000	Reimbursement - Mileage	032025	03/20/2025	80033 0	ACCOUNT	394.80
							Totals for 80033	394.80
							Totals for SOLOMON, RACHEL	394.80
04/23/2025	SPECIAL EDUCATION DI	40E000 2550 3184 00 000000	Nurse on Bus	2025-04-14	04/14/2025	80034 0	ACCOUNT	75.34
							Totals for 80034	75.34
							Totals for SPECIAL EDUCATION DISTRICT OF	75.34
04/23/2025	SPECTRUM CENTER, INC	10E000 1912 6700 00 000000	Tuition - March 2025	INV-000039	03/31/2025	80035 0	ACCOUNT	17,933.44
							Totals for 80035	17,933.44
							Totals for SPECTRUM CENTER, INC.	17,933.44
04/23/2025	STUERCKE, STEPHANIE	10E001 1100 4100 00 000000	Reimbursement - Supplies	031025	03/10/2025	80036 0	ACCOUNT	187.00
							Totals for 80036	187.00
							Totals for STUERCKE, STEPHANIE	187.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21166204	03/23/2025	80039 0	ACCOUNT	1,780.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21166707	03/23/2025	80039 0	ACCOUNT	2,670.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21166914	03/23/2025	80039 0	ACCOUNT	3,471.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21160337	03/16/2025	80039 0	ACCOUNT	1,780.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21161274	03/16/2025	80039 0	ACCOUNT	2,670.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21161844	03/16/2025	80039 0	ACCOUNT	3,560.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21182610	04/13/2025	80039 0	ACCOUNT	1,780.00
04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21183607	04/13/2025	80039 0	ACCOUNT	2,670.00

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04/23/2025	SUNBELT STAFFING	10E000 2140 3120 00 000000	Contract Service - School PSYCH	21183608	04/13/2025	80039 0	ACCOUNT	3,204.00
							Totals for 80039	23,585.00
							Totals for SUNBELT STAFFING	23,585.00
04/23/2025	SZOSTAK, CAROLINE	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	80040 0	ACCOUNT	550.00
							Totals for 80040	550.00
							Totals for SZOSTAK, CAROLINE	550.00
04/23/2025	T-MOBILE	10E000 2660 3500 00 000000	Cell Phone Services	995441854	03/21/2025	80041 0	ACCOUNT	1,018.68
04/23/2025	T-MOBILE	10E000 2660 3110 00 000000	Technology Service - Hotspot for Students	998347443	03/21/2025	80041 0	ACCOUNT	410.00
							Totals for 80041	1,428.68
							Totals for T-MOBILE	1,428.68
04/23/2025	TEACHERS' RETIREMENT	10E000 2310 2140 00 000000	This FUND - March 2025 Premium	315795	03/25/2025	6306 0	ACCOUNT	3,661.19
							Totals for 6306	3,661.19
							Totals for TEACHERS' RETIREMENT SYSTEM	3,661.19
04/23/2025	TEACHING STRATEGIES	10E001 1125 4100 00 370500	The Creative Curriculum for Preschool Gardening Study	INV213869	04/02/2025	80042 0	ACCOUNT	348.80
04/23/2025	TEACHING STRATEGIES	10E001 1100 4100 00 000000	The Creative Curriculum for preschool Gardening Study	INV213867	04/02/2025	80042 0	ACCOUNT	348.80
							Totals for 80042	697.60
							Totals for TEACHING STRATEGIES & THE CRE	697.60
04/23/2025	TELESOLUTIONS CONSUL	20E000 2540 3500 00 000000	April 1, 2025 - June 30, 2025, Quarterly Invoice	Gurnee56 -	04/01/2025	80043 0	ACCOUNT	1,200.00
							Totals for 80043	1,200.00
							Totals for TELESOLUTIONS CONSULTANTS LLC	1,200.00
04/23/2025	THOMSON REUTERS - WE	10E000 2310 3120 00 000000	Online/Software Subscription	851754811	04/01/2025	80044 0	ACCOUNT	934.17

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			- March 2025					
						Totals for 80044		934.17
						Totals for THOMSON REUTERS - WEST		934.17
04/23/2025	TOPLINE TRANSPORTATI	40E000 2550 3184 00 000000	Student Transportation - March 2024	103777	04/01/2025	80045 0	ACCOUNT	1,946.00
04/23/2025	TOPLINE TRANSPORTATI	40E000 2550 3184 00 000000	Student Transportation - March 2025	103776	04/01/2025	80045 0	ACCOUNT	2,197.00
						Totals for 80045		4,143.00
						Totals for TOPLINE TRANSPORTATION CO		4,143.00
04/23/2025	TRANE U.S. INC	20E002 2540 4100 00 000000	Supplies - PT	18901606	04/02/2025	80046 0	ACCOUNT	1,370.81
04/23/2025	TRANE U.S. INC	60E000 2530 5300 00 000000	Contract Service - SPL - AC	315263040	03/19/2025	80046 0	ACCOUNT	140,006.88
						Totals for 80046		141,377.69
						Totals for TRANE U.S. INC		141,377.69
04/23/2025	TRUE NORTH EDUCATION	10E000 1912 6700 00 000000	Tuition - February 2025	780560225	02/28/2025	80047 0	ACCOUNT	18,113.68
						Totals for 80047		18,113.68
						Totals for TRUE NORTH EDUCATION COOP 804		18,113.68
04/23/2025	VILLAGE OF GURNEE	20E001 2540 3600 00 000000	Water/Sewer - SPL Acct# 07332-01251	459764	04/07/2025	80049 0	ACCOUNT	937.71
04/23/2025	VILLAGE OF GURNEE	20E004 2540 3600 00 000000	Water/Sewer - Trans - Acct#26646-01251	462332	04/07/2025	80049 0	ACCOUNT	126.80
04/23/2025	VILLAGE OF GURNEE	20E003 2540 3600 00 000000	Water/Sewer - VKG - Acct# 08802-01251	459938	04/07/2025	80049 0	ACCOUNT	848.55
04/23/2025	VILLAGE OF GURNEE	20E006 2540 3600 00 000000	Water/Sewer - RT - Acct# 14470-01251	460855	04/07/2025	80049 0	ACCOUNT	922.85
04/23/2025	VILLAGE OF GURNEE	20E000 2540 3600 00 000000	Water/Sewer - DO - Acct# 07340-01251	459766	04/07/2025	80049 0	ACCOUNT	89.65
						Totals for 80049		2,925.56
						Totals for VILLAGE OF GURNEE		2,925.56
04/23/2025	VILLAGE HALL OF GURN	40E000 2550 4680 00 000000	Fuel	4524	04/01/2025	80050 0	ACCOUNT	9,530.53

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04/23/2025	VILLAGE HALL OF GURN	20E000 2540 4680 00 000000	Fuel	4524	04/01/2025	80050 0	ACCOUNT	1,683.55
							Totals for 80050	11,214.08
							Totals for VILLAGE HALL OF GURNEE	11,214.08
04/23/2025	WARREN, MARLA	10E000 2130 3181 00 462000	Contract Service - March 2025	03312025	03/31/2025	80051 0	ACCOUNT	2,784.00
							Totals for 80051	2,784.00
							Totals for WARREN, MARLA	2,784.00
04/23/2025	WASTE MANAGEMENT	20E001 2540 3610 00 000000	Waste Management - March 2025	March 2025	04/01/2025	6305 0	ACCOUNT	634.11
04/23/2025	WASTE MANAGEMENT	20E002 2540 3610 00 000000	Waste Management - March 2025	March 2025	04/01/2025	6305 0	ACCOUNT	2,201.84
04/23/2025	WASTE MANAGEMENT	20E003 2540 3610 00 000000	Waste Management - March 2025	March 2025	04/01/2025	6305 0	ACCOUNT	989.39
04/23/2025	WASTE MANAGEMENT	20E006 2540 3610 00 000000	Waste Management - March 2025	March 2025	04/01/2025	6305 0	ACCOUNT	496.16
04/23/2025	WASTE MANAGEMENT	20E004 2540 3610 00 000000	Waste Management - March 2025	March 2025	04/01/2025	6305 0	ACCOUNT	70.83
							Totals for 6305	4,392.33
							Totals for WASTE MANAGEMENT	4,392.33
04/23/2025	WAUKEGAN SAFE & LOCK	20E003 2540 4100 00 000000	Contract Service	240558	03/31/2025	80052 0	ACCOUNT	687.60
04/23/2025	WAUKEGAN SAFE & LOCK	20E002 2540 4100 00 000000	Contract Service	240297	03/14/2025	80052 0	ACCOUNT	48.00
							Totals for 80052	735.60
							Totals for WAUKEGAN SAFE & LOCK SERVICES	735.60
04/23/2025	WEISS, ASHLEY	10E001 1100 4100 00 000000	Reimbursement - Supplies	031925	03/19/2025	80053 0	ACCOUNT	130.06
04/23/2025	WEISS, ASHLEY	10E000 2310 2230 00 000000	Reimbursement Deductible	041625	04/16/2025	80053 0	ACCOUNT	550.00
							Totals for 80053	680.06
							Totals for WEISS, ASHLEY	680.06
04/23/2025	WILLIAMS, LAUREL	10E001 1100 4100 00 000000	Reimbursement - Supplies	031025	03/10/2025	80054 0	ACCOUNT	172.04
							Totals for 80054	172.04
							Totals for WILLIAMS, LAUREL	172.04
04/23/2025	WILSON LANGUAGE TRAI	10E002 1200 4100 00 000000	Level 2 and 3 Manuals and accessories	INV97991	04/14/2025	80055 0	ACCOUNT	449.28
							Totals for 80055	449.28

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Totals for WILSON LANGUAGE TRAINING								449.28
04/23/2025	WOLD ARCHITECTS AND	60E000 2530 5300 00 000000	Contract Service - VKG	99646	04/30/2025	80056 0	ACCOUNT	401.25
Totals for 80056								401.25
Totals for WOLD ARCHITECTS AND ENGINEERS								401.25
04/23/2025	WOOD, KARIN	10E001 1100 4100 00 000000	Reimbursement - Supplies	031125	03/11/2025	80057 0	ACCOUNT	124.61
04/23/2025	WOOD, KARIN	10E000 2310 2230 00 000000	Deductible Reimbursement	041625	04/16/2025	80057 0	ACCOUNT	477.06
Totals for 80057								601.67
Totals for WOOD, KARIN								601.67
04/23/2025	WTHS/DO	10E000 2560 3140 00 000000	Food Service - Facilities and Equipment Use	March 2025	03/31/2025	80058 0	ACCOUNT	1,300.00
Totals for 80058								1,300.00
Totals for WTHS/DO								1,300.00
Totals for BNK00								765,091.55
04/01/2025	HURCKES, MIKE	10E003 1500 3121 00 000000	WRESTLING ASSIGNOR FEE FY25	IMPREST	04/01/2025	16816 3	IMPREST	137.50
Totals for 16816								137.50
Totals for HURCKES, MIKE								137.50
04/01/2025	MCMAHON, PAUL	10E003 1500 3121 00 000000	ASSIGNOR FEE FOR SOCCER	IMPREST	04/01/2025	16817 3	IMPREST	95.00
Totals for 16817								95.00
Totals for MCMAHON, PAUL								95.00
Totals for BNK03								232.50
04/11/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5493 9	PAYROLL	500.00
04/11/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5493 9	PAYROLL	1,320.00
Totals for 5493								1,820.00
Totals for GURNEE SCHOOL DISTRICT 56								1,820.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT	
04/11/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	44,874.98	
04/11/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	1,927.07	
04/11/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	1,435.57	
04/11/2025	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	4,520.58	
04/11/2025	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	1,865.42	
04/11/2025	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	1,923.43	
04/11/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	184.97	
04/11/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	91.00	
04/11/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	3,464.23	
04/11/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	145.00	
04/11/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	92.00	
04/11/2025	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	8,941.45	
04/11/2025	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	436.25	
04/11/2025	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5494 9	PAYROLL	449.84	
04/11/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250411AF	04/11/2025	5494 9	PAYROLL	8,309.43	
04/11/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250411AF	04/11/2025	5494 9	PAYROLL	9,827.54	
							Totals for 5494	88,488.76	
04/15/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250415AD	04/15/2025	5501 9	PAYROLL	0.00	
04/15/2025	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20250415AD	04/15/2025	5501 9	PAYROLL	19.40	
04/15/2025	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20250415AD	04/15/2025	5501 9	PAYROLL	4.54	
04/15/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250415AF	04/15/2025	5501 9	PAYROLL	19.40	
04/15/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250415AF	04/15/2025	5501 9	PAYROLL	4.54	
							Totals for 5501	47.88	
								Totals for FIFTH THIRD BANK	88,536.64
04/11/2025	HEALTH EQUITY	10L000 4560 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	79904 9	PAYROLL	908.70	
04/11/2025	HEALTH EQUITY	20L000 4560 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	79904 9	PAYROLL	5.00	
							Totals for 79904	913.70	
								Totals for HEALTH EQUITY	913.70
04/11/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5495 9	PAYROLL	48.00	
04/11/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5495 9	PAYROLL	5.00	
04/11/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5495 9	PAYROLL	17.00	
04/11/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5495 9	PAYROLL	23,896.04	
04/11/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5495 9	PAYROLL	1,186.98	

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
04/11/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5495 9	PAYROLL	1,301.26
							Totals for 5495	26,454.28
04/15/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250415AD	04/15/2025	5502 9	PAYROLL	14.79
							Totals for 5502	14.79
Totals for ILLINOIS DEPARTMENT OF REVENUE								26,469.07
04/11/2025	NIHIP	10L000 4560 0000 00 000000	April 2025	April 2025	04/11/2025	79905 9	PAYROLL	322,343.96
04/11/2025	NIHIP	20L000 4560 0000 00 000000	April 2025	April 2025	04/11/2025	79905 9	PAYROLL	21,978.00
04/11/2025	NIHIP	40L000 4560 0000 00 000000	April 2025	April 2025	04/11/2025	79905 9	PAYROLL	21,978.00
							Totals for 79905	366,299.96
Totals for NIHIP								366,299.96
04/11/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5496 9	PAYROLL	2,870.30
04/11/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5496 9	PAYROLL	1,640.00
04/11/2025	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5496 9	PAYROLL	25.00
04/11/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5496 9	PAYROLL	11,899.56
04/11/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5496 9	PAYROLL	4,106.07
							Totals for 5496	20,540.93
Totals for PLANCONNECT								20,540.93
04/11/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5497 9	PAYROLL	500.00
04/11/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5497 9	PAYROLL	782.18
04/11/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5497 9	PAYROLL	937.13
04/11/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5497 9	PAYROLL	285.00
							Totals for 5497	2,504.31
Totals for TEACHER 457 SAVINGS								2,504.31
04/11/2025	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5499 9	PAYROLL	4,445.09
04/11/2025	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5499 9	PAYROLL	49,898.04
04/11/2025	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250411AF	04/11/2025	5499 9	PAYROLL	1,565.74
04/11/2025	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250411AF	04/11/2025	5499 9	PAYROLL	250.48
04/11/2025	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250411AF	04/11/2025	5499 9	PAYROLL	544.63
04/11/2025	TEACHERS' RETIREMENT	10L000 4590 0000 00 000000	Payroll accrual	20250411AF	04/11/2025	5499 9	PAYROLL	3,215.70
							Totals for 5499	59,919.68

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for TEACHERS' RETIREMENT SYSTEM								59,919.68
04/11/2025	TEACHERS' HEALTH INS	10L000 4590 0000 00 000000	Payroll accrual	20250411AF	04/11/2025	5500 9	PAYROLL	3,714.57
Totals for 5500								3,714.57
Totals for TEACHERS' HEALTH INSURANCE								3,714.57
04/11/2025	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5498 9	PAYROLL	1,659.42
04/11/2025	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5498 9	PAYROLL	139.85
04/11/2025	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250411AD	04/11/2025	5498 9	PAYROLL	49.35
Totals for 5498								1,848.62
Totals for WISCONSIN DEPARTMENT OF REVEN								1,848.62
Totals for BNK09								572,567.48
Totals for checks								1,337,891.53

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	504,316.82	0.00	465,433.58	969,750.40
20	OPER & MAINT FUND	27,752.30	0.00	72,059.89	99,812.19
40	TRANSPORTATION FUND	27,337.45	0.00	76,206.45	103,543.90
50	RETIREMENT FUND	18,160.91	0.00	0.00	18,160.91
60	CAPITAL PROJECTS	0.00	0.00	140,893.13	140,893.13
80	TORT IMMUNITY FUND	0.00	0.00	5,731.00	5,731.00
***	Fund Summary Totals ***	577,567.48	0.00	760,324.05	1,337,891.53

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

AS OF March 31, 2025

	2024-25	2024-25	% of Actual
Fund	Budgeted Revenue	Actual Revenue	to Budget
Education	\$ 30,296,906.00	\$ 15,693,757.03	51.80%
Operation & Maintenance	\$ 2,817,000.00	\$ 1,142,344.77	40.55%
Debt Service	\$ 4,485,000.00	\$ 1,761,755.92	39.28%
Transportation	\$ 2,555,000.00	\$ 1,127,115.04	44.11%
Retirement	\$ 958,000.00	\$ 427,486.17	44.62%
Capital Projects	\$ 300,000.00	\$ -	0.00%
Working Cash	\$ 264,000.00	\$ 7,061.72	2.67%
Tort Immunity	\$ 400,000.00	\$ 214,583.52	53.65%
Fire Prevention Safety	\$ -	\$ -	0.00%
Total	\$ 42,075,906.00	\$ 20,374,104.17	48.42%

	2024-25	2024-25	% of Actual
Fund	Budgeted Expenditures	Actual Expenditures	to Budget
Education	\$ 30,735,732.00	\$ 21,990,533.75	71.55%
Operation & Maintenance	\$ 2,716,915.00	\$ 1,719,673.62	63.30%
Debt Service	\$ 4,353,720.00	\$ 3,611,268.66	82.95%
Transportation	\$ 2,710,506.00	\$ 2,184,496.52	80.59%
Retirement	\$ 931,118.00	\$ 663,260.49	71.23%
Capital Projects	\$ 5,400,000.00	\$ 4,868,349.05	90.15%
Working Cash	\$ 200,000.00	\$ -	0.00%
Tort Immunity	\$ 376,000.00	\$ 341,187.71	90.74%
Fire Prevention Safety	\$ -	\$ -	0.00%
Total	\$ 47,423,991.00	\$ 35,378,769.80	74.60%

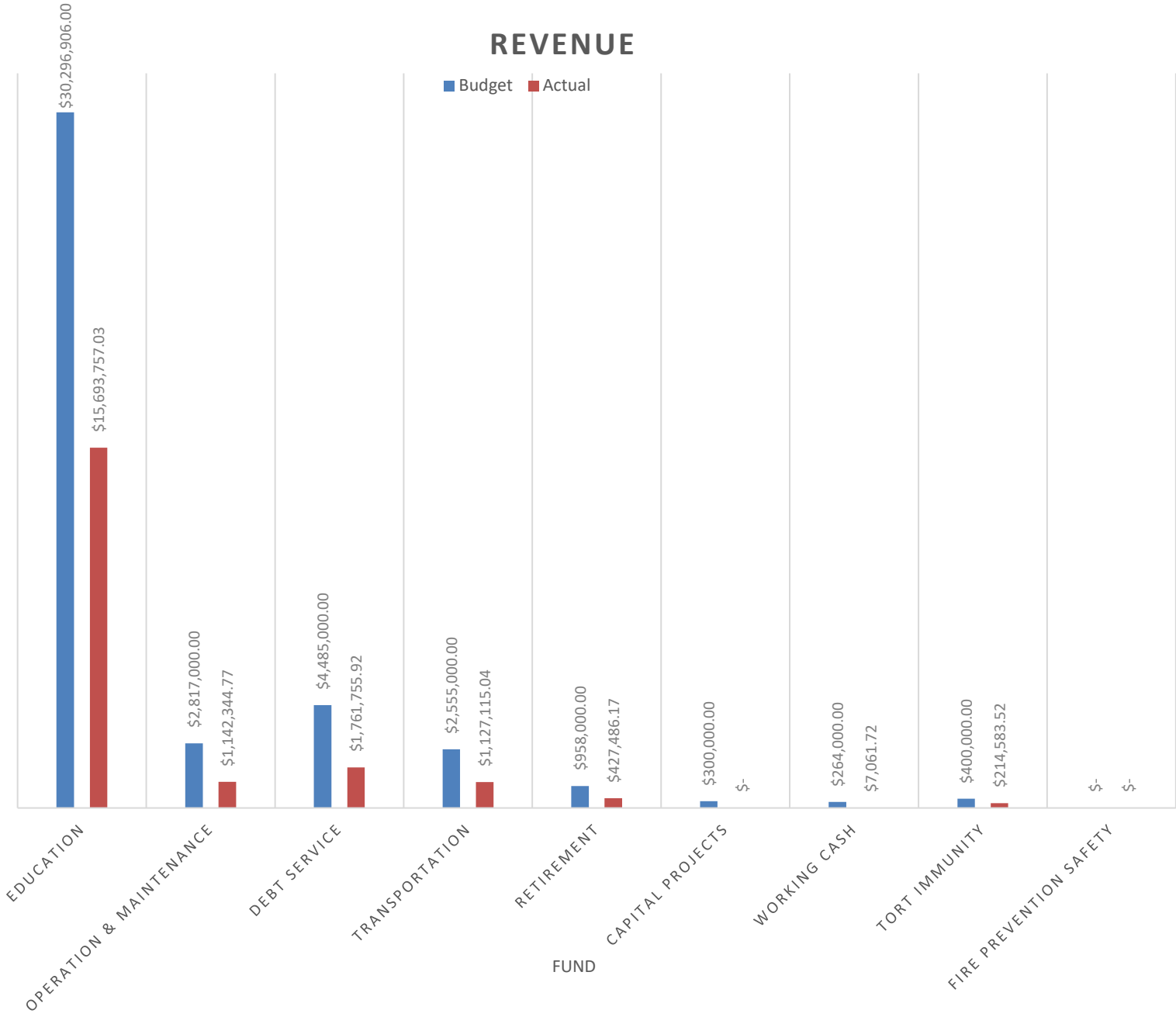
Fund Balance

AS OF March 31, 2025

	6/30/24			Revenue + or (-)	3/31/25
Fund	Fund Balance	Revenue	Expenditures	Expenditures	Fund Balance
Education	\$ 13,853,829.00	\$ 15,693,757.03	\$ 21,990,533.75	\$ (6,296,776.72)	\$ 7,557,052.28
Operation & Maintenance	\$ 1,528,904.00	\$ 1,142,344.77	\$ 1,719,673.62	\$ (577,328.85)	\$ 951,575.15
Debt Service	\$ 1,436,811.00	\$ 1,761,755.92	\$ 3,611,268.66	\$ (1,849,512.74)	\$ (412,701.74)
Transportation	\$ 1,863,149.00	\$ 1,127,115.04	\$ 2,184,496.52	\$ (1,057,381.48)	\$ 805,767.52
Retirement	\$ 806,094.00	\$ 427,486.17	\$ 663,260.49	\$ (235,774.32)	\$ 570,319.68
Capital Projects	\$ -	\$ -	\$ 4,868,349.05	\$ (4,868,349.05)	\$ (4,868,349.05)
Working Cash	\$ 7,340,765.00	\$ 7,061.72	\$ -	\$ 7,061.72	\$ 7,347,826.72
Tort Immunity	\$ 475,475.00	\$ 214,583.52	\$ 341,187.71	\$ (126,604.19)	\$ 348,870.81
Fire Prevention Safety	\$ 14,404.00	\$ -	\$ -	\$ -	\$ 14,404.00
Total	\$ 27,319,431.00	\$ 20,374,104.17	\$ 35,378,769.80	#####	\$ 12,314,765.37

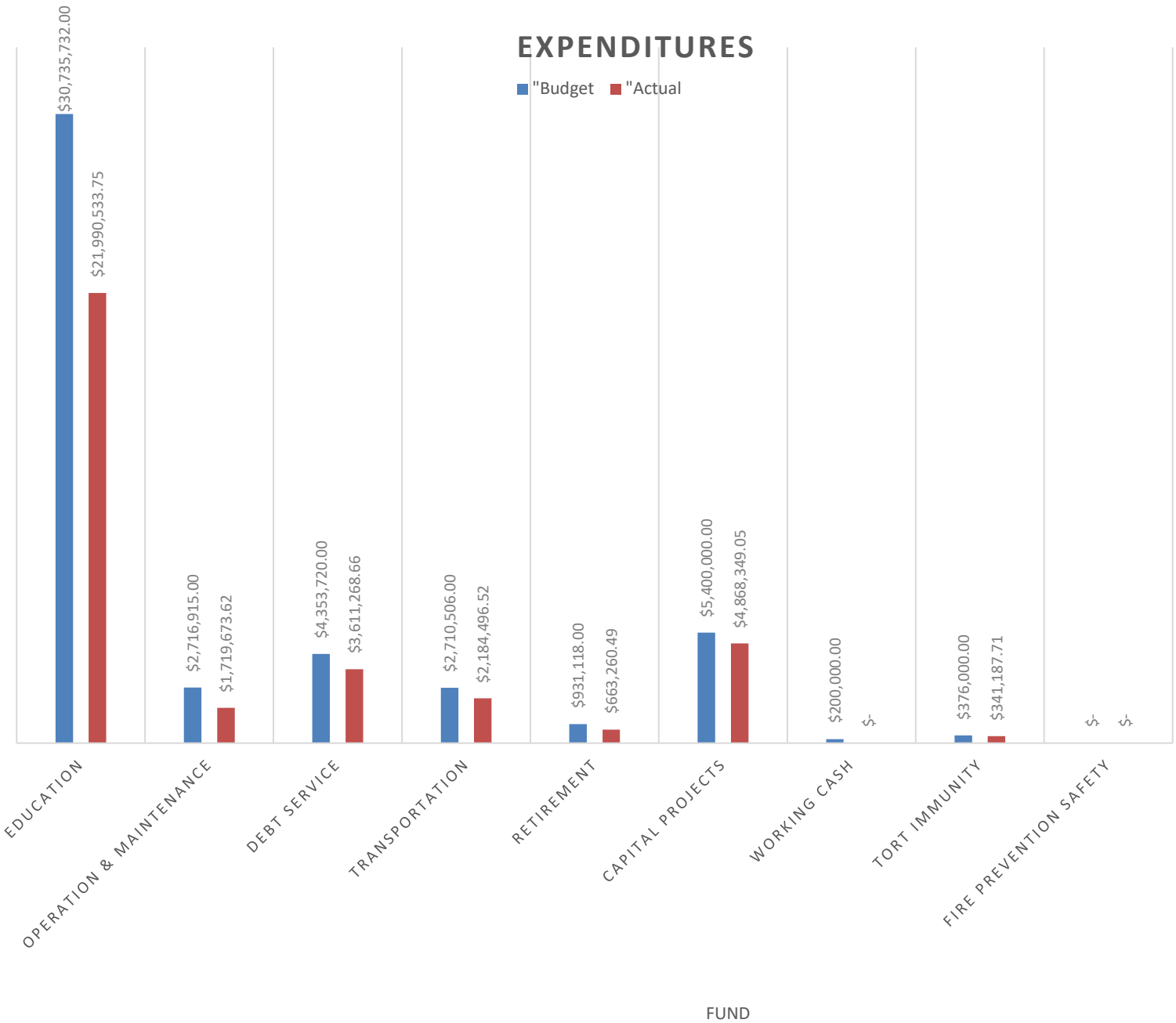
REVENUE

■ Budget ■ Actual

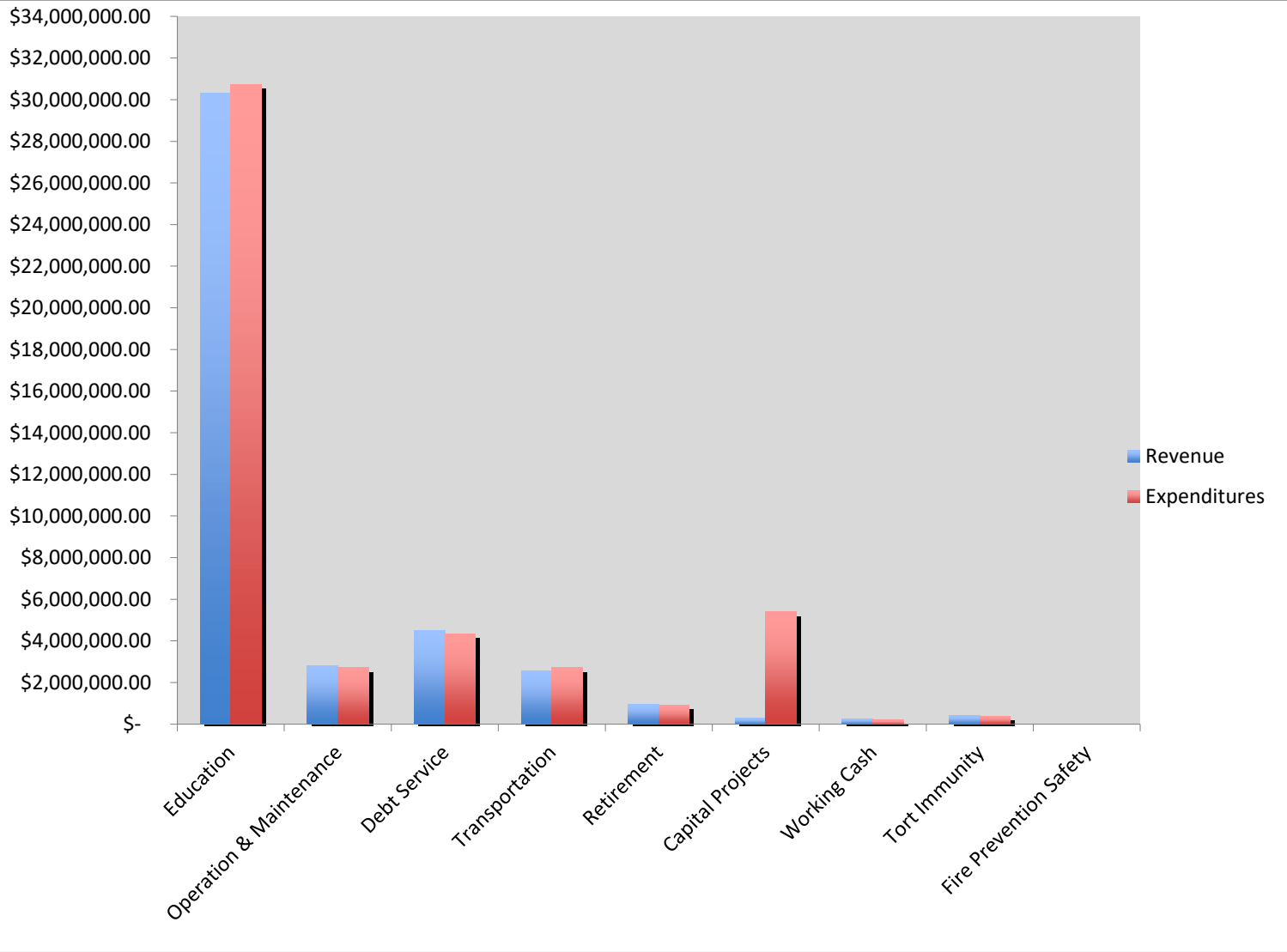


EXPENDITURES

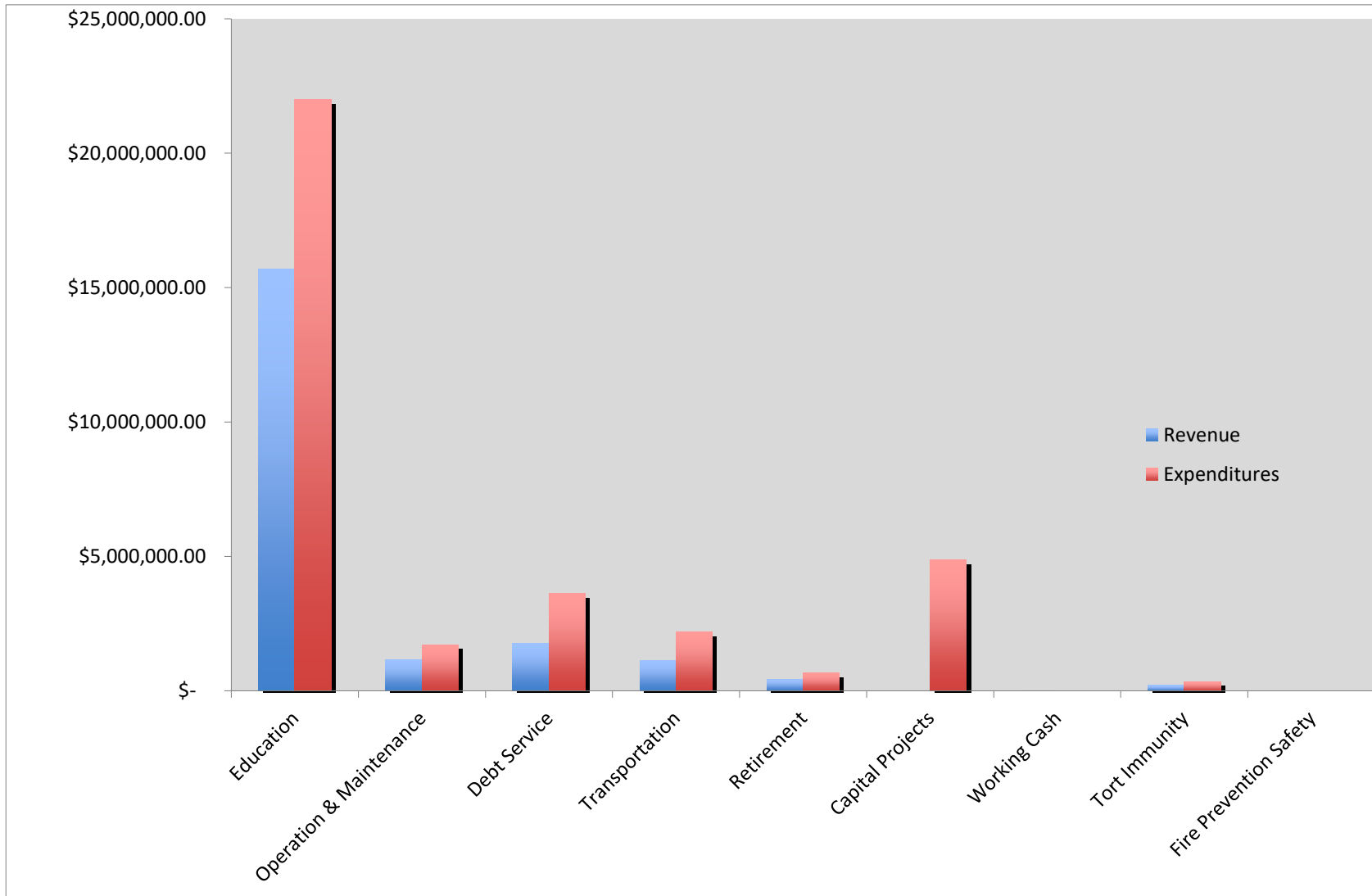
"Budget" "Actual"



Budgeted Revenue vs Budgeted Expenditures



Actual Revenue vs Actual Expenditures



eGrant Management System

Printed Copy of Application

Applicant: GURNEE SD 56

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GURNEE SD 56

Date Generated: 3/12/2025 12:26:58 PM

Generated By: petehelpers

1. Contact Information for Person Completing This Form

Last Name* <input type="text" value="Correa"/> Phone* <input type="text" value="847"/> <input type="text" value="336"/> <input type="text" value="0800"/> Extension <input type="text"/>	First Name* <input type="text" value="Luis"/> Email* <input type="text" value="lcorrea@d56.org"/>	Middle Initial <input type="text" value="F"/>
---	--	--

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity. The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances. In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

((count) of 2500 maximum characters used)

The Gurnee District #56 Board of Education policy states that all students, teachers, paraprofessionals, administrators, participating support personnel, and parents regardless of gender, race, national origin, color, disability, or age, will have equal access to all programs. All teachers and instructional staff will receive training to ensure that all students are included in the curriculum including extra curricular activities. We continue to evaluate access to programs from support to extension to make sure no student is excluded due to identification as a member of a sub group or inappropriate screening systems. District leadership, Board of Education members, District Office staff and general staff continue to engage in professional development, and community engagement, to create equitable access for all families and students.

3. Bilingual Program Director Assurance

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

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

4. District Migrant Education Program Liaison

Last Name <input type="text" value="Torres"/> Phone <input type="text" value="847"/> <input type="text" value="336"/> <input type="text" value="0800"/> Extension <input type="text"/>	First Name <input type="text" value="Miriam"/> Extension <input type="text"/>	Middle Initial <input type="text"/> Email <input type="text" value="mtorres@d56.org"/>
---	--	---

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low Income Schools
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.* ((count) of 7500 maximum characters used)

The district has worked with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts. We included a wide range of stakeholders in the process. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR. Throughout this process, we engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process involved members of our SIP Teams only as we wanted to identify and develop plans based on the needs assessment data. Lastly, we engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

Response from the approved prior year Consolidated District Plan.

The district will work with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts. We need to include a wide range of stakeholders in the process as the planning year is critical to set us up for success and improvement. The first step in the process will be to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. The second step will be to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR. Throughout this process, we will be engaging our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data. Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

3. Will the LEA braid funding?* Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

- Yes No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?* Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no.

Transfer of Funds

- Yes No

If Yes Transfer of Funds is selected, you will need to indicate which fund sources are being transferred and if it will be partial or all in the box below.

- | | | |
|---|---|--|
| <input type="checkbox"/> Title II to Title I | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input checked="" type="checkbox"/> Title IV to Title I | <input type="checkbox"/> Transfer Partial Funds | <input checked="" type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title II to Title IV | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title II | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |

5. Provide a Summary of the LEA's Needs Assessment.*

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

((count] of 7500 maximum characters used)

The District will continue to use student, parent, and community surveys to identify the needs of the district including community outreach surveys, diversity, equity, and inclusion surveys, student social emotional check-in/survey, and the State of Illinois 5 Essentials survey. The District also collects data surrounding professional development needs through required feedback forms completed by staff.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

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

- A. School and/or district report card(s)
- B. Five Essentials Survey
- C. Student achievement data (disaggregated by student groups)
- D. Current recruitment and retention efforts and effectiveness data
- E. Professional development plan(s)
- F. School improvement plan(s)
- G. ESSA site based expenditure data
- H. ED School Climate Survey (EDSCLS)
- I. CDC School Health Index
- J. National School Climate Center
- K. ASCD School Improvement Tool
- L. Illinois Quality Framework and Supporting Rubric
- M. Other

List and describe other instruments and/or processes that were used in the needs assessment.

Parent Advisory CommitteesSWIS Data (Behavioral Data)Class SizeCaseloads and WorkloadsSEL Staff and Community Needs AssessmentPanorama Community Needs Assessment in the areas of Diversity, Equity, and Inclusion

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

- Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- Include any additional information relevant to this planning document. Provide targeted responses where noted.
- Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social-emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. Interventionist support (using research-based programming) in the areas of reading, math and SEL are being provided to Title 1 schoolwide assistance schools. Professional development is in place on Social Justice/Implicit Bias to improve the understanding of SEL/student needs, social justice and restorative practices for staff in designated Title 1 schools.Math and reading interventionists are conducting interventions in the areas of math and reading.The district stakeholder group identified the need to work with teachers to help them identify priority standards and to help students who close gaps by providing differentiated instruction.The district stakeholder group identified the need to work with teachers to help them in the area of SEL and the development of healthy classroom culture, so we will provide training to all staff in those areas.

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

The district has worked with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts.We included a wide range of stakeholders in the process. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process involved members of our SIP Teams only as we wanted to identify and develop plans based on the needs assessment data.Lastly, we engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

C. Title I, Part D - Delinquent**D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social-emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. These funds are also used to provide class size reduction in kindergarten. Allowing us to provide more individualized attention for reading, math and SEL to our youngest students.

G. Title III - LIEP

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. The district stakeholder group identified the need for improved instructional strategies for our Emerging Bilinguals. We will continue to work with an outside consultant to develop teacher practice in the SIOP model of instruction. Imagine Learning is a research-based, standards-aligned curriculum that builds core reading and academic language skills, including support in 15 languages. This program is supplemental and paid for through Title III.

H. Title III - ISEP

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. We will roll Title IV money into our Title I fund.

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

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

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals is being considered. The funds will be used to hire paraprofessionals, provide professional development in the area of providing interventions with integrity and to provide contract OT and PT services, and proportionate share.

L. IDEA, Part B - Preschool

The needs assessments listed above have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals is being considered. The funds will be used to hire paraprofessionals, provide professional development in the area of providing interventions with integrity and to provide contract OT and PT services, and proportionate share.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of local testing, Common Formative Assessments and nationally normed local assessments to facilitate curriculum revision, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targets. The use of data and instructional practices to improve classroom culture and community. To monitor student progress to ensure one year of growth for one year of experience.

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

Check all that apply.

- A. Teachers (1,7,8)
- B. Principals (1,7,8)
- C. Other school leaders (1,8)
- D. Paraprofessionals (1)
- E. Specialized instructional support personnel (1,2,3,4,8)
- F. Charter school leaders (in a local educational agency that has charter schools) (1)
- G. Parents and family members of children in attendance centers covered by included programs (1,2,3,4,7,8)
- H. Parent liaisons
- I. Title I director (1)
- J. Title II director (1)
- K. Bilingual director (Administrator overseeing EL Services) (1,6,8)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Community members and community based organizations (7)
- P. Business representatives (2,3,4)
- Q. Researchers (7)
- R. Institutions of Higher Education (7)
- S. Homeless Liaison
- T. Other - specify
- U. Additional Other - specify

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be**

requested during monitoring; keep documentation on file. [1]

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

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

((count] of 7500 maximum characters used)

Parents, Staff, and Community: What characteristics should students be able to demonstrate upon graduation from District 56? What feedback do you have on the values the district has identified as part of its strategic planning and creation and implementation of the Portrait of a Graduate process? Staff: Questions above, plus - What strategies do you use to assist students? What steps do you take to develop a healthy classroom culture? Administrative meetings - At the administrative team meetings held monthly the full team discusses professional learning communities, current progress and performance on Goal Attainment and Assessment of student performance. Meeting dates for the 2024-25 School Year: 9/10, 10/8, 11/19, 12/17/2024, 1/23, 2/18, 3/18, 4/15, and 5/13/2025

Response from the prior year Consolidated District Plan.

Parents, Staff, and Community: What characteristics should students be able to demonstrate upon graduation from District 56? What feedback do you have on the values the district has identified as part of its strategic planning and creation and implementation of the Portrait of a Graduate process? Staff: Questions above, plus - What strategies do you use to assist students? What steps do you take to develop a healthy classroom culture? Administrative meetings - At the administrative team meetings held monthly the full team discusses professional learning communities, current progress and performance on Goal Attainment and Assessment of student performance. Meeting dates for the 2023 - 2024 School Year: 8/29, 9/12, 9/26, 10/10, 10/24, 11/7, 11/14, 11/28, 12/12, 1/9, 1/23, 2/6, 3 / 5, 3/19, 4/9, 4/23, 5/7, 5/21, 6/11

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

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

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

((count] of 7500 maximum characters used)

District 56 involved parents in the strategic planning process through survey, initiation to planning committee meetings. Parents and family members participated in SWOT analysis and values identification meetings to help the administrative team develop a 5 year strategic plan. District 56 surveys its community regularly through The Five Essentials, Panorama, and community outreach surveys about Title Funds to continually stay informed about our stakeholders perceptions of our strategic initiatives and use of federal and local funds. Parents of students participating in the MTSS programs are invited to school meetings where staff work with parents, collaboratively, to design an appropriate intervention program for their child. Discipline Committees and Bilingual Parent Advisory committees are also convened regularly to discuss the education program and/or related services. Parents are also included in the hiring process for building and district level administrators. The Title I Parent Compact is sent out and collected annually.

Response from the prior year Consolidated District Plan.

School Board Policy addresses the need for parent involvement in their child's education. Policy 8:95: Parental Involvement requires the district staff to take measures that create collaboration opportunities between families and the schools. Administrators and teachers have an obligation as posed in the policy to create two-way communication, provide opportunities for input from parents and inform parents of their rights as parents and guardians. The policy also requires administrators and staff to inform parents as to how they can assist in their child's education and the development of educational plans. District 56 involved parents in the strategic planning process through survey, initiation to planning committee meetings. Parents and family members participated in SWOT analysis and values identification meetings to help the administrative team develop a 5 year strategic plan. District 56 surveys its community regularly through The Five Essentials, Panorama, and community outreach surveys about Title Funds to continually stay informed about our stakeholders perceptions of our strategic initiatives and use of federal and local funds. Parents of students participating in the MTSS programs are invited to school meetings where staff work with parents, collaboratively, to design an appropriate intervention program for their child. Discipline Committees and Bilingual Parent Advisory committees are also convened regularly to discuss the education program and/or related services. Parents are also included in the hiring process for building and district level administrators. The Title I Parent Compact is sent out and collected annually.

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

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

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

((count] of 7500 maximum characters used)

Community outreach events are hosted at each of our buildings during the course of the year. At these events we also gather input from our parent community about the best ways to meet their students' needs through use of Title funds. The Diversity, Equity, and Inclusion Committee altered previous programs from student presentations to family engagement and interactive meetings involving the full community and not just the school community. The school committee and the Parent Advisory Committee are making personal invitations to EL parents to bring them to the planned district wide events, such as BPAC. Bilingual Parent Advisory Committees - continue to look at the needs of our students and our community. Hope to provide more family access to community support and to connect more families to the school community for increased parent engagement. Advisory Committee (discipline) - Parents were invited to review data and discuss parent and student needs and goals for safety and discipline. The committee has restructured its PBIS system with a new discipline flow chart, updated definitions for minors and majors (classroom and office). Future training and tools for staff to support the needs of students who have skill deficits in the area of behavior. The committee will next review and rewrite our attendance/truancy procedures and protocols to meet the needs of all students, including special needs, EL and homeless students.

Response from the prior year Consolidated District Plan.

Digital Citizenship Curriculum - a program that provides learning opportunities for the parents and an opportunity for them to learn with the students. Community outreach events are hosted at each of our buildings during the course of the year. At these events we also gather input from our parent community about the best ways to meet their students' needs through use of Title funds. The Diversity, Equity, and Inclusion Committee altered previous programs from student presentations to

family engagement and interactive meetings involving the full community and not just the school community. The school committee and the Parent Advisory Committee are making personal invitations to EL parents to bring them to the planned district wide events, such as BPAC. Bilingual Parent Advisory Committees - continue to look at the needs of our students and our community. Hope to provide more family access to community support and to connect more families to the school community for increased parent engagement. Advisory Committee (discipline) - Parents were invited to review data and discuss parent and student needs and goals for safety and discipline. The committee has restructured its PBIS system with a new discipline flow chart, updated definitions for minors and majors (classroom and office). Future training and tools for staff to support the needs of students who have skill deficits in the area of behavior. The committee will next review and rewrite our attendance/truancy procedures and protocols to meet the needs of all students, including special needs, EL and homeless students.

