

REGULAR MEETING
Wednesday, August 27, 2025 5:00 PM

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

Agenda

A. **ROUTINE**

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

Presenter: Board President

A.2. **Approval of the Minutes of the Regular Meeting of the Board of Education on July 23, 2025**

Presenter: Board President

A.3. **July Financial Reports**

Presenter: Mr. Da Costa

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

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

A.3.c. **Investment Report**

A.3.d. **Revenue Report**

A.3.e. **Expenditure Report**

A.3.f. **Activity Fund Report**

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

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

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

Presenter: Board President

B. **REPORT OF THE SUPERINTENDENT**

Presenter: Dr. Correa

B.1. **Reading Power at Spaulding School**

Presenter: Dr. Correa

B.2. **District Highlights**

Presenter: Dr. Correa

B.3. **Introduction of New Staff**

Presenter: Dr. Correa

B.4. **School Improvement Plans**

Presenter: Dr. Correa

B.5. **Department Updates**

Presenter: Dr. Correa

B.6. **Science Review 2025**

Presenter: Mr. Helfers

B.7. Professional Leave and Conferences

Presenter: Dr. Correa

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

Presenter: Dr. Correa

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

Presenter: Dr. Correa

B.10. Lake Divison Meeting

Presenter: Dr. Correa

C. NEW BUSINESS

Presenter: Dr. Correa

C.1. First Reading Board Policies Issue 119 June 2025

Presenter: Dr. Correa

C.2. 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

D. CLOSED SESSION

D.1. A closed session of the Board of Education will convene on August 27, 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

E. OPEN SESSION

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

Presenter: Dr. Correa

E.2. Megan Altwasser - Resignation

E.3. Reyna Sanchez - Resignation

E.4. Nancy Veloz - Resignation

E.5. Danielle Bonngard - Rehire

E.6. Flor Villanueva - Rehire

E.7. Sean Smith - Intent to Retire

E.8. Daisy Castro - New Hire

E.9. Melissa Epstein - New Hire

E.10. Amy Hernandez - New Hire

E.11. Isabel Iniguez - New Hire

E.12. Kimberly Komen - New Hire

E.13. Kristin Marks - New Hire

E.14. Janelle Williams - New Hire

E.15. Closed Session Minutes - The Board will formally act on closed session minutes for July 23, 2025.

Presenter: Dr. Correa

E.16. Review Closed Session Minutes from January 2025 - June 2025

Presenter: Dr. Correa

E.17. Adjournment

Presenter: Board President

**Minutes of Gurnee School District 56
Board of Education Meeting
July 23, 2025**

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

Also in attendance:

Luis Correa, Superintendent
Martin Da Costa, Director of Business | CSBO
Eric Esteban, Director of Technology
Sean Smith, Director of Facilities & Grounds
Rachel Solomon, Director of Pupil Services
Aurora Orozco, Board Clerk

Due to Board President Pos being present at the meeting via telephone, he requested that Board Member Blockinger take lead and run the meeting on his behalf.

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

Board Member Odle Pahl arrived at 5:02 pm

Board Member Germain Castellanos arrived at 5:02 pm

Board Member Florip made a motion with a second from Board Member Blockinger to accept the minutes from the regular meeting on June 25, 2025, as presented. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis and Mark Pos (via telephone).

The regular July 23, 2025, Treasurer's Report identified cash and investments of \$33,341,795.33. The Revenue Report identified receipts of \$14,314,326.12, and the Expenditure Report identified expenses totaling \$4,423,991.00. The cash balance in the Activity Fund for June was \$101,820.54. The Financial Reports, plus the Regular July (\$2,045,840.33) Bills for Payment Reports, were approved on a motion by Board Member Blockinger and seconded by Board Member Garcia. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, and Mark Pos (via telephone).

During the *Public Participation* portion of the meeting Helena Krueel, representing the PTO, addressed the Board with several updates regarding upcoming events. She shared that the PTO has been coordinating with Peanut Buddy to create and order shirts for participants walking in the Gurnee Days Parade in August, including Board members. Mrs. Krueel has also been working closely with Mr. Helfers to ensure that new staff members receive shirts as well. In addition, the PTO will be sponsoring lunch for one of the days during New Staff Orientation Week. Mrs. Krueel informed the Board that the PTO will host a Kindergarten Playdate on August

15, 2025, from 6:00 p.m. to 7:30 p.m. on the blacktop at Spaulding School. The event will include a school bus visit, bubble activities, and involvement from the Warren-Newport Public Library. It will provide incoming kindergarten students the opportunity to meet their classmates and teachers. Mrs. Krueel extended an invitation to the Board to attend the event.

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

Mr. Esteban: The Technology Department has completed the annual rollover process in preparation for the new school year. A full iPad battery check was conducted, and any device with a battery capacity below 80% was replaced. Only 20 iPads required battery replacements. In addition, all classroom projectors have been cleaned and are fully set up for use.

Mr. Smith: The Spaulding parking lot project is progressing on schedule. The new air conditioning system at Spaulding has been successfully installed. At Viking School, the water heater replacement project is expected to be completed later this week. The Viking parking lot project experienced delays due to equipment malfunctions; however, work is expected to resume next week, weather permitting. The project is anticipated to be completed in time for Gurnee Days.

Mrs. Solomon: Mrs. Solomon has been working with Sean on the development of a Comprehensive Safety Response Plan, which we will provide more information about later in this meeting. She also had the opportunity to visit Gages Lake School and observed students actively engaged in various activities. In addition, I am coordinating training on special education practices for newly hired staff as part of our onboarding efforts.

Mr. Da Costa: The Business Department has been busy processing new hires for the upcoming school year. Work has begun on the tentative budget, which will be presented later in the meeting. Additionally, information will be shared regarding a potential transition to a new banking institution.

Mr. Helfers: Dr. Correa addressed the Board and informed them that Mr. Helfers will be presenting updates on the Science Curriculum Review at next month's meeting, as he was unable to attend today due to illness.

A Freedom of Information Act (FOIA) request was received by Dr. Luis Correa on June 23, 2025, from Owen Wang (Lake County Gazette) via email, asking if the school math team from our high schools will be attending the Annual (July) Mu Alpha Theta convention? And if so, who will be attending, and who is sponsoring the trip?

Dr. Correa responded to Mr. Wang via email on June 23, 2025, stating the request does not apply to our district as we do not have high schools; we are a Kindergarten - 8th district.

Dr. Correa provided introductory remarks and invited Rachel Solomon and Sean Smith to present the *New Safety Platform and Updated Comprehensive Emergency Response Plan*. The presentation outlined the district's adoption of the "I Love You Guys" Standard Response Protocol (SRP) and the Standard Reunification Method (SRM), both of which were selected following extensive stakeholder input from staff, parents, emergency personnel, and community organizations.

Rachel and Sean shared that the updated Emergency Response Plan includes improved relocation procedures, clear emergency visuals for all buildings, and streamlined communication methods such as self-evacuation hotlines and visible classroom numbering for first responders. They also discussed their participation in local and statewide safety trainings and detailed plans for ongoing SRP and SRM training for staff, students, and community partners throughout the 2025–2026 school year. Regular drills and tabletop safety scenarios will continue across the district to promote readiness and consistency.

On a motion from Board Member Pahl with a second from Board Member Blockinger, the Board voted to approve Board policies under review (Policies 2:140, 2:150, 2:160, 2:170, 2:200, 2:210, and 2:200) and to adopt those policies as presented by the administration. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

Mr. Esteban provided an update regarding the live streaming of Board of Education meetings, following clarification received at the previous meeting. The request included having a dedicated microphone for each board member, director, building administrator, and guest speaker, as well as ensuring the live video captures all individuals present at the meeting.

To meet these requirements cost-effectively, the necessary microphones, cameras, mixer, accessories, and software can be purchased for under \$5,000. The Technology Department will handle installation and configuration to reduce additional expenses. The district aims to launch its first live-streamed board meeting on August 27, 2025. Live stream production will be managed by either Mr. Esteban or a member of the Technology Department. Meetings will be streamed via the district's official YouTube channel.

The tentative FY26 budget was provided for the Board of Education's review and would also be made available to public inspection for at least thirty days prior to formal adoption (September 25th). On a motion from Board Member Blockinger with a second from Board Member Pahl, the Board voted to approve the tentative FY26 budget as presented by the administration. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

On a motion from Board Member Pos (via telephone) with a second from Board Member Garcia, the Board voted to enter into an intergovernmental agreement with the Village of Gurnee to provide the district a full-time School Resource Officer and to approve the District's portion of

the costs of said School Resource Officer for \$105,377.37 for FY26. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

The district is seeking Board approval to add Gurnee Community Bank, a Wintrust Community Bank, as an authorized depository for District funds. As presented by Mr. Da Costa.

I move that the Board of Education approve the resolution authorizing the change of financial institution to Gurnee Community Bank, a Wintrust Community Bank, as an authorized depository for the District's funds. This motion, made by Board Member Kotsinis and seconded by Board Member Pahl, passed.

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

On a motion by Board Member Kotsinis and seconded by Board Member Garcia, the Board voted to adjourn open session at 6:01 p.m. The Board went into closed session at 6:03 p.m. to discuss the following items on a roll call vote:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1).
- 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 public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
- We need verbiage for the Board self-evaluation from the card.
- Discussion of minutes of meetings lawfully closed under the Open Meetings Act, 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, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

The Board of Education came out of closed session at 6:18 p.m. on a motion from Board Member Garcia and seconded by Board Member Pahl. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

On a motion from Board Member Pos (via telephone) 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, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

On a motion from Board Member Garcia with a second from Board Member Pahl, the Board voted to approve closed session minutes for the meeting on June 25, 2025, as presented. Motion carried on a roll call vote Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

A motion was made by Board Member Kotsinis and seconded by Board Member Garcia to adjourn the meeting at 6:18 p.m. Motion carried on a roll call vote. Roll Call: Ayes: Cesar Garcia, Jim Blockinger, Mandi Florip, Germain Castellanos, Odie Pahl, Becky Kotsinis, Mark Pos (via telephone).

Respectfully submitted:

Mark Pos, President

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

FINANCIAL SUMMARY REPORT

August 27, 2025

Treasurer's Report

Cash on Hand - \$26,634,266.49

Revenue Report

<u>2025-2026 Budget</u>	<u>July Revenue</u>	<u>2025-2026 YTD Revenue</u>	<u>2025-2026 YTD %</u>	<u>Unreceived Balance</u>
\$0.00	\$644,530.10	\$644,530.10	0.00%	\$-644,530.10

Expenditure Report

<u>2025-2026 Budget</u>	<u>July Activity</u>	<u>2025-2026 YTD Activity</u>	<u>2025-2026 YTD %</u>	<u>Encumbered Balance</u>	<u>Unencumbered Balance</u>
\$0.00	\$3,572,232.36	\$3,572,232.36	0.00%	\$123,406.33	\$-3,695,638.69

Student Activity Fund Report

<u>Monthly Beginning Balance</u>	<u>July Revenues</u>	<u>July Expenditures</u>	<u>Monthly Ending Balance</u>
\$99,380.51	\$20.00	\$0.00	\$99,400.51

Bills for Payment Report

	<u>July Balance Sheet</u>	<u>July Revenue</u>	<u>July Expense</u>	<u>Total</u>
Fund Summary Totals	\$275,094.97	\$0.00	\$1,796,651.92	\$2,071,746.89

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

Fund Name	Fund/Cash Balance 6/30/25	Actual Cash Balance 6/30/25	Cash Receipts This Month	Cash Disburse This Month	Fund/Cash Balance 7/31/25	Actual Cash Balance 7/31/25
Education	\$9,150,319.65	\$16,058,409.37	\$467,450.75	\$2,248,878.39	\$7,368,892.01	\$14,276,981.73
Oper/Maint	\$889,739.29	\$1,367,673.79	\$46,712.38	\$247,549.03	\$688,902.64	\$1,166,837.14
Debt Service	\$929,108.56	\$939,570.04	\$75,301.81	\$116,567.27	\$887,843.10	\$898,304.58
Transportation	-\$343,624.16	\$725,078.90	\$30,783.88	\$119,503.67	-\$432,343.95	\$636,359.11
Retirement	\$78,066.92	\$801,401.21	\$14,248.98	\$82,183.46	\$10,132.44	\$733,466.73
Capital Projects	-\$5,672,668.26	\$1,680,843.04	\$0.00	\$430,978.54	-\$6,103,646.80	\$1,249,864.50
Working Cash	-\$282,818.17	\$7,307,432.65	\$319.36	\$0.00	-\$282,498.81	\$7,307,752.01
Tort	\$341,180.33	\$667,155.98	\$9,712.94	\$326,572.00	\$24,321.27	\$350,296.92
Fire/Prevention & Safety	\$4,403.77	\$14,403.77	\$0.00	\$0.00	\$4,403.77	\$14,403.77
Sub-total	\$5,093,707.93	\$29,561,968.75	\$644,530.10	\$3,572,232.36	\$2,166,005.67	\$26,634,266.49
<i>Petty Cash</i>						
<i>Imprest Account</i>	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$0.00
Grand Totals	\$5,097,207.93	\$29,561,968.75	\$644,530.10	\$3,572,232.36	\$2,169,505.67	\$26,634,266.49

Checking Accounts

	<i>7/31/25</i>
Money Market	\$896,034.37
Payroll Account	\$ -
Board Account	\$ -
Investment Account	\$ 29,248,820.69
Total	\$ 30,144,855.06

Gurnee School District #56 (10247-101 - General Fund)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Rate
LIQ		07/31/2025			LIQ Balance	\$2,874,836.66	\$2,874,836.66	
MAX		07/31/2025			MAX Balance	\$4,019,009.91	\$4,019,009.91	
TS	TS-1376035-1	03/14/2025	08/11/2025		ISDLAF TERM SERIES	\$1,000,000.00	\$1,016,890.41	4.110
CD	CD-1379941-1	05/27/2025	08/28/2025	33306	CIBC Bank USA	\$247,200.00	\$249,819.56	4.159
CD	CD-1379942-1	05/27/2025	08/28/2025	8252	Omb Bank	\$247,100.00	\$249,747.46	4.205
CD	CD-1379948-1	05/27/2025	08/28/2025	57103	Schaumburg Bank & Trust Company, National Association	\$247,300.00	\$249,933.85	4.180
CD	CD-1379949-1	05/27/2025	08/28/2025	57701	Beverly Bank & Trust Company, National Association	\$247,300.00	\$249,933.85	4.180
CD	CD-1379950-1	05/27/2025	08/28/2025	34011	Village Bank and Trust, National Association	\$247,300.00	\$249,933.85	4.180
CD	CD-1379951-1	05/27/2025	08/28/2025	34395	Barrington Bank & Trust Company, National Association	\$247,300.00	\$249,933.85	4.180
TS	TS-1380074-1	05/30/2025	10/01/2025		ISDLAF TERM SERIES	\$1,200,000.00	\$1,216,918.36	4.150
TS	TS-1383588-1	07/11/2025	10/09/2025		ISDLAF TERM SERIES	\$1,300,000.00	\$1,313,623.29	4.250
IntraFi	CDR-1381752-1	06/20/2025	12/18/2025	35095	TowneBank	\$242,814.67	\$247,787.59	4.130
IntraFi	CDR-1381752-10	06/20/2025	12/18/2025	58892	Guaranty Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-11	06/20/2025	12/18/2025	25093	Habib American Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-12	06/20/2025	12/18/2025	4178	Security Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-13	06/20/2025	12/18/2025	55130	Servbank,sb	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-14	06/20/2025	12/18/2025	58558	Southern States Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-15	06/20/2025	12/18/2025	4048	SpiritBank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-16	06/20/2025	12/18/2025	6560	The Huntington National Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-17	06/20/2025	12/18/2025	34533	First Community Bank	\$73,802.46	\$75,313.95	4.130
IntraFi	CDR-1381752-18	06/20/2025	12/18/2025	3664	INB	\$41,163.57	\$42,006.61	4.130
IntraFi	CDR-1381752-2	06/20/2025	12/18/2025	2326	AVB Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-3	06/20/2025	12/18/2025	15510	AmeriState Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-4	06/20/2025	12/18/2025	20727	Dallas Capital Bank, N.A.	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-5	06/20/2025	12/18/2025	34742	EagleBank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-6	06/20/2025	12/18/2025	34719	Farmers & Merchants Bank of Colby	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-7	06/20/2025	12/18/2025	10248	First International Bank & Trust	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-8	06/20/2025	12/18/2025	14029	First Liberty Bank	\$242,814.62	\$247,787.53	4.130
IntraFi	CDR-1381752-9	06/20/2025	12/18/2025	58556	Gold Coast Bank	\$242,814.62	\$247,787.53	4.130
CD	CD-1379943-1	05/27/2025	01/15/2026	29293	Cumberland Federal Bank, FSB	\$226,200.00	\$232,035.05	4.041
CD	CD-1379944-1	05/27/2025	01/15/2026	31840	Financial Federal Bank	\$243,400.00	\$249,848.10	4.150
CD	CD-1379945-1	05/27/2025	01/15/2026	14185	First State Bank and Trust Company, Inc.	\$243,500.00	\$249,783.65	4.043
CD	CD-1379946-1	05/27/2025	01/15/2026	34836	North American Banking Company	\$243,500.00	\$249,783.65	4.043
CD	CD-1379947-1	05/27/2025	01/15/2026	33686	Bank Hapoalim B.M.	\$243,400.00	\$249,770.41	4.100
CD	CD-1381664-1	06/13/2025	02/26/2026	5744	State Bank of the Lakes, National Association	\$243,000.00	\$249,922.11	4.030
CD	CD-1381665-1	06/13/2025	02/26/2026	33935	Wintrust Bank, National Association	\$243,000.00	\$249,922.11	4.030
CD	CD-1381666-1	06/13/2025	02/26/2026	58314	Old Plank Trail Community Bank, National Association	\$243,000.00	\$249,922.11	4.030

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Rate
CD	CD-1381667-1	06/13/2025	02/26/2026	10643	Dundee Bank	\$242,900.00	\$249,926.57	4.093
CD	CD-1381668-1	06/13/2025	02/26/2026	27052	St. Charles Bank & Trust Company, National Association	\$243,000.00	\$249,922.11	4.030
CD	CD-1381669-1	06/13/2025	02/26/2026	33803	Wheaton Bank & Trust, National Association	\$243,000.00	\$249,922.11	4.030
SEC	SEC-69574-1	06/18/2025	03/18/2026	3510	BANK OF AMERICA NA	\$242,317.60	\$242,000.00	4.169
SEC	SEC-69578-1	06/20/2025	03/20/2026	33539	PREFERRED BANK LA CALIF	\$242,317.60	\$242,000.00	4.169
SEC	SEC-69579-1	06/20/2025	03/20/2026	28088	WASHINGTON FEDERAL	\$242,317.60	\$242,000.00	4.169
SEC	SEC-69576-1	06/24/2025	03/24/2026	9087	FIRST SOURCE BANK	\$242,317.60	\$242,000.00	4.169
SEC	SEC-69583-1	06/27/2025	03/27/2026	11445	JEFFERSON BANK	\$249,333.00	\$249,000.00	4.168
CD	CD-1381663-1	06/13/2025	04/23/2026	27589	Lake Forest Bank & Trust Company, National Association	\$241,600.00	\$249,934.47	4.010
CD	CD-1381670-1	06/13/2025	04/23/2026	33849	Hinsdale Bank & Trust Company, National Association	\$241,600.00	\$249,934.47	4.010
CD	CD-1381671-1	06/13/2025	04/23/2026	34073	Libertyville Bank & Trust Company, National Association	\$241,600.00	\$249,934.47	4.010
CD	CD-1381672-1	06/13/2025	04/23/2026	34681	Crystal Lake Bank and Trust Company, National Association	\$241,600.00	\$249,934.47	4.010
CD	CD-1381673-1	06/13/2025	04/23/2026	1435	Exchange Bank	\$241,600.00	\$249,880.43	3.984
CD	CD-1381674-1	06/13/2025	04/23/2026	57512	Western Alliance Bank	\$241,600.00	\$249,936.55	4.011
CD	CD-1381675-1	06/13/2025	04/23/2026	90308	Winchester Savings Bank	\$241,600.00	\$249,846.78	3.968
CD	CD-1381676-1	06/13/2025	04/23/2026	57082	Northbrook Bank and Trust Company, National Association	\$241,600.00	\$249,934.47	4.010
CD	CD-1381657-1	06/13/2025	05/21/2026	29209	NexBank	\$240,600.00	\$249,938.81	4.143
CD	CD-1381658-1	06/13/2025	05/21/2026	5496	Cornerstone Bank	\$240,600.00	\$249,890.34	4.121
CD	CD-1381659-1	06/13/2025	05/21/2026	29147	NorthEast Community Bank	\$240,800.00	\$249,861.15	4.016
CD	CD-1381660-1	06/13/2025	05/21/2026	34444	Customers Bank	\$240,800.00	\$249,865.95	4.018
CD	CD-1381661-1	06/13/2025	05/21/2026	30387	FirstBank Puerto Rico	\$240,900.00	\$249,928.80	4.000
CD	CD-1381662-1	06/13/2025	05/21/2026	34607	First Internet Bank of Indiana	\$240,700.00	\$249,942.04	4.098
CD	CD-1381682-1	06/13/2025	05/21/2026	58626	GBank	\$240,500.00	\$249,784.22	4.120
Sub Totals →						\$23,371,549.97	\$23,718,807.55	

Gurnee School District #56 (10247-204 - Working Cash Bonds 2023)

Type	Holding ID	Settle Date	Maturity	FDIC #	Instrument	Cost	Par-Val/Mat. Val	Rate
LIQ		07/31/2025			LIQ Balance	\$5,505,272.48	\$5,505,272.48	
MAX		07/31/2025			MAX Balance	\$371,998.24	\$371,998.24	
Sub Totals →						\$5,877,270.72	\$5,877,270.72	
Totals →						\$29,248,820.69	\$29,596,078.27	

Time and Dollar Weighted Average Portfolio Yield: 4.09%

Weighted Average Portfolio Maturity: 157.18 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
TS	11.99	\$3,547,432.06	Term Series
CD	26.96	\$7,978,607.82	Certificate of Deposit
IntraFi	13.79	\$4,081,921.10	IntraFi Account
SEC	4.11	\$1,217,290.19	Securities
MAX	14.84	\$4,391,008.15	MAX Account
LIQ	28.31	\$8,380,109.14	LIQ Account

Index

Cost is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

Rate is the average monthly yield for pool investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par is the amount received at maturity for fixed rate investments or the balance at statement date for pool investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost" for fixed term investments or the balance at statement date for pool investments.

CD - Certificates of Deposit, **CP** - Commercial Paper, **ISC** - Investment Shares Class, **MMA** - Money Market Account, **SEC** - Government Securities, **TS** - Term Series

FDTLOC	FUNC	OBJ	SJ	FUNCTION	2025-26 BUDGET	July 2025-26 REVENUE	2025-26 YTD REVENUE	2025-26 YTD %	UNRECEIVED BALANCE
10----	----	----	--	EDUCATIONAL FUND		467,450.75	467,450.75		-467,450.75
11----	----	----	--	NO LONGER USED					
20----	----	----	--	OPER & MAINT FUND		46,712.38	46,712.38		-46,712.38
30----	----	----	--	DEBT SERVICE		75,301.81	75,301.81		-75,301.81
40----	----	----	--	TRANSPORTATION FUND		30,783.88	30,783.88		-30,783.88
50----	----	----	--	RETIREMENT FUND		14,248.98	14,248.98		-14,248.98
60----	----	----	--	CAPITAL PROJECTS					
70----	----	----	--	WORKING CASH FUND		319.36	319.36		-319.36
80----	----	----	--	TORT IMMUNITY FUND		9,712.94	9,712.94		-9,712.94
90----	----	----	--	FIRE PREVENTION & SAFETY					
Grand Revenue Totals						644,530.10	644,530.10		-644,530.10

Number of Accounts: 262

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

FDTLOC	FUNC	OBJ	SJ	FUND	2025-26 BUDGET	July 2025-26 ACTIVITY	2025-26 YTD ACTIVITY	2025-26 YTD %	ENCUMBERED BALANCE	UNENCUMBERED BALANCE
10----	----	----	----	EDUCATIONAL FUND		2,248,878.39	2,248,878.39		123,406.33	-2,372,284.72
11----	----	----	----	NO LONGER USED						
20----	----	----	----	OPER & MAINT FUND		247,549.03	247,549.03			-247,549.03
30----	----	----	----	DEBT SERVICE		116,567.27	116,567.27			-116,567.27
40----	----	----	----	TRANSPORTATION FUND		119,503.67	119,503.67			-119,503.67
50----	----	----	----	RETIREMENT FUND		82,183.46	82,183.46			-82,183.46
60----	----	----	----	CAPITAL PROJECTS		430,978.54	430,978.54			-430,978.54
70----	----	----	----	WORKING CASH FUND						
80----	----	----	----	TORT IMMUNITY FUND		326,572.00	326,572.00			-326,572.00
90----	----	----	----	FIRE PREVENTION & SAFETY FUND						
Grand Expense Totals						3,572,232.36	3,572,232.36		123,406.33	-3,695,638.69

Number of Accounts: 3229

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

GURNEE SCHOOL DIST #56

STUDENT ACTIVITY FUND
July, 2025

ACCOUNT	MONTHLY BEG. BALANCE	REVENUES JULY	EXPENDITURES July	MONTHLY ENDING BALANCE	6-30-24 BALANCE	YEAR TO DATE REVENUE	YEAR TO DATE EXPENDITURES
DO-FACULTY/PTO ACCOUNT	\$4,464.68	\$0.00	\$0.00	\$4,464.68	\$2,283.02	\$7,310.82	\$5,139.16
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	\$1,919.91	\$0.00	\$0.00	\$1,919.91	\$9,503.13	\$2,000.00	\$10,817.37
SPL-STUD. PROG.	\$3,395.22	\$20.00	\$0.00	\$3,415.22	\$2,684.64	\$10,347.11	\$9,676.53
SPL-LRC	\$3,638.56	\$0.00	\$0.00	\$3,638.56	\$5,378.45	\$3,070.00	\$5,026.11
SPL-BOOK VENDING MACHINE	\$692.85	\$0.00	\$0.00	\$692.85	\$692.85	\$0.00	\$0.00
SPL-PTO	\$1,384.00	\$0.00	\$0.00	\$1,384.08	\$348.54	\$0.00	\$1,523.77
SPL-DONUTS WITH GROWNUPS	\$1,045.41	\$0.00	\$0.00	\$1,045.41	\$1,179.47	\$1,200.00	\$1,515.10
PT-STUD. PROG.	\$10,757.86	\$0.00	\$0.00	\$10,757.86	\$12,810.16	\$19,099.14	\$17,383.04
PT-DRAMA/CHORAL	\$1,717.82	\$0.00	\$0.00	\$1,717.82	\$1,717.82	\$0.00	\$0.00
PT-LRC	\$4,497.97	\$0.00	\$0.00	\$4,497.97	\$2,511.56	\$8,135.87	\$6,573.78
PT-SSC	\$2,456.63	\$0.00	\$0.00	\$2,468.63	\$2,468.63	\$0.00	\$0.00
PT-AMER. GIRLS CLUB	(\$23.70)	\$0.00	\$0.00	(\$23.70)	\$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	\$698.41	\$0.00	\$0.00	\$698.41	\$0.00	\$0.00	\$1,176.59
PT-GREAT AMERICANS	\$8,013.69	\$0.00	\$0.00	\$8,013.69	\$5,513.42	\$4,312.52	\$2,742.34
PT-YEARBOOK	(\$460.45)	\$0.00	\$0.00	(\$460.45)	\$1,490.00	\$2,295.00	\$3,274.55
VIK-STUD. PROG.	\$3,117.50	\$0.00	\$0.00	\$3,117.50	\$2,469.35	\$3,346.11	\$4,643.53
VIK-LRC	\$17.99	\$0.00	\$0.00	\$17.99	\$17.99	\$814.48	\$814.48
VIK-SSC	\$1,974.59	\$0.00	\$0.00	\$1,974.59	\$2,001.09	\$656.82	\$626.25
VIK-DRAMA	\$12,172.65	\$0.00	\$0.00	\$12,172.65	\$10,090.60	\$15,000.75	\$10,765.13
VIK-YEARBOOK	\$3,596.54	\$0.00	\$0.00	\$3,596.54	\$1,430.00	\$2,675.00	\$2,873.28
VIK-8TH GRADE	\$1,305.00	\$0.00	\$0.00	\$1,305.00	\$5,437.92	\$12,570.00	\$12,321.98
VIK-NAT'L JR HON SOC	\$385.00	\$0.00	\$0.00	\$385.00	\$0.00	\$1,114.89	\$729.89
VIK-ATHLETIC PARENT	\$1,852.95	\$0.00	\$0.00	\$1,852.95	\$9,048.35	\$120.00	\$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	\$0.00	\$427.24
RT-STUD.PROG.	\$4,225.26	\$0.00	\$0.00	\$4,225.26	\$1,975.00	\$4,030.00	\$2,910.54
RT-LRC	\$1,784.37	\$0.00	\$0.00	\$1,784.37	\$4,008.40	\$1,614.58	\$3,838.61
RT-NAT'L JR HON SOC	\$243.83	\$0.00	\$0.00	\$243.83	\$97.48	\$1,352.34	\$1,039.24
RT-SSC	\$3,263.07	\$0.00	\$0.00	\$3,263.07	\$2,863.16	\$1,487.90	\$799.74
RT-GREAT AMERICANS	\$2,480.02	\$0.00	\$0.00	\$2,632.97	\$1,676.43	\$1,495.00	\$538.46
RT-PTO	\$704.63	\$0.00	\$0.00	\$704.63	\$29.63	\$0.00	\$0.00
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	\$2,235.20	\$0.00	\$0.00	\$2,235.20	\$520.00	\$1,366.00	\$3,929.75
INTEREST EARNED/EXP	\$5,049.19	\$0.00	\$0.00	\$5,049.19	\$1,117.16	\$3,800.93	\$0.00
MONTHLY TOTALS	\$99,380.51	\$20.00	\$0.00	\$99,400.51	\$99,189.78	\$109,215.26	\$118,347.61

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
08/27/2025	AASA	10E000 2210 3100 00 000000	EdLeader Promise Network - Small District	72128	08/11/2025	80609 0	ACCOUNT	4,000.00
							Totals for 80609	4,000.00
							Totals for AASA	4,000.00
08/27/2025	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies - SPL	151163/4	07/17/2025	80611 0	ACCOUNT	0.00
08/27/2025	ACE HARDWARE	10E001 2540 4100 00 000000	Supplies - SPL	151163/4	07/17/2025	80611 0	ACCOUNT	14.39
08/27/2025	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies - RT	151159/4	07/17/2025	80611 0	ACCOUNT	19.98
08/27/2025	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies - RT	151185/4	07/21/2025	80611 0	ACCOUNT	14.39
08/27/2025	ACE HARDWARE	20E006 2540 4100 00 000000	Supplies - RT	151129/4	07/15/2025	80611 0	ACCOUNT	9.59
08/27/2025	ACE HARDWARE	20E002 2540 4100 00 000000	Supplies - PT	151128/4	07/15/2025	80611 0	ACCOUNT	39.29
08/27/2025	ACE HARDWARE	20E000 2540 4100 00 000000	Supplies - DO	151147/4	07/16/2025	80611 0	ACCOUNT	42.37
08/27/2025	ACE HARDWARE	20E000 2540 4100 00 000000	Supplies - DO	151126/4	07/15/2025	80611 0	ACCOUNT	51.29
08/27/2025	ACE HARDWARE	20E004 2540 4100 00 000000	Supplies - Trsns	150633/4	05/23/2025	80611 0	ACCOUNT	53.90
							Totals for 80611	245.20
							Totals for ACE HARDWARE	245.20
08/27/2025	ADVIA CREDIT UNION	30E000 5220 6200 00 000000	Debt Certificate Series	072125	07/21/2025	80612 0	ACCOUNT	5,586.00
							Totals for 80612	5,586.00
							Totals for ADVIA CREDIT UNION	5,586.00
08/27/2025	AMALGAMATED BANK OF	30E000 5200 6100 00 000000	Registrar & Paying Agent	575504425	04/01/2025	80613 0	ACCOUNT	475.00
08/27/2025	AMALGAMATED BANK OF	30E000 5200 6100 00 000000	Registrar & Paying Agent	80210825	08/01/2025	80613 0	ACCOUNT	475.00
							Totals for 80613	950.00
							Totals for AMALGAMATED BANK OF CHICAGO	950.00
08/27/2025	AMAZON CAPITAL SERVI	10E000 2660 4100 00 000000	Supplies - Tech	1KK1-VRMH-	08/01/2025	80614 0	ACCOUNT	8,360.12
08/27/2025	AMAZON CAPITAL SERVI	10E000 2660 4100 00 000000	Supplies - Tech	1PPN-XVJ4-	08/01/2025	80614 0	ACCOUNT	3,930.64
08/27/2025	AMAZON CAPITAL SERVI	10E000 1100 4100 20 000000	Supplies - VKG	17K4-49J3-	08/01/2025	80614 0	ACCOUNT	1,203.23
							Totals for 80614	13,493.99
							Totals for AMAZON CAPITAL SERVICES	13,493.99
08/27/2025	AMERICAN OUTFITTERS	10E003 1100 4910 50 000000	PE Gym Shirts for Viking	429699	08/06/2025	80615 0	ACCOUNT	3,326.40
08/27/2025	AMERICAN OUTFITTERS	10E002 2410 6410 00 000000	T-Shirts	434306	08/14/2025	80615 0	ACCOUNT	1,190.50

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
						Totals for 80615	4,516.90
						Totals for AMERICAN OUTFITTERS LTD	4,516.90
08/27/2025	ANDERSON LOCK	20E002 2540 4100 00 000000	Supplies - PT - Locks	7119758	07/18/2025	80616 0 ACCOUNT	460.84
08/27/2025	ANDERSON LOCK	20E003 2540 4100 00 000000	Supplies - VKG	1177480	08/07/2025	80616 0 ACCOUNT	117.17
						Totals for 80616	578.01
						Totals for ANDERSON LOCK	578.01
08/27/2025	ARTHUR J. GALLAGHER	80E000 2364 3810 00 000000	Renewal Premium	5647077	07/01/2025	80617 0 ACCOUNT	6,700.00
08/27/2025	ARTHUR J. GALLAGHER	80E000 2364 3810 00 000000	Renewal Premium	5623253	07/01/2025	80617 0 ACCOUNT	708.00
						Totals for 80617	7,408.00
						Totals for ARTHUR J. GALLAGHER RMS, INC	7,408.00
08/27/2025	BALANCED PHONE REPAI	10E000 2660 3211 00 000000	10E000-1100-4100-20	7	08/03/2025	80618 0 ACCOUNT	6,020.00
						Totals for 80618	6,020.00
						Totals for BALANCED PHONE REPAIR	6,020.00
08/27/2025	BALANCED ENVIRONMENT	20E000 2540 3621 00 000000	Landscaping - July 2025	B3005	07/30/2025	80619 0 ACCOUNT	7,251.10
						Totals for 80619	7,251.10
						Totals for BALANCED ENVIRONMENTS, INC	7,251.10
08/27/2025	BIO CORPORATION	10E000 1100 4100 20 000000	Science Order FY26 - VIK	9102	08/11/2025	80620 0 ACCOUNT	1,057.04
08/27/2025	BIO CORPORATION	10E000 1100 4100 20 000000	Science Order - FY 25 - J.Khan	9101	07/30/2025	80620 0 ACCOUNT	1,462.79
						Totals for 80620	2,519.83
						Totals for BIO CORPORATION	2,519.83
08/27/2025	BMO HARRIS	40E000 2550 6400 00 000000	ROE	600732339	07/07/2025	6326 0 ACCOUNT	10.00
08/27/2025	BMO HARRIS	20E000 2540 6400 00 000000	PY Storage Rentals	601108371	07/09/2025	6326 0 ACCOUNT	215.60
08/27/2025	BMO HARRIS	40E000 2550 4100 00 000000	IL Tollway	601303398	07/09/2025	6326 0 ACCOUNT	100.00
08/27/2025	BMO HARRIS	10E000 2210 3310 00 462000	HertzToll	601412916	07/12/2025	6326 0 ACCOUNT	20.59
08/27/2025	BMO HARRIS	20E000 2540 3500 00 000000	TDS Metrocom	601412992	07/11/2025	6326 0 ACCOUNT	539.63
08/27/2025	BMO HARRIS	10E000 2660 3110 00 000000	Open ChatGPT	601412993	07/11/2025	6326 0 ACCOUNT	20.00

POST	ACCOUNT	INVOICE	INVOICE	INVOICE	CHECK	BANK	AMOUNT
DATE	VENDOR	NUMBER	DESCRIPTION	NUMBER	DATE	NUMBER CODE	
08/27/2025	BMO HARRIS	10E000 2520 3310 00 000000	Illinois Association Of	601915125	07/15/2025	6326 0 ACCOUNT	1,429.62
08/27/2025	BMO HARRIS	10E000 2520 3310 00 000000	Illinois Association Of	601915126	07/15/2025	6326 0 ACCOUNT	250.00
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915201	07/14/2025	6326 0 ACCOUNT	475.39
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915202	07/14/2025	6326 0 ACCOUNT	476.39
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915203	07/14/2025	6326 0 ACCOUNT	475.39
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915204	07/14/2025	6326 0 ACCOUNT	475.39
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915205	07/14/2025	6326 0 ACCOUNT	475.39
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915279	07/14/2025	6326 0 ACCOUNT	475.39
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915280	07/14/2025	6326 0 ACCOUNT	506.57
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915281	07/14/2025	6326 0 ACCOUNT	506.57
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915282	07/14/2025	6326 0 ACCOUNT	479.14
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915283	07/14/2025	6326 0 ACCOUNT	479.14
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915358	07/14/2025	6326 0 ACCOUNT	479.14
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915359	07/14/2025	6326 0 ACCOUNT	479.15
08/27/2025	BMO HARRIS	10E000 2210 3310 00 000000	United	601915360	07/14/2025	6326 0 ACCOUNT	479.14
08/27/2025	BMO HARRIS	10E000 2660 4100 00 000000	Canva	602118663	08/16/2025	6326 0 ACCOUNT	188.00
08/27/2025	BMO HARRIS	40E000 2550 6400 00 000000	Lake ROE 34	602381893	07/17/2025	6326 0 ACCOUNT	10.00
08/27/2025	BMO HARRIS	20E000 2540 6400 00 000000	PY Storage Rentals	603132528	07/23/2025	6326 0 ACCOUNT	182.00
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	IL Piatto	603132529	07/21/2025	6326 0 ACCOUNT	385.17
08/27/2025	BMO HARRIS	20E000 2540 6400 00 000000	Wawsbo Foundation	603328473	07/22/2025	6326 0 ACCOUNT	330.00
08/27/2025	BMO HARRIS	20E000 2540 3310 00 000000	Kalahari Resort	603328546	07/22/2025	6326 0 ACCOUNT	159.00
08/27/2025	BMO HARRIS	10E000 2210 3310 00 462000	IAASE	603328547	08/23/2025	6326 0 ACCOUNT	550.00
08/27/2025	BMO HARRIS	10E000 2210 3310 00 462000	IAASE	603328548	07/23/2025	6326 0 ACCOUNT	250.00
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	TST Founding Farmers	603328549	07/23/2025	6326 0 ACCOUNT	398.69
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400243	07/24/2025	6326 0 ACCOUNT	9.54
08/27/2025	BMO HARRIS	10E000 2520 4100 00 000000	Sam's Club	603400344	07/23/2025	6326 0 ACCOUNT	302.96
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400345	07/24/2025	6326 0 ACCOUNT	1,532.70
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400421	07/24/2025	6326 0 ACCOUNT	1,532.70
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400422	07/24/2025	6326 0 ACCOUNT	1,464.54
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400424	07/24/2025	6326 0 ACCOUNT	1,464.54
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400425	07/24/2025	6326 0 ACCOUNT	1,532.70
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400500	07/24/2025	6326 0 ACCOUNT	1,532.70
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400501	08/24/2025	6326 0 ACCOUNT	1,532.70
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400502	07/24/2025	6326 0 ACCOUNT	1,537.90
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	Hilton Capital	603400503	07/24/2025	6326 0 ACCOUNT	1,532.70
08/27/2025	BMO HARRIS	10E003 2410 4100 00 000000	PY Artrageous Appare	603400504	07/24/2025	6326 0 ACCOUNT	701.95
08/27/2025	BMO HARRIS	10E000 2320 4100 00 000000	La Rosita	603627021	07/25/2025	6326 0 ACCOUNT	42.19
08/27/2025	BMO HARRIS	40E000 2550 6400 00 000000	Lake ROE 34	603889203	07/28/2025	6326 0 ACCOUNT	10.00
08/27/2025	BMO HARRIS	40E000 2550 6400 00 000000	Lake ROE 34	603889204	07/28/2025	6326 0 ACCOUNT	10.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
08/27/2025	BMO HARRIS	10E001 1100 4100 00 000000	Walmart	604094907	07/29/2025	6326 0	ACCOUNT	179.00
08/27/2025	BMO HARRIS	10E000 1100 4100 00 000000	SQ Solution Tree Inc	604094908	07/29/2025	6326 0	ACCOUNT	30.95
08/27/2025	BMO HARRIS	10E000 2320 3310 00 000000	American Accoc of Scho	604214840	07/30/2025	6326 0	ACCOUNT	485.00
08/27/2025	BMO HARRIS	10E001 2410 4100 00 000000	FoldingChairs4Less	605007605	08/04/2025	6326 0	ACCOUNT	355.98
08/27/2025	BMO HARRIS	40E000 2550 6400 00 000000	Lake ROE 34	605125806	08/04/2025	6326 0	ACCOUNT	10.00
						Totals for 6326		27,101.24
						Totals for BMO HARRIS		27,101.24
08/27/2025	BR BLEACHERS	20E003 2540 3120 00 000000	Contract Service - VKG	24737	08/14/2025	80621 0	ACCOUNT	3,294.00
						Totals for 80621		3,294.00
						Totals for BR BLEACHERS		3,294.00
08/27/2025	BRAIN POP	10E000 1100 3115 00 000000	Brian POP School Combo Subscription	US583660	07/28/2025	80622 0	ACCOUNT	11,475.01
						Totals for 80622		11,475.01
						Totals for BRAIN POP		11,475.01
08/27/2025	BROOKS, GRETCHEN	40E000 2550 4100 00 000000	Reimbursement - Snacks	GB081925	08/18/2025	80623 0	ACCOUNT	31.49
						Totals for 80623		31.49
						Totals for BROOKS, GRETCHEN		31.49
08/27/2025	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies - RT	71515	07/18/2025	80625 0	ACCOUNT	1,217.01
08/27/2025	CABAY & COMPANY INC	20E001 2540 4100 00 000000	Supplies - SPL	71516	07/18/2025	80625 0	ACCOUNT	1,751.27
08/27/2025	CABAY & COMPANY INC	20E001 2540 4100 00 000000	Supplies - SPL	71526	07/21/2025	80625 0	ACCOUNT	826.76
08/27/2025	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	71528	07/21/2025	80625 0	ACCOUNT	159.65
08/27/2025	CABAY & COMPANY INC	20E003 2540 4100 00 000000	Supplies - VKG	41529	07/21/2025	80625 0	ACCOUNT	319.30
08/27/2025	CABAY & COMPANY INC	20E006 2540 4100 00 000000	Supplies - RT	71550	07/25/2025	80625 0	ACCOUNT	276.00
08/27/2025	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	71578	08/01/2025	80625 0	ACCOUNT	291.00
08/27/2025	CABAY & COMPANY INC	20E002 2540 4100 00 000000	Supplies - PT	71583	08/01/2025	80625 0	ACCOUNT	2,337.00
						Totals for 80625		7,177.99
						Totals for CABAY & COMPANY INC		7,177.99
08/27/2025	CENTER FOR COLLABORA	10E000 1100 4200 00 000000	Consumable Materials - Center for the Collaborative	INV261690	07/22/2025	80626 0	ACCOUNT	1,377.00