Title I Requirement:

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

[ESEA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Private School Participation

File Upload instructions are linked below. [Click here for general page instructions.](#)

The application has been locked. No more updates will be saved for the application.

NOTE: This page may remain blank if no private schools are listed or participating in the programs
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Lions Math & Science Christi	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Affirm Leadership Christian /	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Woodlands Acad of the Sacr	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
S.T.U.D.Y.S. Ministries Christ	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Lake County Christian Acade	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
St Johns Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Westlake Christian Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
East Lake Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Most Blessed Trinity Academ	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
St Joseph School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Prince of Peace	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Our Lady of Humility	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Montessori Sch of Lake Fore	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
A Village Green Montessori	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
American School of Correspc	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
MCC Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Valeo Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen

Christian Heritage Academy	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
Sager Solomon Schechter D	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="button" value="Choose File"/> No file chosen
St Patrick	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): 12	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 425	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): 425	<input type="button" value="Choose File"/> No file chosen

Comments:

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

ISBE Goals:

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

District Goal(s):

- Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics.The establishment of a learning environment that supports reflective thinking and a free exchange of ideas.Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targets.To monitor student progress to ensure one year of growth for one year of experience.To provide diverse learning opportunities that result in life-long learning.

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

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

If the district does not offer early childhood education programs, enter

No Preschool Programs

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

([count] of 7500 maximum characters used)

Gurnee School District 56 currently offers both Early Childhood Special Education classes as well as Early Learning classes. The Early Learning classes are funded through the Preschool For All grant. The Preschool For All funded programs are a blended program as approved by the grant to enroll both At-Risk and Special Education identified students in the same classroom. These programs are currently operated under the Gold performance standard awarded by the state auditors. The program provides a rigorous curriculum addressing academics, social and emotional development, fine and gross motor skills. Response to Intervention programs begin with the Early Learning programs and most often focus on motor development or speech and language development services. School District 56 teachers facilitate parent and child sessions that are modeled after the Parent as Teacher program. This program's aim is to build the capacity of parents who have children that may be at risk of academic failure to support their child's learning at home. Parents are provided with materials to use at home with their child to support their child's learning and development. Community Outreach - In addition to offering Child Find screenings throughout the year both onsite and at other community locations, PreKindergarten and Kindergarten Teachers participate in Kindergarten parent information nights at local preschools to inform parents of kindergarten expectations. Related service staff visit and observe in local preschools to collaborate and set up intervention plans for students that are district residents.

Response from the approved prior year Consolidated District Plan.

Gurnee School District 56 currently offers both Early Childhood Special Education classes as well as Early Learning classes. The Early Learning classes are funded through the Preschool For All grant. The Preschool For All funded programs are a blended program as approved by the grant to enroll both At-Risk and Special Education identified students in the same classroom. These programs are currently operated under the Gold performance standard awarded by the state auditors. The program provides a rigorous curriculum addressing academics, social and emotional development, fine and gross motor skills. Response to Intervention programs begin with the Early Learning programs and most often focus on motor development or speech and language development services. School District 56 teachers facilitate parent and child sessions that are modeled after the Parent as Teacher program. This program's aim is to build the capacity of parents who have children that may be at risk of academic failure to support their child's learning at home. Parents are provided with materials to use at home with their child to support their child's learning and development. Community Outreach - In addition to offering Child Find screenings throughout the year both onsite and at other community locations, PreKindergarten and Kindergarten Teachers participate in Kindergarten parent information nights at local preschools to inform parents of kindergarten expectations. Related service staff visit and observe in local preschools to collaborate and set up intervention plans for students that are district residents.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of local assessment testing to facilitate curriculum revision, differentiated instruction, and targeted student interventions. The development of a plan for a guaranteed viable curriculum that is culturally responsive in every subject area for every student. Use data accurately to quickly predict those students who will need the most support in meeting annual assessment targets. To monitor student progress to ensure at least one year of growth for one year of experience.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

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Gurnee School District 56 provides a well-rounded instructional program for students in Pre-kindergarten through Eighth grade including a full day kindergarten program for all students. In addition to the core content areas of Language Arts, Mathematics, Science and Social Studies students participate in daily Physical Education, Health, Art, Music and Technology. Optional courses include Digital Literacy, Band, Choir and Spanish (both native and non-native courses are available.) Content for all of these courses are aligned with the challenging State academic standards, as well as national standards from the appropriately affiliated organizations such as ISTE (International Society for Technology Education) or WIDA. The district fully complies with all requirements of the Illinois School Code and regularly passes audits of compliance. The development of the district curricula is a continual process completed by teachers and monitored by the parent community throughout each school year. The district works under the Illinois Learning Standards as well as other nationally recognized standards (noted above.) Curriculum maps are developed for courses and housed in the Google Workspace. Revisions and updates are done collaboratively to meet the needs of the students and guide the path towards meeting or exceeding standards and prepare students for a successful transition to Warren Township High School (a separate school district). Curriculum updates and revisions are ongoing and fluid. The curriculum maps are considered live documents as adjustments are made to pacing and scaffolding in order to accommodate our changing population. The mission statement for Gurnee School District 56 is Education that Inspires...Opportunities for All. That was at the forefront when the decision to become a 1:1 school district was made in 2012. Ensuring every student had access to the curriculum and providing student learning twenty-four hours a day would support the district goal of one year of growth for one year of attendance. All students in grades K-8 are provided an iPad and classroom sets of iPads are provided in the Early Childhood and Early Learning classrooms. Students and families in grades K-8 are able to keep that device twenty-four hours a day. The iPad has become the primary content and instructional delivery tool for students. The accessibility tools, interactive textbooks, teacher created instructional videos, screen-casting tools, audio and video features and apps have allowed D56 teachers to personalize learning for all students. Self-paced opportunities are plentiful, allowing students to move through the curriculum as they demonstrate mastery of skills that build towards meeting a standard. Students often remark on how much they appreciate being able to go back and replay the teacher, teaching a concept on their own, rather than having to ask questions in class. Creating entry points all along the way to the curriculum supports all learners and their unique learning traits at all grade levels. As a district, we have transitioned from a teacher-centered to a student-centered environment, which maximizes student choice, engagement and productivity for all students. At the teacher level structures are in place for every grade level or content area team to hold regular professional learning conversations. Formative and Summative assessment results are reviewed to determine if students are making growth toward the identified targets/standards. By identifying strands that demonstrate lower student performance, teachers are able to link back to the curriculum maps to make sure that the curriculum is appropriately addressing the strand at a rigorous level. If the curricula objectives, skills and activities are determined to match the target/standards, then the team reviews the instructional strategies being used by teachers. Team members demonstrating success with this strand share the strategies and the instructional plans they used so others may adjust their instruction accordingly when they reach the content. Professional development is offered for staff that have identified a gap in their instructional preparation.

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

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District 56 has long adhered to the regulations set forth with MTSS. It is the foundational system whereby all students access additional support when needed. The goal of this program is to incorporate an effective three-tiered model, utilizing research based teaching strategies and interventions in order to show meaningful academic and behavioral growth for all D56 students. *There is a shared responsibility for student achievement across the entire school community despite environmental, economic, or educational disadvantages. *All staff members have a part in the MTSS decision making process, follow through on intervention plans and the review of growth data. *Improving the effectiveness of the core instruction is essential to this process. *Assessments should inform and evaluate the impact of instruction in all tier levels. *Core instruction and interventions should be supported by research. *Parents, staff, and students are vital members of the team. *The best way to address student learning and behavioral needs is to be proactive. *All staff members must have quality professional development, adequate tools, strategies, support and resources to meet the needs of all students. *The effectiveness of instruction is routinely monitored; ongoing formative data are used to indicate when changes in instruction are needed. Purpose: The purpose of MTSS is to identify student needs and provide all students with a continuum of increasingly intensive programming based on individual need using a comprehensive decision-making process. This system blends general education, special education, and other support staffs' expertise, services and resources into one system that more effectively meets students' needs. The students' strengths and weaknesses are assessed based on their academic performance or behavior in the school environment. The focus is on functional assessment of students' needs, the provision of usable information to classroom teachers and the development of interventions by a collaborative problem solving team. Early intervention in the typical learning environment is emphasized based on reliable and measurable information. The student's progress is directly and frequently monitored, at all levels of decision-making. Foundation of Model: MTSS is based on the following beliefs; *All students can learn and should have appropriate learning opportunities utilizing scientifically based researched instructional materials. *Everyone in the school is responsible for the education of ALL students. *A strong parent-school partnership provides an important foundation for student success. *Ongoing systematic staff development is necessary to meet the needs of ALL learners. *Collaboration is essential for effective decision-making related to student performance. Components: MTSS is defined by the following: Problem Identification *A problem is defined as the discrepancy verified by multiple sources/measures that exist between any child's current and desired performance. *Assessment takes place using Universal Screening three times throughout the school year to identify students with "at-risk" and significant skill deficits. Problem Analysis *Assessments are directed to specific areas of difficulty related to instruction, curriculum, environment, and/or learner. *The primary focus of assessment is on variables that can be changed within the school setting. *Problem solving occurs in multiple forums: with parents, with grade-level colleagues and/or with a building team. Plan Development *Interventions are identified and considered that address the specific area of identified need. *Interventions are implemented to ensure that the plan is implemented with integrity. *The intervention effectiveness is assessed continuously through progress monitoring. *This data collected over time is the primary source of information for instructional decision-making, including eligibility for special education or other services. *The intervention plan includes a measurable goal that reduces the gap between the current and expected performance. *The progress monitoring system is sensitive to small changes in performance, is easy to administer, is time efficient and inexpensive and allows for repeated administration. Plan Evaluation *Problems are considered resolved when the discrepancy between current and desired performance is no longer significant. *The progress monitoring data is used to determine the effectiveness of the intervention and is used for continued decision-making. *The plan is evaluated in terms of progress toward the goal, level of discrepancy, and level of resources needed. *The next steps are planned based on educational need and educational benefit. The intent of this model is not to avoid the identification of students with

disabilities for special education services. This service delivery system is designed to provide support and services to any student experiencing difficulties in the educational setting whether they have an identified disability or not. MTSS Tiers Tier 1 Research-based Core Instructional Curriculum: Grade level general education curriculum with or without adaptations. Assessment: Local and CBM (AIMSweb) assessments are used to identify students underperforming as compared to national and local norms including class ranking. Local assessments are given three times a year to kindergarten through 8th graders. AIMSweb is given three times a year to grades K-5. It is given strictly for progress monitoring in grades 6-8. Students performing below the 25% are referred for MTSS services. SEL screener is given out periodically, each school year. Tier 2 Targeted Group Interventions Curriculum: Grade level general education curriculum with or without adaptations, additional practice and support for isolated skill/strategy development using peer reviewed, scientifically research-based interventions. Assessment: Local and CBM (AIMSweb) assessments to verify skill development. These assessments are used to progress monitor/strategic monitor progress on a more frequent basis (at least monthly), additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: see programs noted above. Tier 3 Intensive Individual/Small Group Interventions Curriculum: Grade level general education curriculum with additional intensive daily interventions (peer reviewed scientifically research-based), alternative programs of instruction in one or more curricular areas. Assessment: CBM (AIMSweb) progress monitoring of targeted skills. Progress monitoring data is collected on a more continual basis (weekly.) Additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: See Intervention listing, Examples of supplements and programs used as interventions include but are not limited to the following research based instructional programs: Wilson Reading, Making Connections, Superkids, Lexia, Read Naturally, Reading Mastery, and others.

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Peer Reviewed Scientific Research-based Programs: see programs noted above. Tier 3 Intensive Individual/Small Group Interventions Curriculum: Grade level general education curriculum with additional intensive daily interventions (peer reviewed scientifically research-based), alternative programs of instruction in one or more curricular areas. Assessment: CBM (AIMSweb) progress monitoring of targeted skills. Progress monitoring data is collected on a more continual basis (weekly.) Additional diagnostic testing may be performed as needed. Peer Reviewed Scientific Research-based Programs: See Intervention listing, Examples of supplements and programs used as interventions include but are not limited to the following research based instructional programs: Wilson Reading, Making Connections, Superkids, Lexia, Read Naturally, Reading Mastery, ST Math and others.

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

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Additional education assistance is provided in a variety of formats from school to school. Power Up is an additional class added to the school day at appropriate school buildings, specifically to allow additional instruction (Tier 2 and Tier 3 instruction) for students in reading or math. This supplements the Tier one, core instruction program for students requiring additional help. "Class and a half" is another support provided in middle school math for students requiring additional instruction and practice time beyond the regular class period. Students identified as at risk of academic failure may be enrolled in one or both of these intervention programs based on individual need. Small group, pull-out instruction is most often provided at the K-5 level. These personalized interventions align with the identified gap in learning as determined through analysis of AIMSweb, local and common formative assessments. Based upon the size of the gap, students receive these services anywhere from twice a week to daily. Interventions are research based and delivered either by the classroom teacher directly, a certified interventionist or a teaching assistant under the direction of a certified teacher. All intervention programs are in addition to the core instructional program being delivered by highly qualified, certified teachers. It is important to note that all teaching staff in Gurnee School District 56 are highly qualified in the area of teaching for which they are assigned. Certified reading teachers provide individual, small and larger group instruction for those students challenged with decoding, comprehension and other skill based gaps in literacy.

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

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As a 1:1 iPad school district, ongoing professional development on the appropriate integration/use of technology in the classroom continues to be provided to instructional staff. As the use of the devices became solidly embedded and fluid in the classrooms the focus of the improvement of instruction moved to the expansion of support of the existing evidence based instructional strategies in the areas of reading and math at the K-5 levels, and Co-Teaching for special education teachers paired with a small group of general education teachers. Co-Teaching using SIOP model for EL teachers paired with the special education and/or general education teacher to support language development and academic skills for multilingual students. Programs and strategies addressing students' engagement and the development of skills related to being a scholar have also been brought into the district's core and supplemental instructional programs. Teacher Rounds, CHAMPS Structures, and Kagan Cooperative Learning Structures have been adopted to support teachers at the K-5 level with developing student ownership of learning. The district completed a literacy review during the summer of 2024 aligning literacy practices to the ISBE Comprehensive Literacy Plan. A team of more than thirty educators representing general education, special education, multilingual education, and social emotional education partnered together to read, Teaching Reading by Fisher and Frey and developed professional learning modules aligned to each chapter of the book. This year those modules have been used as professional learning resources for all staff so they can align literacy practices in all grade levels and content areas to best practices. Evidence based reading and math instructional strategies that allow teachers the necessary structures to meet the varied needs that exist in a single classroom. The adoption of iReady math in grades k-5 and Amplify Desmos Math in grades 6-8, partnered with ongoing data analysis, assists teachers with identifying students with gaps or challenges that impede their work towards meeting the State academic standards. Flexible groups complement whole class instruction and provide opportunities for students to receive individualized attention and re-teaching when necessary. Use of materials such as Newsela, provide the same content written at different Lexile levels. This provides differentiated entry points for students allowing them to share the learning of the same content with one another. Co-teaching with special education staff, English Language Learning staff and/or Interventionists may also take place during this time. Students at risk of academic failure receive direct instruction on skill deficits in the regular classroom with the whole class, in a small group with a teacher or specialist and with an intervention group. These small groups spiral curriculum allowing the teacher to cycle back to content taught earlier and measure the retention of the concepts throughout the school year. Co-Teaching, as mentioned above, brings the Special Education teacher into the regular education classroom to support the fully included special education students as well as those students at-risk for academic failure. Co-Teaching will also help to support the linguistic and academic needs of our multilingual students. Teachers will co-plan and deliver differentiated lessons. During these lessons either the regular classroom teacher or Special Education teacher will take the lead on the delivery of the lesson while the other teacher moves around the room to support individual students or pull a small group of struggling students to guide them through the lesson with additional scaffolding of information or smaller steps laid out to guide students towards successful mastery of the content. As the student population of Gurnee School District brings more challenges to the classroom and demonstrates less preparation for school it has become necessary to employ new

approaches to instruction. Students need to learn how to be a student and understand the expectations of school with consistent language throughout their academic experiences. Cooperation and ownership of the learning can no longer be expected, but must be taught, first. Kagan Cooperative Learning Structures and CHAMPS Structures were brought into the primary Title I school as a result of research done by a teacher team and the PBIS Tier 1 team. Their work on creating a collaborative classroom has demonstrated success and created excitement and consistency in these classrooms. Title III funds will be used to cover the costs of acquiring, implementing, and sustaining the use of these supplemental resources for EL students. These resources are supplemental to the core curriculum, meaning they provide targeted, additional support specifically for ELs beyond what is offered to all students. This ensures that the district is meeting its obligation under Title III to improve the language proficiency and academic achievement of English learners. Imagine Learning: This platform provides personalized instruction in reading, math, and language development. Title III funds will be used to purchase licenses for EL students, ensuring they receive targeted support in language acquisition through interactive lessons and assessments. Imagine Learning will also help teachers track progress, adjust instruction, and provide personalized learning plans for each student. Words Their Way / Palabras a su Paso: These word study programs focus on phonics, spelling, and vocabulary development, with a specific focus on bilingual instruction for ELs. This resource will help students develop their literacy skills in both English and Spanish, building a strong foundation for reading and writing in both languages. Heggerty: This phonemic awareness curriculum supports early literacy development, which is critical for EL students learning English. This resource will help students build phonological awareness, which is a key predictor of reading success for ELs. By providing these supplemental resources, the district ensures that EL students receive differentiated and targeted instruction that meets their unique language development needs. These resources will provide EL students with the necessary support to succeed in their language development journey. By utilizing Title III funds to implement these programs, the district ensures that the needs of EL students are met through high-quality, evidence-based interventions that are tailored to their learning profiles. We will continue the work on the SIOP model with staff who work with EL students. The SIOP model offers strategies to support language development at any grade level.

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As a 1:1 iPad school district, ongoing professional development on the appropriate integration/use of technology in the classroom continues to be provided to all instructional staff. The goal of leveraging the power of the iPad, allowing students to demonstrate their learning in a variety of ways, has been the focus of professional development activities for staff over the recent past. As the use of the devices became solidly embedded and fluid in the classrooms the focus of the improvement of instruction moved to the expansion of support of the existing evidence based instructional strategies in the areas of reading and math at the K-5 levels, Socratic Seminars at grades 4-8 and Co-Teaching for special education teachers paired with a small group of general education teachers, Co-Teaching using SIOP model for EL teachers paired with the special education and/or general education teacher to support language development and academic skills for multilingual students. Programs and strategies addressing students' engagement and the development of skills related to being a scholar have also been brought into the district's core and supplemental instructional programs. Teacher Rounds, CHAMPS Structures, Kagan Cooperative Learning Structures and the adoption of the The Center for Collaboration's Collaborative Literacy programs of Making Meaning and Becoming a Writer have been adopted to support teachers at the K-5 level with developing student ownership of learning. Evidence based reading and math instructional strategies that allow teachers the necessary structures to meet the varied needs that exist in a single classroom. Ongoing data analysis assists teachers with identifying students with gaps or challenges that impede their work towards meeting the State academic standards. Flexible groups compliment whole class instruction and provide opportunities for students to receive individualized attention and re-teaching when necessary. Use of materials such as Newsela, provide the same content written at different Lexile levels. This provides differentiated entry points for students allowing them to share the learning of the same content with one another. Co-teaching with special education staff, English Language Learning staff and/or Interventionists may also take place during this time. Students at risk of academic failure receive direct instruction on skill deficits in the regular classroom with the whole class, in a small group with a teacher or specialist and with an intervention group. These small groups spiral curriculum allowing the teacher to cycle back to content taught earlier and measure the retention of the concepts throughout the school year. Socratic Seminars provide a forum for students to work both independently and collaboratively as they work with rigorous reading materials such as primary source articles or novels. Cross-curricular seminars bring the classes such as Science and Language Arts together to approach the content of a piece (Science) with the structures of the written word (LA) Socratic Seminars require to organize their thoughts and questions in preparation for their participation in an in-depth discussion of the materials. This practice of argumentative literacy prepares them for writing expository or narrative pieces. It also provides practice for students in the standards' strand of speaking and listening. These seminars take place in grades 4-8 and are done in single and combined classes. Co-Teaching, as mentioned above, brings the Special Education teacher into the regular education classroom to support the fully included special education students as well as those students at-risk for academic failure. Co-Teaching will also help to support the linguistic and academic needs of our multilingual students. Teachers will co-plan and deliver differentiated lessons. During these lessons either the regular classroom teacher or Special Education teacher will take the lead on the delivery of the lesson while the other teacher moves around the room to support individual students or pull a small group of struggling students to guide them through the lesson with additional scaffolding of information or smaller steps laid out to guide students towards successful mastery of the content. As the student population of Gurnee School District brings more challenges to the classroom and demonstrates less preparation for school it has become necessary to employ new approaches to instruction. Students need to learn how to be a student and understand the expectations of school with consistent language throughout their academic experiences. Cooperation and ownership of the learning can no longer be expected, but must be taught, first. Kagan Cooperative Learning Structures and CHAMPS Structures were brought into the primary Title I school as a result of research done by a teacher team and the PBIS Tier 1 team. Their work on creating a collaborative classroom has demonstrated success and created excitement and consistency in these primary classrooms. Finally, the Collaborative Classroom Literacy program for grades 3-5 has an underlying theme of creating scholars, where the behavior of scholars, cooperation and ownership of learning is explicitly taught in every lesson. Title III funds will be used to cover the costs of acquiring, implementing, and sustaining the use of these supplemental resources for EL students. These resources are supplemental to the core curriculum, meaning they provide targeted, additional support specifically for ELs beyond what is offered to all students. This ensures that the district is meeting its obligation under Title III to improve the language proficiency and academic achievement of English learners. Imagine Learning: This platform provides personalized instruction in reading, math, and language development. Title III funds will be used to purchase licenses for EL students, ensuring they receive targeted support in language acquisition through interactive lessons and assessments. Imagine Learning will also help teachers track progress, adjust instruction, and provide personalized learning plans for each student. Words Their Way / Palabras a su Paso: These word study programs focus on phonics, spelling, and vocabulary development, with a specific focus on bilingual instruction for ELs. This resource will help students develop their literacy skills in both English and Spanish, building a strong foundation for reading and writing in both languages. Heggerty: This phonemic awareness curriculum supports early literacy development, which is critical for EL students learning English. This resource will help students build phonological awareness, which is a key predictor of reading success for ELs. By providing these supplemental resources, the district ensures that EL students receive differentiated and targeted instruction that meets their unique language development needs. These resources will provide EL students with the necessary support to succeed in their language development journey. By utilizing Title III funds to implement these programs, the district ensures that the needs of EL students are met through high-quality, evidence-based interventions that are tailored to their learning profiles. We will continue the work on the SIOP model with staff who work with EL students. The SIOP model offers strategies to support language development at any grade level.

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

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The enrollment system at Gurnee District 56 equitably distributes students throughout the school district and classrooms. There are two school sites for every grade level from kindergarten through eighth grade. Enrollment moves back and forth between the two schools to make sure that class sizes and class make up is equitable between each school site. There are no neighborhood schools. Students residing in subsidized housing or low-income areas are assigned to all four schools. Transportation is provided for every D56 student and all four schools receive a mode of transportation from every residential area of the district. As for classroom assignments, each building creates heterogeneous class lists through a process that is completed each spring. A profile is completed on the demographic information for each student identifying gender, ethnicity, income, required special services, reading performance, math performance, behavioral concerns, special interests and other information that would allow for a successful class placement. The process results in equitable classrooms where each classroom has a balance of demographics and small groups of students identified with similar special needs. This allows teachers the ability to provide the additional attention and support to our students that are exceeding or not meeting state standards. Students requiring EL services are placed in classrooms with teachers certified to teach EL or receive EL services from an EL certified resource teacher. All teachers review final class lists to ensure balance of need. No one classroom is allowed to have higher rates of students requiring targeted assistance or identified as at risk of academic failure than other classrooms. When reviewing the needs of the students with special needs and receiving special education support, the team always considers the 70/30 ratio of special education students to general education students in any one given classroom. The process in place has been highly effective in supporting this goal. All teachers in Gurnee School District 56 are highly qualified to be in the position they hold. The profile of students assigned to a new teacher's (inexperienced) classroom and the makeup of that classroom mirror that of the other classrooms in that grade level or content area, throughout the district. Any teachers that are inexperienced or out of placement and requiring support would be continued in the existing mentor program or reenrolled, if necessary. Should the deficiency be identified in any area the teacher would be directed to participate in, participate in professional learning or instructional coaching. The teacher would also be required to create a PDP (professional development plan) in collaboration with their building administrator and the collective bargaining agent's representative. Any necessary conferences or paid consultants agreed upon by both parties would be supported by D56.

Response from the prior year Consolidated District Plan.

The enrollment system at Gurnee District 56 equitably distributes students throughout the school district and classrooms. There are two school sites for every grade level from kindergarten through eighth grade. Enrollment moves back and forth between the two schools to make sure that class sizes and class make up is equitable between each school site. There are no neighborhood schools. Students residing in subsidized housing or low-income areas are assigned to all four schools. Transportation is provided for every D56 student and all four schools receive a mode of transportation from every residential area of the district. As for classroom assignments, each building creates heterogeneous class lists through a process that is completed each spring. A profile is completed on the demographic information for each student identifying gender, ethnicity, income, required special services, reading performance, math performance, behavioral concerns, special interests and other information that would allow for a successful class placement. The process results in equitable classrooms where each classroom has a balance of demographics and small groups of students identified with similar special needs. This allows teachers the ability to provide the additional attention and support to our students that are exceeding or not meeting state standards. Students requiring EL services are placed in classrooms with teachers certified to teach EL or receive EL services from an EL certified resource teacher. All teachers review final class lists to ensure balance of need. No one classroom is allowed to have higher rates of students requiring targeted assistance or identified as at risk of academic failure than other classrooms. When reviewing the needs of the students with special needs and receiving special education support, the team always considers the 70/30 ratio of special education students to general education students in any one given classroom. The process in place has been highly effective in supporting this goal. All teachers in Gurnee School District 56 are highly qualified to be in the position they hold. The profile of students assigned to a new teacher's (inexperienced) classroom and the makeup of that classroom mirror that of the other classrooms in that grade level or content area, throughout the district. Any teachers that are inexperienced or out of placement and requiring support would be continued in the existing mentor program or reenrolled, if necessary. Should the deficiency be identified in the area of technology integration the teacher would be directed to participate in, participate in professional learning or instructional coaching. The teacher would also be required to create a PDP (professional development plan) in collaboration with their building administrator and the collective bargaining agent's representative. Any necessary conferences or paid consultants agreed upon by both parties would be supported by D56.

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

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

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([count] of 7500 maximum characters used)

Each of the four schools employs a full-time, certified librarian and the district employs a STEM instructional coach ensuring students and teachers have access to the best library media resources and STEM related instruction. All four schools at Gurnee School District 56 offer fully developed "library" spaces that have completed a transformation to add STEM labs and makerspaces to the more traditional library space. Each of these facilities offer flexible seating that allows for whole class or multiple class sessions for cross curricular studies. Each space offers a presentation center that allows students to work in small group collaborations on projects, inquiry studies or STEM based challenges. Each presentation center is equipped with furniture that facilitates collaboration and a touchscreen television for displaying the presentation being developed. These spaces are conducive for students to work independently, with partners, in small groups or with a full class and a teacher for direct instruction. The spaces are designed to accommodate more than one class at a

time. It is possible to have two classes conducting inquiry-based learning while another class is using the makerspace to build models of a cell and small groups of students working at the presentation center creating the soundtrack for a Public Service Announcement or in the STEM lab building bridges. The STEM labs are equipped with robotics, Lego, construction materials, 3D printers, 3D pens, green screen recording spaces and other materials needed to accomplish the STEM challenges being presented in either core classes or in the Digital Literacy class. The STEM lab is available for any teacher in the school to take advantage of throughout the course of the year. The makerspaces are equipped with small tools, such as soldering irons, saws, screwdrivers, hammers, drills and the associated materials such as lumber, foam board, cardboard, tape, glue, etc. Each space has a sewing machine, materials and thread. Finally new equipment is added regularly such as a vinyl cutting machine or 3D printers. The library continues to house volumes of fiction and nonfiction reading materials for research and checkout purposes. It is important to note that as a 1:1 iPad district the students have a digital library at their fingertips, as well. Novels for class studies as well as independent reading are available for students 24/7 through their device. Both Follett and SORA library services are used in the district schools. All technological resources, applications, and/or apps are SOPA/FERPA compliant for all district employees and student usage. Finally, digital literacy skills are taught from Kindergarten to Eighth grade. The curriculum objectives move students towards being able to create digital presentations using a variety of tech-enhanced tools. Students are capable of combining apps and other applications for a multi-faceted presentation. With coding being taught formally in grades K- 8 students are able to design their own applications, solving problems or demonstrating their learning. An example would be a second grade student creating a display that codes the animation of the water cycle, modeling evaporation, condensation and precipitation. These opportunities are open to all students throughout the district and the curriculum supporting this is taught to all students across the district.

Response from the prior year Consolidated District Plan.

All four schools at Gurnee School District 56 offer fully developed "library" spaces that have completed a transformation to add STEM labs and makerspaces to the more traditional library space. Each of these facilities offer flexible seating that allows for whole class or multiple class sessions such as Socratic Seminars or cross curricular studies. Each space offers a presentation center that allows students to work in small group collaborations on projects, inquiry studies or STEM based challenges. Each presentation center is equipped with furniture that facilitates collaboration and a touchscreen television for displaying the presentation being developed. These spaces are conducive for students to work independently, with partners, in small groups or with a full class and a teacher for direct instruction. The spaces are designed to accommodate more than one class at a time. It is possible to have two classes conducting a Socratic Seminar while another class is using the makerspace to build models of a cell and small groups of students working at the presentation center creating the soundtrack for a Public Service Announcement or in the STEM lab building bridges. The STEM labs are equipped with robotics, Lego, construction materials, 3D printers, 3D pens, green screen recording spaces and other materials needed to accomplish the STEM challenges being presented in either core classes or in the Digital Literacy class. The STEM lab is available for any teacher in the school to take advantage of throughout the course of the year. The makerspaces are equipped with small tools, such as soldering irons, saws, screwdrivers, hammers, drills and the associated materials such as lumber, foam board, cardboard, tape, glue, etc. Each space has a sewing machine, materials and thread. Finally new equipment is added regularly such as a vinyl cutting machine or 3D printers. The library continues to house volumes of fiction and nonfiction reading materials for research and checkout purposes. It is important to note that as a 1:1 iPad district the students have a digital library at their fingertips, as well. Novels for class studies as well as independent reading are available for students 24/7 through their device. Both Follett and SORA library services are used in the district schools. All technological resources, applications, and/or apps are SOPA compliant for all district employees and student usage. Finally, digital literacy skills are taught from Kindergarten to Eighth grade. The curriculum objectives move students towards being able to create digital presentations using a variety of tools such as Keynote and iMovie. Students are capable of combining apps and other applications for a multi-faceted presentation. With coding being taught formally in grades K- 8 students are able to design their own applications, solving problems or demonstrating their learning. An example would be a second grade student creating a display that codes the animation of the water cycle, modeling evaporation, condensation and precipitation. These opportunities are open to all students throughout the district and the curriculum supporting this is taught to all students across the district.

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

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Services for students identified as performing significantly above grade level expectation may be considered for participation in the formal Advanced Academics Education Program. These services are provided in Language Arts and Mathematics from grades 4-8. The programming offers replacement classes for the regular Language Arts and Mathematics programs taking place in the general classrooms. Students may be placed in one or both of the offerings based upon the findings of the eligibility process noted below. (Students found to be "borderline" are offered placement in the class with the consent of the parents and understanding if the placement is determined to be inappropriate for the student and he/she may be removed from the class at the parent/student/teacher's request.)
Mission: When it comes to the possibility that a student is demonstrating advanced learning needs in Gurnee District 56, we have designed a continuum of services we consider when seeking to meet the needs of a particular student. The mission of the Advanced Academics program is to provide a diversified language arts and/or math curriculum and instructional experience to students with high cognitive ability and/or achievement. Philosophy: Students who have a high cognitive ability and/or achievement that is significantly above the norm require specialized instruction. This instruction should be faster paced, more rigorous, at a greater depth, or accelerated beyond the typical grade-level instruction. It should provide opportunities for students to engage in high level thinking skills and interaction with students of similar abilities. The Advanced Academics program encourages success by supporting the needs of identified students while ensuring that grade level standards are met. Definition: A student who demonstrates ability and/or achievement that is significantly above the norm may be considered for the Advanced Academics program. This program is designed to address the needs of students who require instruction that is above their grade-level peers.

Response from the prior year Consolidated District Plan.

Services for students identified as performing significantly above grade level expectation may be considered for participation in the formal Advanced Academics Education Program. These services are provided in Language Arts and Mathematics from grades 4-8. The programming offers replacement classes for the regular Language Arts and Mathematics programs taking place in the general classrooms. Students may be placed in one or both of the offerings based upon the findings of the eligibility process noted below. (Students found to be "borderline" are offered placement in the class with the consent of the parents and understanding if the placement is determined to be inappropriate for the student and he/she may be removed from the class at the parent/student/teacher's request.)
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Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of local testing and CBMs to facilitate curriculum revision, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual local assessment targets. To monitor student progress to ensure at least one year of growth for one year of experience.

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

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

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

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([count] of 7500 maximum characters used)

In order to facilitate effective transitions for the middle school students graduating from Gurnee D56 and moving on to the local public High School District, Warren Township High School 121 (a separate school district), the District Office and building administrators meet regularly with the administrative team for all feeder schools and the high school to collaborate on outcomes and expectations. Since this high school educates students from three separate elementary feeder districts it is imperative that every district is represented equitably and that the educational opportunities for all students from within the larger community meet a high standard as the minimum expectation. No student should enter the high school at a disadvantage as a result of attending any of these feeder districts. Meetings between the Curriculum and Instruction departments take place through the school year as do meetings with the Pupil Services representatives. These meetings examine both common practices, curriculum, assessment, programing, services and academic expectations as well as individual student needs particularly in the Special Education, English Learner and medically fragile areas. The goal is for all EL students to transition from District 56 to high school with the opportunity to select the pathway that aligns with their future goals related to college and career. Our Biliteracy Program provides students with the opportunity to leave elementary school fluent in both English and Spanish. Annual articulation meetings take place between the high school department chairs and their teachers and the middle school department teachers. These meetings work on standardizing expectations, sharing instructional materials and strategies, reviewing final exams and discussing student placement for the fall. Warren Township High School has offered a comprehensive summer school program that allows incoming freshmen with concerns regarding their understanding of a particular content area to bridge the learning gap by taking review and high school preparation sessions. Students and parents participate in an incoming freshman meeting in January where they receive orientation information and their schedule for fall. This allows students ample time to prepare and review for classes that may prove challenging. Special education students and their families are required to participate in transition meetings with the staff from the high school to review existing services for students with IEPs or 504 plans. Students receiving significant levels of MTSS services are also offered the opportunity for a transition meeting, as well. The middle school courses of Algebra, Geometry and Spanish I are accepted at the high school to advance placement of the student. This allows students to enter high school enrolled in higher level courses of Geometry, Algebra II Trig or Spanish II. Band and Choir students audition in advance for placement into the appropriate band/choir.

Response from the approved prior year Consolidated District Plan.

In order to facilitate effective transitions for the middle school students graduating from Gurnee D56 and moving on to the local public High School District, Warren Township High School 121 (a separate school district), the District Office and building administrators meet regularly with the administrative team for all feeder schools and the high school to collaborate on outcomes and expectations. Since this high school educates students from three separate elementary feeder districts it is imperative that every district is represented equitably and that the educational opportunities for all students from within the larger community meet a high standard as the minimum expectation. No student should enter the high school at a disadvantage as a result of attending any of these feeder districts. Meetings between the Curriculum and Instruction departments take place through the school year as do meetings with the Pupil Services representatives. These meetings examine both common practices, curriculum, assessment, programing, services and academic expectations as well as individual student needs particularly in the Special Education, English Learner and medically fragile areas. The goal is for all EL students to transition from District 56 to high school with the opportunity to select the pathway that aligns with their future goals related to college and career. Our Biliteracy Program provides students with the opportunity to leave elementary school fluent in both English and Spanish. Annual articulation meetings take place between the high school department chairs and their teachers and the middle school department teachers. These meetings work on standardizing expectations, sharing instructional materials and strategies, reviewing final exams and discussing student placement for the fall. Warren Township High School has offered a comprehensive summer school program that allows incoming freshmen with concerns regarding their understanding of a particular content area to bridge the learning gap by taking review and high school preparation sessions. Students and parents participate in an incoming freshman meeting in January where they receive orientation information and their schedule for fall. This allows students ample time to prepare and review for classes that may prove challenging. Special education students and their families are required to participate in transition meetings with the staff from the high school to review existing services for students with IEPs or 504 plans. Students receiving significant levels of MTSS services are also offered the opportunity for a transition meeting, as well. The middle school courses of Algebra, Geometry and Spanish I are accepted at the high school to advance placement of the student. This allows students to enter high school enrolled in higher level courses of Geometry, Algebra II Trig or Spanish II. Band and Choir students audition in advance for placement into the appropriate band/choir.

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

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

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

([count] of 7500 maximum characters used)

Gurnee School District 56 is a Pre-kindergarten through Eighth grade district. Students matriculate from our program into either the local public high school (which is a separate school district, Warren Township High School District 121) or one of the local private high school programs in the area. There are no work release programs at the middle school level. Developing the knowledge and importance of jobs and career choices is taught in an integrated fashion beginning with the Early Childhood students' study of jobs on a farm and concluding with the middle school language arts students development of a resume as an assessment piece of the career research project. Throughout their PreK-8 grade studies, students are exposed to a variety of careers affiliated with the content that they study. Second grade students learn about the job of a meteorologist as a component to their study of the weather. First Grade students study the World of Work and the role that workers and community helpers play in their daily lives. Career days are held related to content areas, such as community workers at the primary grades, technology workers as a component to the study of computer science and coding and health workers as fields in the Health classes. Middle School Art teachers conduct a unit on the study of careers in the arts. Finally all Middle school students complete a Research study on careers that culminates in the writing of a resume, speech on a career of interest and a research paper.

Response from the approved prior year Consolidated District Plan.

Gurnee School District 56 is a Pre-kindergarten through Eighth grade district. Students matriculate from our program into either the local public high school (which is a separate school district, Warren Township High School District 121) or one of the local private high school programs in the area. There are no work release programs at the middle school level. Developing the knowledge and importance of jobs and career choices is taught in an integrated fashion beginning with the Early Childhood students' study of jobs on a farm and concluding with the middle school language arts students development of a resume as an assessment piece of the career research project. Throughout their PreK-8 grade studies, students are exposed to a variety of careers affiliated with the content that they study. Second grade students learn about the job of a meteorologist as a component to their study of the weather. First Grade students study the World of Work and the role that workers and community helpers play in their daily lives. Career days are held related to content areas, such as community workers at the primary grades, technology workers as a component to the study of computer science and coding and health workers as fields in the Health classes. Middle School Art teachers conduct a unit on the study of careers in the arts. Finally all Middle school students complete a Research study on careers that culminates in the writing of a resume, speech on a career of interest and a research paper.

Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

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

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics.The establishment of a learning environment that supports reflective thinking and a free exchange of ideas.To provide diverse learning opportunities that result in life-long learning.The use of teacher feedback to encourage students to revise ideas, connect learning to life experiences, and apply learning to future work.The facilitation of teacher collaboration to identify and solve problems.To provide rich staff development opportunities to maximize student learning.To promote civility and mutual respect in the school environment.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING**.

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

Professional development on aligning school improvement plans to the district 5 year strategic planProfessional development on the development and implementation of a guaranteed viable curriculumProfessional development on establishing professional learning communitiesProfessional development on helping teachers embed deeper learning strategies that allow students to develop the durable skills of our Portrait of a Graduate St. Pats - Literacy developmentSIOP model of Instruction

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

The district has been working with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts.We have included a wide range of stakeholders in the process during our planning year in order to set us up for success and improvement. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric. From there, we have partnered with school leaders, parents, and members of the SIP teams to work on developing yearly school improvement plans aligned to the needs assessment.The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we engage our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

We use our Title II funds for class size reduction. We will support professional development related to recruiting and mentoring highly qualified teachers by promoting professional development in the following areas:Foundations for equity and inclusionExploring social identitySocialization and implicit biasBuilding inclusive environmentsAddressing topics in educational equitySt. Pat's - professional development will be on classroom management & positive discipline, Differentiated Instruction, mental health and stress to the end of retaining high quality teachers

G. Title III - LIEP

Spanish Language Arts/Biliteracy trainingBest practices for EL studentsSIOP model of Instruction

H. Title III - ISEP

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

We will roll Title IV funds into Title I

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

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

Crisis Prevention and Intervention Practices (CPI)Trauma and Mental Health training included in the above CPI trainingDe Escalation trainingBehavior, Autism and ED student needsConducting Functional Behavior Assessment (FBA) and writing Behavior Intervention Plans Facilitated IEP training and continual follow upGoal Writing training and continual follow up

L. IDEA, Part B - Preschool

Crisis Prevention and Intervention Practices (CPI)Trauma and Mental Health training included in the above CPI trainingDe Escalation trainingBehavior, Autism and ED student needsConducting Functional Behavior Assessment (FBA) and writing Behavior Intervention Plans Facilitated IEP training and continual follow upGoal Writing training and continual follow up

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. To provide diverse learning opportunities that result in life-long learning. The use of teacher feedback to encourage students to revise ideas, connect learning to life experiences, and apply learning to future work. The facilitation of teacher collaboration to identify and solve problems. To promote civility and mutual respect in the school environment.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

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([count] of 7500 maximum characters used)

Gurnee District 56 has three Board Policies that address behavior management of all students. 7:20 Harassment of Students Prohibited, 7:180 Prevention of and Response to Bullying, Intimidation and Harassment and 7:230 Misconduct by Students with Disabilities all lead to the necessity to have programs and systems in place that address misbehavior, bullying and harassment in a respectful manner that takes into account individual differences of all students. A three pronged approach to addressing incidences of students who may step outside of the approved behavioral norms including instances that include bullying and harassment. Two programs, Team Lead and PBIS are proactive in nature while Restorative Practices are growing in use throughout the district as the system for when the staff/schools are in a situation that requires a reactive stance or consequence. Both Team LEAD and PBIS explicitly teach acceptable behaviors as well as strategies for students to employ if they encounter a situation when a peer is behaving in an unacceptable manner. Team LEAD is a Bystander Leadership program focused on empowering student leaders to combat bullying in the schools. The students are taught how to actively and safely deal with bullying through a mentoring program. Viking and River Trail Schools began the Team LEAD program in 2008. Since this time both schools have incorporated the program into the intermediate age groups located at the other school buildings in the district. The philosophy of the program is that teachers aren't always around when bullying occurs. Bullies often harass students only in the presence of other children. Therefore, it is imperative to empower the kids and teach them the correct and safe ways to deal with bullying. The program teaches students the different forms of relational aggression and bullying. It also teaches them not to be bystander, to take an active role in stopping bullying in our schools. Team LEAD develops student leaders at the middle school grades and teaches them how to conduct lessons and provide special programs for their peers at the middle school and at the elementary schools focused on being positive contributors to the learning environment, how to not be a bystander to bullying and how to recognize bullying when it is taking place. It also teaches them that if they stand-by and watch the bullying occur, it will continue. Students learn about the negative consequences of being a bystander. While this does remove students from the classroom, it is an opportunity for students to present materials, work with their peers and teach them the content of the Team LEAD program. PBIS (Positive Behavior Interventions and Supports) is a school-wide behavioral system that is focused on these four key areas: *Prevention-based school-wide systems of positive behavior support *Data-based decision-making for instruction of behavior and academics *Wraparound planning for students with complex emotional and behavioral needs and their families *Community-based supports for families, youth and schools The goal is to educate students on district behavioral expectations to increase academic success of all students. PBIS is a proactive systems approach to providing behavioral support and social and academic success. PBIS involves setting school-wide behavioral expectations. At Gurnee District 56 the expectations include: *Be Respectful *Be Responsible *Be Productive *Be Safe Behavior expectations are taught to all students in all settings and situations throughout the school day. Our emphasis is on acknowledging appropriate behavior and celebrating positive growth in individuals in the school community. When students step outside of the expected behaviors the PBIS system is used to redirect and reteach the appropriate behavior. Schools have developed online presentations, videos and ebooks that are used as resources to review and reteach appropriate behaviors with these specific students. If a staff member notices a student who requires redirection for a specific behavior, they work with the student to work through a form of redirection and reteaching. Behavioral data is monitored throughout the year by each building. When a trend is noted and identifies an increase in negative behavior in the class, grade level or entire school, they will pause general programming to reteach the behaviors that directly impact the area identified through the data review. These strategies do not compromise student health and safety. These strategies aim at empowering students to make the appropriate choices and ensure that the knowledge of appropriate behavior exists for all students. The DBAC, District Discipline and Behavior Committee also review the procedures and data frequently throughout the year to determine trends in the data at buildings and across the district. The DBAC also helps to brainstorm possible resources and understanding of potential root causes of the patterns of behavior and discipline. This committee is made up of staff members across all buildings with differing areas of specialty and expertise. Restorative Practices Restorative Practices are an approach that addresses misbehavior through the social/community lens. Processes that allow restitution and promote reconciliation are in place in all schools. Choices for restitution are provided and all choices include contact with the home, the student taking ownership of the behavior, apologies and the agreed upon restitution completed. For all students we are utilizing restorative conversations and practices as a way to make amends within the school setting. All of our classrooms are also starting their days with morning circles or morning meetings to build community amongst each classroom. D56 is able to disaggregate data on student behavior by all subgroups through the use of SWIS and Skyward. This information is also used to inform the school improvement and PBIS teams at each school to determine if there are any irregularities in suspensions and detentions and students in an identified subgroup.

Response from the prior year Consolidated District Plan.

Gurnee District 56 has three Board Policies that address behavior management of all students. 7:20 Harassment of Students Prohibited, 7:180 Prevention of and Response to Bullying, Intimidation and Harassment and 7:230 Misconduct by Students with Disabilities all lead to the necessity to have programs and systems in place that address misbehavior, bullying and harassment in a respectful manner that takes into account individual differences of all students. A three pronged approach to addressing incidences of students who may step outside of the approved behavioral norms including instances that include bullying and harassment. Two programs, Team Lead and PBIS are proactive in nature while Restorative Practices are growing in use throughout the district as the system for when the staff/schools are in a situation that requires a reactive stance or consequence. 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2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

[\(42 U.S.C. 11301 et seq.\):*](#)

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

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

([count] of 7500 maximum characters used)

Students enrolling in Gurnee School District 56, who are determined to be homeless, are automatically provided with a number of services per Board of Education Policies 6:140 Education of Homeless Children and 7:60 Residence: Homeless Students. Students are immediately enrolled in a D56 school. Students are assigned to the building with the smallest class size available at the appropriate grade level. Families with a pre-school aged student are referred to the district run Early Learning/Early Childhood programs. Transportation begins immediately for any homeless student enrolling in the district. The district works with the district considered as the school of origin or school of attendance to share transportation. If the parent is unable to provide the needed paperwork and information to complete the registration process a District Office staff member will assist with obtaining a birth certificate, health records and academic records from the school district of origin. The District Office staff provides a backpack filled with classroom supplies suited for the student's grade level whether primary, immediate or middle school for each student in the family. Students requiring a gym uniform and lock for a locker (middle school) are provided these items, as well. All students are provided a free breakfast and lunch through the Community Eligibility Program which is part of the National School Lunch Program. Once at the school, students receive their iPad and a mobile wifi card that will provide Internet access and 24/7 access to their school materials and assignments. Each student receives a district email account that allows them to communicate within the district environment only. This allows them to communicate directly with their teacher whenever needed. Students are evaluated and provided a screening assessment to determine academic readiness assisting with class placement at the appropriate school. If needed, the students are immediately brought to the building team to create an RTI plan of services. District Social Workers and office assistants will help with referrals to related services such as medical appointments, counseling and village/community services, such as Warren Township Youth Services and Referral GPS. Transportation arrangements are made when needed, as well.