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08/27/2025	CENTER FOR COLLABORA	10E000 1100 4200 00 000000	Classroom - RT-FY26 Consumable Materials - Center for Collaborative PT FY26	INV261693	07/22/2025	80626 0	ACCOUNT	7,236.00
							Totals for 80626	8,613.00
							Totals for CENTER FOR COLLABORATIVE CLAS	8,613.00
08/27/2025	CENTER FOR APPLIED L	10E000 2210 3310 00 490900	SIOP Implementation Follow-Up Workshop	015293	08/13/2025	80627 0	ACCOUNT	13,530.00
							Totals for 80627	13,530.00
							Totals for CENTER FOR APPLIED LINGUISTIC	13,530.00
08/27/2025	CENTER FOR PSYCHOLOG	10E000 2140 3120 00 000000	PSYCH Testing (15 Pre Ordered Early Childhood Assesment/25 Bilingual Charge/15 Psychological Testing/15 IEP Meeting Attendance for FY 2025-2026)	00003199	08/01/2025	80628 0	ACCOUNT	93,175.00
							Totals for 80628	93,175.00
							Totals for CENTER FOR PSYCHOLOGICAL SERV	93,175.00
08/27/2025	CESO COMMUNICATIONS,	10E000 2310 3310 00 000000	Ongoing Communicaitons Support - June 2025	3442	06/04/2025	80243 0	ACCOUNT	-3,500.00
							Totals for 80243	-3,500.00
08/27/2025	CESO COMMUNICATIONS,	10E000 2310 3310 00 000000	Ongoing Communicaitons Support - June 2025	3442	06/04/2025	80474 0	ACCOUNT	3,500.00
							Totals for 80474	3,500.00
							Totals for CESO COMMUNICATIONS, LLC	0.00
08/27/2025	COLEMAN, MICHELE	10E000 2210 4100 00 000000	T-Shirts	08.04.25	08/04/2025	80629 0	ACCOUNT	227.00
							Totals for 80629	227.00
							Totals for COLEMAN, MICHELE	227.00
08/27/2025	COLLEY ELEVATOR CO	20E003 2540 3120 00 000000	Contract Service	284285	08/01/2025	80630 0	ACCOUNT	468.00

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08/27/2025	COLLEY ELEVATOR CO	20E003 2540 3120 00 000000	Contract Service	283788	07/09/2025	80630 0	ACCOUNT	480.00
							Totals for 80630	948.00
							Totals for COLLEY ELEVATOR CO	948.00
08/27/2025	COMCAST	10E000 2660 3400 00 000000	Internet Service - 07.31.025 - 08.30.25 - PT	8771100280	07/24/2025	80631 0	ACCOUNT	565.80
08/27/2025	COMCAST	10E000 2660 3500 00 000000	Intenet Service - 07.08.25 - 08.07.25 - RT	8771100250	06/28/2025	80631 0	ACCOUNT	44.45
08/27/2025	COMCAST	10E000 2660 3400 00 000000	Internet Service - 08.08.25 - 09.07.25	8771100250	07/28/2025	80631 0	ACCOUNT	44.45
							Totals for 80631	654.70
							Totals for COMCAST	654.70
08/27/2025	COMCAST	10E000 2660 3400 00 000000	Communications	247952141	08/01/2025	80632 0	ACCOUNT	6,975.00
							Totals for 80632	6,975.00
							Totals for COMCAST	6,975.00
08/27/2025	COMPSTYCH	10E000 2520 2313 00 000000	Contract Service	25090161	08/01/2025	80633 0	ACCOUNT	4,422.00
							Totals for 80633	4,422.00
							Totals for COMPSTYCH	4,422.00
08/27/2025	CONSTELLATION NEW EN	20E003 2540 4670 00 000000	Electricity - VKG	7112304670	07/14/2025	80634 0	ACCOUNT	5,617.43
08/27/2025	CONSTELLATION NEW EN	20E004 2540 4670 00 000000	Electricity - Trans	7113076080	07/15/2025	80634 0	ACCOUNT	552.27
08/27/2025	CONSTELLATION NEW EN	20E001 2540 4670 00 000000	Electricity - SPL	7113140450	07/15/2025	80634 0	ACCOUNT	3,625.44
08/27/2025	CONSTELLATION NEW EN	20E000 2540 4670 00 000000	Electricity - DO	7113076540	07/15/2025	80634 0	ACCOUNT	622.99
08/27/2025	CONSTELLATION NEW EN	20E006 2540 4670 00 000000	Electricity - RT	7112306810	07/14/2025	80634 0	ACCOUNT	4,506.08
08/27/2025	CONSTELLATION NEW EN	20E002 2540 4670 00 000000	Electricity - PT	7113102040	07/16/2025	80634 0	ACCOUNT	867.48
							Totals for 80634	15,791.69
							Totals for CONSTELLATION NEW ENERGY, INC	15,791.69
08/27/2025	CONSTELLATION NEW EN	20E001 2540 4660 00 000000	Gas AUG 2025	4365632	07/17/2025	80635 0	ACCOUNT	447.37
08/27/2025	CONSTELLATION NEW EN	20E002 2540 4660 00 000000	Gas AUG 2025	4365632	07/17/2025	80635 0	ACCOUNT	291.13
08/27/2025	CONSTELLATION NEW EN	20E003 2540 4660 00 000000	Gas AUG 2025	4365632	07/17/2025	80635 0	ACCOUNT	351.24
08/27/2025	CONSTELLATION NEW EN	20E006 2540 4660 00 000000	Gas AUG 2025	4365632	07/17/2025	80635 0	ACCOUNT	392.88

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08/27/2025	CONSTELLATION NEW EN	20E004 2540 4660 00 000000	Gas AUG 2025	4365632	07/17/2025	80635 0	ACCOUNT	65.78
							Totals for 80635	1,548.40
							Totals for CONSTELLATION NEW ENERGY - GA	1,548.40
08/27/2025	CONVERGINT	20E003 2540 3120 00 000000	Contract Service - VKG	73516	07/23/2025	80636 0	ACCOUNT	699.00
08/27/2025	CONVERGINT	20E000 2540 3120 00 000000	Contract Service - DO	73515	07/23/2025	80636 0	ACCOUNT	621.00
08/27/2025	CONVERGINT	20E001 2540 3120 00 000000	Contract Service - SPL	73543	08/24/2025	80636 0	ACCOUNT	573.75
08/27/2025	CONVERGINT	20E002 2540 3120 00 000000	Contract Service - PT	73682	07/31/2025	80636 0	ACCOUNT	759.42
							Totals for 80636	2,653.17
							Totals for CONVERGINT	2,653.17
08/27/2025	CURRICULUM ASSOCIATE	10E000 2210 3115 00 490900	Elevation/Strategies	10011577	04/23/2025	80637 0	ACCOUNT	21,735.06
			Subscription & Services Fees					
08/27/2025	CURRICULUM ASSOCIATE	10E006 1100 3115 00 000000	i-Ready & Professional Learning	909005321	07/29/2025	80637 0	ACCOUNT	9,444.00
							Totals for 80637	31,179.06
							Totals for CURRICULUM ASSOCIATES, LLC	31,179.06
08/27/2025	D WELLS AUTOMOTIVE	20E000 2540 3210 00 000000	Salt Truck Repair/Maintenance	230376	07/29/2025	80638 0	ACCOUNT	4,890.90
							Totals for 80638	4,890.90
							Totals for D WELLS AUTOMOTIVE	4,890.90
08/27/2025	DANOS SUPPLY	20E006 2540 4100 00 000000	Supplies - RT	184741GU	07/29/2025	80639 0	ACCOUNT	209.97
							Totals for 80639	209.97
							Totals for DANOS SUPPLY	209.97
08/27/2025	DE LAGE LANDEN FINAN	30E000 5370 6100 00 000000	Communications	591076090	07/18/2025	80640 0	ACCOUNT	8,374.17
							Totals for 80640	8,374.17
							Totals for DE LAGE LANDEN FINANCIAL SERV	8,374.17
08/27/2025	DIAZ, ANDRES	20E000 2540 3320 00 000000	Reimbursement - Mileage	AD072225	07/22/2025	80641 0	ACCOUNT	40.04
							Totals for 80641	40.04

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						Totals for DIAZ, ANDRES		40.04
08/27/2025	DUPAGE FED ON HUMAN	10E000 1800 3120 00 000000	Telephone Services	11755	05/31/2025	80642 0	ACCOUNT	74.00
						Totals for 80642		74.00
						Totals for DUPAGE FED ON HUMAN SERV REFO		74.00
08/27/2025	EDPUZZLE	10E000 1100 3115 00 000000	Pro District: Starter Edition	42565	07/25/2025	80643 0	ACCOUNT	5,700.00
						Totals for 80643		5,700.00
						Totals for EDPUZZLE		5,700.00
08/27/2025	EIKENBERRY, GLENN	10E003 1100 3320 00 000000	Reimbursement - Mileage	GE052225	05/22/2025	80644 0	ACCOUNT	84.56
						Totals for 80644		84.56
						Totals for EIKENBERRY, GLENN		84.56
08/27/2025	ENGLER CALLAWAY BASS	80E000 2369 3420 00 000000	Legal Services	35517	08/01/2025	80645 0	ACCOUNT	4,161.00
						Totals for 80645		4,161.00
						Totals for ENGLER CALLAWAY BASSTEN, SRAG		4,161.00
08/27/2025	ERNIE PETERSON PLUMB	20E000 2540 3120 00 000000	Contract Service	5665	06/17/2025	80646 0	ACCOUNT	2,219.00
						Totals for 80646		2,219.00
						Totals for ERNIE PETERSON PLUMBING INC		2,219.00
08/27/2025	EXPERT WINDOW CLEANI	20E003 2540 3120 00 000000	Window Cleaning - VKG	23196	07/29/2025	80647 0	ACCOUNT	788.00
						Totals for 80647		788.00
						Totals for EXPERT WINDOW CLEANING		788.00
08/27/2025	F.E. MORAN, INC	20E003 2540 3120 00 000000	Contract Service - VKG	001-302501	06/20/2025	80648 0	ACCOUNT	223.00
08/27/2025	F.E. MORAN, INC	20E006 2540 3120 00 000000	Contract Service - VKG	001-302511	08/12/2025	80648 0	ACCOUNT	1,600.00
08/27/2025	F.E. MORAN, INC	20E004 2540 3120 00 000000	Contract Service - Trans	001-302511	08/15/2025	80648 0	ACCOUNT	720.00
						Totals for 80648		2,543.00
						Totals for F.E. MORAN, INC		2,543.00

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08/27/2025	FOLLETT CONTENT SOLU	10E001 2220 4300 00 380000	Books - SPL	586612B	06/27/2025	80649 0	ACCOUNT	307.80
08/27/2025	FOLLETT CONTENT SOLU	10E001 2220 3115 00 000000	Books - SPL	586612B	06/27/2025	80649 0	ACCOUNT	1,707.32
08/27/2025	FOLLETT CONTENT SOLU	10E001 2220 3115 00 000000	Books - SPL	586612A	06/09/2025	80649 0	ACCOUNT	817.40
08/27/2025	FOLLETT CONTENT SOLU	10E001 2220 4300 00 000000	Books. - SPL	586612F	08/07/2025	80649 0	ACCOUNT	118.88
							Totals for 80649	2,951.40
							Totals for FOLLETT CONTENT SOLUTIONS LLC	2,951.40
08/27/2025	FORE SEE ELECTRIC LL	20E002 2540 3120 00 000000	Contract Service	1916	07/30/2025	80650 0	ACCOUNT	3,300.00
08/27/2025	FORE SEE ELECTRIC LL	20E006 2540 3120 00 000000	Contract Service - RT	1904	07/03/2025	80650 0	ACCOUNT	350.00
							Totals for 80650	3,650.00
							Totals for FORE SEE ELECTRIC LLC	3,650.00
08/27/2025	FORMATIVE PSYCOLOGIC	10E000 2310 3310 00 000000	Mental Health Training	1705-161	08/20/2025	80651 0	ACCOUNT	7,500.00
							Totals for 80651	7,500.00
							Totals for FORMATIVE PSYCOLOGICAL SERFVI	7,500.00
08/27/2025	FOX VALLEY FIRE & SA	20E006 2540 3120 00 000000	Contract Service - RT	IN00789149	07/23/2025	80652 0	ACCOUNT	629.55
							Totals for 80652	629.55
							Totals for FOX VALLEY FIRE & SAFETY	629.55
08/27/2025	FRONTLINE TECHNOLOGI	10E000 2310 3120 00 000000	Financial Planning & Comparative Analytics Subscription powered by Forcast5	INVUS22651	07/01/2025	80653 0	ACCOUNT	16,910.65
							Totals for 80653	16,910.65
							Totals for FRONTLINE TECHNOLOGIES	16,910.65
08/27/2025	FSS TECHNOLOGIES LLC	20E000 2540 3120 00 000000	Contract Service	I-69983	08/17/2025	80654 0	ACCOUNT	255.00
08/27/2025	FSS TECHNOLOGIES LLC	20E002 2540 3120 00 000000	Contract Service	I-69983	08/17/2025	80654 0	ACCOUNT	255.00
08/27/2025	FSS TECHNOLOGIES LLC	20E003 2540 3120 00 000000	Contract Service	I-69983	08/17/2025	80654 0	ACCOUNT	255.00
08/27/2025	FSS TECHNOLOGIES LLC	20E006 2540 3120 00 000000	Contract Service	I-69983	08/17/2025	80654 0	ACCOUNT	255.00
08/27/2025	FSS TECHNOLOGIES LLC	20E004 2540 3120 00 000000	Contract Service	I-69983	08/17/2025	80654 0	ACCOUNT	255.00
08/27/2025	FSS TECHNOLOGIES LLC	20E001 2540 3120 00 000000	Contract Service - SPL	I-70841	08/17/2025	80654 0	ACCOUNT	255.00
							Totals for 80654	1,530.00

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Totals for FSS TECHNOLOGIES LLC								1,530.00
08/27/2025	GILLESPIE FORD	40E000 2550 3210 00 000000	Repairs	264602	07/19/2025	80655 0	ACCOUNT	1,058.28
08/27/2025	GILLESPIE FORD	40E000 2550 3210 00 000000	Repairs	264933	07/30/2025	80655 0	ACCOUNT	650.52
Totals for 80655								1,708.80
Totals for GILLESPIE FORD								1,708.80
08/27/2025	GLICKLEY, JENNIFER	10E006 2410 3320 00 000000	Reimbursement - Mileage Bloomington Normal	JG061025	06/10/2025	80656 0	ACCOUNT	222.60
Totals for 80656								222.60
Totals for GLICKLEY, JENNIFER								222.60
08/27/2025	GONZALEZ, DONNA	10E000 2520 2400 00 000000	Reimbursement for Improper deduction to cover Spouse Dental Insurance Premium and Individual Vision Insurance Buy Up for July and August 2025	DG081225	08/12/2025	80657 0	ACCOUNT	110.16
Totals for 80657								110.16
Totals for GONZALEZ, DONNA								110.16
08/27/2025	GRAHAM, KAREN	10E003 1100 4100 25 000000	SOM Breakfast	KG052925	05/29/2025	80658 0	ACCOUNT	89.14
Totals for 80658								89.14
Totals for GRAHAM, KAREN								89.14
08/27/2025	GRAINGER	20E000 2540 4100 00 000000	Supplies	9569022271	07/11/2025	80659 0	ACCOUNT	214.56
Totals for 80659								214.56
Totals for GRAINGER								214.56
08/27/2025	HANDLER, DEBORAH	10E000 2310 2510 00 000000	Tuition Reimbursement	AUG2025	08/06/2025	80660 0	ACCOUNT	798.00
Totals for 80660								798.00
Totals for HANDLER, DEBORAH								798.00

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08/27/2025	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Health Equity Employer Contribution - July 2025	072225	07/22/2025	6323 0	ACCOUNT	125.00
							Totals for 6323	125.00
08/27/2025	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Health Equity Employer Contribution - July 2025	072825	07/28/2025	6324 0	ACCOUNT	125.00
							Totals for 6324	125.00
							Totals for HEALTH EQUITY EMPLOYER CONTRI	250.00
08/27/2025	HELPER, PETE	10E000 2210 4100 00 000000	Supplies	PH080425	08/04/2025	80661 0	ACCOUNT	222.19
08/27/2025	HELPER, PETE	10E000 2210 4100 00 000000	Lunch Items	PH08115	08/11/2025	80661 0	ACCOUNT	154.95
							Totals for 80661	377.14
							Totals for HELPER, PETE	377.14
08/27/2025	HELM SERVICE	60E006 2530 5305 00 000000	Water Heater Replacement	CHII44742P	07/30/2025	80662 0	ACCOUNT	93,474.69
							Totals for 80662	93,474.69
							Totals for HELM SERVICE	93,474.69
08/27/2025	HOME DEPOT CREDIT SE	20E006 2540 4100 00 000000	Supplies - RT	4515642	06/16/2025	80663 0	ACCOUNT	184.62
08/27/2025	HOME DEPOT CREDIT SE	20E001 2540 4100 00 000000	Supplie - SP	4515643	06/16/2025	80663 0	ACCOUNT	184.62
08/27/2025	HOME DEPOT CREDIT SE	20E003 2540 4100 00 000000	Supplies - VKG	4515644	06/16/2025	80663 0	ACCOUNT	184.62
08/27/2025	HOME DEPOT CREDIT SE	20E003 2540 4100 00 000000	Supplies - VKG	7011741	06/23/2025	80663 0	ACCOUNT	224.28
							Totals for 80663	778.14
							Totals for HOME DEPOT CREDIT SERVICES	778.14
08/27/2025	HOUGHTON MIFFLIN HAR	10E000 1100 4200 00 000000	Into Literature 6-8 National 2021	956334825	07/30/2025	80664 0	ACCOUNT	5,403.28
08/27/2025	HOUGHTON MIFFLIN HAR	10E000 1100 4200 00 000000	Into Literature Grammar Practice Workbook Grade 6	956346562	08/01/2025	80664 0	ACCOUNT	953.52
							Totals for 80664	6,356.80
							Totals for HOUGHTON MIFFLIN HARCOURT	6,356.80
08/27/2025	HOWARD TECHNOLOGY SO	10E000 2660 3110 00 000000	Adobe K-12 Site License	5422922025	07/29/2025	80665 0	ACCOUNT	2,500.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
			Renewal					
						Totals for 80665		2,500.00
						Totals for HOWARD TECHNOLOGY SOLUTIONS		2,500.00
08/27/2025	I.D.E.S.	80E000 2363 3840 00 000000	Payment - Unemployment Acct# 0805774	CNXXXX3818	08/06/2025	80666 0	ACCOUNT	1,177.29
						Totals for 80666		1,177.29
						Totals for I.D.E.S.		1,177.29
08/27/2025	ILLINI POWER PRODUCT	20E001 2540 3120 00 000000	Contract Service - SPL	0543698-IN	08/07/2025	80667 0	ACCOUNT	3,016.69
08/27/2025	ILLINI POWER PRODUCT	20E003 2540 3120 00 000000	Contract Service - VKG	0544781-IN	08/14/2025	80667 0	ACCOUNT	2,165.03
						Totals for 80667		5,181.72
						Totals for ILLINI POWER PRODUCTS		5,181.72
08/27/2025	INTERMEDIA.NET INC	20E000 2540 3500 00 000000	Communications	2508102002	07/02/2025	80668 0	ACCOUNT	1,412.73
						Totals for 80668		1,412.73
						Totals for INTERMEDIA.NET INC		1,412.73
08/27/2025	ISBS	10E000 2660 3530 00 000000	Leasing	425042	07/30/2025	80669 0	ACCOUNT	969.00
						Totals for 80669		969.00
						Totals for ISBS		969.00
08/27/2025	JOICHEM, JOHN PSYD	10E000 2210 3310 00 462000	STAFF TRAINING	JJ080825	08/08/2025	80670 0	ACCOUNT	1,600.00
						Totals for 80670		1,600.00
						Totals for JOICHEM, JOHN PSYD		1,600.00
08/27/2025	K&A GRAPHICS	40E000 2550 4100 00 000000	Bus Labels	988027	07/31/2025	80671 0	ACCOUNT	153.00
						Totals for 80671		153.00
						Totals for K&A GRAPHICS		153.00
08/27/2025	KESHET	10E000 1912 6700 00 000000	Tuition - August 2025	32626	08/15/2025	80672 0	ACCOUNT	535.73
08/27/2025	KESHET	10E000 1912 6700 00 000000	Tuition - July 2025	32625	07/31/2025	80672 0	ACCOUNT	11,250.33

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
						Totals for 80672		11,786.06
						Totals for KESHET		11,786.06
08/27/2025	LAKE VILLA SCHOOL DI	10E000 2210 3310 00 462000	Stirve Training	INV2526-10	07/21/2025	80673 0	ACCOUNT	400.00
						Totals for 80673		400.00
						Totals for LAKE VILLA SCHOOL DISTRICT 41		400.00
08/27/2025	LAKESHORE LEARNING	10E001 1100 4100 00 000000	Pre-K Supplies	91377301	07/30/2025	80674 0	ACCOUNT	1,338.99
						Totals for 80674		1,338.99
						Totals for LAKESHORE LEARNING		1,338.99
08/27/2025	LAKESIDE INTL LLC	40E000 2550 3210 00 000000	Repairs	2062739	08/08/2025	80675 0	ACCOUNT	4,602.07
						Totals for 80675		4,602.07
						Totals for LAKESIDE INTL LLC		4,602.07
08/27/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3552207	08/05/2025	80676 0	ACCOUNT	86.77
08/27/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3546199	07/22/2025	80676 0	ACCOUNT	85.49
08/27/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3548949	07/29/2025	80676 0	ACCOUNT	85.49
08/27/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3554453	08/12/2025	80676 0	ACCOUNT	85.49
08/27/2025	LECHNER SERVICES	20E000 2540 3150 00 000000	Towel Service - VKG	3556812	08/19/2025	80676 0	ACCOUNT	85.49
						Totals for 80676		428.73
						Totals for LECHNER SERVICES		428.73
08/27/2025	LINDE GAS & EQUIPMEN	20E003 2540 4100 00 000000	Supplies	51436016	08/12/2025	80677 0	ACCOUNT	67.54
08/27/2025	LINDE GAS & EQUIPMEN	20E003 2540 4100 00 000000	Supplies	51220116	07/31/2025	80677 0	ACCOUNT	55.20
						Totals for 80677		122.74
						Totals for LINDE GAS & EQUIPMENT INC		122.74
08/27/2025	LISA WESTMAN CONSULT	10E000 2210 3310 00 490900	Professional Development	901	08/14/2025	80678 0	ACCOUNT	4,050.00
						Totals for 80678		4,050.00
						Totals for LISA WESTMAN CONSULTING, INC		4,050.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
08/27/2025	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Tuition - August 2025	SESINV-051	08/07/2025	80679 0	ACCOUNT	1,997.80
08/27/2025	MENTA ACADEMY NORTH	10E000 1912 6700 00 000000	Tuition - July 2025	SESINV-051	07/31/2025	80679 0	ACCOUNT	8,790.32
						Totals for 80679		10,788.12
						Totals for MENTA ACADEMY NORTH - SPED SE		10,788.12
08/27/2025	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	Student Transportation - AUG 2025	SYSINV-018	08/07/2025	80680 0	ACCOUNT	702.30
08/27/2025	MENTA ACADEMY NORTH	40E000 2550 3184 00 000000	Student Trnsportation - July 2025	SYSINV-018	07/31/2025	80680 0	ACCOUNT	3,090.12
						Totals for 80680		3,792.42
						Totals for MENTA ACADEMY NORTH TRANS		3,792.42
08/27/2025	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	Supplies	X106051039	08/12/2025	80681 0	ACCOUNT	47.04
08/27/2025	MIDWEST TRANSIT EQUI	40E000 2550 4100 00 000000	Supplies	X106051039	08/13/2025	80681 0	ACCOUNT	106.68
						Totals for 80681		153.72
						Totals for MIDWEST TRANSIT EQUIPMENT INC		153.72
08/27/2025	MIDWEST PAPER RETRIE	20E006 2540 3610 00 000000	Contract Service - RT	0000139414	07/31/2025	80682 0	ACCOUNT	9.77
08/27/2025	MIDWEST PAPER RETRIE	20E003 2540 3610 00 000000	Contract Service - VKG	0000139413	07/31/2025	80682 0	ACCOUNT	9.30
08/27/2025	MIDWEST PAPER RETRIE	20E001 2540 3610 00 000000	Contract Services - SPL	0000138993	07/31/2025	80682 0	ACCOUNT	25.30
						Totals for 80682		44.37
						Totals for MIDWEST PAPER RETRIEVER		44.37
08/27/2025	MIDWEST TRUCKERS ASS	40E000 2550 3180 00 000000	Drug Testing	148437	08/16/2025	80683 0	ACCOUNT	45.00
						Totals for 80683		45.00
						Totals for MIDWEST TRUCKERS ASSOCIATION		45.00
08/27/2025	MOSYLE CORPORATION	10E000 2660 3120 00 000000	Mosyle Manager Premium License	25100252	07/02/2025	80684 0	ACCOUNT	15,554.00
						Totals for 80684		15,554.00
						Totals for MOSYLE CORPORATION		15,554.00
08/27/2025	MUSIC & ARTS CENTER,	10E003 1100 3210 15 000000	Repairs	INV0526300	07/22/2025	80685 0	ACCOUNT	8,158.99

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						Totals for 80685	8,158.99
						Totals for MUSIC & ARTS CENTER, INC	8,158.99
08/27/2025	MYSTERY SCIENCE/ DIS	10E000 1100 3115 00 000000	3-Year Mystery Science District Membership for 2025-2028	291046	07/24/2025	80686 0 ACCOUNT	8,970.00
						Totals for 80686	8,970.00
						Totals for MYSTERY SCIENCE/ DISCOVERY ED	8,970.00
08/27/2025	NAPA AUTO PARTS	40E000 2550 4100 00 000000	Supplies - trans	325119	07/23/2025	80687 0 ACCOUNT	79.41
						Totals for 80687	79.41
						Totals for NAPA AUTO PARTS	79.41
08/27/2025	NAVIGATE 360, LLC	10E000 1100 3115 00 000000	PBIS Rewards 2025-2026 - RT	INV-42557	08/15/2025	80688 0 ACCOUNT	1,205.60
						Totals for 80688	1,205.60
						Totals for NAVIGATE 360, LLC	1,205.60
08/27/2025	NEWSELA, INC	10E000 1100 3115 00 000000	Online License FY 2025-2026	INV48797	08/01/2025	80689 0 ACCOUNT	23,008.99
						Totals for 80689	23,008.99
						Totals for NEWSELA, INC	23,008.99
08/27/2025	NORTH SHORE GAS	20E001 2540 4660 00 000000	Gas Bill - SPL	5561396391	07/23/2025	80690 0 ACCOUNT	92.08
08/27/2025	NORTH SHORE GAS	20E000 2540 4660 00 000000	Gas Bill - DO	5561715479	07/23/2025	80690 0 ACCOUNT	128.79
						Totals for 80690	220.87
						Totals for NORTH SHORE GAS	220.87
08/27/2025	OFCL PRNT	10E006 2410 4100 00 000000	Shorts & Shirts	1362	07/02/2025	80691 0 ACCOUNT	770.00
						Totals for 80691	770.00
						Totals for OFCL PRNT	770.00
08/27/2025	PTS COMMUNICATIONS	20E000 2540 3500 00 000000	Pay Phone - VKG	2144726	07/24/2025	80692 0 ACCOUNT	156.00
						Totals for 80692	156.00

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Totals for PTS COMMUNICATIONS								156.00
08/27/2025	PAYNE, LEAH	10E000 2310 2510 00 000000	Tuition Reimbursement	AUG2025	08/15/2025	80693 0	ACCOUNT	798.00
Totals for 80693								798.00
Totals for PAYNE, LEAH								798.00
08/27/2025	PITNEY BOWES	10E000 2520 3510 00 000000	Supplies - DO	1027847017	07/24/2025	80694 0	ACCOUNT	63.90
08/27/2025	PITNEY BOWES	10E000 2520 3510 00 000000	Supplies - PT	1027848651	07/24/2025	80694 0	ACCOUNT	63.90
08/27/2025	PITNEY BOWES	10E000 2520 3510 00 000000	Postage	8000909010	07/18/2025	80694 0	ACCOUNT	485.63
Totals for 80694								613.43
Totals for PITNEY BOWES								613.43
08/27/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing - SPL	3107308778	07/09/2025	80695 0	ACCOUNT	47.76
08/27/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing - PT	3107308791	07/09/2025	80695 0	ACCOUNT	474.96
08/27/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing - RT	3107308661	07/09/2025	80695 0	ACCOUNT	47.76
08/27/2025	PITNEY BOWES GLOBAL	10E000 2570 3630 00 000000	Leasing - PT	3107341512	08/11/2025	80695 0	ACCOUNT	47.76
Totals for 80695								618.24
Totals for PITNEY BOWES GLOBAL FINANCIAL								618.24
08/27/2025	PPD PAINTING	20E000 2540 5900 00 000000	Gutters & Overhang	112-158	07/31/2025	80696 0	ACCOUNT	26,500.00
Totals for 80696								26,500.00
Totals for PPD PAINTING								26,500.00
08/27/2025	PREMISTAR-NORTH	20E001 2540 3120 00 000000	Contract Service - SPL	SI2293767	08/07/2025	80697 0	ACCOUNT	7,074.00
08/27/2025	PREMISTAR-NORTH	20E001 2540 3120 00 000000	Contract Service - SPL	SI2293364	07/30/2025	80697 0	ACCOUNT	2,624.77
08/27/2025	PREMISTAR-NORTH	20E001 2540 3120 00 000000	Contract Service - SPL	SI2293360	07/30/2025	80697 0	ACCOUNT	1,886.07
08/27/2025	PREMISTAR-NORTH	20E001 2540 3120 00 000000	Contract Service - SPL	SI2290236	07/01/2025	80697 0	ACCOUNT	7,074.00
Totals for 80697								18,658.84
Totals for PREMISTAR-NORTH								18,658.84
08/27/2025	PROMPTMED URGENT CAR	40E000 2550 3191 00 000000	Physicals	4043015	08/15/2025	80698 0	ACCOUNT	795.00
Totals for 80698								795.00

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						Totals for PROMPTMED URGENT CARE	795.00
08/27/2025	QUEST FOOD MGT SERVI	10E000 2560 3120 00 000000	Lantern Delivery Billing per ISBE	IN130813	07/30/2025	80699 0 ACCOUNT	933.99
						Totals for 80699	933.99
						Totals for QUEST FOOD MGT SERVICES	933.99
08/27/2025	READING POWER, INC	10E000 1100 3185 00 000000	Tutoring Program(1/3)	82	06/26/2025	80700 0 ACCOUNT	20,000.00
						Totals for 80700	20,000.00
						Totals for READING POWER, INC	20,000.00
08/27/2025	REFERRALGPS	10E000 2130 3000 00 499840	Referral GPS Progam	1253	08/08/2025	80701 0 ACCOUNT	2,500.00
						Totals for 80701	2,500.00
						Totals for REFERRALGPS	2,500.00
08/27/2025	REHLING, KIM	10E000 2310 2510 00 000000	Tuition Reimbursement	AUG2025	08/15/2025	80702 0 ACCOUNT	988.00
						Totals for 80702	988.00
						Totals for REHLING, KIM	988.00
08/27/2025	REMEDIA PUBLICATIONS	10E006 1100 4100 00 000000	Supplies - RT	I10505	08/13/2025	80703 0 ACCOUNT	149.97
						Totals for 80703	149.97
						Totals for REMEDIA PUBLICATIONS	149.97
08/27/2025	RIDE-ON TRANSIT	40E000 2550 3184 00 000000	Student Transportation - July 2025	250721-S	07/31/2025	80704 0 ACCOUNT	5,472.00
						Totals for 80704	5,472.00
						Totals for RIDE-ON TRANSIT	5,472.00
08/27/2025	ROCHESTER 100 INC	10E001 1100 4100 00 000000	Nicky Take Home Folders	WEBINV0021	07/30/2025	80705 0 ACCOUNT	640.00
08/27/2025	ROCHESTER 100 INC	10E006 1100 4100 00 000000	Supplies	WEBINV0024	08/14/2025	80705 0 ACCOUNT	776.50
						Totals for 80705	1,416.50
						Totals for ROCHESTER 100 INC	1,416.50

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08/27/2025	SAKHI, NIDA	10E000 2310 2510 00 000000	Tuition Reimburement	AUG2025	08/08/2025	80706 0	ACCOUNT	978.00
						Totals for 80706		978.00
						Totals for SAKHI, NIDA		978.00
08/27/2025	SAM'S CLUB	10E000 2330 4100 00 000000	Supplies	P80006700Y	07/17/2025	80707 0	ACCOUNT	203.82
08/27/2025	SAM'S CLUB	10E000 2520 6400 00 000000	Interest Charge	INTEREST C	07/23/2025	80707 0	ACCOUNT	5.16
						Totals for 80707		208.98
						Totals for SAM'S CLUB		208.98
08/27/2025	SCHOLASTIC CLASSROOM	10E001 1100 4100 00 000000	Supplies - SPL	M7616651	07/25/2025	80708 0	ACCOUNT	690.00
08/27/2025	SCHOLASTIC CLASSROOM	10E006 1100 4100 00 000000	Magazine - VKG	M7643628 6	08/05/2025	80708 0	ACCOUNT	423.05
						Totals for 80708		1,113.05
						Totals for SCHOLASTIC CLASSROOM MAGAZINE		1,113.05
08/27/2025	SCHOOL SPECIALTY INC	10E001 1100 4100 00 000000	Carpet Rectangles	2081360089	07/30/2025	80709 0	ACCOUNT	602.90
						Totals for 80709		602.90
						Totals for SCHOOL SPECIALTY INC		602.90
08/27/2025	SCHOOL DATEBOOKS - S	10E000 1100 4100 00 430000	2025 Innovate 8.5X11 Contract	S25-032075	08/08/2025	80710 0	ACCOUNT	1,076.40
						Totals for 80710		1,076.40
						Totals for SCHOOL DATEBOOKS - SDI		1,076.40
08/27/2025	SCHOOL FIX - DECKER	10E006 1100 4100 00 000000	Supplies	627510A	08/15/2025	80711 0	ACCOUNT	33.95
						Totals for 80711		33.95
						Totals for SCHOOL FIX - DECKER EQUIPMENT		33.95
08/27/2025	SCHOOL MATE	10E006 1100 4100 00 000000	Supplies - RT	IN00063636	07/28/2025	80712 0	ACCOUNT	981.50
						Totals for 80712		981.50
						Totals for SCHOOL MATE		981.50
08/27/2025	SECURLY, INC	10E000 2660 3110 00 000000	Cloud-Based Web Filter	141383	07/12/2025	80713 0	ACCOUNT	7,964.55

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						Totals for 80713	7,964.55
						Totals for SECURLY, INC	7,964.55
08/27/2025	SERENITY LIFE FITNES	10E002 2110 3115 00 430000	RHYTHM Programing - SPL	242	08/11/2025	80714 0 ACCOUNT	4,500.00
08/27/2025	SERENITY LIFE FITNES	10E002 2110 3115 00 430000	RHYTHM Programming - PT	243	08/11/2025	80714 0 ACCOUNT	8,000.00
						Totals for 80714	12,500.00
						Totals for SERENITY LIFE FITNESS	12,500.00
08/27/2025	SHERWIN-WILLIAMS	20E003 2540 4100 00 000000	Supplies - VKG	2976-1	07/25/2025	80715 0 ACCOUNT	826.07
08/27/2025	SHERWIN-WILLIAMS	20E003 2540 4100 00 000000	Supplies - VKG	4403-0	07/26/2025	80715 0 ACCOUNT	591.90
08/27/2025	SHERWIN-WILLIAMS	20E002 2540 4100 00 000000	Supplies - PT	4463-4	07/20/2025	80715 0 ACCOUNT	233.86
						Totals for 80715	1,651.83
						Totals for SHERWIN-WILLIAMS	1,651.83
08/27/2025	SIEMENS INDUSTRY INC	20E006 2540 3120 00 000000	Contract Service	5332029429	07/29/2025	80716 0 ACCOUNT	4,640.00
						Totals for 80716	4,640.00
						Totals for SIEMENS INDUSTRY INC.	4,640.00
08/27/2025	IMAGE360	20E000 2540 3120 00 000000	Supplies	I-17725	08/04/2025	80717 0 ACCOUNT	617.00
						Totals for 80717	617.00
						Totals for IMAGE360	617.00
08/27/2025	SMITHEREEN PEST MGT	20E003 2540 3120 00 000000	Contract Services - VKG	3793268	08/01/2025	80719 0 ACCOUNT	160.00
08/27/2025	SMITHEREEN PEST MGT	20E003 2540 3120 00 000000	Contract Service - VKG	3762196	07/01/2025	80719 0 ACCOUNT	160.00
08/27/2025	SMITHEREEN PEST MGT	20E001 2540 3120 00 000000	Contract Service - SPL	3792742	08/01/2025	80719 0 ACCOUNT	160.00
08/27/2025	SMITHEREEN PEST MGT	20E006 2540 3120 00 000000	Contract Service - RT	3793267	08/01/2025	80719 0 ACCOUNT	160.00
08/27/2025	SMITHEREEN PEST MGT	20E002 2540 3120 00 000000	Contract Service - PT	3793269	08/01/2025	80719 0 ACCOUNT	170.00
08/27/2025	SMITHEREEN PEST MGT	20E006 2540 3120 00 000000	Contract Service	3762195	07/01/2025	80719 0 ACCOUNT	160.00
08/27/2025	SMITHEREEN PEST MGT	20E002 2540 3120 00 000000	Contract Service - PT	3762197	07/01/2025	80719 0 ACCOUNT	170.00
						Totals for 80719	1,140.00
						Totals for SMITHEREEN PEST MGT SERVICES	1,140.00
08/27/2025	SMITH, SEAN	20E000 2540 3320 00 000000	Mileage Reimbursement	SS071025	08/01/2025	80720 0 ACCOUNT	101.92

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08/27/2025	SMITH, SEAN	20E000 2540 3320 00 000000	Reimbursement Mileage	SS080625	08/06/2025	80720 0	ACCOUNT	121.03
							Totals for 80720	222.95
							Totals for SMITH, SEAN	222.95
08/27/2025	SPECIAL EDUCATION DI	10E000 4220 6700 00 000000	2025-2026 Pre-Bill Amount	07/27/29	07/29/2025	80721 0	ACCOUNT	913,399.73
08/27/2025	SPECIAL EDUCATION DI	10E000 2210 3310 00 462000	UKERU Training on 05/21/25	2025-0623-	06/23/2025	80721 0	ACCOUNT	1,040.00
08/27/2025	SPECIAL EDUCATION DI	10E000 2210 3310 00 462000	Clinical Supervision PD 06/05/25	2025-06-23	06/23/2025	80721 0	ACCOUNT	50.00
							Totals for 80721	914,489.73
							Totals for SPECIAL EDUCATION DISTRICT OF	914,489.73
08/27/2025	SPECTRUM CENTER, INC	10E000 1912 6700 00 000000	Tuition - July 2025	INV-000053	07/31/2025	80722 0	ACCOUNT	15,691.76
							Totals for 80722	15,691.76
							Totals for SPECTRUM CENTER, INC.	15,691.76
08/27/2025	STUDIES WEEKLY	10E000 1100 4200 00 000000	Studies Weekly - SPL - 2025-26	532499	08/05/2025	80723 0	ACCOUNT	1,581.06
08/27/2025	STUDIES WEEKLY	10E000 1100 4200 00 000000	Studies Weekly - PT - 2025-26	532324	08/05/2025	80723 0	ACCOUNT	4,969.03
08/27/2025	STUDIES WEEKLY	10E000 1100 4200 00 000000	Studies Weekly - RT - 2025-26	532325	08/05/2025	80723 0	ACCOUNT	2,974.51
							Totals for 80723	9,524.60
							Totals for STUDIES WEEKLY	9,524.60
08/27/2025	SUPREME SCHOOL SUPPL	10E003 1100 4100 00 000000	Supplies - VKG	193336	08/07/2025	80724 0	ACCOUNT	51.15
							Totals for 80724	51.15
							Totals for SUPREME SCHOOL SUPPLY CO.	51.15
08/27/2025	T-MOBILE	10E000 2660 3110 00 000000	Technology Service - Hotspot for students	998347443-	07/23/2025	80725 0	ACCOUNT	820.00
08/27/2025	T-MOBILE	10E000 2660 3500 00 000000	Cell Phones Services	995441854-	07/23/2025	80725 0	ACCOUNT	1,035.20
							Totals for 80725	1,855.20
							Totals for T-MOBILE	1,855.20