Response from the prior year Consolidated District Plan.

Students enrolling in Gurnee School District 56, who are determined to be homeless, are automatically provided with a number of services per Board of Education Policies 6:140 Education of Homeless Children and 7:60 Residence: Homeless Students. Students are immediately enrolled in a D56 school. Students are assigned to the building with the smallest class size available at the appropriate grade level. Families with a pre-school aged student are referred to the district run Early Learning/Early Childhood programs. Transportation begins immediately for any homeless student enrolling in the district. The district works with the district considered as the school of origin or school of attendance to share transportation. If the parent is unable to provide the needed paperwork and information to complete the registration process a District Office staff member will assist with obtaining a birth certificate, health records and academic records from the school district of origin. The District Office staff provides a backpack filled with classroom supplies suited for the student's grade level whether primary, immediate or middle school for each student in the family. Students requiring a gym uniform and lock for a locker (middle school) are provided these items, as well. All students are provided a free breakfast and lunch through the Community Eligibility Program which is part of the National School Lunch Program. Once at the school, students receive their iPad and a mobile wifi card that will provide Internet access and 24/7 access to their school materials and assignments. Each student receives a district email account that allows them to communicate within the district environment only. This allows them to communicate directly with their teacher whenever needed. Students are evaluated and provided a screening assessment to determine academic readiness assisting with class placement at the middle school. If needed, the students are immediately brought to the building team to create an RTI plan of services. District Social Workers and office assistants will help with referrals to related services such as medical appointments, counseling and village/community services, such as Warren Township Youth Services. Transportation arrangements are made when needed, as well.

Title I Requirement:

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

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

The application has been locked. No more updates will be saved for the application.

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1002 - VIKING SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	04/24/2024
2001 - PRAIRIE TRAIL SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/24/2024
2002 - SPAULDING ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	04/24/2024
2003 - RIVER TRAIL SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	04/24/2024

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

- District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. We will use professional learning in the areas of aligning school improvement plans to the district 5 year strategic plan on the development and implementation of a guaranteed viable curriculum. This will help us to meet the goals described below. We will also hire staff to supplement the district program in SEL, classroom management, and targeted interventions in reading and mathematics.

1. School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))

[Section 1111\(d\)](#)

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

Prairie Trail School, Viking School, and Spaulding School all earned the designation of targeted during the 2024-25 school year. As a result, we are reviewing the existing comprehensive assessment of performance and program options in each school building as compared to the other school that did not receive that designation. Additional funds to support retraining of staff or additional programming options, will be allocated to support the areas noted as deficient. Additional assessment sessions including standardized and local formative would be put into place to enhance the already ongoing measurement of student growth towards the state standards. The district has been working with AIR to implement changes identified during the Needs Assessment process. We have identified areas of improvement and are targeting those areas in our School Improvement efforts.We have included a wide range of stakeholders in the process both during the planning year and now that we are in implementation. This has been critical for success and improvement. The first step in the process was to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.The second step was to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we have engaged our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process has involved members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we have engaged in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.For the 2024-25 school year we have met the requirements of schoolwide funding without the need to complete the waiver for both of our Title 1 schools. For the 2025-26 school year we meet those requirements again so we will provide schoolwide support to our two Title I schools. Title 1 funds have been used to provide additional programming and a higher degree of support for students enrolled in those schools identified as homeless, low-income or at risk for academic failure. The impact of these additions is measured with the district's use of nationally normed local assessments as well as the full RTI process as noted in the response to question 1. District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. Additional intervention programs are available at the Title I schoolwide designated schools delivered by specific interventionist staff and/or the regular classroom teacher. Programs such as Second Step, ST Math, and Imagine Learning, all supplement the core instructional programs at the Title I identified schools. And, teachers will receive professional learning as described in the goal above.

Response from the approved prior year Consolidated District Plan.

Prairie Trail School earned the designation of comprehensive during the 2023-24 school year. As a result, we are reviewing the existing comprehensive assessment of performance and program options in that school building as compared to other schools that do not receive that designation. Additional funds to support retraining of staff or additional programming options, will be allocated to support the areas noted as deficient. Additional assessment sessions including standardized and local formative would be put into place to enhance the already ongoing measurement of student growth towards the state standards. The district will work with AIR to facilitate the Needs Assessment process to identify areas of improvement and target those areas in our upcoming School Improvement efforts.We need to include a wide range of stakeholders in the process as the planning year is critical to set us up for success and improvement. The first step in the process will be to assemble the School Improvement Teams and dedicate time to complete a self-reflection using the Illinois Quality Framework Rubric.The second step will be to facilitate a Root-Cause analysis with the SIP teams and further analyze those areas in which we felt we needed to improve on the IQFR.Throughout this process, we will be engaging our SIP Teams in book studies to explore concepts of trauma-informed practices and Inclusionary Practices with a focus on co-teaching as a service delivery model for our Sped and EL students. Most of the planning process will involve members of our SIP Teams only as we want to identify and develop plans based on the needs assessment data.Lastly, we will engage in summer work with our SIP Teams to design professional learning based on the goals identified through the planning process.For the 2023-24 school year we met the requirements of schoolwide funding without the need to complete the waiver for both of our Title 1 schools. For the 2024-25 school year we meet those requirements again so we will provide schoolwide support to our two Title I schools. Title 1 funds have been used to provide additional programming and a higher degree of support for students enrolled in those schools identified as homeless, low-income or at risk for academic failure. The impact of these additions is measured with the district's use of nationally normed local assessments as well as the full RTI process as noted in the response to question 1. District annual goals are set increasing the percentage of students that meet or exceed their targeted growth for both reading and math for all schools. Additional intervention programs are available at the Title I schoolwide designated schools delivered by specific interventionist staff and/or the regular classroom teacher. Programs such as Second Step, ST Math, and Imagine Learning, all supplement the core instructional programs at the Title I identified schools. And, teachers will receive professional learning as described in the goal above.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?*(Section 1112(b)(5))

- Yes
- No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

- School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program, and/or
- Direct Certification.

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

We currently identify students in need of support through multiple measures including financial need, local assessments, and nationally-normed benchmarking. Many more were able to be served because our Title I schools receive schoolwide support. For the 2025-26 school year we will not need to complete the waiver because our two highest Title I buildings will be above 40%. We continue to provide pull-out services in the areas of math and reading, and with school-wide services we will continue to provide professional learning for all staff that would allow us to meet the needs of more students, including those at risk of failing to meet rigorous state standards.

Response from the approved prior year Consolidated District Plan.

We currently identify students in need of support through multiple measures including financial need, local assessments, and nationally-normed benchmarking. Many more were able to be served because our Title I schools receive schoolwide support. For the 2024-25 school year we will not need to complete the waiver because our two highest Title I buildings will be above 40%. We continue to provide pull-out services in the areas of math and reading, and with school-wide services we will continue to provide professional learning for all staff that would allow us to meet the needs of more students, including those at risk of failing to meet rigorous state standards.

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

- Student-centered learning opportunities with an emphasis on background knowledge, reading, writing, and mathematics. The establishment of a learning environment that supports reflective thinking and a free exchange of ideas. The use of AIMSweb testing to facilitate intervention revisions, differentiated instruction, and targeted student interventions. Use data accurately to quickly predict those students who will need the most support in meeting annual IEP goals. To monitor student progress to ensure one year of growth for one year of experience.

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

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

([count] of 7500 maximum characters used)

The needs assessments have shown that some District 56 students have performance deficits in the areas of reading, math and social emotional learning. Available assessment data indicates that we are performing below state averages in both reading and math in all schools. Local SWIS data, social work and special education caseloads, and administrative referrals indicate an increase in significant behavioral issues across all grade levels. The need for more special education teachers due to workload increases and possibly additional paraprofessionals has led to additional staffing for the 2026 - 2026 school year. The funds will be used to hire paraprofessionals, provide professional development in the areas of training on data collection and updating of FBAs and writing BIPs, Facilitated IEPs, Goal Writing as well as to provide contract OT and PT services, and proportionate share.

Response from the approved prior year Consolidated District Plan.

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

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

([count] of 7500 maximum characters used)

Professional Development - De Escalation training, updating of Functional Behavioral Assessment and Behavior Intervention Plan training, Crisis Prevention Intervention training with an increased emphasis on Trauma and Mental Health as well as the other related components, and IEP goal writing training. Staffing - paraprofessional salaries that are not paid for by local funds, contract occupational therapy and physical therapy salaries, Infinitec membership, tuition for students being serviced through SEDOL, the district cooperative and other private placements.

Response from the approved prior year Consolidated District Plan.

Professional Development - De escalation training, updating of Functional Behavioral Assessment and Behavior Intervention Plan training, Crisis Prevention Intervention training with an increased emphasis on Trauma and Mental Health as well as the other related components, and IEP goal writing training. Staffing - paraprofessional salaries that are not paid for by local funds, contract occupational therapy and physical therapy salaries, Infinitec membership, tuition for tuition for students being serviced through SEDOL, the district cooperative.

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

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([count] of 7500 maximum characters used)

N/A

Response from the approved prior year Consolidated District Plan.

N/A

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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

([count] of 7500 maximum characters used)

Suspension and Expulsion The district has dedicated in-service time to support professional development in the areas of Crisis Prevention and Intervention Practices (CPI), De escalation training, Behavior, autism and ED student needs, conducting Functional Behavior Assessment and writing Behavior Intervention Plans, Goal Writing training and Facilitated IEP training. Gurnee School District 56 utilizes SWIS data to guide our interventions and services for those students who have disabilities in the area of social emotional learning/functioning. The goal is to provide staff with professional development on these important topics in order to reduce our suspension and expulsion rates. Educational Environments Gurnee School District 56 is a member of SEDOL, a special education cooperative and we partner with other private and public institutions to meet the special education needs of our students. This provides us with a wide range of programs and services to support students and the special education continuum of services. Gurnee School has 395 students receiving services for special education. Of these 395 students, students are provided services through SEDOL and other public or private institutions. We utilize some of the IDEA funds to assist with their tuition costs. The district has dedicated in-service time to support professional development in the areas of Crisis Prevention and Intervention Practices (CPI), De escalation training, Behavior, autism and ED student needs, conducting Functional Behavior Assessment and writing Behavior Intervention Plans and Facilitated IEP training. These professional development topics help staff to understand the needs of students and how to provide them the services they need to be successful.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

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

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

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

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

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

5. Local funds

Contact Information

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

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

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

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

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Solomon"/>	<input type="text" value="Rachel"/>	<input type="text" value="Director of Pupil Services"/>	<input type="text" value="rsolomon@d56.org"/>

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Kirwan"/>	<input type="text" value="Steve"/>	<input type="text" value="Supervisor of Transportation"/>	<input type="text" value="skirwan@d56.org"/>

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

Best Interest Determination Factors/Considerations: Appropriateness of the current educational setting and proximity of foster placement; Preferences of the child; Preferences of the child's parent(s) or education decision-maker(s); The child's attachment to the school of origin, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; and Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA). The Foster Care team members are: Rachel Solomon, Director of Pupil Services; Steve Kirwan, Transportation Supervisor; Veronica Herrera, Transportation Assistant; Miriam Torres, Multilingual and Assessment Coordinator; Melissa Dunbar, School Social Worker; Lydia Scher, School Counselor; Lauren Wright, Behavior Facilitator; Laura Liphardt, Certified School Nurse

Response from the approved prior year Consolidated District Plan.

Best Interest Determination Factors/Considerations: Appropriateness of the current educational setting and proximity of foster placement; Preferences of the child; Preferences of the child's parent(s) or education decision-maker(s); The child's attachment to the school of origin, including meaningful relationships with staff and peers; Placement of the child's sibling(s); Influence of the school climate on the child, including safety; The availability and quality of the services in the school to meet the child's educational and socio-emotional needs; History of school transfers and how they have impacted the child; How the length of the commute would impact the child, based on the child's developmental stage; and Whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act (EEOA). The Foster Care team members are: Rachel Solomon, Director of Pupil Services; Steve Kirwan, Transportation Supervisor; Veronica Herrera, Transportation Assistant; Miriam Torres, Multilingual and Assessment Coordinator; Melissa Dunbar, School Social Worker; Lydia Scher, School Counselor; Lauren Wright, Special Education Teacher; Laura Liphardt, Certified School Nurse

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here; See Section 504 here

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

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

Any student within the LEA that is eligible under IDEA or Section 504 will be afforded all rights. Federal and state laws will be followed to ensure the student receives the support that they are entitled to based on their eligibility determination. If the Youth in Care is moved outside the school district the district will meet with the guardian and DCFS caseworker to determine the child's best interest for meeting the student's educational, social and emotional needs. The district will support the decision and either work with the new school district to make a smooth transition and provide all needed paperwork for the child to continue receiving the services afforded to them by their IEP or 504, or the district will work to transport the child in order for the child to continue in the current school environment.

Response from the approved prior year Consolidated District Plan.

Any student within the LEA that is eligible under IDEA or Section 504 will be afforded all rights. Federal and state laws will be followed to ensure the student receives the support that they are entitled to based on their eligibility determination. If the Youth in Care is moved outside the school district the district will meet with the guardian and DCFS caseworker to determine the child's best interest for meeting the student's educational, social and emotional needs. The district will support the decision and either work with the new school district to make a smooth transition and provide all needed paperwork for the child to continue receiving the services afforded to them by their IEP or 504, or the district will work to transport the child in order for the child to continue in the current school environment.

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

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

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

Any Youth in Care with the LEA that is eligible for services as an English Learner will be afforded all rights. Federal and state laws will be followed to ensure that the student receives the support that they are entitled to based on their eligibility determination. Written and verbal communications with families and the student(s) will be provided in their native language whenever possible.

Response from the approved prior year Consolidated District Plan.

Any Youth in Care with the LEA that is eligible for services as an English Learner will be afforded all rights. Federal and state laws will be followed to ensure that the student receives the support that they are entitled to based on their eligibility determination. Written and verbal communications with families and the student(s) will be provided in their native language whenever possible.

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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

Professional Development: Offer regular sessions with administrative teams to transfer information to building based teams of teachers. These sessions can cover relevant laws, regulations, and best practices for supporting educational stability for students in care. Training sessions can be conducted by knowledgeable staff, external experts, or representatives from child welfare agencies. Dedicated time during staff meetings to discuss ESSA requirements related to educational stability for students in foster care. Provide updates on any changes to policies or procedures and share resources, tools, and case studies to help staff understand their roles and responsibilities in supporting these students. Designate a specific staff member or team within the school/district to serve as the point of contact for questions, concerns, or support related to ESSA requirements for students in foster care. This person/team can provide guidance, resources, and assistance to school personnel as needed. Collaboration with Child Welfare Agencies: Establish and maintain partnerships with local child welfare agencies to facilitate communication and collaboration between schools and agencies responsible for students in foster care. Regular meetings, joint training sessions, and sharing of information can help ensure that all stakeholders are informed and aligned with ESSA requirements. Data Tracking and Monitoring: Implement systems for tracking and monitoring the educational progress and stability of students in foster care. Utilize student information systems or other data management tools to identify students in care, track their academic performance, monitor school transfers, and ensure compliance with ESSA requirements. Ongoing Communication: Foster open and ongoing communication channels between school personnel, caregivers, caseworkers, and other stakeholders involved in the education and well-being of students in foster care. Regular communication can help ensure that everyone is aware of ESSA requirements and working together to support student success. By implementing these strategies, the district/school can ensure that all appropriate school personnel are aware of ESSA requirements for educational stability for students in foster care and are equipped to effectively support these students' academic and overall well-being.

*Required field

Youth in Care Stability Plan Development

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

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

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

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

Transportation costs should not be considered when determining a child's best interest. Some children in Youth in Care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the state or local child welfare agency or agencies to ensure that transportation for Youth in Care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for Youth in Care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Student Point of Contact (POC) immediately.

Response from the approved prior year Consolidated District Plan.

Transportation costs should not be considered when determining a child's best interest. Some children in Youth in Care will need transportation to remain in their school of origin when it is in their best interest. An LEA receiving Title I funds must collaborate with the state or local child welfare agency or agencies to ensure that transportation for Youth in Care is provided, arranged, and funded. SEAs and state or tribal child welfare agencies also play a key role in ensuring the adequate provision of transportation for Youth in Care as part of their overall responsibilities under Title I and the Fostering Connections Act to provide educational stability for these children. When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Student Point of Contact (POC) immediately.

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

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

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

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

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

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

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

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

The POC works closely with the District Transportation Department in looking at routes that are already established to see if the Youth in Care can be placed on an existing route. This route could be one that is a district route or one that operates for another district that could be shared. If an already established route is not available we will create a new route. If the district does not have the vehicle or certified driver to do so, then we will consider alternate transportation such as a contract route with a local company (Safeway or Topline), who we have established relationships with. The following funding options will be considered: 1. Title IV-E of the Social Security Act if the student is eligible 2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation) 3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation 4. State special education transportation funds, if the student has an IEP 5. Local funds

Response from the approved prior year Consolidated District Plan.

The POC works closely with the District Transportation Department in looking at routes that are already established to see if the Youth in Care can be placed on an existing route. This route could be one that is a district route or one that operates for another district that could be shared. If an already established route is not available we will create a new route. If the district does not have the vehicle or certified driver to do so, then we will consider alternate transportation such as a contract route with a local company (Safeway or Topline), who we have established relationships with. The following funding options will be considered: 1. Title IV-E of the Social Security Act if the student is eligible 2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation) 3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation 4. State special education transportation funds, if the student has an IEP 5. Local funds

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

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

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

The student will remain in their school of origin while any dispute regarding the transportation costs are being resolved. The stakeholders will meet to discuss the following considerations; safety, duration of route, time of placement change, type of transportation available, traffic, school schedules, extracurricular involvement and transportation options, maturity and behavior of the Youth(s) in Care. Also, the options for transportation and funding. This meeting will be timely and without delay or having any effect on the education of the child. If this group cannot come to an agreement the Board of Education or designee will act as a hearing officer and hear all relevant information as listed above.

Response from the approved prior year Consolidated District Plan.

The student will remain in their school of origin while any dispute regarding the transportation costs are being resolved. The stakeholders will meet to discuss the following considerations; safety, duration of route, time of placement change, type of transportation available, traffic, school schedules, extracurricular involvement and transportation options, maturity and behavior of the Youth(s) in Care. Also, the options for transportation and funding. This meeting will be timely and without delay or having any effect on the education of the child. If this group cannot come to an agreement the Board of Education or designee will act as a hearing officer and hear all relevant information as listed above.

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

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

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

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

Federal guidance provides that "if there is a disagreement regarding school placement for a Youth in Care, the child welfare agency should be considered the final decision-maker in making the best interest determination." Further, federal guidance also states that "legislation addresses action that should be taken when parties are in disagreement about the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan." Such disagreements are to be resolved "expeditiously" and the burden of proof is placed upon the child welfare system to show that its decision is in the child's best interest." The School of Origin SOO is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Federal guidance provides that "if there is a disagreement regarding school placement for a Youth in Care, the child welfare agency should be considered the final decision-maker in making the best interest determination." Further, federal guidance also states that "legislation addresses action that should be taken when parties are in disagreement about the best interest determination. Any party can challenge the decision within three business days of receiving the notice by using the dispute resolution process for a child welfare treatment plan." Such disagreements are to be resolved "expeditiously" and the burden of proof is placed upon the child welfare system to show that its decision is in the child's best interest." The School of Origin SOO is responsible for the transportation while all disputes are being resolved.

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

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

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

When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Point of Contact (POC) immediately. POC will contact child welfare agency representative. POC will obtain information on student's previous school and placement. POC and child welfare agency/representative will discuss factors listed below for educational consideration. The Youth in Care Care Transportation Plan will be included in the Transportation and Staff handbook, building administration review the handbook with staff during the opening days of school.

Response from the approved prior year Consolidated District Plan.

When registering a student that is identified as a Youth in Care, the district registrar must contact the Youth in Care Point of Contact (POC) immediately. POC will contact child welfare agency representative. POC will obtain information on student's previous school and placement. POC and child welfare agency/representative will discuss factors listed below for educational consideration. The Youth in Care Care Transportation Plan will be included in the Transportation and Staff handbook, building administration review the handbook with staff during the opening days of school.

*Required field

BSP Overview

Program Name:	EL - Bilingual Service Plan
Purpose:	The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.
Rules:	23 Ill. Admin. Code, Part 228.50
Contact:	Multilingual Department at 312-814-3850 multilingual@isbe.net

BSP Contact Information

500 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services

Last Name*

Phone*

First Name*

Middle Initial

Email*

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement

[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements. _____

*Required field

500 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design

- 1. Dual Language - Two Way (Self-contained)
- 2. Dual Language - One Way (Self-contained)
- 3. Transitional Bilingual Program (Self-contained)
- 4. Transitional Bilingual Program (Collaboration)
- 5. Transitional Program in English (Self-contained)
- 6. Transitional Program in English (Collaboration)

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs Language Codes Alphabetical
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Spaulding School	PreK-2nd	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	15	0	3	0	001,033
2.	Prairie Trail	3rd-5th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	9	2	1	0	001
3.	River Trail	K-8th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8	3	1	0	001
4.	Viking	6th-8th	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2	0	0	0	
5.	Menta Academy	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	1	0	001
6.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
 ([count] of 2500 maximum characters used)

To address bilingual teacher shortage, the following, we will: partnerships with universities: collaborate with universities, offering bilingual education programs to create a pipeline of graduates ready for recruitment. Job fairs and recruitment event events: actively participate in local, state, and national job fairs focused on bilingual and multilingual education. International recruitment: partner with ISBE to recruit qualified bilingual teachers from countries where there is an abundance of teachers with the needed language skills. Grow your own programs: establish "grow your own" programs, encouraging existing bilingual paraprofessionals, teaching assistance, or community members to pursue teacher certification with financial or academic support. Private agencies: continue or expand partnerships with private staffing agencies that specialize in placing bilingual educators in schools.

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

500 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	10/15/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30
<input checked="" type="checkbox"/> Language Assessment	12/10/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Standards		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Program Design		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	08/13/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30
<input checked="" type="checkbox"/> Spanish Language Arts	08/06/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12
<input checked="" type="checkbox"/> Others (Specify): SIOP Strategies	08/07/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16

Comments:

*Required field

BSP TBE Requirements

Instructions

500 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes No

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for Yes No

[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

Does your district have a full-time TBE Spanish program? Yes No

Does your district use [Spanish Language Arts Standards](#)? Yes No

Describe the instructional method(s) with respect to the Illinois [Spanish Language Arts Standards](#).

To address the bilingual teacher shortage, the following, we will: partnerships with universities: collaborate with universities, offering bilingual education programs to create a pipeline of graduates ready for recruitment. Job fairs and recruitment event events: actively participate in local, state, and national job fairs focused on bilingual and multilingual education. International recruitment: partner with ISBE to recruit qualified bilingual teachers from countries where there is an abundance of teachers with the needed language skills. Grow your own programs: establish "grow your own" programs, encouraging existing bilingual paraprofessionals, teaching assistance, or community members to pursue teacher certification with financial or academic support. Private agencies: continue or expand partnerships with private staffing agencies that specialize in placing bilingual educators in schools.

Describe evaluation method(s) used to measure students Spanish progress with respect to the Illinois [Spanish Language Arts Standards](#).

The evaluation methods that are used to measure progress are: 1. Formative AssessmentsTeacher-Created Assessments: Regular quizzes and writing samples aligned with SLA standards.Classroom Observations: Teachers monitor oral language development, reading fluency, and writing skills.Running Records: Used to assess reading comprehension and fluency in Spanish.2. Summative Assessments: Unit Tests from Savvas Mi VisionBenchmark Assessments: Mid-year and end-of-year assessments measure growth in reading, writing, listening, and speaking.3. Standardized Assessments:Ready Diagnostic in Spanish: given 3 times per year and it provides insights into reading growth in Spanish4. Writing PortfoliosStudent Writing Samples: Collected over time to demonstrate progress in writing conventions, grammar, and composition skills.Rubrics Aligned to SLA Standards: Used to score and track proficiency in writing and speaking.5. Progress MonitoringImagine Learning Espanol Reports: Tracks progress in Spanish literacy skills for bilingual students.

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

500 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes
No

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

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

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson	Sara Martinez	Role	P	Language(s)	Spanish	Telephone	224 772 4591
Street	1032 Waveland Ave	City	Gurnee	State	IL	Zip+4	60031
Committee Member	Juana Salgado	Role	P	Language(s)	Spanish	Telephone	224 730 4006
Street	3890 Grand Ave	City	Gurnee	State	IL	Zip+4	60031

Committee Member Street	Carina Camargo 15200 W Sandy Ct	Role City	P Wadsworth	Language(s) State	Spanish IL	Telephone Zip+4	847 445 0177 60083
Committee Member Street	Maricela Lara 13487 W. Blanchard Rd	Role City	P Gurnee	Language(s) State	Spanish IL	Telephone Zip+4	224 610 9171 60031
Committee Member Street	Diana Foster 333 N. O'Plaine Rd	Role City	T Gurnee	Language(s) State	Spanish IL	Telephone Zip+4	847 249 6253 60031
Committee Member Street	Kyra Brown 2000 Belle Plaine Ave.	Role City	T Gurnee	Language(s) State	Spanish IL	Telephone Zip+4	847 662 3701 60031
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	

The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:
Sara Martinez
Date: 03/14/2025

The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:
Sara Martinez
Date: 03/14/2025

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

Meeting	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	09/09/2025	Bilingual Advisory Committee Training (required activity).
2.	10/09/2025	Program Information/Planning session
3.	12/08/2025	Program Updates
4.	02/17/2026	Education updates and plans for future meetings

Comments:

Board Approval, Certification, and Assurances

Instructions

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

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

04/24/2024

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=35598&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<https://ilga.gov/commission/icar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

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

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

- a) Publishing a statement:
 - i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - ii) Specifying the actions that will be taken against employees for violations of such prohibition.
 - iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantees or contractors policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions**

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.01.10.2025

Certification Regarding Lobbying

Instructions

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

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

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-32](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all

applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

[Not calling IWAS Web Service](#)
[Pete Helfers](#)

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 03/12/2025
RCDT when agreed to: 34-049-0560-02

Attention!

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

[Lock Application](#) [Unlock Application](#)

Application was created on: 3/6/2025
Assurances were agreed to on: 3/12/2025
Consistency Check was run on: 3/12/2025
District Data Entry
Business Manager
District Administrator
ISBE Program Administrator #1
ISBE Program Administrator #2
ISBE Program Administrator #3
ISBE Program Administrator #4
ISBE Program Administrator #5

[Submit to ISBE](#)

Status Change	UserId	Action Date
Consistency Check	petehelpers	03-12-2025 11:38 AM

Page Review Status Instructions

Expand All

					Page Status	Open Page for editing
Consolidated District Plan						
Consolidated District Plan						
Contact Information					OPEN	<input type="checkbox"/>
Needs Assessment and Programs					OPEN	<input type="checkbox"/>
Plan Specifics						
Needs Assessment Impact		OPEN				<input type="checkbox"/>
Stakeholders		OPEN				<input type="checkbox"/>
Private Schools Participation		OPEN				<input type="checkbox"/>
Preschool Coordination		OPEN				<input type="checkbox"/>
Student Achievement		OPEN				<input type="checkbox"/>
College and Career		OPEN				<input type="checkbox"/>
Professional Development		OPEN				<input type="checkbox"/>
Safe Learning Environment		OPEN				<input type="checkbox"/>
Title I Specific Pages						
Title I Specific - Part One		OPEN				<input type="checkbox"/>
Title I Specific - Part Two		OPEN				<input type="checkbox"/>
IDEA Specific Requirements			OPEN			<input type="checkbox"/>
Youth in Care Stability Plan						
Youth in Care Stability Plan Contacts		OPEN				<input type="checkbox"/>
Best Interest Determination Plan		OPEN				<input type="checkbox"/>
Youth In Care Transportation Plan		OPEN				<input type="checkbox"/>
Bilingual Service Plan						
BSP Plan Specifics						
BSP Program Contact		OPEN				<input type="checkbox"/>
Attendance Center Enrollment Information		OPEN				<input type="checkbox"/>
BSP Professional Development		OPEN				<input type="checkbox"/>
BSP TBE Requirements		OPEN				<input type="checkbox"/>
BSP Parent Advisory Committee		OPEN				<input type="checkbox"/>
Assurance Pages						
Plan Assurances			OPEN			<input type="checkbox"/>
State Assurances			OPEN			<input type="checkbox"/>
Debarment			OPEN			<input type="checkbox"/>
Lobbying			OPEN			<input type="checkbox"/>
GEPA 442			OPEN			<input type="checkbox"/>
AssurancesText			OPEN			<input type="checkbox"/>

Save

Selectable Application Print

The application has been locked. No more updates will be saved for the application.

Request Print Job
<input type="checkbox"/> Consolidated District Plan
Requested Print Jobs
Requested by patchelfers on 3/12/2025
Completed Print Jobs

PROFESSIONAL LEAVE AND CONFERENCES
April 23, 2025

April 8, 2025	Vocabulary Playbook Online	Shelia Wells
April 25, 2025	Instructional Coaching - DitchedCon Grayslake, IL	Hollie Armour Shelia Wells Mary Lee Xenos
May 1, 2025	Culturally Responsive School Leadership: Moving from Theory to Practice Online	Jackie Bucher



Lori Rupsch <lrupsch@d56.org>

(no subject)

Rachel Solomon <rsolomon@d56.org>
To: Lori Rupsch <lrupsch@d56.org>
Cc: Luis Correa <lcorrea@d56.org>, "Dawn M. Hinkle" <dhinkle@ecbslaw.com>

Wed, Mar 26, 2025 at 10:38 AM

Please find attached the FOIA request to be included for the April, Board of Education meeting's agenda. Luis and I will be handling this matter, so no further action is required at this time.

Thank you
Rachel

----- Forwarded message -----

From: **Selene Cortes** <selene_cortes24@hotmail.com>
Date: Tue, Mar 25, 2025 at 8:50AM
Subject: FOIA Request for Legal Fee Invoices Related to Title IX Matters
To: Luis Correa <lcorrea@d56.org>
Cc: Lori Rupsch <lrupsch@d56.org>

To: Dr. Luis Corea, Superintendent of Schools / FOIA Complaint Officer
Cc: Lori Rupsch, Executive Assistant to the Superintendent and Board Clerk/Human Resources
Gurnee School District 56
[3706 Florida Ave](#)
[Gurnee, IL 60031](#)

Subject: FOIA Request for Legal Fee Invoices Related to Title IX Matters

Dear FOIA Officer,
Pursuant to the Illinois Freedom of Information Act (5 ILCS 140), I request copies of legal fee invoices related to Title IX matters for Gurnee School District 56 from December 01, 2024, to the date this request is fulfilled.

Requested Information:

I am requesting only non-privileged billing details, specifically:

- Dates of service
- Service provided
- Total amounts billed
- Names of law firms or attorneys providing services

General descriptions of services rendered (excluding any privileged legal advice or confidential attorney-client communications)

I understand that portions of the invoices containing legal advice may be redacted under 5 ILCS 140/7(1)(m). However, attorney-client privilege only applies to legal counsel provided to the school district as a public entity, not to individual employees who may have consulted district-paid attorneys for personal defense or non-official matters.

Additionally, billing details, attorney names, and general descriptions of services are not privileged and must be disclosed under FOIA (Illinois Education Ass'n v. Illinois State Board of Education, 204 Ill. App. 3d 406 (1990)).

If the request is denied in full or in part, please cite the specific FOIA exemption(s) applied and provide a written explanation for the denial.

Legal Protections for FOIA Requesters & Title IX Records:

Right to Access Public Records (5 ILCS 140/3) – Public bodies must provide requested records within **five business days**, unless an extension is requested in writing.

Right to a Detailed Denial Explanation (5 ILCS 140/9(a)) – If my request is denied, the district must provide a written response with legal justification.

Prohibition Against Retaliation (5 ILCS 140/4 & 5 ILCS 140/9.5) – Public bodies cannot punish, intimidate, or retaliate against a requester for filing a FOIA request.

Right to Appeal (5 ILCS 140/9.5(a)) – If denied, I have the right to seek review by the Illinois Attorney General's Public Access Counselor (PAC) or pursue legal action in circuit court.

Prohibition Against Willful Denial or Delay (5 ILCS 140/9.5(f)) – A public body cannot knowingly delay or improperly withhold public records. Willful violations may result in legal consequences.

Federal Title IX Compliance Requirement (34 C.F.R. § 106.8 & § 106.45) – Schools must keep accurate records of Title IX complaints and legal matters. Any attempt to withhold, delay, or destroy relevant documents could violate federal law.

Attorney-Client Privilege Limitations in FOIA Requests:

Attorney-client privilege applies only to confidential legal advice given to the school district as an entity.

It does not protect information related to an individual administrator's personal legal defense, especially if district resources were used for personal legal matters.

FOIA requires disclosure of all non-exempt billing records, including dates of service, amounts billed, and general descriptions of work performed.

I request these records in electronic format (PDF).

As this request is in the public interest, I request a waiver of any fees. If fees apply, please notify me in advance within the legally required timeframe.

I look forward to your response within five business days, as required by law.

Thank you for your time and assistance.

Sincerely,

Selene Cortes Tapia



Reply

Reply all

Forward



Rachel B. Solomon

Director of Pupil Services, Gurnee SD56

(847) 336-0800 | www.d56.org | rsolomon@d56.org

3706 Florida Ave. Gurnee, IL 60031



Create your own [email signature](#)



Lori Rupsch <lrupsch@d56.org>

Fwd: FOIA Request

Luis Correa <lcorrea@d56.org>
To: Lori Rupsch <lrupsch@d56.org>

Mon, Mar 31, 2025 at 5:03 PM

FYI

----- Forwarded message -----

From: **Heather Heiden** <membership@lcft.org>
Date: Mon, Mar 31, 2025 at 4:54 PM
Subject: FOIA Request
To: Sydney Ryan <sryan@lcft.org>, Heather Heiden <membership@lcft.org>

Dear FOIA Officer,

Pursuant to the Freedom of Information Act, I am requesting multiple items:

A. Substitute rates:

- 1. Daily substitute teacher rate
- 2. Long term substitute teacher rate
- 3. Daily substitute paraprofessional/teaching assistant rate

B. Copies of the performance evaluation tools used for the following job categories within your district:

- 1. Paraprofessionals/Teaching Assistants
 - 2. Health Aides/Health Clerks
 - 3. Administrative Clerks
 - 4. Security Staff
 - 5. Library Assistants
 - 6. Maintenance or Janitorial Staff
- Additionally, if any of these evaluations contain a sub-component for input from supervisors or classroom teachers, please provide copies of those as well.

I request that the records be provided in electronic format, if available, and sent via email to this email address (membership@lcft.org). If electronic records are not available, please inform me of any copying fees before processing my request.

If any portion of this request is denied, please provide a written explanation citing the specific legal exemption relied upon. If any records can be released in part, please provide all segregable portions. This is not a commercial request.

I appreciate your time and assistance and look forward to your response within the timeframe required by law. If you require any clarification, please feel free to contact me using the information below my signature.

Sincerely,

Sydney Ryan | Field Service Director
Lake County Federation of Teachers Local 504
248 Ambrogio Drive, Gurnee, IL 60031
T: (847) 623-7725 | E: sryan@lcft.org

4/3/25, 10:17 AM

Gurnee School District #56 Mail - Fwd: FOIA Request

This e-mail and any attachments contain confidential and legally protected information and are intended solely for the recipient(s) named above. If you are not a named addressee, you are notified that you should not copy, disseminate, distribute, alter, post or forward the contents of the e-mail or attachments. Any views or opinions expressed are solely those of the individual and do not necessarily represent those of the Illinois Federation of Teachers (IFT).



Lori Rupsch <lrupsch@d56.org>

Fwd: FOIA Request

Lori Rupsch <lrupsch@d56.org>
To: membership@lcft.org

Thu, Apr 3, 2025 at 10:16 AM

Hello,

Per your FOIA request on March 31, 2025, I have included the following requested information.

The daily rate for a substitute teacher is currently between \$140.00 and \$150.00 depending on how long the substitute has been employed at District 56. The long-term daily rate for substitute teachers is currently \$253.04. The daily rate for substitute paraprofessionals is currently \$16.00 with no bachelor's degree and \$17.00 with a bachelor's degree.

I have also attached the performance evaluation tools for our 12-month administrative assistants, our building clerks/secretaries, and our other non-certified staff.

[Quoted text hidden]

--

LORI RUPSCH

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



@GurneeD56 @District56 @GurneeDistrict56 @D56StreamingVideo

The information contained in this transmission is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. If you are not the intended recipient of this information, do not review, retransmit, disclose, disseminate, use, or take any action in reliance upon this information. If you received this transmission in error, please contact the sender and destroy all printed copies and delete the material from all computers. E-mail transmission cannot be guaranteed to be secure. E-mail information could be intercepted, corrupted, lost, destroyed, arrive late, be incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message.

3 attachments

- Non-Certified Evaluation.doc**
35K
- Administrative Assistant Performance Evaluation.docx**
29K
- Building Clerk Secretary Evaluation.docx**
30K



Gurnee District 56
Administrative Assistant Performance Evaluation

Name:	School Year:
Assignment:	Length of Time in Current Assignment:
Date of Last Evaluation:	Evaluation Completed by:

Ratings:

Excellent - Staff member has consistently and significantly distinguished him/herself on Gurnee School District 56 standards during the period of evaluation.

Proficient - Staff member has demonstrated essential competence on identified Gurnee School District 56 standards during the period of evaluation.

Needs Improvement - Staff member has demonstrated growth, but the level of achievement has not yet reached Gurnee School District 56 standards during the period of evaluation.

Unsatisfactory - Staff member has not demonstrated adequate growth toward achieving Gurnee School District 56 standards during the period of evaluation.

Domain 1: Knowledge, ability, and skills to accurately perform assigned duties

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: understands that primary responsibility of all administrative assistants is one of customer service	Administrative Assistant rarely interacts in a customer service-oriented manner with parents, administrators, teachers, and/or fellow administrative assistants.	Administrative Assistant needs support to interact in a customer service-oriented manner with parents, administrators, teachers, and/or fellow administrative assistants.	Administrative Assistant interacts in a customer service-oriented manner with parents, administrators, teachers, and/or fellow administrative assistants.	Administrative Assistant interacts in a customer service-oriented manner with parents, administrators, teachers, and/or fellow administrative assistants and is a resource to others.
1b: has command of all assigned work duties and responsibilities	Administrative Assistant lacks the knowledge and skills to perform most assigned duties and responsibilities.	Administrative Assistant has the knowledge and skills to perform some, but not all, assigned duties and responsibilities.	Administrative Assistant has the knowledge and skills to effectively perform all assigned duties and responsibilities.	Administrative Assistant has the knowledge and skills to effectively perform all assigned duties and responsibilities and is a resource to others.
1c: has the technical grasp of the job while using universal	Administrative Assistant lacks the technical ability to use essential job-related	Administrative Assistant has the technical ability to use some, but not all, essential job-related	Administrative Assistant has the technical ability to use all essential job-related	Administrative Assistant has the technical ability to use all essential job-related



Gurnee District 56

Administrative Assistant Performance Evaluation

software systems.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc., and is a resource to others.
1d: completes assigned duties with accuracy.	Administrative Assistant rarely completes assigned duties with accuracy.	Administrative Assistant needs support to complete assigned duties with accuracy.	Administrative Assistant consistently completes assigned duties with accuracy.	Administrative Assistant consistently completes assigned duties with accuracy and is a resource to others.
1e: maintains required records in a way that can be easily understood by others.	Administrative Assistant rarely maintains records or records are maintained in a way that others cannot understand.	Administrative Assistant needs support to maintain records.	Administrative Assistant maintains accurate records and records are maintained in a way that others can clearly understand.	Administrative Assistant maintains accurate records and records are maintained in a way that others can clearly understand, and the Administrative Assistant is a resource to others.
1f: Demonstrates problem-solving skills	Administrative Assistant rarely demonstrates problem-solving skills.	Administrative Assistant needs support to demonstrate problem-solving skills.	Administrative Assistant regularly demonstrates problem-solving skills.	Administrative Assistant regularly demonstrates problem-solving skills and is a resource to others.
Observations and/or comments explaining the ratings:				

Domain 2: Attitude toward job assignments and initiative

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: is a self-starter who completes assigned duties and responsibilities without being asked.	Administrative Assistant rarely performs assigned duties and responsibilities without consistent direction.	Administrative Assistant needs direction to perform assigned duties and responsibilities.	Administrative Assistant consistently performs assigned duties and responsibilities with little to no direction.	Administrative Assistant consistently performs assigned duties and responsibilities with no direction and is an exemplar to others.
2b: has a positive attitude.	Administrative Assistant displays a negative attitude toward assigned duties and/or colleagues.	Administrative Assistant occasionally displays a negative attitude toward assigned duties and/or colleagues.	Administrative Assistant consistently displays a positive attitude toward assigned duties and/or colleagues.	Administrative Assistant consistently displays a positive attitude toward assigned duties and/or colleagues and is an exemplar to others.
2c: contributes suggestions for improvement.	Administrative Assistant rarely contributes ideas that could lead to improvement in assigned duties and responsibilities.	Administrative Assistant needs support to contribute ideas that could lead to improvement in assigned duties and responsibilities.	Administrative Assistant regularly contributes ideas that could lead to improvement in assigned duties and responsibilities.	Administrative Assistant regularly contributes ideas that could lead to improvement in assigned duties and responsibilities and is a resource to others.



Gurnee District 56

Administrative Assistant Performance Evaluation

2d: cooperates with co-workers.	Administrative Assistant rarely cooperates with co-workers.	Administrative Assistant needs support to cooperate with co-workers.	Administrative Assistant consistently cooperates with co-workers.	Administrative Assistant consistently cooperates with co-workers and helps others to cooperate.
2e: treats others with respect.	Administrative Assistant rarely treats others with respect.	Administrative Assistant needs support to treat others with respect.	Administrative Assistant consistently treats others with respect.	Administrative Assistant consistently treats others with respect and is an exemplar to others.
2f: accepts direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant rarely accepts direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant needs support in accepting direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant accepts direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant seeks direction from his/her supervisor, including constructive criticism where applicable and is an exemplar to others.
2g: demonstrates initiative by taking on tasks outside of assigned duties to assist in the overall operation of the office.	Administrative Assistant rarely demonstrates initiative to assist co-workers.	Administrative Assistant needs support to demonstrate initiative to assist co-workers.	Administrative Assistant regularly demonstrates initiative to assist co-workers.	Administrative Assistant regularly demonstrates initiative to assist co-workers and is an exemplar to others.
Observations and/or comments explaining the ratings:				

Domain 3: Dependability, Communication, and Organization

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: is punctual, reliable, and has good attendance habits.	Administrative Assistant rarely demonstrates responsible behaviors toward attendance, work schedule, and timeliness.	Administrative Assistant needs support to demonstrate responsible behaviors toward attendance, work schedule, and timeliness.	Administrative Assistant consistently and effectively demonstrates responsible behaviors toward attendance, work schedule, and timeliness.	Administrative Assistant consistently and effectively demonstrates responsible behaviors toward attendance, work schedule, and timeliness and is an exemplar to others.
3b: completes his/her work in a timely manner.	Administrative Assistant rarely completes work by agreed upon deadlines.	Administrative Assistant needs support to complete work by agreed upon deadlines.	Administrative Assistant completes work by agreed upon deadlines.	Administrative Assistant consistently completes work by agreed upon deadlines and is an exemplar to others.
3c: effectively communicates with parents, administrators,	Administrative Assistant rarely communicates effectively with	Administrative Assistant needs support to communicate effectively with parents,	Administrative Assistant communicates effectively with	Administrative Assistant communicates effectively with parents, administrators,



Gurnee District 56

Administrative Assistant Performance Evaluation

teachers, and/or co-workers.	parents, administrators, teachers, and/or co-workers.	administrators, teachers, and/or co-workers.	parents, administrators, teachers, and/or co-workers.	teachers, and/or co-workers and is a resource and exemplar to others.
3d: effectively organizes the physical workspace.	Administrative Assistant rarely organizes his/her workspace effectively.	Administrative Assistant needs support to organize his/her workspace effectively.	Administrative Assistant organizes his/her workspace effectively.	Administrative Assistant organizes his/her workspace effectively and is an exemplar to others.
Observations and/or comments explaining the ratings:				

Domain 4: Professionalism

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: demonstrates professionalism, including integrity, ethics, and confidentiality	Administrative Assistant displays dishonesty in interactions with others and violates norms of confidentiality.	Administrative Assistant is honest in interactions with others and respects norms of confidentiality.	Administrative Assistant displays high standards of honesty and integrity in interactions with others and respects norms of confidentiality.	Administrative Assistant can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with others in respecting the norms of confidentiality.
4b: engages in professional learning.	Administrative Assistant rarely participates in professional learning activities, even when such activities are clearly needed for the enhancement of skills.	Administrative Assistant's participation in professional learning activities is limited to those that are convenient or are required.	Administrative Assistant seeks out opportunities for professional learning based on recommended or individual assessment of need.	Administrative Assistant actively seeks out professional learning opportunities based on individual assessment of need and is a resource to others.
4c: participates in a professional community.	Administrative Assistant's relationships with colleagues are negative or self-serving, and the Administrative Assistant avoids being involved in district events and projects.	Administrative Assistant's relationships with colleagues are cordial, and the Administrative Assistant participates in district events and projects when specifically requested.	Administrative Assistant participates actively in district events and projects and maintains positive and productive relationships with colleagues.	Administrative Assistant makes a substantial contribution to district events and projects and assumes a leadership role with colleagues.
4d: collaborates with other Administrative Assistants.	Administrative Assistant rarely collaborates with other Administrative Assistants when the job requires.	Administrative Assistant needs support to collaborate with other Administrative Assistants when the job requires.	Administrative Assistant consistently and effectively collaborates with other Administrative Assistants when the job requires.	Administrative Assistant consistently and effectively collaborates with other Administrative Assistants when the job requires and is a resource to others.
4e: demonstrates interest in the welfare of	Administrative Assistant rarely considers the welfare of children and families.	Administrative Assistant needs support to consider the welfare of children and families.	Administrative Assistant consistently considers the welfare of children and families.	Administrative Assistant consistently considers the welfare of children and families and is an exemplar to others.