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08/27/2025	TEACHERS' RETIREMENT	10E000 2310 2140 00 000000	This Find - July 2025	319775	07/25/2025	6327 0	ACCOUNT	3,515.50
							Totals for 6327	3,515.50
							Totals for TEACHERS' RETIREMENT SYSTEM	3,515.50
08/27/2025	THOMSON REUTERS - WE	10E000 2310 3120 00 000000	Online/Software Subscription - July 2025	852343955	08/01/2025	80726 0	ACCOUNT	1,314.00
							Totals for 80726	1,314.00
							Totals for THOMSON REUTERS - WEST	1,314.00
08/27/2025	TOBII DYNAVOX LLC	10E000 2150 4100 00 000000	Boardmaker 7 Organization	INV0054608	08/08/2025	80727 0	ACCOUNT	877.59
							Totals for 80727	877.59
							Totals for TOBII DYNAVOX LLC	877.59
08/27/2025	TOLEDO PE SUPPLY	10E003 1100 4100 50 000000	PE Supplies for Viking 2025 - 2026	349897-00	07/22/2025	80728 0	ACCOUNT	2,759.13
							Totals for 80728	2,759.13
							Totals for TOLEDO PE SUPPLY	2,759.13
08/27/2025	TRANE U.S. INC	60E000 2530 5300 00 000000	Contract Service - SPL	315587015	08/13/2025	80729 0	ACCOUNT	25,435.50
							Totals for 80729	25,435.50
							Totals for TRANE U.S. INC	25,435.50
08/27/2025	US BANCORP GOVT LEAS	30E000 8140 6200 00 000000	2025-26 Projector Lease Payment	561220898	08/01/2025	80730 0	ACCOUNT	1,080.30
							Totals for 80730	1,080.30
							Totals for US BANCORP GOVT LEASING & FIN	1,080.30
08/27/2025	VARTANA, INC	10E000 2660 3110 00 000000	Verkada-5-Year Guest License - 3rd Payment	A-0064B621	08/01/2025	80731 0	ACCOUNT	3,989.69
							Totals for 80731	3,989.69
							Totals for VARTANA, INC	3,989.69

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
08/27/2025	VILLAGE OF BEACH PAR	20E002 2540 3600 00 000000	Water/Sewer - PT	0050116000	08/01/2025	80732 0	ACCOUNT	949.88
							Totals for 80732	949.88
							Totals for VILLAGE OF BEACH PARK	949.88
08/27/2025	VILLAGE OF GURNEE	20E000 2540 3600 00 000000	Water/Sewer - DO Acct# 070340-01251	479743	08/07/2025	80734 0	ACCOUNT	118.69
08/27/2025	VILLAGE OF GURNEE	20E001 2540 3600 00 000000	Water/Sewer - SPL Acct# 07332-01251	479741	08/07/2025	80734 0	ACCOUNT	1,451.48
08/27/2025	VILLAGE OF GURNEE	20E003 2540 3600 00 000000	Water/Sewer - VKG Acct# 08802-01251	479912	08/07/2025	80734 0	ACCOUNT	269.48
08/27/2025	VILLAGE OF GURNEE	20E004 2540 3600 00 000000	Water/Sewer - Trans Acct# 26646-01251	482270	08/07/2025	80734 0	ACCOUNT	95.05
08/27/2025	VILLAGE OF GURNEE	20E006 2540 3600 00 000000	Water/Sewer - RT Acct# 14470-01251	480818	08/07/2025	80734 0	ACCOUNT	324.64
							Totals for 80734	2,259.34
							Totals for VILLAGE OF GURNEE	2,259.34
08/27/2025	VILLAGE HALL OF GURN	40E000 2550 7000 00 000000	Fuel	4773	08/01/2025	80735 0	ACCOUNT	1,659.00
08/27/2025	VILLAGE HALL OF GURN	20E000 2540 4680 00 000000	Fuel	4773	08/01/2025	80735 0	ACCOUNT	184.33
08/27/2025	VILLAGE HALL OF GURN	10E000 2190 3120 00 000000	School Resource Officer	4804	08/06/2025	80735 0	ACCOUNT	26,344.34
08/27/2025	VILLAGE HALL OF GURN	10E000 2310 3120 00 000000	Village Newsletter	4803	08/01/2025	80735 0	ACCOUNT	2,902.88
08/27/2025	VILLAGE HALL OF GURN	20E003 2540 3120 00 000000	False Alarm Biling - 2nd Quarte RT	4752	07/17/2025	80735 0	ACCOUNT	30.00
							Totals for 80735	31,120.55
							Totals for VILLAGE HALL OF GURNEE	31,120.55
08/27/2025	VIVI, LLC	10E000 2660 3110 00 000000	Vivi Pro License	VIVI-19759	06/26/2025	80736 0	ACCOUNT	1,200.00
							Totals for 80736	1,200.00
							Totals for VIVI, LLC	1,200.00
08/27/2025	WAREHOUSE DIRECT	10E006 1100 4100 00 000000	Flip-Top Training Nesting Tables	5976637-0	08/14/2025	80737 0	ACCOUNT	3,550.00
							Totals for 80737	3,550.00
							Totals for WAREHOUSE DIRECT	3,550.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
08/27/2025	WASTE MANAGEMENT	20E001 2540 3610 00 000000	Waste Management - July 2025	July 2025	08/01/2025	6325 0	ACCOUNT	634.11
08/27/2025	WASTE MANAGEMENT	20E002 2540 3610 00 000000	Waste Management - July 2025	July 2025	08/01/2025	6325 0	ACCOUNT	2,213.29
08/27/2025	WASTE MANAGEMENT	20E003 2540 3610 00 000000	Waste Management - July 2025	July 2025	08/01/2025	6325 0	ACCOUNT	989.39
08/27/2025	WASTE MANAGEMENT	20E006 2540 3610 00 000000	Waste Management - July 2025	July 2025	08/01/2025	6325 0	ACCOUNT	496.16
08/27/2025	WASTE MANAGEMENT	20E004 2540 3610 00 000000	Waste Management - July 2025	July 2025	08/01/2025	6325 0	ACCOUNT	70.83
						Totals for 6325		4,403.78
						Totals for WASTE MANAGEMENT		4,403.78
08/27/2025	WELBORN, KATHRYN	10E001 1100 4100 00 000000	KW Expense Reimbursement	KW080625	08/06/2025	80738 0	ACCOUNT	101.14
						Totals for 80738		101.14
						Totals for WELBORN, KATHRYN		101.14
08/27/2025	WOLD ARCHITECTS AND	60E006 2530 5305 00 000000	Contract Service - VKG	101821	07/31/2025	80739 0	ACCOUNT	774.42
						Totals for 80739		774.42
						Totals for WOLD ARCHITECTS AND ENGINEERS		774.42
08/27/2025	WTHS/DO	10E000 2560 3140 00 000000	Food Service - Facilities and Equipment	July 2025	07/31/2025	80740 0	ACCOUNT	1,300.00
08/27/2025	WTHS/DO	40E000 4110 3184 00 000000	Shared Transportation Service FY 25	July 2025	07/17/2025	80740 0	ACCOUNT	78,148.32
						Totals for 80740		79,448.32
						Totals for WTHS/DO		79,448.32
08/27/2025	ZANER-BLOSER, INC	10E000 1100 4200 00 000000	Consumable Materials - Zaner-Bloser Superkids	INVZB84574	08/01/2025	80741 0	ACCOUNT	7,233.71
08/27/2025	ZANER-BLOSER, INC	10E000 1100 4200 00 000000	Consumable Materials - Zaner-Bloser - PT FY26	INVZB84540	08/01/2025	80741 0	ACCOUNT	1,966.80
08/27/2025	ZANER-BLOSER, INC	10E000 1100 4200 00 000000	SPL Consumables (Superkids)	INVZB84347	07/31/2025	80741 0	ACCOUNT	10,467.88
						Totals for 80741		19,668.39
						Totals for ZANER-BLOSER, INC		19,668.39
08/27/2025	ZOOBEAN, INC.	10E006 1100 4100 00 000000	Online Book Program	37410	07/01/2025	80742 0	ACCOUNT	2,995.00
						Totals for 80742		2,995.00

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK BANK NUMBER CODE	AMOUNT
						Totals for ZOBEAN, INC.	2,995.00
						Totals for BNK00	1,796,901.92
08/01/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5568 9 PAYROLL	500.00
08/01/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5568 9 PAYROLL	797.00
08/01/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5568 9 PAYROLL	523.00
						Totals for 5568	1,820.00
08/15/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5577 9 PAYROLL	500.00
08/15/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5577 9 PAYROLL	797.00
08/15/2025	GURNEE SCHOOL DISTRI	10L000 4560 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5577 9 PAYROLL	523.00
						Totals for 5577	1,820.00
						Totals for GURNEE SCHOOL DISTRICT 56	3,640.00
08/01/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5569 9 PAYROLL	33,310.83
08/01/2025	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5569 9 PAYROLL	179.56
08/01/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5569 9 PAYROLL	184.97
08/01/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5569 9 PAYROLL	2,984.23
08/01/2025	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5569 9 PAYROLL	6,709.65
08/01/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250801AF	08/01/2025	5569 9 PAYROLL	179.56
08/01/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250801AF	08/01/2025	5569 9 PAYROLL	6,709.65
08/01/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	11,904.49
08/01/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	2,151.34
08/01/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	1,331.54
08/01/2025	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	3,767.28
08/01/2025	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	1,981.77
08/01/2025	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	1,480.86
08/01/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	395.00
08/01/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	75.00
08/01/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	10.00
08/01/2025	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	1,951.28
08/01/2025	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	463.51
08/01/2025	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5569 9 PAYROLL	346.34
08/01/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250801BF	08/01/2025	5569 9 PAYROLL	7,229.91
08/01/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250801BF	08/01/2025	5569 9 PAYROLL	2,761.13
						Totals for 5569	86,107.90

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08/15/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5578 9	PAYROLL	33,310.74
08/15/2025	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5578 9	PAYROLL	179.57
08/15/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5578 9	PAYROLL	184.97
08/15/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5578 9	PAYROLL	2,984.23
08/15/2025	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5578 9	PAYROLL	6,709.60
08/15/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250815AF	08/15/2025	5578 9	PAYROLL	179.57
08/15/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250815AF	08/15/2025	5578 9	PAYROLL	6,709.60
08/15/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	12,049.04
08/15/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	2,249.25
08/15/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	1,220.58
08/15/2025	FIFTH THIRD BANK	10L000 4570 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	3,706.92
08/15/2025	FIFTH THIRD BANK	20L000 4570 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	2,106.55
08/15/2025	FIFTH THIRD BANK	40L000 4570 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	1,332.15
08/15/2025	FIFTH THIRD BANK	10L000 4520 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	395.00
08/15/2025	FIFTH THIRD BANK	20L000 4520 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	145.00
08/15/2025	FIFTH THIRD BANK	40L000 4520 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	10.00
08/15/2025	FIFTH THIRD BANK	10L000 4580 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	2,063.22
08/15/2025	FIFTH THIRD BANK	20L000 4580 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	492.69
08/15/2025	FIFTH THIRD BANK	40L000 4580 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5578 9	PAYROLL	311.56
08/15/2025	FIFTH THIRD BANK	50L000 4570 0000 00 000000	Payroll accrual	20250815BF	08/15/2025	5578 9	PAYROLL	7,145.62
08/15/2025	FIFTH THIRD BANK	50L000 4580 0000 00 000000	Payroll accrual	20250815BF	08/15/2025	5578 9	PAYROLL	2,867.47
							Totals for 5578	86,353.33
							Totals for FIFTH THIRD BANK	172,461.23
08/01/2025	HEALTH EQUITY EMPLOY	10L000 4590 0000 00 000000	Payroll accrual	20250801AF	08/01/2025	80471 9	PAYROLL	250.00
							Totals for 80471	250.00
							Totals for HEALTH EQUITY EMPLOYER CONTRI	250.00
08/01/2025	HEALTH EQUITY	10L000 4560 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	80472 9	PAYROLL	554.70
08/01/2025	HEALTH EQUITY	20L000 4560 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	80472 9	PAYROLL	5.00
							Totals for 80472	559.70
08/15/2025	HEALTH EQUITY	10L000 4560 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	80473 9	PAYROLL	554.70
08/15/2025	HEALTH EQUITY	20L000 4560 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	80473 9	PAYROLL	5.00
							Totals for 80473	559.70

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for HEALTHEQUITY								1,119.40
08/01/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5570 9	PAYROLL	10.00
08/01/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5570 9	PAYROLL	17,567.47
08/01/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5570 9	PAYROLL	30.00
08/01/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5570 9	PAYROLL	5.00
08/01/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5570 9	PAYROLL	10.00
08/01/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5570 9	PAYROLL	5,458.72
08/01/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5570 9	PAYROLL	1,281.30
08/01/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5570 9	PAYROLL	1,021.66
Totals for 5570								25,384.15
08/15/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5579 9	PAYROLL	10.00
08/15/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5579 9	PAYROLL	17,567.32
08/15/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5579 9	PAYROLL	30.00
08/15/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5579 9	PAYROLL	5.00
08/15/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5579 9	PAYROLL	10.00
08/15/2025	ILLINOIS DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5579 9	PAYROLL	5,622.84
08/15/2025	ILLINOIS DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5579 9	PAYROLL	1,364.67
08/15/2025	ILLINOIS DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5579 9	PAYROLL	906.59
Totals for 5579								25,516.42
Totals for ILLINOIS DEPARTMENT OF REVENU								50,900.57
08/01/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5571 9	PAYROLL	2,775.06
08/01/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5571 9	PAYROLL	1,640.00
08/01/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5571 9	PAYROLL	9,707.26
08/01/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5571 9	PAYROLL	4,106.07
08/01/2025	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5571 9	PAYROLL	25.00
08/01/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5571 9	PAYROLL	2,067.30
Totals for 5571								20,320.69
08/15/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5580 9	PAYROLL	2,775.07
08/15/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5580 9	PAYROLL	1,640.00
08/15/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5580 9	PAYROLL	9,707.26
08/15/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5580 9	PAYROLL	4,106.15
08/15/2025	PLANCONNECT	20L000 4590 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5580 9	PAYROLL	25.00
08/15/2025	PLANCONNECT	10L000 4590 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5580 9	PAYROLL	2,067.30
Totals for 5580								20,320.78

POST DATE	VENDOR	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER	INVOICE DATE	CHECK NUMBER	BANK CODE	AMOUNT
Totals for PLANCONNECT								40,641.47
08/01/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5572 9	PAYROLL	0.00
08/01/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5572 9	PAYROLL	748.57
08/01/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5572 9	PAYROLL	37.13
Totals for 5572								785.70
08/15/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5581 9	PAYROLL	0.00
08/15/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5581 9	PAYROLL	748.53
08/15/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5581 9	PAYROLL	37.13
08/15/2025	TEACHER 457 SAVINGS	10L000 4590 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5581 9	PAYROLL	1.92
Totals for 5581								787.58
Totals for TEACHER 457 SAVINGS								1,573.28
08/01/2025	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250801AD	08/01/2025	5573 9	PAYROLL	1,462.43
08/01/2025	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5573 9	PAYROLL	438.22
08/01/2025	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5573 9	PAYROLL	147.93
08/01/2025	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250801BD	08/01/2025	5573 9	PAYROLL	63.90
Totals for 5573								2,112.48
08/15/2025	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250815AD	08/15/2025	5582 9	PAYROLL	1,462.41
08/15/2025	WISCONSIN DEPARTMENT	10L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5582 9	PAYROLL	472.30
08/15/2025	WISCONSIN DEPARTMENT	20L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5582 9	PAYROLL	147.93
08/15/2025	WISCONSIN DEPARTMENT	40L000 4530 0000 00 000000	Payroll accrual	20250815BD	08/15/2025	5582 9	PAYROLL	63.90
Totals for 5582								2,146.54
Totals for WISCONSIN DEPARTMENT OF REVEN								4,259.02
Totals for BNK09								274,844.97
Totals for checks								2,071,746.89

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATIONAL FUND	220,516.44	0.00	1,424,222.65	1,644,739.09
20	OPER & MAINT FUND	12,676.94	0.00	127,217.67	139,894.61
30	DEBT SERVICE	0.00	0.00	15,990.47	15,990.47
40	TRANSPORTATION FUND	8,119.08	0.00	96,790.23	104,909.31
50	RETIREMENT FUND	33,782.51	0.00	0.00	33,782.51
60	CAPITAL PROJECTS	0.00	0.00	119,684.61	119,684.61
80	TORT IMMUNITY FUND	0.00	0.00	12,746.29	12,746.29
***	Fund Summary Totals ***	275,094.97	0.00	1,796,651.92	2,071,746.89

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



Spaulding School:
School Improvement Plan
2025-2026

“Start Strong, Stay Connected”

Contributing Team Members:

Sara Rosheger, Principal

Jackie Bucher, Assistant Principal

Shelia Wells, Instructional Coach

Stefanie Gerfin, PreK Teacher

Mary Brooks, Kindergarten Teacher

Jill Klode, 1st Grade Teacher SY24-25 ; Nida Sakhi, 1st Grade Teacher SY25-26

Kaitlin Kincaid, 2nd Grade Teacher

Karin Wood, Reading Specialist

Emily Zanoni, Speech and Language Pathologist SY24-25; Lydia Scher, School Counselor SY25-26

Brian Pawlak, Music Teacher

Miriam Torres, Multilingual and Assessment Coordinator

SMARTIE Goal #1 (Academic Achievement)

MULTI-YEAR: As a professional learning community, we will collaboratively assess and monitor students' current skills in order to adjust our educational practices to ensure that all students are gaining the grade level Reading and Math skills they need to be successful.

THIS YEAR: As a professional learning community, we will collaboratively assess and monitor students' current skills in order to adjust our educational practices to ensure all students meet or exceed grade level standards in the areas of PHONICS (Reading) and NBT-Numbers and Operations in Base Ten (Math) as measured by iReady in Spring 2026.

Portrait of a Graduate Alignment

Academic Champion ▾

Determined Learner ▾

Strategic Plan Alignment *What System and Action plan is the focus of your SIP?*

This goal is aligned to the Strategic Value of **Modern and Effective Learning Design**. It is focused upon this primary initiative:

“Develop a K-8 Professional Learning Community (PLC) structure and process that will provide equity in opportunities and experiences that support the learning and achievement of all students.”

Purpose: *Why did we select this strategic direction? Include any data to support your decision.*

- We completed the Illinois Quality Framework Rubric and conducted a [Root Cause Analysis](#) in response to our Target Designation for school improvement <https://www.illinoisreportcard.com/>
- Our Root Cause Analysis revealed to us the following:
 - Not all students are accumulating skills from year to year to progress in the curriculum.
 - We are not yet ensuring they accumulate the skills.
 - Some students are missing prerequisite skills to do grade level work and grow their skills.
 - We are not yet assessing and reteaching prerequisite skills as needed to grow their skills.
- We selected essential standards in the areas of Phonics and NBT, because these are foundational to future learning in literacy and math.

Activities: *What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity? Considerations when developing initiatives.*

- *How do the activities/practices clearly align with the strategic plan?*
- *Will the implementation of these activities/practices achieve the improvement measures and success criteria for each strategic direction?*
- *To what extent will the activities/practices lead to transformational change in our school?*
- *What professional learning is required to support our students and staff in achieving the activities/practices ?*
- *Have we ensured a narrow and deep focus within our activities/practices?*
- *Are any of our activities/practices too big? Do we need to break them down further? Are any of our activities/practices too small and are there too many of them to track?*

What	Why	For Whom
Champion Charts for PHONICS and NBT	To clarify academic skill progressions and allow all instructors at all tiers to discuss them with shared language; building upon the successful use of Badge Books to support achievement in our kindergarten classes.	Educators, Students
Common Formative Assessments (CFAs)	To monitor for student mastery, diagnose learning gaps, and inform responsive instruction.	Educators, Students
Differentiated Responsive Instruction	To ensure student progress and promote mastery of skills.	Educators, Students
Banks of Practice Ideas	To support teachers, tutors, care providers, and family members in helping their students gain skill mastery.	Educators, Students, Families

Timeframe *What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?*

Spring 2025: Develop a building schedule that allows for weekly grade level PLC meetings for developing and analyzing common formative assessments and planning responsive instruction.

Summer 2025: SIP Team members construct frameworks for Math and Reading Champion Charts.

August Institute Days:

Professional Development on collaborative practices and collective commitments to MVG (mission, vision, goals)

Review 4 PLC Questions as the basis of our Academic goal and the meaningful work of teacher teams:

What do we want students to learn?

How will we know if students have learned it?

What will we do if students haven't learned it yet? / What will we do if students already know it?

Late Start Wednesday PD:

8/27/2025	<p>Collaborative Practices: True Colors and Collective Commitments</p> <p>What commitments do the members of your team need from each other in order to achieve the following:</p> <ul style="list-style-type: none"> -Work collaboratively to take collective responsibility for student learning rather than work in isolation. -Monitor student learning with an ongoing assessment process that includes frequent, team-developed common formative assessments. -Use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene or extend learning on behalf of students.
9/3/2025	WHAT DO WE WANT STUDENTS TO LEARN? Introduction to the Champion Charts (Presentation of Math; Cut & Paste Reading)
9/10/2025	PLC Collaboration Time
9/17/2025	DBAC / HOW WILL WE KNOW IF THEY LEARNED IT? Developing Common Formative Assessments & Recording Data (EVIDENCE: Master Tracker Spreadsheet)
9/24/2025	SEL Goal
10/1/2025	SEL Goal, Preparing for Mid-trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
10/8/2025	PLC Collaboration Time
10/15/2025	DBAC / Universal Screening
10/22/2025	SEL Goal
10/29/2025	SEL Goal, Preparing for End of Trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
11/5/2025	PLC Collaboration Time
11/12/2025	DBAC
11/19/2025	Differentiated Responsive Instruction: Champion Chart Poster Presentation Part 1
12/3/2025	Differentiated Responsive Instruction: Champion Chart Poster Presentation Part 2
12/10/2025	PLC Collaboration Time
12/17/2025	<i>Not a Late Start</i>
1/7/2026	Differentiated Responsive Instruction (EVIDENCE: Documentation of PLC-selected options for skill instruction and practice)

1/14/2026	SEL Goal, Preparing for Mid-trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
1/21/2026	PLC Collaboration Time
1/28/2026	DBAC
2/4/2026	Academic Goal Check in (What is going well? What can we learn from other teams? What do we want to build on?)
2/11/2026	SEL Goal, Preparing for End of Trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
2/18/2026	PLC Collaboration Time
2/25/2026	DBAC
3/4/2026	Reflecting & Refining our PLC Practices
3/11/2026	Unpacking Other Standards & Developing Champion Charts
3/18/2026	PLC Collaboration Time
4/1/2026	DBAC
4/8/2026	SEL Goal
4/15/2026	SEL Goal, Preparing for Mid-trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
4/22/2026	PLC Collaboration Time
4/29/2026	DBAC
5/6/2026	Refining Champion Charts
5/13/2026	PLC Collaboration Time
5/20/2026	DBAC
5/27/2026	REVIEW & CELEBRATE

Lead *Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*

Principal, Assistant Principal, Instructional Coach, and SIP Team will implement, measure, and adjust Professional Development activities for Champion Charts, Common Formative Assessments, and Differentiated Responsive Instruction.

Professional Learning Community Teams will implement, measure, and adjust their work products, including collective commitments, data tracking spreadsheets, common formative assessments, menus of approaches for instruction and practice, and champion charts for additional standards.

Resources: *What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

Champion Charts:  Champion Charts
Developed by the School Improvement Team

Resource for Formative Assessment*:

[Grade 1 - ELA & Math](#)

[Grade 1 - ELA & Math](#)

[Grade 1- Math](#)

[Snap Solution](#) for number sense

*Will add ideas for assessment models in other grades

Resources for Responsive Instruction:

[Retrieval Practice](#)

[Number Corner approach to math routines](#)

<https://thesecretstories.com/products/teacher-replacement-book-or-check-out-parent-resource> (8 copies)

Secret Story posters? (6 sets)

Summer Professional Learning:

PLC at Work Institute attendance by the principal

Measures/Success Criteria: *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for your SMARTIE Goal?*

What are we going to observe if we are successful? Success criteria may include:

- Sustained learning, teaching and leadership behaviors

- IReady Reading Assessment data disaggregated by subgroups and domains three times a year as universal screener

<ul style="list-style-type: none"> - Changed practices in staff - Improved student outcomes - A shift in the school's learning culture - Ways to align to the strategic plan - A clear statement of what will be different when we achieve success - Specific target dates to accomplish tasks, data collection, reflections on progress 	<ul style="list-style-type: none"> ● PLC team-developed common formative assessments showing growth, and PLC responses to assessment data ● Teacher perception surveys about team collaborative practices. ● Collaboration continuum completed together by admin and teams. ● Expansion of Champion Charts to include team-identified essential standards and learning progressions.
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SMARTIE Goal #2 (Social Emotional Learning)

MULTI-YEAR: As a professional learning community, we will use Responsive Classroom practices to create the conditions for students' social, emotional, and academic success.

THIS YEAR: As a professional learning community, we will commit to the consistent and intentional practices of "Positive Teacher Language" including Envisioning, Reinforcing, Reminding, and Redirecting language approaches with all students, to enhance adult-student relationships and promote a positive sense of school community.

<p style="text-align: center;">Portrait of a Graduate Alignment</p> <p style="text-align: center;">Effective Communicator ▾</p> <p style="text-align: center;">Academic Champion ▾</p>	<p>Strategic Plan Alignment <i>What System and Action plan is the focus of your SIP?</i></p> <p>This goal is aligned to the Strategic Value of Diversity, Equity, and Inclusion. It address the statement within the Action Plan:</p> <ul style="list-style-type: none"> ● "We continue to need to find ways to help our students make positive connections with the curriculum, the staff and each other. We need to create an environment that makes all students, staff, and community members feel invested and safe and that allows them to engage in open dialog."
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Purpose: *Why did we select this strategic direction? Include any data to support your decision.*

We completed the Illinois Quality Framework Rubric and conducted a [Root Cause Analysis](https://www.illinoisreportcard.com/) in response to our Target Designation for school improvement <https://www.illinoisreportcard.com/>

Our Root Cause Analysis identified several areas for improvement.

This goal primarily addresses the following areas for improvement:

- Culturally Responsive Learning Environment and Instruction
- Behavior Management to reduce disruption to learning
- Student and Adult Emotional Regulation
- Adult/Student Relationships
- Student and Adult Sense of Community

This goal is expected to have a secondary impact upon the following areas of improvement:

- Student Attendance
- Student Motivation
- Student Persistence
- Family Engagement

Members of our School Improvement Team attended the Responsive Classroom Elementary Core Course in Summer 2025. We learned that the purposes of Positive Teacher Language correspond with several of the areas of improvement listed above, as well as support development of all CASEL competencies. More specifically, it promotes the competencies of self awareness and self management with respect to our growth mindset as adults and for our students.

Purposes of Positive Teacher Language:

- Essential and powerful mode of communicating our expectations to students
- Skillful teacher language employs the use of words, phrases, tone, and pace to support students in 3 broad ways:
 - Gaining academic skills and knowledge
 - Developing self-control
 - Building a sense of community
- When teacher language is positive, it encourages and supports students; learn through mistakes rather than criticizing them for their mistakes
- Helps students articulate a vision of themselves as successful learners
- Conveys faith that student can attain their goals
- Gives feedback that helps students build on their strengths
- Offers guidance that improves students' skills
- Use Envisioning language to help students envision success; statements made with belief that they will be achieved (high expectations)
- Three Rs of language:
 - Reinforcing - Praise process over product (creating pride, superpower tickets)
 - Reminding - Based on clearly established expectations (CHAMPS)
 - Redirecting - clear, respectful commands (use when visual, verbal, and/or teacher proximity aren't working)

Positive Teacher Language aligns with our PBIS framework, supports Restorative Practices, and thus connects to the district behavior advisory committee initiatives.

Activities: What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from this practice/activity? Considerations when developing initiatives.

- How do the activities/practices clearly align with the strategic plan?
- Will the implementation of these activities/practices achieve the improvement measures and success criteria for each strategic direction?
- To what extent will the activities/practices lead to transformational change in our school?
- What professional learning is required to support our students and staff in achieving the activities/practices ?
- Have we ensured a narrow and deep focus within our activities/practices ?
- Are any of our activities/practices too big? Do we need to break them down further?
- Are any of our activities/practices too small and are there too many of them to track?

What	Why	For Whom
Positive Language Supports	To support teachers in getting started with the practice: <ul style="list-style-type: none"> ● Framework of Envisioning, Reinforcing, Reminding, and Redirecting Language (when, why, how) ● Sentence stems for positive teacher language ● Ideas for integrating these into existing instructional and PBIS practices ● Supports for English Learners 	Educators, Students
Book Study of <i>The Power of Our Words</i>	To broaden and deepen educators' understanding and use of these practices (knowing & doing)	Educators, Students
Family Engagement	To support teachers, tutors, care providers, and family members in helping communicate positively and effectively with their students.	Educators, Students, Families

Timeframe What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

Spring 2025: Develop a Building Schedule that protects time for Morning Meeting, allowing for targeted use of Positive Teacher Language.

Summer 2025: SIP Team members and other staff attend Responsive Classroom Elementary Core Course workshops.

August Institute Days: Incorporate Responsive Classroom Positive Teacher Language practices into Professional Learning.

- Introduction to Envisioning Language & the 3 Rs

- Sharing of positive language supports

Family Engagement: Throughout the year, incorporate what we learn about Positive Teacher Language into our family communications at the building, office, and classroom levels—both by describing it and modeling its use.

Late Start Wednesday PD:

8/27/2025	Academic Goal
9/3/2025	Academic Goal
9/10/2025	PLC Collaboration Time
9/17/2025	DBAC / Academic Goal
9/24/2025	SEL Goal: Why our words matter & General guidelines for teacher language
10/1/2025	SEL Goal: Envisioning - language as a spyglass; Preparing for Mid-trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
10/8/2025	PLC Collaboration Time
10/15/2025	DBAC / Universal Screening
10/22/2025	SEL Goal: Open ended questions - Stretching students' academic and social learning
10/29/2025	SEL Goal: Listening - understanding the message and the words, Preparing for End of Trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
11/5/2025	PLC Collaboration Time
11/12/2025	DBAC
11/19/2025	Academic Goal
12/3/2025	Academic Goal
12/10/2025	PLC Collaboration Time
12/17/2025	<i>Not a Late Start</i>
1/7/2026	Academic Goal
1/14/2026	SEL Goal: Reinforcing Language - seeing students and naming their strengths, Preparing for Mid-trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
1/21/2026	PLC Collaboration Time
1/28/2026	DBAC

2/4/2026	Academic Goal
2/11/2026	SEL Goal: Reminding Language - helping students remember expectations , Preparing for End of Trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
2/18/2026	PLC Collaboration Time
2/25/2026	DBAC + Universal Screening
3/4/2026	Academic Goal
3/11/2026	Academic Goal
3/18/2026	PLC:Collaboration Time
4/1/2026	DBAC
4/8/2026	SEL Goal: Redirecting Language - giving clear directions when children go off track
4/15/2026	SEL Goal: Putting it All Together , Preparing for Mid-trimester Review of student progress in Math & Reading (EVIDENCE: Updated Master Tracker Spreadsheet)
4/22/2026	PLC Collaboration Time
4/29/2026	DBAC
5/6/2026	Academic Goal
5/13/2026	PLC Collaboration Time
5/20/2026	DBAC + Universal Screening
5/27/2026	REVIEW & CELEBRATE

Lead *Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?*

Principal, Assistant Principal, School Counselor, and SIP Team will implement, measure, and adjust Professional Development activities for Positive Teacher Language.

Professional Learning Community Teams will implement, measure, and adjust their practices with respect to teacher language.

Resources: *What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*

- Responsive Classroom: <https://online.fliphtml5.com/gunoe/xigm/#p=1>
- Chimes for quiet attention in classrooms; Whistles for signaling outdoors
- Copies of the book *The Power of Our Words* from the Center for Responsive Classrooms

Measures/Success Criteria: *What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for your SMARTIE Goal?*

What are we going to observe if we are successful? Success criteria may include:

- *Sustained learning, teaching and leadership behaviors*
- *Changed practices in staff*
- *Improved student outcomes*
- *A shift in the school's learning culture*
- *Ways to align to the strategic plan*
- *A clear statement of what will be different when we achieve success*
- *Specific target dates to accomplish tasks, data collection, reflections on progress*

Teacher self-assessments of their own learning and implementation of the concepts and practices (knowing and doing) of Positive Teacher Language.

Administrator walkthroughs using a protocol based upon the principles of Positive Teacher Language.



Prairie Trail School Improvement Plan 2025-2026

SMARTIE Goal #1 Academic:

By the end of the 25-26 academic school year, Prairie Trail will create Determined Learners by implementing Universal Design for Learning (UDL) strategies through a strong and collaborative Professional Learning Community (PLC). Through ongoing collaboration, teachers will use data from student and staff surveys, feedback, classroom observations, and PLC documentation to monitor progress and continuously improve instruction.

Portrait of a Graduate Alignment

Determined Learner

Strategic Plan Alignment *What System and action plan is the focus of your SIP?*

This SIP aligns with the District 56's Strategic Plan values of *Modern and Effective Learning Design* and *Diversity, Equity, and Inclusion*. We will strengthen our tier one instruction by providing professional learning opportunities to staff, and with our PLCs to plan, reflect, and adjust effectively. This goal and plan will also result in more learning for students to create inclusive and equitable learning experiences for all. This year we will narrow our focus to schoolwide teacher cohesiveness and collaboration to provide student access to the learning environment and increase engagement with UDL practices.

Purpose: *Why did we select this direction? Include any data to support your decision.*

[iReady data](#), [IAR data](#), [5E data](#), and [Panorama data](#)

Determined Learner grade level bands

THIRD GRADE

- Being willing to try difficult/novel tasks
- Demonstrating perseverance
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them

FIFTH GRADE

- Being willing to try difficult/novel tasks
- Demonstrating perseverance
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them
- Self-advocating as needed
- Taking initiative and assuming a leadership role in their learning

FOURTH GRADE

- Being willing to try difficult/novel tasks
- Demonstrating perseverance
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them

SIXTH GRADE

- Being willing to persevere through difficult tasks
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them
- Self-advocating as needed
- Taking initiative and assuming a leadership role in their learning
- Demonstrating the ability to self-advocate

Our data shows that we are in need of ways to strengthen Tier One instruction by engaging all learners and creating accessible environments in which students are able to persevere and meet the academic challenges presented by grade level standards.

Action Steps

What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from these action steps?

Considerations when developing initiatives.

- *How do the action steps clearly align with the strategic plan?*
- *Will the implementation of these action steps achieve the improvement measures and success criteria for our efforts?*
- *To what extent will the action steps lead to transformational change in our school?*
- *What professional learning is required to support our students and staff achieve the action steps?*
- *Have we ensured a narrow and deep focus within our action steps?*

- Are any of our action steps too big? Do we need to break them down further?
- Are any of our action steps too small or too many of them to track?

- *Provide professional learning* for staff monthly on the three core principles of UDL: multiple means of engagement, representation, and action/expression with strategies that specifically support perseverance, risk-taking, and goal setting. This will be accomplished with staff share outs and celebrations, real classroom examples, reflective conversations and continued professional development.
- PLCs will create and follow collective commitments to support the teaching of grade level standards and Determined Learner indicators. A SIP teacher leader will support each team's implementation of Professional Learning Communities with fidelity that center around sharing, refining, and utilizing UDL practices. SIP team members will have access to learning opportunities and resources throughout the year to support the whole staff.
- To monitor progress throughout the year, the SIP team will create and analyze staff and student-friendly feedback surveys that will be given each trimester that align to grade-level indicators of determination (e.g., "I keep going when things are hard," "I take initiative in my learning") and UDL practices.
- Use instructional coaching, teacher rounds and peer walkthroughs to highlight, model, and reinforce UDL strategies in real time.

Timeframe

What was/ is the projected length of time for these action steps? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

- Last year we began the UDL training for a small cohort of our staff. This year all staff members will be trained in UDL strategies to expand the implementation to be schoolwide.
- The student and staff surveys will be given each trimester (September, January, and April) and reviewed by our SIP team to adjust professional learning plans for our late start Wednesdays throughout the school year. The student data will be reviewed by all staff in order to adjust instruction.
- We will include a survey to staff as a mid-year check-point for the SIP team to reflect and adjust.
- Peer walkthroughs will begin in Fall and continue through Winter. Those who attend UDL-Con in July will support peer walkthroughs occurring for entire grade levels in order to share ideas and reflect on current practices. Schoolwide walkthrough data will be shared with all staff during Wednesday late starts.

Lead

Who (what team or individual) will be responsible for implementing, measuring, and adjusting the action steps? Who else will be involved?

See action steps above.

SIP team will provide professional learning. Grade level teams (PLC) will plan, implement, and reflect on UDL practices in their teaching.

Initial training will be provided in August by CAST.

All staff will have the opportunity to participate in peer walkthroughs to collect data and observe peers in real time situations.

Resources

What resources will be used to implement these action steps toward reaching the stated SMARTIE Goal (for example, professional development, curriculum, materials, etc.)?

Professional development provided by CAST and SIP team and the materials provided, iReady curriculum and iReady data, CAST tools, PLC's, Universal Design Daily by Dr. Paula Kluth.

D56 ELA Standards progression:

https://docs.google.com/document/d/1Jw1xbG9Rkk9iNfNyS6aNgu9tgG9D_AM6A4wnKr7b25k/edit

D56 Math Scope and Sequence:

https://docs.google.com/document/d/1pF9oTnTcrVmB_Pu0RmR0HpGSjSZKldutssra4Bqk5ak/edit#bookmark=id.smm84db6o34a

Determined Learner grade level bands:

THIRD GRADE

- Being willing to try difficult/novel tasks
- Demonstrating perseverance
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them

FIFTH GRADE

- Being willing to try difficult/novel tasks
- Demonstrating perseverance
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them
- Self-advocating as needed
- Taking initiative and assuming a leadership role in their learning

FOURTH GRADE

- Being willing to try difficult/novel tasks
- Demonstrating perseverance
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them

SIXTH GRADE

- Being willing to persevere through difficult tasks
- Exhibiting a desire to learn
- Showing a positive attitude when experiencing setbacks
- Setting goals and working to achieve them
- Self-advocating as needed
- Taking initiative and assuming a leadership role in their learning
- Demonstrating the ability to self-advocate

Measures/Success Criteria

What short- and long-term data will be collected to measure the impact of student learning from and outcomes of these action steps for your SMARTIE Goal?

What are we going to observe if we are successful?

Success criteria may include:

- *Sustained learning, teaching, and leadership behaviors*
- *Changed practices in staff*
- *Improved student outcomes*
- *A shift in the school's learning culture*
- *Ways to align to the strategic plan*
- *A clear statement of what will be different when we achieve success*
- *Specific target dates to accomplish tasks, data collection, reflections on progress*

Short term:

- PLCs will occur weekly to plan, implement, and gather data through classroom assessments. Success will look like an increase in the fidelity of the PLC questions with student work being discussed during PLC time.
- Through use of the UDL framework, students will show growth in Determined Learner indicators as shown on the student friendly survey.
- Staff survey and walkthrough data will be gathered and shared with opportunities to reflect and adjust periodically at late start Wednesdays to determine implementation of UDL practices.
- By the end of the school year we will see an increase in grade level access and agency to the tier one curriculum through the use of UDL practices as shown in the student and staff surveys.

SMARTIE Goal #2 SEL:

By May of 2026, Prairie Trail staff will consistently implement Calm Classroom, Circles (Circle Forward), SEL check-ins, and maintain an accessible Calm Corner in every classroom to support Tier 1 SEL instruction focused on emotional regulation and self-management. Effectiveness will be measured through student responses on the Panorama SEL survey and student friendly surveys, with a continued increase in the number of students responding favorably to each of the three questions under the topics of self-management and emotional regulation.

[Portrait of a Graduate Alignment](#)

Determined Learner

Strategic Plan Alignment *What System and action plan is the focus of your SIP?*

The strategic plan value of *Impact and Stewardship* aligns with our SEL goal through the use of data collected from students in the Panorama and student surveys to inform the professional learning and instruction needed to support students. Through professional learning and specific resources, staff will receive ongoing support to develop students' ability to regulate and manage themselves.

Purpose: *Why did we select this direction? Include any data to support your decision.*

Our [Spring 2025 Panorama survey](#) showed the continuous need for our age groups in particular to continue to build their self-management skills. Qualitative data from the previous school year impacted our narrowing of resources and focus including students advocating for using Calm Classroom and Circles.

Action Steps

What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from these action steps?

Considerations when developing initiatives.

- *How do the action steps clearly align with the strategic plan?*
- *Will the implementation of these action steps achieve the improvement measures and success criteria for our efforts?*
- *To what extent will the action steps lead to transformational change in our school?*
- *What professional learning is required to support our students and staff achieve the action steps?*
- *Have we ensured a narrow and deep focus within our action steps?*
- *Are any of our action steps too big? Do we need to break them down further?*
- *Are any of our action steps too small or too many of them to track?*

Student feedback will also be used to reflect on staff practice and improve alignment between adult actions and student experience.

- Provide ongoing professional development for consistent implementation on Calm Classroom, Circles (Circle Forward), and Calm Corners. We will create and disperse a physical tool kit for student self regulation. This will also include celebrations and successes during staff meetings.
- Time will be built into the daily master schedule for SEL check ins and calm classroom. Schedule Calm Classroom daily and Circles weekly; include Calm Corner usage in daily routines and reinforcement.
- Administer Panorama Survey, SIP mid-year survey, and student friendly survey to gather, track and analyze student and staff data regarding the use and effectiveness of SEL tools provided. Professional learning will be provided to model use of tools before being explicitly taught with students and then will be adjusted based on the data findings during monthly meeting times.

Timeframe

What was/ is the projected length of time for these action steps? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

- Within the first month of school all staff will be given a Calm Corner Kit and professional learning on Calm Classroom, Circles and regulation strategies to use with students. We will also refresh SEL check-ins procedures.
- Prior to the start of the school year all classroom teachers will get information regarding the use of a calm corner space to be included in their classroom setup planning. CAST representatives will be available to support staff in accessibility and access within the classroom.
- All classroom staff will be given access to Circles, PBIS Rewards SEL Check-in, and Calm Classroom materials.
- New calm classroom strategies for Emotional Regulation or Self Management will be added monthly starting in September for monthly focus topics.

Lead

Who (what team or individual) will be responsible for implementing, measuring, and adjusting the action steps? Who else will be involved?

- SIP team and social workers will provide professional development.
- Administration will provide physical resources for the Calm Corner kits.
- SIP team members will adjust action steps and the professional learning plan based on student Panorama and survey data.
- Social Workers will continue to monitor SEL check-in data to support classroom teachers and identify students who may need tier 2/3 interventions.

Resources

What resources will be used to implement these action steps toward reaching the stated SMARTIE Goal (for example, professional development, curriculum, materials, etc.)?

- PBIS Rewards app,
- Morning announcements/slide shows
- Panorama
- Assemblies
- Morning Meeting focus topics
- Calm Classroom access
- Calm Corner Kits
- Universal Design Daily by Dr. Paula Kluth

Measures/Success Criteria

What short- and long-term data will be collected to measure the impact of student learning from and outcomes of these action steps for your SMARTIE Goal?

What are we going to observe if we are successful?

Success criteria may include:

- *Sustained learning, teaching, and leadership behaviors*
- *Changed practices in staff*
- *Improved student outcomes*
- *A shift in the school's learning culture*
- *Ways to align to the strategic plan*
- *A clear statement of what will be different when we achieve success*
- *Specific target dates to accomplish tasks, data collection, reflections on progress*

- All classrooms have a functional calm corner space. The space will be labeled and have the toolkits visible.
- Implementation of Morning meeting and circles strategies to be collected through peer walkthroughs and student-friendly surveys.
- Daily PBIS check-ins with a decrease in the number of students who are checking in as angry.
- Daily Calm Classroom activities during scheduled times observed by walkthroughs.
- A strategy will be modeled/shared monthly from the resources provided and reflection time will be provided the following month. Their use and effectiveness will be tracked and analyzed by the SIP team through exit tickets during monthly staff developments.
- Panorama survey increases in the targeted questions after each testing cycle.
- Appropriate use of calm corner spaces throughout the school year will be modeled at the start of the year and periodically during staff meetings. Use will be monitored through staff and student surveys.

River Trail School School Improvement Plan



PORTRAIT
OF A
GRADUATE

2025-2026

25-26 School Improvement Team Members:

Jennifer Glickley, Principal
Sally Giese, K/1 Teacher
Rebecca Grazier, 2/3 Teacher
Sarah Doocy, 4/5 Teacher
Austin Thorsen, Adv. Math
Allen Katz-Mariani, MS Language Arts Teacher

Lori Johnson, Assistant Principal
Michelle Sacchetti, Special Education Teacher
Laney Gozun, ESL Teacher
Diane Ames, PE Teacher
Lorelei Savaryn, Instructional Coach
Dain Elman, Instructional Coach

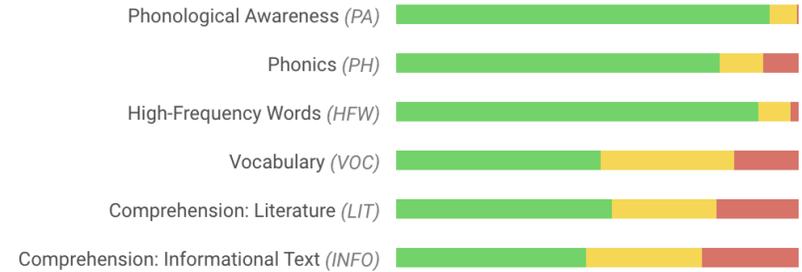
Spring 2025 iReady % of Students Proficient

G r.	% Prof Rdg '22	% Prof Rdg '23	% Pro Rdg '24	% Pro Rdg '25	% Prof Math '22	% Prof Math '23	% Prof Math '24	% Prof Math '25
K	75	86	67	79	62	64	61	56
1	59	62	63	49	42	49	43	46
2	58	54	66	68	27	40	46	42
3	74	51	61	67	57	28	43	47
4	37	51	44	34	49	58	34	40
5	44	47	50	41	51	50	55	32
6	32	42	37	41	39	49	44	42
7	50	34	54	46	39	38	41	31
8	46	54	52	52	38	37	59	49
All	54	52	55	51	46	47	47	44

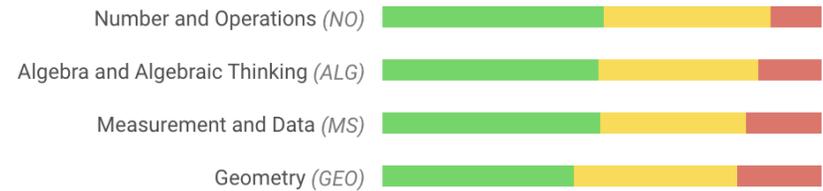
*Proficiency is at or above grade level

Spring 2025 iReady Overall Placement by Domain

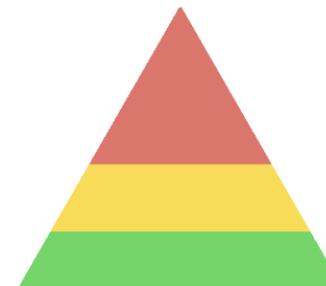
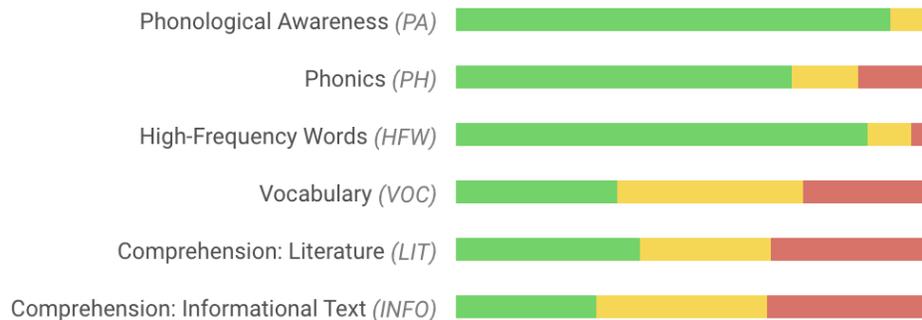
Reading



Math



Spring 2025 iReady Reading - Economically Disadvantaged Students



- At Risk for Tier 3
32%
- Tier 2
33%
- Tier 1
35%

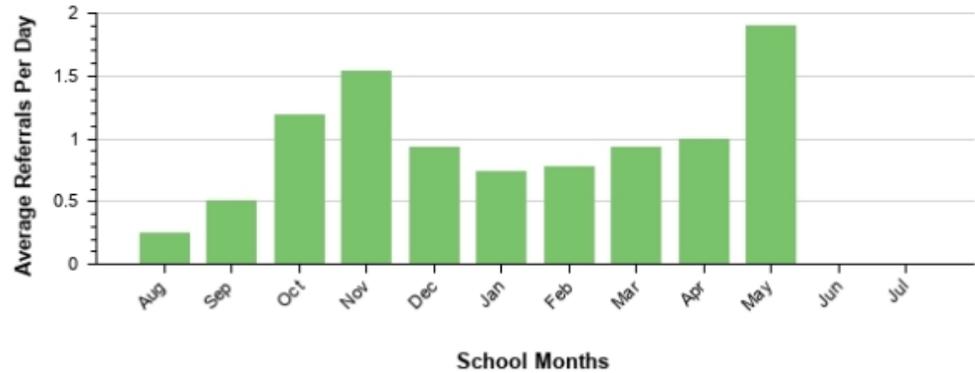
2024-25 Panorama Survey of Middle School Students

Summary

Topic Description	Results	Comparison
Emotion Regulation How well students regulate their emotions.	57% ▲ 10 since last survey	44% Gurnee District 56 (IL)
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	70% ▲ 9 since last survey	61% Gurnee District 56 (IL)
Social Awareness How well students consider the perspectives of others and empathize with them.	55% 0 since last survey	51% Gurnee District 56 (IL)
Teacher Student Relationships	52% ▼ 5 since last survey	42% Gurnee District 56 (IL)

2025 End of Year SWIS Data

Average Referrals Per Day Per Month All, 2024-25



2025 5Essentials Survey Results



2025 Number of Referrals per Month

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
# of Referrals	10	25	23	14	14	14	14	21	38

2025 End of Year Attendance Totals

Grade	K	1	2	3	4	5	6	7	8
Attend %	91%	93%	93%	91%	93%	95%	94%	92%	93%

*Average Attendance by Term Report

SMARTIE Goal #1:

Through intentional collaboration within Professional Learning Communities (PLCs) and implementation of instructional strategies based on the Deeper Learning framework, River Trail teachers will design and deliver instructional practices that lead to measurable growth in student performance in reading and math.

Portrait of a Graduate Alignment

Thoughtful Problem Solver

Effective Communicator

Strategic Plan Alignment *What System and Action plan is the focus of your SIP?*

[Modern and Effective Learning Design](#)

Purpose *Why did we select this strategic direction?*

We need to create an environment in which students are actively engaged and carry a larger mental load during learning. Students need opportunities to develop skills in working collaboratively, communicating their learning, using problem-solving skills, and increasing their stamina in all areas.

Key Activities - focused on <u>adult practices</u>	By Whom?	By When?
1. Teachers will put structures and supports in place to build stamina to foster deeper student engagement and ownership of learning. <ul style="list-style-type: none"> ● Create classroom expectations for stamina building with your class using the Daily 5 Instructional Framework. ● Explicitly teach expectations through the use of CHAMPS (all grades) 	All Teachers - PLCs Instructional Coach Building Admin	By the end of Sept.
2. Teachers will use the Deeper Learning Framework with a focus on enhancing student problem-solving skills . <ul style="list-style-type: none"> ● D56's Portrait of a Graduate ● Marzano's Six Steps to Effective Vocabulary Instruction ● Algebraic Thinking - the Thinking Classroom ● Jo Boaler's Math Talks & You Cubed ● Pathways Fair 	All Teachers - PLCs All District Instructional Coaches Building Admin	Kick-off in Sept. Ongoing throughout the year

<p>3. Teachers will use student discourse strategies in all academic areas.</p> <ul style="list-style-type: none"> ● Training in Kagan Structures <ul style="list-style-type: none"> ○ Appropriately grouping students ○ Turn and Talk, Walk and Talk ● School-level action research of Teacher Talk vs. Student Talk ● Sentence Stems/Starters for collaborative conversations ● Modeling productive conversations and group work 	<p>All Teachers - PLCs Instructional Coach Building Admin</p>	<p>October through the end of year</p>
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What resources do we already have to support executing these Key Activities? What (if any) additional resources are needed to execute this action plan?

[Stamina](#) - Daily 5
 Building the Thinking Classroom (Thorsen & Savaryn)
[Deeper Learning Framework](#) - Pathways Fair
 Professional Learning Communities
 Student task timers

Measures/Success Criteria - What short and long term data collected to measure the impact of student learning from the outcomes of your Key Activities.

Short-Term Success Criteria (Leading Indicators)

Instructional Practices

- Teachers consistently use Kagan structures during lessons (e.g., observed in walkthroughs or lesson plans).
- Lessons reflect Deeper Learning principles such as student voice/choice, authentic tasks, and critical thinking.
- Increase in student talk ratio (more student discussion, less teacher-led) from fall baseline data collected.
- Student activities require higher levels of sustained mental engagement and collaboration.

Classroom Environment / CHAMPS

- CHAMPS expectations are clearly posted, taught, and reinforced across classrooms.
- Fewer behavior disruptions as measured by office-managed referrals (majors) or teacher-managed referrals (minors).
- Teachers report stronger student responsibility and independence during class activities.

PLC Collaboration

- PLC meeting agendas and minutes show a focus on instructional design, behavior supports, and student work analysis.
- Common assessments and instructional planning reflect shared use of Kagan and Deeper Learning strategies.
- Teachers engage in peer observation or video reflection around engagement and behavior strategies.

Long-Term Success Criteria (Lagging Indicators)

Academic Engagement & Growth

- The number of students performing at or above grade level (green) in iReady Reading Vocabulary from fall to spring will increase by 20%.
- The number of students performing at or above grade level (green) in iReady Math Algebraic Thinking from fall to spring will increase by 30%.

Instructional Culture

- Teacher self-assessment or survey data shows increased confidence using Kagan, CHAMPS, and Deeper Learning.
- Evidence of sustained PLC focus on student-centered instructional practices and behavior supports through meeting agendas, walkthroughs and instructional observations.

Data Source(s)/Local Assessment(s) to monitor progress of the Key Activities:

Key Activity 1:

Key Activity 2:

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1:	Key Activity 1:
Key Activity 2:	Key Activity 2:
Observed Changes/Reflections – Add update lines as needed	
Key Activity 1 Updates	Date: Date: Date:
Key Activity 2 Updates	Date: Date: Date:
Key Activity 3 Updates	Date: Date:

	Date:
Key Activity 4 Updates	Date: Date: Date:

SMARTIE Goal #2:
 River Trail teachers will engage in collaborative professional learning (PLCs) to strengthen integration of social-emotional learning (SEL) in instruction, class meetings/advisory, and routines. Through shared study, reflection, and feedback, teachers will deepen SEL knowledge, model and teach key competencies, and create classroom cultures that promote a growth mindset, problem-solving, and self-awareness.

<p>Portrait of a Graduate Alignment</p> <p>Determined Learner</p> <p>Thoughtful Problem Solver</p>	<p>Strategic Plan Alignment <i>What System and Action plan is the focus of your SIP?</i></p> <p>Diversity, Equity and Inclusion</p>
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Purpose: *Why did we select this strategic direction?*

This goal builds the social-emotional foundation students need to thrive in school and life. By teaching students how to navigate mistakes, conflicts, and learning challenges with a positive mindset and by actively engaging families, we cultivate a stronger, more resilient, and more inclusive school community. Teachers will equip students with the mindsets and skills they need to become successful learners, kind peers, and empowered problem-solvers. It aligns with current needs, advances academic outcomes, reflects family and staff priorities, and supports a caring and inclusive school culture.

Key Activities - focused on adult practices	By Whom?	By When?
1. Teachers will teach and reinforce Growth Mindset and risk-taking through: <ul style="list-style-type: none"> ● Read Alouds - <ul style="list-style-type: none"> ○ Mentor Texts: <ul style="list-style-type: none"> ■ (English) Magical Yet, The Giraffe Can't Dance, Ish, The Most Magnificent Thing 	All Teachers - PLCs Librarian Social Workers Behavior Facilitator Building Admin	Weekly starting 8/25

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ (Spanish) El Punto, Casi, Rosa Pionera, ingeniera, La cosa más magnífica, El Ninja de Mentalidad de Crecimiento, Cómo atrapar una estrella, Ya no tengo miedo, Mi fortaleza mental ○ Use the language from the books when talking about overcoming challenges ○ Younger-Older shared reading and math experiences ● Classroom-Based SEL Integration: Implement weekly SEL lessons in K-5 classrooms using a consistent framework during Class Meetings. <ul style="list-style-type: none"> ○ Zones of Regulation ○ Peaceful Classroom ○ Restorative Circles ● Middle School Advisory <ul style="list-style-type: none"> ○ Lessons - Growth Mindset, Executive functioning, Global Perspectives ○ Peer Mediation/Jury 		
<p>2. Teachers will use Play-Based learning to support students in their ability to use interpersonal problem-solving.</p> <ul style="list-style-type: none"> ● Structured recess (K-3) <ul style="list-style-type: none"> ○ Playground games (see resources below) ○ Stop, Think, Go ○ I messages ● Team Building (4-8) ● Competition & Sportsmanship 	<p>Classroom Teachers PE Teachers Social Workers Lunch/Recess Supervisors Building Admin</p>	<p>Recess - daily</p> <p>Team Building weekly</p>
<p>What resources do we already have to support executing these Key Activities? What (if any) additional resources are needed to execute this action plan?</p>		
<p>Recess Games, Playworks Game Guide Sportsmanship Literacy at Home Spanish Growth Mindset/SEL Books</p>		
<p>Measures/Success Criteria - What short and long term data collected to measure the impact of student learning from the outcomes of your Key Activities.</p>		
<p>Short-Term Success Criteria (Leading Indicators)</p>		

Teacher Practices

- SEL objectives are embedded into lesson plans and classroom routines (e.g., morning meetings, check-ins, conflict resolution circles).
- Teachers model and reference growth mindset language (e.g., "mistakes help us learn", "yet", "try again").
- Evidence of collaborative problem-solving structures (e.g., peer mediations, role-playing, discussion protocols).

Student Behaviors (Qualitative Indicators)

- Students begin using growth mindset language and show increased willingness to take risks and learn from mistakes.
- Decreased teacher intervention during peer conflict as students use problem-solving strategies more independently.
- Increased student participation and cooperation during play-based or group learning tasks.
- Students demonstrate more positive attitudes toward school as observed through engagement, perseverance, and classroom climate.

Long-Term Success Criteria (Lagging Indicators)

Student Outcomes

- Students consistently apply interpersonal problem-solving strategies without adult prompting (e.g., restorative language, compromise).
- Students express greater confidence in learning, embrace challenges, and see mistakes as part of the process (observable or through student reflection tools).
- Students participate in play-based learning with increased collaboration, empathy, and creativity.

School Climate and Culture

- Classrooms exhibit a positive, inclusive climate where students feel safe to express themselves, take risks, and support one another.
- Fewer behavior disruptions as measured by office-managed referrals (majors) or teacher-managed referrals (minors).
- SEL language and practices are consistently visible across grade levels, suggesting a culture of shared expectations and approaches.

Behavioral Outcomes

- Decreased chronic absenteeism or referral rates, indicating more positive engagement.
- Improved student perception data (e.g., from surveys) showing they feel supported, challenged, and engaged in learning.

Data Source(s)/Local Assessment(s) to monitor progress of the Key Activities:

Key Activity 1:

Key Activity 2: SEL Screener - Panorama or school-created screener

Key Activity 3:

Frequency of Measure(s)	Person(s) Responsible for Updating Data
<p>Key Activity 1:</p> <p>Key Activity 2: 3 times per year</p> <p>Key Activity 3:</p>	<p>Key Activity 1:</p> <p>Key Activity 2: Classroom teachers will give a screener, admin will schedule the screener, and provide the data gathered to the SIP team</p> <p>Key Activity 3:</p>
<p>Observed Changes/Reflections – Add Updates lines as needed</p>	
<p>Key Activity 1 Updates</p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<p>Key Activity 2 Updates</p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>
<p>Key Activity 3 Updates</p>	<p>Date:</p> <p>Date:</p> <p>Date:</p>



PORTRAIT
OF A
GRADUATE

Viking Building Leadership Team 25-26

Hollie Armour - Instructional Coach

Holly Burns - Math Teacher - Grade 8

Ian Chatman - Social Worker

Dominique Geocaris - Principal

Megan Goedken - Assistant Principal

Kelly Griffin - Art Teacher

Tammy Patterson-Gillespie - English Language Learners Teacher

Beth Streicher - Individualized Education Teacher

Kathia Tejada - Social Studies Teacher- Grade 7

Brian Tekampe - Behavior Facilitator

Jen Weglarz - English Language Arts Teacher - Grade 6

Brandi Zivilik - Interventionist Teacher

D56 School Improvement Plan (SIP) Guidelines and Template

Overview

The goal of the School Improvement Plan (SIP) is to create a focused plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet your goals while supporting the district's five-year Strategic Plan. The SIP needs to include priority areas from our Strategic Plan and a well-rounded approach when it comes to academics, social-emotional learning, equity, and inclusion.

An effective SIP will:

- Directly align to specific systems and action plans of our Strategic Plan
- Be based on an analysis of data about your school's performance (i-Ready, AimsWeb, CFAs, 5Essentials, Panorama, etc.)
- Reflect school-specific needs identified through the data analysis and be aligned to the priorities of our Strategic Plan
- Have reflection points throughout the year in which modifications can be made if necessary

Process

Shared ownership of the SIP is an essential component of the process. Your SIP will have a greater impact at your school if you develop it in collaboration with your School Improvement Process (SIP) Team. School Improvement Teams should consist of members from each sector of the school building. Each grade level, specials group and support staff members should have at least (but not limited to) one member representing them on this committee. Members of the SIT may include:

- Principal and Assistant Principal
- Support staff representative (Psych or SW)
- Special Education representative
- Specials representative
- Representatives from each grade level
 - VK - 1 from 6th, 1 from 7th, and 1 from 8th
 - SPL - 1 from Pre-K and K, 1 from 1st, and 1 from 2nd
 - PT - 1 from 3rd, 1 from 4th, 1 from 5th
 - RT - 1 from K-2, 1 from 3-5, 1 from 6-8

Teams may add EL/Bilingual representatives as they may see fit. Please refer to the new language in the contract for rotations (section 5.2).

As you engage in developing your SIP, keep in mind that inclusion and equity should be at the core of all improvement efforts. Therefore, in addition to using the SMART format for our goals, we will add the IE for Inclusion and Equity.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

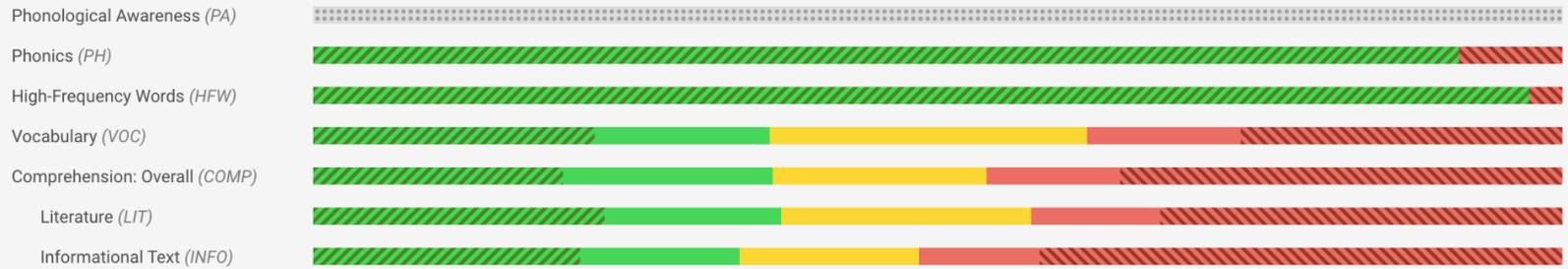
- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn't specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

iReady Spring Vocabulary

Placement by Domain



Not assessed (due to grade or domain exempted)

Switch Table View

Vocabulary

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Showing 3 of 3

Grade	Vocabulary Grade-Level Placement					Students Assessed/Total
	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade 6	23%	7%	30%	17%	24%	136/137
Grade 7	12%	18%	26%	15%	29%	145/146
Grade 8	31%	17%	21%	6%	25%	165/166

SMARTIE Goal #1:

To increase student proficiency scores on the iReady assessment in the category of vocabulary, professional learning will focus on the use of academic vocabulary and collaborative social interactions using the SIOP Model and Kagan structures.

Portrait of a Graduate Alignment

Academic Champion

Effective Communicator

Strategic Plan Alignment *What System and action plan is the focus of your SIP?*

This academic goal aligns with the Modern and Effective Learning Design value of District 56's Strategic Plan. We will collect data and use it to guide brainstorming and collaborative planning within our PLCs to ensure effective strategies. This goal will result in increasing consistency of research based practices into curricular experiences for all students, regardless of grade level. Further, by providing more opportunities for collaboration, and communicative experiences, this goal will also lead to higher student engagement.

Purpose *Why did we select this direction? Include any data to support your decision.*

This goal will provide students with a guaranteed and viable experience in all courses through the use of SIOP strategies and Kagan structure, that focuses on vocabulary skills and using academic vocabulary. Increased vocabulary knowledge will support increased reading comprehension. Please see this [folder](#) of additional student data.

Action Steps

What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from these action steps?

Considerations when developing initiatives.

- *How do the action steps clearly align with the strategic plan?*
- *Will the implementation of these action steps achieve the improvement measures and success criteria for our efforts?*
- *To what extent will the action steps lead to transformational change in our school?*
- *What professional learning is required to support our students and staff achieve the action steps?*
- *Have we ensured a narrow and deep focus within our action steps?*
- *Are any of our action steps too big? Do we need to break them down further?*
- *Are any of our action steps too small or too many of them to track?*

	<ul style="list-style-type: none"> - Multiple meanings - Comprehensible input Review iReady winter data	PLCs	
April/May	Plan for FY 27 SIP <ul style="list-style-type: none"> - View 25-26 iReady spring & cumulative data - Identify areas of growth - Cumulative Walkthrough data to reflect & plan - Staff & student reflection 	All staff, BLT PLCs	iReady spring data Cumulative Walkthrough data Student cumulative data Staff cumulative data

Timeframe

What was/ is the projected length of time for these action steps? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

See action steps above

Lead

Who (what team or individual) will be responsible for implementing, measuring, and adjusting the action steps? Who else will be involved?

See action steps above

Resources

What resources will be used to implement these action steps toward reaching the stated SMARTIE Goal (for example, professional development, curriculum, materials, etc.)?

- SIOP Team resources (digital library, content specific strategies)
- Battelle for Kids-[Decoding Deeper Learning in the Classroom](#)
- Kagan structures
- PLC structure training
- Wednesday Late Start time

Measures/Success Criteria

What short- and long-term data will be collected to measure the impact of student learning from and outcomes of these action steps for your SMARTIE Goal?

What are we going to observe if we are successful?

Success criteria may include:

- Sustained learning, teaching, and leadership behaviors
- Changed practices in staff
- Improved student outcomes
- A shift in the school's learning culture
- Ways to align to the strategic plan
- A clear statement of what will be different when we achieve success
- Specific target dates to accomplish tasks, data collection, reflections on progress

See action steps above

SMARTIE Goal #2:

To increase the number of students positively responding to Panorama survey questions, professional learning will focus on routinely implementing cooperative learning, collaboration, and interpersonal communication.

Portrait of a Graduate Alignment

Effective Communicator

Engaged Collaborator

Strategic Plan Alignment *What System and action plan is the focus of your SIP?*

Our SEL goal correlates with the strategic value of *Impact and Stewardship* in District 56's Strategic Plan. Data collected through the Panorama survey and non evaluative walkthroughs will inform our action plan and the necessary next steps to support students. Staff will receive professional learning grounded in CASEL's framework, a priority objective of the District Strategic Plan.

Purpose *Why did we select this direction? Include any data to support your decision.*

Social Awareness

How well students consider the perspectives of others and empathize with them.

48%

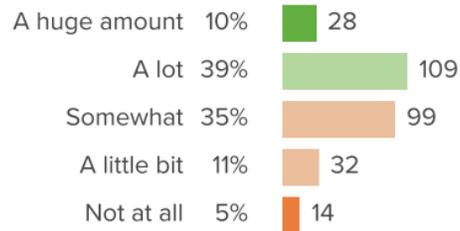
51%

Gurnee District 56 (IL)

▲ 4

since last survey

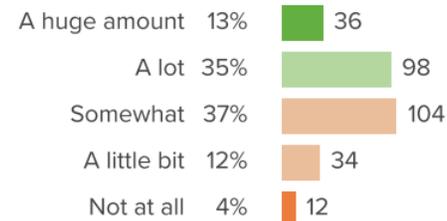
Q.1: During the past two weeks, how much were you able to stand up for yourself without putting others down?



▲ 6 from last survey

Favorable: **49%**

Q.2: During the past two weeks, how much were you able to disagree with others without starting an argument?



▲ 3 from last survey

Favorable: **47%**

Action Steps

What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal? Who, specifically, will benefit from these action steps?

Considerations when developing initiatives.

- *How do the action steps clearly align with the strategic plan?*
- *Will the implementation of these action steps achieve the improvement measures and success criteria for our efforts?*
- *To what extent will the action steps lead to transformational change in our school?*
- *What professional learning is required to support our students and staff achieve the action steps?*
- *Have we ensured a narrow and deep focus within our action steps?*
- *Are any of our action steps too big? Do we need to break them down further?*
- *Are any of our action steps too small or too many of them to track?*

	<p>View/Review 24-25 spring Panorama data</p> <ul style="list-style-type: none"> - Review PAVE-it protocol <p>Share data with students</p> <ul style="list-style-type: none"> - Reflect & Celebrate data with staff & students <p>Review Panorama question language & response options with students</p> <p>Share Kagan structures for grouping</p> <ul style="list-style-type: none"> - Kagan structures to support predictable classroom with opener, communicative & collaborative activities, closer 	<p>Late Start Teams & Viking Students</p> <p>PBIS team</p> <p>Advisory</p> <p>PBIS team Advisory Team BLT</p>	<p>Panorama data</p> <p>CASEL rubrics</p>
<p>October/November</p>	<p>View/Review Panorama fall survey data</p> <p>Review Panorama question language & response options with students.</p> <p>Use Kagan structures to model appropriate academic:</p> <ul style="list-style-type: none"> - Communication - Collaboration <p>Share Walkthrough protocol</p> <ul style="list-style-type: none"> - Purpose, Walkthrough document <p>Begin walkthroughs</p> <ul style="list-style-type: none"> - View/Review walkthrough data - Reflect & Celebrate data with staff <p>State of the State staff survey & reflection</p> <p>PBIS share outs</p>	<p>All staff All students</p> <p>BLT team Admin Team PBIS & SEL teams</p> <p>All Staff</p>	<p>Panorama data</p> <p>CASEL rubrics</p> <p>Walkthrough data</p> <p>Staff survey data</p>

December/January	Review Panorama question language & response options with students View/Review Panorama winter data <ul style="list-style-type: none"> - Share with staff - Share with students Walkthroughs <ul style="list-style-type: none"> - View/Review walkthrough data - Reflect & Celebrate data with staff 	All Viking students	Panorama data Walkthrough data
February/March	Mid Year check in for all students using Panorama questions State of the State staff survey & reflection Walkthroughs <ul style="list-style-type: none"> - View/Review walkthrough data - Reflect & Celebrate data with staff 	All Viking students All Staff	Panorama data Walkthrough data Staff survey data
April/May	Review Panorama questions & response options with students View 25-26 Panorama spring & cumulative data <ul style="list-style-type: none"> - Share with staff & students Plan for FY 27 SIP <ul style="list-style-type: none"> - Identify areas of growth - View cumulative Walkthrough data to reflect & plan 	All Viking students All staff BLT	Panorama spring data Panorama cumulative data Cumulative Walkthrough data

Timeframe

What was/ is the projected length of time for these action steps? When or how often (please be as specific as possible) will progress be monitored or data reviewed?

See action steps above.

Lead

Who (what team or individual) will be responsible for implementing, measuring, and adjusting the action steps? Who else will be involved?

See action steps above.
BLT, PLC teams, Viking Admin

Resources

What resources will be used to implement these action steps toward reaching the stated SMARTIE Goal (for example, professional development, curriculum, materials, etc.)?

- Panorama results
- Walkthrough data
- SIOB communicative strategies
- Kagan structures
- CASEL

Measures/Success Criteria

What short- and long-term data will be collected to measure the impact of student learning from and outcomes of these action steps for your SMARTIE Goal?

What are we going to observe if we are successful?

Success criteria may include:

- *Sustained learning, teaching, and leadership behaviors*
- *Changed practices in staff*
- *Improved student outcomes*
- *A shift in the school's learning culture*
- *Ways to align to the strategic plan*
- *A clear statement of what will be different when we achieve success*
- *Specific target dates to accomplish tasks, data collection, reflections on progress*

See action steps above for data.

Science Review - 2025

Board Presentation



PORTRAIT
OF A
GRADUATE

A photograph of a school building with a sign in the foreground. The sign reads "GURNEE SCHOOL DISTRICT 56". The building is a single-story brick structure with a central entrance and several windows. An American flag is flying on a pole to the right of the entrance. The scene is set against a backdrop of trees and a clear sky. The entire image has a reddish-orange tint.

GURNEE SCHOOL DISTRICT 56

Education that
inspires...Opportunities for all





Strategic Values

1. **Visionary Leadership**
2. **Thriving Ecosystem**
3. **Modern and Effective Learning Design**
4. **Empowered Workforce**
5. **Impact and Stewardship**
6. **Diversity, Equity, and Inclusion**



**PORTRAIT
OF A
GRADUATE**

**ACADEMIC
CHAMPION**

**CRITICAL
AND CREATIVE
THINKER**

**EFFECTIVE
COMMUNICATOR**

**DETERMINED
LEARNER**

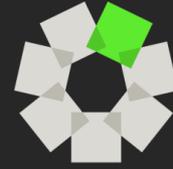
**THOUGHTFUL
PROBLEM
SOLVER**

**ENGAGED
COLLABORATOR**

**CONTRIBUTING
CITIZEN**



**ACADEMIC
CHAMPION**



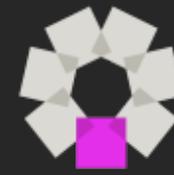
**CRITICAL
AND CREATIVE
THINKER**



**EFFECTIVE
COMMUNICATOR**



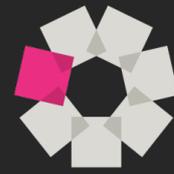
**DETERMINED
LEARNER**



**THOUGHTFUL
PROBLEM
SOLVER**



**ENGAGED
COLLABORATOR**



**CONTRIBUTING
CITIZEN**

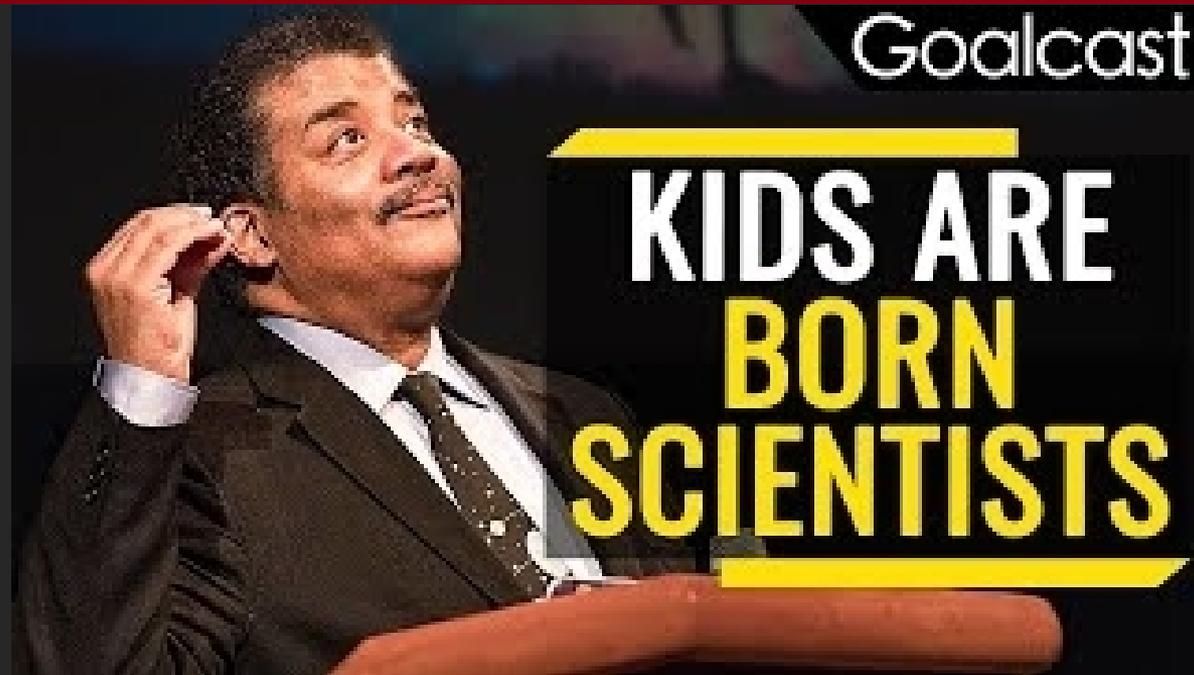
Introduction



- This summer, 16 educators from across the district came together to work on our science review.
- ISBE published their [comprehensive literacy plan](#) in January and we followed their procedures for our review process - because a lot of the principles of literacy apply to science as well.
- What follows is an overview of our work.

Spaulding	Prairie Trail	Viking	River Trail
Hayley Houlihan	Aprilanne Lynch	Nick Streicher	Lori Johnson
Maria Meza	Jessica Grooms	Julia Lundstrom	Dave Schopf
Serena Anzalone	Leanna McGee	Maryam Touati	Sally Giese
			Danielle Gallina
			Vita Carnduff
District Office			
Pete Helfers	Dain Elman		

Why are we here?



Data Review



- We started with a data review and the team allowed “curiosity” to be the driving factor as they evaluated information from Illinois Science Assessment (ISA) and iReady.
- We all agreed that we need to see an increase in the level of rigor of our instruction to match what students are seeing on state and local assessments.

Literacy in District 56



Strengths

Kids are curious^{✳️}

Love of "hands on" activities ✳️

Mystery Science ✳️

engagement ✳️

Access to Supplies & hands-on activities ✳️

—thanks
Dain!

Attitude in the room.

- Committee to improve science instruction for the district
- ✳️ Support from DO to ~~improve~~ elevate our practice

Students are still using math + reading



Weaknesses

Balancing time ★

Finding materials

NO real pacing / curriculum guide across grade levels D.Ho

activities are not always as rigorous as the assessments

Many teachers are not 100% familiar/understanding of the NGSS standards

100% agree
★

Underestimate importance

100% agree
!!

- "I don't know this topic, so I'm skipping"
- "It's too much to prepare"
- "I need to finish writing"
- "It's boring, I'm skipping"

Pigeonholing science

Ratio → Hands-on : lecture based

Teacher / student
talk time



Opportunities

- PD to support K-5 Science instruction
 - ← Make Sure Teachers Know Standards
 - ← Make Sure Teachers Know Best Practices when Teaching Science
- Expose Students to more data, charts, diagrams

Free Resources

- Cross-Subject meetings to align
- Review new, possibly better resources for teaching
- PLC time to plan activities*
- Consistency in textbook manufactures so that it's "Known" what background knowledge students were exposed to.
- connect to other content areas
- K-8 collaboration.
- Break down of standardized Assmnt to identify areas to focus on
- fill gaps in background knowledge to reach competency by 8th gr

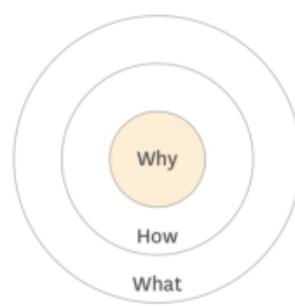


Threats

- * student attendance / late arrival
- * parental support of learning (home)
- * lack of confidence
 - * lack of exposure / background knowledge
- * outside influence / internet
 - * events / other programs taking allocated time from science time
 - * Scheduling that is out of our control (time)



Mission



Why - Your Purpose

What is your cause? What do you believe?

How - Your Process

Specific actions taken to realize your Why.

What - Your Process

What do you do? The result of Why. Proof.

- We decided on a mission for science in District 56:

Science education that inspires and equips all learners through the application of essential science skills, and highlights the critical role science plays in shaping future opportunities as productive members of society.

Goals



The comprehensive literacy plan gave us a framework for creating goals:

1. Every student receives high-quality, evidence-based science instruction
2. Every educator is prepared and continuously supported to deliver high-quality, evidence-based science instruction to all students
3. Every leader is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based science instruction

Action Plans

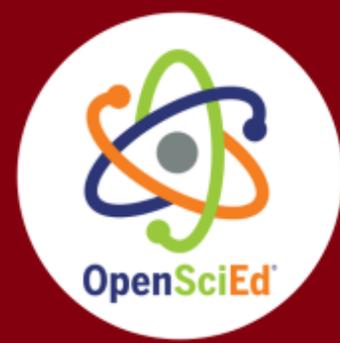


- With those goals in mind, we created action plans that will help us meet those goals.
 - K-2 and 3-5 - develop a scope and sequence that aligns with English/Language Arts
 - 6-8 Identify the priority standards (and skills) that need to be addressed

Unit Design Plans

- This fall our Science Professional Learning Communities (PLC) will begin working on [Unit Design Plans](#)
- Our scope and sequence will be developed from these plans and this will be our curriculum.
- A guaranteed and viable curriculum is essential for a PLC and it is essential to help all students learn.

56		Grade __ Subject ELA			
Mission: Literacy education that inspires lifelong readers and writers, empowers all with essential literacy skills, and highlights the critical role literacy plays in shaping future opportunities.		Goals: <ol style="list-style-type: none"> 1. Every student receives high-quality, evidence-based literacy instruction 2. Every educator is prepared and continuously supported to deliver high-quality, evidence-based literacy instruction. 3. Every leader is equipped to create, maintain, and sustain equitable conditions for high-quality, evidence-based literacy instruction. 			
Four Questions of a PLC: <ol style="list-style-type: none"> 1. What do we want students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn it? 4. How will we extend the learning for students who have demonstrated proficiency? 		Applying rigor, equity, and the Portrait of a Graduate to our curriculum: <ul style="list-style-type: none"> • COK Quantiles Sheets • High-Impact Instructional Strategies • WHEP/ETD • PAG Contractors 			
SAMPLE Unit Big Idea: Civil Rights Heroes					
IL Learning Standard*	Important Terms	Student-Friendly Learning Targets - I Can... Statements	Assessments - CFAs and Summatives	Timeframe	Resources
IL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. IL.2.2 Identify	Colored Segregation Protest	<ol style="list-style-type: none"> 1. I can use text to explain key events of the Civil Rights movement. 2. I can identify the main topic of a paragraph. 	<ol style="list-style-type: none"> 1. What was the purpose of the Freedom Riders? 2. How did the Freedom Riders respond to violence and arrest? 3. What impact did the Freedom Riders have on segregation laws in the South? 	2 weeks	<ul style="list-style-type: none"> • Newsela - Ticket to Freedom



Resource Adoption/Evaluation

- We will evaluate the availability and effectiveness of resources districtwide and consider potential new resources during the 2025-26 school year.
- We will also use frameworks to help us with the evaluation process.



Science Review - 2025

Questions?



PORTRAIT
OF A
GRADUATE

PROFESSIONAL LEAVE AND CONFERENCES

August 27, 2025

Sept 7 – 9, 2025

Federal Advocacy Conference
Washington D.C.