Gurnee District 56
Administrative Assistant Performance Evaluation

children and families.				
Observations and/or comments explaining the ratings:				



Gurnee District 56

Building Administrative Assistant Evaluation Framework

Name:	School Year:
Assignment:	Length of Time in Current Assignment:
Date of Last Evaluation:	Evaluation Completed by:

Ratings:

Excellent - Staff member has consistently and significantly distinguished him/herself on Gurnee School District 56 standards during the period of evaluation.

Proficient - Staff member has demonstrated essential competence on identified Gurnee School District 56 standards during the period of evaluation.

Needs Improvement - Staff member has demonstrated growth, but the level of achievement has not yet reached Gurnee School District 56 standards during the period of evaluation.

Unsatisfactory - Staff member has not demonstrated adequate growth toward achieving Gurnee School District 56 standards during the period of evaluation.

Domain 1: Knowledge, ability, and skills to accurately perform assigned duties

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: understands that primary responsibility of all administrative assistants is one of customer service	Administrative Assistant rarely interacts in a customer service-oriented manner with parents, administrators, teachers, and/or fellow administrative assistants.	Administrative Assistant needs support to interact in a customer service-oriented manner with parents, administrators, teachers, and/or fellow administrative assistants.	Administrative Assistant interacts in a customer service-oriented manner with parents, administrators, teachers, and/or fellow administrative assistants.	Administrative Assistant interacts using a cheerful manner with parents, administrators, teachers, and/or fellow administrative assistants and is a resource to others.
1b: has command of all assigned work duties and responsibilities	Administrative Assistant lacks the knowledge and skills to perform most assigned duties and responsibilities.	Administrative Assistant has the knowledge and skills to perform some, but not all, assigned duties and responsibilities.	Administrative Assistant has the knowledge and skills to effectively perform all assigned duties and responsibilities.	Administrative Assistant has the knowledge and skills to effectively perform all assigned duties and responsibilities and is a resource to others.
1c: has the technical grasp of the job while using universal	Administrative Assistant lacks the technical ability to use essential job-related	Administrative Assistant has the technical ability to use some, but not all, essential job-related	Administrative Assistant has the technical ability to use all essential job-related	Administrative Assistant has the technical ability to use all essential job-related

software systems.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc.	software systems such as the district financial and student management system, Word, Excel, Keynote, Google, etc., and is a resource to others.
1d: completes assigned duties with accuracy.	Administrative Assistant rarely completes assigned duties with accuracy.	Administrative Assistant needs support to complete assigned duties with accuracy.	Administrative Assistant consistently completes assigned duties with accuracy.	Administrative Assistant consistently completes assigned duties with accuracy and is a resource to others.
1e: maintains required records in a way that can be easily understood by others.	Administrative Assistant rarely maintains records or records are maintained in a way that others cannot understand.	Administrative Assistant needs support to maintain records.	Administrative Assistant maintains accurate records and records are maintained in a way that others can clearly understand.	Administrative Assistant maintains accurate records and records are maintained in a way that others can clearly understand and the Administrative Assistant is a resource to others.
1f: Demonstrates problem-solving skills	Administrative Assistant rarely demonstrates problem-solving skills.	Administrative Assistant needs support to demonstrate problem-solving skills.	Administrative Assistant regularly demonstrates problem-solving skills.	Administrative Assistant regularly demonstrates problem-solving skills and is a resource to others.
Observations and/or comments explaining the ratings:				

Domain 2: Attitude toward job assignments and initiative

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: is a self-starter who completes assigned duties and responsibilities without being asked.	Administrative Assistant rarely performs assigned duties and responsibilities without consistent direction.	Administrative Assistant needs direction to perform assigned duties and responsibilities.	Administrative Assistant consistently performs assigned duties and responsibilities with little to no direction.	Administrative Assistant consistently performs assigned duties and responsibilities with no direction and is an example for others.
2b: has a positive attitude.	Administrative Assistant displays a negative attitude toward assigned duties and/or colleagues.	Administrative Assistant occasionally displays a negative attitude toward assigned duties and/or colleagues.	Administrative Assistant consistently displays a positive attitude toward assigned duties and/or colleagues.	Administrative Assistant consistently displays a positive attitude toward assigned duties and/or colleagues and is an example for others.
2c: contributes suggestions for improvement.	Administrative Assistant rarely contributes ideas that could lead to improvement in assigned duties and responsibilities.	Administrative Assistant needs support to contribute ideas that could lead to improvement in assigned duties and responsibilities.	Administrative Assistant regularly contributes ideas that could lead to improvement in assigned duties and responsibilities.	Administrative Assistant regularly contributes ideas that could lead to improvement in assigned duties and responsibilities and is a resource to others.



Gurnee District 56

Building Administrative Assistant Evaluation Framework

2d: cooperates with co-workers.	Administrative Assistant rarely cooperates with co-workers.	Administrative Assistant needs support to cooperate with co-workers.	Administrative Assistant consistently cooperates with co-workers.	Administrative Assistant consistently cooperates with co-workers and helps others to cooperate.
2e: treats others with respect.	Administrative Assistant rarely treats others with respect.	Administrative Assistant needs support to treat others with respect.	Administrative Assistant consistently treats others with respect.	Administrative Assistant consistently treats others with respect and is an example for others.
2f: accepts direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant rarely accepts direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant needs support in accepting direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant accepts direction from his/her supervisor, including constructive criticism where applicable.	Administrative Assistant seeks direction from his/her supervisor, including constructive criticism where applicable and is an example for others.
2g: assists in locating the person or resources to help with requests not directly assigned to the administrative assistant	Administrative Assistant rarely assists in locating the person or resources.	Administrative Assistant needs support in assisting or locating the person or resources.	Administrative Assistant assists or locates the person or resources.	Administrative Assistant seeks opportunities to assist or locate people or resources and is an example to others.
2f: demonstrates initiative by taking on tasks outside of assigned duties to assist in the overall operation of the office.	Administrative Assistant rarely demonstrates initiative to assist co-workers.	Administrative Assistant needs support to demonstrate initiative to assist co-workers.	Administrative Assistant regularly demonstrates initiative to assist co-workers.	Administrative Assistant regularly demonstrates initiative to assist co-workers and is an example for others.
Observations and/or comments explaining the ratings:				

Domain 3: Dependability, Communication, and Organization

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: is punctual, reliable, and has good attendance habits.	Administrative Assistant rarely demonstrates responsible behaviors toward attendance, work schedule, and timeliness.	Administrative Assistant needs support to demonstrate responsible behaviors toward attendance, work schedule, and timeliness.	Administrative Assistant consistently and effectively demonstrates responsible behaviors toward attendance, work schedule, and timeliness.	Administrative Assistant consistently and effectively demonstrates responsible behaviors toward attendance, work schedule, and timeliness and is an example for others.
3b: completes his/her work including emails, calls,	Administrative Assistant rarely completes work by agreed upon deadlines.	Administrative Assistant needs support to complete work by agreed upon deadlines.	Administrative Assistant completes work by agreed upon deadlines.	Administrative Assistant consistently completes work by agreed upon deadlines.



Gurnee District 56

Building Administrative Assistant Evaluation Framework

and requests in a timely manner.				and is an example for others.
3c: effectively communicates with parents, administrators, teachers, and/or co-workers.	Administrative Assistant rarely communicates effectively with parents, administrators, teachers, and/or co-workers.	Administrative Assistant needs support to communicate effectively with parents, administrators, teachers, and/or co-workers.	Administrative Assistant communicates effectively with parents, administrators, teachers, and/or co-workers.	Administrative Assistant communicates in a welcoming and cheerful manner with parents, administrators, teachers, and/or co-workers and is a resource and example for others.
3d: effectively organizes the physical workspace.	Administrative Assistant rarely organizes his/her workspace effectively.	Administrative Assistant needs support to organize his/her workspace effectively.	Administrative Assistant organizes his/her workspace effectively.	Administrative Assistant organizes his/her workspace effectively and is an example for others.
Observations and/or comments explaining the ratings:				

Domain 4: Professionalism

Level of Performance				
COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: demonstrates professionalism, including integrity, ethics, and confidentiality	Administrative Assistant displays dishonesty in interactions with others and violates norms of confidentiality.	Administrative Assistant is honest in interactions with others and respects norms of confidentiality.	Administrative Assistant displays high standards of honesty and integrity in interactions with others and respects norms of confidentiality.	Administrative Assistant can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with others in respecting the norms of confidentiality.
4b: engages in professional learning.	Administrative Assistant rarely participates in professional learning activities, even when such activities are clearly needed for the enhancement of skills.	Administrative Assistant's participation in professional learning activities is limited to those that are convenient or are required.	Administrative Assistant seeks out opportunities for professional learning based on recommended or individual assessment of need.	Administrative Assistant actively seeks out professional learning opportunities based on individual assessment of need and is a resource to others.
4c: participates in a professional community.	Administrative Assistant's relationships with colleagues are negative or self-serving, and the Administrative Assistant avoids being	Administrative Assistant's relationships with colleagues are cordial, and the Administrative Assistant participates in district	Administrative Assistant participates actively in district events and projects and maintains positive and productive relationships with colleagues.	Administrative Assistant makes a substantial contribution to district events and projects and assumes a leadership role with colleagues.



Gurnee District 56

Building Administrative Assistant Evaluation Framework

	involved in district events and projects.	events and projects when specifically requested.		
4e: collaborates with other Administrative Assistants.	Administrative Assistant rarely collaborates with other Administrative Assistants when the job requires.	Administrative Assistant needs support to collaborate with other Administrative Assistants when the job requires.	Administrative Assistant consistently and effectively collaborates with other Administrative Assistants when the job requires.	Administrative Assistant consistently and effectively collaborates with other Administrative Assistants when the job requires and is a resource to others..
4f: demonstrates interest in the welfare of children and families.	Administrative Assistant rarely considers the welfare of children and families.	Administrative Assistant needs support to consider the welfare of children and families.	Administrative Assistant consistently considers the welfare of children and families.	Administrative Assistant consistently considers the welfare of children and families and is an example for others.
Observations and/or comments explaining the ratings:				

Gurnee School District 56

Non-Certified Performance Evaluation Form

Name: _____ Position: _____

School Year: _____ Years in District: _____ Building/Site: _____

Areas of Competency	Improvement Needed	Good	Outstanding	Comments Comments are encouraged for any rating, but are <u>required</u> for "Improvement Needed"
Quality of work. Accuracy, completeness, thoroughness, neatness				
Quantity of work: Amount of work done				
Knowledge: Knowledge of methods, materials, objectives, and other fundamental information skills needed to fulfill responsibilities				
Adaptability: Ability to learn and perform as circumstances change and during emergencies				
Ability to grasp detail and to comprehend the difference between what is important and what is trivial				
Work Habits: Organization of work, time tending to tasks, productive use of equipment, safety, industry, and responsiveness				
Relationships: Ability to interact positively with other employees and the public				
Dependability: Degree to which he/she can be relied upon to do the job without close supervision, is punctual, and can be trusted to attend to job responsibilities				
Attitude: Interest in work, willingness to satisfy requirements and to accept suggestions, to be loyal to the organization, and to engage in ethical conduct				
Judgment: Soundness of decisions and application of logic and common sense				

Comments by evaluator:

Comments by employee:

Future professional goals:

Date of conference: _____

Signatures:

Employee

Evaluator

Date

Date

Signature indicates that the evaluation has been read and discussed but does not necessarily indicate agreement with the contents

Copies: Employee

Evaluator

Employee's personnel file



Lori Rupsch <lrupsch@d56.org>

Fwd: Records Request - Purchase Order Data - Gurnee SD 56

2 messages

Luis Correa <lcorrea@d56.org>
To: Lori Rupsch <lrupsch@d56.org>

Thu, Apr 3, 2025 at 12:25 PM

FYI

----- Forwarded message -----

From: <areynolds@thedatabranch.com>
Date: Thu, Apr 3, 2025 at 10:40AM
Subject: Records Request - Purchase Order Data - Gurnee SD 56
To: <lcorrea@d56.org>

Dear Public Records Officer,

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140)

The Data Branch is hereby submitting a commercial records request. We seek a spreadsheet containing all purchase orders from January 1, 2020, to present day.

Requested Information:

Spreadsheet containing all purchase orders from January 1, 2020, to the present day.

If easily accessible, please provide this info for each purchase order:

- Purchase order number or equivalent
- Purchase date
- Vendor ID or equivalent
- Vendor name
- Line item details
- Line item quantity
- Line item unit price
- Line item total price

Format & Delivery:

These records generally live in your ERP, and a spreadsheet export of that is easiest for us. However, if this is not possible please send in the format you prefer. Please ensure that the requested data is sent as a reply in this email thread if possible.

Contact Information:

My name is Amber Reynolds

Email: areynolds@thedatabranch.com

Phone: (302) 585-3132

Address: [1111B S Governors Ave STE 21033, Dover, DE 19904](#)

We appreciate your attention to this matter and look forward to your prompt response. Please confirm receipt of this request and provide an estimated date for the delivery of the requested records.

Thank you for your cooperation.

Sincerely,

The Data Branch Research Team

Lori Rupsch <lrupsch@d56.org>
To: areynolds@thedatabranch.com

Thu, Apr 3, 2025 at 3:11 PM

Ms. Reynolds,

Pursuant to FOIA, I have included the attached document that you requested via email on April 3, 2025. Please let me know if you have any questions.

[Quoted text hidden]

--

LORI RUPSCH

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



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 **FOIA Reynolds DataBranch.pdf**
246K

<u>P.O. NUMBER</u>	<u>BATCH #</u>	<u>VENDOR KEY</u>	<u>VENDOR NAME</u>	<u>PO DESCRIPTION</u>	<u>PROJ/GRANT</u>	<u>CONTRACT #</u>	<u>STATUS</u>	<u>ENT DATE</u>	<u>DUE DATE</u>	<u>LQ</u>	<u>PO AMOUNT</u>
2012000015	23	PAR,INC 000	PAR,INC	SUPPLIES			HISTORY	01/23/2020	01/23/2020	C	190.90
2012000016	23	PSYCHOL2000	NCS PEARSON, INC	SUPPLIES			HISTORY	01/23/2020	01/23/2020	C	617.25
2012000017	23	PSYCHOL2000	NCS PEARSON, INC	SUPPLIES			HISTORY	01/23/2020	01/23/2020	C	304.83
2012000018	23	MULTIHEA001	MULTIHEALTH SYSTEMS, INC	SUPPLIES			HISTORY	01/23/2020	01/23/2020	C	300.20
2012000020	23	PHONAK 001	PHONAK INC	SUPPLIES			HISTORY	01/23/2020	01/23/2020	C	762.99
2012000021	07	SKYWARD 001	SKYWARD INC	TRAINING			HISTORY	02/07/2020	02/07/2020	C	400.00
2012000023	20	RAPTOR T000	RAPTOR TECHNOLOGIES	SUPPLIES			HISTORY	02/20/2020	02/20/2020	C	7,620.00
2012000024	21	MUSICIS 001	MUSIC IS ELEMENTARY	SUPPLIES			HISTORY	02/21/2020	02/21/2020	C	278.36
2012000025	24	PEARSON1000	PEARSON	SUPPLIES			HISTORY	02/24/2020	02/24/2020	C	528.86
2012000026	24	STENHOUS001	STENHOUSE PUBLISHERS	SUPPLIES			HISTORY	02/24/2020	02/24/2020	C	225.40
2012000027	24	STENHOUS001	STENHOUSE PUBLISHERS	SUPPLIES			HISTORY	02/24/2020	02/24/2020	C	135.70
2012000028	24	HEINEMAN001	HEINEMANN	SUPPLIES			HISTORY	02/24/2020	02/24/2020	C	91.00
2012000029	24	LAKESHOR001	LAKESHORE	SUPPLIES			HISTORY	02/24/2020	02/24/2020	C	168.98
2012000030	24	SPEECHCO000	SPEECH CORNER	SUPPLIES			HISTORY	02/24/2020	02/24/2020	C	94.27
2012000032	25	EDUCATIO003	EDUCATION FRAMEWORK INC	ANNUAL LICENSE			HISTORY	02/25/2020	02/25/2020	C	5,679.00
2012000033	25	ORIENTAL001	ORIENTAL TRADING	SUPPLIES			HISTORY	02/25/2020	02/25/2020	C	83.44
2012000034	26	READNATU001	READ NATURALLY	SUPPLIES			HISTORY	02/26/2020	02/26/2020	C	1,144.25
2012000035	09	GYM CLOS000	GYM CLOSET	PE SUPPLIES			HISTORY	03/09/2020	03/09/2020	C	678.06
2012000036	26	MARYRUTH001	MARY RUTH BOOKS	SUPPLIES			HISTORY	05/26/2020	05/26/2020	C	1,207.50
2012000036	26	MARYRUTH001	MARY RUTH BOOKS	SUPPLIES			REV HIST	05/26/2020	05/26/2020	L	1,207.50
2012000037	26	PIONEVAL000	PIONEER VALLEY BOOKS	SUPPLIES			HISTORY	05/26/2020	05/26/2020	C	1,154.60
2012000037	26	PIONEVAL000	PIONEER VALLEY BOOKS	SUPPLIES			REV HIST	05/26/2020	05/26/2020	L	1,154.60
2012000038	26	SCHOLREA001	SCHOLASTIC	SUPPLIES			HISTORY	05/26/2020	05/26/2020	C	1,754.84
2012000038	26	SCHOLREA001	SCHOLASTIC	SUPPLIES			REV HIST	05/26/2020	05/26/2020	L	1,754.84
2012000039	26	HOUGH2 000	HOUGHTON MIFFLIN HARCOURT	SUPPLIES			HISTORY	05/26/2020	05/26/2020	C	776.48
2012000039	26	HOUGH2 000	HOUGHTON MIFFLIN HARCOURT	SUPPLIES			REV HIST	05/26/2020	05/26/2020	L	776.48
2012000040	26	PLANK 001	PLANK ROAD PUBLISHING	SUPPLIES			HISTORY	05/26/2020	05/26/2020	C	192.28
2012000041	26	WEST MUS001	WEST MUSIC	SUPPLIES			HISTORY	05/26/2020	05/26/2020	C	475.63
2012000042	26	PLANK 001	PLANK ROAD PUBLISHING	SUPPLIES			HISTORY	05/26/2020	05/26/2020	C	678.50
2012000043	27	WEST MUS001	WEST MUSIC	SPAULING RISERS			HISTORY	05/27/2020	05/27/2020	C	4,019.00
2012000044	28	NATGEOKI000	NATIONAL GEOGRAPHIC KIDS	CLASSROOM SUBSCRIPTIONS			HISTORY	05/28/2020	05/28/2020	C	600.88
2012000045	28	TIMEFORK000	TIME FOR KIDS	CLASSROOM SUBSCRIPTIONS			HISTORY	05/28/2020	05/28/2020	C	1,251.08
2012000047	10	COMPUTDI000	CDW EDUCATION	IPAD CASES			HISTORY	06/10/2020	06/10/2020	C	14,400.00
2012020999	66	MURNANE 000	MURNANE PAPER	PAPER			HISTORY	06/04/2020	06/04/2020	C	22,150.00
2012100000	22	APPLIANS000	APPLIANSYS	CacheBox 420 cache appliances			HISTORY	06/22/2020	06/22/2020	C	47,932.00
2012100001	23	SECURLY,000	SECURLY, INC	Annual Subscription - 3 Year			HISTORY	06/23/2020	06/23/2020	C	11,000.00
2012100002	29	INTERIOR001	INTERIORS FOR BUSINESS	Spaulding Library furniture			HISTORY	06/29/2020	06/29/2020	C	47,056.99
2012100003	30	COMPUTDI000	CDW EDUCATION	erate equipment			HISTORY	06/30/2020	06/30/2020	C	39,223.16
2012100004	24	POSITIVE002	POSITIVE PROMOTIONS	SUPPLIES			HISTORY	07/24/2020	07/24/2020	C	255.45

<u>P.O. NUMBER</u>	<u>BATCH #</u>	<u>VENDOR KEY</u>	<u>VENDOR NAME</u>	<u>PO DESCRIPTION</u>	<u>PROJ/GRANT</u>	<u>CONTRACT #</u>	<u>STATUS</u>	<u>ENT DATE</u>	<u>DUE DATE</u>	<u>LQ</u>	<u>PO AMOUNT</u>
2012100005	24	FLASHFOR000	FLASHFORGE USA	SUPPLIES			HISTORY	07/24/2020	07/24/2020	C	5,515.40
2012100005	24	FLASHFOR000	FLASHFORGE USA	SUPPLIES			REV HIST	07/24/2020	07/24/2020	L	5,515.40
2012100006	24	ROCHESTE001	ROCHESTER 100 INC	SUPPLIES			HISTORY	07/24/2020	07/24/2020	C	523.25
2012100007	24	BAUDVILL001	BAUDVILLE	SUPPLIES			HISTORY	07/24/2020	07/24/2020	C	192.93
2012100009	24	MCGRAEDU000	MCGRAW HILL EDUCATION	CORE CURRICULUM			HISTORY	07/24/2020	07/24/2020	F	3,913.20
2012100010	24	HOUGH2 000	HOUGHTON MIFFLIN HARCOURT	LICENSE RENEWAL			HISTORY	07/24/2020	07/24/2020	C	4,560.00
2012100011	24	ROYAL 001	ROYAL FIREWORKS PUBLISHING CO	CORE CURRICULUM			HISTORY	07/24/2020	07/24/2020	C	1,375.00
2012100012	25	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	CORE CURRICUM			HISTORY	07/25/2020	07/25/2020	C	280.00
2012100013	25	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	CORE CURRICUM			HISTORY	07/25/2020	07/25/2020	C	2,944.00
2012100014	25	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICUM			HISTORY	07/25/2020	07/25/2020	C	2,375.10
2012100015	25	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICUM			HISTORY	07/25/2020	07/25/2020	F	1,761.90
2012100016	25	MCGRAEDU000	MCGRAW HILL EDUCATION	CORE CURRICULUM			HISTORY	07/25/2020	07/25/2020	C	677.88
2012100017	25	MCGRAEDU000	MCGRAW HILL EDUCATION	CORE CURRICULUM			HISTORY	07/25/2020	07/25/2020	C	5,616.72
2012100018	25	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM			HISTORY	07/25/2020	07/25/2020	C	1,455.23
2012100019	25	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM			HISTORY	07/25/2020	07/25/2020	C	14,554.23
2012100020	25	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM			HISTORY	07/25/2020	07/25/2020	C	7,331.40
2012100021	30	FLINN 001	FLINN SCIENTIFIC	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	199.89
2012100022	30	CAROLINA000	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	246.10
2012100023	30	CAROLINA000	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	2,335.46
2012100024	30	HOME SCI000	HOME SCIENCE TOOLS	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	242.00
2012100026	30	ORIENTAL001	ORIENTAL TRADING	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	64.92
2012100026	30	HOME SCI000	HOME SCIENCE TOOLS	SCIENCE SUPPLIES			REV HIST	07/30/2020	07/30/2020	L	64.92
2012100027	30	SCHOOL 000	SCHOOL SPECIALTY INC	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	568.97
2012100027	30	SCHOOL 000	SCHOOL SPECIALTY INC	SCIENCE SUPPLIES			REV HIST	07/30/2020	07/30/2020	L	568.97
2012100028	30	FISHER 000	FISHER SCIENTIFIC COMPNAY L.L.C	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	136.88
2012100029	30	FLINN 001	FLINN SCIENTIFIC	SCIENCE SUPPLIES			HISTORY	07/30/2020	07/30/2020	C	41.05
2012100030	07	MCGRAEDU000	MCGRAW HILL EDUCATION	CORE CURRICUUM			HISTORY	08/07/2020	08/07/2020	C	649.64
2012100031	18	MCGRHILL000	MCGRAW HILL SRA	Glencoe Math Quote # DBRAC-08162020-001			HISTORY	08/18/2020	08/18/2020	C	11,556.30
2012100032	20	SKYWARD 001	SKYWARD INC	LMS/OneRoster API			HISTORY	08/20/2020	08/20/2020	C	1,051.00
2012100033	24	PSYCHOL2000	NCS PEARSON, INC	AIMSWEB			HISTORY	08/24/2020	08/24/2020	C	9,750.00
2012100034	25	NATIONA2001	CENGAGE LEARNING/NATL GEO LEARN	Additional licenses			HISTORY	08/25/2020	08/25/2020	C	2,100.00
2012100034	25	NATIONA2001	CENGAGE LEARNING/NATL GEO LEARN	Additional licenses			REV HIST	08/25/2020	08/25/2020	L	1,650.00
2012100036	26	BROOKS 001	BROOKES PUBLISING	SUPPLIES			HISTORY	08/26/2020	08/26/2020	C	708.00
2012100037	02	WONDER M000	WONDER MEDIA, LLC	LICENSE RENEWAL			HISTORY	09/02/2020	09/02/2020	C	330.00
2012100038	04	TEACHSTR000	TEACHING STRATEGIES	LICENSE RENEWAL			HISTORY	09/04/2020	09/04/2020	C	1,690.70
2012100039	22	DEFINED 000	DEFINED LEARNING	Defined Learning 3 Year Agreement			HISTORY	09/22/2020	09/22/2020	C	6,000.00
2012100040	24	K-LOG IN000	K-LOG INC/SCHOOL DIV. MS1024-1	SUPPLIES			HISTORY	09/24/2020	09/24/2020	C	3,048.62

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2012100042	24	TOBII 000	TOBII DYNAVOK LLC	BOARDMAKER ONLINE			HISTORY	09/24/2020	09/24/2020	C	877.60
2012100043	24	READNATU001	READ NATURALLY	READ LIVE LICENSES			HISTORY	09/24/2020	09/24/2020	C	805.00
2012100044	14	PEAR DEC000	PEAR DECK	PearDeck 3 year			HISTORY	10/14/2020	10/14/2020	C	17,100.00
2012100045	14	COMPUTDI000	CDW EDUCATION	Microsoft Office Professional Plus			HISTORY	10/14/2020	10/14/2020	C	6,715.50
2012100045	14	COMPUTDI000	CDW EDUCATION	Microsoft Office Professional Plus			REV HIST	10/14/2020	10/14/2020	L	6,715.50
2012100046	16	MC CORMI000	MC CORMICK'S GROUP LLC	BAND PPE/CARES ACT			HISTORY	10/16/2020	10/16/2020	C	5,029.53
2012100047	27	CAPSTONE001	CAPSTONE - COUGHLAN CO LLC	Pebble Go program			HISTORY	10/27/2020	10/27/2020	F	5,886.20
2012100048	17	CAPSTONE002	CAPSTONE	Library book replacement			HISTORY	11/17/2020	11/17/2020	C	1,219.69
2012100048	17	CAPSTONE002	CAPSTONE	Library book replacement			REV HIST	11/17/2020	11/17/2020	L	1,219.69
2012100049	18	FOLLETT 000	FOLLETT CONTENT SOLUTIONS LLC	eBooks			HISTORY	11/18/2020	11/18/2020	C	1,164.49
2012100049	18	FOLLETT 000	FOLLETT CONTENT SOLUTIONS LLC	eBooks			REV HIST	11/18/2020	11/18/2020	L	1,164.49
2012100051	17	CAPSTONE002	CAPSTONE	Library book replacement			HISTORY	11/17/2020	11/17/2020	C	2,379.40
2012100051	17	CAPSTONE002	CAPSTONE	Library book replacement			REV HIST	11/17/2020	11/17/2020	L	2,379.40
2012100052	25	SUPERDUP001	SUPER DUPER PUBLICATIONS	SUPPLIES			HISTORY	11/25/2020	11/25/2020	C	353.00
2012100053	25	ORIENTAL001	ORIENTAL TRADING	SUPPLIES			HISTORY	11/25/2020	11/25/2020	C	204.53
2012100054	01	SUPERDUP001	SUPER DUPER PUBLICATIONS	SUPPLIES			HISTORY	12/01/2020	12/01/2020	C	211.95
2012100055	01	ROSEN 001	ROSEN PUBLISHING GROUP	SUPPLIES			HISTORY	12/01/2020	12/01/2020	C	795.00
2012100056	04	OVERDRIV000	OVERDRIVE	bilingual e books			HISTORY	12/04/2020	12/04/2020	C	1,677.98
2012100057	29	ORIENTAL001	ORIENTAL TRADING	SUPPLIES			HISTORY	12/29/2020	12/29/2020	C	301.60
2012100060	29	PHONAK 001	PHONAK INC	EQUIPMENT SERVICE CONTRACTS			HISTORY	12/29/2020	12/29/2020	C	1,517.50
2012100061	05	CAPSTONE002	CAPSTONE	BOOKS			HISTORY	01/05/2021	01/05/2021	C	1,239.69
2012100061	05	CAPSTONE002	CAPSTONE	BOOKS			REV HIST	01/05/2021	01/05/2021	L	1,239.69
2012100062	06	POSITIVE002	POSITIVE PROMOTIONS	SUPPLIES			HISTORY	01/06/2021	01/06/2021	C	91.91
2012100064	12	MULTIHEA001	MULTIHEALTH SYSTEMS, INC	SUPPLIES			HISTORY	01/12/2021	01/12/2021	C	116.25
2012100065	14	NATHONOR001	NATIONAL JR HONOR SOCIETY	SUPPLIES			HISTORY	01/14/2021	01/14/2021	C	102.00
2012100066	25	BIO CORP000	BIO CORPORATION	SCIENCE SUPPLIES			HISTORY	01/25/2021	01/25/2021	C	104.40
2012100068	25	BIO CORP000	BIO CORPORATION	SCIENCE SUPPLIES			HISTORY	01/25/2021	01/25/2021	C	88.00
2012100069	24	TYNKER 000	TYNKER	TYNKER PREMIUM PLAN			HISTORY	02/24/2021	02/24/2021	C	9,000.00
2012100070	02	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	ADOBE k-12 SCHOOL SITE NAMES LICENSE (500 LICENSE PLUS)			HISTORY	03/02/2021	03/02/2021	C	3,075.00
2012100071	04	HAWTHORN001	HAWTHORNE EDUCATIONAL SERVICES	SUPPLIES			HISTORY	03/04/2021	03/04/2021	C	86.20
2012100072	08	GOPHER 000	GOPHER SPORT	PE SUPPLIES			HISTORY	03/08/2021	03/08/2021	C	856.01
2012100075	16	ILASA 001	IASA	PROF DEVELOPMENT			HISTORY	03/16/2021	03/16/2021	C	250.00
2012100077	20	K-LOG IN000	K-LOG INC/SCHOOL DIV. MS1024-1	SUPPLIES			HISTORY	04/20/2021	04/20/2021	C	4,853.15
2012100078	26	COMMITTE000	COMMITTEE FOR CHILDREN	Second Step Grades K-8			HISTORY	04/26/2021	04/26/2021	C	12,207.60
2012100078	26	COMMITTE000	COMMITTEE FOR CHILDREN	Second Step Grades K-8			REV HIST	04/26/2021	04/26/2021	L	6,282.90
2012100079	30	READNATU001	READ NATURALLY	SUPPLIES			HISTORY	04/30/2021	04/30/2021	C	290.00

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2012100080	10	ANCORA P000	ANCORA PUBLISHING	SUPPLIES			HISTORY	05/10/2021	05/10/2021	C	3,177.90
2012100081	11	MCGRAEDU000	MCGRAW HILL EDUCATION	SUPPLIES			HISTORY	05/11/2021	05/11/2021	C	293.08
2012100082	11	WENGER 000	WENGER CORPORATION	SUPPLIES			HISTORY	05/11/2021	05/11/2021	C	784.30
2012100083	11	TIMEFORK000	TIME FOR KIDS	CLASSROOM SUBSCRIPTIONS			HISTORY	05/11/2021	05/11/2021	C	819.72
2012100084	19	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	clear touch boards and stands			HISTORY	05/19/2021	05/19/2021	C	11,617.00
2012100085	19	ELLEVATI000	ELLEVATION INC	Ellevation Platform			HISTORY	05/19/2021	05/19/2021	C	9,900.00
2012100086	21	TUMBL TR000	TUMBL TRAK	SUPPLIES			HISTORY	05/21/2021	05/21/2021	C	1,074.73
2012100087	21	ZANER-BL000	ZANER-BLOSER, INC	SUPPLIES			HISTORY	05/21/2021	05/21/2021	C	411.13
2012100088	01	PICTMERE000	PICTURE ME READING	SUPPLIES			HISTORY	06/01/2021	06/01/2021	C	126.50
2012100089	14	SAVVAS L000	SAVVAS LEARNING COMPANY	Inspire Literacy			HISTORY	06/14/2021	06/14/2021	C	14,274.85
2012100090	14	NEWSELA,000	NEWSELA, INC	Newsela			HISTORY	06/14/2021	06/14/2021	C	23,840.00
2012100091	17	SAVVAS L000	SAVVAS LEARNING COMPANY	LITERACY PROGRAM			HISTORY	06/17/2021	06/17/2021	C	56,420.00
2012100093	23	K-LOG IN000	K-LOG INC/SCHOOL DIV. MS1024-1	SUPPLIES			HISTORY	06/23/2021	06/23/2021	C	2,358.22
2012200002	26	COMMITTE000	COMMITTEE FOR CHILDREN	Second Step Grades K8			HISTORY	04/26/2021	04/26/2021	C	5,924.70
2012200004	24	EDMENTUM000	EDMENTUM	Exact Path Core Library			HISTORY	05/24/2021	05/24/2021	C	62,200.00
2012200005	09	SCHOOL 000	SCHOOL SPECIALTY INC	ESSER 3 Furniture			HISTORY	06/09/2021	06/09/2021	C	17,757.95
2012200006	09	COMPUTDI000	CDW EDUCATION	2021-22 erate equipment			HISTORY	06/09/2021	06/09/2021	C	60,210.00
2012200007	09	MCQUEEN 000	MCQUEEN TECHNOLOGY GROUP	soteria			HISTORY	06/09/2021	06/09/2021	C	19,995.00
2012200008	25	247 SECU000	247 SECURITY INC	REplacement bus camera system			HISTORY	06/25/2021	06/25/2021	C	42,710.00
2012200010	06	MURNANE 000	MURNANE PAPER	PAPER ORDER FOR 2021-22			HISTORY	07/06/2021	07/06/2021	C	22,703.50
2012200011	06	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - HANDWRITING			HISTORY	07/06/2021	07/06/2021	C	1,846.30
2012200011	06	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - HANDWRITING			REV HIST	07/06/2021	07/06/2021	L	1,846.30
2012200012	06	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - HANDWRITING			HISTORY	07/06/2021	07/06/2021	C	4,189.65
2012200012	06	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - HANDWRITING			REV HIST	07/06/2021	07/06/2021	L	4,189.65
2012200013	06	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - HANDWRITING			HISTORY	07/06/2021	07/06/2021	C	1,846.30
2012200014	07	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - SUPERKIDS			HISTORY	07/07/2021	07/07/2021	C	15,685.32
2012200014	07	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - SUPERKIDS			REV HIST	07/07/2021	07/07/2021	L	15,585.32
2012200015	07	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - SUPERKIDS			HISTORY	07/07/2021	07/07/2021	C	8,813.83
2012200015	07	ZANER-BL000	ZANER-BLOSER, INC	CORE CURRICULUM - SUPERKIDS			REV HIST	07/07/2021	07/07/2021	L	8,478.83
2012200016	08	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	CORE CURRICULUM - COLLABORATIVE CLASSROOM			HISTORY	07/08/2021	07/08/2021	C	5,011.20
2012200016	08	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	CORE CURRICULUM - COLLABORATIVE CLASSROOM			REV HIST	07/08/2021	07/08/2021	L	5,011.20
2012200017	08	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	CORE CURRICULUM - COLLABORATIVE CLASSROOM			HISTORY	07/08/2021	07/08/2021	C	1,598.40
2012200017	08	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	CORE CURRICULUM - COLLABORATIVE CLASSROOM			REV HIST	07/08/2021	07/08/2021	L	1,598.40
2012200018	12	CURRASSC001	CURRICULUM ASSOCIATES LLC	i-ready			HISTORY	07/12/2021	07/12/2021	C	21,329.40
2012200019	13	CURRASSC001	CURRICULUM ASSOCIATES LLC	iReady Toolbox and PD			HISTORY	07/13/2021	07/13/2021	C	73,177.80

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2012200020	16	MCGRAEDU000	MCGRAW HILL EDUCATION	MY MATH BOOKS - CORE CURRICULUM			HISTORY	07/16/2021	07/16/2021	C	5,122.83
2012200020	16	MCGRAEDU000	MCGRAW HILL EDUCATION	MY MATH BOOKS - CORE CURRICULUM			REV HIST	07/16/2021	07/16/2021	L	5,122.83
2012200021	16	MCGRAEDU000	MCGRAW HILL EDUCATION	MY MATH BOOKS - CORE CURRICULUM			HISTORY	07/16/2021	07/16/2021	C	11,260.55
2012200022	19	PBIS REW000	PBIS REWARDS	LICENSE AGREEMENT			HISTORY	07/19/2021	07/19/2021	C	1,260.50
2012200023	19	ROCHESTE001	ROCHESTER 100 INC	SUPPLIES			HISTORY	07/19/2021	07/19/2021	C	260.00
2012200025	19	POSITIVE001	POSITIVE PROMOTIONS	SUPPLIES			HISTORY	07/19/2021	07/19/2021	C	167.45
2012200026	19	HEGGERTY000	HEGGERTY LIT RESOURCES LLC	SPED SUPPLIES			HISTORY	07/19/2021	07/19/2021	C	344.95
2012200026	19	HEGGERTY000	HEGGERTY LIT RESOURCES LLC	SPED SUPPLIES			REV HIST	07/19/2021	07/19/2021	L	344.95
2012200027	19	MCGRAEDU000	MCGRAW HILL EDUCATION	SPED SUPPLIES			HISTORY	07/19/2021	07/19/2021	C	752.85
2012200028	20	COUNCIL 002	COUNCIL OF ADMINS OF SPECIAL ED	PROFESSIONAL DEVELOPMENT			HISTORY	07/20/2021	07/20/2021	C	470.00
2012200030	03	LEARA-Z 000	LEARNING A-Z	SITE LICENSE			HISTORY	08/03/2021	08/03/2021	C	13,511.00
2012200031	03	HAWTHORN001	HAWTHORNE EDUCATIONAL SERVICES	SUPPLIES - IDEA GRANT			HISTORY	08/03/2021	08/03/2021	C	750.00
2012200032	19	ELLEVATI000	ELLEVATION INC	Ellevation Platform			HISTORY	05/19/2021	05/19/2021	C	8,100.00
2012200033	04	GOPHER 000	GOPHER SPORT	PE SUPPLIES			HISTORY	08/04/2021	08/04/2021	C	2,456.20
2012200034	04	MCGRAEDU000	MCGRAW HILL EDUCATION	CORE CURRICULUM			HISTORY	08/04/2021	08/04/2021	C	10,468.35
2012200035	05	CAROLINA000	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES			HISTORY	08/05/2021	08/05/2021	C	172.20
2012200036	05	NASCO 001	NASCO	SCIENCE SUPPLIES			HISTORY	08/05/2021	08/05/2021	C	641.05
2012200037	05	BIO CORP000	BIO CORPORATION	SCIENCE SUPPLIES			HISTORY	08/05/2021	08/05/2021	C	1,758.20
2012200038	05	AMEROUTF001	AMERICAN OUTFITTERS LTD	GYM SUITS			HISTORY	08/05/2021	08/05/2021	C	1,112.40
2012200039	05	WARD'S 001	WARD'S SCIENCE	SCIENCE SUPPLIES			HISTORY	08/05/2021	08/05/2021	C	362.78
2012200040	05	CAROLINA000	CAROLINA BIOLOGICAL SUPPLY CO	SCIENCE SUPPLIES			HISTORY	08/05/2021	08/05/2021	C	341.94
2012200041	06	EDPUZZLE000	EDPUZZLE	ONLINE SUBSCRIPTION			HISTORY	08/06/2021	08/06/2021	C	4,800.00
2012200042	06	PRC-SALT000	PRC-SALTILLO	SUPPLIES			HISTORY	08/06/2021	08/06/2021	C	5,909.00
2012200045	23	ORIENTAL001	ORIENTAL TRADING	SCIENCE SUPPLIES			HISTORY	08/23/2021	08/23/2021	C	20.16
2012200046	24	WONDER M000	WONDER MEDIA, LLC	ONLINE LICENSE			HISTORY	08/24/2021	08/24/2021	C	330.00
2012200047	26	SCHOOL 000	SCHOOL SPECIALTY INC	desk trays and tote rails			HISTORY	08/26/2021	08/26/2021	C	862.50
2012200049	27	PHONAK 001	PHONAK INC	CONTRACT SERVICE			HISTORY	08/27/2021	08/27/2021	C	1,695.00
2012200050	31	TEACHSTR000	TEACHING STRATEGIES	CONTRACT SERVICE			HISTORY	08/31/2021	08/31/2021	C	1,717.00
2012200051	31	IXLLEARN000	IXL LEARNING	SITE LICENSE			HISTORY	08/31/2021	08/31/2021	C	2,231.00
2012200052	01	MCGRAEDU000	MCGRAW HILL EDUCATION	My Math 2013 1 Year Teacher Subscription			HISTORY	09/01/2021	09/01/2021	C	3,913.20
2012200053	01	MCGRAEDU000	MCGRAW HILL EDUCATION	Glencoe Math			HISTORY	09/01/2021	09/01/2021	C	4,330.83
2012200054	01	GORDANN 000	E3 GORDON STOWE	audiometer calibration			HISTORY	09/01/2021	09/01/2021	C	250.00
2012200055	07	JTECH 000	JTECH	ISTATION PAGER SYSTEM			HISTORY	09/07/2021	09/07/2021	C	1,429.00
2012200056	07	STUDIES 000	STUDIES WEEKLY	Studies Weekly			HISTORY	09/07/2021	09/07/2021	C	10,595.00
2012200057	14	HEINEMAN001	HEINEMANN	SUPPLIES			HISTORY	09/14/2021	09/14/2021	C	8,491.10

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2012200058	14	CLARIS I000	CLARIS INTERNATIONAL	File Maker Pro			HISTORY	09/14/2021	09/14/2021	C	2,115.00
2012200059	17	POSITIVE001	POSITIVE PROMOTIONS	SUPPLIES			HISTORY	09/17/2021	09/17/2021	C	402.60
2012200060	17	CERAMIC 000	CERAMIC SUPPLY CHICAGO	SUPPLIES			HISTORY	09/17/2021	09/17/2021	C	590.00
2012200060	17	CERAMIC 000	CERAMIC SUPPLY CHICAGO	SUPPLIES			REV HIST	09/17/2021	09/17/2021	L	500.00
2012200061	24	SCHOOL 000	SCHOOL SPECIALTY INC	student desks			HISTORY	09/24/2021	09/24/2021	C	861.01
2012200062	27	CUSTOMIN000	CUSTOMINK.COM	PTS T-SHIRTS			HISTORY	09/27/2021	09/27/2021	C	1,489.66
2012200063	29	DESMOS 000	DESMOS	Desmos Math Curriculum			HISTORY	09/29/2021	09/29/2021	C	1,200.00
2012200064	18	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	AXIS cameras per quote			HISTORY	10/18/2021	10/18/2021	C	4,375.00
2012200065	19	UZBL 000	UZBL	ipad cases			HISTORY	10/19/2021	10/19/2021	C	4,275.00
2012200066	05	PLS 3RD 000	PLS 3RD LEARNING	ONLINE LICENSES			HISTORY	11/05/2021	11/05/2021	C	3,595.00
2012200067	01	CAPSTONE002	CAPSTONE	PebbleGo digital resources			HISTORY	12/01/2021	12/01/2021	C	4,747.14
2012200068	01	RAPTOR T000	RAPTOR TECHNOLOGIES	Annual Access Fee			HISTORY	12/01/2021	12/01/2021	C	2,880.00
2012200069	09	RIVERSID002	RIVERSIDE INSIGHTS	SUPPLIES			HISTORY	12/09/2021	12/09/2021	C	319.19
2012200070	22	RIVERSID002	RIVERSIDE INSIGHTS	SUPPLIES			HISTORY	12/22/2021	12/22/2021	C	192.20
2012200072	25	PRO-ED 000	PRO-ED	SUPPLIES			HISTORY	01/25/2022	01/25/2022	C	346.00
2012200073	25	RIEGLE 001	RIEGLE PRESS INC	SUPPLIES			HISTORY	01/25/2022	01/25/2022	C	384.80
2012200074	01	COCHLEAR000	COCHLEAR AMERICAS	SUPPLIES			HISTORY	02/01/2022	02/01/2022	C	410.00
2012200075	07	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	ClearTouch PC Module			HISTORY	02/07/2022	02/07/2022	C	1,463.00
2012200076	07	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	surveillance cameras			HISTORY	02/07/2022	02/07/2022	C	4,545.00
2012200077	22	SCHOOHEA001	SCHOOL HEALTH CORPORATION	school nurse supplies			HISTORY	02/22/2022	02/22/2022	C	930.82
2012200078	24	HEINEMAN001	HEINEMANN	SUPPLIES			HISTORY	02/24/2022	02/24/2022	C	7,124.00
2012200078	24	HEINEMAN001	HEINEMANN	SUPPLIES			REV HIST	02/24/2022	02/24/2022	L	7,124.00
2012200079	04	WENGER 000	WENGER CORPORATION	Wenger Music Stand Cart			HISTORY	03/04/2022	03/04/2022	C	501.00
2012200080	10	HEINEMAN001	HEINEMANN	SUPPLIES			HISTORY	03/10/2022	03/10/2022	C	168.30
2012200081	16	SCHHEALT000	SCHOOL HEALTH	exam gloves			HISTORY	03/16/2022	03/16/2022	C	50.75
2012200082	24	CPS/COMP000	CPS/COMPUTER POWER SYSTEMS	Sound System @ Spaulding			HISTORY	03/24/2022	03/24/2022	C	29,237.50
2012200083	24	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	projectors at PT			HISTORY	03/24/2022	03/24/2022	C	11,672.00
2012200084	28	SKYWARD 001	SKYWARD INC	Food Service Module			HISTORY	03/28/2022	03/28/2022	C	10,976.00
2012200085	24	TYNKER 000	TYNKER	TYNKER PREMIUM PLAN			HISTORY	03/30/2022	03/30/2022	C	8,100.00
2012200086	31	CURRASSC001	CURRICULUM ASSOCIATES LLC	SUPPLIES			HISTORY	03/31/2022	03/31/2022	C	5,865.00
2012200087	31	BUILD-A-000	BUILD-A-BLINKIE	SUPPLIES			HISTORY	03/31/2022	03/31/2022	C	400.00
2012200088	31	JONTI-CR000	JONTI-CRAFT, INC	SUPPLIES			HISTORY	03/31/2022	03/31/2022	C	506.74
2012200089	08	PHONAK 001	PHONAK INC	SUPPLIES			HISTORY	04/08/2022	04/08/2022	C	1,505.99
2012200090	20	KRUEGER 000	KRUEGER INTERNATIONAL	Adjustable tables			HISTORY	04/20/2022	04/20/2022	C	2,288.35
2012200091	25	CURRASSC001	CURRICULUM ASSOCIATES LLC	i-Ready Quote 276687.6			HISTORY	04/25/2022	04/25/2022	C	335,865.60
2012200092	03	K-LOG IN000	K-LOG INC/SCHOOL DIV. MS1024-1	SUPPLIES			HISTORY	05/03/2022	05/03/2022	C	4,430.11
2012200093	11	MYSTERY 000	MYSTERY SCIENCE/ DISCOVERY EDUC	mystery Science 3 Yr Renewal			HISTORY	05/11/2022	05/11/2022	C	7,194.00
2012200094	16	SCHOOHEA001	SCHOOL HEALTH CORPORATION	nursing supplies			HISTORY	05/16/2022	05/16/2022	C	952.10
2012200095	17	DESMOS 000	DESMOS	Desmos Math Curriculum			HISTORY	05/17/2022	05/17/2022	C	2,000.00