Board Secretary – Odie Pahl



Aurora Orozco <aorozco@d56.org>

Fwd: FOIA request for Viking School in Gurnee

4 messages

Luis Correa <lcorrea@d56.org>

Thu, Jul 24, 2025 at 10:32 AM

To: Aurora Orozco <aorozco@d56.org>, Lori Rupsch <lrupsch@d56.org>

FYI

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

From: **Tim Rocco** <tim@teamsterslmcc.com>

Date: Wed, Jul 23, 2025 at 3:30 PM

Subject: FOIA request for Viking School in Gurnee

To: lcorrea@d56.org <lcorrea@d56.org>

I would like to request under the Freedom of Information Act. I am requesting a copy of the contract information that is involving the resurfacing project at viking school in Gurnee IL. Schroeder Asphalt Services was awarded the contract. Specifically, the cover page, executed signature page, and any pages referring to Prevailing Wage requirements for the project. An emailed copy of the responsive documents will suffice. I thank you ahead of time for looking into this. Please call or email me with any questions.

Respectfully,

Tim Rocco

(630)664-2620

Aurora Orozco <aorozco@d56.org>

Mon, Jul 28, 2025 at 10:45 AM

To: Sean Smith <:ssmith@d56.org>

Good morning Sean,

Can you please forward the information that has been requested in a separate email to me?

Thank you,

Aurora

[Quoted text hidden]

--

PROJECT MANUAL

District 56 2025 Pavement Improvements



Gurnee District 56

Education that Inspires...Opportunities for All

2000 Belle Plaine Avenue
Gurnee, IL 60031
4460 Old Grand Road
Gurnee, IL 60031

Engineer:

GHA **GEWALT HAMILTON**
ASSOCIATES, INC.

Gewalt Hamilton Associates, Inc.
625 Forest Edge Drive
Vernon Hills, Illinois 60061
(847) 478-9700

Issued: April 02, 2025
GHA Project #: 6040.001



Local Public Agency Formal Contract

Contractor's Name
Schroeder Asphalt Services, Inc.

Contractor's Address
PO Box 831

City
Huntley

State
IL

Zip Code
60142

STATE OF ILLINOIS

Local Public Agency
Gurnee District 56

County
Lake

~~Section Number~~
~~N/A~~

Street Name/Road Name
District 56 2025 Improvements

Type of Funds
Local

CONTRACT BOND (when required)

~~For a County and Road District Project~~

~~Submitted/Approved~~
~~Highway Commissioner Signature & Date~~

~~Submitted/Approved~~
~~County Engineer/Superintendent of Highways Signature & Date~~

~~For a Municipal Project~~
School District 56
Submitted/Approved/Passed

Signature & Date
Luis Correa 6/25/25

Official Title
Superintendent

~~Department of Transportation~~

Concurrence in approval of award

~~Regional Engineer Signature & Date~~

Local Public Agency	Local Street/Road Name	County	Section Number
Gurnee District 56	District 56 2025 Improvements	Lake	N/A

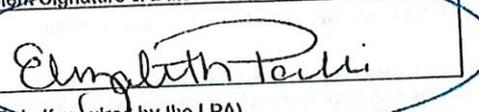
1. THIS AGREEMENT, made and concluded the 10th day of June, 2025 between the Village of Gurnee District 56, known as the party of the first part, and Schroeder Asphalt Services, Inc., Contractor

2. For and in consideration of the payments and agreements mentioned in the Proposal hereto attached, to be made and performed by the party of the first part, and according to the terms expressed in the Bond referring this contract, the party of the second part agrees with said party of the first part, at its own proper cost and expense, to do all the work, furnish all materials and all labor necessary to complete the work in accordance with the plans and specifications hereinafter described, and in full compliance with all of the terms of this contract.

3. It is also understood and agreed that the LPA Formal Contract Proposal, Special Provisions, Affidavit of Illinois Business Office Apprenticeship or Training Program Certification, and Contract Bond hereto attached, and the Plans for Section N/A **D56 2025 Improvements** in Gurnee District 56, approved by the Illinois Department of Transportation on Date are essential documents of this contract and are a part hereof.

4. IN WITNESS WHEREOF, the said parties have executed this contract on the date above mentioned.

Attest: The Village of Gurnee District 56
Local Public Agency Type Name of Local Public Agency

Clerk Signature & Date

 (SEAL, if required by the LPA)



(SEAL, if required by the LPA)

Party of the First Part Signature & Date
 By: Luis Correa 6/12/25
 (If a Corporation)

Corporate Name

President, Party of the Second Part Signature & Date
 By:
 (If a Limited Liability Corporation)

LLC Name

Manager or Authorized Member, Party of the Second Part
 By:
 (If a Partnership)

Partner Signature & Date

Partner Signature & Date

Partners doing Business under the firm name of
 Party of the Second Part

(If an individual)
 Party of the Second Part Signature & Date

Attest:
 Secretary Signature & Date

(SEAL, if required by the LPA)



Performance Bond *Gurnee*



Bond No.: HGMW-238-2288

District

Know all men by these presents, that we, Schroeder Asphalt Services, Inc., a Corporation organized under the laws of the State of Illinois, and licensed to do business in the State of Illinois, as Principal, and Hudson Insurance Company a corporation organized and existing under the laws of the State of Delaware, with authority to do business in the State of Illinois, as Surety, are held and firmly bound unto the People of the State of Illinois in the penal sum of One Million One Hundred One Thousand Nine Hundred Fifteen and 26/100 Dollars (\$ 1,101,915.25) lawful money of the United States, well and truly to be paid unto said People of the State of Illinois, for the payment of which we bind ourselves, our successors and assigns, jointly, severally and firmly by these presents.

The condition of the foregoing obligation is such that whereas, the said Principal has entered into a written contract with the ~~State of Illinois acting through the Department of Transportation~~, for the construction of the work designated as

~~Contract Number~~ District 56 2025 improvements, which requires specific assurance of performance of Construction Gurnee School District 56

Placed under said contract more fully described in said contract, which by this reference is made a part hereof as if written herein at length, the said Principal has promised and agreed to perform said described responsibilities in accordance with the terms and conditions of said contract.

Now therefore, if the said Principal shall well and truly perform said work in accordance with the terms of said contract, until the said work shall have been accepted, and shall hold the People of the State of Illinois and the said Department of Transportation harmless on account of any damages, and shall in all respects fully and faithfully comply with all provisions, conditions and requirements of said contract, then this obligation shall be void; otherwise it shall remain in full force and effect.

In witness whereof, we have duly executed the foregoing

This 2nd day of June, 2025

Surety			Principal		
Hudson Insurance Company			Schroeder Asphalt Services, Inc.		
Address			Address		
100 William Street, 5th Floor			PO Box 831		
City	State	Zip Code	City	State	Zip Code
New York	NY	10038	Huntley	IL	60142
Attorney in Fact Signature/Seal		Date	Signature/Seal		Date
		6/2/25			6/12/25
Agent for Surety			Regional Engineer Signature		
HUB International Midwest Limited			<u>Luis Correa</u>		
Address			Date		
1411 Opus Place, Suite 450			6/12/25		
City	State	Zip Code			
Downers Grove	IL	60515			
Signature		Date			
		6/2/25			

Illinois Department of Transportation



Gurnee District 56

Luis Correa 6/12/25

Completed 08/02/25

BC 1241 (Rev. 03/21/20)

STATE OF ILLINOIS

COUNTY OF DUPAGE

On June 2nd, 2025, before me, Lisa Marotta, a Notary Public in and for said County and State, residing therein, duly commissioned and sworn, personally appeared, James I. Moore known to me to be Attorney-in-Fact of Hudson Insurance Company the corporation described in and that executed the within and foregoing Instrument, and known to me to be the person who executed the said Instrument in behalf of the said corporation, and duly acknowledged to me that such corporation executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year stated in this certificate above.

My Commission Expires, February 7, 2026

Commission No. 946275



Lisa Marotta, Notary Public





Bond No.: HGMW-238-2288

POWER OF ATTORNEY

KNOW ALL MEN BY THESE PRESENTS: That HUDSON INSURANCE COMPANY, a corporation of the State of Delaware, with offices at 100 William Street, New York, New York, 10038, has made, constituted and appointed, and by these presents, does make, constitute and appoint

Stephen T. Kazmer, James I. Moore, Tariese M. Pisciotto, Dawn L. Morgan, Jennifer J. McComb
of the State of Illinois

its true and lawful Attorney(s)-in-Fact, at New York, New York, each of them alone to have full power to act without the other or others, to make, execute and deliver on its behalf, as Surety, bonds and undertakings given for any and all purposes, also to execute and deliver on its behalf as aforesaid renewals, extensions, agreements, waivers, consents or stipulations relating to such bonds or undertakings provided, however, that no single bond or undertaking shall obligate said Company for any portion of the penal sum thereof in excess of the sum of Twenty Five Million Dollars (\$25,000,000.00).

Such bonds and undertakings when duly executed by said Attorney(s)-in-Fact, shall be binding upon said Company as fully and to the same extent as if signed by the President of said Company under its corporate seal attested by its Secretary.

In Witness Whereof, HUDSON INSURANCE COMPANY has caused these presents to be of its Senior Vice President thereunto duly authorized, on this 15th day of November, 20 24 at New York, New York.



(Corporate seal)

Attest: *Dina Daskalakis*
Dina Daskalakis No. 01MU6067553
Corporate Secretary

HUDSON INSURANCE COMPANY

By: *Andrew A. Dickson*
Andrew A. Dickson
Senior Vice President

STATE OF NEW YORK
COUNTY OF NEW YORK SS.

On the 15th day of November, 20 24 before me personally came Andrew A. Dickson to me known, who being by me duly sworn did depose and say that he is a Senior Vice President of HUDSON INSURANCE COMPANY, the corporation described herein and which executed the above instrument, that he knows the seal of said Corporation, that the seal affixed to said instrument is such corporate seal, that it was so affixed by order of the Board of Directors of said Corporation, and that he signed his name thereto by like order.

(Notarial Seal)



Ann M. Murphy
ANN M. MURPHY
Notary Public, State of New York
No. 01MU6067553
Qualified in Nassau County
Commission Expires December 10, 2025

CERTIFICATION

STATE OF NEW YORK
COUNTY OF NEW YORK SS.

The undersigned Dina Daskalakis hereby certifies:

That the original resolution, of which the following is a true and correct copy, was duly adopted by unanimous written consent of the Board of Directors of Hudson Insurance Company dated July 27th, 2007, and has not since been revoked, amended or modified:

"RESOLVED, that the President, the Executive Vice Presidents, the Senior Vice Presidents and the Vice Presidents shall have the authority and discretion, to appoint such agent or agents, or attorney or attorneys-in-fact, for the purpose of carrying on this Company's surety business, and to empower such agent or agents, or attorney or attorneys-in-fact, to execute and deliver, under this Company's seal or otherwise, bonds obligations, and recognizances, whether made by this Company as surety thereon or otherwise, indemnity contracts, contracts and certificates, and any and all other contracts and undertakings made in the course of this Company's surety business, and renewals, extensions, agreements, waivers, consents or stipulations regarding undertakings so made; and

FURTHER RESOVLED, that the signature of any such Officer of the Company and the Company's seal may be affixed by facsimile to any power of attorney or certification given for the execution of any bond, undertaking, recognizance, contract of indemnity or other written obligation in the nature thereof or related thereto, such signature and seal when so used whether heretofore or hereafter, being hereby adopted by the Company as the original signature of such officer and the original seal of the Company, to be valid and binding upon the Company with the same force and effect as though manually affixed."

THAT the above and foregoing is a full, true and correct copy of Power of Attorney issued by said Company, and of the whole of the original and that the said Power of Attorney is still in full force and effect and has not been revoked, and furthermore that the Resolution of the Board of Directors, set forth in the said Power of Attorney is now in force.

Witness the hand of the undersigned and the seal of said Corporation this 2nd day of June, 20 25.

(Corporate seal)



By: *Dina Daskalakis*
Dina Daskalakis, Corporate Secretary



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/6/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
HUB International Midwest Limited
1411 Opus Place, Suite 450
Downers Grove IL 60515

CONTACT NAME: CSU Construction
PHONE (A/C, No, Ext): 630-468-5600 FAX (A/C, No): 630-468-5696
E-MAIL ADDRESS: CSUConstruction@hubinternational.com

INSURED
Schroeder Asphalt Services, Inc
PO Box 831
Huntley IL 60142

SCHRASP-01

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A:	COUNTRY Mutual Insurance Company	22292
INSURER B:	Hanover Insurance Company	38776
INSURER C:	SiriusPoint America Insurance Company	
INSURER D:		
INSURER E:		
INSURER F:		

REVISION NUMBER:

COVERAGES

CERTIFICATE NUMBER: 1426766352

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> XCU Cov Included GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:	Y		AB9180453	5/21/2025	5/21/2026	EACH OCCURRENCE	\$ 2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 500,000
							MED EXP (Any one person)	\$ 10,000
							PERSONAL & ADV INJURY	\$ 2,000,000
							GENERAL AGGREGATE	\$ 4,000,000
							PRODUCTS - COM/POP AGG	\$ 4,000,000
								\$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AV9181578	5/21/2025	5/21/2026	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			AU9222942	5/21/2025	5/21/2026	EACH OCCURRENCE	\$ 10,000,000
							AGGREGATE	\$ 10,000,000
								\$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	INS-WCP0001514	5/21/2025	5/21/2026	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER	
							E.L. EACH ACCIDENT	\$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
B	Inland Marine			IHC D238755 07	5/21/2025	5/21/2026	Leased/Rented Equip. Leased/Rented Ded.	445,000 1,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
RE: GHA Project #: 6040.001 - District 56 2025 Pavement Improvements - Spaulding Elementary School & Viking Middle School
Gewalt Hamilton Associates, Inc. and Gurnee District 56 are included as additional insureds under General Liability, on a primary and non-contributory basis, when agreed in a written contract, subject to policy terms, conditions and exclusions.

CERTIFICATE HOLDER

Gurnee District 56
2000 Belle Plaine Avenue
Gurnee, IL 60031

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – SCHEDULED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)	Location(s) Of Covered Operations
An entity listed as an additional insured on a certificate of insurance issued and approved by us during this policy period.	Your operations or premises owned, leased, or rented by you.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by:

1. Your acts or omissions; or
2. The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for the additional insured(s) at the location(s) designated above.

However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

B. With respect to the insurance afforded to these additional insureds, the following additional exclusions apply:

This insurance does not apply to "bodily injury" or "property damage" occurring after:

1. All work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed by or on behalf of the additional insured(s) at the location of the covered operations has been completed; or
2. That portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

C. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or

2. Available under the applicable limits of insurance;

whichever is less.

This endorsement shall not increase the applicable limits of insurance

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – COMPLETED OPERATIONS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART
PRODUCTS/COMPLETED OPERATIONS LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)	Location And Description Of Completed Operations
<p>An entity listed as an additional insured on a certificate of insurance issued and approved by us during this policy period and indicating insurance under this endorsement (CG 20 37 and or completed operations coverage) applies for that entity; but only for:</p> <ul style="list-style-type: none"> • This one policy period shown in the Declarations to which that certificate applies, and • The specific project and those locations and completed operations for which that certificate is required by the contract between that certificate holder and you. <p>This endorsement will not apply to any entity for whom we have rejected or declined this completed operations coverage for this policy period.</p>	<p>PER WRITTEN CONTRACT, ALL LOCATIONS</p>
<p>Information required to complete this Schedule, if not shown above, will be shown in the Declarations.</p>	

A. Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury" or "property damage" caused, in whole or in part, by "your work" at the location designated and described in the Schedule of this endorsement performed for that additional insured and included in the "products-completed operations hazard".
However:

1. The insurance afforded to such additional insured only applies to the extent permitted by law; and
2. If coverage provided to the additional insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

- B. With respect to the insurance afforded to these additional insureds, the following is added to **Section III – Limits Of Insurance:**

If coverage provided to the additional insured is required by a contract or agreement, the most we will pay on behalf of the additional insured is the amount of insurance:

1. Required by the contract or agreement; or
2. Available under the applicable limits of insurance;

whichever is less.

This endorsement shall not increase the applicable limits of insurance.

RETURN WITH BID

The undersigned Bidder declares that he/they understand(s) that where quantities are mentioned, they are approximate only, subject to increase or decrease, and that in such cases Bidder will take in full payment therefore the amount of the summation of the actual quantities, as finally determined, multiplied by the unit prices shown on the schedule of prices contained herein.

BID FORM - ADDENDUM #1
FOR
District 56 2025 Pavement Improvements
Gurnee School District 56

Spaulding Elementary School

ITEM NO	DESCRIPTION	QUANTITY	UNIT	UNIT PRICE	VALUE
1	PERIMETER EROSION BARRIER	550.0	FT	\$ 3	\$ 1,650
2	INLET PROTECTION FILTER BASKETS	4.0	EA	\$ 200	\$ 800
3	CONSTRUCTION ENTRANCE	185.0	SY	\$ 13	\$ 2,405
4	COIR ROLL	35.0	FT	\$ 40	\$ 1,400
5	TREE REMOVAL (5 TO 15 IN-DIA)	230.0	IN-DIA	\$ 24	\$ 5,520
6	TREE REMOVAL (> 15 IN-DIA)	19.0	IN-DIA	\$ 26	\$ 494
7	TRENCH BACKFILL, CA-6 (SPECIAL)	2.5	TON	\$ 50	\$ 125
8	TREE ROOT PRUNING	60.0	FT	\$ 5	\$ 300
9	TREE PROTECTION	6.0	EA	\$ 105	\$ 630
10	REMOVAL AND DISPOSAL OF UNSUITABLE MATERIALS	125.0	CY	\$ 45	\$ 5,625
11	AGGREGATE SUBGRADE IMPROVEMENTS	125.0	CY	\$ 45	\$ 5,625
12	SIGN REMOVAL AND DISPOSAL	5.0	EA	\$ 50	\$ 250
13	PAVEMENT REMOVAL, FULL DEPTH (SPECIAL)	3,000.0	SY	\$ 13	\$ 39,000
14	CURB & GUTTER REMOVAL	120.0	FT	\$ 8	\$ 960
15	BARRIER CURB REMOVAL	650.0	FT	\$ 8	\$ 5,200
16	SIDEWALK REMOVAL	5,700.0	SF	\$ 1.50	\$ 8,550
17	STORM SEWER REMOVAL	200.0	FT	\$ 26	\$ 5,200
18	STORM STRUCTURE REMOVAL	7.0	EA	\$ 475	\$ 3,325
19	ADJUST MANHOLE	1.0	EA	\$ 513	\$ 513
20	PIPE UNDERDRAINS, 4" (SPECIAL)	225.0	FT	\$ 90	\$ 20,250
21	STORM SEWER, RUBBER GASKETS, CLASS B, TYPE I, 6 INCH PVC SDR 26	20.0	FT	\$ 130	\$ 2,600
22	STORM SEWER, RUBBER GASKETS, CLASS A, TYPE I, 12 INCH DIP CL 52	175.0	FT	\$ 200	\$ 35,000
23	CATCH BASIN, TYPE C, 2 FOOT DIAMETER, TYPE 11 FRAME & GRATE W/ FINGE	1.0	EA	\$ 9,000	\$ 9,000
24	MANHOLE, TYPE A, 3 FOOT DIAMETER, TYPE 1 FRAME & GRATE	1.0	EA	\$ 7,000	\$ 7,000
25	CONNECTION TO EXISTING STORM STRUCTURE (SPECIAL)	1.0	EA	\$ 1,900	\$ 1,900
26	RCP FLARED END SECTION, 12"	6.0	EA	\$ 1,900	\$ 11,400
27	GEOTECHNICAL FABRIC FOR GROUND STABILIZATION	3,790.0	SY	\$ 2.50	\$ 9,475
28	DECOMPOSED GRANITE, 6" (SPECIAL)	100.0	SY	\$ 75	\$ 7,500
29	AGGREGATE BASE COURSE, TYPE B, 4 INCH (SPECIAL)	855.0	SY	\$ 6.90	\$ 5,899.50
30	AGGREGATE BASE COURSE, TYPE B, 8 INCH (SPECIAL)	1,260.0	SY	\$ 13.75	\$ 17,325
31	AGGREGATE BASE COURSE, TYPE B, 10 INCH (SPECIAL)	2,530.0	SY	\$ 17.75	\$ 43,642.50
32	HOT-MIX ASPHALT BINDER COURSE, (SPECIAL)	570.0	TN	\$ 100	\$ 57,000
33	HOT-MIX ASPHALT SURFACE COURSE, (SPECIAL)	350.0	TN	\$ 107	\$ 37,450
34	CLASS D PATCHES, TYPE I-IV, 4 INCH (SPECIAL)	50.0	SY	\$ 45	\$ 2,250
35	COMBINATION CONCRETE CURB & GUTTER, TYPE B-6.12	1,530.0	FT	\$ 48	\$ 73,440
36	PORTLAND CEMENT CONCRETE SIDEWALK, 5 INCH	5,280.0	SF	\$ 13	\$ 68,640
37	PORTLAND CEMENT CONCRETE PAVEMENT, 6 INCH	245.0	SY	\$ 13.50	\$ 3,307.50
38	THERMOPLASTIC PAVEMENT MARKING- LETTER & SYMBOLS	125.0	SF	\$ 10	\$ 1,250

128,770

ITEM NO	DESCRIPTION	QUANTITY	UNIT	UNIT PRICE	VALUE
39	THERMOPLASTIC PAVEMENT MARKING- LINE 4"	2,350.0	FT	\$ 2.50	\$ 5,875
40	THERMOPLASTIC PAVEMENT MARKING- LINE 6"	100.0	FT	\$ 3.25	\$ 325
41	THERMOPLASTIC PAVEMENT MARKING- LINE 12"	200.0	FT	\$ 6.50	\$ 1,300
42	THERMOPLASTIC PAVEMENT MARKING- LINE 24"	35.0	FT	\$ 12	\$ 420
43	REMOVE AND RELOCATE EXISTING SIGN (SPECIAL)	2.0	EA	\$ 500	\$ 1,000
44	SIGN POST AND ASSEMBLY	4.0	EA	\$ 500	\$ 2,000
45	TOPSOIL FURNISH AND PLACE, 6"	800.0	SY	\$ 5.25	\$ 4,200
46	SEEDING, CLASS 1	800.0	SY	\$ 4.25	\$ 3,400
47	NITROGEN FERTILIZER NUTRIENT	20.0	LBS	\$ 5	\$ 100
48	PHOSPHORUS FERTILIZER NUTRIENT	20.0	LBS	\$ 5	\$ 100
49	POTASSIUM FERTILIZER NUTRIENT	20.0	LBS	\$ 5	\$ 100
50	EROSION CONTROL BLANKET	800.0	SY	\$ 3.25	\$ 2,600
51	AUTUMN BLAZE (ACER FREEMANII) B&B 2.5" CALIPER	8.0	EA	\$ 750	\$ 6,000
52	30' DOUBLE SWING GATE & POSTS	1.0	LSUM	\$ 7,000	\$ 7,000
53	NEENAH FOUNDRY R-4990-CX TRENCH GRATE	12.0	FT	\$ 275	\$ 3,300
54	SITE LIGHTING IMPROVEMENTS	1.0	LSUM	\$ 75,000	\$ 75,000
55	MOBILIZATION	1.0	LSUM	\$ 13,000	\$ 13,000
56	TRAFFIC CONTROL & PROTECTION (SPECIAL)	1.0	LSUM	\$ 3,000	\$ 3,000

PROPOSAL OF UNIT PRICE BASE BID SUBTOTAL: \$ 617,331.⁵⁰

Viking Middle School

57	INLET PROTECTION FILTER BASKETS	4.0	EA	\$ 200	\$ 800
58	REMOVAL AND DISPOSAL OF UNSUITABLE MATERIALS	335.0	CY	\$ 45	\$ 15,075
59	AGGREGATE SUBGRADE IMPROVEMENTS	335.0	CY	\$ 45	\$ 15,075
60	SIGN REMOVAL AND DISPOSAL	3.0	EA	\$ 50	\$ 150
61	PAVEMENT REMOVAL, FULL DEPTH (SPECIAL)	210.0	SY	\$ 13	\$ 2,730
62	PAVEMENT REMOVAL, 2 INCH DEPTH	9,650.0	SY	\$ 3	\$ 28,950
63	CURB & GUTTER REMOVAL	55.0	FT	\$ 9	\$ 495
64	BARRIER CURB REMOVAL	40.0	FT	\$ 9	\$ 360
65	INTEGRATED CURB REMOVAL	150.0	FT	\$ 9	\$ 1,350
66	SIDEWALK REMOVAL	2,620.0	SF	\$ 1.50	\$ 3,930
67	GEOTECHNICAL FABRIC FOR GROUND STABILIZATION	1,000.0	SY	\$ 2.50	\$ 2,500
68	AGGREGATE BASE COURSE, TYPE B, 4 INCH (SPECIAL)	295.0	SY	\$ 10.50	\$ 3,097. ⁵⁰
69	AGGREGATE BASE COURSE, TYPE B, 6 INCH (SPECIAL)	100.0	SY	\$ 16.25	\$ 1,625
70	AGGREGATE BASE COURSE, TYPE B, 10 INCH (SPECIAL)	110.0	SY	\$ 24.50	\$ 2,695
71	HOT-MIX ASPHALT BINDER COURSE, (SPECIAL)	15.0	TN	\$ 150	\$ 2,250
72	HOT-MIX ASPHALT SURFACE COURSE, (SPECIAL)	1,100.0	TN	\$ 90	\$ 99,000
73	CLASS D PATCHES, TYPE I-IV, 4 INCH (SPECIAL)	2,010.0	SY	\$ 40	\$ 80,400
74	COMBINATION CONCRETE CURB & GUTTER, TYPE B-6.12	55.0	FT	\$ 60	\$ 3,300
75	BARRIER CONCRETE CURB	45.0	FT	\$ 60	\$ 2,700
76	INTEGRATED CONCRETE CURB	150.0	FT	\$ 60	\$ 9,000
77	PORTLAND CEMENT CONCRETE SIDEWALK, 5 INCH	2,640.0	SF	\$ 13	\$ 34,320
78	PORTLAND CEMENT CONCRETE PAVEMENT, 8 INCH	100.0	SY	\$ 120	\$ 12,000
79	THERMOPLASTIC PAVEMENT MARKING- LETTER & SYMBOLS	40.0	SF	\$ 10	\$ 400
80	THERMOPLASTIC PAVEMENT MARKING- LINE 4"	3,900.0	FT	\$ 2.50	\$ 9,750
81	THERMOPLASTIC PAVEMENT MARKING- LINE 12"	120.0	FT	\$ 6.50	\$ 780

332,952.⁵⁰

13,556.25

ITEM NO	DESCRIPTION	QUANTITY	UNIT	UNIT PRICE	VALUE
82	THERMOPLASTIC PAVEMENT MARKING- LINE 24"	20.0	FT	\$ 12	\$ 240
83	SIGN POST AND ASSEMBLY	6.0	EA	\$ 500	\$ 3,000
84	GRADING AND SHAPING DITCHES	100.0	FT	\$ 21	\$ 2,100
85	TOPSOIL FURNISH AND PLACE, 6"	25.0	SY	\$ 5.25	\$ 131.25
86	SEEDING, CLASS 1	25.0	SY	\$ 32	\$ 800
87	NITROGEN FERTILIZER NUTRIENT	10.0	LBS	\$ 2	\$ 20
88	PHOSPHORUS FERTILIZER NUTRIENT	10.0	LBS	\$ 2	\$ 20
89	POTASSIUM FERTILIZER NUTRIENT	10.0	LBS	\$ 2	\$ 20
90	EROSION CONTROL BLANKET	25.0	SY	\$ 9	\$ 225
91	MOBILIZATION	1.0	LSUM	\$ 4,000	\$ 4,000
92	TRAFFIC CONTROL & PROTECTION (SPECIAL)	1.0	LSUM	\$ 3,000	\$ 3,000

PROPOSAL OF UNIT PRICE BASE BID SUBTOTAL: \$ 346,508.75

PROPOSAL OF UNIT PRICE BASE BID TOTAL: \$ 963,840.25

Alternate 1:

A1.1	UPGRADE TO SOD RESTORATION	825.0	SY	\$ 21	\$ 17,325
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Alternate 2:

A2.1	PAVEMENT REMOVAL, 2 INCH DEPTH (DEDUCTION)	(9,650.0)	SY	\$ 3	\$ (-28,950)
A2.2	CLASS D PATCHES, TYPE I-IV, 4 INCH (SPECIAL) (DEDUCTION)	(2,010.0)	SY	\$ 39	\$ (-78,390)
A2.3	PAVEMENT REMOVAL, 6 INCH DEPTH	9,730.0	SY	\$ 7	\$ 68,110
A2.4	AGGREGATE BASE REPAIR, TYPE B	490.0	TON	\$ 36	\$ 17,640
A2.5	HOT-MIX ASPHALT BINDER COURSE, (SPECIAL)	1,650.0	TN	\$ 87	\$ 143,550
A2.6	HOT-MIX ASPHALT SURFACE COURSE, (SPECIAL)	10.0	TN	\$ 110	\$ 1,100

PROPOSAL OF UNIT PRICE ALTERNATE 2 BID TOTAL: \$ 123,060.00

Written Amount for Proposal of Unit Price Base Bid Total:

nine hundred and sixty three thousand, eight hundred and forty 25/100

ADDENDUM #1
FOR
GURNEE SCHOOL DISTRICT 56
FOR
2025 PAVEMENT IMPROVEMENTS

Date of Addendum: April 11, 2025

Date of Bid Opening: April 16, 2025 at 10:00 AM

The following items provide additional clarification and changes to the bid documents and are made a part of the bid documents for the **2025 Pavement Improvements**.

Please sign and include this addendum within your final bid.

Project Manual Changes

1. Special Provision 6. **Pavement Removal (Special)** has been updated to **6. Pavement Removal, Full Depth (Special)** to better reflect items 13 and 61 in the schedule of prices.
2. Added the Viking Middle School Geotechnical Report attachment
3. A revised schedule of prices is included with this addendum to correct some errors, clarify Alternate Bid 1, and add Alternate Bid 2. A summary of the changes is included below.
 - a. Item 23 has been corrected to show a 2-foot diameter catch basin
 - b. Item 62 no longer follows special provision 6
 - c. Item 22 reflects the change in culvert pipe material
 - d. Item 51 now specifies the species of tree
 - e. Quantities for items 5 and 6 have been revised
 - f. Quantities for items 66, 68, and 77 have been revised to reflect additional sidewalk replacement and fix errors
4. Alternate number 1 is included and will be paid for in lieu of items the following items:
 - a. Seeding, Class 1
 - b. Erosion Control Blanket
5. Alternate number two is included for removal of the milling items and class D patches at the Viking School Property and replacing them with a full depth asphalt replacement with a new pavement section of 3" HMA binder and 2" HMA surface in accordance with the various special provisions in the contract. Deducts are included in this alternate and shall match the bid items listed in the base bid numbers for proper evaluation of this alternate.
6. In addition to the requirements of Section 107.27 the Contractor shall provide insurance in conformance with the below requirements:
 - a. Claims under workers' compensation, disability benefit and other similar employee benefit acts that are applicable to the Work to be performed;
 - b. Claims for damages because of bodily injury, occupational sickness or disease, or death of the Contractor's employees;
 - c. Claims for damages because of bodily injury, sickness or disease, or death of any person other than the Contractor's employees;
 - d. Claims for damages insured by usual personal injury liability coverage; which are sustained (1) by a person as a result of an offense directly or indirectly related to employment of such person by the Contractor, or (2) by another person;
 - e. Claims for damages, other than to the Work itself, because of injury to or destruction of tangible property, including loss of use resulting therefrom;

- f. Claims for damages because of bodily injury, death of a person or property damage arising out of ownership, maintenance or use of a motor vehicle;
- g. Claims for bodily injury or property damage arising out of completed operations; and
- h. Claims involving contractual liability insurance applicable to the Contractor's obligations under Section 3.18.
- i. Liability insurance shall include all major divisions of coverage and be on a comprehensive basis including:
 - i. Premises Operations (including X, C, and U coverages as applicable).
 - ii. Independent Contractors' Protective.
 - iii. Products and Completed Operations.
 - iv. Personal Injury Liability with Employment Exclusion deleted, or Employment Practices Liability.
 - v. Contractual – including specified provision for Contractor's obligations under Paragraph 3.18.
 - vi. Owned, non-owned and hired motor vehicles.
 - vii. Broad Form Property Damage including Completion Operations.
 - viii. Umbrella Excess Liability.
- j. A General Liability or Umbrella Liability Policy on a claims-made basis will not be accepted.

Plan Changes

1. Updated utility table on the sheet 12
2. Updated sheet 4 to reflect DIP culverts instead of RCP culverts
3. Revised sheets E1, E3, EPH1
4. Updated sheet 3 to include proposed light post locations
5. Updated the storm underdrain detail on sheet 13
6. Revised sheets 7-9 to reflect additional sidewalk replacement

Project Clarifications

1. SS#3 is a 24" diameter catch basin. Line-item No. 23 has been corrected to reflect the plans.

The QuestCDN application will send an email to all registered plan holders when addenda are posted. However, it is the Bidder's responsibility to check QuestCDN regularly for addenda and ensure that all addenda are incorporated into the final bid.

COMPANY NAME: Schroeder Asphalt Services, Inc.

SIGNATURE: *Rachael McDow*

DATE: 04/15/2025

Enclosed:
 Viking Middle School Geotechnical Report
 Revised Civil & Electrical Plans
 Revised Bid Form

ADDENDUM #2
FOR
GURNEE SCHOOL DISTRICT 56
FOR
2025 PAVEMENT IMPROVEMENTS

Date of Addendum: April 14, 2025
Date of Bid Opening: April 16, 2025 at 10:00 AM

The following items provide additional clarification and changes to the bid documents and are made a part of the bid documents for the **2025 Pavement Improvements**.

Please sign and include this addendum within your final bid.

Project Manual Changes

1. N/A

Plan Changes

1. N/A

Project Clarifications

1. Construction layout is the responsibility of the contractor. The price of construction layout is incidental to the project and should be included in the associated bid items.

The QuestCDN application will send an email to all registered plan holders when addenda are posted. However, it is the Bidder's responsibility to check QuestCDN regularly for addenda and ensure that all addenda are incorporated into the final bid.

COMPANY NAME: Schroeder Asphalt Services, Inc.

SIGNATURE: Rachael McDow

DATE: 04/15/2025

Enclosed:
N/A



Check Sheet for Recurring Special Provisions

Local Public Agency

Print Form

Print With Instructions

Reset Form

Gurnee District 56

County

Section Number

Lake

N/A

Check this box for lettings prior to 01/01/2024.

The Following Recurring Special Provisions Indicated By An "X" Are Applicable To This Contract And Are Included By Reference:

Recurring Special Provisions

Check Sheet #		Page No.
1	<input type="checkbox"/> Additional State Requirements for Federal-Aid Construction Contracts	
2	<input type="checkbox"/> Subletting of Contracts (Federal-Aid Contracts)	59
3	<input type="checkbox"/> EEO	62
4	<input type="checkbox"/> Specific EEO Responsibilities Non Federal-Aid Contracts	63
5	<input type="checkbox"/> Required Provisions - State Contracts	73
6	<input type="checkbox"/> Asbestos Bearing Pad Removal	78
7	<input type="checkbox"/> Asbestos Waterproofing Membrane and Asbestos HMA Surface Removal	84
8	<input type="checkbox"/> Temporary Stream Crossings and In-Stream Work Pads	85
9	<input type="checkbox"/> Construction Layout Stakes	86
10	<input type="checkbox"/> Use of Geotextile Fabric for Railroad Crossing	87
11	<input type="checkbox"/> Subsealing of Concrete Pavements	90
12	<input type="checkbox"/> Hot-Mix Asphalt Surface Correction	92
13	<input type="checkbox"/> Pavement and Shoulder Resurfacing	96
14	<input type="checkbox"/> Patching with Hot-Mix Asphalt Overlay Removal	98
15	<input type="checkbox"/> Polymer Concrete	99
16	<input type="checkbox"/> Reserved	101
17	<input type="checkbox"/> Bicycle Racks	103
18	<input type="checkbox"/> Temporary Portable Bridge Traffic Signals	104
19	<input type="checkbox"/> Nighttime Inspection of Roadway Lighting	106
20	<input type="checkbox"/> English Substitution of Metric Bolts	108
21	<input type="checkbox"/> Calcium Chloride Accelerator for Portland Cement Concrete	109
22	<input type="checkbox"/> Quality Control of Concrete Mixtures at the Plant	110
23	<input type="checkbox"/> Quality Control/Quality Assurance of Concrete Mixtures	111
24	<input type="checkbox"/> Reserved	119
25	<input type="checkbox"/> Reserved	135
26	<input type="checkbox"/> Temporary Raised Pavement Markers	136
27	<input type="checkbox"/> Restoring Bridge Approach Pavements Using High-Density Foam	137
28	<input type="checkbox"/> Portland Cement Concrete Inlay or Overlay	138
29	<input type="checkbox"/> Portland Cement Concrete Partial Depth Hot-Mix Asphalt Patching	141
30	<input type="checkbox"/> Longitudinal Joint and Crack Patching	145
31	<input type="checkbox"/> Concrete Mix Design - Department Provided	148
32	<input type="checkbox"/> Station Numbers in Pavements or Overlays	150
		151

Local Public Agency	County	Section Number
Gurnee District 56	Lake	N/A

The Following Local Roads And Streets Recurring Special Provisions Indicated By An "X" Are Applicable To This Contract And Are Included By Reference:

Local Roads And Streets Recurring Special Provisions

	<u>Check Sheet #</u>	<u>Page No.</u>
LRS 1	Reserved	153
LRS 2	<input type="checkbox"/> Furnished Excavation	154
LRS 3	<input checked="" type="checkbox"/> Work Zone Traffic Control Surveillance	155
LRS 4	<input checked="" type="checkbox"/> Flaggers in Work Zones	156
LRS 5	<input checked="" type="checkbox"/> Contract Claims	157
LRS 6	<input checked="" type="checkbox"/> Bidding Requirements and Conditions for Contract Proposals	158
LRS 7	<input type="checkbox"/> Bidding Requirements and Conditions for Material Proposals	164
LRS 8	Reserved	170
LRS 9	<input type="checkbox"/> Bituminous Surface Treatments	171
LRS 10	Reserved	175
LRS 11	<input checked="" type="checkbox"/> Employment Practices	176
LRS 12	<input checked="" type="checkbox"/> Wages of Employees on Public Works	178
LRS 13	<input checked="" type="checkbox"/> Selection of Labor	180
LRS 14	<input type="checkbox"/> Paving Brick and Concrete Paver Pavements and Sidewalks	181
LRS 15	<input checked="" type="checkbox"/> Partial Payments	184
LRS 16	<input checked="" type="checkbox"/> Protests on Local Lettings	185
LRS 17	<input checked="" type="checkbox"/> Substance Abuse Prevention Program	186
LRS 18	<input type="checkbox"/> Multigrade Cold Mix Asphalt	187
LRS 19	<input type="checkbox"/> Reflective Crack Control Treatment	188

BDE SPECIAL PROVISIONS
For the January 19 and March 8, 2024 Lettings

The following special provisions indicated by a "check mark" are applicable to this contract and will be included by the Project Coordination and Implementation Section of the Bureau of Design & Environment (BDE).

File Name	#	Special Provision Title	Effective	Revised
	80099	1 <input type="checkbox"/> Accessible Pedestrian Signals (APS)	April 1, 2003	Jan. 1, 2022
	80274	2 <input type="checkbox"/> Aggregate Subgrade Improvement	April 1, 2012	April 1, 2022
	80192	3 <input type="checkbox"/> Automated Flagger Assistance Devices	Jan. 1, 2008	April 1, 2023
	80173	4 <input type="checkbox"/> Bituminous Materials Cost Adjustments	Nov. 2, 2006	Aug. 1, 2017
	80426	5 <input type="checkbox"/> Bituminous Surface Treatment with Fog Seal	Jan. 1, 2020	Jan. 1, 2022
*	80241	6 <input type="checkbox"/> Bridge Demolition Debris	July 1, 2009	
*	50531	7 <input type="checkbox"/> Building Removal	Sept. 1, 1990	Aug. 1, 2022
*	50261	8 <input type="checkbox"/> Building Removal with Asbestos Abatement	Sept. 1, 1990	Aug. 1, 2022
	80449	9 <input checked="" type="checkbox"/> Cement, Type II	Aug. 1, 2023	
	80384	10 <input checked="" type="checkbox"/> Compensable Delay Costs	June 2, 2017	April 1, 2019
*	80198	11 <input type="checkbox"/> Completion Date (via calendar days)	April 1, 2008	
*	80199	12 <input type="checkbox"/> Completion Date (via calendar days) Plus Working Days	April 1, 2008	
	80453	13 <input type="checkbox"/> Concrete Sealer	Nov. 1, 2023	
	80261	14 <input checked="" type="checkbox"/> Construction Air Quality – Diesel Retrofit	June 1, 2010	Nov. 1, 2014
	80434	15 <input type="checkbox"/> Corrugated Plastic Pipe (Culvert and Storm Sewer)	Jan. 1, 2021	
*	80029	16 <input type="checkbox"/> Disadvantaged Business Enterprise Participation	Sept. 1, 2000	Mar. 2, 2019
	80229	17 <input type="checkbox"/> Fuel Cost Adjustment	April 1, 2009	Aug. 1, 2017
	80452	18 <input type="checkbox"/> Full Lane Sealant Waterproofing System	Nov. 1, 2023	
	80447	19 <input type="checkbox"/> Grading and Shaping Ditches	Jan. 1, 2023	
	80433	20 <input type="checkbox"/> Green Preformed Thermoplastic Pavement Markings	Jan. 1, 2021	Jan. 1, 2022
	80443	21 <input type="checkbox"/> High Tension Cable Median Barrier Removal	April 1, 2022	
	80456	22 <input checked="" type="checkbox"/> Hot-Mix Asphalt	Jan. 1, 2024	
	80446	23 <input type="checkbox"/> Hot-Mix Asphalt - Longitudinal Joint Sealant	Nov. 1, 2022	Aug. 1, 2023
	80438	24 <input type="checkbox"/> Illinois Works Apprenticeship Initiative – State Funded Contracts	June 2, 2021	Sept. 2, 2021
	80045	25 <input type="checkbox"/> Material Transfer Device	June 15, 1999	Jan. 1, 2022
	80450	26 <input type="checkbox"/> Mechanically Stabilized Earth Retaining Walls	Aug. 1, 2023	
	80441	27 <input type="checkbox"/> Performance Graded Asphalt Binder	Jan. 1, 2023	
	80451	28 <input checked="" type="checkbox"/> Portland Cement Concrete	Aug. 1, 2023	
*	34261	29 <input type="checkbox"/> Railroad Protective Liability Insurance	Dec. 1, 1986	Jan. 1, 2022
	80455	30 <input type="checkbox"/> Removal and Disposal of Regulated Substances	Jan. 1, 2024	
	80445	31 <input type="checkbox"/> Seeding	Nov. 1, 2022	
	80448	32 <input type="checkbox"/> Source of Supply and Quality Requirements	Jan. 2, 2023	
	80340	33 <input type="checkbox"/> Speed Display Trailer	April 2, 2014	Jan. 1, 2022
	80127	34 <input type="checkbox"/> Steel Cost Adjustment	April 2, 2004	Jan. 1, 2022
	80397	35 <input type="checkbox"/> Subcontractor and DBE Payment Reporting	April 2, 2018	
	80391	36 <input checked="" type="checkbox"/> Subcontractor Mobilization Payments	Nov. 2, 2017	April 1, 2019
	80437	37 <input type="checkbox"/> Submission of Payroll Records	April 1, 2021	Nov. 2, 2023
	80435	38 <input type="checkbox"/> Surface Testing of Pavements – IRI	Jan. 1, 2021	Jan. 1, 2023
	80410	39 <input type="checkbox"/> Traffic Spotters	Jan. 1, 2019	
*	20338	40 <input type="checkbox"/> Training Special Provisions	Oct. 15, 1975	Sept. 2, 2021
	80429	41 <input type="checkbox"/> Ultra-Thin Bonded Wearing Course	April 1, 2020	Jan. 1, 2022
	80439	42 <input checked="" type="checkbox"/> Vehicle and Equipment Warning Lights	Nov. 1, 2021	Nov. 1, 2022
	80302	43 <input type="checkbox"/> Weekly DBE Trucking Reports	June 2, 2012	Nov. 1, 2021
	80454	44 <input type="checkbox"/> Wood Sign Support	Nov. 1, 2023	
	80427	45 <input checked="" type="checkbox"/> Work Zone Traffic Control Devices	Mar. 2, 2020	
*	80071	46 <input type="checkbox"/> Working Days	Jan. 1, 2002	

Highlighted items indicate a new or revised special provision for the letting.

An * indicates the special provision requires additional information from the designer, which needs to be submitted separately. The Project Coordination and Implementation Section will then include the information in the applicable special provision.

The following special provisions are in the 2024 Supplemental Specifications and Recurring Special Provisions.

<u>File Name</u>	<u>Special Provision Title</u>	<u>New Location(s)</u>	<u>Effective</u>	<u>Revised</u>
80436	Blended Finely Divided Minerals	Articles 1010.01 & 1010.06	April 1, 2021	
80440	Waterproofing Membrane System	Article 1061.05	Nov. 1, 2021	



Special Provisions

Print Form

Reset Form

Local Public Agency

County

Section Number

Gurnee District 56

Lake

N/A

The following Special Provision supplement the "Standard Specifications for Road and Bridge Construction", adopted January 1, 2022

, the latest edition of the "Manual on Uniform Traffic Control Devices for Streets and Highways", and the "Manual of Test Procedures of Materials" in effect on the date of invitation of bids, and the Supplemental Specification and Recurring Special Provisions indicated on the Check Sheet included here in which apply to and govern the construction of the above named section, and in case of conflict with any parts, or parts of said Specifications, the said Special Provisions shall take precedence and shall govern.

District 56 2025 Pavement Improvements

Instructions for BLR 11310

This form shall be used as the starting paragraph for the special provision packet included in Federal Aid, Township Bridge (TBP) and Motor Fuel Tax (MFT) roadway improvement and maintenance projects. For more information see Chapter 11 of the Bureau of Local Roads and Street Manual (BLRS Manual).

**TABLE OF CONTENTS
FOR CONTRACT GENERAL CONDITIONS AND SPECIAL PROVISIONS**

General Conditions

1. General Conditions
2. Scope of Work
3. Definition of the District
4. Clean Construction and Demolition Debris (CCDD) Material Disposal
5. JULIE Notification
6. Completion Date
7. Construction Work Periods
8. Pre-Construction Meeting
9. Authority of the Engineer
10. Maintenance of Roadways and Erosion Control
11. Construction Staging and Maintenance of Base Course
12. Period of Establishment
13. Saw Cutting
14. Use of Fire Hydrants
15. Existing Hardscape
16. Tree Protection and Preservation
17. Use of the Work Site
18. Indemnification
19. No Assignment
20. Default
21. Delays
22. Compliance With Laws
23. No Waiver of Rights
24. Termination of the Contract
25. Miscellaneous
26. Retainage and Waivers
27. Earth Excavation
28. Permits and Licenses

Special Provisions

1. Trench Backfill, Coarse Aggregate, CA 6 (Special)
2. Aggregate Base Course, Type B Varies (Special)
3. Decomposed Granite, 6" (Special)
4. Hot-Mix Asphalt Leveling Binder, Binder Course, and Surface Course (Special)
5. Class D Patches (Special)
6. Pavement Removal (Special)
7. Pipe Underdrains (Special)

8. Site Lighting Improvements (Special)
9. Traffic Control and Protection (Special)
10. Remove and Relocate Existing Sign (Special)
11. Grading and Shaping of Ditches (Special)

IDOT District One - Special Provisions

1. Adjustments and Reconstructions (D-1)
2. Friction Aggregate (D-1)
3. Ground Tire Rubber (GTR) Modified Asphalt Binder (D-1)
4. Hot-Mix Asphalt (D-1)
5. Hot-Mix Asphalt Binder and Surface Course (D-1)
6. Hot-Mix Asphalt -- Mixture Design Verification and Production (D-1)
7. Temporary Information Signing (D-1)

General Conditions

1. General Conditions

It is the policy of the District and other governing agencies to set standards for the performance of road and bridge construction. This contract shall expressly adhere to the 'Standard Specifications for Road and Bridge Construction', latest edition, and the 'Standard Specifications for Water and Sewer Main Construction in Illinois', latest edition, unless otherwise specified herein.

2. Scope of Work

The provisions of Article 104.02 of the Standard Specifications are hereby amended as follows: "The Gurnee District 56 (District) expressly reserves the right to remove from or add to the project any portions thereof included in the Project. Such reductions or additions, if any, shall be made in writing by the District prior to execution of the Contract Documents. Any reduction in the scope of work required by the District prior to the execution of the Contract Documents shall not result in an adjustment to the contract or to the price originally bid."

3. Definition of Gurnee District 56

All references in the contract relating to the Department, Awarding Authority, District, etc. shall mean the Gurnee District 56.

4. Clean Construction and Demolition Debris (CCDD) Material Disposal

Work under this item shall be performed in compliance with the Illinois Environmental Protection Agency (IEPA) guidelines in effect at the time of construction.

The Contractor will be required to make all arrangements for coordination and submission of the necessary documents with their chosen CCDD or other suitable disposal facility. Written confirmation of preliminary approval must be provided from the disposal facility and confirmed by the Owner as acceptable.

All surplus, clean material generated from the Contractor's activities must be disposed of at an IEPA permitted CCDD or otherwise acceptable facility. The Contractor is responsible for providing documentation to the District for each load hauled off-site showing the quantity of material and the location the material was disposed of.

Disposal of clean material not in compliance with these requirements will constitute breach of contract. If the Contractor fails to provide adequate documentation supporting the legal disposal of clean material according to this special provision, the Contractor shall be fined \$1,000 per load of material and will assume all liability associated with material disposed of not in compliance with this special provision.

No extra compensation will be allowed to the Contractor for any expenses incurred complying with these requirements including but not limited to: delays, inconvenience, or interruptions in the work resulting from compliance with these requirements. All costs associated with material disposal shall be included into the appropriate unit bid prices for the work.

5. JULIE Notification

The Contractor shall call the Joint Utility Locating Information for Excavators (JULIE) (1-800-892-0123 or 811), a minimum of forty-eight (48) hours in advance of work being done in the area in accordance with Article 107.39 of the Standard Specifications.

For utilities which are not members, excluding homeowners, the Contractor shall contact the owners directly. The Contractor will be required to cooperate with all utility companies and municipal agencies involved in connection with the removal, temporary relocation, reconstruction or abandonment by these agencies of any and all services.

No additional compensation will be allowed the Contractor for any expense incurred by complying with these requirements, or because of delays, inconvenience or interruptions in his work resulting from the failure of the municipal agencies or utility company to remove, relocate, reconstruct or abandon their services.

6. Completion Date

The Contractor shall commence the work to be performed under this contract, 10 days following the execution of the contract. The work shall be prosecuted in such a manner and with such a supply of materials, equipment and labor as considered necessary to ensure its completion according to the time specified in the contract. The Contractor shall substantially complete all work in the contract by **August 15, 2025**, including landscape restoration, as defined in Article 108.04 of the Standard Specifications.

Following substantial completion, the Contractor shall provide the Engineer written notice in accordance with Article 105.13 of the Standard Specifications. The Contractor will have fourteen (14) calendar days to correct any deficiencies following the scheduled final inspection and punch list submittal by the Engineer.

In case of failure to complete the work on time by the interim completion date, final completion date, working days, and/or the deficient punch list items, the provisions of Article 108.09 of the Standard Specifications shall apply, **except regardless of the contract amount, the daily charge shall be \$2,000 per calendar day overrun.**

The estimated District Board award date for this project is, April 23, 2025 with an anticipated commencement date of Monday, June 09, 2025.

7. Construction Work Periods

Construction operations shall be completed in accordance with Article 107.09 of the Standard Specifications. All work shall be confined to the period beginning at 7:00 AM and ending at 6:00 PM on weekdays. No work shall be done on Sundays or legal holiday periods as defined in article 107.09 of the Standard Specifications.

No work shall be permitted on Saturday's unless prior written approval is granted by the District. All requests to work on a Saturday shall be submitted by 4:00 PM, the Wednesday prior to the date requested. If work is allowed, it shall be confined to the period beginning at 8:00 AM to 6:00 PM.

8. Pre-Construction Meeting

Prior to commencing any construction operations, there shall be a pre-construction meeting. The District or Engineer will set the time and date of the meeting following Contract award.

The following shall be submitted by the Contractor for review at the pre-construction meeting:

A Progress Schedule in accordance with Article 108.02.

The 24-hour emergency phone number and contact information of the assigned Contractor's superintendent, or otherwise.

The name and 24-hour emergency phone number of the person in the direct employ of the Contractor who is responsible for administrating the Traffic Control and Protection on the Contract

A list of subcontractors with contact information, including but not limited to name, phone number, and email address, and include quantity and type of work to be sublet for each respective subcontractor in accordance with Article 108.01 of the Standard Specifications.

A list of proposed sources of material.

Hot-mix asphalt and concrete mix designs, and respective quality control plans.*

Any applicable shop drawing submittals.*

9. Authority of the Engineer

Revise ARTICLE 105.01 AUTHORITY OF ENGINEER to read:

"All work shall be done in accordance with the requirements of the Contract, the Engineer shall have the right, but not the obligation, to observe all work. The Engineer shall decide all questions that arise as to the interpretation of the Plans and Specifications and as to disputes and mutual rights between Contractors under the Specifications. The Engineer shall advise the District as to the quality and acceptability of materials furnished and work performed, rate of progress of the work, and acceptable fulfillment of the Contract. The Engineer will determine the amount of materials furnished and work performed. The Engineer's advice and determinations shall be conditions precedent to the right of the Contractor to receive money due the Contractor under the Contract."

"The Engineer will notify the Contractor in writing if the work is to be suspended by the District wholly or in part due to the failure of the Contractor to carry out provisions of the contract; for failure to carry out orders; for such periods due to unsuitable weather; for conditions considered unsuitable for the prosecution of the work or for any other condition or reason deemed to be in the public interest."

"In case of failure on the part of the Contractor to execute work as directed by the Engineer, the District may, at the expiration of a period of 48 hours after giving notice in writing to the Contractor, proceed to execute such work as may be deemed necessary, and the cost thereof shall be deducted from compensation due or which may become due to the Contractor under the contract."

The Engineer shall not assume any of the responsibilities of the Contractor's superintendent or of subcontractors; shall not expedite the work for the Contractor; and shall not advise on, or issue directions concerning aspects of construction means, methods, techniques, sequences or procedures, or safety precautions in connection with the work.

10. Status of Utilities

Effective: June 1, 2016
Revised: January 1, 2020

Utility companies and/or municipal owners located within the construction limits of this project have provided the following information regarding their facilities and the proposed improvements. The tables below contain a description of specific conflicts to be resolved and/or facilities which will require some action on the part of the Department's contractor to proceed with work. Each table entry includes an identification of the action necessary and, if applicable, the estimated duration required for the resolution.

11. Maintenance of Roadways and Erosion Control

Beginning on the date that the Contractor begins work on this project, he shall assume responsibility for normal maintenance of all existing roadways and trenches within the limits of the improvement. This normal maintenance shall include all repair work deemed necessary by the Engineer, but shall not include snow removal operations. Traffic control and protection for maintenance of roadways will be provided by the Contractor as required by the contract documents.

The Contractor shall be required to control dust or air-borne dirt resulting from construction operations by utilizing a mechanical street sweeper on all pavement within or adjacent to the project work zone throughout the duration of the project. The resulting debris shall be disposed of off-site in accordance with Article 202.03 of the Standard Specifications. Individual fire hydrant use shall not be permitted to control dust at specific locations. The Contractor shall provide dust control operations daily, throughout the project limits and adjacent streets. At the direction of the Engineer, a professional street sweeper may be requested on a weekly basis or as deemed necessary by the District or Engineer.

The cost of this work shall be included in the unit prices bid and no additional compensation shall be allowed to control dust as specified herein.

No excavations shall be left open during non-work hours unless approved by the Engineer and adequately protected from the public.

The Contractor will be required over the course of construction to clean inlet filter baskets weekly or prior to a forecasted rain event.

The Contractor will be required to perform erosion control best management practices as listed on the plans, specifications, and details during construction. Discharge of sediment-laden water or construction debris into the storm sewer system or waterways will not be permitted and subjected to a monetary penalty as noted in the monetary penalties general condition. In addition, the Contractor will be responsible for

cleaning all storm sewer systems and waterways to their preconstruction condition to the satisfaction of the Engineer. In the event of an illicit discharge, regardless of blame, the Contractor shall concentrate their work efforts on remedying the situation to correct the deficiency.

12. Construction Staging and Maintenance of Base Course

All pavement removal, curb installation, and hot-mix asphalt binder installation shall be completed in accordance with Section(s) 202, 406, 423, 440, and 606 of the Standard Specifications and as specified herein.

Pavement removal and hot-mix asphalt binder course placement shall be staged in a manner to minimize the exposure of vehicular traffic over the existing base course following pavement removal.

No pavement removal operations shall commence if rain is in the forecast within the following five working days. If the Contractor does not follow this requirement, any disking, drying or undercut operations required by the Engineer to provide a sufficient subbase prior to paving shall be completed by the Contractor at no additional cost to the District.

13. Period of Establishment

This work shall include all labor, material, and equipment necessary to furnish and install pulverized topsoil, seed, fertilizer nutrients and erosion control blanket in accordance with Sections 211, 250, 251, and 252 of the Standard Specifications and as specified herein.

Pulverized topsoil shall be placed to a maximum depth of four (4) inches and not be placed until the area has been shaped, trimmed, and finished to the lines and grades as directed by the Engineer. All irregularities, depressions, or high points in the surface shall be filled or smoothed out before topsoil is placed. The surface of the topsoil shall be blended to match the existing terrain and adjacent roadway, and be free from clods, stones, sticks, and debris.

The Contractor shall furnish and place the IDOT class of seed specified, and be produced and tested in the current year, be of good quality, and free of weeds. Fertilizer nutrients shall be applied at a 1:1:1 ratio in accordance with Article 250.04 of the Standard Specifications.

It is recommended that the Contractor water the area every other day at a rate of three (3) gallons per square yard, however, it is the sole and exclusive responsibility of the Contractor to make required adjustments to the watering rate or schedule. All watering performed is included in the cost of the seed item and will not be paid for separately.

To be acceptable for final payment, the landscaped areas shall undergo a 30-day period of establishment beginning on the last day that seed is sowed. During this period, the Contractor shall be responsible for, at no additional cost to the District, watering, removing weeds and maintaining the seeded areas and repairing any damage to the seeded areas due to but not limited to, errant vehicles, severe weather or all other causes. At the end of the 30-day period of establishment, the District or Engineer will inspect the landscaped area and if deemed unsatisfactory, the Contractor shall be required to provide means and methods necessary to establish a live, healthy turf area. Should the seed not germinate because of prevailing cool weather, the period of establishment may be adjusted as determined by the Engineer. It shall be the sole and exclusive responsibility of the Contractor, not the Engineer, for maintaining and monitoring the landscape restoration during the period of establishment. If the placed landscape restoration has not been approved by the District or Engineer sixty (60) calendar days following installation, the Contractor will incur a monetary penalty of \$250 per calendar day.

Upon project completion and expiration of the second period of establishment noted above, any additional failure by the Contractor to achieve a healthy growth of vegetation as defined will be considered failure to complete the project on time and liquidated damages will be applied accordingly.

It is likely this project will require seeding to occur outside of regular planting times. The Contractor shall provide sufficient watering during these periods to adequately allow the seed to germinate and establish. Summer weather will not be an acceptable extension to the seeding window and establishment requirements.

The Contractor shall provide the Engineer with proper documentation on the landscaping materials supplied to the project such as topsoil source, topsoil certification, fertilizer bags, seed tags, and seed bags.

Upon placement of topsoil, seed, fertilizer nutrients, and blanket, 75 percent of each respective pay item will be paid. Upon final acceptance of the topsoil, seed, fertilizer nutrients, and blanket placed, the remaining 25 percent of each respective pay item will be paid.

14. Saw Cutting

The Contractor shall be required to perform a perpendicularly straight joint by full-depth machine sawing of all proposed items to be removed prior to removal operations to prevent damage or spalling to existing hardscape to remain. Simple or partial depth scoring shall not be permitted. Saw cut locations may or may not be shown on the plans, however, shall be required in the field. All sawcut slurry, regardless of the amount, shall be promptly removed to prevent tracking. Any slurry tracked or left on surfaces to remain shall be thoroughly cleaned or replaced, at the direction of the District or Engineer, by the Contractor at no additional cost to the District.

The Contractor shall replace, at no additional cost to the District, any hardscape, outside of the limit of improvements, damaged by the Contractor's operations due to neglect, misconduct, or poor workmanship. Saw cuts will not be paid for separately but will be included in the cost of the item being removed.

15. Use of Fire Hydrants

The indiscriminate use of fire hydrants is strictly prohibited. The Contractor shall contact the Village of Gurnee for use of fire hydrants.

16. Existing Hardscape

Any damage to existing hardscape from tracked equipment or due to the Contractor's negligence, workmanship, or neglect shall be replaced at the Contractor's expense. It is recommended rubber tired or rubber tracked equipment is used on pavement to remain. Any unwarranted disturbance to the existing hardscape to remain will warrant repairs made joint to joint. The Engineer and District shall determine the limit of removal and replacement operations, and all work shall be completed to the satisfaction of the Engineer.

17. Tree Protection and Preservation

This work shall consist of pruning existing trees, shrubs, or bushes in accordance with Section 201 of the Standard Specifications, except as modified herein.

Breaking off branches of plant material to remain during clearing or construction operations will not be allowed. Preceding any existing tree pruning or trimming operations, the Contractor shall demonstrate that there is no other practical method to complete the work and request permission from the Engineer. All pruning shall be done according to the current ANSI A300 (Part 1) – Pruning Standard.

All branches and foliage pruned or trimmed shall be disposed of off-site in accordance with Article 202.03 of the Standard Specifications.

All existing trees larger than 6" in diameter and not specifically designated for removal, which are removed or damaged due to the Contractor's neglect, shall be inspected by the District or the Engineer. For each infraction that causes damage to a tree, a monetary penalty of \$1,000 may be imposed and the replacement of the damaged tree required, depending on the extent of injury caused to each tree. No replacement tree shall have a diameter of less than 3" or more than 6", unless authorized by the District. All new plantings shall be completed in accordance with Section 253 of the Standard Specifications.

18. Use of the Work Site

The Contractor shall use the Work Site solely to complete the Work and such related activities as may be authorized or directed by the District. Except as provided herein, Contractor shall not (nor shall Contractor cause or permit any employee or person under Contractor's control) to display or broadcast commercial, political, or religious messages or advertisements of any nature at the Work Site or in connection with the Work. The foregoing shall not be construed to prohibit the following at the Work Site or in connection with the Work: (a) the use of equipment, materials, or other items (e.g. personnel uniforms and clothing) that identify the Contractor (such as by displaying the Contractor's name, logo, slogan, contact information, or similar messages) or that identify the maker or supplier of such equipment, material, or item; or (b) the use or display of signs, flags, cones, traffic control devices, markers, or other similar devices that reasonably relate to the Work, Work Site safety, public safety, or regulatory compliance; or (c) personal speech, religious practice, or expression by any individual performing Work or at the Work Site; or (d) upon written approval or direction of the District, the display of information regarding the sponsor of the Work or funding sources for the Work.

In addition, Contractor shall not (nor shall Contractor require or permit its personnel, subcontractors, or subcontractors' personnel to) conduct any prohibited political activity at the Work Site or while performing the Work. Contractor and its personnel or subcontractors (including any subcontractor's personnel) shall not intentionally or knowingly use the Work Site or any other property or resources of the District in connection with any prohibited political activity. For purposes of this section, the term "prohibited political activity" shall have the meaning set forth in Section 5 of the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

19. Indemnification

To the fullest extent permitted by law, the Contractor agrees to defend, pay on behalf of, indemnify, and hold harmless the District, its elected and appointed officials, agents, employees and volunteers and others working on behalf of the District against any and all claims, demands, suits or loss, including all costs connected therewith, and for any damages which may be asserted, claimed or recovered against or from the District, its elected and appointed officials, agents, employees and volunteers and others working on behalf of the District, by reason of personal injury, including bodily injury and death, and/or property damage, whether damage to property of the District or of a third party, including loss of use thereof, which arises out of or is in any way connected or associated with the Contract and the Work.

For this project, the District also hired a Consultant, Gewalt Hamilton Associates. The Contractor shall indemnify the Consultant in the same manner as the District, as stated above.

20. No Assignment

If the Contractor sublets or assigns any part of the Work then the Contractor shall not under any circumstances be relieved of its liabilities hereunder. All transactions of the District shall be with the Contractor. Subcontractors shall be recognized only in the capacity of employees or workmen and shall be subject to the same requirements as to character and competence. The Contractor shall not assign, transfer, convey, sell or otherwise dispose of the whole or any part of this Contract to any person, firm or corporation without written consent of the District or authorized representative.

21. Default

The following shall constitute a default an "Event of Default" by the Contractor under this Contract:

- A. If the Contractor shall fail to strictly observe or perform one or more of the terms, conditions, covenants and agreements of this Contract;
- B. If there shall be placed on any property owned by the District any mechanics', materialmens' or suppliers' lien;
- C. If there shall be instituted any proceeding against the Contractor seeking liquidation, dissolution or similar relief and the same shall not be dismissed within forty-five (45) calendar days;
- D. If there shall be appointed any trustee, receiver or liquidator of the Contractor and such appointment shall not have been vacated within forty-five (45) calendar days; and
- E. If the Contractor fails to maintain or obtain any and all permits, licenses and the like, if any, required by the Village, State or Federal governments for the Work.

Upon any Event of Default the District shall have the option of (i) terminating the Contract; (ii) pursuing any remedy available to it at law or in equity; or (iii) pursuing both simultaneously. In addition, upon an Event of Default, the District may withhold payments due to the Contractor until it has hired a replacement of the Contractor and deducted all costs of hiring a replacement.

22. Delays

The Contractor shall not be liable in damages for delays in performance when such delay is the result of fire, flood, strike, acts of God, or by any other circumstances which are beyond the control of the Contractor; provided, however, under such circumstances the District may, at its option, cancel the Contract.

23. Compliance With Laws

The Contractor shall comply with all applicable laws, regulations and rules promulgated by any federal, state, local, or other governmental authority or regulatory body pertaining to all aspects of the Work, now in effect, or which may become in effect during the performance of the Work. The scope of the laws, regulations, and rules referred to in this paragraph includes, but is in no way limited to, the Illinois Human Rights Act, Illinois Equal Pay Act of 2003, Occupational Safety & Health Act along with the standards and regulations promulgated pursuant

thereto (including but not limited to those safety requirements involving work on elevated platforms), all forms of traffic regulations, public utility, Interstate and Intrastate Commerce Commission regulations, Workers' Compensation Laws, Public Construction Bond Act, Public Works Preference Act, Employment of Illinois Workers on Public Works Act, USA Security Act, federal Social Security Act (and any of its titles), and any other law, rule or regulation of the Illinois Department of Labor, Department of Transportation, Illinois Environmental Protection Act, Illinois Department of Natural Resources, Illinois Department of Human Rights, Human Rights Commission, EEOC, and the Village of Gurnee. Notwithstanding the following, the Contractor shall particularly note that:

A. NO DISCRIMINATION – The Contractor shall comply with the provisions of the Illinois Public Works Employment Discrimination Act and the Illinois Human Rights Act/Equal Opportunity Clause which, pursuant to Illinois law, are deemed to be part of this Contract.

B. FREEDOM OF INFORMATION - The Contractor agrees to furnish all documentation related to the Contract, the Work and any documentation related to the District required under an Illinois Freedom of Information Act (ILCS 140/1 et. seq.) ("FOIA") request within five (5) calendar days after the District issues Notice of such request to the Contractor. The Contractor agrees to defend, indemnify and hold harmless the District, and agrees to pay all reasonable costs connected therewith (including, but not limited to attorney's and witness fees, filing fees and any other expenses) for the District to defend any and all causes, actions, causes of action, disputes, prosecutions, or conflicts arising from Contractor's actual or alleged violation of FOIA or the Contractor's failure to furnish all documentation related to a FOIA request within five (5) calendar days after Notice from the District for the same. Furthermore, should the Contractor request that the District utilize a lawful exemption under FOIA in relation to any FOIA request thereby denying that request, Contractor agrees to pay all costs connected therewith (such as attorneys' and witness fees, filing fees and any other expenses) to defend the denial of the request. This defense shall include, but not be limited to, any challenged or appealed denials of FOIA requests to either the Illinois Attorney General or a court of competent jurisdiction.

C. ILLINOIS WORKERS ON PUBLIC WORKS ACT - To the extent applicable, the Contractor shall comply with the Illinois Workers on Public Works Act, 30 ILCS 570/1 et seq., and shall provide to the District any supporting documentation necessary to show such compliance.

D. NOT A BLOCKED PERSON - The Contractor affirms and covenants that neither the Contractor nor any individual employed by the Contractor for this Work or under this Contract is a person forbidden from doing business with a unit of local government under Executive Order No. 13224 (Sept 23, 2001), 66 Fed.Reg. 49,079 (Sept 23, 2001) or is a person registered on the Specially Designated Nationals and Blocked Persons List. The Contractor shall indemnify the District from all costs associated with failure to comply with this paragraph.

E. SUBSTANCE ABUSE PREVENTION ON PUBLIC WORKS ACT - The Contractor knows, understands and acknowledges its obligations under the Substance Abuse Prevention on Public Works Act (820 ILCS 265/1 et seq.), and shall comply and require all subcontractors and lower tiered contractors to comply with the requirements and provisions thereof.

24. No Waiver of Rights

A waiver by the District of any Event of Default or any term of provision of this Contract shall not be a waiver of the same Event of Default, another Event of Default or any other term or provision of this Contract.

25. Termination of the Contract

Voluntary Termination. Notwithstanding any other provision hereof, the District may terminate this Contract during the Initial Term with or without cause, at any time upon thirty (30) calendar days prior written notice to the Contractor.

Termination for Breach. Either party may terminate this Contract upon written notice to the other party following material breach of a material provision of this Contract by the other party if the breaching party does not cure such breach within fifteen (15) calendar days of receipt of written notice of such breach from the non-breaching party.

26. Miscellaneous

A. AMENDMENT – This Contract may be amended only in writing executed by both Parties.

B. NO RECORDING – This Contract, or a memorandum thereof, may not be recorded in any form by either Party. If either Party records this Contract, or a memorandum thereof, they shall immediately file a release of the same.

- C. **SECTION HEADINGS** – The headings in the Contract are intended for convenience only and shall not be taken into consideration in any construction or interpretation of the Contract.
- D. **NO THIRD PARTY BENEFICIARIES** – This Contract does not confer any rights or benefits on any third party.
- E. **BINDING EFFECT** – This Contract shall be binding and inure to the benefit of the Parties hereto, their respective legal representatives, heirs and successors-in-interest.
- F. **ENTIRE AGREEMENT** – This Contract supersedes all prior agreements and understandings and constitutes the entire understanding between the Parties relating to the subject matter hereof.
- G. **SEVERABILITY** - If any term, condition or provision of the Contract is adjudicated invalid or unenforceable, the remainder of the Contract shall not be affected and shall remain in full force and effect, to the fullest extent permitted by law.

27. Retainage and Waivers

The District has the option to retain from the amount due to the Contractor a maximum of ten percent (10%) from each pay request. The Contractor may request the retainage be reduced and provide reasoning for such reduction in writing to the District. The District has the option to accept or deny the request and shall be considered final. The retainage may be held until the District determines the project to be final and accepted, at which time any warranty or maintenance period shall commence.

The District shall submit, for each pay request submittal, original partial or final waivers from all subcontractors and material suppliers for the work payment is requested from the District; trailing waivers will not be permitted.

28. Warranty Period

The Contractor shall warranty the work under this contract for a period of one year following the District's acceptance of the project and when final payment is made to the Contractor. All areas deemed by the District to have not met a 1 year warranty period shall be removed and replaced by the Contractor to the satisfaction of the District.

29. Earth Excavation

All earth excavation and furnished excavation required to complete this project to the proposed lines, grades, and cross sections shall be in accordance with Section 202 of the Standard Specifications. Earth excavation and furnished excavation will not be paid for separately but shall be included in the cost of the item requiring the excavation. All surplus excavated material shall be disposed of off-site in accordance with Article 202.03 of the Standard Specifications.

Special Provisions

1. Trench Backfill, Coarse Aggregate, CA-6 (Special)

This item shall include all labor, material, and equipment necessary to furnish and place coarse aggregate trench backfill material in accordance with Section 208, 550, and 1004 of the Standard Specifications and as specified herein.

The material used for this item shall be exclusively IDOT certified Class B coarse aggregate material meeting the gradation of CA-6 in accordance with Section 1004 of the Standard Specifications. All aggregate must be crushed, rounded aggregate will not be permitted. The backfill material shall be compacted to 95% modified proctor density as required by ASTM D1557 or AASHTO T-180.

The material for the final course of aggregate (14" from the finish pavement elevation) shall be Aggregate Base Course, Type B. This final course of material will be measured and paid for as AGGREGATE BASE COURSE, TYPE B (SPECIAL) as described herein and may be repurposed for all other work requiring this type of material except it will be paid for only once. No additional payment will be considered for relocating or removing this material after initial placement.

This work will be measured in place and paid for at the contract unit price per cubic yard (CY) for TRENCH BACKFILL, COARSE AGGREGATE, CA-6 (SPECIAL), which shall include all labor, material, and equipment required to complete the work as specified herein.

2. Decomposed Granite, 6" (Special)

This work shall include all labor, material, and equipment necessary to furnish and place decomposed granite surface course on a prepared subgrade or subbase in accordance with Section(s) 311 and 351 of the Standard Specifications and as specified herein.

This work includes all new red decomposed granite in locations depicted on the drawings.

The Contractor shall submit a sample of the granite prior to ordering and shall closely follow the gradation of limestone screenings.

All aggregate shall be compacted to 95% modified proctor density conforming to ASTM D-1557 or AASHTO T-180.

This work will be measured in place and paid for at the contract unit price per square yard (SY) for DECOMPOSED GRANITE, 6" (SPECIAL), which shall include all labor, material, and equipment required to complete the work as specified herein.

3. Aggregate Base Course, Type B Varies (Special)

This work shall include all labor, material, and equipment necessary to furnish and place aggregate base courses on a prepared subgrade or subbase in accordance with Section(s) 311 and 351 of the Standard Specifications and as specified herein.

This work includes all new aggregate base course material for proposed roadway base course, aggregate base repair, front fill for new concrete curb and gutter, temporary aggregate, capping stone in trenches and subbase granular material for sidewalk and driveway pavement, at the depths specified on the Engineering plans.

The material used for this item shall be exclusively IDOT certified Class B coarse aggregate material meeting the gradation of CA-6 in accordance with Section 1004 of the Standard Specifications. Mixing of aggregate from multiple sources is strictly prohibited. If it is determined that a different source is required for any reason, the new material must be approved by the Engineer prior to delivery or placement, and shall occur roadway to roadway. Crushed concrete may not be used for roadway base course or aggregate base repair. At the direction of the Engineer, crushed concrete may be used for driveway and sidewalk subbase granular material but shall be supplied from an IDOT approved source and material.

All aggregate shall be compacted to 95% modified proctor density conforming to ASTM D-1557 or AASHTO T-180.

This work will be measured in place and paid for at the contract unit price square yard (SY) for AGGREGATE BASE COURSE, TYPE B, of the depth specified (SPECIAL), which shall include all labor, material, and equipment required to complete the work as specified herein.

4. Hot-Mix Asphalt Leveling Binder, Binder Course, and Surface Course (Special)

This work shall include all labor, material, and equipment necessary to furnish and place hot-mix asphalt, of the type specified, in accordance with Section 406 of the Standard Specifications and as specified herein.

The type of mix specified is commonly known as 'MURPHY MIX'.

Hot-Mix Asphalt Mixtures: The Contractor shall submit mix designs, for approval, for each required mixture, at least one week in advance of scheduled placement.

Surface: N-50 Hot Mix Asphalt 9.5-mm Surface Course Mix "C or D" and Leveling Binder.
The AJMF during production shall have a minimum of 40% passing on the #8 sieve and still meet IDOT volumetric requirements.

Binder: N-50 Hot-Mix Asphalt 19.0-mm Binder Course Mix 'B'.
The AJMF during production shall have a minimum of 40% passing on the #4 sieve and still meet IDOT volumetric requirements.

HOT-MIX ASPHALT MIXTURE REQUIREMENTS:

Item	AC Type Overlay	AC Type Full Depth	Air Voids
Hot-Mix Asphalt Surface Course, Mix "C/D", N50	PG 58-22 / 58-28*	PG 58-28 / 46-34*	3.5% @ 50 GYR
Leveling Binder (Machine Method), N50	PG 58-22 / 58-28*	PG 58-28 / 46-34*	3.5% @ 50 GYR
Hot-Mix / Asphalt Binder Course, IL-19, N50	PG 58-22 / 58-28*	PG 58-28 / 46-34* PG 58-28 when below 4" in depth	3.5% @ 50 GYR

1. All production shall trend about 3.5% Air Voids.
2. Re-proportioning (within SSRBC adjustments allowed) of IDOT verified mix designs may be allowed and the Contractor must submit these values for a review by the Engineer at least one week prior to the first day of production.
3. One field TSR test by the Contractor will be required to validate changes.
4. The AJMF submitted and during production shall meet remaining IDOT volumetric requirements.
5. When Asphalt Binder Replacement (ABR) exceeds 15%, the new asphalt binder in the mix shall be changed as noted above. No more than 30% ABR and no more than 2.0% Reclaimed Asphalt Shingles (RAS) shall be allowed in the asphalt.

Hot Mix Asphalt Construction

1. Tack coat all longitudinal joints (hot and cold) and curb faces.
2. Pneumatic tired roller is required on all lifts, all mixes, except surface courses.
3. Auger extensions are required on all lifts, all mixes.
4. Reverse augers must be installed properly.
5. Roll (compact) the confined and curb line longitudinal joint by overlapping by 6" from the hot to cold side of mat and / or curbing.
6. Paving of the full roadway width shall be completed at the end of each day. Longitudinal joints shall be closed daily and within one truck load of HMA to prevent cold joints. Any violation shall require saw cutting edge back 3" to expose straight edge, shall be tack coated twice, and will be straight and uniform.
7. Asphalt along the curb line shall be compacted such that the asphalt is 1/4" above the flag of gutter.
8. Temporary ramps, regardless of material, shall be removed prior to placement of the next pavement course.
9. Any compromises of 16' ski or 1/4" gutter flag exposure shall be brought to the engineers attention and discussed. Failure to do so may result in repairs at the Contractors expense.

This work will be measured in place and paid for at the contract unit price per ton (TN) for HOT-MIX ASPHALT BINDER COURSE (SPECIAL), HOT-MIX ASPHALT SURFACE COURSE (SPECIAL), or per square yard (SY) for HOT-MIX ASPHALT DRIVEWAY PAVEMENT, of the depth specified, which shall include all labor, material, and equipment required to complete the work as specified herein.

5. Class D Patches (Special)

This work shall include all labor, material, and equipment necessary to complete the removal and replacement of hot-mix asphalt pavement and/or aggregate subbase material, of the type and depth specified, where marked by the Engineer in accordance with Section 442 of the Standard Specifications and as specified herein.

The hot-mix asphalt mixture requirements shall be in accordance with the special provision, HOT-MIX ASPHALT LEVELING BINDER, BINDER COURSE, AND SURFACE COURSE (SPECIAL).

These pavement patches shall be considered 'finish' or 'surface' patches and the final replacement material and depth shall be in accordance with the Hot-Mix Asphalt Mixture Requirements table as described herein and Section 1030 of the Standard Specifications.

This work will be measured in place and paid for at the contract unit price per square yard (SY) for CLASS D PATCHES, of the type and depth specified, (SPECIAL), which shall include all labor, material, and equipment required to complete the work as specified herein.

6. Pavement Removal (Special)

This work shall include all labor, material, and equipment necessary to completely remove the existing pavement to the depth specified as marked by the Engineer in accordance with Section 440 of the Standard Specifications.

Pavement removal shall be defined as asphalt or concrete pavement including asphalt or concrete base course, overlays, pozzolanic material, and aggregate or stabilized subbase material to the depth specified in the contract documents.

This work will be measured in place and paid for at the contract unit price per square yard (SY) for PAVEMENT REMOVAL, of the depth specified, (SPECIAL), which shall include all labor, material, and equipment required to complete the work as specified herein.

7. Pipe Underdrains (Special)

This work shall include all labor, material, and equipment necessary to furnish and install pipe underdrains in accordance with Section 601 of the Standard Specifications and as specified herein.

Pipe underdrains shall be installed at locations identified in the field by the Engineer. Connection of underdrains to storm structures shall be included in the cost of the underdrain.

The aggregate backfill material and fabric sock, as specified in the Engineering plans and as specified herein, shall be included in the cost of this pay item, regardless of the depth of pipe underdrain. When connecting a proposed underdrain to an existing or proposed storm sewer structure, a new hole shall be machine cored with a maximum six (6) inch diameter, circular hole. Cutting a new pipe opening by any other method shall not be permitted.

The pipe material used for this item shall be exclusively perforated PVC SDR 26, of the diameter specified, conforming to ASTM D-3034 pipe standards with rubber gasket joints conforming to ASTM D-3212.

This work will be measured in place and paid for at the contract unit price per foot (FT) for PIPE UNDERDRAINS, of the size specified, (SPECIAL), which shall include all labor, material, and equipment required to complete the work as specified herein.

8. Site Lighting Improvements

The Contractor shall install the site lighting improvements as shown on the electrical engineering drawings. All costs of the work depicted on these drawings shall be paid for by the lump sum (LSUM) price for SITE LIGHTING IMPROVEMENTS, which shall include all labor, materials, and equipment required to complete the work as depicted on the drawings.

9. Traffic Control and Protection (Special)

Traffic Control shall be according to the applicable sections of the Standard Specifications, the Supplemental Specifications, the "Illinois Manual on Uniform Traffic Control Devices for Streets and Highways", any special details and Highway Standards contained in the plans, and the Special Provisions contained herein.

Special attention is called to Article 107.09 of the Standard Specifications and the following Highway Standards, Details, Quality Standard for Work Zone Traffic Control Devices, Recurring Special Provisions and Special Provisions contained herein, relating to traffic control.

Delays to the Contractor caused by complying with these requirements will be considered included in the cost of the contract, and no additional compensation will be allowed.

Standards

701001, 701006, 701011, 701101, 701301, 701501, 701801 and 701901

Details

TC-10 Traffic Control and Protection for Side Roads, Intersections and Driveways
TC-13 District One Typical Pavement Markings
TC-14 Traffic Control and Protection at Turn Bays (To Remain Open to Traffic)

Special Provisions

Maintenance of Roadways and Erosion Control
Construction Staging and Maintenance of Base Course
Protection of Mailboxes
Traffic Control Plan
LRS 3 – Work Zone Traffic Control Surveillance
LRS 4 – Flaggers in Work Zones
BDE – Vehicle and Equipment Warning Lights
BDE – Work Zone Traffic Control Devices

No roads or segments shall be closed without prior written approval from the Village, the District, and Engineer. The Contractor must present to the Engineer, a detour plan with a detailed description addressing how resident access will be maintained and all applicable signage. Submittal of a road closure request to the Engineer does not guarantee approval. Any additional traffic control devices required for road closures per the Contractor's request shall not be paid for separately but shall be included in the cost of the contract.

This work will be measured in place and paid for at the contract unit price per lump sum (LS) for TRAFFIC CONTROL AND PROTECTION, (SPECIAL), which shall include all labor, material, and equipment required to complete the work as specified herein.

10. Remove and Relocate Existing Sign (Special)

This work shall include all labor, material, and equipment necessary to remove, store, and re-erect existing regulatory and warning sign panel assembly and posts at locations shown on the Engineering plans or as directed by the Engineer in accordance with Section 724 of the Standard Specifications and as specified herein.

The Contractor shall store the existing sign panel assembly and post in a location that won't promote vandalism or theft. The Contractor shall replace, at no additional cost to the Owner, any sign panel assembly or post which has been vandalized, stolen or damaged due to neglect, misconduct or poor workmanship.

The sign panel assembly and post shall be installed by a method approved by the Engineer and in accordance with application sections of the Manual on Uniform Traffic Control Devices. Construction equipment such as a backhoe or skid steer shall not be used to drive posts into the ground.