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2012200096	18		CURRICUL001 CURRICULUM ASSOCIATES, LLC	Ellevation Platform			HISTORY	05/18/2022	05/18/2022	C	7,128.33
2012200098	13		WENGER 000 WENGER CORPORATION	choral risers			HISTORY	07/13/2022	07/13/2022	F	15,079.68
2012300000	23		SCHOOL T001 SCHOOL TECHNOLOGY ASSOCIATES	Food Service POS System			HISTORY	06/23/2022	06/23/2022	C	7,620.00
2012300001	27		22VET 000 22VETS LLC C/O US BANK N.A.	ARUBA NETWORK UPDATES			HISTORY	06/27/2022	06/27/2022	C	8,942.85
2012300002	06		TEACHSTR000 TEACHING STRATEGIES	GOLD LINE ASSESSMENTS			HISTORY	07/06/2022	07/06/2022	C	1,818.00
2012300003	20		CURRASSC001 CURRICULUM ASSOCIATES LLC	i-Ready materials			HISTORY	07/20/2022	07/20/2022	C	4,309.50
2012300005	05		MURNANE 000 MURNANE PAPER	PAPER SUPPLIES			HISTORY	08/05/2022	08/05/2022	C	6,390.00
2012300005	05		MURNANE 000 MURNANE PAPER	PAPER SUPPLIES			REV HIST	08/05/2022	08/05/2022	L	7,269.00
2012300006	10		DESMOS 000 DESMOS	Desmos Math Curriculum			HISTORY	08/10/2022	08/10/2022	C	1,000.00
2012300007	12		IMAGINE 000 IMAGINE LEARNING LLC	Imagine Fluent Reader			HISTORY	08/12/2022	08/12/2022	C	30,150.00
2012300008	16		WONDER M000 WONDER MEDIA, LLC	ONLINE MEMBERSHIP			HISTORY	08/16/2022	08/16/2022	C	330.00
2012300009	16		PHONAK 001 PHONAK INC	SERVICE CONTRACT			HISTORY	08/16/2022	08/16/2022	C	405.00
2012300010	16		BEHAVIOR000 BEHAVIORAL MGT RESOURCES	SUPPLIES			HISTORY	08/16/2022	08/16/2022	C	91.00
2012300012	25		SCHOOHEA001 SCHOOL HEALTH CORPORATION	health office supplies			HISTORY	08/25/2022	08/25/2022	C	614.61
2012300013	12		BALLARD&000 BALLARD & TIGHE, PUBLISHERS	test booklets			HISTORY	09/12/2022	09/12/2022	C	242.65
2012300014	12		MCGRAEDU000 MCGRAW HILL EDUCATION	Glencoe Math			HISTORY	09/12/2022	09/12/2022	C	2,128.68
2012300015	26		SOCIAL 001 SOCIAL STUDIES SCHOOL SERVICE	CORE CURRICULUM			HISTORY	09/26/2022	09/26/2022	C	1,356.77
2012300016	30		MUSICTHE001 MUSIC THEATRE INTERNATIONAL	LICENSE			HISTORY	09/30/2022	09/30/2022	C	815.00
2012300017	04		STUDIES 000 STUDIES WEEKLY	Studies Weekly			HISTORY	10/04/2022	10/04/2022	C	9,141.05
2012300018	05		LEXLEARN000 VOYAGER SOPRIS LEARNING	SUPPLIES			HISTORY	10/05/2022	10/05/2022	C	546.70
2012300020	05		PROED 000 PRO-ED, INC.	SUPPLIES			HISTORY	10/05/2022	10/05/2022	C	92.00
2012300021	06		CENGAGE 000 CENGAGE LEARNING	Inside 2014 A Reading & Language Student Book			HISTORY	10/06/2022	10/06/2022	C	654.50
2012300022	21		HOWARD T000 HOWARD TECHNOLOGY SOLUTIONS	Security cameras			HISTORY	10/21/2022	10/21/2022	C	3,600.00
2012300023	31		READNATU001 READ NATURALLY	SUPPLIES			HISTORY	10/31/2022	10/31/2022	C	290.00
2012300024	31		TOBII 000 TOBII DYNAVOX LLC	SUPPLIES			HISTORY	10/31/2022	10/31/2022	C	877.59
2012300025	31		EXPANDED000 EXPANDED TECHNOLOGIES	SUPPLIES			HISTORY	10/31/2022	10/31/2022	C	75.84
2012300026	31		OTICON, 000 OTICON, INC.	SUPPLIES			HISTORY	10/31/2022	10/31/2022	C	599.99
2012300027	31		WAREHOU001 WAREHOUSE DIRECT	lunch room tables			HISTORY	10/31/2022	10/31/2022	C	6,095.00
2012300028	10		CAPSTONE002 CAPSTONE	PebbleGo			HISTORY	11/10/2022	11/10/2022	C	5,353.00
2012300029	15		SCHOOHEA001 SCHOOL HEALTH CORPORATION	health office supply order			HISTORY	11/15/2022	11/15/2022	C	443.63
2012300030	30		SAVVAS L000 SAVVAS LEARNING COMPANY	PD			HISTORY	11/30/2022	11/30/2022	C	3,500.00
2012300031	05		SCHOOHEA001 SCHOOL HEALTH CORPORATION	health office supplies			HISTORY	12/05/2022	12/05/2022	C	85.76
2012300032	14		FUN AND 000 FUN AND FUNCTION	SUPPLIES			HISTORY	12/14/2022	12/14/2022	C	177.35
2012300033	18		LEGO EDU000 LEGO EDUCATION	LEGO Education SPIKE Sets			HISTORY	01/18/2023	01/18/2023	C	9,828.70
2012300034	27		TYNKER 000 TYNKER	Tynker renewal 2 year			HISTORY	01/27/2023	01/27/2023	C	15,300.00
2012300035	30		ILDESTIN001 IL DESTINATION IMAGINATION	DI TOURNAMENT REGISTRATION			HISTORY	01/30/2023	01/30/2023	C	500.00
2012300036	31		HOWARD T000 HOWARD TECHNOLOGY SOLUTIONS	Verkada SV11 Environmenal Sensor			HISTORY	01/31/2023	01/31/2023	C	4,310.00

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2012300037	13	RIVERSID002	RIVERSIDE INSIGHTS	COGAT8 MATERIALS			HISTORY	02/13/2023	02/13/2023	C	2,294.99
2012300038	13	WAREHOUS001	WAREHOUSE DIRECT	Flexible furniture purchase			HISTORY	02/13/2023	02/13/2023	C	60,000.00
2012300039	16	SCHOOHEA001	SCHOOL HEALTH CORPORATION	Replacement Zoll AED 3s and wall cabinets			HISTORY	02/16/2023	02/16/2023	C	13,066.00
2012300040	27	SCHOOHEA001	SCHOOL HEALTH CORPORATION	health office supplies			HISTORY	02/27/2023	02/27/2023	C	1,040.70
2012300041	15	GOPHER 000	GOPHER SPORT	PE SUPPLIES			HISTORY	03/15/2023	03/15/2023	C	999.50
2012300042	20	NAPERVIL002	NAPERVILLE MUSIC	Yamaha Clavinova Matte Black Piano			HISTORY	03/20/2023	03/20/2023	C	3,904.00
2012300042	20	NAPERVIL002	NAPERVILLE MUSIC	Yamaha Clavinova Matte Black Piano			REV HIST	03/20/2023	03/20/2023	L	3,904.00
2012300043	29	PBIS REW000	PBIS REWARDS	PBIS RENEWAL			HISTORY	03/29/2023	03/29/2023	C	1,600.00
2012300044	06	KAJEET, 000	KAJEET, INC	Custom Plan Addtl GB			HISTORY	04/06/2023	04/06/2023	C	795.78
2012300045	18	CURRASSC001	CURRICULUM ASSOCIATES LLC	PROF DEV - TITLE I			HISTORY	04/18/2023	04/18/2023	C	2,000.00
2012300045	18	CURRICUL001	CURRICULUM ASSOCIATES, LLC	PROF DEV - TITLE I			REV HIST	04/18/2023	04/18/2023	L	2,000.00
2012300046	19	WIRE TEC000	WIRE TECHNOLOGIES	VIRTUAL SIP GATEWAY			HISTORY	04/19/2023	04/19/2023	C	4,397.32
2012300047	27	SCHOOHEA001	SCHOOL HEALTH CORPORATION	Health Office Supplies			HISTORY	04/27/2023	04/27/2023	C	1,516.10
2012300048	08	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	Core Device Licenses			HISTORY	05/08/2023	05/08/2023	C	910.00
2012300049	18	BOOKS DE000	BOOKS DEL SUR	LIBRARY BOOKS			HISTORY	05/18/2023	05/18/2023	C	2,000.00
2012300050	30	22VET 000	22VETS LLC C/O US BANK N.A.	DO wireless access points			HISTORY	05/30/2023	05/30/2023	C	3,587.24
2012300051	01	SAVVAS L000	SAVVAS LEARNING COMPANY	Digital Courseware			HISTORY	06/01/2023	06/01/2023	C	15,113.18
2012300052	05	SAVVAS L000	SAVVAS LEARNING COMPANY	Words Their Way Classroom			HISTORY	06/05/2023	06/05/2023	C	3,300.00
2012300054	08	BENCHMAR001	BENCHMARK EDUCATION CO	SUPPLIES			HISTORY	06/08/2023	06/08/2023	C	3,119.00
2012300057	13	WAREHOUS001	WAREHOUSE DIRECT	Hon conference room chairs			HISTORY	06/13/2023	06/13/2023	C	2,560.00
2012300058	14	CURRASSC001	CURRICULUM ASSOCIATES LLC	I-READY MATH CURRIUCULUM			HISTORY	06/14/2023	06/14/2023	C	1,680.00
2012300059	14	CURRASSC001	CURRICULUM ASSOCIATES LLC	I-READY MATH CURRIUCULUM			HISTORY	06/14/2023	06/14/2023	C	1,680.00
2012300061	23	VIVI, LL000	VIVI, LLC	Vivi Signage			HISTORY	06/23/2023	06/23/2023	C	1,200.00
2012300062	23	APPLIANS000	APPLIANSYS	Network Servers			HISTORY	06/23/2023	06/23/2023	C	24,043.00
2012400000	13	WAREHOUS001	WAREHOUSE DIRECT	Flexible furniture purchase			OPEN	02/13/2023	02/13/2023	L	155,085.00
2012400001	02	22VET 000	22VETS LLC C/O US BANK N.A.	Cisco Wireless access points			HISTORY	05/02/2023	05/02/2023	F	45,210.89
2012400002	13	WAREHOUS001	WAREHOUSE DIRECT	Nomad desk and storage			HISTORY	06/13/2023	06/13/2023	C	6,943.00
2012400003	14	CURRASSC001	CURRICULUM ASSOCIATES LLC	I-READY MATH CURRIUCULUM			HISTORY	06/14/2023	06/14/2023	C	1,680.00
2012400004	16	22VET 000	22VETS LLC C/O US BANK N.A.	Door Access and Intercom			HISTORY	06/16/2023	06/16/2023	F	90,166.11
2012400005	20	STUDIES 000	STUDIES WEEKLY	Studies Weekly - RT			HISTORY	06/20/2023	06/20/2023	C	2,708.54
2012400006	20	STUDIES 000	STUDIES WEEKLY	Studies Weekly - SP			HISTORY	06/20/2023	06/20/2023	C	3,140.25
2012400007	20	STUDIES 000	STUDIES WEEKLY	Studies Weekly - PT			HISTORY	06/20/2023	06/20/2023	C	4,686.70
2012400008	22	CURRICUL001	CURRICULUM ASSOCIATES, LLC	Ellevation Platform			HISTORY	06/22/2023	06/22/2023	C	6,815.00
2012400009	23	SOLARWIN000	SOLARWINDS	Solar Winds Help Desk			HISTORY	06/23/2023	06/23/2023	C	894.00
2012400010	26	SKYWARD 001	SKYWARD INC	digitized signature			HISTORY	06/26/2023	06/26/2023	C	250.00
2012400011	27	SAVVAS L000	SAVVAS LEARNING COMPANY	myView Literacy			HISTORY	06/27/2023	06/27/2023	C	12,850.92

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2012400012	10	COMPUTDI000	CDW EDUCATION	Little Sis - Web			HISTORY	07/10/2023	07/10/2023	C	1,250.00
2012400013	10	22VET 000	22VETS LLC C/O US BANK N.A.	TD52 VIDEO INTERCOM			HISTORY	07/10/2023	07/10/2023	F	6,432.76
2012400014	10	22VET 000	22VETS LLC C/O US BANK N.A.	CAMERA LICENSE READER AND INSTALL			HISTORY	07/10/2023	07/10/2023	C	3,699.35
2012400015	11	AMPLIFY 000	AMPLIFY	Desmos Math Student License			HISTORY	07/11/2023	07/11/2023	F	3,000.00
2012400016	27	22VET 000	22VETS LLC C/O US BANK N.A.	ACCESS CONTROL INSTALL			HISTORY	07/27/2023	07/27/2023	F	8,395.32
2012400017	27	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	ADOBE K-12 SITE LICENSE			HISTORY	07/27/2023	07/27/2023	C	3,000.00
2012400018	31	THE DBQ 000	THE DBQ COMPANY	ONLINE LICENSE			HISTORY	07/31/2023	07/31/2023	C	4,350.00
2012400018	31	THE DBQ 000	THE DBQ COMPANY	ONLINE LICENSE			REV HIST	07/31/2023	07/31/2023	L	4,350.00
2012400019	31	22VET 000	22VETS LLC C/O US BANK N.A.	Verkada Prox Cards			REV HIST	07/31/2023	07/31/2023	L	844.62
2012400019	31	22VET 000	22VETS LLC C/O US BANK N.A.	Verkada Prox Cards			OPEN	07/31/2023	07/31/2023	L	799.10
2012400020	02	N2Y, LLC000	N2Y, LLC	LICENSE RENEWAL			HISTORY	08/02/2023	08/02/2023	C	154.99
2012400021	02	PHONAK 001	PHONAK INC	SERVICE COVERAGE			HISTORY	08/02/2023	08/02/2023	C	48.34
2012400022	09	COMPUTDI000	CDW EDUCATION	Google Workspace for education			HISTORY	08/09/2023	08/09/2023	F	8,658.00
2012400023	09	MCGRAEDU000	MCGRAW HILL EDUCATION	GLENCOE MATH			HISTORY	08/09/2023	08/09/2023	C	4,461.06
2012400024	10	MURNANE 000	MURNANE PAPER	PAPER FOR SPL 2023-2024			OPEN	08/10/2023	08/10/2023	L	4,340.00
2012400025	10	MURNANE 000	MURNANE PAPER	PAPER FOR RTS 2023-2024			OPEN	08/10/2023	08/10/2023	L	4,340.00
2012400026	10	MURNANE 000	MURNANE PAPER	PAPER FOR VKG 2023-2024			OPEN	08/10/2023	08/10/2023	L	4,340.00
2012400027	10	MURNANE 000	MURNANE PAPER	PAPER FOR PTS AND DO 2023-2024			OPEN	08/10/2023	08/10/2023	L	20,342.00
2012400028	14	22VET 000	22VETS LLC C/O US BANK N.A.	Fortinet			HISTORY	08/14/2023	08/14/2023	F	10,128.63
2012400029	16	LEXIA LE000	LEXIA LEARNING SYSTEMS LLC	LEXIA RENEWAL			HISTORY	08/16/2023	08/16/2023	C	7,700.00
2012400030	06	IMAGINE 000	IMAGINE LEARNING LLC	Imagine Learning and Literacy License			HISTORY	09/06/2023	09/06/2023	C	33,671.70
2012400031	07	SCHOOHEA001	SCHOOL HEALTH CORPORATION	nurse office supplies			HISTORY	09/07/2023	09/07/2023	C	1,009.81
2012400032	13	THE CENT000	THE CENTER - RESOURCES FOR TEAC	ELS MATERIALS			REV HIST	09/13/2023	09/13/2023	L	1,296.00
2012400032	13	THE CENT000	THE CENTER - RESOURCES FOR TEAC	ELS MATERIALS			OPEN	09/13/2023	09/13/2023	L	1,296.00
2012400033	18	SCHOOL 000	SCHOOL SPECIALTY INC	school specialty ARP IDEA order			HISTORY	09/18/2023	09/18/2023	C	6,709.05
2012400034	19	22VET 000	22VETS LLC C/O US BANK N.A.	Viewsonic View Boards			HISTORY	09/19/2023	09/19/2023	C	4,206.17
2012400035	20	CURRICUL001	CURRICULUM ASSOCIATES, LLC	iready classroom			HISTORY	09/20/2023	09/20/2023	C	49.28
2012400036	29	WAREHOU001	WAREHOUSE DIRECT	office furniture			OPEN	09/29/2023	09/29/2023	L	2,735.25
2012400037	29	KAJEET, 000	KAJEET, INC	student unli9mited			HISTORY	09/29/2023	09/29/2023	C	4,108.26
2012400038	29	KAJEET, 000	KAJEET, INC	smartspot o55			HISTORY	09/29/2023	09/29/2023	C	1,522.07
2012400039	17	SCHOOHEA001	SCHOOL HEALTH CORPORATION	Nursing supplies			OPEN	10/17/2023	10/17/2023	L	148.79
2012400040	17	COMPUTDI000	CDW EDUCATION	AIT-CRT-1004 Admin Level 1 Certification			HISTORY	10/17/2023	10/17/2023	F	300.00
2012400041	17	22VET 000	22VETS LLC C/O US BANK N.A.	Verkada Door license and card reader			HISTORY	10/17/2023	10/17/2023	C	2,011.67

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2012400042	25	BALLARD&000	BALLARD & TIGHE, PUBLISHERS	Pre-IPT - Test Booklets			HISTORY	10/25/2023	10/25/2023	C	488.40
2012400043	26	WAREHOUS001	WAREHOUSE DIRECT	lunchroom tables			HISTORY	10/26/2023	10/26/2023	F	4,348.00
2012400044	27	WIRE TEC000	WIRE TECHNOLOGIES	Yealink Phone System			HISTORY	10/27/2023	10/27/2023	C	150,984.45
2012400045	02	CAPSTONE002	CAPSTONE	PEBBLE GO			HISTORY	11/02/2023	11/02/2023	C	6,076.95
2012400047	15	PHONAK 001	PHONAK INC	INSTRUMENT REPAIR			HISTORY	11/15/2023	11/15/2023	C	238.99
2012400048	27	SCHOOHEA001	SCHOOL HEALTH CORPORATION	Health Office Supplies			HISTORY	11/27/2023	11/27/2023	F	345.04
2012400049	05	COMPUTDI000	CDW EDUCATION	Amplified Admin Level 2 Certification			OPEN	12/05/2023	12/05/2023	L	350.00
2012400050	05	SCHOOHEA001	SCHOOL HEALTH CORPORATION	health office supplies			HISTORY	12/05/2023	12/05/2023	C	290.71
2012400052	06	BENCHMAR001	BENCHMARK EDUCATION CO	Title 1 supplies			HISTORY	12/06/2023	12/06/2023	F	4,237.75
2012400053	06	EXPRESS 000	EXPRESS READERS	Title 1 supplies			HISTORY	12/06/2023	12/06/2023	F	475.00
2012400054	14	WAREHOUS001	WAREHOUSE DIRECT	office Chairs			OPEN	12/14/2023	12/14/2023	P	2,982.75
2012400055	20	SECURLY,000	SECURLY, INC	Pass Core			OPEN	12/20/2023	12/20/2023	L	1,047.20
2012400056	10	REGIONOF001	REGIONAL OFFICE OF EDUCATION	Admin Academy			HISTORY	01/10/2024	01/10/2024	F	200.00
2012400059	23	RIVERSID002	RIVERSIDE INSIGHTS	CogAT 8 Materials			HISTORY	01/23/2024	01/23/2024	F	2,602.60
2012400060	23	THE DBQ 000	THE DBQ COMPANY	The DBQ Compnay			HISTORY	01/23/2024	01/23/2024	F	2,400.00
2012400061	29	VENTRIS 000	VENTRIS LEARNING	UFLI Foundations Teacher Manual			HISTORY	01/29/2024	01/29/2024	F	160.00
2012400062	30	MARENEM,000	MARENEM, INC C/O SECRET STORIES	Marenem, Inc			HISTORY	01/30/2024	01/30/2024	F	119.90
2012400063	08	SCHOOHEA001	SCHOOL HEALTH CORPORATION	nurse supplies			HISTORY	02/08/2024	02/08/2024	F	603.01
2012400064	09	BLICKART001	BLICK ART MATERIALS	Blick Art Supplies			OPEN	02/09/2024	02/09/2024	P	630.06
2012400065	14	WAREHOUS001	WAREHOUSE DIRECT	furniture reupholster			OPEN	02/14/2024	02/14/2024	P	2,412.50
2012400066	22	SPHERO 000	SPHERO	Sphero - Stem Supplies			OPEN	02/22/2024	02/22/2024	P	3,255.56
2012400071	29	WAREHOUS001	WAREHOUSE DIRECT	flexible furniture			HISTORY	02/29/2024	02/29/2024	F	354,751.40
2012400072	04	WAREHOUS001	WAREHOUSE DIRECT	chairs for 8th grade science			OPEN	03/04/2024	03/04/2024	P	2,753.44
2012400073	07	WAREHOUS001	WAREHOUSE DIRECT	Rover Table			HISTORY	03/07/2024	03/07/2024	F	7,875.00
2012400074	08	SCHOOHEA001	SCHOOL HEALTH CORPORATION	health office supplies			HISTORY	03/08/2024	03/08/2024	F	575.98
2012400076	01	PSYCHOL2000	NCS PEARSON, INC	Speech Department Supplies			HISTORY	04/01/2024	04/01/2024	F	414.62
2012400078	03	HOW YA D000	HOW YA DO INC, DBA POURAWAY	32 Gallon Lid & Tank Set Color Black			HISTORY	04/03/2024	04/03/2024	F	428.84
2012400080	77	SPEECHC0000	SPEECH CORNER	Speech Pathologist Materials			HISTORY	04/10/2024	04/10/2024	F	149.93
2012400081	99	22VET 000	22VETS LLC C/O US BANK N.A.	22 Vets - License and Verkada Prox Cards			HISTORY	04/11/2024	04/11/2024	F	5,975.19
2012400082	16	MASTERLI000	MASTERLIBRARY.COM LLC	Master Library			OPEN	04/16/2024	04/16/2024	L	7,225.00
2012400083	55	PSYCHOL2000	NCS PEARSON, INC	OT Testing Supplies			HISTORY	04/17/2024	04/17/2024	F	611.00
2012400084	17	WIRE TEC000	WIRE TECHNOLOGIES	Virtual SIP Gateway			HISTORY	04/17/2024	04/17/2024	F	1,170.20
2012400086	24	SUPERDUP001	SUPER DUPER PUBLICATIONS	Speech Department			HISTORY	04/24/2024	04/24/2024	F	39.90
2012400088	77	KAGAN 000	KAGAN PUBLISHING	Resources Supplies for Staff Professional			HISTORY	04/30/2024	04/30/2024	F	1,765.40

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2012400089	22	CAROLINA000	CAROLINA BIOLOGICAL SUPPLY CO	7th grade science class			OPEN	05/01/2024	05/01/2024	P	345.44
2012400090	55	ZANER-BL000	ZANER-BLOSER, INC	Consumable Order - Superkids/SPL			HISTORY	05/06/2024	05/06/2024	F	10,846.00
2012400093	55	STUDIES 000	STUDIES WEEKLY	Studies Weekly - SPL			HISTORY	05/06/2024	05/06/2024	F	3,100.50
2012400094	44	ZANER-BL000	ZANER-BLOSER, INC	Consumable Orders - Superkids/RT			HISTORY	05/07/2024	05/07/2024	F	6,310.86
2012400094	44	ZANER-BL000	ZANER-BLOSER, INC	Consumable Orders - Superkids/RT			REV HIST	05/07/2024	05/07/2024	L	6,310.38
2012400095	44	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	Consumable Orders - Center for the Collaborative Classroom/RT			HISTORY	05/07/2024	05/07/2024	F	1,242.00
2012400096	44	STUDIES 000	STUDIES WEEKLY	Studies Weekly - RT			HISTORY	05/07/2024	05/07/2024	F	3,031.01
2012400097	33	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	Consumable Orders - Center for the Collabortative			HISTORY	05/07/2024	05/07/2024	F	3,942.00
2012400098	33	ZANER-BL000	ZANER-BLOSER, INC	Consumable Orders - Superkids/PT			HISTORY	05/07/2024	05/07/2024	F	2,519.17
2012400099	33	STUDIES 000	STUDIES WEEKLY	Studies Weekly - PT			HISTORY	05/07/2024	05/07/2024	F	6,211.29
2012400101	99	PHONAK 001	PHONAK INC	Repair of District RemoteMIC Equipment			HISTORY	05/09/2024	05/09/2024	F	238.99
2012400102	11	EDPUZZLE000	EDPUZZLE	Unlimited Access to Edpuzzle for al users at D56			HISTORY	05/13/2024	05/13/2024	F	5,400.00
2012400104	22	LEXIA LE000	LEXIA LEARNING SYSTEMS LLC	Lexia Core5 Reading Student Subscription Renewal			HISTORY	05/13/2024	05/13/2024	F	7,700.00
2012400106	44	LEARA-Z 000	LEARNING A-Z	Learnring A-Z Renewal			OPEN	05/13/2024	05/13/2024	F	18,876.82
2012400107	33	KESLER S000	KESLER SCIENCE	Kesler Science Core Membership			OPEN	05/13/2024	05/13/2024	F	349.00
2012400108	15	CURRICUL001	CURRICULUM ASSOCIATES, LLC	Ellevation			HISTORY	05/15/2024	05/15/2024	F	11,414.00
2012400109	15	E3 DIAGN000	E3 DIAGNOSTICS	calabration			OPEN	05/15/2024	05/15/2024	L	500.00
2012400111	22	TOUCHMAT000	TOUCHMATH	Magnetic 3-D Numerals			HISTORY	05/22/2024	05/22/2024	F	203.50
2012400112	11	PROED 000	PRO-ED, INC.	PLSI Summary/Response Form			HISTORY	05/23/2024	05/23/2024	F	73.70
2012400113	88	PHONAK 001	PHONAK INC	Comprehensive Service Plan for Sonova			HISTORY	05/24/2024	05/24/2024	F	290.00
2012400115	77	PHONAK 001	PHONAK INC	Comprehensive Service Plan for Sonova			HISTORY	05/24/2024	05/24/2024	F	920.00
2012400117	55	MCGRAEDU000	MCGRAW HILL EDUCATION	McGraw Hill Subscription/Digital			HISTORY	05/24/2024	05/24/2024	F	6,934.62
2012400118	33	COMPUTDI000	CDW EDUCATION	1 year license for Little Sis WEB (CDW Education)			OPEN	05/29/2024	05/29/2024	L	1,250.00
2012400119	66	SCHOOL 000	SCHOOL SPECIALTY INC	Classroom Neo Shape Table			HISTORY	05/30/2024	05/30/2024	F	540.71
2012400120	33	SOURCEWE000	SOURCEWELL	SpringMath Licenses			HISTORY	05/30/2024	05/30/2024	F	750.00

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2012400121	22	VENTRIS 000	VENTRIS LEARNING	UFLI Foundations Teacher Manual			HISTORY	05/30/2024	05/30/2024	F	161.00
2012400128	11	AMPLIFY 000	AMPLIFY	Desmos Math Student License - Per Quote #Q-377810-1			HISTORY	06/11/2024	06/11/2024	F	111,425.73
2012400129	22	AMPLIFY 000	AMPLIFY	Desmos Math Traning & Program Overview - Per Quote			OPEN	06/11/2024	06/11/2024	L	5,000.00
2012400132	77	22VET 000	22VETS LLC C/O US BANK N.A.	22 Vets Technologies - VKG Door Access			HISTORY	06/18/2024	06/18/2024	F	31,036.86
2012400133	88	22VET 000	22VETS LLC C/O US BANK N.A.	22 Vets Technologies - RT Door Access			HISTORY	06/18/2024	06/18/2024	F	4,913.70
2012400134	66	22VET 000	22VETS LLC C/O US BANK N.A.	22 Vets Technologies - SPL Door Access			HISTORY	06/18/2024	06/18/2024	F	7,792.18
2012500001	11	AMEROUTF001	AMERICAN OUTFITTERS LTD	Gym Shirts			HISTORY	06/03/2024	06/03/2024	F	3,801.60
2012500002	04	SAVVAS L000	SAVVAS LEARNING COMPANY	myView Literacy Spanish			HISTORY	06/04/2024	06/04/2024	F	17,383.68
2012500003	11	COMPUTDI000	CDW EDUCATION	Goggle Workspace			OPEN	06/05/2024	06/05/2024	L	8,658.00
2012500007	11	HEGGERTY000	HEGGERTY LIT RESOURCES LLC	Digital Materials			HISTORY	06/05/2024	06/05/2024	F	534.00
2012500008	11	FLINN 001	FLINN SCIENTIFIC	Supplies Order			HISTORY	06/11/2024	06/11/2024	F	172.79
2012500009	18	WAREHOUS001	WAREHOUSE DIRECT	lunch room tables RT			HISTORY	06/18/2024	06/18/2024	F	6,639.00
2012500010	18	WAREHOUS001	WAREHOUSE DIRECT	addtl classroom furniture RT			REV HIST	06/18/2024	06/18/2024	P	18,928.26
2012500010	18	WAREHOUS001	WAREHOUSE DIRECT	addtl classroom furniture RT			HISTORY	06/18/2024	06/18/2024	F	19,046.82
2012500011	01	BRAINPOP001	BRAIN POP	Brian POP School Combo Subscription			HISTORY	07/02/2024	07/02/2024	F	10,442.25
2012500013	01	22VET 000	22VETS LLC C/O US BANK N.A.	Fortinet Co-Term Renewal - 3 YR			HISTORY	07/02/2024	07/02/2024	F	20,645.50
2012500016	01	N2Y, LLC000	N2Y, LLC	License Renewal			HISTORY	07/02/2024	07/02/2024	F	551.66
2012500017	02	BIO CORP000	BIO CORPORATION	Science Order			HISTORY	07/05/2024	07/05/2024	F	837.79
2012500019	02	TOLEDOPE000	TOLEDO PE SUPPLY	PE Order - 2024-2025			HISTORY	07/05/2024	07/05/2024	F	1,786.55
2012500021	02	ROCHESTE001	ROCHESTER 100 INC	Nikcy's Version II - Durable 2 Packet Folder (RED)			HISTORY	07/05/2024	07/05/2024	F	490.00
2012500023	02	THE CENT000	THE CENTER - RESOURCES FOR TEAC	ELS Materials			HISTORY	07/05/2024	07/05/2024	F	1,225.10
2012500025	02	SCHOOELLI000	SCHOOOLLIFE	Keychain Tags For Monthly Superkids Awards			HISTORY	07/05/2024	07/05/2024	F	235.40
2012500026	02	FLINN 001	FLINN SCIENTIFIC	Vernier Calipers, Steel			HISTORY	07/05/2024	07/05/2024	F	211.20
2012500029	02	BIO CORP000	BIO CORPORATION	Science Order			HISTORY	07/05/2024	07/05/2024	F	2,087.22
2012500033	03	CAROLINA000	CAROLINA BIOLOGICAL SUPPLY CO	Science Orders			HISTORY	07/08/2024	07/08/2024	F	693.17
2012500033	03	BIO CORP000	BIO CORPORATION	Science Orders			REV HIST	07/08/2024	07/08/2024	L	693.17
2012500034	03	WARD'S 001	WARD'S SCIENCE	Science Supplies			HISTORY	07/08/2024	07/08/2024	F	473.42
2012500036	04	FISHER 000	FISHER SCIENTIFIC COMPNAY L.L.C	Science Order			OPEN	07/09/2024	07/09/2024	L	70.93
2012500037	01	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	SIPPS professional learning			HISTORY	07/17/2024	07/17/2024	F	1,995.84

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2012500038	02	TOBII 000	TOBII DYNAVOK LLC	Boardmaker 7 Organization			OPEN	07/17/2024	07/17/2024	P	877.59
2012500038	02	TOBII 000	TOBII DYNAVOK LLC	Boardmaker 7 Organization			REV HIST	07/17/2024	07/17/2024	L	0.00
2012500042	02	SEESAW L000	SEESAW LEARNING INC	Student License			HISTORY	07/25/2024	07/25/2024	F	5,248.75
2012500042	02	SEESAW L000	SEESAW LEARNING INC	Student License			REV HIST	07/25/2024	07/25/2024	L	5,248.75
2012500043	02	BIO CORP000	BIO CORPORATION	Science Order			HISTORY	07/25/2024	07/25/2024	F	72.50
2012500045	02	HOWARD T000	HOWARD TECHNOLOGY SOLUTIONS	ADOBE K-12 Site License			OPEN	07/29/2024	07/29/2024	L	3,000.00
2012500047	01	NAVIGATE000	NAVIGATE 360, LLC	PBIS Rewards 2024-2025			HISTORY	08/06/2024	08/06/2024	F	1,147.75
2012500048	02	SCHOOL D002	SCHOOL DATEBOOKS - SDI	2024 Innovate 8.5X11 Contract			HISTORY	08/06/2024	08/06/2024	F	1,076.40
2012500055	01	22VET 000	22VETS LLC C/O US BANK N.A.	Install Card Reader for B3 Door			OPEN	08/09/2024	08/09/2024	P	2,876.71
2012500057	04	AMEROUTF001	AMERICAN OUTFITTERS LTD	Prairie Trail - T-shirts			HISTORY	08/12/2024	08/12/2024	F	741.15
2012500058	05	FISHER 000	FISHER SCIENTIFIC COMPNAY L.L.C	VKG 6th Grade Science Supplies			HISTORY	08/14/2024	08/14/2024	F	107.36
2012500059	05	FLINN 001	FLINN SCIENTIFIC	VKG 6th Grade Science Supplies			HISTORY	08/14/2024	08/14/2024	F	223.85
2012500061	05	ILPRINCI001	IL PRINCIPALS ASSOCIATION	2024-25 IPA Membership Enrollment			HISTORY	08/16/2024	08/16/2024	F	382.93
2012500062	05	ILPRINCI001	IL PRINCIPALS ASSOCIATION	2024-25 IPA Membership Enrollment			HISTORY	08/16/2024	08/16/2024	F	439.00
2012500062	05	ILPRINCI001	IL PRINCIPALS ASSOCIATION	2024-25 IPA Membership Enrollment			REV HIST	08/16/2024	08/16/2024	L	488.75
2012500063	05	HEGGERTY000	HEGGERTY LIT RESOURCES LLC	Kinder and Primary Curriculum			HISTORY	08/16/2024	08/16/2024	F	384.48
2012500065	05	SCHSPEC3000	SCHOOL SPECIALITY	Art Supplies for SPL			HISTORY	08/16/2024	08/16/2024	F	466.84
2012500067	05	TEACHSTR000	TEACHING STRATEGIES	Creative Curriculum			HISTORY	08/16/2024	08/16/2024	F	4,760.00
2012500067	05	TEACHSTR000	TEACHING STRATEGIES	Creative Curriculum			REV HIST	08/16/2024	08/16/2024	L	4,430.00
2012500068	05	SCHOLAST001	SCHOLASTIC INC	Scholastic Science World Magazine 2024-25			HISTORY	08/16/2024	08/16/2024	F	329.68
2012500070	05	CURRASSC001	CURRICULUM ASSOCIATES LLC	i-Ready Partners Services - Toolbox			HISTORY	08/20/2024	08/20/2024	F	680.00
2012500073	05	PSYCHOL2000	NCS PEARSON, INC	AIMSWEBPLUS FY 2024-25			HISTORY	08/26/2024	08/26/2024	F	16,334.50
2012500073	05	PSYCHOL2000	NCS PEARSON, INC	AIMSWEBPLUS FY 2024-25			REV HIST	08/26/2024	08/26/2024	L	16,334.50
2012500074	05	CRISIS P000	CRISIS PREVENTION INSTITUTE	Nonviolent Crisis Intervention - Blended Learning Package			OPEN	08/26/2024	08/26/2024	L	1,442.74
2012500075	06	MUSICAR2000	MUSIC & ARTS CENTER, INC	Music Instruments			OPEN	09/11/2024	09/11/2024	L	839.92
2012500076	06	SWEETWAT000	SWEETWATER SOUND, LLC	Music Supplies - RT			HISTORY	09/12/2024	09/12/2024	F	119.99
2012500079	06	PHONAK 001	PHONAK INC	Hearing Device SEDOL			HISTORY	09/13/2024	09/13/2024	F	2,394.03
2012500080	06	KAGAN 000	KAGAN PUBLISHING	Kagan Professional Development - B.Pawlak			HISTORY	09/25/2024	09/25/2024	F	295.00
2012500082	06	CURRICUL001	CURRICULUM ASSOCIATES, LLC	i-Ready FY 2024-25			REV HIST	09/27/2024	09/27/2024	F	8,914.80
2012500082	08	CURRICUL001	CURRICULUM ASSOCIATES, LLC	i-Ready FY 2024-25			HISTORY	09/27/2024	09/27/2024	F	8,914.80
2012500083	06	TOBII 000	TOBII DYNAVOK LLC	Communication Board			HISTORY	09/27/2024	09/27/2024	F	59.75

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2012500084	07	KAGAN 000	KAGAN PUBLISHING	Copperative Learning Workshop. J.Klode. FY 2024-25			HISTORY	09/30/2024	09/30/2024	F	295.00
2012500085	08	CENTRAL 005	CENTRAL INSTITUTE FOR THE DEAF	CID Spice 2nd Edition			HISTORY	10/01/2024	10/01/2024	F	495.00
2012500086	08	SUPERDUP001	SUPER DUPER PUBLICATIONS	Speech Supplies - SPL			HISTORY	10/01/2024	10/01/2024	F	276.72
2012500087	03	CORRECT 000	CORRECT DIGITAL DISPLAYS	Viking MS scoreboard Wireless Upgrade			HISTORY	10/02/2024	10/02/2024	F	2,776.10
2012500088	08	PIONEVAL000	PIONEER VALLEY BOOKS	Supplies			HISTORY	10/07/2024	10/07/2024	F	23.00
2012500089	08	HEGGERTY000	HEGGERTY LIT RESOURCES LLC	Online phonemic awareness licenses			HISTORY	10/08/2024	10/08/2024	F	469.00
2012500091	08	CURRICUL001	CURRICULUM ASSOCIATES, LLC	K and 1st grade materials			HISTORY	10/09/2024	10/09/2024	F	1,153.00
2012500093	08	PEARASSE000	PEARSON ASSESSMENTS/AGS	Assessment Tools - Prek			HISTORY	10/10/2024	10/10/2024	F	539.70
2012500094	08	OTICON, 000	OTICON, INC.	Oticon Play Px hearing aids			HISTORY	10/15/2024	10/15/2024	F	639.99
2012500094	08	OTICON, 000	OTICON, INC.	Oticon Play Px hearing aids ACCOUNT NUMBER - 1501003			REV HIST	10/15/2024	10/15/2024	L	639.99
2012500094	08	OTICON, 000	OTICON, INC.	Oticon Play Px hearing aids			REV HIST	10/15/2024	10/15/2024	L	639.99
2012500094	08	OTICON, 000	OTICON, INC.	Oticon Play Px hearing aids			REV HIST	10/15/2024	10/15/2024	L	639.99
2012500096	08	SCHOOL E000	SCHOOL EXCESS INC	Cafeterai Lunch Table - SPL			HISTORY	10/15/2024	10/15/2024	F	3,550.00
2012500097	08	SCHOOL F000	SCHOOL FIX - DECKER EQUIPMENT	Supplies for Maintance for VKG			OPEN	10/16/2024	10/16/2024	L	73.95
2012500098	08	WIRE TEC000	WIRE TECHNOLOGIES	3CX Renewal 2024			OPEN	10/18/2024	10/18/2024	F	5,620.00
2012500099	08	CAPSTONE002	CAPSTONE	Capstone - PebbleGO			HISTORY	10/18/2024	10/18/2024	F	6,076.95
2012500104	08	HALF-PIN000	HALF-PINT READERS	Half-Pint Readers - RT			HISTORY	10/30/2024	10/30/2024	F	792.00
2012500104	08	HALF-PIN000	HALF-PINT READERS	Half-Pint Readers - RT			REV HIST	10/30/2024	10/30/2024	L	720.00
2012500105	09	ZANER-BL000	ZANER-BLOSER, INC	The Superkids Reading Program - RT			HISTORY	11/06/2024	11/06/2024	F	27.75
2012500106	09	READNATU001	READ NATURALLY	Read Live licenses - RT 2024-25			HISTORY	11/07/2024	11/07/2024	F	320.00
2012500106	09	READNATU001	READ NATURALLY	Read Live licenses - RT 2024-25			REV HIST	11/07/2024	11/07/2024	L	290.00
2012500107	09	READNATU001	READ NATURALLY	Read Live Licenses - PT 2024-25			HISTORY	11/08/2024	11/08/2024	F	480.00
2012500109	09	CENTER F002	CENTER FOR COLLABORATIVE CLASSR	SIPPS Training - B.Zivilik			HISTORY	11/12/2024	11/12/2024	F	100.00
2012500110	09	CERAMIC 000	CERAMIC SUPPLY CHICAGO	Ceramic Supply Chicago			HISTORY	11/14/2024	11/14/2024	F	445.00
2012500111	09	PHONAK 001	PHONAK INC	Roger Focus II - 312 - for SEDOL Student			HISTORY	11/18/2024	11/18/2024	F	659.19
2012500111	09	PHONAK 001	PHONAK INC	Roger Focus II - 312 - for SEDOL Student			REV HIST	11/18/2024	11/18/2024	L	659.19
2012500113	09	BIO CORP000	BIO CORPORATION	Science Supplies - RT			HISTORY	11/18/2024	11/18/2024	F	99.73
2012500115	09	HAND2MIN000	HAND2MIND	Supplies - SPL			HISTORY	11/19/2024	11/19/2024	F	399.99
2012500115	09	HAND2MIN000	HAND2MIND	Supplies - SPL			REV HIST	11/19/2024	11/19/2024	L	399.99

<u>P.O. NUMBER</u>	<u>BATCH #</u>	<u>VENDOR KEY</u>	<u>VENDOR NAME</u>	<u>PO DESCRIPTION</u>	<u>PROJ/GRANT</u>	<u>CONTRACT #</u>	<u>STATUS</u>	<u>ENT DATE</u>	<u>DUE DATE</u>	<u>LQ</u>	<u>PO AMOUNT</u>
2012500116	09	CERAMIC 000	CERAMIC SUPPLY CHICAGO	Art Supplies - RT			HISTORY	11/19/2024	11/19/2024	F	717.00
2012500117	09	22VET 000	22VETS LLC C/O US BANK N.A.	Access Control & Install All in One			OPEN	11/25/2024	11/25/2024	P	174,129.80
2012500118	10	22VET 000	22VETS LLC C/O US BANK N.A.	Indoor Mini Dome Camera / Camera License			OPEN	12/02/2024	12/02/2024	L	1,124.32
2012500118	10	22VET 000	22VETS LLC C/O US BANK N.A.	Indoor Mini Dome Camera / Camera License			REV HIST	12/02/2024	12/02/2024	L	1,124.31
2012500119	10	PRC-SALT000	PRC-SALTILLO	NovaChat 8			OPEN	12/04/2024	12/04/2024	L	5,795.00
2012500119	10	PRC-SALT000	PRC-SALTILLO	NovaChat 8			REV HIST	12/04/2024	12/04/2024	L	5,795.00
2012500120	10	TEACHING002	TEACHING CHANNEL	Teaching Channel Video Group Access - 12 Month - 24-25 -			HISTORY	12/16/2024	12/16/2024	F	810.00
2012500121	10	ROW LOFF000	ROW LOFF PRODUCTIONS	Band Supplies - VKG			HISTORY	12/17/2024	12/17/2024	F	80.00
2012500122	10	STEVE WE000	STEVE WEISS MUSIC	Acme Duck Call			HISTORY	12/20/2024	12/20/2024	F	26.90
2012500123	10	COMPUTDI000	CDW EDUCATION	Class link Startup 6MO			HISTORY	12/20/2024	12/20/2024	F	6,589.26
2012500124	11	ISCORP 001	ISCORP	Quarterly Fees STUDENT Training Database			OPEN	01/06/2025	01/06/2025	L	1,200.00
2012500125	11	SAVVAS L000	SAVVAS LEARNING COMPANY	WORDS THEIR WAY CLASSROOM 2019 ON REALIZE DIGITAL COURSEWARE			HISTORY	01/07/2025	01/07/2025	F	2,007.50
2012500126	11	PSYCHOL2000	NCS PEARSON, INC	Dial - 4 Record Forms Qty 50			HISTORY	01/09/2025	01/09/2025	F	182.85
2012500127	11	PHONAK 001	PHONAK INC	Processing Fee, shipping and handling for replacement of a			HISTORY	01/16/2025	01/16/2025	F	120.99
2012500128	11	RIVERSID002	RIVERSIDE INSIGHTS	Per sales quote number: QH11556-			HISTORY	01/16/2025	01/16/2025	F	8,175.39
2012500128	11	RIVERSID002	RIVERSIDE INSIGHTS	Per sales quote number: QH11556-			REV HIST	01/16/2025	01/16/2025	L	8,095.39
2012500130	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	The Creative Curriculum for Preschool Gardening Study			OPEN	01/23/2025	01/23/2025	L	348.80
2012500130	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	The Creative Curriculum for Preschool Gardening Study			REV HIST	01/23/2025	01/23/2025	L	328.80
2012500130	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	The Creative Curriculum for Preschool Gardening Study			REV HIST	01/23/2025	01/23/2025	L	328.80
2012500130	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	The Creative Curriculum for Preschool Gardening Study			REV HIST	01/23/2025	01/23/2025	L	328.80
2012500131	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	A Family's Guide to preschool			HISTORY	01/23/2025	01/23/2025	F	61.60
2012500131	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	A Family's Guide to preschool			REV HIST	01/23/2025	01/23/2025	L	61.60
2012500132	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	The Creative Curriculum for preschool Gardening Study			OPEN	01/23/2025	01/23/2025	L	348.80
2012500132	11	TEACSTRA000	TEACHING STRATEGIES & THE CREAT	The Creative Curriculum for preschool Gardening Study			REV HIST	01/23/2025	01/23/2025	L	328.80

<u>P.O. NUMBER</u>	<u>BATCH #</u>	<u>VENDOR KEY</u>	<u>VENDOR NAME</u>	<u>PO DESCRIPTION</u>	<u>PROJ/GRANT</u>	<u>CONTRACT #</u>	<u>STATUS</u>	<u>ENT DATE</u>	<u>DUE DATE</u>	<u>LQ</u>	<u>PO AMOUNT</u>
2012500133	10	PSYCHOL2000	NCS PEARSON, INC	CELF-5 Screening Test Records Forms			HISTORY	01/29/2025	01/29/2025	F	59.00
2012500134	11	KAGAN 000	KAGAN PUBLISHING	Primary Team Mats & Team Mats			HISTORY	02/13/2025	02/13/2025	F	431.20
2012500135	11	PSYCHOL2000	NCS PEARSON, INC	CELF Preschool and GFTA - Record Forms			HISTORY	02/13/2025	02/13/2025	F	164.45
2012500136	11	RHYMEBAN000	RHYME BAND INSTRUMENTAL				OPEN	02/18/2025	02/18/2025	F	117.60
2012500137	11	KI 000	KI	Toggle Adjustable Table			OPEN	02/25/2025	02/25/2025	F	1,250.15
2012500138	11	LEGO EDU000	LEGO EDUCATION	Lego Education Spike Prime Set - Stem			OPEN	02/26/2025	02/26/2025	L	3,999.50
2012500141	12	BLICKART001	BLICK ART MATERIALS	Art Supplies - SPL			OPEN	03/05/2025	03/05/2025	F	773.17
2012500142	12	ILPRINCI001	IL PRINCIPALS ASSOCIATION	2024-2025 - IPA Membership Enrollment - J.B- SPL			OPEN	03/07/2025	03/07/2025	F	580.25
2012500144	12	GOPHER 000	GOPHER SPORT	PE Supplies - SPL			OPEN	03/20/2025	03/20/2025	F	239.23
2012500145	12	MUSICIS 001	MUSIC IS ELEMENTARY	1 Piece Soprano Recorder w/zippered case			OPEN	03/24/2025	03/24/2025	F	302.94
2012500146	13	LAKESHOR001	LAKESHORE	Magnetic Language Rods - Complete Set			OPEN	03/28/2025	03/28/2025	L	136.85
2012500147	13	SCHOBKFA001	SCHOLASTIC BOOK FAIRS	Beanstack Premium School Subscription			OPEN	04/01/2025	04/01/2025	L	1,829.88
2012500147	13	SCHOBKFA001	SCHOLASTIC BOOK FAIRS	Beanstack Premium School Subscription			REV HIST	04/01/2025	04/01/2025	L	1,829.88
2012500148	13	WILSONLA000	WILSON LANGUAGE TRAINING	Level 2 and 3 Manuals and accessories			OPEN	04/02/2025	04/02/2025	L	449.28
2012500148	13	WILSONLA000	WILSON LANGUAGE TRAINING	Level 2 and 3 Manuals and accessories			REV HIST	04/02/2025	04/02/2025	L	449.28
2012500149	13	PEARASSE000	PEARSON ASSESSMENTS/AGS	Evaluation Materials			OPEN	04/03/2025	04/03/2025	L	312.44
		NUMBER OF BATCH PO'S:		0			TOTAL BATCH PO'S:				0.00
		NUMBER OF OPEN PO'S:		49			TOTAL OPEN PO'S:				456,801.76
		NUMBER OF HISTORY PO'S:		410			TOTAL HISTORY PO'S:				2,983,483.46
		NUMBER OF REVERSAL HISTORY PO'S:		56			TOTAL REVERSAL HISTORY PO'S:				185,167.90
		TOTAL NUMBER OF PURCHASE ORDERS:		515			TOTAL:				3,625,453.12

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



Lori Rupsch <lrupsch@d56.org>

Fwd: Public Records Request

2 messages

Luis Correa <lcorrea@d56.org>
To: Lori Rupsch <lrupsch@d56.org>

Tue, Apr 8, 2025 at 6:12 PM

FYI

----- Forwarded message -----
From: **Sarah J** <sarah@employeeanalytics.org>
Date: Tue, Apr 8, 2025 at 3:45 PM
Subject: Public Records Request
To: <lcorrea@d56.org>

4.8.2025
Luis Correa, Superintendent
Gurnee District 56

Dear Mr. Correa,

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140), I am writing to request access to and a copy of a listing of all Gurnee District 56 employees, including their first and last names, email addresses, titles/positions, and primary campus/department locations. If possible, please provide this information in an electronic format such as Excel or .csv to this email address.