This work will be measured in place and paid for at the contract unit price per each (EA) for REMOVE AND RELOCATE EXISTING SIGN, which shall include all labor, material, and equipment required to complete the work as specified herein.

11. Grading and Shaping of Ditches (Special)

This work shall include all labor, material, and equipment necessary to grade and shape existing ditches to provide adequate drainage at locations shown on the Engineering plans or as directed by the Engineer in accordance with Section 214 of the Standard Specifications and as specified herein. All labor, material, and equipment necessary for final restoration of the disturbed area related to the ditch shall be included in the cost of this pay item

This work will be measured in place and paid for at the contract unit price per foot (FT) for GRADING AND SHAPING OF DITCHES, which shall include all labor, material, and equipment required to complete the work as specified herein.

IDOT District One - Special Provisions

1. Adjustments and Reconstructions (D-1)

Effective: March 15, 2011

Revise the first paragraph of Article 602.04 to read:

"602.04 Concrete. Cast-in-place concrete for structures shall be constructed of Class SI concrete according to the applicable portions of Section 503. Cast-in-place concrete for pavement patching around adjustments and reconstructions shall be constructed of Class PP-1 concrete, unless otherwise noted in the plans, according to the applicable portions of Section 1020."

Revise the third, fourth and fifth sentences of the second paragraph of Article 602.11(c) to read:

"Castings shall be set to the finished pavement elevation so that no subsequent adjustment will be necessary, and the space around the casting shall be filled with Class PP-1 concrete, unless otherwise noted in the plans, to the elevation of the surface of the base course or binder course. HMA surface or binder course material shall not be allowed. The pavement may be opened to traffic according to Article 701.17(e)(3)b."

Revise Article 603.05 to read:

"603.05 Replacement of Existing Flexible Pavement. After the castings have been adjusted, the surrounding space shall be filled with Class PP-1 concrete, unless otherwise noted in the plans, to the elevation of the surface of the base course or binder course. HMA surface or binder course material shall not be allowed. The pavement may be opened to traffic according to Article 701.17(e)(3)b."

Revise Article 603.06 to read:

"603.06 Replacement of Existing Rigid Pavement. After the castings have been adjusted, the pavement and HMA that was removed, shall be replaced with Class PP-1 concrete, unless otherwise noted in the plans, not less than 9 in. (225 mm) thick. The pavement may be opened to traffic according to Article 701.17(e)(3)b.

The surface of the Class PP concrete shall be constructed flush with the adjacent surface."

Revise the first sentence of Article 603.07 to read:

"603.07 Protection Under Traffic. After the casting has been adjusted and the Class PP concrete has been placed, the work shall be protected by a barricade and two lights according to Article 701.17(e)(3)b."

2. Friction Aggregate (D-1)

Effective: January 1, 2011

Revised: December 1, 2021

Revise Article 1004.03(a) of the Standard Specifications to read:

"1004.03 Coarse Aggregate for Hot-Mix Asphalt (HMA). The aggregate shall be according to Article 1004.01 and the following.

(a) Description. The coarse aggregate for HMA shall be according to the following table.

Use	Mixture	Aggregates Allowed								
Class A	Seal or Cover	<u>Allowed Alone or in Combination ^{5/}:</u> Gravel Crushed Gravel Carbonate Crushed Stone Crystalline Crushed Stone Crushed Sandstone Crushed Slag (ACBF) Crushed Steel Slag Crushed Concrete								
HMA Low ESAL	Stabilized Subbase or Shoulders	<u>Allowed Alone or in Combination ^{5/}:</u> Gravel Crushed Gravel Carbonate Crushed Stone Crystalline Crushed Stone Crushed Sandstone Crushed Slag (ACBF) Crushed Steel Slag ^{1/} Crushed Concrete								
HMA High ESAL Low ESAL	Binder IL-19.0 or IL-19.0L SMA Binder	<u>Allowed Alone or in Combination ^{5/ 6/}:</u> Crushed Gravel Carbonate Crushed Stone ^{2/} Crystalline Crushed Stone Crushed Sandstone Crushed Slag (ACBF) Crushed Concrete ^{3/}								
HMA High ESAL Low ESAL	C Surface and Binder IL-9.5 IL-9.5FG or IL-9.5L	<u>Allowed Alone or in Combination ^{5/}:</u> Crushed Gravel Carbonate Crushed Stone ^{2/} Crystalline Crushed Stone Crushed Sandstone Crushed Slag (ACBF) Crushed Steel Slag ^{4/} Crushed Concrete ^{3/}								
HMA High ESAL	D Surface and Binder IL-9.5 or IL-9.5FG	<u>Allowed Alone or in Combination ^{5/}:</u> Crushed Gravel Carbonate Crushed Stone (other than Limestone) ^{2/} Crystalline Crushed Stone Crushed Sandstone Crushed Slag (ACBF) Crushed Steel Slag ^{4/}								
		<u>Other Combinations Allowed:</u>								
		<table border="1"> <thead> <tr> <th>Up to...</th> <th>With...</th> </tr> </thead> <tbody> <tr> <td>25% Limestone</td> <td>Dolomite</td> </tr> <tr> <td>50% Limestone</td> <td>Any Mixture D aggregate other than Dolomite</td> </tr> <tr> <td>75% Limestone</td> <td>Crushed Slag (ACBF) or Crushed Sandstone</td> </tr> </tbody> </table>	Up to...	With...	25% Limestone	Dolomite	50% Limestone	Any Mixture D aggregate other than Dolomite	75% Limestone	Crushed Slag (ACBF) or Crushed Sandstone
Up to...	With...									
25% Limestone	Dolomite									
50% Limestone	Any Mixture D aggregate other than Dolomite									
75% Limestone	Crushed Slag (ACBF) or Crushed Sandstone									

Use	Mixture	Aggregates Allowed						
HMA High ESAL	E Surface IL-9.5 SMA Ndesign 80 Surface	Allowed Alone or in Combination ^{5/ 6/} :						
		Crushed Gravel Crystalline Crushed Stone Crushed Sandstone Crushed Slag (ACBF) Crushed Steel Slag No Limestone.						
		Other Combinations Allowed:						
		<table border="1"> <thead> <tr> <th>Up to...</th> <th>With...</th> </tr> </thead> <tbody> <tr> <td>50% Dolomite^{2/}</td> <td>Any Mixture E aggregate</td> </tr> <tr> <td>75% Dolomite^{2/}</td> <td>Crushed Sandstone, Crushed Slag (ACBF), Crushed Steel Slag, or Crystalline Crushed Stone</td> </tr> <tr> <td>75% Crushed Gravel^{2/}</td> <td>Crushed Sandstone, Crystalline Crushed Stone, Crushed Slag (ACBF), or Crushed Steel Slag</td> </tr> </tbody> </table>	Up to...	With...	50% Dolomite ^{2/}	Any Mixture E aggregate	75% Dolomite ^{2/}	Crushed Sandstone, Crushed Slag (ACBF), Crushed Steel Slag, or Crystalline Crushed Stone
Up to...	With...							
50% Dolomite ^{2/}	Any Mixture E aggregate							
75% Dolomite ^{2/}	Crushed Sandstone, Crushed Slag (ACBF), Crushed Steel Slag, or Crystalline Crushed Stone							
75% Crushed Gravel ^{2/}	Crushed Sandstone, Crystalline Crushed Stone, Crushed Slag (ACBF), or Crushed Steel Slag							
HMA High ESAL	F Surface IL-9.5 SMA Ndesign 80 Surface	Allowed Alone or in Combination ^{5/ 6/} :						
		Crystalline Crushed Stone Crushed Sandstone Crushed Slag (ACBF) Crushed Steel Slag No Limestone.						
		Other Combinations Allowed:						
		<table border="1"> <thead> <tr> <th>Up to...</th> <th>With...</th> </tr> </thead> <tbody> <tr> <td>50% Crushed Gravel^{2/} or Dolomite^{2/}</td> <td>Crushed Sandstone, Crushed Slag (ACBF), Crushed Steel Slag, or Crystalline Crushed Stone</td> </tr> </tbody> </table>	Up to...	With...	50% Crushed Gravel ^{2/} or Dolomite ^{2/}	Crushed Sandstone, Crushed Slag (ACBF), Crushed Steel Slag, or Crystalline Crushed Stone		
Up to...	With...							
50% Crushed Gravel ^{2/} or Dolomite ^{2/}	Crushed Sandstone, Crushed Slag (ACBF), Crushed Steel Slag, or Crystalline Crushed Stone							

- 1/ Crushed steel slag allowed in shoulder surface only.
- 2/ Carbonate crushed stone (limestone) and/or crushed gravel shall not be used in SMA Ndesign 80.
- 3/ Crushed concrete will not be permitted in SMA mixes.
- 4/ Crushed steel slag shall not be used as binder.
- 5/ When combinations of aggregates are used, the blend percent measurements shall be by volume." Combining different types of aggregate will not be permitted in SMA Ndesign 80."

3. Ground Tire Rubber (GTR) Modified Asphalt Binder (D-1)

Effective: June 26, 2006
Revised: December 1, 2021

Add the following to the end of article 1032.05 of the Standard Specifications:

"(c) Ground Tire Rubber (GTR) Modified Asphalt Binder. A quantity of 10.0 to 14.0 percent GTR (Note 1) shall be blended by dry unit weight with a PG 64-28 to make a GTR 70-28 or a PG 58-28 to make a GTR 64-28. The base PG 64-28 and PG 58-28 asphalt binders shall meet the requirements of Article 1032.05(a). Compatible polymers may be added during production. The GTR modified asphalt binder shall meet the requirements of the following table.

Test	Asphalt Grade GTR 70-28	Asphalt Grade GTR 64-28
Flash Point (C.O.C.), AASHTO T 48, °F (°C), min.	450 (232)	450 (232)
Rotational Viscosity, AASHTO T 316 @ 275 °F (135 °C), Poises, Pa-s, max.	30 (3)	30 (3)
Softening Point, AASHTO T 53, °F (°C), min.	135 (57)	130 (54)
Elastic Recovery, ASTM D 6084, Procedure A (sieve waived) @ 77 °F, (25 °C), aged, ss, 100 mm elongation, 5 cm/min., cut immediately, %, min.	65	65

Note 1. GTR shall be produced from processing automobile and/or light truck tires by the ambient grinding method. GTR shall not exceed 1/16 in. (2 mm) in any dimension and shall contain no free metal particles or other materials. A mineral powder (such as talc) meeting the requirements of AASHTO M 17 may be added, up to a maximum of four percent by weight of GTR to reduce sticking and caking of the GTR particles. When tested in accordance with Illinois modified AASHTO T 27, a 50 g sample of the GTR shall conform to the following gradation requirements:

Sieve Size	Percent Passing
No. 16 (1.18 mm)	100
No. 30 (600 µm)	95 ± 5
No. 50 (300 µm)	> 20

Add the following to the end of Note 1. of article 1030.03 of the Standard Specifications:

"A dedicated storage tank for the Ground Tire Rubber (GTR) modified asphalt binder shall be provided. This tank must be capable of providing continuous mechanical mixing throughout by continuous agitation and recirculation of the asphalt binder to provide a uniform mixture. The tank shall be heated and capable of maintaining the temperature of the asphalt binder at 300 °F to 350 °F (149 °C to 177 °C). The asphalt binder metering systems of dryer drum plants shall be calibrated with the actual GTR modified asphalt binder material with an accuracy of ± 0.40 percent."

4. Hot-Mix Asphalt (D-1)

Effective: January 1, 2022

Revised: August 1, 2022

Replace Article 1030.09(g)(1) of the Standard Specifications with the following:

"(1) The Contractor shall sample approximately 150 lb (70 kg) of mix as required for the Department's random mixture verification tests according to Article 1030.09(h)(1)."

Replace the second sentence of Article 1030.09(h)(1) of the Standard Specifications with the following:

"The Engineer will randomly identify one sample for each 3,000 tons (2,720 metric tons) of mix, with a minimum of one sample per mix. If the remaining mix quantity is 600 tons (544 metric tons) or less, the quantity will be combined with the previous 3,000 tons (2,720 metric tons) in the Engineer's random sample identification. If the required tonnage of a mixture for a single pay item is less than 250 tons (225 metric tons) in total, the Engineer will waive mixture verification tests."

Add the following to the end of the third paragraph of Article 1030.09(h)(2) of the Standard Specifications:

"The HMA maximum theoretical specific gravity (G_{mm}) will be based on the Department mixture verification test. If there is more than one Department mixture verification G_{mm} test, the G_{mm} will be based on the average of the Department test results."

5. Hot-Mix Asphalt Binder and Surface Course (D-1)

Effective: November 1, 2019

Revised: December 1, 2021

Revise Article 1004.03(c) to read:

"(c) Gradation. The coarse aggregate gradations shall be as listed in the following table.

Use	Size/Application	Gradation No.
Class A-1, A-2, & A-3	3/8 in. (10 mm) Seal	CA 16 or CA 20
Class A-1	1/2 in. (13 mm) Seal	CA 15
Class A-2 & A-3	Cover Coat	CA 14
HMA High ESAL	IL-19.0; Stabilized Subbase IL-19.0	CA 11 ^{1/}
	SMA 12.5 ^{2/}	CA 13 ^{4/} , CA 14, or CA 16
	SMA 9.5 ^{2/}	CA 13 ^{3/4/} or CA 16 ^{3/}
	IL-9.5	CA 16, CM 13 ^{4/}
	IL-9.5FG	CA 16
HMA Low ESAL	IL-19.0L	CA 11 ^{1/}
	IL-9.5L	CA 16

1/ CA 16 or CA 13 may be blended with the CA 11.

2/ The coarse aggregates used shall be capable of being combined with the fine aggregates and mineral filler to meet the approved mix design and the mix requirements noted herein.

3/ The specified coarse aggregate gradations may be blended.

4/ CA 13 shall be 100 percent passing the 1/2 in. (12.5mm) sieve."

Revise Article 1004.03(e) of the Supplemental Specifications to read:

"(e) Absorption. For SMA the coarse aggregate shall also have water absorption ≤ 2.0 percent."

Revise the "High ESAL" portion of the table in Article 1030.01 to read:

"High ESAL"	Binder Courses	IL-19.0, IL-9.5, IL-9.5FG, IL-4.75, SMA 12.5, Stabilized Subbase IL-19.0
	Surface Courses	IL-9.5, IL-9.5FG, SMA 12.5, SMA 9.5"

Revise Note 2. and add Note 6 to Article 1030.02 of the Standard Specifications to read:

"Item

Article/Section

(g) Performance Graded Asphalt Binder (Note 6)

1032

(h) Fibers (Note 2)

Note 2. A stabilizing additive such as cellulose or mineral fiber shall be added to the SMA mixture according to Illinois Modified AASHTO M 325. The stabilizing additive shall meet the Fiber Quality Requirements listed in Illinois Modified AASHTO M 325. Prior to approval and use of fibers, the Contractor shall submit a notarized certification by the producer of these materials stating they meet these requirements. Reclaimed Asphalt Shingles (RAS) may be used in Stone Matrix Asphalt (SMA) mixtures designed with an SBA polymer modifier as a fiber additive if the mix design with RAS included meets AASHTO T305 requirements. The RAS shall be from a certified source that produces either Type 1 or Type 2. Material shall meet requirements noted herein and the actual dosage rate will be determined by the Engineer.

Note 6. The asphalt binder shall be an SBS PG 76-28 when the SMA is used on a full-depth asphalt pavement and SBS PG 76-22 when used as an overlay, except where modified herein. The asphalt binder shall be a SBS PG 76-22 for IL-4.75, except where modified herein..”

Revise table in Article 1030.05(a) of the Standard Specifications to read:

"MIXTURE COMPOSITION (% PASSING) ^{1/}												
Sieve Size	IL-19.0 mm		SMA 12.5		SMA 9.5		IL-9.5mm		IL-9.5FG		IL-4.75 mm	
	min	max	min	max	min	max	min	max	min	max	min	max
1 1/2 in (37.5 mm)												
1 in. (25 mm)		100										
3/4 in. (19 mm)	90	100		100								
1/2 in. (12.5 mm)	75	89	80	100		100		100		100		100
3/8 in. (9.5 mm)				65	90	100	90	100	90	100		100
#4 (4.75 mm)	40	60	20	30	36	50	34	69	60	75 ^{2/}	90	100
#8 (2.36 mm)	20	42	16	24 ^{4/}	16	32 ^{2/}	34 ^{5/}	52 ^{2/}	45	60 ^{2/}	70	90
#16 (1.18 mm)	15	30					10	32	25	40	50	65
#30 (600 μm)			12	16	12	18			15	30		
#50 (300 μm)	6	15					4	15	8	15	15	30
#100 (150 μm)	4	9					3	10	6	10	10	18
#200 (75 μm)	3.0	6.0	7.0	9.0 ^{3/}	7.5	9.5 ^{3/}	4.0	6.0	4.0	6.5	7.0	9.0 ^{3/}
#635 (20 μm)			≤ 3.0		≤ 3.0							
Ratio Dust/Asphalt Binder		1.0		1.5		1.5		1.0		1.0		1.0

1/ Based on percent of total aggregate weight.

2/ The mixture composition shall not exceed 44 percent passing the #8 (2.36 mm) sieve for surface courses with Ndesign = 90.

3/ Additional minus No. 200 (0.075 mm) material required by the mix design shall be mineral filler, unless otherwise approved by the Engineer.

- 4/ When establishing the Adjusted Job Mix Formula (AJMF) the percent passing the #8 (2.36 mm) sieve shall not be adjusted above the percentage stated on the table.
- 5/ When establishing the Adjusted Job Mix Formula (AJMF) the percent passing the #8 (2.36 mm) sieve shall not be adjusted below 34 percent.
- 6/ When the mixture is used as a binder, the maximum shall be increased by 0.5 percent passing."

Revise Article 1030.05(b) of the Standard Specifications to read:

(b) Volumetric Requirements. The target value for the air voids of the HMA shall be 4.0 percent, for IL-4.75 and SMA mixtures it shall be 3.5 percent and for Stabilized Subbase it shall be 3.0 percent at the design number of gyrations. The voids in the mineral aggregate (VMA) and voids filled with asphalt binder (VFA) of the HMA design shall be based on the nominal maximum size of the aggregate in the mix and shall conform to the following requirements.

Mix Design	Voids in the Mineral Aggregate (VMA), % Minimum for Ndesign				
	30	50	70	80	90
IL-19.0		13.5	13.5		13.5
IL-9.5		15.0	15.0		
IL-9.5FG		15.0	15.0		
IL-4.75 ^{1/}		18.5			
SMA-12.5 ^{1/2/5/}				17.0 ^{3/} /16.0 ^{4/}	
SMA-9.5 ^{1/2/5/}				17.0 ^{3/} /16.0 ^{4/}	
IL-19.0L	13.5				
IL-9.5L	15.0				

- 1/ Maximum draindown shall be 0.3 percent according to Illinois Modified AASHTO T 305.
- 2/ The draindown shall be determined at the JMF asphalt binder content at the mixing temperature plus 30°F.
- 3/ Applies when specific gravity of coarse aggregate is ≥ 2.760 .
- 4/ Applies when specific gravity of coarse aggregate is < 2.760 .
- 5/ For surface course, the coarse aggregate can be crushed steel slag, crystalline crushed stone or crushed sandstone. For binder course, coarse aggregate shall be crushed stone (dolomite), crushed gravel, crystalline crushed stone, or crushed sandstone"

Revise the last paragraph of Article 1102.01 (a) (5) of the Standard Specifications to read:

"IL-4.75 and Stone Matrix Asphalt (SMA) mixtures which contain aggregate having absorptions greater than or equal to 2.0 percent, or which contain steel slag sand, shall have minimum surge bin storage plus haul time of 1.5 hours."

Add after third sentence of Article 1030.09(b) to read:

" If the Contractor and Engineer agree the nuclear density test method is not appropriate for the mixture, cores shall be taken at random locations determined according to the QC/QA document "Determination of Random Density Test Site Locations". Core densities shall be determined using the Illinois Modified AASHTO T 166 or T 275 procedure."

Revise Table 1 and Note 4/ of Table 1 in Article 406.07(a) of the Standard Specifications to read:

	Breakdown/Intermediate Roller (one of the following)	Final Roller (one or more of the following)	Density Requirement

IL-9.5, IL-9.5FG, IL-19.0 ^{1/}	V _D , P, T _B , 3W, O _T , O _B	V _S , T _B , T _F , O _T	As specified in Section 1030
IL-4.75 and SMA ^{3/4/}	T _B , 3W, O _T	T _F , 3W	As specified in Section 1030
Mixtures on Bridge Decks ^{2/}	T _B	T _F	As specified in Articles 582.05 and 582.06.

"4/ The Contractor shall provide a minimum of two steel-wheeled tandem rollers (T_B), and/or three-wheel (3W) rollers for breakdown, except one of the (T_B) or (3W) rollers shall be 84 inches (2.14 m) wide and a weight of 315 pound per linear inch (PLI) (5.63 kg/mm) and one of the (T_B) or (3W) rollers can be substituted for an oscillatory roller (O_T). T_F rollers shall be a minimum of 280 lb/in. (50 N/mm). The 3W and T_B rollers shall be operated at a uniform speed not to exceed 3 mph (5 km/h), with the drive roll for T_B rollers nearest the paver and maintain an effective rolling distance of not more than 150 ft (45 m) behind the paver."

Add the following after the fourth paragraph of Article 406.13 (b):

"The plan quantities of SMA mixtures shall be adjusted using the actual approved binder and surface Mix Design's G_{mb}."

Revise first paragraph of Article 1030.10 of the Standard Specifications to read:

"A test strip of 300 ton (275 metric tons), except for SMA mixtures it will be 400 ton (363 metric ton), will be required for each mixture on each contract at the beginning of HMA production for each construction year according to the Manual of Test Procedures for Materials "Hot Mix Asphalt Test Strip Procedures". At the request of the Producer, the Engineer may waive the test strip if previous construction during the current construction year has demonstrated the constructability of the mix using Department test results."

Revise third paragraph of Article 1030.10 of the Standard Specifications to read:

"When a test strip is constructed, the Contractor shall collect and split the mixture according to the document "Hot-Mix Asphalt Test Strip Procedures". The Engineer, or a representative, shall deliver split sample to the District Laboratory for verification testing. The Contractor shall complete mixture tests stated in Article 1030.09(a). Mixture sampled shall include enough material for the Department to conduct mixture tests detailed in Article 1030.09(a) and in the document "Hot-Mix Asphalt Mixture Design Verification Procedure" Section 3.3. The mixture test results shall meet the requirements of Articles 1030.05(b) and 1030.05(d), except Hamburg wheel tests will only be conducted on High ESAL mixtures during production."

6. Hot-Mix Asphalt – Mixture Design Verification and Production (D-1)

Effective: January 1, 2019
Revised: December 1, 2021

Add to Article 1030.05 (d)(3) of the Standard Specifications to read:

" During mixture design, prepared samples shall be submitted to the District laboratory by the Contractor for verification testing. The required testing, and number and size of prepared samples submitted, shall be according to the following tables.

High ESAL – Required Samples for Verification Testing	
Mixture	Hamburg Wheel and I-FIT Testing ^{1/2/}
Binder	total of 3 - 160 mm tall bricks
Surface	total of 4 - 160 mm tall bricks

Low ESAL – Required Samples for Verification Testing	
Mixture	I-FIT Testing ^{1/2/}

Binder	1 - 160 mm tall brick
Surface	2 - 160 mm tall bricks

- 1/ The compacted gyratory bricks for Hamburg wheel and I-FIT testing shall be 7.5 ± 0.5 percent air voids.
- 2/ If the Contractor does not possess the equipment to prepare the 160 mm tall brick(s), twice as many 115 mm tall compacted gyratory bricks will be acceptable.

Revise the fourth paragraph of Article 1030.10 of the Standard Specifications to read:

"When a test strip is not required, each HMA mixture shall still be sampled on the first day of production: I-FIT and Hamburg wheel testing for High ESAL; I-FIT testing for Low ESAL. Within two working days after sampling the mixture, the Contractor shall deliver gyratory cylinders to the District laboratory for Department verification testing. The High ESAL mixture test results shall meet the requirements of Articles 1030.05(d)(3) and 1030.05(d)(4). The Low ESAL mixture test results shall meet the requirements of Article 1030.05(d)(4). The required number and size of prepared samples submitted for the Hamburg wheel and I-FIT testing shall be according to the "High ESAL - Required Samples for Verification Testing" table in Article 1030.05(d)(3) above."

Add the following to the end of Article 1030.10 of the Standard Specifications to read:

"Mixture sampled during first day of production shall include approximately 60 lb (27 kg) of additional material for the Department to conduct Hamburg wheel testing and approximately 80 lb (36 kg) of additional material for the Department to conduct I-FIT testing. Within two working days after sampling, the Contractor shall deliver prepared samples to the District laboratory for verification testing. The required number and size of prepared samples submitted for the Hamburg wheel and I-FIT testing shall be according to the "High ESAL - Required Samples for Verification Testing" table in Article 1030.05(d)(3) above."

7. Temporary Information Signing

Effective: November 13, 1996
Revised: January 29, 2020

Description.

This work shall consist of furnishing, installing, maintaining, relocating for various states of construction and eventually removing temporary informational signs. Included in this item may be ground mount signs, skid mount signs, truss mount signs, bridge mount signs, and overlay sign panels which cover portions of existing signs.

Materials.

Materials shall be according to the following Articles of Section 1000 - Materials:

	<u>Item</u>	<u>Article/Section</u>
a.)	Sign Base (Note 1)	
b.)	Sign Face (Note 2)	1090
c.)	Sign Legends	1091
d.)	Sign Supports	1091
e.)	Overlay Panels (Note 3)	1093 1090.02

Note 1. The Contractor may use 5/8 inch (16 mm) instead of 3/4 inch (19 mm) thick plywood.

Note 2. The sign face material shall be in accordance with the Department's Fabrication of Highway Signs Policy.

Note 3. The overlay panels shall be 0.08 inch (2 mm) thick.

GENERAL CONSTRUCTION REQUIREMENTS

Installation.

The sign sizes and legend sizes shall be verified by the Contractor prior to fabrication.

Signs which are placed along the roadway and/or within the construction zone shall be installed according to the requirements of Article 701.14 and Article 720.04. The signs shall be 7 ft (2.1 m) above the near edge of the pavement and shall be a minimum of 2 ft (600 mm) beyond the edge of the paved shoulder. A minimum of two (2) posts shall be used.

The attachment of temporary signs to existing bridges, sign structures or sign panels shall be approved by the Engineer. Any damage to the existing signs and/or structures due to the Contractor's operations shall be repaired or signs replaced, as determined by the Engineer, at the Contractor's expense.

Method of Measurement.

This work shall be measured for payment in square feet (square meters) edge to edge (horizontally and vertically).

All hardware, posts or skids, supports, bases for ground mounted signs, connections, which are required for mounting these signs will be included as part of this pay item.

Basis Of Payment.

This work shall be paid for at the contract unit price per square foot (square meter) for TEMPORARY INFORMATION SIGNING.

State of Illinois
 DEPARTMENT OF TRANSPORTATION
 Bureau of Local Roads & Streets
 SPECIAL PROVISION
 FOR
 LOCAL QUALITY ASSURANCE/ QUALITY MANAGEMENT QC/QA
 Effective: January 1, 2022

Replace the first five paragraphs of Article 1030.06 of the Standard Specifications with the following:

"1030.06 Quality Management Program. The Quality Management Program (QMP) will be Quality Control / Quality Assurance (QC/QA) according to the following."

Delete Article 1030.06(d)(1) of the Standard Specifications.

Revise Article 1030.09(g)(3) of the Standard Specifications to read:

"(3) If core testing is the density verification method, the Contractor shall provide personnel and equipment to collect density verification cores for the Engineer. Core locations will be determined by the Engineer following the document "Hot-Mix Asphalt QC/QA Procedure for Determining Random Density Locations" at density verification intervals defined in Article 1030.09(b). After the Engineer identifies a density verification location and prior to opening to traffic, the Contractor shall cut a 4 in. (100 mm) diameter core. With the approval of the Engineer, the cores may be cut at a later time."

Revise Article 1030.09(h)(2) of the Standard Specifications to read:

"(2) After final rolling and prior to paving subsequent lifts, the Engineer will identify the random density verification test locations. Cores or nuclear density gauge testing will be used for density verification. The method used for density verification will be as selected below.

Density Verification Method	
<input type="checkbox"/>	Cores
<input checked="" type="checkbox"/>	Nuclear Density Gauge (Correlated when paving ≥ 3,000 tons per mixture)

Density verification test locations will be determined according to the document "Hot-Mix Asphalt QC/QA Procedure for Determining Random Density Locations". The density testing interval for paving wider than or equal to 3 ft (1 m) will be 0.5 miles (800 m) for lift thicknesses of 3 in. (75 mm) or less and 0.2 miles (320 m) for lift thicknesses greater than 3 in. (75 mm). The density testing interval for paving less than 3 ft (1 m) wide will be 1 mile (1,600 m). If a day's paving will be less than the prescribed density testing interval, the length of the day's paving will be the interval for that day. The density testing interval for mixtures used for patching will be 50 patches with a minimum of one test per mixture per project.

If core testing is the density verification method, the Engineer will witness the Contractor coring, and secure and take possession of all density samples at the

density verification locations. The Engineer will test the cores collected by the Contractor for density according to Illinois Modified AASHTO T 166 or AASHTO T 275.

If nuclear density gauge testing is the density verification method, the Engineer will conduct nuclear density gauge tests. The Engineer will follow the density testing procedure detailed in the document "Illinois Modified ASTM D 2950, Standard Test Method for Density of Bituminous Concrete In-Place by Nuclear Method".

A density verification test will be the result of a single core or the average of the nuclear density tests at one location. The results of each density test must be within acceptable limits. The Engineer will promptly notify the Contractor of observed deficiencies."

Revise the seventh paragraph and all subsequent paragraphs in Section D. of the document "Hot-Mix Asphalt QC/QA Initial Daily Plant and Random Samples" to read:

"Mixtures shall be sampled from the truck at the plant by the Contractor following the same procedure used to collect QC mixture samples (Section A). This process will be witnessed by the Engineer who will take custody of the verification sample. Each sample bag with a verification mixture sample will be secured by the Engineer using a locking ID tag. Sample boxes containing the verification mixture sample will be sealed/taped by the Engineer using a security ID label."

**APPENDIX A
TABLE OF CONTENTS**

1. Pavement Core Log Report
2. Lake County Prevailing Wage Rates



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
Telephone (630) 595-1111 ♦ Fax (630) 595-1110

November 30, 2023

Mr. Brian J. Wesolowski, P.E. CFM
Gewalt Hamilton Associates, Inc.
625 Forest Edge Drive
Vernon Hills, Illinois 60061

CGMT Project No. 23G0515

Reference: *Report of Pavement Exploration and Evaluation, Spaulding Elementary School Parking Lot Improvements, 2000 Belle Plaine Avenue, Gurnee, Illinois 60031*

Dear Mr. Wesolowski:

CGMT, Inc. has completed the subsurface exploration and geotechnical engineering analyses for the Spaulding Elementary School Parking Lot Improvements project located at 2000 Belle Plaine Avenue in Gurnee, Illinois. This report describes the subsurface exploration procedures, laboratory testing, and geotechnical recommendations for project construction. A Boring Location Plan is included in the Appendix of this report along with the Boring Logs performed for the exploration.

We appreciate this opportunity to be of service to the Gewalt Hamilton Associates, Inc. during the design phase of this project. If you have any questions with regard to the information and recommendations presented in this report, or if we can be of further assistance to you in any way during the planning or construction of this project, please do not hesitate to contact us.

Respectfully,

CONSTRUCTION AND GEOTECHNICAL MATERIAL TESTING, INC.

Pratik K. Patel, P.E.
Vice President

3pc: Encl.



REPORT OF
SUBSURFACE EXPLORATION AND
GEOTECHNICAL ENGINEERING SERVICES



SPAULDING ELEMENTARY SCHOOL PARKING LOT IMPROVEMENTS
2000 BELLE PLAINE AVENUE
GURNEE, ILLINOIS 60031

CGMT PROJECT NO. 23G0515

FOR

GEWALT HAMILTON ASSOCIATES, INC.
VERNON HILLS, ILLINOIS

NOVEMBER 30, 2023



TABLE OF CONTENTS

	<u>PAGE</u>
EXECUTIVE SUMMARY	
	1
PROJECT OVERVIEW	1
Introduction	1
Project Description	1
Scope of Work	2
EXPLORATION RESULTS	2
Site Description	2
Surface Conditions	3
Soil Conditions	4
Groundwater Observations	5
ANALYSIS AND RECOMMENDATIONS	5
Overview	5
Subgrade Preparation Recommendations for Complete Reconstruction	7
Subgrade Preparation Recommendations for Partial Reconstruction	7
Milling and Overlay	7
Engineered Fill	8
Pavements	9
General Construction Considerations	11
EXPLORATION PROCEDURES	11
Subsurface Exploration Procedures	11
Laboratory Testing Program	12
CLOSING	
APPENDIX	



EXECUTIVE SUMMARY

Construction & Geotechnical Material Testing, Inc. (CGMT) has completed your subsurface exploration and geotechnical engineering project. The subsurface conditions encountered during our exploration and CGMT's conclusions and recommendations are summarized below. This summary should not be considered apart from the entire text of the report with all the qualifications and considerations mentioned herein. Details of our conclusions and recommendations are discussed in the following sections and in the Appendix of this report.

The project site is located along 2000 Belle Plaine Avenue in Gurnee, Illinois. A total of eight (8) pavement cores and soil borings, B-1 through B-8 were performed for this project. The pavement thicknesses and subsurface conditions encountered at the pavement cores and borings performed at the site can be summarized as follows:

Approximately 2 5/8 to 7 1/2 inches of asphalt pavement underlain by approximately 2 to 10 inches of aggregate base course were encountered at the ground surface in the pavement cores B-1 through B-8. The surface materials were underlain by natural, brown and gray very stiff to hard silty clay, trace sand and gravel soils that extended to the soil boring termination depths of approximately 2 1/2 feet below the existing grade in the soil borings B-1 and B-3 through B-7. The surface materials were underlain by natural, brown and gray very stiff to hard silty clay, trace sand and gravel soils that extended to depths of approximately 8 1/2 feet below the existing grade in the soil boring B-2. The silty clay soils were underlain by natural, gray hard silty clay, trace sand and gravel soils that extended to the boring termination depth of approximately 10 feet below grade in the soil boring B-2. The surface materials were underlain by brown stiff silty clay, trace sand and gravel fill soils that extended to depths of approximately 3 1/2 feet below the existing grade in the soil boring B-8. The silty clay fill soils were underlain by natural, brown and gray stiff to very stiff silty clay, trace sand and gravel soils that extended to the boring termination depth of approximately 10 feet below grade in the soil boring B-8.

Subgrade preparation for complete reconstruction should be initiated by removing the existing asphalt pavement, along with the underlying base course. Any topsoil and/or soft layers encountered immediately below the base course, should also be stripped from the pavement subgrade at this time. Based on the boring field and laboratory and test data, the immediate subgrade soils encountered in the Soil Boring B-8 may be unsuitable for continued support of pavements. As such, CGMT recommended soils near those borings may require remediation. Additional unstable areas may be exposed during construction operations. The actual need for the recommended treatment should be determined in the field at the time of construction based on guidelines presented in the IDOT Geotechnical Engineer Manual under the direction of a licensed geotechnical engineer. All potentially unstable soils should be tested with a cone penetrometer and treated in accordance with Article 301.04 of the IDOT Standard Specifications for Road and Bridge Construction and the undercut guidelines in the IDOT Subgrade Stability Manual.

Following the removal of the existing pavement section and removal of any visibly unsuitable materials, such as utility trench fill, the exposed soil subgrade should be closely observed and proofrolled. The proofrolling should be performed using a fully loaded tandem axle dump truck or other equipment providing an equivalent subgrade loading. A minimum gross weight of 25 tons is recommended for the proofrolling equipment.

For the design and construction of exterior pavements, we recommend that the existing pavement section and unsuitable materials be removed before construction of new pavements and that new pavements will be supported by stable and approved subgrades consisting of silty clay fill soils or on new engineered fill.

Assuming the pavement subgrade will consist predominantly of the cohesive soils and new fill prepared in accordance with the recommendations given in this report, an estimated IBR value of 3 could be used in proportioning a flexible pavement section. Similarly, an estimated modulus of subgrade reaction value equal to 100 pounds per cubic inch could be used for design of rigid concrete pavement sections. A Subgrade Stability Rating (SSR) rating of (Poor) should be used for pavement design. Concrete pavements should be air-entrained Portland cement concrete with a minimum compressive strength of 4,000 psi and a minimum flexural strength of 650 psi. Concrete strength requirements are outlined in article 1020.04 of the Standard Specifications for Road and Bridge Construction, effective April 1, 2016.

We recommend that the utility excavations, preparation of subgrades, and pavement construction be monitored full-time by a CGMT geotechnical engineer or his representative to verify that the exposed subgrade materials will be suitable for the pavement support.

Report Prepared By:

Blake Sloan

Blake A. Sloan
Staff Engineer

Report Reviewed By:

Pratik Patel

Pratik K. Patel, P.E.
Vice President



1
PROJECT OVERVIEW

Introduction

This report presents the results of our subsurface exploration and engineering services for the Spaulding Elementary School Parking Lot Improvements located at 2000 Belle Plaine Avenue in Gurnee, Illinois. A General Location Plan included in the Appendix of this report, shows the approximate location of this project.

Project Description

ITEM	DESCRIPTION
Site Layout	See Boring Location Diagram in the Appendix
Proposed Construction	Based on the information provided to us, Gewalt Hamilton Associates, Inc. is proposing to rehabilitate the pavement located at 2000 Belle Plaine Avenue in Gurnee, Illinois
Grading and Existing Site Considerations	Site grading including cuts and fills are anticipated to be less than 1 foot will be needed to develop the final site grades across the site.

Scope of Work

The conclusions and recommendations contained in this report are based on the soil borings performed in the vicinity of the proposed pavement areas, and associated laboratory testing of selected soil samples. The scope of the subsurface exploration included the following.

Number of Pavement Cores and Soil Borings	Depth (feet)
2	10
6	2 1/2

The results of the soil borings, along with a Boring Location Plan showing the approximate locations where the borings were performed, are included in the Appendix of this report. Once the samples were returned to our laboratory, we laboratory tests on selected representative soil samples from the borings to evaluate pertinent engineering properties, and, we analyzed the field and laboratory data to develop appropriate engineering recommendations.

The purpose of this report is to provide information and geotechnical engineering recommendations with regard to:

- Subsurface Soil and Groundwater Conditions
- Site Preparation and Earthwork
- Pavement Design and Construction



EXPLORATION RESULTS

Site Description

ITEM	DESCRIPTION
Project Locations	The project site is located at 2000 Belle Plaine Avenue in Gurnee, Illinois
Existing Site Improvements	At the time of our exploration, the existing pavement was relatively in poor condition with many cracks in longitudinal, transverse, and random orientations. Areas of alligator cracking were also present throughout the existing pavement. In our opinion, the pavement appeared to be near the end of its useful life.

Surface Conditions

A total of eight (8) pavement cores, B-1 through B-8, were performed for this project. The pavement conditions and thicknesses are summarized in the table below:

Pavement Core	Location	Total Depth of Pavement	Pavement Components	Comments
B-1	Spaulding Elementary School	13 in.	1 3/8" Asphalt	Surface Coarse, Little Voids, Good Bond
			2 1/8" Asphalt	Binder Coarse, Little Voids, Good Bond
			4" Asphalt	Binder Coarse, Trace Voids
			5 1/2" Base Course	Apparent IDOT CA06
B-2	Spaulding Elementary School	13 3/8 in.	1 5/8" Asphalt	Surface Coarse, Little Voids, Good Bond
			1 3/4" Asphalt	Binder Coarse, Little Voids
			10" Base Course	Apparent IDOT CA06
B-3	Spaulding Elementary School	13 1/4 in.	1 3/8" Asphalt	Surface Coarse, Trace Voids, Good Bond
			1 7/8" Asphalt	Binder Coarse, Trace Voids
			10" Base Course	Apparent IDOT CA06
B-4	Spaulding Elementary School	8 3/4 in.	1 3/4" Asphalt	Surface Coarse, Little Voids, Poor Bond
			3 1/2" Asphalt	Binder Coarse, Little Voids With Horizontal Cracking, Poor Bond
			1 1/2" Asphalt	Binder Coarse, Some Voids
			2" Base Course	Apparent IDOT CA06
B-5	Spaulding Elementary School	12 1/8 in.	2" Asphalt	Surface Coarse, Little Voids, Poor Bond
			2 1/2" Asphalt	Binder Coarse, Little Voids
			7 1/2" Base Course	Apparent IDOT CA06



Pavement Core	Location	Total Depth of Pavement	Pavement Components	Comments
B -6	Spaulding Elementary School	13 1/8 in.	2" Asphalt	Surface Coarse, Little Voids, Poor Bond
			2" Asphalt	Surface Coarse, Trace Voids, Good Bond
			2 1/2" Asphalt	Binder Coarse, Trace Voids
			7 1/2" Base Course	Apparent IDOT CA06
B -7	Spaulding Elementary School	11 3/4 in.	2" Asphalt	Surface Coarse, Trace Voids, Good Bond
			2 1/2" Asphalt	Binder Coarse, Little Voids
			7 1/2" Base Course	Apparent IDOT CA06
B -8	Spaulding Elementary School	12 1/8 in.	2" Asphalt	Surface Coarse, Little Voids, Good Bond
			2 1/2" Asphalt	Binder Coarse, Little Voids
			9 1/2" Base Course	Apparent IDOT CA06

Soil Conditions

A total of eight (8) soil borings, B-1 through B-8 were performed for this project. The subsurface conditions encountered at the soil borings performed at the site can be summarized as follows:

The surface materials were underlain by natural, brown and gray very stiff to hard silty clay, trace sand and gravel soils that extended to the soil boring termination depths of approximately 2½ feet below the existing grade in the soil borings B-1 and B-3 through B-7. The surface materials were underlain by natural, brown and gray very stiff to hard silty clay, trace sand and gravel soils that extended to depths of approximately 8½ feet below the existing grade in the soil boring B-2. The silty clay soils were underlain by natural, gray hard silty clay, trace sand and gravel soils that extended to the boring termination depth of approximately 10 feet below grade in the soil boring B-2. The surface materials were underlain by brown stiff silty clay, trace sand and gravel fill soils that extended to depths of approximately 3½ feet below the existing grade in the soil boring B-8. The silty clay fill soils were underlain by natural, brown and gray stiff to very stiff silty clay, trace sand and gravel soils that extended to the boring termination depth of approximately 10 feet below grade in the soil boring B-8.