If your agency does not maintain these records, I would appreciate it if you could inform me of the appropriate custodian of these records, including their name, address, and email.

Should there be any fees associated with searching for or copying these records, please notify me before processing my request. However, I would like to request a waiver of all fees in the public interest, as the information I seek is intended for public employee research and awareness.

As stipulated in the Illinois Freedom of Information Act, I expect your response within five (5) business days.

If you choose to deny this request, please specify each exemption that you believe justifies the refusal to release the information and inform me of the appeal procedures available under the law. Additionally, please provide all segregable portions of otherwise exempt material.

Thank you for your assistance.

Sincerely,



Sarah James
Data Coordination Specialist
Employee Data Analytics

www.employeeanalytics.org/
sarah@employeeanalytics.org

Lori Rupsch <lrupsch@d56.org>
To: sarah@employeeanalytics.org

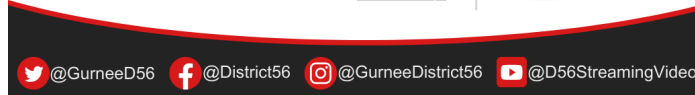
Tue, Apr 15, 2025 at 10:54 AM

Good morning,

Attached please find the information you asked for in your FOIA request dated April 8, 2025. Please let me know if you have any questions.

[Quoted text hidden]
--

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



The information contained in this transmission is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. If you are not the intended recipient of this information, do not review, retransmit, disclose, disseminate, use, or take any action in reliance upon this information. If you received this transmission in error, please contact the sender and destroy all printed copies and delete the material from all computers. E-mail transmission cannot be guaranteed to be secure. E-mail information could be intercepted,

4/15/25, 10:54 AM

Gurnee School District #56 Mail - Fwd: Public Records Request

corrupted, lost, destroyed, arrive late, be incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message.

 **FOIA List.xlsx**
23K

Last Name	First Name	Building Code Desc	Employee Type Desc	E-mail Address
AAS	ANNETTE	SPAULDING	TEACHERS	aaas@d56.org
ALBERS	JESSICA	TRANSPORTATION	BUS DRIVER	jalbers@d56.org
AMES	DIANE	RIVER TRAIL	TEACHERS	dames@d56.org
ARMOUR	HOLLIE	VIKING	TEACHERS	harmour@d56.org
ARTEAGA	YUNUEN	PRAIRIE TRAIL	SECRETARY	yarteaga@d56.org
AUSTIN	DAVID	VIKING	TEACHER AIDE	daustin@d56.org
AYALA	CHRISTINA	RIVER TRAIL	SECRETARY	cayala@d56.org
BAEZA	MURPHY	PRAIRIE TRAIL	TEACHERS	mbaeza@d56.org
BALL	AMY	SPAULDING	TEACHERS	aball@d56.org
BARBKNECHT	KATE	RIVER TRAIL	TEACHERS	kbarbknecht@d56.org
BARNES	UDONA	TRANSPORTATION	BUS DRIVER AIDE	ubarnes@d56.org
BASSIER	DEBORAH	SPAULDING	TEACHERS	dbassier@d56.org
BESSE	HEATHER	VIKING	TEACHERS	hbesse@d56.org
BIABANI	FARIHA	RIVER TRAIL	TEACHERS	fbiabani@d56.org
BILLETDEAUX	DEBORAH	RIVER TRAIL	TEACHER AIDE	dbilletdeaux@d56.org
BORAWSKI	EILEEN	PRAIRIE TRAIL	TEACHER AIDE	eborawski@d56.org
BOSWELL	STEVEN	VIKING	TEACHERS	sboswell@d56.org
BROMLEY	KAREN	RIVER TRAIL	TEACHERS	kbromley@d56.org
BROOKS	GRETCHEN	TRANSPORTATION	BUS DRIVER	gbrooks2@d56.org
BROOKS	MARY	SPAULDING	TEACHERS	mbrooks@d56.org
BROOKS	THEODORE	TRANSPORTATION	BUS DRIVER	tbrooks@d56.org
BROWN	KYRA	SPAULDING	TEACHERS	kbrown@d56.org
BROWN	LUCY	RIVER TRAIL	TEACHERS	lbrown@d56.org
BUCHER	JACQUELINE	SPAULDING	ADMIN 200 DAYS	jbucher@d56.org
BUKANTIS	AMY	PRAIRIE TRAIL	TEACHERS	abukantis@d56.org
BURMAN	KIMBERLY	RIVER TRAIL	TEACHERS	kburman@d56.org
BURNS	HOLLY	VIKING	TEACHERS	hburns@d56.org
CAIN	FLORI	SPAULDING	TEACHER AIDE	fcain@d56.org
CAMPANELLA	KATELYN	PRAIRIE TRAIL	TEACHERS	kcampanella@d56.org
CAPP	JENNIFER	SPAULDING	TEACHERS	jcapp@d56.org
CAREY	REID	RIVER TRAIL	TEACHERS	rcarey@d56.org
CARLSON	OLGA	RIVER TRAIL	TEACHERS	ocarlson@d56.org
CARNDUFF	VITA	RIVER TRAIL	TEACHERS	vcarnduff@d56.org
CEJKA	JONATHAN	VIKING	TECHNOLOGY	jcejka@d56.org
CERVANTES	JUAN	TRANSPORTATION	BUS DRIVER	jcervantes@d56.org
CHASE	TRACE	VIKING	TEACHERS	tchase@d56.org
CHATMAN	IAN	VIKING	TEACHERS	ichatman@d56.org
CLAIBORNE	ALISHA	TRANSPORTATION	BUS DRIVER AIDE	aclaiborne@d56.org
CLOUD	ADELE	TRANSPORTATION	BUS DRIVER	acloud@d56.org
CLOUSE	ZACHARY	VIKING	TEACHERS	zclouse@d56.org
COBIO	FRANCISCO	TRANSPORTATION	BUS DRIVER	fcobio@d56.org
COBIO	GUILLERMIN	TRANSPORTATION	BUS DRIVER	gcobio@d56.org
COBIO	RAQUEL	TRANSPORTATION	BUS DRIVER	rcobio@d56.org
CORNELIUS	JODY	RIVER TRAIL	LIBRARY CLERK	jcornelius@d56.org
CORREA	LUIS	DISTRICT OFFICE	ADMINISTRATOR	lcorrea@d56.org
CORTES TAPIA	SELENE	DISTRICT OFFICE	SECRETARY	SCORTESTAPIA@D56.ORG
DALE	LAJUANA	SPAULDING	TEACHERS	ldale@d56.org
DAMOS	CHRISTINA	PRAIRIE TRAIL	TEACHERS	cdamos@d56.org
DANIELS	DARICE	TRANSPORTATION	BUS DRIVER	ddaniels@d56.org
DELAURENTIS	BRITTANY	VIKING	TEACHERS	
DELGADO	MICHELLE	PRAIRIE TRAIL	TEACHERS	mdelgado@d56.org
DEVEREAUX	RACHEL	RIVER TRAIL	TEACHERS	rdeveraux@d56.org
DIAZ	ANDRES	VIKING	CUSTODIAN	ADIAZ@D56.ORG
DIAZ	ELISE	PRAIRIE TRAIL	TEACHERS	ediaz@d56.org
DIAZ	JUAN	SPAULDING	CUSTODIAN	jdiaz@d56.org
DOHERTY-RAMIREZ	ROGER	RIVER TRAIL	TEACHERS	rramirez@d56.org
DOOCY	SARAH	RIVER TRAIL	TEACHERS	sdoocy@d56.org
DOWMON	KRISTEN	SPAULDING	TEACHERS	kdownmon@d56.org
DUNBAR	MELISSA	VIKING	TEACHERS	mdunbar@d56.org

ECHTENACHER	ARLENE	TRANSPORTATION	BUS DRIVER	AECHTENACHER@D56.ORG
EIKENBERRY	GLENN	VIKING	TEACHERS	geikenberry@d56.org
ELMAN	DAIN	VIKING	TEACHERS	delman@d56.org
ELVERT WEST	MOLLY	PRAIRIE TRAIL	TEACHERS	melvert@d56.org
ESTEBAN	ERIC	DISTRICT OFFICE	ADMINISTRATOR	eesteban@d56.org
ESTEBAN	STEPHANIE	VIKING	TEACHERS	sesteban@d56.org
FISHBACK	DILLON	RIVER TRAIL	CUSTODIAN	dfishback@d56.org
FITZGERALD	FRANK	SPAULDING	TEACHERS	ffitzgerald@d56.org
FONTANA	THERESA	RIVER TRAIL	TEACHERS	tfontana@d56.org
FORD	NATASHA	TRANSPORTATION	BUS DRIVER	NFORD@D56.ORG
FOSTER	DIANA	RIVER TRAIL	TEACHERS	dfoster@d56.org
GAECKE	HOPE	RIVER TRAIL	TEACHERS	hgaecke@d56.org
GAJAUSKAS	LAURA	RIVER TRAIL	TEACHERS	lgajauskas@d56.org
GALLINA	DANIELLE	RIVER TRAIL	TEACHERS	dgallina@d56.org
GALLOS	FRANK	PRAIRIE TRAIL	CUSTODIAN	fgallos@d56.org
GARZA SANCHEZ	IMELDA	RIVER TRAIL	CUSTODIAN	igarza@d56.org
GERFIN	STEFANIE	SPAULDING	TEACHERS	sgerfin@d56.org
GETOWICZ	SANDRA	RIVER TRAIL	TEACHERS	sgetowicz@d56.org
GIESE	CREESTHU	RIVER TRAIL	TEACHERS	cgiese@d56.org
GILDEA	JEANNE	PRAIRIE TRAIL	OFFICE CLERK	jpgildea@d56.org
GLICKLEY	JENNIFER	RIVER TRAIL	ADMIN 225 DAYS	jglickley@d56.org
GOMEZ	SELENE	RIVER TRAIL	OFFICE CLERK	sgomez@d56.org
GONZALEZ	DONNA	DISTRICT OFFICE	ACCT/BOOKEEPER	dgonzalez@d56.org
GOZUN	LALAIN	RIVER TRAIL	TEACHERS	lgozun@d56.org
GRAHAM	KAREN	VIKING	TEACHERS	kgraham@d56.org
GRAZIER	REBECCA	RIVER TRAIL	TEACHERS	rgrazier@d56.org
GREENE	BRITTANEY	SPAULDING	TEACHERS	bgreene@d56.org
GRIFFIN	KELLY	VIKING	TEACHERS	KGRIFFIN@D56.ORG
GRIPKO	ROBERT	TRANSPORTATION	BUS DRIVER	rgripko@d56.org
GROOMS	JESSICA	PRAIRIE TRAIL	TEACHERS	jgrooms@d56.org
GROTH	TYLER	VIKING	TEACHERS	tgroth@d56.org
GUTIERREZ QUEZADA	LAURA	SPAULDING	TEACHER AIDE	lgutierrezquezada@d56.org
GUTIERREZ QUEZADA	RUTH	SPAULDING	TEACHER AIDE	rgutierrezquezada@d56.org
HANDLER	DEBORAH	RIVER TRAIL	TEACHERS	DHANDLER@D56.ORG
HANDLER	MICHELLE	PRAIRIE TRAIL	TEACHERS	mhandler@d56.org
HARRISON	DEBORAH	TRANSPORTATION	BUS DRIVER	dharrison@d56.org
HAUENSTEIN	DANIEL	VIKING	CUSTODIAN	dhauenstein@d56.org
HELTERS	PETER	DISTRICT OFFICE	ADMINISTRATOR	phelters@d56.org
HENDRICKS	DEBORAH	SPAULDING	TEACHERS	dhendricks@d56.org
HENER	MEGAN	VIKING	TEACHERS	mhener@d56.org
HERNANDEZ	JAHAZIEL	PRAIRIE TRAIL	TEACHER AIDE	jhernandez2@d56.org
HERRERA	VERONICA	TRANSPORTATION	SECRETARY	vherrera@d56.org
HERRERA GARZA	GRICELDA	RIVER TRAIL	CUSTODIAN	gherrera@d56.org
HERRING	TATUM	TRANSPORTATION	BUS DRIVER	therring@d56.org
HLAVIN	LISA	PRAIRIE TRAIL	TEACHERS	lhavin@d56.org
HOBBS	DOMINIQUE	PRAIRIE TRAIL	CUSTODIAN	dhobbs@d56.org
HOSELTON	LOGAN	PRAIRIE TRAIL	TEACHERS	lhoselton@d56.org
ISBELL	ELIZABETH	SPAULDING	TEACHERS	eisbell@d56.org
JACKSON	KRISTA	PRAIRIE TRAIL	TEACHERS	kjackson@d56.org
JACOBS	BRIANNE	PRAIRIE TRAIL	TEACHERS	bjacobs@d56.org
JAGER	TIMOTHY	VIKING	TEACHERS	tjager@d56.org
JANSEN	ANGELA	VIKING	TEACHERS	
JOHNSON	LORI	RIVER TRAIL	ADMIN 200 DAYS	ljohnson@d56.org
JOYCE	CARI	PRAIRIE TRAIL	TEACHERS	cjoyce@d56.org
JUAREZ	DIRCE	TRANSPORTATION	BUS DRIVER	djuarez@d56.org
JUAREZ	EDUARDO	TRANSPORTATION	BUS DRIVER	ejuarez@d56.org
KAHN	JENNIFER	RIVER TRAIL	TEACHERS	jkahn@d56.org
KAISER	ADAM	DISTRICT OFFICE	MAINTENANCE	akaiser@d56.org
KAISER	ELIZABETH	VIKING	CUSTODIAN	lkaiser@d56.org
KARNSTEDT	JAQUELYN	VIKING	SECRETARY	jkarnstedt@d56.org

KATZ-MARIANI	ALLEN	RIVER TRAIL	TEACHERS	akatz-mariani@d56.org
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KIRWAN	STEPHEN	TRANSPORTATION	ADMINISTRATOR	skirwan@d56.org
KLODE	JILL	SPAULDING	TEACHERS	jklode@d56.org
KNISKERN	SHEILA	SPAULDING	TEACHER AIDE	skniskern@d56.org
LAZAR	RYAN	VIKING	ADMIN 225 DAYS	rlazar@d56.org
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LIMON	CARLA	PRAIRIE TRAIL	TEACHERS	climon@d56.org
LIPHARDT	LAURA	VIKING	TEACHERS	lliphardt@d56.org
LOPEZ	CRYSTAL	SPAULDING	SECRETARY	clopez@d56.org
LOPEZ	EMILIO	SPAULDING	TEACHERS	ELOPEZ@D56.ORG
LOPEZ	MARIA	SPAULDING	CUSTODIAN	mlopez2@d56.org
LOPEZ PARAMO	LESLY	SPAULDING	CUSTODIAN	llopez@d56.org
LORD-CARMODY	KAYLA	VIKING	TEACHERS	klordcarmody@d56.org
LUBCHENKO	JENNIFER	VIKING	TEACHERS	jlubchenko@d56.org
LYNCH-BOLK	APRILANNE	PRAIRIE TRAIL	TEACHERS	alynch@d56.org
MADRZYK	AGNIESZKA	VIKING	TEACHERS	amadrzyk@d56.org
MAGOSKY	ANDREW	RIVER TRAIL	TEACHERS	amagosky@d56.org
MARCOS	DANIEL	RIVER TRAIL	TEACHERS	dmarcos@d56.org
MARTINEZ	ANA	TRANSPORTATION	BUS DRIVER	amartinez@d56.org
MARTINEZ	MARIBEL	TRANSPORTATION	BUS DRIVER	mmartinez2@d56.org
MCBRIDE	JOHN	TRANSPORTATION	BUS DRIVER	jmcbride@d56.org
MCCORMACK	MELISSA	DISTRICT OFFICE	TECHNOLOGY	mmccormack@d56.org
MCINTYRE	NATHANIEL	PRAIRIE TRAIL	TEACHERS	nmcintyre@d56.org
MEHTA	CHARCHITA	PRAIRIE TRAIL	TEACHERS	cmehta@d56.org
MILLER	JENIFER	PRAIRIE TRAIL	TEACHERS	JMILLER@D56.ORG
MILLIGAN	ANNA	TRANSPORTATION	BUS DRIVER	amilligan@d56.org
MONROE	MARIA	SPAULDING	TEACHERS	mmonroe@d56.org
MONTERO	MAUREEN	VIKING	TEACHERS	mmontero@d56.org
MUNTEAN	SUSAN	SPAULDING	TEACHER AIDE	smuntean@d56.org
NASS	RANDI	VIKING	TEACHERS	rnass@d56.org
O'BRIEN	STACEY	PRAIRIE TRAIL	TEACHERS	sobrien@d56.org
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PARTIDA	LAURA	PRAIRIE TRAIL	LIBRARY CLERK	lpartida@d56.org
PASTORI	JAY	VIKING	TEACHERS	jpastori@d56.org
PATTERSON-GILLESPIE	TAMARA	VIKING	TEACHERS	tpatterson-gillespie@d56.org
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PAYNE	LEAH	RIVER TRAIL	TEACHERS	lpayne@d56.org
PEARSON	SARAH	VIKING	TEACHERS	spearson@d56.org
PEREZ	ELISA	SPAULDING	TEACHER AIDE	eperez@d56.org
PFEIFFER	PAUL	TRANSPORTATION	BUS DRIVER	ppfeiffer@d56.org
POETZ	LOREN	RIVER TRAIL	TEACHERS	lpoetz@d56.org
POWVENS	BRIANNA	VIKING	LIBRARY CLERK	bpowvens@d56.org
QUINONES	LISSETTE	SPAULDING	TEACHERS	lquinones@d56.org
RAMIREZ	ADRIANA	PRAIRIE TRAIL	TEACHERS	aramirez@d56.org
RAMIREZ	BLANCA	TRANSPORTATION	BUS DRIVER	bramirez2@d56.org
RAMIREZ	ROSSELI	RIVER TRAIL	TEACHERS	rramirez2@d56.org
RAMOS	LIZZETTE	VIKING	HEALTH CLERK	lramos@d56.org
RAUPP	JULIE	RIVER TRAIL	TEACHERS	jrapp@d56.org
REBOLLAR	SHARON	PRAIRIE TRAIL	TEACHERS	srebollar@d56.org
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REED	LISA	RIVER TRAIL	TEACHERS	lreed@d56.org
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REMSING	STACEE	PRAIRIE TRAIL	TEACHERS	sremsing@d56.org
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ROBLES	WILSON	TRANSPORTATION	BUS DRIVER	wrobles@d56.org
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SCHOPF	DAVID	RIVER TRAIL	TEACHERS	dschopf@d56.org
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SIMNICK	LAUREN	SPAULDING	TEACHERS	lsimnick@d56.org
SINCORA	ELIZABETH	RIVER TRAIL	TEACHERS	bsincora@d56.org
SMITH	AMANDA	RIVER TRAIL	TEACHER AIDE	asmith@d56.org
SMITH	MARGARET	SPAULDING	LIBRARY CLERK	msmith@d56.org
SMITH	SEAN	DISTRICT OFFICE	ADMINISTRATOR	ssmith@d56.org
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STONE	ERIN	RIVER TRAIL	TEACHERS	estone@d56.org
STONEBERG	STEPHANIE	PRAIRIE TRAIL	TEACHERS	sstoneberg@d56.org
STORVIK	BRIAN	VIKING	TEACHERS	bstorvik@d56.org
STREICHER	ELIZABETH	VIKING	TEACHERS	bstreicher@d56.org
STREICHER	NICHOLAS	VIKING	TEACHERS	nstreicher@d56.org
STUERCKE	STEPHANIE	SPAULDING	TEACHERS	sstuercke@d56.org
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TORRES	MIRIAM	DISTRICT OFFICE	ADMIN 225 DAYS	mtorres@d56.org
VANMETER	ELENA	PRAIRIE TRAIL	TEACHERS	evanmeter@d56.org
VAZQUEZ	ELIZABETH	SPAULDING	TEACHER AIDE	evazquez@d56.org
VEGA	JUSTIN	PRAIRIE TRAIL	TEACHERS	jvega@d56.org
VEGA	YOLANDA	DISTRICT OFFICE	SECRETARY	yvega@d56.org
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WEGLARZ	JENNIFER	VIKING	TEACHERS	JWEGLARZ@D56.ORG
WEISS	ASHLEY	SPAULDING	TEACHERS	aweiss@d56.org
WELCH	BOBBI	PRAIRIE TRAIL	TEACHER AIDE	bwelch@d56.org
WELLS	SHELIA	SPAULDING	TEACHERS	swells@d56.org
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XENOS
YAQUIAN
YUN
ZANONI
ZIMERFELD
ZIVILIK

MARY LEE
MIRIAM
JI HEE
EMILY
ELLA
BRANDI

PRAIRIE TRAIL
RIVER TRAIL
RIVER TRAIL
SPAULDING
RIVER TRAIL
VIKING

TEACHERS
TEACHER AIDE
TEACHERS
TEACHERS
TEACHERS
TEACHERS

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myaquian@d56.org
jyun@d56.org
ezanoni@d56.org
ezimerfeld@d56.org
bzivilik@d56.org



Lori Rupsch <lrupsch@d56.org>

Fwd: Fw: Lake*ESD56*Gurnee (34-049-0560-02): FOIA REQUEST #1

Luis Correa <lcorrea@d56.org>
To: Lori Rupsch <lrupsch@d56.org>

Sat, Mar 15, 2025 at 10:05 PM

----- Forwarded message -----

From: **ACB** <Ad.Cuius.Bonum@proton.me>
Date: Sat, Mar 15, 2025 at 8:08 PM
Subject: Fw: Lake*ESD56*Gurnee (34-049-0560-02): FOIA REQUEST #1
To: lcorrea@d56.org <lcorrea@d56.org>

Attachment.

Sorry.

Sent with [Proton Mail](#) secure email.

----- Forwarded Message -----

From: ACB <Ad.Cuius.Bonum@proton.me>
Date: On Saturday, March 15th, 2025 at 19:12
Subject: Lake*ESD56*Gurnee (34-049-0560-02): FOIA REQUEST #1
To: lcorrea@d56.org <lcorrea@d56.org>

Reply above this line.

Date: March 14, 2025**Subject Line: Lake*ESD56*Gurnee (34-049-0560-02): FOIA REQUEST #1**

Dear Superintendent,

See attached FOIA Request.

When initially responding to the attached FOIA request, please send the first response as a "Reply" email to ad.cuius.bonum@proton.me rather than starting a new thread via a new email. If both parties respond in the same manner (responding to the most recent inbound email from the other party) until the request is fulfilled, there will only be one email thread. Additionally, please remove any "Re: " prefix (or any other "Reply" abbreviation, if any) from the subject line prior to clicking "Send" to ensure that all "Reply" emails related to this request have the same exact "Subject" line text (see above) for sorting purposes. This approach aligns with the statutory duty under 5 ILCS 140/3.5(a)(4), which requires the retention of written communications and responses. By maintaining a single thread, we can ensure that all communications are efficiently organized and retained, facilitating compliance with the Illinois Freedom of Information Act. Thank you in advance for your cooperation in maintaining the suggested structured communication practice, which we both should be able to agree, is essential for efficient communications, record-keeping, and compliance.

Thus, all written communications surrounding the fulfillment of this FOIA can be archived (print-to-PDF) by both the FOIA officer and the requester as a single document, maintaining a clear and organized record of our interaction.

The 5-day due date for this request is: Friday, March 21, 2025

Thank you for your immediate attention to this public records request.

Email Address:

ad.cuius.bonum@proton.me

Sent with [Proton Mail](#) secure email.

 **FOIA_ad.cuius.bonum@proton.me_Request #1_20250314.pdf**
127K



Lori Rupsch <lrupsch@d56.org>

Fwd: Fw: Lake*ESD56*Gurnee (34-049-0560-02): FOIA REQUEST #1

Lori Rupsch <lrupsch@d56.org>
To: ad.cuius.bonum@proton.me

Fri, Mar 21, 2025 at 12:01 PM

Attached you will find the information you requested.

[Quoted text hidden]

--

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



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 **FOIA Request for Financial Records Data 3_14_25.xlsx**
52K

NOTICE: When responding to this request, please send your response as a "Reply" email to the original inbound email [ad.cuius.bonum@proton.me] rather than starting a new thread. To maintain a single thread, please ensure that each subsequent response is sent as a "Reply" to the most recent inbound email from the other party. Additionally, please remove any "Re: " prefix (or any other "Reply" abbreviation, if any) from the subject line prior to clicking "Send" to ensure that all emails related to this request have the same exact "Subject" line text for sorting purposes. This approach aligns with the statutory duty under 5 ILCS 140/3.5(a)(4), which requires the retention of written communications and responses, ensuring efficient compliance with the Illinois Freedom of Information Act. By maintaining a single thread, we can ensure that all communications are efficiently organized and retained, facilitating compliance and making it easier to track and archive our interaction. In accordance with the Act's emphasis on providing records "as expeditiously and efficiently as possible," we appreciate your prompt and efficient handling of this request.

Thank you in advance for your cooperation in maintaining the suggested structured communication practice, which we both should be able to agree, is essential for efficient communications, record-keeping, and compliance.

March 14, 2025

RE: FOIA Request #1 for Financial Records data (5 ILCS 140/2.5)

Dear Superintendent,

INTRODUCTION

We are writing to submit a request under the Illinois Freedom of Information Act (5 ILCS 140) for public records. We are submitting this request for non-commercial purposes. As such, we expect a response by Friday, March 21, 2025, which is five working days from the date of receipt by the public body (5 ILCS 140/3(d)).

If you are the appointed Freedom of Information Act officer for this public body, please acknowledge receipt of this request and confirm that it is being processed. If you are not the FOIA officer responsible for handling financial records, please immediately forward this request to the Treasurer, who is the legal custodian of the school district's funds and maintains the records related to financial transactions, fund balances, and checking accounts. Please add our email address, **ad.cuius.bonum@proton.me**, as a "Cc" to any email forwarding this FOIA request to either the Treasurer or FOIA officer, so that we are made aware that the process of a reply has begun.

As the Superintendent and "Head of the public body" under the Illinois FOIA statute, you have a statutory duty to ensure compliance with this request. According to the statute, "Head of the public body" means the president, mayor, chairman, or other chief executive or administrative officer elected or appointed to the office of the public body, or, in the case of a public body that does not have an elected or appointed chief executive or administrative officer, the person who is

responsible for conducting the affairs of the public body (5 ILCS 140/2). This designation is crucial for maintaining accountability and ensuring that FOIA requests are handled properly, as it creates a clear line of responsibility for compliance with the Act.

The Illinois General Assembly included this definition to ensure that there is a specific individual accountable for compliance, aligning with the FOIA's purpose of promoting transparency and accountability in government operations. The preamble to the FOIA emphasizes the importance of transparency and accountability, and by designating a "Head of the public body," the statute reinforces these principles by providing a structured approach to compliance.

We are submitting this request to the official email address designated by the Illinois State Board of Education for communication with the school district's chief administrator. This ensures that the request is directed to the appropriate individual responsible for ensuring full compliance with the FOIA statute.

We **demand** that our email address, **ad.cuius.bonum@proton.me**, be added to the contact list within the email program of the Head of the public body, FOIA officer(s), and Treasurer. This is essential to prevent future communications from being inadvertently flagged as spam or junk mail. Failure to do so could lead to delayed or missed responses to subsequent requests. Failure to update the contact list after being explicitly instructed to do so, and despite being informed of the importance of this action to prevent emails from being flagged as spam, may be considered a negligent or bad faith act. This negligence could lead to missed or delayed responses to subsequent FOIA requests, which could be asserted as part of any civil action taken to enforce compliance with the Act. We will not tolerate any attempts to avoid compliance through technical oversights or negligence.

As required by the Illinois Freedom of Information Act, we expect a timely response and full compliance with this request. Failure to comply may result in legal action to enforce our rights under the Act.

REQUESTED RECORDS

We are requesting the actual electronic data maintained by the Treasurer's office for the annual expenses paid to identified vendors, firms, and individuals for the fiscal years 2024, 2014, and 2004 by the school district, including any predecessor districts that existed at the end of each respective fiscal year and have since consolidated or annexed into the current district. This includes all relevant financial data from districts that, at the time, were separate entities but now form part of the current district. For example, if Districts #100 and #200 were separate in 2004 but consolidated into District #300 in 2010, we would request data for Districts #100 and #200 individually for 2004, and then only for District #300 for 2014 and 2024. This request specifically excludes salaries, wages, and benefits paid to staff members. We are interested in vendors, firms, and individuals who have received total payments of \$500 or more for each fiscal year, regardless of whether this total comes from a single payment or multiple payments.

These records should be provided in their native electronic format, as they are maintained by the Treasurer. Specifically, we are seeking the data contained within each cell of the Excel worksheets used by the Treasurer to track these financial transactions. This data should be provided in a single Excel workbook file, with each fiscal year's data on a separate worksheet tab. We suggest labeling each tab as "FYxxxx," where "xxxx" represents the respective fiscal year (e.g., FY2024, FY2014, and FY2004). The requested format for the data within each tab is as follows:

- **Column A: Fiscal Year** - The specific fiscal year for which the data applies (e.g., 2024, 2014, and 2004).
- **Column B: Person/Firm/Contractor Name** - The full name of the person, firm or contractor receiving payments.
- **Column C: Aggregate Amount Paid** - The total aggregate dollar amount paid to each vendor or contractor for the respective fiscal year.

	A	B	C	D
1	Fiscal Year	Person, Firm, or Corp	Aggregate Amount	
2	2024	Acme Books	\$4,235.00	
3	2024	Apple Computer	\$4,235.00	
4	2024	Ameren Illinois	\$76,511.24	
5	2024			
6	2024			
7	2024			
8	2024			
9	2024			
10	2024			
11	2024			
12	2024			
13				
14				

By maintaining a structured system gathering expenditure data for vendors, contractors, individuals, etc. at or greater than \$500 in a single, organized file, this approach transforms raw data into actionable information. It creates a centralized repository that can be easily updated annually by the Treasurer, allowing for seamless additions of new fiscal year data. This "evergreen" file will serve as a valuable resource, first and foremost, for the elected members of the Board of Education who collectively oversee the public body, secondly for the taxpayers who fund the public body, and also for parents, employees, media, academic researchers, and other community stakeholders, enhancing transparency and facilitating informed decision-making and long-term analysis of financial trends. It also aligns with best practices for record-keeping and compliance, ensuring that financial information remains accessible and organized over time.

In the event that we submit subsequent FOIA requests for additional fiscal years, we kindly request that these new data sets be added to the same Excel workbook file, maintaining the same format and organization. This will allow us to keep all relevant data in a single, searchable file, enhancing our ability to analyze and compare financial information across multiple years.

FORMAT AND DELIVERY

Pursuant to 5 ILCS 140/3(e), we request that these records be provided in an electronic format, as they are already maintained in such a format for submission to the ISBE. This will ensure compliance with the Act's provisions regarding the provision of records in a reasonable electronic format.

We request that the Treasurer certify the electronically maintained data in a manner similar to the following:

"I, [Treasurer's Name], Treasurer of [School District Name, County and RCDT Number], do hereby certify that the attached records, which consist of expenditure data for vendors, contractors, and individuals (i.e., excluding the salaries and benefits of staff and employees), at or greater than \$500 for the fiscal years 2024, 2014, and 2004, are true, correct, and complete copies of all relevant records found in the files of the Office of the School Treasurer, official custodian of all district money as well as all investments owned by the district. These records are provided in response to a Freedom of Information Act request received by the public body on [Date Received], as evidenced by the email server timestamp. I further certify that these records include all information responsive to the request and that no other records exist that are not included in this response."

Additionally, we request a waiver of any applicable certification fee, as this request serves the public interest by promoting transparency and accountability in the use of public funds.

STATUTORY REQUIREMENTS AND EXPECTATIONS

Under the Illinois Freedom of Information Act, all records in the custody or possession of a public body are presumed to be open to inspection or copying, unless the public body can prove by clear and convincing evidence that the records are exempt from disclosure (5 ILCS 140/1.2). We expect a timely response and adherence to the statutory requirements. Public bodies are required to respond to requests within five working days after receipt of the request, unless an extension is properly justified (5 ILCS 140/3(d)).

Any failure to comply with this request will be viewed as indifference or negligence in fulfilling statutory duties. If necessary, we will pursue all available legal remedies, including filing complaints for official misconduct under Section 33-3 of the Illinois Criminal Code (720 ILCS 5/33-3), which may result in felony charges against responsible officials, including the Superintendent. Additionally, we may seek injunctive relief, attorney fees, and civil penalties as provided under the Illinois Freedom of Information Act, to ensure that our rights under FOIA are respected.

CONCLUSION AND NEXT STEPS

We understand that the Act permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction. However, we are requesting a waiver of any applicable copying or processing fees, as this request serves the public interest by promoting transparency and accountability in the use of public funds. By disclosing these records, the public can better understand how financial resources are allocated and ensure that they are used efficiently and effectively.

Thank you.

Email Address:

ad.cuius.bonum@proton.me

Email Body:

Reply above this line.

Date: March 14, 2025

Subject Line: [County*Type+##*Name (xx-xxx-xxxx-xx): FOIA REQUEST #1]

Dear Superintendent,

See attached FOIA Request.

When initially responding to the attached FOIA request, please send the first response as a "Reply" email to **ad.cuius.bonum@proton.me** rather than starting a new thread via a new email. If both parties respond in the same manner (responding to the most recent inbound email from the other party) until the request is fulfilled, there will only be one email thread. Additionally, please remove any "Re: " prefix (or any other "Reply" abbreviation, if any) from the subject line prior to clicking "Send" to ensure that all "Reply" emails related to this request have the same exact "Subject" line text (see above) for sorting purposes. This approach aligns with the statutory duty under 5 ILCS 140/3.5(a)(4), which requires the retention of written communications and responses. By maintaining a single thread, we can ensure that all communications are efficiently organized and retained, facilitating compliance with the Illinois Freedom of Information Act. Thank you in advance for your cooperation in maintaining the suggested structured communication practice, which we both should be able to agree, is essential for efficient communications, record-keeping, and compliance.

Thus, all written communications surrounding the fulfillment of this FOIA can be archived (print-to-PDF) by both the FOIA officer and the requester as a single document, maintaining a clear and organized record of our interaction.

The 5-day due date for this request is: Friday, March 21, 2025

Thank you for your immediate attention to this public records request.

Email Address:

ad.cuius.bonum@proton.me

<u>Fiscal Year</u>	<u>Person, Firm, or Corp</u>	<u>Aggregate Amount</u>
2024	22VETS LLC C/O US BANK NA	236,788
2024	247 SECURITY INC	500
2024	AAS, ANNETTE	1,160
2024	ACE HARDWARE	4,202
2024	AFT LOCAL 504	167,961
2024	AIR FILTER ENGINEERS INC	15,500
2024	ALEXANDER, DEBRA	2,696
2024	ALLEDALE ASSOCIATION	138,314
2024	ALTA CONSTRUCTION EQUIPMENT IL	16,198
2024	AMALGAMATED BANK OF CHICAGO	3,187,125
2024	AMAZON CAPITAL SERVICES	107,107
2024	AMERICAN GASES CORP	767
2024	AMERICAN INSTITUTES FOR RESEARCH	38,602
2024	AMERICAN OUTFITTERS LTD	2,767
2024	AMERICAN TIME	1,731
2024	AMES, DIANE	1,474
2024	AMPLIFY	114,426
2024	ANDERSON LOCK	19,747
2024	ANTREASSIAN, LORI	91,428
2024	APPLE COMPUTER INC	54,718
2024	APPTEGY INC	12,026
2024	ARCHANGEL TABLETS LLC	893
2024	ARMOUR, HOLLIE	2,166
2024	ARTHUR J GALLAGHER RMS INC	14,816
2024	ASSURED HEALTHCARE STAFFING LLC	7,256
2024	AUSTIN, BETH	1,044
2024	BALANCED ENVIRONMENTS INC	30,759
2024	BALL, AMY	933
2024	BANNOCKBURN SCHOOL DISTRICT 106	2,000

2024	BASSIER, DEBBIE	1,090
2024	BATTELLE FOR KIDS	28,648
2024	BEACH PARK MIDDLE SCHOOL	1,550
2024	BELFOR USA GROUP INC	2,500
2024	BENCHMARK EDUCATION CO	3,834
2024	BEST PLUMBING SPECIALISTS INC	2,311
2024	BHFX IMAGING	13,787
2024	BIO CORPORATION	590
2024	BIZAR ENTERTAINMENT	899
2024	BLICK ART MATERIALS	6,072
2024	BMO HARRIS	198,768
2024	BOSWELL, KENDALL	725
2024	BOSWELL, STEVEN	2,609
2024	BRIGHTMONT ACADEMY	37,677
2024	BROWN, LUCY	550
2024	BSN SPORTS INC	677
2024	BUFFA, STEPHANIE	892
2024	BURBACK, SHANNON	1,103
2024	BURMAN, KIM	629
2024	BURRIS EQUIPMENT CO	15,770
2024	CABAY & COMPANY INC	112,508
2024	CAPSTONE	6,077
2024	CARLSON, OLGA	868
2024	CATTAPAN, AMY	700
2024	CDW EDUCATION	10,558
2024	CEJKA, JONATHAN	1,322
2024	CENTER FOR APPLIED LINGUISTICS	29,713
2024	CENTER FOR COLLABORATIVE CLASSROOM	5,184
2024	CENTER FOR PSYCHOLOGICAL SERVICE	151,750
2024	CENTRAL RESTAURANT PRODUCTS	6,468
2024	CLASS SOLVER LLC	600
2024	COLEMAN, MICHELE	1,129
2024	COLLECTIVE LIABILITY INSURANCE-ISDLAF PLUS	333,997

2024	COLLEY ELEVATOR CO	32,993
2024	COLUMBIA PIPE & SUPPLY CO	506
2024	COMCAST	9,145
2024	COMCAST	148,041
2024	COMPASS HEALTH CENTER	1,357
2024	COMPSYCH	4,422
2024	CONDUENT HR CONSULTING LLC	592
2024	CONNECTION'S ACADEMY EAST	465,583
2024	CONNECTION'S DAY SCHOOL	15,360
2024	CONNECTION'S DAY SCHOOL SOUTH	88,511
2024	CONSERV FS INC	9,506
2024	CONSTELLATION NEW ENERGY INC	177,776
2024	CONSTELLATION NEW ENERGY-GAS DIVISION	68,496
2024	CORAL CREEK SOFTWARE/VERIFENT	500
2024	CORREA, LUIS	2,447
2024	CPR CONNECTION	1,450
2024	CREATIVE TEACHING TECHNIQUES	4,500
2024	CRISIS PREVENTION INSTITUTE	14,314
2024	CURRICULUM ASSOCIATES LLC	6,540
2024	CURRICULUM ASSOCIATES LLC	6,864
2024	D WELLS AUTOMOTIVE SERVICE	5,149
2024	DAILY HEARLD/PADDOCK PUBLICATIONS INC	1,580
2024	DAMOS, CHRISTINA	1,630
2024	DE LAGE LANDEN FINANCIAL SERVICES	114,438
2024	DECKER EQUIPMENT - SCHOOL FIX	1,295
2024	DELAURENTIS, BRITTANY	550
2024	DELFS GARAGE	1,041
2024	DEMCO	3,492
2024	DEVEREAUX, RACHEL	3,250
2024	DIAZ, ELISE	550
2024	DICKER, JAMES	510
2024	DIGITAL PROMISE	10,000
2024	DOCUSIGN INC LOCKBOX	5,967

2024	DOHERTY-RAMIREZ, ROGER	540
2024	DOWMON, KRISTEN	772
2024	DUPAGE FED ON HUMAN SERV REFORM	2,377
2024	EBSCO INFORMATION SERVICES	1,192
2024	ED-RED	2,100
2024	EDPUZZLE	5,400
2024	EDUCATION FRAMEWORK INC	5,436
2024	EIKENBERRY, GLENN	1,559
2024	ELEMENTAL SOLUTIONS LLC	3,973
2024	ELMAN, DAIN	7,038
2024	ELVERT WEST, MOLLY	1,612
2024	EMBRACE EDUCATION	7,510
2024	ENGLER CALLAWAY BASSTEN SRAGA	18,273
2024	ERNIE PETERSON PLUMBING INC	2,684
2024	ESSCOE LLC	102,134
2024	ESTEBAN, ERIC	1,735
2024	ESTEBAN, STEPHANIE	750
2024	EVANS MARSHALL AND PEASE P.C.	10,700
2024	EXPERT WINDOW CLEANING	765
2024	EXPRESS READERS	518
2024	FIFTH THIRD BANK	2,580,601
2024	FITZGERALD, FRANK	550
2024	FOLLETT CONTENT SOLUTIONS LLC	39,170
2024	FORE SEE ELECTRIC LLC	7,965
2024	FOURTH CLIFF ADVENTURE	714
2024	FOX VALLEY FIRE & SAFETY	897
2024	FRONTLINE TECHNOLOGIES	16,105
2024	GAJAUSKAS, LAURA	669
2024	GERFIN, STEFANIE	594
2024	GEWALT HAMILTON ASSOC	95,122
2024	GIANNETTO, JACKIE	725
2024	GIESE, CREESTHU	1,831
2024	GILLESPIE FORD	5,876

2024	GLICKLEY, JENNIFER	2,658
2024	GONZALEZ, DONNA	1,038
2024	GOPHER SPORT	617
2024	GOZUN, LALAINÉ	550
2024	GRAHAM, KAREN	1,266
2024	GRAINGER	1,254
2024	GRANT THORNTON LLP	4,600
2024	GREENE, BRITTANEY	900
2024	GRIFFIN, KELLY	561
2024	GURNEE SCHOOL DISTRICT 56	84,049
2024	HAHN SNOW & ICE	63,813
2024	HANDLER, MICHELLE	1,100
2024	HAYES, MEGA	550
2024	HEALTH EQUITY EMPLOYER CONTRIB	2,938
2024	HEALTH EQUITY	3,097
2024	HELPER, PETE	3,218
2024	HENDRICKS, DEB	616
2024	HLAVIN, LISA	550
2024	HOME DEPOT CREDIT SERVICES	1,449
2024	HONDA, BRIANNE	650
2024	HOWARD TECHNOLOGY SOLUTIONS	3,000
2024	IASA	2,008
2024	IASB	15,063
2024	IESA	945
2024	IFSI	7,582
2024	IGSMA	541
2024	IL PRINCIPALS ASSOCIATION	1,897
2024	ILLCO INC	8,683
2024	ILLINOIS DEPARTMENT OF REVENUE	607
2024	ILLINOIS DEPARTMENT OF REVENUE	725,146
2024	ILLINOIS MUNICIPAL RET FUND	62,359
2024	ILLINOIS MUNICIPAL RETIREMENT	505,510
2024	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	910

2024	ILLINOIS STATE POLICE	3,192
2024	IMAGE360	1,569
2024	IMAGINE LEARNING LLC	33,672
2024	INTERMEDIA.NET INC	17,316
2024	ISELL, ELIZABETH	1,480
2024	ISBS	27,312
2024	ISCORP	10,368
2024	IXL LEARNING	1,579
2024	J J KELLER & ASSOC INC	1,202
2024	J W PEPPER & SON INC	1,051
2024	JAGER, TIMOTHY	741
2024	JANSEN, ANGELA	550
2024	JOCHEM, JOHN PSYD	1,600
2024	JOHNSON CONTROLS SECURITY SOLUTIONS	5,753
2024	JOHNSON, LORI	2,313
2024	JOHNSTON, ALICIA	1,360
2024	JOHNSTONE SUPPLY	991
2024	K&A GRAPHICS	2,112
2024	KAGAN PUBLISHING	1,765
2024	KAHN, JENNIFER	560
2024	KAJEET INC	5,630
2024	KESHET	79,902
2024	KEY2ED INC	34,400
2024	KIBBONS, MEGAN	550
2024	KILE, ILENE	982
2024	KINCAID, KAITLIN	555
2024	KLODE, JILL	550
2024	KUFFEL, RACHEL	1,186
2024	KUKULA, RHIANNON	550
2024	LAKE COOK DISTRIBUTORS INC	811
2024	LAKE COUNTY HEALTH DEPARTMENT	1,590
2024	LAKE COUNTY ROE	22,600
2024	LAKE COUNTY SUPERINTENDENTS	700

2024	LAKESIDE INTL LLC	27,510
2024	LAZAR, RYAN	3,246
2024	LEARN WELL EDUCATION	6,860
2024	LEARNING A-Z	18,877
2024	LECHNER SERVICES	4,610
2024	LENHOFF, TARA	623
2024	LEXIA LEARNING SYSTEMS LLC	15,400
2024	LIBERTYVILLE TILE & CARPET LTD	198,282
2024	LIMINEX INC	13,407
2024	LINDEM, MARK	733
2024	LIPHARDT, LAURA	632
2024	LISA WESTMAN CONSULTING INC	6,750
2024	LIVENLEARN EDUCATION CONSULTING	2,000
2024	LOPEZ, EMILIO	550
2024	LORD, KAYLA	550
2024	LUBCHENKO, JENNIFER	825
2024	LYNCH-BOLK, APRILANNE	1,001
2024	MANUSOS GENERAL CONTRACTING INC	3,420
2024	MARIO'S CART LLC	3,296
2024	MAUER, ELLEN	1,186
2024	MAUER, ELLEN	1,186
2024	MCCAULEY, LISA	840
2024	MCGRAW HILL EDUCATION	11,396
2024	MCQUEEN TECHNOLOGY GROUP	27,000
2024	MEALTIME	9,299
2024	MEMO ICE CREAM TRUCK	970
2024	MENARDS	2,242
2024	MENARDS	2,242
2024	MENTA ACADEMY NORTH - SPED SERVICES	164,317
2024	MENTA ACADEMY NORTH TRANS	39,415
2024	MIDWEST PAPER RETRIEVER	2,703
2024	MIDWEST TRANSIT EQUIPMENT INC	456,392
2024	MIDWEST TRUCKERS ASSOCIATION	1,870

2024	MIDWEST TRUCKERS ASSOCIATION	1,870
2024	MIND EDUCATION	14,639
2024	MINUTEMAN PRESS	4,087
2024	MOBILE THERAPY CENTERS OF AMERICA	25,595
2024	MOSYLE CORPORATION	15,565
2024	MULLER, JOSEPH	907
2024	MURNANE PAPER	32,272
2024	MUSIC & ARTS CENTER INC	15,993
2024	NAPA AUTO PARTS	2,739
2024	NAVIGATE 360 LLC	1,785
2024	NAVIGATE 360 LLC	1,785
2024	NCPERS GROUP LIFE INS	688
2024	NCS PEARSON INC	14,934
2024	NEW CONNECTIONS ACADEMY	27,207
2024	NEW YORK LIFE INSURANCE	24,042
2024	NIHIP	4,354,315
2024	NORTH SHORE GAS	1,495
2024	NORTH SHORE GAS	1,495
2024	NORTH SHORE HEALTH TUTORING SVC	811
2024	NORTH SHORE WATER RECLAMATION DISTRICT	5,628
2024	NORTH-WEST DRAPERY	21,550
2024	NORTHSIDE COMMUNITY BANK	125,611
2024	NORTHWESTERN KELLOGG SCHOOL OF MANAGEMEN	1,964
2024	NORTHWESTERN KELLOGG SCHOOL OF MANAGEMEN	1,964
2024	NPFS	2,400
2024	NPFS	2,400
2024	NSN EMPLOYER SERVICES INC	1,120
2024	NSN EMPLOYER SERVICES INC	1,120
2024	OTIS ELEVATOR	7,261
2024	OVERDRIVE	5,633
2024	PADULA, KRISTINA	627
2024	PANORAMA EDUCATION	10,750
2024	PASTORI, JAY	1,620

2024	PASTORI, JAY	1,620
2024	PAWLAK, BRIAN	2,846
2024	PBISAPPS - U OF OREGON	1,840
2024	PBISAPPS - U OF OREGON	1,840
2024	PEARSON, SARAH	1,446
2024	PEARSON, SARAH	1,446
2024	PERIMETER ACCESS SYSTEM SERVICES	521
2024	PHOENIX CONSULTING SERVICES	550
2024	PHONAK INC	1,875
2024	PHONAK INC	1,875
2024	PITNEY BOWES GLOBAL FINANCIAL SERVICE	6,024
2024	PITNEY BOWES PURCHASE POWER	5,000
2024	PLANCONNECT	653,784
2024	PLAY WITH A PURPOSE	25,019
2024	PMA SECURITIES INC	2,000
2024	PMA SECURITIES INC	2,000
2024	POETZ, LAUREN	1,183
2024	POETZ, LAUREN	1,183
2024	POMP'S TIRE SERVICE INC	4,159
2024	PREMISTAR-NORTH	52,845
2024	PROCARE THERAPY	94,566
2024	PROMPTMED URGET CARE	3,316
2024	PROVEN IT	5,834
2024	PTS COMMUNICATIONS	835
2024	QUALITY LIFE TRUCK SERVICES INC	603
2024	QUEST FOOD MGT SERVICES	1,123,950
2024	QUILL CORPORATION	14,614
2024	R & G CONSULTANTS	11,888
2024	RADI-LINK	64,825
2024	RAMBOLL AMERICAS ENGINEERING	3,980
2024	RAMIREZ, ROSSELI	540
2024	RAYMOND CHEVROLET	555
2024	READ NATURALLY	1,095

2024	READ NATURALLY	1,095
2024	REBOLLAR, SHARON	550
2024	REED, LISA	934
2024	REGIONAL OFFICE OF EDUCATION	1,440
2024	REGIONAL OFFICE OF EDUCATION	1,440
2024	RELADYNE	528
2024	REMSING, STACEE	2,170
2024	REMSING, STACEE	2,170
2024	RENAISSANCE	5,930
2024	RICHARDS, DEBORAH	1,960
2024	RICHARDS, DEBORAH	1,960
2024	RIDE-ON TRANSIT	535,594
2024	RIORDAN, PATRICIA	21,625
2024	RIVALS TECHNOLOGIES CORP	1,865
2024	RIVALS TECHNOLOGIES CORP	1,865
2024	RIVERSIDE INSIGHTS	7,323
2024	ROBLES, SARA	2,041
2024	ROBLES, SARA	2,041
2024	ROCCO Z MUSIC	733
2024	ROCHESTER 100 INC	797
2024	ROWEN, STACY	550
2024	RUBICON WEST LLC	6,208
2024	RUPSCH, LORI	854
2024	SAFEWAY TRANSPORTATION	24,957
2024	SAKHI, NIDA	750
2024	SAM'S CLUB	4,497
2024	SATOR, ERIK	550
2024	SAVARYN, LORELEI	810
2024	SAVVAS LEARNING COMPANY	15,034
2024	SCHENK, RYAN	553
2024	SCHER, LYDIA	2,173
2024	SCHER, LYDIA	2,173
2024	SCHMID, DEIRDRE	3,041

2024	SCHOENHERR, JULIE	562
2024	SCHOLASTIC CLASSROOM MAGAZINE	9,510
2024	SCHOLASTIC LIBRARY PUBLISHING	1,735
2024	SCHOLASTIC LIBRARY PUBLISHING	1,735
2024	SCHOOL HEALTH	544
2024	SCHOOL HEALTH CORPORATION	13,229
2024	SCHOOL HEALTH CORPORTION	2,809
2024	SCHOOL MATE	1,024
2024	SCHOOL MATE	1,024
2024	SCHOOL SPECIALTY INC	12,476
2024	SCHOPF, DAVE	550
2024	SCIENCE KINETICS	6,850
2024	SCROGGINS, MABEL	550
2024	SECURLY INC	26,831
2024	SEESAW LEARNING INC	4,389
2024	SEMMELMAN, ELIZABETH	19,493
2024	SERENITY LIFE FITNESS	32,000
2024	SHERWIN-WILLIAMS	2,233
2024	SHERWIN-WILLIAMS	2,233
2024	SHRED-IT	1,021
2024	SHRED-IT	1,021
2024	SIEMENS INDUSTRY INC	35,492
2024	SILVER, ASHLEY	550
2024	SIMMONS, KEVIN	1,950
2024	SIMMONS, KEVIN	1,950
2024	SIMNICK, LAUREN	760
2024	SKYWARD INC	60,206
2024	SMITH, DEBORAH	981
2024	SMITH, SEAN	1,598
2024	SMITH, SEAN	1,598
2024	SMITHEREEN PEST MGT SERVICES	7,860
2024	SOLARWINDS	894
2024	SOLOMON, RACHEL	1,420

2024	SOLOMON, RACHEL	1,420
2024	SPANGLER, BRIANNA	1,620
2024	SPANGLER, BRIANNA	1,620
2024	SPECIAL EDUCATION DISTRICT OF LAKE CNTY	2,291,786
2024	SPECIALTY FLOORS INC	1,395
2024	SPECIALTY FLOORS INC	1,395
2024	SPECTRUM CENTER INC	57,590
2024	SPHERO	3,256
2024	STACKHOUSE ATHLETIC EQUIPMENT	1,178
2024	STACKHOUSE ATHLETIC EQUIPMENT	1,178
2024	STATE DISBURSEMENT UNIT	6,068
2024	STONE, ERIN	525
2024	STORVIK, BRIAN	1,080
2024	STORVIK, BRIAN	1,080
2024	STUDIES WEEKLY	22,878
2024	STUERCKE, STEPHANIE	739
2024	SUNBELT STAFFING	2,147
2024	SUNBELT STAFFING	2,147
2024	SUTTER, RACHEL	1,054
2024	SUTTER, RACHEL	1,054
2024	SUTTON, BONNIE	15,179
2024	SZOSTAK, CAROLINE	989
2024	SZRAMEK, KAY	617
2024	T-MOBILE	4,656
2024	TEACHER 457 SAVINGS	35,867
2024	TEACHERS' HEALTH INSURANCE	105,519
2024	TEACHERS' RETIREMENT SYSTEM	1,818,445
2024	TELESOLUTIONS CONSULTANTS LLC	4,820
2024	THE BANK OF NEW YORK MELLON	82,182
2024	THE CENTER - RESOURCES FOR TEACHING & LEARNIN	1,296
2024	THE CENTER - RESOURCES FOR TEACHING & LEARNIN	1,296
2024	THE COVE SCHOOL	69,140
2024	THE DBQ COMPANY	6,750

2024	THE EXCHANGE	1,916
2024	THE EXCHANGE	1,916
2024	THE MULCH CENTER	967
2024	THOMSON REUTERS - WEST	8,762
2024	TIMKO, CRAIG	516
2024	TLB EDUCATIONAL PROGRAMMING	500
2024	TOBII DYNAVOX LLC	878
2024	TOPLINE TRANSPORTATION CO	63,155
2024	TORRES, MIRIAM	1,092
2024	TORRES, MIRIAM	1,092
2024	TRANE U.S. INC	173,458
2024	TRUE NORTH EDUCATION COOP 804	171,567
2024	TURNER, AIMEE	550
2024	TYLER TECHNOLOGIES INC	2,161
2024	TYLER TECHNOLOGIES INC	2,161
2024	TYNKER	7,650
2024	US BANCORP GOVT LEASING & FINANCE	108,030
2024	VAN MATRE, KIMBERLY	2,384
2024	VAN MATRE, KIMBERLY	2,384
2024	VANDERLIP, COURTNEY	550
2024	VANMETER, ELENA	550
2024	VARTANA INC	4,140
2024	VEGA, YOLANDA	739
2024	VERIZON WIRELESS	1,511
2024	VERIZON WIRELESS	1,511
2024	VILLAGE HALL OF GURNEE	226,893
2024	VILLAGE OF BEACH PARK	48,889
2024	VILLAGE OF GURNEE	28,383
2024	VILLAREAL-ORSON, SONIA	1,359
2024	VILLAREAL-ORSON, SONIA	1,359
2024	VILLARREAL-ORSON, SONIA	550
2024	VIVI LLC	1,200
2024	VIVI LLC	1,200

2024	VT SERVICES	7,555
2024	WALOVITCH, DANIELLE	583
2024	WAREHOUSE DIRECT	196,595
2024	WARREN, MARLA	26,350
2024	WASTE MANAGEMENT	2,560
2024	WAUKEGAN & GURNEE AUTO BODY	1,275
2024	WAUKEGAN & GURNEE AUTO BODY	1,275
2024	WAUKEGAN SAFE & LOCK SERVICES INC	2,104
2024	WAUKEGAN SAFE & LOCK SERVICES INC	2,104
2024	WEATHERPROOFING TECHNOLOGIES	68,725
2024	WEGLARZ, JENNIFER	550
2024	WELLS, SHELIA	743
2024	WHARTON CONTRACTING LLC	11,000
2024	WILDWOOD SERVICE	750
2024	WILSON LOKKEN, ANNE	3,255
2024	WIRE TECHNOLOGIES	156,552
2024	WISCONSIN DEPARTMENT OF REVENUE	75,124
2024	WOJCIECHOWICZ, LEN	825
2024	WOLD ARCHITECTS AND ENGINEERS	4,267
2024	WOOD, KARIN	833
2024	WTHS/DO	170,242
2024	WYMAN, KRISTA	616
2024	XENOS, MARY LEE	1,327
2024	XENOS, MARY LEE	1,327
2024	YUN, JI HEE	758
2024	ZIMERFELD, ELLA	550
2024	ZIVILIK, BRANDI	968

Fiscal Year	Person, Firm, or Corp	Aggregate Amount
2014	A-Plus Laser Cartridges	11,624
2014	Abibow Recycling LLC	1,072
2014	Ace Hardware	3,524
2014	Acosta's Jr. Landscaping	44,075
2014	Action Fence Contractors Inc	69,030
2014	Advanced Disposal Services	27,472
2014	AFT Local 504	133,188
2014	Airgas USA LLC	526
2014	Airtite, Inc. DBA Airtite Contractors	6,116
2014	Alexander Leigh Center for Autism	94,844
2014	Alexander, Debra	2,385
2014	Alexian Brothers Behavioral Hospital	675
2014	All American Exterior Solution	19,036
2014	Amalgamated Bank of Chicago	2,133,690
2014	Amazon	786
2014	American Funds	5,000
2014	American Outfitters Ltd	8,731
2014	American Speech-Language-	1,660
2014	Ames, Diane	824
2014	Anderson Lock	555
2014	Antreassian, Lori	64,805
2014	Apple Computer Inc	16,285
2014	Apple Computer Inc	14,287
2014	Apple Financial Services	320,600
2014	Applied Communications Group	3,993
2014	Arthur J. Gallagher RMS Inc	15,054
2014	Aspex Solutions	1,560
2014	Assetgenie Inc	8,382
2014	AT&T	5,771
2014	AT&T	6,872
2014	Bandman, Sue	550
2014	Banquet Tables Pro	1,531
2014	Barnes & Noble	631
2014	Bauschke, Sherry	1,210
2014	Beach Park Middle School	700
2014	Beary Landscaping	31,129
2014	Beltchenko, Laura	1,900
2014	Benchmark Education Co	4,373
2014	Bio Corporation	2,990
2014	Blue Raven	10,029
2014	Brackmann, Timothy	668

2014	Brain Pop	5,415
2014	Bravepoint	10,000
2014	Brooks, Mary	555
2014	Brown, Deanna	3,870
2014	Brown, Lucy	550
2014	BTRTL LLC	3,464
2014	Brumm, Joan	801
2014	BSN Sports Inc	1,809
2014	Bubrick's Complete Office	7,181
2014	Bureau of Education & Research	1,828
2014	Butler, Mike	1,944
2014	Cabay & Company Inc	45,969
2014	Caesar, Cheryl	3,183
2014	Campanella & Sons, Inc	298,530
2014	Capital Bank & Trust	5,000
2014	Captain Porky's	4,970
2014	Carey Electric Contracting Inc	191,987
2014	Carnduff, Vita	1,002
2014	Carolina Biological Supply Co	2,256
2014	Carroll Seating Company	9,343
2014	Cejka, Jonathan	1,350
2014	Cengage Learning	634
2014	Center for Psychological Service	2,400
2014	Central Ceiling Systems Inc	1,730
2014	Challenger Learning Center	800
2014	Chicago International Truck	3,984
2014	Chicago Kiln Service	1,865
2014	Children of Uganda	5,000
2014	Christensen, Pat	550
2014	Circle Concrete Construction	96,534
2014	Classroom Direct	3,066
2014	Clowning Around Entertainment	647
2014	Cocast Cable Communications Inc	1,099
2014	Collective Liability Insurance	372,328
2014	Columbia Pipe & Supply Co	1,471
2014	Colunga, Maria	678
2014	Comcast Cable	1,804
2014	Comcast Cable	18,794
2014	ComEd	974
2014	ComEd	15,981
2014	Computer Discount Warehouse	77,033
2014	Connection's Day School	39,112
2014	Continental Press Inc	657
2014	Corbett, Bill	1,537
2014	Crown Gym Mats Inc	1,900

2014	CTB McGraw-Hill/Scoring Dept	3,836
2014	Customized Relational Tek (CRT)	600
2014	Daily Herald/Paddock Publicaitons Inc	1,219
2014	Damos, Christina	606
2014	Darraugh, Kathleen	1,174
2014	Davis-Salazar, Katrina	10,000
2014	De Lage Landen Financial Services	123,070
2014	DeGraf Concrete Construction Inc	4,395
2014	Demco	4,548
2014	Diaz, Elise	581
2014	Dick Blick Art Materials	2,029
2014	Discovery Education	10,193
2014	Do-Re-Mi	750
2014	Dziedzic, Rhiannon	686
2014	Ebarle, Brittany	660
2014	EBSCO	1,004
2014	Edward Jones, FBO for Marie Dohnke	5,000
2014	Electric Service Company of	2,188
2014	Elman, Dain	532
2014	Environ International Corp	1,464
2014	Equifax	848
2014	Ernie Peterson Plumbing Inc	2,879
2014	Esco	600
2014	Esped.com Inc	5,778
2014	Esscoe LLC	53,299
2014	Esteban, Eric	2,394
2014	Esteban, Erwin	1,287
2014	Evans, Marshall and Pease PC	8,750
2014	Expert Window Cleaning	640
2014	Fairmont Hotel	3,881
2014	Fanning/Howey Associates Inc	22,300
2014	Farster, Sarah	1,650
2014	Fedex	5,253
2014	Fifth Third Bank	2,320,896
2014	Fitzgerald, Frank	1,540
2014	Flinn Scientific	546
2014	Floors Inc and ICT Const & Tech Corp	17,906
2014	Floors Inc and Robbins Sports Surfaces	28,058
2014	Follett School Solutions Inc	38,007
2014	Fox Valley Fire & Safety	1,430
2014	Frank Covey Company	29,725
2014	Frederick Quinn Corp	299,615
2014	Frontline	6,878
2014	Gagliardo, Karilyn	543
2014	Garden Fresh Restaurant Corp	1,435

2014	Gauger, Jane	51,008
2014	General Binding Corp	2,089
2014	Gewalt Hamilton Associates Inc	14,540
2014	GHA Technologies Inc	6,098
2014	Gildea, Jeanne	536
2014	Glander Paving Company	450,183
2014	Glenn Stearns Chapter 13 Trustee	9,540
2014	Glickley, Jennifer	13,451
2014	Goodwin, Patrick	550
2014	Google Inc	3,225
2014	Gopher Sport	2,361
2014	Gorman, Sue	550
2014	Gozun, Lalaine	833
2014	Graefnitz, Sarah	893
2014	Grant Thornton LLP	1,750
2014	Gray, Sheryl	2,334
2014	Grum, Lisa	1,209
2014	GTM Sportswear	2,370
2014	Gurnee Rotary	726
2014	Gurnee School District 56 PTO	535
2014	Gutantes, Elizabeth	825
2014	Haapanen Brothers	3,374
2014	Hamden, Sandy	1,330
2014	Handler, Michelle	583
2014	Hart Erectors Inc	1,959
2014	Hartwig Plumbing	28,080
2014	Heinemann	4,849
2014	Hener, Megan	550
2014	Hill Mechanical Services	20,000
2014	Hintz, Phil	4,573
2014	Hlavin, Lisa	550
2014	Holian Asbestos Removal	2,586
2014	Hollmaier, Scott	550
2014	Home Depot Credit Services	4,853
2014	Horace Mann Insurance Company	8,515
2014	Houghton-Mifflin	934
2014	Hufcor-Chicago Inc	24,794
2014	Huntley, Michaelene	859
2014	Hutton, John	3,553
2014	IASB	15,009
2014	ICE Conference	813
2014	IDES	892
2014	IL Assc School Administrators	3,694
2014	IL Principals Association	3,751
2014	ILLCO Inc	4,029

2014	Illini Power Products	1,032
2014	Illinois ASBO	11,663
2014	Illinois Department of Revenue	587,979
2014	Illinois Municipal Ret Fund	7,534
2014	Illinois Municipal Retirement	473,945
2014	Illinois Office of the State Fire Marshall	900
2014	Illinois State University	910
2014	Image Systems & Business Solutions	81,100
2014	Inspect Tech Inc	550
2014	Intand Corporation	2,496
2014	Integrys Energy Services Inc	182,758
2014	Integrys Energy Services Inc	256,976
2014	ISCORP	18,132
2014	IXL Learning	5,585
2014	J W Pepper & Sons Inc	1,312
2014	JAC Masonry Inc	29,880
2014	Jensen's Plumbing & Heating Inc	91,445
2014	Jimano's Pizzeria	782
2014	John Deere Company	9,215
2014	Johnson Controls Inc	26,808
2014	Johnson, Courtney	550
2014	Johnson, Lori	1,729
2014	Jones, Elouise	850
2014	Jones, Patrick	2,071
2014	Kahn, Jennifer	692
2014	Kaiser Roll Productions	6,120
2014	Kalahari Resort	1,458
2014	Keen Concrete Inc	10,112
2014	Kendall Hunt Publishing Co	1,102
2014	Kibitlewski, Kathy	550
2014	Kiser, Earl	825
2014	Kluber Inc	40,193
2014	Kocen, Carrie	641
2014	Kroc, Tami	2,409
2014	Krupica, Victoria	1,656
2014	LaCroix, Jennifer	58,823
2014	Laedtke, Lois	550
2014	Laforce Inc	919
2014	Lake County Collector	6,646
2014	Lake County Door Company	2,700
2014	Lake County Educational Service Center	1,443
2014	Lake County Stormwater Management Commission	26,253
2014	Lazar, Ryan	569
2014	LCCRC	970
2014	Leafblad Enterprises	77,050

2014	Learning A-Z	17,162
2014	Learning Techniques	750
2014	Lechner and Sons	2,422
2014	Len Wojciechowicz	1,046
2014	Lexisnexis Risk Data Management	1,682
2014	Libertyville Tile & Carpet Ltd	292,537
2014	Lightspeed Systems Inc	19,200
2014	Lincoln Library Press	594
2014	Linguisystems Inc	1,166
2014	Liphardt, Laura	550
2014	Little Bear Child Development Center	2,500
2014	Lowery McDonnell Company	22,744
2014	Luce, Randy	613
2014	Lynch, Aprilanne	1,695
2014	Mansour, Rula	905
2014	Marrichi, Marge	597
2014	Martinez-Walzer, Jacqueline	5,850
2014	Master Lock Company	2,766
2014	McBride, Lisa	550
2014	McCauley, Lisa	1,964
2014	McClure Engineering Assoc	84,771
2014	McGee, Kimberly	1,540
2014	McGraw Hill Education	4,042
2014	McGraw-Hill School Education	107,646
2014	McHenry School District 15	768
2014	McKibben Demographic Research	3,500
2014	McLoughlin, Elizabeth	663
2014	Mechanical Concepts & Barr Mechanical	1,000
2014	Mechanical Concepts & Nelson Insulation	9,324
2014	Mechanical Concepts & Professional Systems	2,115
2014	Mechanical Concepts & Siemens	20,840
2014	Mechanical Concepts of IL	91,766
2014	Menards	1,475
2014	Menconi Terrazzo LLC	5,890
2014	Micksch, Dale	550
2014	Midwest Transit Equipment Inc	19,845
2014	Midwest Truckers Association	1,859
2014	Moreano, Maria	576
2014	Muller-Pinehurst	47,429
2014	Murnane Paper	9,920
2014	Music & Arts Center Inc	20,615
2014	Musician's Friend	757
2014	Napa Auto Parts	660
2014	NASCO	1,158
2014	National Geographic Explorer	3,730

2014	National School Board Association	3,825
2014	National School Safety & Security	1,800
2014	NCPERS - IL IMRF	1,424
2014	Nearpod Inc	7,000
2014	Nelson Fire Protection	22,086
2014	Neumann, Gayle	5,168
2014	New Documents & Labels Inc	1,373
2014	Newbay Media LLC	510
2014	Nichols, Mike	1,575
2014	NIHIP	2,922,510
2014	North Shore Gas	1,470
2014	North Shore Gas	5,244
2014	North Shore Gas-Payment Processing	5,012
2014	North Shore Sanitary District	2,504
2014	North Shore Sanitary District	3,444
2014	Northwest Evaluataion Association	28,998
2014	Nozime, Lynn	550
2014	NSC Pearson/Aimswab	7,700
2014	Orkin Exterminating	2,105
2014	Otis Elevator	5,083
2014	Ottosen Britz Kelly Cooper & Gilbert Ltd	9,202
2014	Pacatte, Colleen	2,483
2014	Pacific Telemanagement Services	900
2014	Paulsen's Commercial Truck	887
2014	PC and Mac Exchange	19,400
2014	PCI Educational Publishing	583
2014	Peak Carpentry Inc	144,202
2014	Pearson Assessments	1,571
2014	Pearson Clinical Assessment	4,151
2014	Pearson Learning Group	529
2014	Peckler, Sheila	1,844
2014	Penda Corporation	3,100
2014	Phelps, Catherine	1,705
2014	Phonak Inc	1,620
2014	Piha, John	825
2014	Pitney Bowes	3,203
2014	Pitney Bowes Global Financial Service	5,287
2014	Planconnect	605,608
2014	PMA Financial Network Inc	9,000
2014	Pomp's Tire Service Inc	578
2014	Premier School Agendas	1,647
2014	Primary Care Psychology Assoc	3,900
2014	Proctor, Patricia	639
2014	Quill Corporation	18,222
2014	R & G Consultants	7,661

2014	Radi-Link	7,918
2014	Ramirez, Brenda	725
2014	Really Good Stuff	1,284
2014	Rebollar, Sharon	1,540
2014	Redding, Aimee	1,540
2014	Regional Office of Education	1,176
2014	Rehling, Kim	725
2014	Reliance Communications LLC	8,283
2014	Renaissance Learning Inc	1,590
2014	Reserve Account	17,200
2014	Rever Tech Solutions	1,227
2014	Ridgeview Electric Inc	90,346
2014	Riegle Press Inc	565
2014	Riley, Robin	571
2014	Robbins Schwartz	21,827
2014	Rochester 100 Inc	870
2014	Roscoe Company	14,593
2014	Rowen Stacy	1,525
2014	Rubicon International	4,225
2014	Rupsch, Lori	3,623
2014	Rush Truck Centers	2,698
2014	Ruth Kraus PhD	6,750
2014	Ryan Fire Protection Inc	3,800
2014	Sabaj, Laura	856
2014	Safari Montage	17,525
2014	Safeway Transportation Service Corp	41,615
2014	Sam's Club	3,211
2014	Santillana	10,569
2014	SASED - IL PBIS Network	1,345
2014	Sator, Erik	550
2014	Scariano, Himes, and Petrarca	5,108
2014	Schmidtke, Laura	508
2014	Scholastic Classroom Magazine	13,648
2014	Scholastic Inc	5,821
2014	School Dude.Com	1,195
2014	School Health Corporation	1,355
2014	School Health Corporation	2,242
2014	School Specialty Inc	9,139
2014	Scott Foresman	1,627
2014	Semmelman, Beth	959
2014	Sensory Edge	1,020
2014	Sharpschool	6,340
2014	Siemens Industry Inc	17,677
2014	Signs Now	5,724
2014	Simmons, Kevin	1,228

2014	Single Path Telecommunications	5,991
2014	Skyward Inc	2,025
2014	Skyward Inc	37,674
2014	Smith, Deborah	688
2014	Smith, Shauna	10,067
2014	Software & Service User Group	840
2014	Soil and Material Consultants	10,862
2014	Sovereign Leasing LLC	227,393
2014	Special Education District of Lake County	1,034,215
2014	Spyglass	7,792
2014	Sraga Hauser LLC	1,341
2014	St Patrick School	1,860
2014	Staff Development for	648
2014	State Disbursement Unit	11,834
2014	State of Illinois (IDES)	3,673
2014	Steiner Electric Company	525
2014	Stevens' Restaurant	1,656
2014	Stewart, Alexander	1,286
2014	Streicher, Nicholas	550
2014	Super Duper Publications	1,353
2014	Sutter, Rachel	706
2014	Szramek, Kay	828
2014	Tacos El Norte	1,688
2014	TDS Metrocom	38,348
2014	Teachers' Health Insurance	229,613
2014	Teachers' Retirement State of IL	11,234
2014	Teachers' Retirement System	1,343,887
2014	Telesolutions Consultants LLC	6,251
2014	The Bank of New York Mellon	15,375
2014	Thorsen, Kathy	1,592
2014	Time For Kids	2,279
2014	Timko, Craig	594
2014	Trane U.S. Inc	20,434
2014	Triarco	2,057
2014	Trident Cases	1,391
2014	Tristro	680
2014	Tyco Integrated Security LLC	7,375
2014	Tyler Technologies Inc	4,546
2014	U.S. Bank	888,175
2014	United State Fire Protection	850
2014	University of Oregon	1,000
2014	USA Fire Protection Inc	2,017
2014	USAA	825
2014	VA Solano & Assoc	700
2014	VanMeter, Elena	550

2014	Velazquez, Jennifer	768
2014	Verizon Wireless	4,170
2014	Village of Beach Park	2,429
2014	Village of Gurnee	241,999
2014	Village of Wadsworth	1,313
2014	Virco Inc	4,396
2014	Vista Medical Center East	1,215
2014	Vista Medical Center West	2,054
2014	Vista Medical Center West/Vista Corp Health	1,690
2014	Vitale, Lisa	1,312
2014	W W Grainger Inc	113,627
2014	Ward's Science	663
2014	Warehouse Direct	2,669
2014	Warren, Jackie	875
2014	Waukegan Safe & Lock Ltd	5,066
2014	Waukegan Steel Sales Inc	14,479
2014	Waukegan-Gurnee Glass Co Inc	13,118
2014	Weatherguard Roofing Company	729,774
2014	Weir, Lauren	672
2014	Wells, Shelia	825
2014	West Music	4,608
2014	Windstream Communications	82,105
2014	Windy City Novelties	625
2014	Wisconsin Department of Revenue	57,636
2014	Witt, Kim	550
2014	Woodland School District 50	132,907
2014	Woodward, Kim	674
2014	Worth, Jeff	825
2014	Wright Automotive Inc	19,603
2014	WTHS District#121	139,281
2014	Wyman, Gerald	837
2014	Wyman, Krista	550
2014	Xenos, Mary Lee	660
2014	Zaner-Bloser	7,256

<u>Fiscal Year</u>	<u>Person, Firm, or Corp</u>	<u>Aggregate Amount</u>
2004	8TH DAY CONSULTING TRAINING	548.27
2004	A-PLUS LASER CARTRIDGES	20,282.68
2004	ACM ELEVATOR COMPANY	3,167.64
2004	AIM INVESTMENT SERVICES, INC.	57,364.29
2004	ALLENDALE ASSOCIATION	19,191.20
2004	AMERICAN CENTURY INVESTMENTS	5,300.00
2004	AMERICAN FUNDS	1,781.00
2004	AMERICAN OUTFITTERS LTD	7,133.40
2004	AMERICAN TAXI DISPATCH INC	2,461.25
2004	AMERPRISE FINANCIAL SERVICES	30,340.00
2004	AMSAN LLC	1,042.56
2004	ANTREASSIAN, LORI	39,670.02
2004	APPRAISAL SYSTEMS	5,500.00
2004	ARAMARK	52,701.50
2004	ASCEND TRAINING & CONSULTING	2,485.00
2004	AT&T	48,195.51
2004	AURORA UNIVERSITY	3,461.03
2004	BALLARD & TIGHE, PUBLISHERS	539.00
2004	BARK ASSOCIATES LTD	5,600.00
2004	BELFOR USA GROUP, INC	1,000.00
2004	BLOOM, ROMIE	886.00
2004	BOELTER & YATES INC	5,199.50
2004	BRE/SWISS LLC	1,821.79
2004	BROGAN'S INC.	926.8
2004	BUREAU OF EDUCATION & RESEARCH	1,382.00
2004	CALHOUN, JUDY	743.68
2004	CAROLINA BIOLOGICAL SUPPLY CO	36,115.23
2004	CDW EDUCATION	17,243.48
2004	CHANCERY SOFTWARE LTD	2,370.25
2004	CHEM-RITE PRODUCTS CO	25,175.87
2004	CLASSROOM DIRECT	881.88
2004	COMMUNITY TRUST CREDIT UNION	46,590.00
2004	CORBETT, BILL	759.51
2004	COST/COPY CONSULTANTS INC	555.95
2004	CREATIVE DIVERSITY	517.23
2004	CROW, JENNY	550.19
2004	CUMMINS, JUDY	794.00
2004	DARDEN RESTAURANTS/OLIVE GARDEN	500.00
2004	DELTA EDUCATION	19,666.07
2004	DEMCO	1,927.73
2004	DONALDSON, DIANE D	688.01

2004 DUNNE, SCOTT	963.00
2004 ELECTRIC SERVICE COMPANY OF	10,456.85
2004 ERNIE PETERSON PLUMBING INC	7,335.00
2004 ESSER, LINDA	725.00
2004 EXPERT WINDOW CLEANING	605.00
2004 FEDEX	862.89
2004 FIRST INVESTORS CORPORATION	10,576.75
2004 FITNESS WEAR INC	976.14
2004 FLINN SCIENTIFIC	1,566.34
2004 FOX VALLEY FIRE & SAFETY	8,538.50
2004 FULLERTON, TRICIA	550.00
2004 GALIC DISTRIBUTING CO	3,770.00
2004 GARAVENTA	1,389.50
2004 GENERAL BINDING CORPORATION	1,577.76
2004 GENESIS INC	1,008.25
2004 GILIO LANDSCAPE CONTRACTORS	7,770.00
2004 GONSOWSKI, ANN	550.00
2004 GOODWIN, PATRICK	550.00
2004 GRAHAM & ASSOCIATES	2,390.00
2004 GRAINGER	1,668.38
2004 GREAT BOOKS FOUNDATION	531.47
2004 GURNEE GARAGE & TOWING CO	2,063.03
2004 GURNEE ROTARY	533.00
2004 GUSTAFSON, ANGELA	539.11
2004 HARCOURT BRACE & COMPANY	4,733.67
2004 HART ERECTORS INC	1,663.10
2004 HEID, MARY JANE	550.00
2004 HIGHSMITH INC	3,617.41
2004 HOLLMAIER, SCOTT	504.00
2004 HORACE MANN INSURANCE CO	31,345.96
2004 I.D.E.S.	8,473.00
2004 IASA	2,561.47
2004 IESA	520.00
2004 IL PRINCIPALS ASSOCIATION	3,075.00
2004 ILLINOIS ASBO	10,638.00
2004 ILLINOIS MUNICIPAL RET FUND	555.88
2004 ILLINOIS RESOURCE CENTER	540.00
2004 IMAGE360	1,919.50
2004 IMAGETEC L.P.	3,275.50
2004 INTEGRYS ENERGY SERVICES INC	131,750.37
2004 J J KELLER & ASSOC INC	853.60
2004 JANSEN, ANGELA	550.00
2004 JEWELL ELECTRIC INC	6,561.20
2004 JOHNSON CONTROLS SECURITY SOLUTIONS	2,072.81
2004 JULIUS, PHD, STEVEN	2,000.00

2004 KENDALL HUNT PUBLISHING CO	5,992.56
2004 KENSA CORP	660.00
2004 KISER, EARL	550.00
2004 LAB-AIDS	4,523.00
2004 LAKE COUNTY EDUCATIONAL SERVICE CENTER	7,235.00
2004 LAKE COUNTY TRUCK SALES & SERV	10,806.18
2004 LARGO, JAN	2,725.62
2004 LASALLE BANK NA	2,066,669.75
2004 LEE, ANA	784.25
2004 LEGAT ARCHITECTS	11,208.63
2004 LIBRARY VIDEO COMPANY	1,716.44
2004 LYON WORKSPACE PRODUCTS	5,637.00
2004 MARSH USA INC	6,863.00
2004 MARTINDALE, BEN	2,202.08
2004 MATTHEWS PROFESSIONAL EMPLOY	3,480.23
2004 MEDS-PDN	550.00
2004 MENARDS	592.06
2004 MICKSCH, DALE	1,057.00
2004 MIDLAND PAPER	17,293.44
2004 MINOR'S UNIQUE PRINTING INC	7,676.43
2004 MITCHELL, BARRY	2,433.00
2004 MOREANO, MARIA	567.25
2004 MRNCEBC	670.00
2004 MRNCEBC	670.00
2004 NASCO	2,806.66
2004 NATIONAL FLOOD INS. PROGRAM	8,239.00
2004 NATIONAL FLOOD INS. PROGRAM	8,239.00
2004 NATIONAL-LOUIS UNIVERSITY	650.00
2004 NCPERS GROUP LIFE INS.	864.00
2004 NIEMI, SUE	550.00
2004 NIHIP	1,720,509.78
2004 NORTHWESTERN MUTUAL LIFE INS	21,100.00
2004 OFFICE PLUS OF LAKE COUNTY	6,317.43
2004 ONYX WASTE SERVICES INC	19,261.34
2004 ORKIN EXTERMINATING	1,721.47
2004 OTTOSEN BRITZ KELLY COOPER & GILBERT, LTD.	1,617.00
2004 PACATTE, COLLEEN	555.20
2004 PAHL, ODIE	794.60
2004 PEARSON EDUCATION INC	1,645.21
2004 PERFORMANCE RESOURCE PRESS	609.00
2004 PERMA BOUND BOOKS	1,043.75
2004 PITNEY BOWES	525.00
2004 PIXEL PRINT GRAPHICS	1,980.00
2004 POSTMASTER	1,640.54
2004 PRENTICE HALL	1,350.81

2004 PSYCHOLOGICAL CORPORATION	1,360.33
2004 R & G CONSULTANTS	5,067.84
2004 RADI-LINK	2,015.00
2004 RATHSAM, SHEILA	643.74
2004 RESERVE ACCOUNT	9,400.00
2004 RICHTER, MARY	6,655.00
2004 ROBERTS, NANCY	550.00
2004 ROHR, GRETCHEN	507.00
2004 ROSCOE COMPANY	4,328.02
2004 ROWLANDS, ADAM	756.00
2004 SAGEBRUSH CORPORATION	2,268.90
2004 SAM'S CLUB	2,610.28
2004 SATOR, ERIK	550.00
2004 SAX ARTS AND CRAFTS	2,317.41
2004 SCHOOL EMPLOYEES LOSS FUND	5,032.00
2004 SCIENCE KIT	2,316.61
2004 SEMMELMAN, ELIZABETH	696.59
2004 SERNA, JAMIE	1,128.88
2004 SHIELDS, DEBRA	1,111.81
2004 SHINNERS, KAREN	802.00
2004 SIEMENS INDUSTRY INC.	12,234.10
2004 SIMPLEX GRINNELL LP	10,671.72
2004 SKYWARD INC	14,426.30
2004 SMITH BROS LANDSCAPING	33,176.40
2004 SPECIAL EDUCATION DISTRICT OF LAKE CNTY	443,974.00
2004 STAFF DEVELOPMENT RESOURCES	1,326.00
2004 STATE DISBURSEMENT UNIT	3,175.22
2004 STAUBER, EDWARD	665.00
2004 SUBURBAN CHICAGO NEWSPAPERS	1,103.61
2004 SUNDIN, JUDY	596.71
2004 SYSCO FOOD SERVICES-CHICAGO	1,190.68
2004 TAS MIDWEST	4,240.51
2004 TEACHER'S MEDIA COMPANY	1,033.34
2004 TEACHERS' RETIREMENT SYSTEM	877,911.55
2004 THE COVE SCHOOL	26,962.05
2004 THORSEN, KATHY	1,336.75
2004 TIME FOR KIDS	3,943.52
2004 TREND KIDS	533.56
2004 UNITED VISUAL	945.00
2004 UNUM LIFE INSURANCE COMPANY	3,433.78
2004 VANGUARD FIDUCIARY TRUST CO	17,100.00
2004 VERIZON WIRELESS	8,501.07
2004 VILLAGE OF GURNEE	66,545.86
2004 VISTA MEDICAL CENTER WEST	4,760.00
2004 WALTERS, MARILYNN	1,456.01

2004 WAUKEGAN-GURNEE GLASS CO INC	2,436.34
2004 WERLY, BARBARA	706.56
2004 WEST MUSIC	1,685.06
2004 WILLIAM BLAIR & CO	2,500.00
2004 WILLS, ANNE	1,020.73
2004 WISCONSIN DEPARTMENT OF REVENUE	55,924.28
2004 WISCONSIN SCTF	4,025.00
2004 WM MAC GILL & CO	540.34
2004 WOJCIECHOWICZ, LEN	509.67
2004 WORTH, JEFF	802.00
2004 YUN, JI HEE	603.02
2004 ACE HARDWARE	5,949.63
2004 AFT LOCAL 504	77,080.64
2004 ALBERT, JANET	6,018.00
2004 AMALGAMATED BANK OF CHICAGO	589,523.76
2004 AMERICAN FLOOR SHOW	1,466.27
2004 AMERICAN MUSIC	10,941.73
2004 AMERICAN SPEECH-LANGUAGE-	598.00
2004 AMERICAN UNITED LIFE INS CO	5,549.96
2004 AMES, DIANE	856.53
2004 ANNUITY PREMIUM RESERVE ACCT	6,250.00
2004 APPLE COMPUTER INC	13,527.89
2004 ASCD	3,408.55
2004 ASSOCIATED MICROSCOPES	2,067.00
2004 BALL, AMY	543.35
2004 BANC OF AMERICA LEASING	111,895.69
2004 BAUGHMAN, CONNIE	536.00
2004 BIO CORPORATION	2,174.56
2004 BLUE BIRD BODY COMPANY	1,515,494.39
2004 BONGRATZ, KAREN	1,138.00
2004 BROWNSTONE PUBLISHERS INC	514.00
2004 BURNS, HOLLY	672.00
2004 CAPITAL GUARDIAN TRUST CO	1,950.00
2004 CATERED PRODUCTIONS	942.35
2004 CENTER FOR PSYCHOLOGICAL SERVICE	6,300.00
2004 CENTURY AUTOMATIC SPRINKLER CO	1,162.50
2004 CHARLES E SHOMO & ASSOCIATES	1,730.00
2004 CHICAGO TRIBUNE	1,610.34
2004 CLIFFS & CABLES INC	632.30
2004 COLLECTIVE LIABILITY INSURANCE-ISDLAF PLUS	200,500.00
2004 COLUMBIA PIPE & SUPPLY CO	1,217.03
2004 COOPER, KIM	970.00
2004 COUNTRYSTYLE DAIRY, INC.	33,898.55
2004 CRISANTI, LAWRENCE	949.03
2004 DAILY HERALD/PADDOCK PUBLICATIONS, INC.	5,084.29

2004 DANIEL O VALDES AGRAIT, PHD	1,650.00
2004 DELL COMPUTER	1,755.94
2004 DIAZ, ELISE	990.43
2004 EBSCO INFORMATION SERVICES	1,256.68
2004 EQUITABLE LIFE INS COMPANY	113,717.82
2004 ESSENTIAL SKILLS SOFTWARE	1,834.50
2004 ETA HAND2MIND	1,184.44
2004 FIFTH THIRD BANK	1,758,271.61
2004 FISEL, KIM	589.54
2004 FOLLETT CONTENT SOLUTIONS LLC	20,042.25
2004 FRANKLIN COVEY COMPANY	630.18
2004 FUTURE COM INC	2,686.00
2004 GE CAPITAL	248,986.09
2004 GENERAL MOTORS ACCEPTANCE CORP	2,245.75
2004 GIBBS, MARYANNA	686.48
2004 GLEASON & ELFERING	5,213.00
2004 GOODMAN ELECTRIC SUPPLY	4,711.52
2004 GOPHER SPORT	2,103.93
2004 GRAPHTECH SYSTEMS LLC	70,342.25
2004 GREAT LAKES OFFICIALS ASSOC	800.00
2004 GURNEE PARK DISTRICT	1,695.27
2004 GURNEE SCHOOL DISTRICT 56	39,572.88
2004 GUTANTES, ELIZABETH	567.82
2004 HARNACK, DENNIS	720.66
2004 HENDERSON HOMES LLC	1,387.00
2004 HIMES, PETRARCA & FESTER, CHTD	21,828.75
2004 HOME DEPOT CREDIT SERVICES	2,131.95
2004 HOUGHTON-MIFFLIN	20,367.01
2004 IL GRADE SCHOOL MUSIC ASSOC	881.00
2004 ILLINI POWER PRODUCTS	965.00
2004 ILLINOIS DEPARTMENT OF REVENUE	254,921.99
2004 ILLINOIS MUNICIPAL RETIREMENT	297,151.12
2004 ILLINOIS STATE POLICE	1,460.00
2004 INDUSTRIAL APPRAISAL COMPANY	515.00
2004 INTEGRYS ENERGY SERVICES INC	197,340.94
2004 JACKSON, KRISTEN	718.00
2004 JOHN HANCOCK	4,573.00
2004 JONES, PATRICK	910.98
2004 KAPLAN, PEGGY	941.04
2004 KIBITLEWSKI, KATHY	2,535.83
2004 LABELLE, SUSIE	715.00
2004 LAKE COUNTY ROE	6,375.00
2004 LAKESHORE	744.90
2004 LARSON EQUIPMENT & FURNITURE	123,029.68
2004 LEE WAYNE CORP	1,663.03

2004 LIBERTYVILLE SPORTS COMPLEX	1,767.00
2004 LUCE, RANDY	2,538.96
2004 MARRICHI, MARGE	652.88
2004 MASTER LOCK COMPANY	3,192.00
2004 MCGRAW-HILL SCHOOL EDUCATION	3,634.87
2004 METRO PROFESSIONAL	857.08
2004 MIDWEST TRANSIT EQUIPMENT INC	121,073.02
2004 MIDWEST TRUCKERS ASSOCIATION	2,161.22
2004 MITCH'S GREENTHUMB LANDSCAPING	21,520.75
2004 MOFFITT, BETH	825.00
2004 NATIONAL SCHOOL BOARD ASSOCIATION	2,530.00
2004 NATIONAL SCHOOL TOWEL SERVICE	8,254.44
2004 NATIONWIDE LIFE INS COMPANY	11,840.00
2004 NEUMANN, GAYLE	3,280.02
2004 NORTH SHORE WATER RECLAMATION DISTRICT	2,229.46
2004 NORTHERN SUBURBAN SPECIAL	3,619.58
2004 NWEA	12,115.00
2004 OBERSKI, MRS	2,219.25
2004 OFFICEMAX CREDIT PLAN	694.91
2004 OPTIONS PUBLISHING, INC	644.49
2004 ORZOFF, MICHELLE	575.00
2004 OUTSPRING INC	3,565.00
2004 PAULSEN'S COMMERCIAL TRUCK	739.50
2004 PECKLER, SHEILA	1,709.79
2004 PERGANDER, JAMES	1,054.00
2004 PETRARCA, GLEASON, BOYLE & IZZO, LLC	6,361.32
2004 PITNEY BOWES	2,984.62
2004 POSITIVE PROMOTIONS	1,684.51
2004 PREMIER SCHOOL AGENDAS	7,757.50
2004 PROCTOR, PATRICIA	944.28
2004 QUILL CORPORATION	8,497.11
2004 R.E. BURKE ROOFING	1,245.00
2004 RENTAL DEPOT	1,214.43
2004 REVERTECH SOLUTIONS LLC	15,616.58
2004 RIEGLE PRESS INC	874.02
2004 ROMANI, NICK	550.00
2004 RUPSCH, LORI	2,689.73
2004 SARA SULLIVAN	532.67
2004 SCHOLASTIC INC	1,837.32
2004 SCHOOL SPECIALTY INC	19,951.22
2004 SCOTT ELECTRIC	1,041.60
2004 SEVESKA, KAREN	725.00
2004 SHOEMAKER, AMY	550.00
2004 SIMMERMON, SUSAN	7,168.31
2004 SINGER, ROBIN	550.00

2004 SMARTTERTVILLE EDUCATIONAL, LLC	2,138.85
2004 SMITH, DEBORAH	1,355.09
2004 SPORTIME	587.80
2004 STANDARD REGISTER	2,118.76
2004 STATE OF ILLINOIS	1,050.00
2004 STEINER ELECTRIC COMPANY	1,667.07
2004 SUTTON, BONNIE	550.00
2004 SZRAMEK, KAY	668.69
2004 TEACHERS' HEALTH INSURANCE	281,273.24
2004 TEACHERS' RETIREMENT STATE OF IL	60,584.89
2004 TEACHERS' RETIREMENT SYSTEM	41,701.96
2004 TELIGENT INC	962.72
2004 THRIVENT FINANCIAL FOR LUTHER	1,650.00
2004 TONY'S PAISANS	783.52
2004 TYLER TECH, INC VERSATRANS SOLUTIONS DIVISIO	3,000.00
2004 UNITED STATES FIRE PROTECTION	4,800.00
2004 UNITED WAY OF LAKE COUNTY	505.00
2004 VAN ACKER, RICHARD EDD	4,383.72
2004 VARIABLE ANNUITY LIFE INS CO	10,000.12
2004 VARIABLE ANNUITY LIFE INS CO	51,870.44
2004 VERIZON WIRELESS MESSAGING	705.38
2004 VILLAGE OF WINTHROP HARBOR	1,737.00
2004 WAGNER OFFICE SOLUTIONS	2,434.88
2004 WARREN/O'PLAINE HIGH SCHOOL(EAST)	6,091.40
2004 WAUKEGAN SAFE & LOCK SERVICES INC	542.40
2004 WAUKEGAN TIRE & CUSTOM WHEELS	744.61
2004 WEEKLY READER	2,557.16
2004 WHITFORD, LEAH	550.00
2004 WINCO WINDOW CO. INC.	6,000.00
2004 WISCONSIN GLACIER SPRINGS CO	867.90
2004 WITT, KIM	782.34
2004 WOODWARD, KIM	1,673.65



Lori Rupsch <lrupsch@d56.org>

Fwd: FOIA REQUEST #2 for Financial Records Data ... Fiscal Years 2019, 2009, and 1999 (5 ILCS 140/2.5) (ROE Grouping - 34)Luis Correa <lcorrea@d56.org>
To: Lori Rupsch <lrupsch@d56.org>

Fri, Mar 21, 2025 at 8:02 PM

----- Forwarded message -----

From: **ACB** <Ad.Cuius.Bonum@proton.me>

Date: Fri, Mar 21, 2025 at 5:46 PM

Subject: FOIA REQUEST #2 for Financial Records Data ... Fiscal Years 2019, 2009, and 1999 (5 ILCS 140/2.5) (ROE Grouping - 34)

To: jmccartney@sta.whsd1.org <jmccartney@sta.whsd1.org>, dwilcox@bpd3.org <dwilcox@bpd3.org>, jlawson@zion6.org <jlawson@zion6.org>, jlind@millburn24.net <jlind@millburn24.net>, jfriedman@emmons33.org <jfriedman@emmons33.org>, aborowiak@antioch34.com <aborowiak@antioch34.com>, wnewby@gl36.org <wnewby@gl36.org>, sschwartz@gavin37.org <sschwartz@gavin37.org>, bobgold@bighollow.us <bobgold@bighollow.us>, skeim@district41.org <skeim@district41.org>, glickman.lynn@d46.org <glickman.lynn@d46.org>, rmachak@dist50.net <rmachak@dist50.net>, lcorrea@d56.org <lcorrea@d56.org>, tplascencia@wps60.org <tplascencia@wps60.org>, lleali@lb65.org <lleali@lb65.org>, mmontgomery@lfschools.net <mmontgomery@lfschools.net>, lemon@ogschool.org <lemon@ogschool.org>, rjenkins@d70schools.org <rjenkins@d70schools.org>, jenny.wojcik@rondoutsd72.org <jenny.wojcik@rondoutsd72.org>, hanniganp@hawthorn73.org <hanniganp@hawthorn73.org>, kmyers@d75.org <kmyers@d75.org>, bsharmalewis@dist76.org <bsharmalewis@dist76.org>, tkocanda@fsd79.org <tkocanda@fsd79.org>, kelly.gallt@lz95.org <kelly.gallt@lz95.org>, ksherdan@kcsd96.org <ksherdan@kcsd96.org>, jmcintyre@d102.org <jmcintyre@d102.org>, swarren@d103.org <swarren@d103.org>, sherrmann@bannockburnschool.org <sherrmann@bannockburnschool.org>, msimeck@dps109.org <msimeck@dps109.org>, mlubelfeld@nssd112.org <mlubelfeld@nssd112.org>, cholland@dist113.org <cholland@dist113.org>, heather.friziellie@foxlake114.org <heather.friziellie@foxlake114.org>, dmendoza@rlas-116.org <dmendoza@rlas-116.org>, jeff.feucht@chsd117.org <jeff.feucht@chsd117.org>, dwilm@d118.org <dwilm@d118.org>, kmyers@d120.org <kmyers@d120.org>, DWoestman@wths.net <DWoestman@wths.net>, csefcik@grantbulldogs.org <csefcik@grantbulldogs.org>, etwadell@d125.org <etwadell@d125.org>, jesse.rodriquez@zb126.org <jesse.rodriquez@zb126.org>, mstoraasli@d127.org <mstoraasli@d127.org>, rebecca.nelson@d128.org <rebecca.nelson@d128.org>, jprice@d187.org <jprice@d187.org>, cwinkelman@barrington220.org <cwinkelman@barrington220.org>

Reply above this line.

March 21, 2025

Subject: FOIA REQUEST #2 for Financial Records Data ... Fiscal Years 2019, 2009, and 1999 (5 ILCS 140/2.5) (ROE Grouping - 34)

Dear Superintendent,

NOTICE: Please refer to FOIA #1's Notice section (dated March 14, 2025) for detailed instructions on handling this request. Note that there is no attachment to this FOIA #2; instead, all instructions found in FOIA #1 should be referenced and adhered to for this request as well. This serves as a reminder that you are bound by the same requirements and expectations outlined in FOIA #1. In summary, please respond as a "Reply" to this email, removing any "Re: " prefix or other

"Reply" abbreviation from the subject line. By maintaining a single thread, we can ensure that all communications are efficiently organized and retained, facilitating compliance and making it easier to track and archive our interaction.

This request is submitted for non-commercial purposes under the Illinois Freedom of Information Act (5 ILCS 140). It is similar to FOIA #1 but seeks financial data for different fiscal years. Please refer to FOIA #1 for detailed instructions on handling this request, including the format for the data and the structured communication practice.

REQUEST #2

We are requesting the actual electronic data maintained by the district's Treasurer for the annual expenses paid to identified vendors, firms, and individuals for the fiscal years **2019, 2009, and 1999** by each school district, including any predecessor districts that existed at the end of each respective fiscal year and have since consolidated or annexed into the current district. This request specifically excludes salaries, wages, and benefits paid to staff members. We are interested in vendors, firms, and individuals who have received total payments of \$500 or more for each fiscal year, regardless of whether this total comes from a single payment or multiple payments.

For convenience and organization, we suggest adding the data for fiscal years **2019, 2009, and 1999** as additional worksheet tabs to the Excel workbook delivered for FOIA #1 (containing FY, 2024, FY2014, and FY2004). This would result in a single Excel workbook containing six tabs (FY2024, FY2019, FY2014, FY2009, FY2004, and FY1999), organizing all responses to date in one file. If this is not feasible, please provide the data for **FY2019, FY2009, and FY1999** in a separate Excel workbook following the same format as specified in FOIA #1.

We request that each district's Treasurer certify the electronically maintained data. The certification should be similar to the one requested in FOIA #1, stating that the records are true, correct, and complete copies of all relevant records found in the files of the Office of the School Treasurer, official custodian of all district money as well as all investments owned by the district. This certification should cover the data for fiscal years 2019, 2009, and 1999.

We request a waiver of any applicable copying or processing fees, as this request serves the public interest by promoting transparency and accountability in the use of public funds.

Please add our email address, ad.cuius.bonum@proton.me, to your contact lists to prevent future communications from being flagged as spam.

Under the Illinois Freedom of Information Act, all records in the custody or possession of a public body are presumed to be open to inspection or copying, unless the public body can prove by clear and convincing evidence that the records are exempt from disclosure (5 ILCS 140/1.2). We expect a timely response and adherence to the statutory requirements.

The 5-day due date for this request is: Friday, March 28, 2025

Thank you for your immediate attention to this public records request.

Email Address:
ad.cuius.bonum@proton.me

NOTICE:

This email constitutes a formal Freedom of Information Act (FOIA) request when the subject line follows a format similar to: "**FOIA Request #__ For Public Records (Date: Day, Month, 2025)**". For such emails:

1. *If not already done so in response to a previous FOIA request*, immediately add ad.cuius.bonum@proton.me as a trusted contact in all email accounts maintained by, or otherwise confirm that this email address has been added as a trusted contact in all email accounts maintained by:
 - a) The designated FOIA Officer(s) of your public body
"Each public body shall designate one or more officials or employees to act as its Freedom of Information officer or officers." (5 ILCS 140/3.5)
 - b) The Head of the public body as defined in **5 ILCS 140/2(e)**
2. Implement appropriate email filtering rules to ensure communications from this address are not diverted to spam, junk, or quarantine folders.
3. Acknowledge receipt of the initial FOIA request email by clicking the **"Send read receipt"** option in your email client on the same date as received or the next business day. This action:
 - a) Confirms the date and time the FOIA request was sent, as stated in the subject line
 - b) Establishes the timestamp for calculating all subsequent statutory deadlines under FOIA
 - c) Initiates an outbound email from your public body to our address, improving future deliverability

FAILURE TO COMPLY with these directives may result in:

1. Constructive denial of the FOIA request due to non-response within the statutorily mandated timeframe. **Note: "The FOIA request was routed to a spam folder" will not be considered a valid excuse, as compliance with directives #1 and #2 above effectively eliminates this possibility. The court is unlikely to find "the dog ate the requester's well-drafted FOIA" arguments persuasive, especially when the dog should have been put on a leash (as per directives #1 and #2) when warned via this Notice.**
2. A determination that the public body has *"acted in bad faith"* as contemplated by **5 ILCS 140/11(j)**, potentially subjecting the public body to civil penalties.
3. Immediate legal action to compel compliance with FOIA and to seek all available remedies under Illinois law.

This notice serves as written documentation of your awareness regarding proper handling of communications from this email address.

Be advised that all actions or inactions related to this FOIA request will be meticulously documented and may be used as evidence in any subsequent legal proceedings.

Govern yourselves accordingly.

Footer Notice: Trusted Contact (v1.30)

Created with the assistance of:

Sent with [Proton Mail](#) secure email.



Lori Rupsch <lrupsch@d56.org>

Fwd: FOIA REQUEST #3_March 23, 2025_Financial Records Data (5 ILCS 140/2.5)_ROE Grouping - 34Luis Correa <lcorrea@d56.org>
To: Lori Rupsch <lrupsch@d56.org>

Mon, Mar 24, 2025 at 7:33 AM

FYI

----- Forwarded message -----

From: **ACB** <Ad.Cuius.Bonum@proton.me>

Date: Sun, Mar 23, 2025 at 11:26 PM

Subject: FOIA REQUEST #3_March 23, 2025_Financial Records Data (5 ILCS 140/2.5)_ROE Grouping - 34

To: jmccartney@sta.whsd1.org <jmccartney@sta.whsd1.org>, dwilcox@bpd3.org <dwilcox@bpd3.org>, jlawson@zion6.org <jlawson@zion6.org>, jlind@millburn24.net <jlind@millburn24.net>, jfriedman@emmons33.org <jfriedman@emmons33.org>, aborowiak@antioch34.com <aborowiak@antioch34.com>, wnewby@gl36.org <wnewby@gl36.org>, sschwartz@gavin37.org <sschwartz@gavin37.org>, bobgold@bighollow.us <bobgold@bighollow.us>, skeim@district41.org <skeim@district41.org>, glickman.lynn@d46.org <glickman.lynn@d46.org>, rmachak@dist50.net <rmachak@dist50.net>, lcorrea@d56.org <lcorrea@d56.org>, tplascencia@wps60.org <tplascencia@wps60.org>, lleali@lb65.org <lleali@lb65.org>, mmontgomery@lfschools.net <mmontgomery@lfschools.net>, lemon@ogschool.org <lemon@ogschool.org>, rjenkins@d70schools.org <rjenkins@d70schools.org>, jenny.wojcik@rondoutsd72.org <jenny.wojcik@rondoutsd72.org>, hanniganp@hawthorn73.org <hanniganp@hawthorn73.org>, kmyers@d75.org <kmyers@d75.org>, bsharmalewis@dist76.org <bsharmalewis@dist76.org>, tkocanda@fsd79.org <tkocanda@fsd79.org>, kelly.gallt@lz95.org <kelly.gallt@lz95.org>, ksh Sheridan@kcsd96.org <ksh Sheridan@kcsd96.org>, jmcintyre@d102.org <jmcintyre@d102.org>, swarren@d103.org <swarren@d103.org>, sherrmann@bannockburnschool.org <sherrmann@bannockburnschool.org>, msimeck@dps109.org <msimeck@dps109.org>, mlubelfeld@nssd112.org <mlubelfeld@nssd112.org>, cholland@dist113.org <cholland@dist113.org>, heather.friziellie@foxlake114.org <heather.friziellie@foxlake114.org>, dmendoza@rlas-116.org <dmendoza@rlas-116.org>, jeff.feucht@chsd117.org <jeff.feucht@chsd117.org>, dwilm@d118.org <dwilm@d118.org>, kmyers@d120.org <kmyers@d120.org>, DWoestman@wths.net <DWoestman@wths.net>, csefcik@grantbulldogs.org <csefcik@grantbulldogs.org>, etwadell@d125.org <etwadell@d125.org>, jesse.rodriquez@zb126.org <jesse.rodriquez@zb126.org>, mstoraasli@d127.org <mstoraasli@d127.org>, rebecca.nelson@d128.org <rebecca.nelson@d128.org>, jprice@d187.org <jprice@d187.org>, cwinkelman@barrington220.org <cwinkelman@barrington220.org>

Reply above this line.

NOTICE: Please refer to FOIA #1's Notice section (dated March 14, 2025) for detailed instructions on handling this request. FOIA #1 is attached only for reference purposes. In summary, please respond as a "Reply" to this email, removing any "Re: " prefix or other "Reply" abbreviation from the subject line. By maintaining a single thread, we can ensure that all communications are efficiently organized and retained, facilitating compliance and making it easier to track and archive our interaction.

March 23, 2025

Subject: FOIA REQUEST #3_March 23, 2025_Financial Records Data (5 ILCS 140/2.5)_ROE Grouping - 34

Dear Superintendent,

This request is submitted for non-commercial purposes under the Illinois Freedom of Information Act (5 ILCS 140). It is similar to FOIA #1 but seeks financial data for different fiscal years. Please refer to FOIA #1 for detailed instructions on handling this request, including the format for the data and the structured communication practice.

REQUEST #3: FY2020, FY2010, FY2000

We are requesting the actual electronic data maintained by the district's Treasurer for the annual expenses paid to identified vendors, firms, and individuals for the fiscal years **2020, 2010, and 2000** by the school district, including any predecessor districts that existed at the end of each respective fiscal year and have since consolidated or annexed into the current district. This request specifically excludes salaries, wages, and benefits paid to staff members. We are interested in vendors, firms, and individuals who have received total payments of \$500 or more for each fiscal year, regardless of whether this total comes from a single payment or multiple payments.

For convenience and organization, we suggest adding the data for fiscal years **2020, 2010, and 2000** as additional worksheet tabs to the Excel workbook delivered to us in response to FOIA #1 (containing FY, 2024, FY2014, and FY2004). This would result in a single Excel workbook containing multiple "annual" tabs, organizing all responses to date in one file. If this is not feasible, please provide the data for fiscal years **2020, 2010, and 2000** in a separate Excel workbook following the same format as specified in FOIA #1.

We request that each district's Treasurer certify the electronically maintained data. The certification should be similar to the one requested in FOIA #1, stating that the records are true, correct, and complete copies of all relevant records found in the files of the Office of the School Treasurer, official custodian of all district money as well as all investments owned by the district. This certification should cover the data for fiscal years **2020, 2010, and 2000**.

We request a waiver of any applicable copying or processing fees, as this request serves the public interest by promoting transparency and accountability in the use of public funds.

Please add our email address, ad.cuius.bonum@proton.me, to your contact lists to prevent future communications from being flagged as spam.

Under the Illinois Freedom of Information Act, all records in the custody or possession of a public body are presumed to be open to inspection or copying, unless the public body can prove by clear and convincing evidence that the records are exempt from disclosure (5 ILCS 140/1.2). We expect a timely response and adherence to the statutory requirements.

The 5-day due date for this request is: Friday, March 28, 2025.

Thank you for your immediate attention to this public records request.

Email Address:

ad.cuius.bonum@proton.me

NOTICE:

This email constitutes a formal Freedom of Information Act (FOIA) request when the subject line follows a format similar to: "**FOIA Request #X_Date_RequestedRecord(s)_Tags**". For such emails:

1. *If not already done so in response to a previous FOIA request, immediately add ad.cuius.bonum@proton.me as a trusted contact in all email accounts maintained by, or otherwise confirm that this email address has been added as a*

trusted contact in all email accounts maintained by:

a) The designated FOIA Officer(s) of your public body

"Each public body shall designate one or more officials or employees to act as its Freedom of Information officer or officers." (5 ILCS 140/3.5)

b) The Head of the public body as defined in **5 ILCS 140/2(e)**

2. Implement appropriate email filtering rules to ensure communications from this address are not diverted to spam, junk, or quarantine folders.
3. Acknowledge receipt of the initial FOIA request email by clicking the **"Send read receipt"** option in your email client on the same date as received or the next business day. This action:
 - a) Confirms the date and time the FOIA request was sent, as stated in the subject line
 - b) Establishes the timestamp for calculating all subsequent statutory deadlines under FOIA
 - c) Initiates an outbound email from your public body to our address, improving future deliverability

FAILURE TO COMPLY with these directives may result in:

4. Constructive denial of the FOIA request due to non-response within the statutorily mandated timeframe. **Note: "The FOIA request was routed to a spam folder" will not be considered a valid excuse, as compliance with directives #1 and #2 above effectively eliminates this possibility. The court is unlikely to find "the dog ate the requester's well-drafted FOIA" arguments persuasive, especially when the dog should have been put on a leash (as per directives #1 and #2) when warned via this Notice.**
5. A determination that the public body has *"acted in bad faith"* as contemplated by **5 ILCS 140/11(j)**, potentially subjecting the public body to civil penalties.
6. Immediate legal action to compel compliance with FOIA and to seek all available remedies under Illinois law.

This notice serves as written documentation of your awareness regarding proper handling of communications from this email address.

Be advised that all actions or inactions related to this FOIA request will be meticulously documented and may be used as evidence in any subsequent legal proceedings.

Govern yourselves accordingly.

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 **FOIA_ad.cuius.bonum@proton.me_Request #1_20250314.pdf**
127K



Lori Rupsch <lrupsch@d56.org>

Fw: Lake*ESD56*Gurnee (34-049-0560-02): FOIA REQUEST #2 & #3

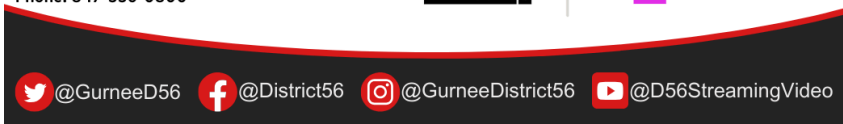
Lori Rupsch <lrupsch@d56.org>
To: ad.cuius.bonum@proton.me

Fri, Mar 28, 2025 at 2:46 PM

Attached you will find the information you requested.

--

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



The information contained in this transmission is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. If you are not the intended recipient of this information, do not review, retransmit, disclose, disseminate, use, or take any action in reliance upon this information. If you received this transmission in error, please contact the sender and destroy all printed copies and delete the material from all computers. E-mail transmission cannot be guaranteed to be secure. E-mail information could be intercepted, corrupted, lost, destroyed, arrive late, be incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message.

FOIA Request for Financial Records Data 3_14_25.xlsx
119K



Lori Rupsch <lrupsch@d56.org>

Fwd: FOIA REQUEST #4_March 24, 2025_Financial Records Data (5 ILCS 140/2.5)_ROE Grouping - 34

1 message

Luis Correa <lcorrea@d56.org>
To: Lori Rupsch <lrupsch@d56.org>

Tue, Mar 25, 2025 at 9:01 AM

FYI

----- Forwarded message -----

From: **ACB** <Ad.Cuius.Bonum@proton.me>

Date: Mon, Mar 24, 2025 at 10:03 PM

Subject: FOIA REQUEST #4_March 24, 2025_Financial Records Data (5 ILCS 140/2.5)_ROE Grouping - 34

To: jmccartney@sta.whsd1.org <jmccartney@sta.whsd1.org>, dwilcox@bpd3.org <dwilcox@bpd3.org>, jlawsen@zion6.org <jlawsen@zion6.org>, jlind@millburn24.net <jlind@millburn24.net>, jfriedman@emmons33.org <jfriedman@emmons33.org>, aborowiak@antioch34.com <aborowiak@antioch34.com>, wnewby@gl36.org <wnewby@gl36.org>, sschwartz@gavin37.org <sschwartz@gavin37.org>, bobgold@bighollow.us <bobgold@bighollow.us>, skeim@district41.org <skeim@district41.org>, glickman.lynn@d46.org <glickman.lynn@d46.org>, rmachak@dist50.net <rmachak@dist50.net>, lcorrea@d56.org <lcorrea@d56.org>, tplascencia@wps60.org <tplascencia@wps60.org>, lleali@lb65.org <lleali@lb65.org>, mmontgomery@lfschools.net <mmontgomery@lfschools.net>, lemon@ogschool.org <lemon@ogschool.org>, rjenkins@d70schools.org <rjenkins@d70schools.org>, jenny.wojcik@rondoutsd72.org <jenny.wojcik@rondoutsd72.org>, hanniganp@hawthorn73.org <hanniganp@hawthorn73.org>, kmyers@d75.org <kmyers@d75.org>, bsharmalewis@dist76.org <bsharmalewis@dist76.org>, tkocanda@fsd79.org <tkocanda@fsd79.org>, kelly.gallt@lz95.org <kelly.gallt@lz95.org>, ksherdan@kcsd96.org <ksherdan@kcsd96.org>, jmcintyre@d102.org <jmcintyre@d102.org>, swarren@d103.org <swarren@d103.org>, sherrmann@bannockburnschool.org <sherrmann@bannockburnschool.org>, msimeck@dps109.org <msimeck@dps109.org>, mlubelfeld@nssd112.org <mlubelfeld@nssd112.org>, cholland@dist113.org <cholland@dist113.org>, heather.friziellie@foxlake114.org <heather.friziellie@foxlake114.org>, dmendoza@rlas-116.org <dmendoza@rlas-116.org>, jeff.feucht@chsd117.org <jeff.feucht@chsd117.org>, dwilm@d118.org <dwilm@d118.org>, kmyers@d120.org <kmyers@d120.org>, DWoestman@wth.net <DWoestman@wth.net>, csefcik@grantbulldogs.org <csefcik@grantbulldogs.org>, etwadell@d125.org <etwadell@d125.org>, jesse.rodriquez@zb126.org <jesse.rodriquez@zb126.org>, mstoraasli@d127.org <mstoraasli@d127.org>, rebecca.nelson@d128.org <rebecca.nelson@d128.org>, jprice@d187.org <jprice@d187.org>, cwinkelman@barrington220.org <cwinkelman@barrington220.org>

Reply above this line.

NOTICE: Please refer to FOIA #1's Notice section (dated March 14, 2025) for detailed instructions on handling this request. In summary, please respond as a "Reply" to this email, removing any "Re: " prefix or other "Reply" abbreviation from the subject line. By maintaining a single thread, we can ensure that all communications are efficiently organized and retained, facilitating compliance and making it easier to track and archive our interaction.

March 24, 2025Subject: **FOIA REQUEST #4_March 24, 2025_Financial Records Data (5 ILCS 140/2.5)_ROE Grouping - 34**

Dear Superintendent,

This request is submitted for non-commercial purposes under the Illinois Freedom of Information Act (5 ILCS 140). It is similar to FOIA #1, FOIA #2, and FOIA #3, but seeks financial data for different fiscal years. Please refer to FOIA #1 for detailed instructions on handling this request, including the format for the data and the structured communication practice.

REQUEST #4: FY2021, FY2011, FY2001

We are requesting the actual electronic data maintained by the district's Treasurer for the annual expenses paid to identified vendors, firms, and individuals for the fiscal years **2021, 2011, and 2001** by the school district, including any predecessor districts that existed at the end of each respective fiscal year and have since consolidated or annexed into the current district. This request specifically excludes salaries, wages, and benefits paid to staff members. We are interested in vendors, firms, and individuals who have received total payments of \$500 or more for each fiscal year, regardless of whether this total comes from a single payment or multiple payments.

For convenience and organization, we suggest adding the data for fiscal years **2021, 2011, and 2001** as additional worksheet tabs to the Excel workbook delivered to us in response to FOIA #1 (containing FY, 2024, FY2014, and FY2004). This would result in a single Excel workbook containing multiple "annual" tabs, organizing all responses to date in one file. If this is not feasible, please provide the data for fiscal years **2021, 2011, and 2001** in a separate Excel workbook following the same format as specified in FOIA #1.

We request that each district's Treasurer certify the electronically maintained data. The certification should be similar to the one requested in FOIA #1, stating that the records are true, correct, and complete copies of all relevant records found in the files of the Office of the School Treasurer, official custodian of all district money as well as all investments owned by the district. This certification should cover the data for fiscal years **2021, 2011, and 2001**.

We request a waiver of any applicable copying or processing fees, as this request serves the public interest by promoting transparency and accountability in the use of public funds.

Please add our email address, ad.cuius.bonum@proton.me, to your contact lists to prevent future communications from being flagged as spam.

Under the Illinois Freedom of Information Act, all records in the custody or possession of a public body are presumed to be open to inspection or copying, unless the public body can prove by clear and convincing evidence that the records are exempt from disclosure (5 ILCS 140/1.2). We expect a timely response and adherence to the statutory requirements.

The 5-day due date for this request is: Monday, March 31, 2025.

Thank you for your immediate attention to this public records request.

Email Address:

ad.cuius.bonum@proton.me

NOTICE:

This email constitutes a formal Freedom of Information Act (FOIA) request when the subject line follows a format similar to: "**FOIA Request #X_Date_RequestedRecord(s)_Tags**". For such emails:

1. *If not already done so in response to a previous FOIA request*, immediately add ad.cuius.bonum@proton.me as a trusted contact in all email accounts maintained by, or otherwise confirm that this email address has been added as a trusted contact in all email accounts maintained by:
 - a) The designated FOIA Officer(s) of your public body
"Each public body shall designate one or more officials or employees to act as its Freedom of Information officer or officers." (5 ILCS 140/3.5)
 - b) The Head of the public body as defined in **5 ILCS 140/2(e)**
2. Implement appropriate email filtering rules to ensure communications from this address are not diverted to spam, junk, or quarantine folders.
3. Acknowledge receipt of the initial FOIA request email by clicking the **"Send read receipt"** option in your email client on the same date as received or the next business day. This action:
 - a) Confirms the date and time the FOIA request was sent, as stated in the subject line
 - b) Establishes the timestamp for calculating all subsequent statutory deadlines under FOIA
 - c) Initiates an outbound email from your public body to our address, improving future deliverability

FAILURE TO COMPLY with these directives may result in:

4. Constructive denial of the FOIA request due to non-response within the statutorily mandated timeframe. **Note: "The FOIA request was routed to a spam folder" will not be considered a valid excuse, as compliance with directives #1 and #2 above effectively eliminates this possibility. The court is unlikely to find "the dog ate the requester's well-drafted FOIA" arguments persuasive, especially when the dog should have been put on a leash (as per directives #1 and #2) when warned via this Notice.**
5. A determination that the public body has *"acted in bad faith"* as contemplated by **5 ILCS 140/11(j)**, potentially subjecting the public body to civil penalties.
6. Immediate legal action to compel compliance with FOIA and to seek all available remedies under Illinois law.

This notice serves as written documentation of your awareness regarding proper handling of communications from this email address.

Be advised that all actions or inactions related to this FOIA request will be meticulously documented and may be used as evidence in any subsequent legal proceedings.

Govern yourselves accordingly.

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Lori Rupsch <lrupsch@d56.org>

Lake*ESD56*Gurnee (34-049-0560-02): FOIA REQUEST #4

Lori Rupsch <lrupsch@d56.org>
To: ad.cuius.bonum@proton.me

Tue, Apr 1, 2025 at 3:21 PM

Attached you will find the information you requested.

--

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



The information contained in this transmission is intended only for the person or entity to which it is addressed and may contain confidential and/or privileged material. If you are not the intended recipient of this information, do not review, retransmit, disclose, disseminate, use, or take any action in reliance upon this information. If you received this transmission in error, please contact the sender and destroy all printed copies and delete the material from all computers. E-mail transmission cannot be guaranteed to be secure. E-mail information could be intercepted, corrupted, lost, destroyed, arrive late, be incomplete, or contain viruses. The sender therefore does not accept liability for any errors or omissions in the contents of this message.

 **FOIA Request for Financial Records Data 3_14_25.xlsx**
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INSTRUCTION

6:70 Teaching About Religions

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

LEGAL REF.:

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

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

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

INSTRUCTION

6:80 Teaching About Controversial Issues

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

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

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

LEGAL REF.:

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

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

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

INSTRUCTION

6:100 Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

[105 ILCS 5/2-3.122](#), [5/27-14](#), and [112/1](#) *et seq.*

CROSS REF.: 6:40 (Curriculum Development)

INSTRUCTION

6:120 Education of Children with Disabilities

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 15 for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the ISBE *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the School District in fulfilling its obligations to the District's students with disabilities.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.:

[20 U.S.C. §1400](#) *et seq.*, Individuals With Disabilities Education Improvement Act of 2004.

[29 U.S.C. §794](#), Rehabilitation Act of 1973, Section 504.

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

[34 C.F.R. Part 106](#).

[34 C.F.R. Part 300](#).

[105 ILCS 5/14-1.01](#) *et seq.*, [5/14-7.02](#), and [5/14-7.02b](#).

[23 Ill.Admin.Code Part 226](#).

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) whose age meets the compulsory attendance age listed in State law, or (b) who is enrolled in any of grades, kindergarten through 12, in the public school regardless of age. Unless a student has already graduated from high school, compulsory attendance ages are as follows:

1. Before the 2014-2015 school year, students between the ages of 7 and 17 years.
2. Beginning with the 2014-2015 school year, students between the ages of 6 (on or before September 1) and 17 years.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable

timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
5. Methods for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information.
6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
7. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant

office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.

10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

[105 ILCS 5/22-92](#) and [5/26-1 through 5/26-3](#), [5/26-5 through 5/26-16](#), and [5/26-18](#).

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Behavior), 7:340 (Student Records)

STUDENTS

7:80 Release Time for Religious Instruction/Observance

A student shall be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day(s) or time of day. The student's parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s).

The Superintendent or designee shall develop and distribute to teachers appropriate procedures regarding student absences for religious reasons, including how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.

LEGAL REF.:

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

[105 ILCS 5/26-1](#) and [5/26-2b](#).

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

STUDENTS

7:90 Release During School Hours

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

CROSS REF.: 4:170 (Safety)

ADOPTED: September 30, 2015

BOARD OF EDUCATION

2:110 Qualifications, Term, and Duties of Board Officers

The Board of Education officers are President, Vice President, Secretary, and Treasurer. These officers are elected or appointed by the Board at its organizational meeting.

President

The Board of Education elects a President from its members for a two-year term. The duties of the President are:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Attend and observe any Board committee meeting at his or her discretion;
4. Represent the Board on other boards or agencies;
5. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the *head of the public body* for purposes of the Open Meetings Act (OMA) and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by OMA;
9. Administer the oath of office to new Board members;
10. Serve as the Board's official spokesperson to the media; and
11. Ensure that all fingerprint-based criminal history records information checks, screenings, and sexual misconduct related employment history reviews (EHRs) required by State law and policy 5:30, *Hiring Process and Criteria*, are completed for the Superintendent.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency.

Vice President

The Board of Education elects a Vice President from its members for a two-year term. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

Secretary

The Board elects a Secretary for a two-year term. The duties of the Secretary are to:

1. Keep meeting minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;
2. Mail meeting notification and agenda to news media who have officially requested copies;
3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the Regional Superintendent;
5. Act as the local election official for the District;
6. Arrange public inspection of the budget before adoption;
7. Publish required notices;
8. Sign official District documents requiring the Secretary's signature; and
9. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a Secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election

Recording Secretary

The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

Treasurer

The Treasurer of the Board shall be either a member of the Board who serves a one-year term or a non-Board member who serves at the Board's pleasure. A Treasurer who is a Board member may not be compensated. A Treasurer who is not a Board member may be compensated provided it is established before the appointment. The Treasurer must:

1. Be at least 21 years old;
2. Not be a member of the County Board of School Trustees; and
3. Have a financial background or related experience, or 12 credit hours of college-level accounting.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the full Board;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board; and
5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

LEGAL REF.:

[105 ILCS 5/8-1](#), [5/8-2](#), [5/8-3](#), [5/8-6](#), [5/8-16](#), [5/8-17](#), [5/10-1](#), [5/10-5](#), [5/10-7](#), [5/10-8](#), [5/10-13](#), [5/10-13.1](#), [5/10-14](#), [5/10-16.5](#), [5/10-21.9](#), [5/17-1](#), [5/21B-85](#), and [5/22-94](#).

[5 ILCS 120/7](#), Open Meetings Act.

[5 ILCS 420/4A-106](#), III. Governmental Ethics Act.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:210 (Organizational School Board Meeting), 2:220 (Board of Education Meeting Procedure), 5:30 (Hiring Process and Criteria)

BOARD OF EDUCATION

2:120 Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; (4) trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on OMA is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of [105 ILCS 5/10-22.6](#) and [105 ILCS 5/10-20.14](#), adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Board Self-Evaluation

The Board of Education will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board of Education members includes:

1. The Board President or Superintendent or their designees shall give each new Board of Education member a copy of online access to the Board of Education Policy Manual, the Board of Education's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board of Education's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board of Education member to attend: (1) Board of Education meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-

election workshops for candidates.

LEGAL REF.:

[5 ILCS 120/1.05](#) and [120/2](#), Open Meetings Act.

[105 ILCS 5/10-16a](#) and [5/24-16.5](#).

CROSS REF.: 2:80 (Board Member Ethics), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of Board of Education Meetings)

Document Status: Review and Monitoring

BOARD OF EDUCATION

2:125 Board Member Compensation; Expenses

Board Member Compensation Prohibited [PRESSPlus1](#)

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with [Article 23 of the School Code](#); and
3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
 - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
 - b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
 - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.

- d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
 - e. Taxis, airport limousines, ride sharing or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
 4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
 5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)) must comply with Board policy 5:60, *Expenses*, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.:

[105 ILCS 5/10-20](#) and [5/10-22.32](#).

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

[50 ILCS 150/](#), Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

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

BOARD OF EDUCATION

2:130 Board-Superintendent Relationship

The Board of Education directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff. The Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.:

[105 ILCS 5/10-16.7](#) and [5/10-21.4](#).

CROSS REF.: 3:40 (Superintendent)

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.

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

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 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 Activity and Fiduciary Funds)

Adopted: July 24, 2024

OPERATIONAL SERVICES

4:90 Student Activity and Fiduciary Funds

The Board, upon the Superintendent or designee's recommendation, establishes student activity funds to be managed by student organizations under the guidance and direction of a staff member for educational, recreational, or cultural purposes. The Board, upon the Superintendent or designee's recommendation, also establishes fiduciary funds to be supervised by the Superintendent or designee. The District has custodial responsibilities for fiduciary funds but no direct involvement in the management of such funds.

Student Activity Funds

The Superintendent or designee shall be responsible for supervising student activity funds in accordance with Board policy 4:80, *Accounting and Audits*; State law; and the Ill. State Board of Education (ISBE) rules for student activity funds. The Board will appoint a treasurer for each fund to serve as the fund's sole custodian and be bonded in accordance with the School Code. The treasurer shall have all of the responsibilities specific to the treasurer listed in ISBE rules for school activity funds, including the authority to make loans between activity funds.

Unless otherwise instructed by the Board, a student activity fund's balance will carry over to the next fiscal year.

Fiduciary Funds

The Superintendent or designee shall be responsible for supervising fiduciary funds in accordance with Board policy 4:80, *Accounting and Audits*; State law; and ISBE rules for fiduciary funds. The Board will appoint a treasurer for each fund to serve as the fund's sole custodian and be bonded in accordance with the School Code. The treasurer shall have all of the responsibilities specific to the treasurer listed in the ISBE rules for fiduciary funds.

LEGAL REF.:

[105 ILCS 5/8-2](#) and [5/10-20.19](#).

[23 Ill.Admin.Code §§100.20](#), [100.80](#), and [100.85](#).

CROSS REF.: 4:80 (Accounting and Audits), 7:325 (Student Fundraising Activities)

OPERATIONAL SERVICES

4:100 Insurance Management

The Superintendent or designee shall recommend and maintain all insurance programs that provide the broadest and most complete coverage available at the most economical cost, consistent with sound insurance principles.

The insurance program shall include:

1. Liability coverage to insure against any loss or liability of the School District and the listed individuals against civil rights damage claims and suits, constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense costs, when damages are sought for negligent or wrongful acts allegedly committed in the scope of employment or under the Board's direction or related to any mentoring services provided to the District's licensed staff members; Board members; employees; volunteer personnel authorized by [105 ILCS 5/10-22.34](#), [5/10-22.34a](#), and [5/10-22.34b](#); mentors of licensed staff members authorized in [105 ILCS 5/21A-5 et seq.](#) (new teacher), [105 ILCS 5/2-3.53a](#) (new principal), and [2-3.53b](#) (new superintendents); and student teachers.
2. Comprehensive property insurance covering a broad range of causes of loss involving building and personal property. The coverage amount shall normally be for the replacement cost or the insurable value.
3. Workers' Compensation to protect individual employees against financial loss in case of a work-related injury, certain types of disease, or death incurred in an employee-related situation.
4. Employee insurance programs.

Student Insurance

The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parents/guardians and the company.

LEGAL REF.:

Consolidated Omnibus Budget Reconciliation Act, [Pub. L. 99-272](#), §10001, [26](#)

[U.S.C. §4980B\(f\)](#), [42 U.S.C. §300bb-1](#) *et seq.*

[105 ILCS 5/2-3.53a](#), [5/2-3.53b](#), [5/10-20.20](#), [5/10-22.3](#), [5/10-22.3a](#), [5/10-22.3b](#), [5/10-22.3f](#), [5/10-22.34](#), [5/10-22.34a](#), [5/10-22.34b](#), and [5/21A-5](#) *et seq.*

[215 ILCS 5/](#), III. Insurance Code.

[750 ILCS 75/](#), III. Religious Freedom Protection and Civil Union Act.

[820 ILCS 305/](#), Workers' Compensation Act.

CROSS REF.: 7:300 (Extracurricular Athletics)



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 Chicago, Illinois 60673
 United States

Quotation (Open)	
Date Feb 07, 2025 12:23 PM CST	Expiration Date 03/09/2025
Modified Date Feb 07, 2025 12:39 PM CST	
Quote # 4424 - rev 1 of 1	
Description 470: 250019898 APC UPS's	
SalesRep Church, Ryan (P) 224-656-4277	
Customer Contact Esteban, Eric (P) 847-336-0800 eesteban@d56.org	

Customer

Gurnee School District 56 (GS42)
 Esteban, Eric
 3706 Florida Ave
 Gurnee, IL 60031
 United States

Bill To

Gurnee School District 56
 3706 Florida Ave
 Gurnee, IL 60031
 United States

Ship To

Gurnee School District 56
 3706 Florida Ave
 Gurnee, IL 60031
 United States

Shipping Info

Delivery Method: UPS Ground
 Carrier Account #:
 Special Instructions:

Payment Method

Terms: Undefined

#	Description	Part #	Qty	Unit Price	Total
1	APC - APC Smart-UPS X 2000 Rack/Tower LCD UPS - AC 120 V - 1.8 kW - 1920 VA - RS-232, USB - output connectors: 7 - 2U - black - for P/N: AR4018SPX432, AR4024SP, AR4024SPX429, AR4024SPX431, AR4024SPX432, NBWL0356A	SMX2000RMLV2U	6	\$1,709.82	\$10,258.92
2	APC - APC Smart-UPS X 2000 Rack/Tower LCD UPS (rack-mountable / external) - AC 120 V - 1800 Watt - 1920 VA - Ethernet 10/100, RS-232, USB - output connectors: 7 - 2U - black - with APC Network Management Card 3 with Environmental Monitoring AP9641 - for P/N: AR4024SP, AR4024SPX429, AR4024SPX	SMX2000RMLV2UNC	4	\$2,273.19	\$9,092.76
3	APC - APC Replacement Battery Cartridge #117 UPS battery - 1 x battery - lead acid - for P/N: SMX2200RMLVUS, SMX2KR2UNCX145, SMX3000RMLVUS, SMX3KRMLVNCUS, SRT2K2RXLNX145	APCRBC117	45	\$460.85	\$20,738.25
				Subtotal:	\$40,089.93
				Tax (.0000%):	\$0.00
				Shipping:	\$0.00
				Total:	\$40,089.93

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All prices are subject to change without notice. Supply subject to availability.

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Thank you for the opportunity to provide you this quote and **Supporting our Veterans!**

To the Gurnee District 56 School Board,

The Band Department proposes to run its Summer Lessons program again this year. The program consists of 4 lessons taught by area professionals over 4 weeks, and costs \$100 for students. All of our instructors are officially registered as employees of the district. The lessons would occur mid June through mid July. The band department takes responsibility for communicating with families regarding scheduling and payment, and all payment is submitted to the District Office.

The department's primary concern is the safety of all participants, and we believe we can run this program in a very safe manner.

We ask that you please approve the program.

Thank you. Please see Glenn Eikenberry for any further questions.

Gurnee 56 Band Department



Gurnee School District 56 2024-2025 School Calendar

Board Approved
FINAL
4/23/25

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



19 & 20 - Teacher Institute Days - No School

21 - Early Release Schedule #2

2 - Labor Day - No School

20 - Early Release Schedule #1

3 - Rosh Hashanah - No School

14 - Indigenous Peoples' Day No School

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

23-31 - Winter Break - No School

SCHOOL HOURS

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

PRESCHOOL HOURS

AM Class Times:
8:45 - 11:30 am
PM Class Times:
12:35 - 3:20 pm

Schedule #1

(No EC/EL)
Release Times:
Spaulding - 11:45
River Trail - 10:35
Prairie Trail - 11:35
Viking - 10:35

Schedule #2

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

New for 2024-2025

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3 - Parent/Teacher Conf. No School

24-28 - Spring Break - No School

18 - No School

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

2-3 - Early Release Schedule #2
19 - Juneteenth



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GURNEE SCHOOL DISTRICT 56

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FUNDRAISING REQUEST FORM

Club/Organization: Viking Drama

School: Viking

Name of Fundraising Company: _____

Date of Sale: 3/5/9 + 6/10

Item(s) to be Sold: Silent Auction

Cost Range of Sellable Item(s): \$2 - \$10

Reason for Fundraiser: Raise funds for Viking Drama Activity fund

Anticipated Profit: \$500

Submitted By: Kayla Lerd-Carmody

Principal's Recommendation:

Request Approved: 

Request Denied: _____

District Office:

Request Approved: _____

Request Denied: _____

All Requests Must Be Submitted to the Superintendent at Least
TWO (2) Weeks Prior to the Board Meeting