SOILS	SOIL CHARACTERISTICS
Fill: Cohesive Soils	6 blows per foot Unconfined Compressive Strengths: 1.5 tsf; Stiff Moisture Contents: 25.9 percent
Silty Clay Soils	3 to 12 blows per foot Unconfined Compressive Strengths: 1.0 to 4.5+ tsf; Stiff to Hard Moisture Contents: 12.3 to 22.7 percent

The specific soil types observed at the borings are noted on the boring logs, enclosed in the Appendix.



Groundwater Observations

Observations for groundwater were made during sampling and upon completion of the drilling operations at the boring locations. In auger drilling operations, water is not introduced into the boreholes, and the groundwater position can often be obtained by observing water flowing into or out of the boreholes. Furthermore, visual observation of the soil samples retrieved during the auger drilling exploration can often be used in evaluating the groundwater conditions. Groundwater levels were observed during drilling and immediately the completion of drilling. Groundwater measurements are summarized in the table below.

Groundwater Summary

LOCATION	GROUNDWATER LEVELS (FEET)	
	DURING DRILLING	IMMEDIATELY AFTER COMPLETION
Soil Borings B-1 through B-8	None	None

Glacial till soils in the Midwest frequently oxidize from gray to brown above the level at which the soil remains saturated. The seasonal high water table is often interpreted to be near this zone of color change. Based on the results of this exploration, the season high water table may be located at depths of approximately 8½ feet below the existing grade.

More definitive evidence of prevailing groundwater levels could be obtained through the use of groundwater monitoring wells, which CGMT could install and monitor if requested.

It should be noted that the groundwater level can vary based on precipitation, evaporation, surface run-off and other factors not immediately apparent at the time of this exploration. Surface water runoff will be a factor during general construction, and steps should be taken during construction to control surface water runoff and to remove any water that may accumulate in the proposed excavations as well as floor slab and pavement areas. Precipitation generally varies seasonally. To assist in anticipating groundwater fluctuations changes throughout the year, average monthly precipitation is provided in the table below. Average precipitation levels were obtained from wunderground.com.

Seasonal Precipitation

Month	January	February	March	April	May	June	July	August	September	October	November	December	Total
Normal Precipitation (inches)	2.53	3.83	2.50	2.98	0.54	2.65	7.61	1.33	3.36	2.25	0.86	2.17	32.61



ANALYSIS AND RECOMMENDATIONS

Overview

The following recommendations have been developed on the basis of the previously described project characteristics and subsurface conditions encountered. If there are any changes to the project characteristics or if different subsurface conditions are encountered during construction, CGMT should be consulted so that the recommendations of this report can be reviewed. The pavement rehabilitation methods that could be considered would include:

- Complete Reconstruction of aggregate base and pavement
- Partial Reconstruction
- Milling and Overlay

Based on the observed condition of the pavements which include severe longitudinal, transverse, and alligator cracking, at the boring locations, a partial reconstruction program or a milling and overlay program will probably be best suited in most areas. A complete reconstruction of aggregate base and pavement program would likely be the most expensive alternate but would provide higher confidence of the subgrade and subbase materials would likely be best suited.

Complete reconstruction would consist of removing the entire existing pavement section down to the soil subgrade. It is possible that undercutting may be necessary when subgrade soils consisting of high moisture and/or organic soils are exposed following removal of the asphalt pavement layers.

Subgrade Preparation Recommendations for Complete Reconstruction

Subgrade preparation for complete reconstruction should be initiated by removing the existing asphalt pavement, along with the underlying base course. Any topsoil and/or soft layers encountered immediately below the base course, should also be stripped from the pavement subgrade at this time. Based on the boring field and laboratory and test data, the immediate subgrade soils encountered in the Soil Boring B-8 may be unsuitable for continued support of pavements. As such, CGMT recommended soils near those borings may require remediation. Additional unstable areas may be exposed during construction operations. The actual need for the recommended treatment should be determined in the field at the time of construction based on guidelines presented in the IDOT Geotechnical Engineer Manual under the direction of a licensed geotechnical engineer. All potentially unstable soils should be tested with a cone penetrometer and treated in accordance with Article 301.04 of the IDOT Standard Specifications for Road and Bridge Construction and the undercut guidelines in the IDOT Subgrade Stability Manual.

We recommend that the project geotechnical engineer or his representative should be on site to monitor stripping and site preparation operations and observe that unsuitable soils have been satisfactorily removed and to observe proofrolling.

After removal of unsuitable/deleterious materials and stripping to the desired grade, and prior to fill placement, we recommend the stripped/exposed subgrades be observed by an experienced geotechnical engineer or his authorized representative at the time of construction in order to aid in identifying localized soft/loose or unsuitable materials which should be removed. Proofrolling using a loaded dump truck having a gross weight of at least 25 tons, may be used at this time to aid in identifying localized soft or unsuitable material which should be removed. If poorer soil conditions (very soft, clay loam soils are sensitive to moisture changes and some softening/disturbance of the exposed soils should be expected following periods of precipitation. If any remediation is required at time of construction, it may include undercutting and placement of a stabilization stone such as IDOT gradation CA-1 or PGE materials or approved fill material.



6

Proofrolling will aid in providing a firm base for compaction of new fill or subbase materials and in delineating soft or unstable subgrade conditions. Soft or unstable subgrades identified by proofrolling should be scarified in-place, moisture conditioned as necessary, and recompacted as recommended below. If adequate stability cannot be achieved through scarification and recompaction, or project schedules or weather conditions do not allow scarification and recompaction, the unstable material should be undercut and replaced with suitable engineered fill. Although the borings did not suggest that extensive areas of undercutting would be required, subgrade conditions between borings and core holes could vary and some contingency for undercutting should be provided in the contract documents.

If improvements are needed, the aggregate subgrade improvement, as discussed in the IDOT District One Special Provision 303, shall be installed. The special provision requires a gradation CS 01 for a minimum thickness of 12 inches. The upper 3 inches of the improved subgrade shall be composed of a material that will have a maximum particle size of 1½ inches.

Based on the boring information, CGMT anticipates that the aggregate subgrade improvement will be required at the locations noted in the table below, but may also be needed at other locations where the exposed soils consist of unsuitable or unstable soils as determined by the CGMT's on-site representative.

Anticipated Areas Requiring Subgrade Improvement

Location	Material	Depth
Soil Boring B-8	Silty Clay, Trace Sand and Gravel, brown, stiff (CL FILL) - Low Strength and High Moisture Content Soils	1 to 3½ feet
	Silty Clay, Trace Sand and Gravel, brown and gray, stiff (CL) - Low Strength Soils	6 to 8½ feet

The IDOT District One Geotechnical Unit requires the use of a 12-inch-thick application of aggregate subgrade improvement for all roads that use Federal Funds. As such, CGMT recommends the new pavement section by underlain by a minimum of 12-inches of well-compacted granular fill.

Where required undercuts are less than about 1 foot in depth, IDOT Gradation CA-6 granular fill materials or stockpiled granular base material should be used to backfill the undercut. Where undercuts exceed about 1 foot, consideration could be given to backfilling the undercuts with an approved coarse crushed stone. However, these coarser materials should be "choked off" with a minimum 6-inch thickness of CA-6. The use of geotextile or geogrid materials to separate and reinforce the engineered fill could also be considered. Geotextiles can often provide some savings by reducing the required depths of cut and subsequent fill volumes. If undercut depths excess about 1.5 to 2 feet, consideration should be given to using geotextiles.

We should note that the use of granular soils as undercut backfill can create localized areas for water to collect below pavements, which can contribute to subgrade saturation, pumping and frost heave. If conditions warrant such undercuts and granular backfill, it may also be necessary to provide an outlet, such as a gravel filled trench extended to a catch basin or sewer trench backfill, to drain the zone of granular fill.

Some of the near surface soils encountered in the borings had somewhat high moisture contents, and sand or silt layers will likely be encountered near the ground surface. These soil types could be encountered in isolated to relatively broad areas during grading. Instability and disturbance of these soil types could occur during construction, particularly if wetted by surface water or seepage. These soils may exhibit a relatively firm/stable condition upon initial exposure at the subgrade level. However, repetitive construction traffic and/or wetting will deteriorate the strength of these soils. It is likely that portions of the pavement subgrades could become unstable during proofrolling and construction operations and some means of subgrade stabilization may be required to facilitate construction.

Representatives of CGMT should be present on an on-going basis to perform observations and testing during the preparation of the pavement areas.



Subgrade Preparation Recommendations for Partial Reconstruction

Site preparation for a partial pavement reconstruction would involve the primary steps outlined above, with the exception of removing only a portion of the existing aggregate base course. The amount of base course to be removed would be dependent upon the pavement section thickness used to reconstruct the pavement (see previous section of report).

Any aggregate base course which is disturbed during the removal process should be recompacted. After excavating to grade and recompacting as necessary, the proofrolling and undercutting procedures outlined earlier should be performed.

Milling and Overlay

Milling and overlaying the existing asphalt pavement for pavement rehabilitation could also be considered. Areas of alligator cracking or rutting would likely need to be removed and replaced with a thicker section of new asphalt. Following the milling operation, cracks in the exposed asphalt pavement should be sealed and a crack resistant fabric should be placed over the existing milled asphalt surface prior to the placing the overlay.

Milling over thin sections of existing asphalt pavement (less than 3 or 4 inches) may not be feasible since existing cracks probably extend completely through the existing asphalt pavement and may cause the pavement break up during milling. Therefore, a combination of asphalt pavement removal would probably need to be performed in conjunction with any mill and overlay program.

The planned thickness of new overlay could exceed the practical depth of milling (particularly where existing pavements are thin). The asphalt overlay could extend above the flow line along existing curb and gutter in some areas or additional milling would probably need to be performed around existing manhole structures and curbs to match existing elevations.

Engineered Fill

Where new fill material is required for backfill or to otherwise reach the design subgrade elevation beneath pavements, we recommend that engineered fill be used. Any soil placed as engineered fill should be an approved material, free of organic matter or debris, be a non-frost susceptible soil, and have a liquid limit and plasticity index less than 40 and 15, respectively. The project geotechnical engineer should be consulted to determine the suitability of off-site/on-site materials for use as engineered fill, prior to use or placement. Fill materials containing large voids are more susceptible to future movement that may become unstable resulting in excessive and variable settlement.

Fill should be placed in lifts not exceeding 8 inches in loose thickness, moisture conditioned to within 2 percent of the optimum moisture content and compacted to at least 95 percent of the maximum dry density obtained in accordance with ASTM Specification D 1557, Modified Proctor Method. Fill placed below footing base elevations should be compacted to at least 95 percent of the material's modified Proctor maximum dry density (ASTM D 1557). Engineered fill placed to support foundations should extend 1 foot beyond the outside edges of the footings and from that point outward laterally 1 foot for every 2 feet of fill thickness below the footings. Laboratory proctor tests should be performed on fill materials to determine the maximum dry density and optimum moisture content. A shrinkage factor of 15 percent can be assumed for estimating earthwork quantities for bidding purposes.

We recommend suitable silty clays used to raise the grade or backfill undercuts should be compacted with a sheepsfoot roller. Granular engineered fill should be compacted with a smooth drum roller or adequate heavy vibratory plate. Moisture control during earthwork operations, including the use of diskings or appropriate drying equipment and techniques, should be expected.



In-place density tests should be performed with a minimum of 1 test per 2,000 square feet of fill area for each lift of fill placed. We recommend that the placement of engineered fill be monitored full-time by CGMT representative and in-place density tests should be performed to verify the adequacy of the compaction for each lift of fill placed.

Pavements

We anticipate the new pavement will be of asphaltic concrete or Portland cement concrete. We expect that the proposed parking lot will generally be utilized for light duty traffic, and the driveways and loading and unloading areas be utilized for light to medium duty traffic. Heavy traffic loads would be anticipated for areas near any dumpsters where garbage trucks would often cross. We recommend the pavement subjected to light traffic be underlain by a minimum of 8 inches of base course granular material, similar to Illinois Department of Transportation gradation CA-6.

Assuming the pavement subgrade will consist predominantly of the existing cohesive fill soils and/or new fill prepared in accordance with the recommendations given in this report, an estimated IBR value of 3 could be used in proportioning a flexible pavement section. Similarly, an estimated modulus of subgrade reaction value equal to 100 pounds per cubic inch could be used for design of rigid concrete pavement sections. A Subgrade Stability Rating (SSR) rating of (Poor) should be used for pavement design. Concrete pavements should be air-entrained Portland cement concrete with a minimum compressive strength of 4,000 psi and a minimum flexural strength of 650 psi. Concrete strength requirements are outlined in article 1020.04 of the Standard Specifications for Road and Bridge Construction, effective April 1, 2016.

Some typical pavement sections used in this region of the country are given below which could be considered for preliminary estimating purposes. Other sections can also be considered. These sections assume a low volume of light vehicle loads (automobiles, vans, pickups, etc.). They should also be considered minimum thicknesses, and, as such, periodic maintenance should be anticipated. Final design sections should consider details such as final grades, traffic loadings, traffic volumes, the desired design life and any local, county or city codes. If you wish, we would be pleased to perform a detailed pavement section design using AASHTO or Asphalt Institute procedures when this information is available. It should also be noted that these sections do not consider if the binder course will be subject to construction vehicle traffic for an extended period of time. Some distress to the binder course and aggregate base could occur, if this is the case.

	Light Duty (Parking Lots)	Heavy Duty ** (Drives)	Frequent Truck Traffic
Portland Cement Concrete	5 inches	6 inches	7 inches
Full Depth Asphalt	5.5 inches	7 inches	10 inches
Combined Section:			
Asphalt	3 inches	4 inches	4.5 inches
Crushed Stone Base Course	8 inches	10 inches	16 inches

* All materials should meet the current Illinois Department of Transportation Standard Specifications for Road and Bridge Construction requirements.

** In areas of anticipated heavy traffic, delivery trucks, or concentrated loads, a minimum concrete thickness of 7 inches is recommended but should be evaluated further when loading conditions are known.



Final design sections should consider details such as final grades, traffic loadings, traffic volumes, the desired design life and any local, county or city codes. If you wish, we would be pleased to perform a detailed pavement section design using AASHTO or Asphalt Institute procedures when this information is available. Minimum design requirements for hot-mix asphalt (HMA) shall follow Article 1030.05 of the Standard Specifications for Road and Bridge Construction, effective April 1, 2016. During asphalt pavement construction, the wearing and leveling course should be compacted to a minimum of 93 percent of the theoretical density value. Prior to placing the granular material, the pavement subgrade soil should be properly compacted, proofrolled, and free of standing water, mud, and frozen soil.

Consideration should also be given to placing a geotextile fabric at the base of the new pavement section as a separation layer and to reduce the potential for premature degradation of the new pavements.

An important consideration with the design and construction of pavements is surface and subsurface drainage. Where standing water develops, either on the pavement surface or within the base course layer, softening of the subgrade and other problems related to the deterioration of the pavement can be expected. Furthermore, good drainage should reduce the possibility of the subgrade materials becoming saturated over a long period of time. We would be pleased to be of further assistance to you in the design of the project pavements by providing additional recommendations during construction of the project.

Periodic maintenance of pavements should be anticipated. The subgrade parameters provided in this report consider that significant changes in the subgrade moisture content do not occur. To reduce the potential for changes in subgrade moisture, all paved areas should be sloped to provide rapid drainage of surface water and to drain water away from the pavement edges. Water that is allowed to pond on or adjacent to the pavement can saturate and soften the subgrade soils and subsequently accelerate pavement deterioration.

Granular base or subbase materials directly below pavement sections can also collect infiltrated surface water and soften the subgrade as well as increase the effects of frost action, both of which can be detrimental to pavements. For these reasons, where granular materials are used over a cohesive soil subgrade or where the groundwater level is within 3.5 feet of finished pavement subgrade, we recommend that consideration be given to using pavement underdrains hydraulically connected to the granular base or subbase to improve the pavement performance and extend its service life. Underdrains should be installed at 300 to 500 feet intervals and at low points in the pavement profile. Pipe underdrains shall be installed according to Check Sheet #19 of the Supplemental Specifications and Recurring Special Provisions, effective January 1, 2015.

General Construction Considerations

We recommend that the subgrade preparation and pavement construction be monitored by a CGMT geotechnical engineer or his representative. Methods of verification and identification such as proofrolling and hand auger probe holes will be necessary to further evaluate the subgrade soils and identify unsuitable soils. We would be pleased to provide these services.

We recommend adequate surface and subsurface drainage be considered in the design and construction of pavements. Where standing water develops, either on pavement surfaces or within the base course layer, softening of the subgrade and other problems related to the deterioration of the pavements can be expected. Adequate drainage should reduce the possibility of the subgrade materials becoming saturated over a long period of time. To reduce water infiltration to the pavement section and within the base course layer resulting in softening of the subgrade and deterioration of the pavements, we recommend the timely repair or sealing of joints and cracks in pavement.

All unsuitable materials should be removed and replaced with environmentally clean, inorganic fill and free of debris or harmful matter. Unsuitable materials removed from the project site should be disposed of in accordance with all applicable federal, state, and local regulations.



10

The contractor should avoid stockpiling excavated materials immediately adjacent to the excavation walls. We recommend that stockpile materials be kept back from the excavation a minimum distance equal to the excavation depth to avoid surcharging the excavation walls. If this is impractical due to space constraints, the excavation walls should be retained with bracing designed for the anticipated surcharge loading.

Excavations should comply with the requirements of OSHA 29CFR, Part 1926, Subpart P, "Excavations" and its appendices, as well as other applicable codes. This document states that the contractor is solely responsible for the design and construction of stable, temporary excavations. The excavations should not only be in accordance with current OSHA excavation and trench safety standards but also with applicable local, state, and federal regulations. The contractor should shore, slope or bench the excavation sides when appropriate. In no case should excavations extend below the level of adjacent structures, utilities or pavements, unless underpinning or other adequate support is provided. Site safety is the sole responsibility of the contractor, who shall also be responsible for the means, methods and sequencing of construction operations.



11
EXPLORATION PROCEDURES

Subsurface Exploration Procedures

The soil borings were located in the field by a CGMT Field Engineer based on the proposed boring site plan provided to us. As required by the State of Illinois, the driller notified Illinois One-Call System, JULIE, to verify underground utilities in the vicinity of the project site prior to drilling operations.

The soil borings were performed with a truck-mounted rotary-type auger drill rig, which utilized continuous hollow stem augers to advance the boreholes. Prior to soil boring operations, pavement cores were obtained with a diamond impregnated core barrel. Representative soil samples were obtained at 2½ foot intervals for the first 10 feet and 5 foot intervals thereafter by means of conventional split-barrel sampling procedures. In this procedure, a 2-inch O.D., split-barrel sampler is driven into the soil a distance of 18 inches by a 140-pound hammer falling 30 inches. The number of blows required to drive the sampler through a 12-inch interval, after initial setting of 6 inches, is termed the Standard Penetration Test (SPT) or N-value and is indicated for each sample on the boring logs. The SPT value can be used as a qualitative indication of the in-place relative density of cohesionless soils. In a less reliable way, it also indicates the consistency of cohesive soils. This indication is qualitative, since many factors can significantly affect the standard penetration resistance value and prevent a direct correlation between drill crews, drill rigs, drilling procedures, and hammer-rod-sampler assemblies. The drill rig utilized an automatic trip hammer to drive the sampler.

The drill crew maintained a field log of the soils encountered in the borings. After recovery, each geotechnical soil sample was removed from the sampler and visually classified. Representative portions of each soil sample were then sealed in jars and brought to our laboratory in Elk Grove Village, Illinois for further visual examination and laboratory testing. After completion of the drilling operations, the boreholes were backfilled with auger cuttings to the existing ground surface.

Laboratory Testing Program

The pavement cores were measured in our laboratory and the thickness and composition of the existing pavement components were documented. Other traits, such as, amount of voids or delaminated layers were also noted. Representative soil samples were selected and tested in our laboratory to check field classifications and to determine pertinent engineering properties. Representative soil samples were selected and tested in our laboratory to check field classifications and to determine pertinent engineering properties. The laboratory testing program included visual classifications and unconfined compressive strength and moisture content determinations.

An experienced geotechnical engineer classified each soil sample on the basis of texture and plasticity in accordance with the Unified Soil Classification System. The group symbols for each soil type are indicated in parentheses following the soil descriptions on the coring logs. A brief explanation of the Unified System is included with this report. The geotechnical engineer grouped the various soil types into the major zones noted on the coring logs. The stratification lines designating the interfaces between earth materials on the coring logs and profiles are approximate; in situ, the transitions may be gradual.

The soil samples will be retained in our laboratory for a period of 60 days, after which, they will be discarded unless other instructions are received as to their disposal.



12
CLOSING

We recommend that the construction activities be monitored by CGMT to provide the necessary overview and to check the suitability of the subgrade soils for supporting the pavements. Once final loads become available, CGMT must be contacted to review the recommendations presented herein.

This report has been prepared in order to aid in the evaluation of this property and to assist the architect and/or engineer in the design of this project. The scope is limited to the specific project and locations described herein and our description of the project represents our understanding of the significant aspects relative to soil and pavement characteristics. In the event that any change in the nature or location of the proposed construction outlined in this report are planned, we should be informed so that the changes can be reviewed and the conclusions of this report modified or approved in writing by the geotechnical engineer. It is recommended that all construction operations dealing with earthwork and pavements be reviewed by an experienced geotechnical engineer to provide information on which to base a decision as to whether the design requirements are fulfilled in the actual construction. If you wish, we would welcome the opportunity to provide field construction services for you during construction.

The analysis and recommendations submitted in this report are based upon the data obtained from the soil borings and tests performed at the locations as indicated on the Coring Location Plan and other information referenced in this report. This report does not reflect any variations, which may occur between the pavement cores and borings. In the performance of the subsurface exploration, specific information is obtained at specific locations at specific times. However, it is a well-known fact that variations in soil conditions exist on most sites between pavement core and boring locations and also such situations as groundwater levels vary from time to time. The nature and extent of variations may not become evident until the course of construction. If variations then appear evident, after performing on-site observations during the construction period and noting characteristics and variations, a reevaluation of the recommendations for this report will be necessary.

APPENDIX

Vicinity Map

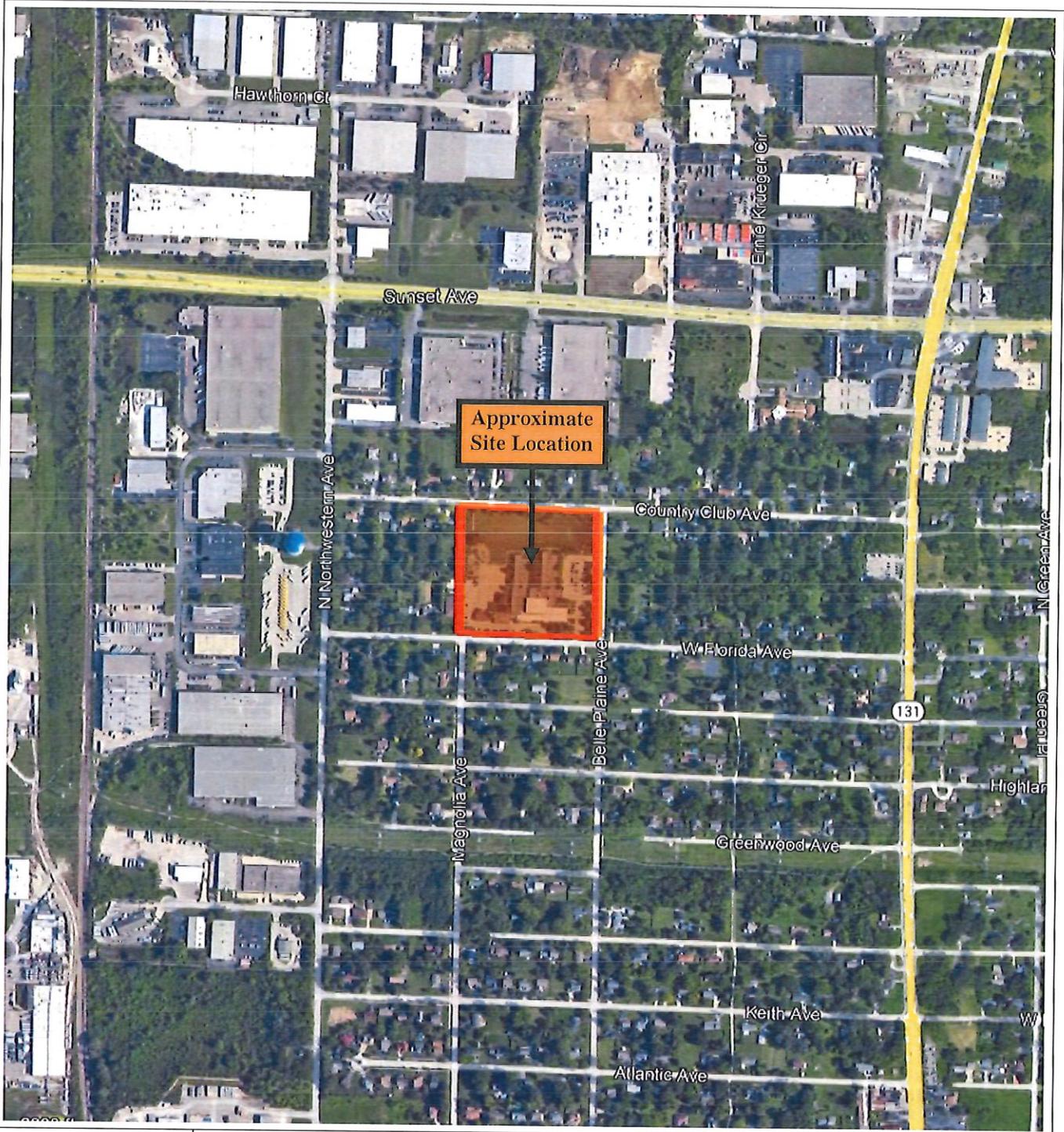
Pavement Core Location Diagram

Boring Log(s)

Core Picture(s)

Unified Soil Classification System

Reference Notes for Boring Logs



VICINITY MAP



CGMT Project No. 23G0515
Spaulding Elementary School
Parking Lot Improvements
2000 Belle Plaine Avenue,
Gurnee, Lake County, Illinois
60031



Drawing Not To Scale

LEGEND



 - Approximate Pavement Core and Soil Boring Location



Pavement Core & Soil Boring Location Diagram

Spaulding Elementary School Parking Lot Improvements

2000 Belle Plaine Avenue
Gurnee, Illinois 60031

Project Manager Project Number

P. Patel 23G0515

Date Sheet Number

11/30/2023 Fig. 1

Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
 Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
 Mr. Brian J. Wesolowski, P.E. CFM
 Gewalt Hamilton Associates, Inc.
 625 Forest Edge Drive
 Vernon Hills, Illinois 60061

Boring No.: **B-01**

Date: **Wednesday, November 22, 2023**

Project: **Spaulding Elementary School Parking Lot Improvements**
2000 Belle Plaine Avenue
Gurnee, Illinois 60031

Project No.: **23G0515**

Boring Location: **See Boring Location Diagram**

Logged By: **L.S.H.**

Ground Elevation: _____

Sheet 1 of 1

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (In)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results
0.0			Approximately 7 1/2" of Asphalt Pavement					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.
	1.0		Approx. 5 1/2" of Aggregate Base Course					
	2.0		Silty Clay, Trace Sand and Gravel, brown and gray, hard (CL)	SS-1 1.0' - 2.5' 18" Recovery	3 4 5	22.7	4.5+	
	3.0		END of BORING at 2 1/2 Feet					
	4.0							
	5.0							
	6.0							
	7.0							
	8.0							
	9.0							
	10.0							
	11.0							
	12.0							
	13.0							
	14.0							
	15.0							
	16.0							
	17.0							
	18.0							
	19.0							
	20.0		END of BORING at 20 Feet					

Drilling Contractor: CGMT, Inc.

Drilling Method: 3/4" O.D. H.S.A. Split Spoon Sampling

Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig

REVIEWED BY: NPW

Water Level (Ft.)

During Drilling: None

Immediately After Drilling: None

Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
Mr. Brian J. Wesolowski, P.E. CFM
Gewalt Hamilton Associates, Inc.
625 Forest Edge Drive
Vernon Hills, Illinois 60061

Boring No.: **B-02**
Date: Wednesday, November 22, 2023
Project: Spaulding Elementary School Parking Lot Improvements
2000 Belle Plaine Avenue
Gurnee, Illinois 60031
Project No.: 23G0515
Boring Location: See Boring Location Diagram
Logged By: L.S.H.
Ground Elevation: _____

Sheet 1 of 1

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (In)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results
	0.0		Approximately 3 3/8" of Asphalt Pavement					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.
	1.0		Approximately 10" of Aggregate Base Course	SS-1	4			
	2.0		Silty Clay, Trace Sand and Gravel, brown and gray, very stiff to hard (CL)	1.0' - 2.5' 18" Recovery	4 5	18.4	4.5+	
	3.0							
	4.0			SS-2	2			
	5.0			3.5' - 5.0' 16" Recovery	3 4	16.7	2.75	
	6.0							
	7.0			SS-3	4			
	8.0			6.0' - 7.5' 9" Recovery	5 7	13.7	4.5+	
	9.0		Silty Clay, Trace Sand and Gravel, gray, hard (CL)	SS-4	4			
	10.0		END of BORING at 10 Feet	8.5' - 10.0' 18" Recovery	4 7	12.3	4.5+	
	11.0							
	12.0							
	13.0							
	14.0							
	15.0							
	16.0							
	17.0							
	18.0							
	19.0							
	20.0							
Drilling Contractor: CGMT, Inc.							Water Level (Ft.)	
Drilling Method: 3/4" O.D. H.S.A. Split Spoon Sampling							During Drilling: None	
Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig							Immediately After Drilling: None	
REVIEWED BY: NPW								

Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
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625 Forest Edge Drive
Vernon Hills, Illinois 60061

Boring No.: **B-03**

Date: **Wednesday, November 22, 2023**

Project: **Spaulding Elementary School Parking Lot Improvements**
2000 Belle Plaine Avenue
Gurnee, Illinois 60031

Project No.: **23G0515**

Boring Location: **See Boring Location Diagram**

Logged By: **L.S.H.**

Ground Elevation: _____

Sheet 1 of 1

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (In)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results
	0.0		Approximately 3 1/4" of Asphalt Pavement					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.
	1.0		Approximately 10" of Aggregate Base Course					
	2.0		Silty Clay, Trace Sand and Gravel, brown and gray, hard (CL)	SS-1 1.0' - 2.5' 18" Recovery	4 4 6	16.0	4.5+	
	3.0		END of BORING at 2 1/2 Feet					
	4.0							
	5.0							
	6.0							
	7.0							
	8.0							
	9.0							
	10.0							
	11.0							
	12.0							
	13.0							
	14.0							
	15.0							
	16.0							
	17.0							
	18.0							
	19.0							
	20.0		END of BORING at 20 Feet					

Drilling Contractor: CGMT, Inc.	Water Level (Ft.)
Drilling Method: 3/4" O.D. H.S.A. Split Spoon Sampling	During Drilling: None
Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig	Immediately After Drilling: None
REVIEWED BY: NPW	

Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
 Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
 Mr. Brian J. Wesolowski, P.E. CFM
 Gewalt Hamilton Associates, Inc.
 625 Forest Edge Drive
 Vernon Hills, Illinois 60061

Boring No.: **B-04**

Date: **Wednesday, November 22, 2023**

Project: **Spaulding Elementary School Parking Lot Improvements**
 2000 Belle Plaine Avenue
 Gurnee, Illinois 60031

Project No.: **23G0515**

Boring Location: **See Boring Location Diagram**

Logged By: **L.S.H.**

Ground Elevation: _____

Sheet 1 of 1

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (In)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results
	0.0		Approximately 6 3/4" of Asphalt Pavement Approximately 2" of Aggregate Base Course					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.
	1.0		Silty Clay, Trace Sand and Gravel, brown and gray, hard (CL)	SS-1 1.0' - 2.5' 12" Recovery	5 5 6	17.6	4.5+	
	2.0		END of BORING at 2½ Feet					
	3.0							
	4.0							
	5.0							
	6.0							
	7.0							
	8.0							
	9.0							
	10.0							
	11.0							
	12.0							
	13.0							
	14.0							
	15.0							
	16.0							
	17.0							
	18.0							
	19.0							
	20.0		END of BORING at 20 Feet					

Drilling Contractor: CGMT, Inc. Drilling Method: 3/4" O.D. H.S.A. Split Spoon Sampling Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig REVIEWED BY: NPW	Water Level (Ft.) During Drilling: None Immediately After Drilling: None
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Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
 Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
 Mr. Brian J. Wesolowski, P.E. CFM
 Gewalt Hamilton Associates, Inc.
 625 Forest Edge Drive
 Vernon Hills, Illinois 60061

Boring No.: **B-05**

Date: **Wednesday, November 22, 2023**

Project: **Spaulding Elementary School Parking Lot Improvements**
2000 Belle Plaine Avenue
Gurnee, Illinois 60031

Project No.: **23G0515**

Boring Location: **See Boring Location Diagram**

Logged By: **L.S.H.**

Ground Elevation: _____

Sheet 1 of 1

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (In)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results
	0.0		Approximately 4 5/8" of Asphalt Pavement					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.
	1.0		Approx. 7 1/2" of Aggregate Base Course					
	2.0		Silty Clay, Trace Sand and Gravel, brown and gray, very stiff (CL)	SS-1 1.0' - 2.5' 18" Recovery	3 3 3	19.9	3.0	
	3.0		END of BORING at 2 1/2 Feet					
	4.0							
	5.0							
	6.0							
	7.0							
	8.0							
	9.0							
	10.0							
	11.0							
	12.0							
	13.0							
	14.0							
	15.0							
	16.0							
	17.0							
	18.0							
	19.0							
	20.0		END of BORING at 20 Feet					

Drilling Contractor: CGMT, Inc.

Drilling Method: 3/4" O.D. H.S.A. Split Spoon Sampling

Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig

REVIEWED BY: NPW

Water Level (Ft.)

During Drilling: None

Immediately After Drilling: None

Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
 Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
 Mr. Brian J. Wesolowski, P.E. CFM
 Gewalt Hamilton Associates, Inc.
 625 Forest Edge Drive
 Vernon Hills, Illinois 60061

Boring No.: **B-06**
 Date: Wednesday, November 22, 2023
 Project: Spaulding Elementary School Parking Lot Improvements
2000 Belle Plaine Avenue
Gurnee, Illinois 60031
 Project No.: 23G0515
 Boring Location: See Boring Location Diagram
 Logged By: L.S.H.
 Ground Elevation: _____

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (in)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results	
	0.0		Approximately 5 5/8" of Asphalt Pavement Approx. 7 1/2" of Aggregate Base Course					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.	
	1.0		Silty Clay, Trace Sand and Gravel, brown and gray, very stiff (CL)	SS-1 1.0' - 2.5' 18" Recovery	3 3 3	16.5	2.5		
	2.0		END of BORING at 2½ Feet						
	3.0								
	4.0								
	5.0								
	6.0								
	7.0								
	8.0								
	9.0								
	10.0								
	11.0								
	12.0								
	13.0								
	14.0								
	15.0								
	16.0								
	17.0								
	18.0								
	19.0								
	20.0		END of BORING at 20 Feet						
Drilling Contractor: CGMT, Inc.							Water Level (Ft.)		
Drilling Method: 3¼" O.D. H.S.A. Split Spoon Sampling							During Drilling: None		
Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig							Immediately After Drilling: None		
REVIEWED BY: NPW									

Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
 Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
 Mr. Brian J. Wesolowski, P.E. CFM
 Gewalt Hamilton Associates, Inc.
 625 Forest Edge Drive
 Vernon Hills, Illinois 60061

Boring No.: **B-07**

Date: **Wednesday, November 22, 2023**

Project: **Spaulding Elementary School Parking Lot Improvements**
 2000 Belle Plaine Avenue
 Gurnee, Illinois 60031

Project No.: **23G0515**

Boring Location: **See Boring Location Diagram**

Logged By: **L.S.H.**

Ground Elevation: _____

Sheet 1 of 1

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (In)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results
	0.0		Approximately 4 1/4" of Asphalt Pavement					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.
	1.0		Approx. 7 1/2" of Aggregate Base Course					
	2.0		Silty Clay, Trace Sand and Gravel, brown and gray, very stiff (CL)	SS-1 1.0' - 2.5'	3 4	16.2	3.25	
			END of BORING at 2 1/2 Feet	18" Recovery	4			
	3.0							
	4.0							
	5.0							
	6.0							
	7.0							
	8.0							
	9.0							
	10.0							
	11.0							
	12.0							
	13.0							
	14.0							
	15.0							
	16.0							
	17.0							
	18.0							
	19.0							
	20.0		END of BORING at 20 Feet					

Drilling Contractor: CGMT, Inc.	Water Level (Ft.)
Drilling Method: 3/4" O.D. H.S.A. Split Spoon Sampling	During Drilling: None
Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig	Immediately After Drilling: None
REVIEWED BY: NPW	

Soil Boring Log



Construction & Geotechnical Material Testing, Inc.

60 Martin Lane, Elk Grove Village, Illinois 60007
 Telephone (630) 595-1111 • Fax (630) 595-1110

Soil Boring Prepared for:
 Mr. Brian J. Wesolowski, P.E. CFM
 Gewalt Hamilton Associates, Inc.
 625 Forest Edge Drive
 Vernon Hills, Illinois 60061

Boring No.: **B-08**

Date: **Wednesday, November 22, 2023**

Project: **Spaulding Elementary School Parking Lot Improvements**
 2000 Belle Plaine Avenue
 Gurnee, Illinois 60031

Project No.: **23G0515**

Boring Location: **See Boring Location Diagram**

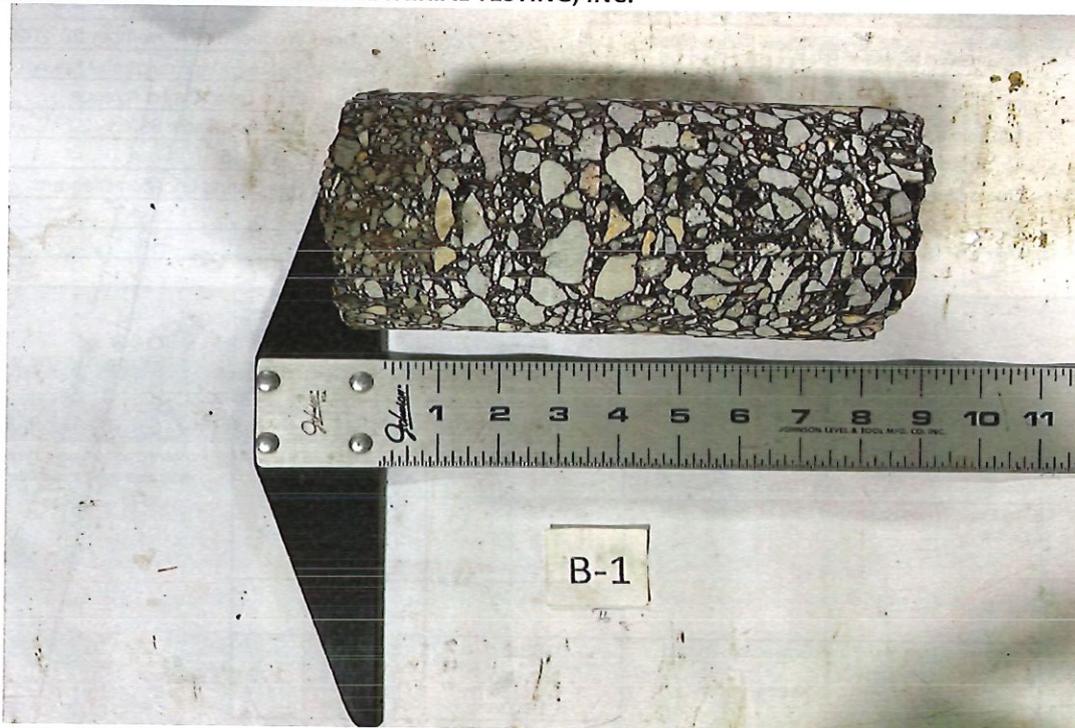
Logged By: **L.S.H.**

Ground Elevation: _____

Sheet 1 of 1

Elevation	Depth	Strata	Soil / Rock Description	Sample Type & No. Depth Interval (Ft) Recovery (In)	Blow Count	Moisture Content (%)	Unconfined Compressive Strength (TSF)	Notes & Test Results
	0.0		Approximately 2 5/8" of Asphalt Pavement					Unconfined compressive strength of soil samples estimated using a calibrated penetrometer.
	1.0		Approx. 9 1/2" of Aggregate Base Course	SS-1	2			
	2.0		Silty Clay, Trace Sand and Gravel, brown, stiff (CL FILL)	1.0' - 2.5'	3	25.9	1.5	
	3.0		Saturated	18" Recovery	3			
	4.0		Silty Clay, Trace Sand and Gravel, brown and gray, stiff to very stiff (CL)	SS-2	3			
	5.0			3.5' - 5.0'	3	18.6	2.75	
	6.0			18" Recovery	4			
	7.0			SS-3	2			
	8.0			6.0' - 7.5'	1	20.8	1.0	
	9.0			18" Recovery	2			
	10.0		END of BORING at 10 Feet	SS-4	2			
	11.0			8.5' - 10.0'	2	16.5	2.0	
	12.0			18" Recovery	3			
	13.0							
	14.0							
	15.0							
	16.0							
	17.0							
	18.0							
	19.0							
	20.0							
Drilling Contractor: CGMT, Inc.							Water Level (Ft.)	
Drilling Method: 3/4" O.D. H.S.A. Split Spoon Sampling							During Drilling: None	
Drilling Equipment: Diamond Impregnated Core Barrel & CME-45C Truck Mounted Drill Rig							Immediately After Drilling: None	
REVIEWED BY: NPW								

CONSTRUCTION & GEOTECHNICAL MATERIAL TESTING, INC.



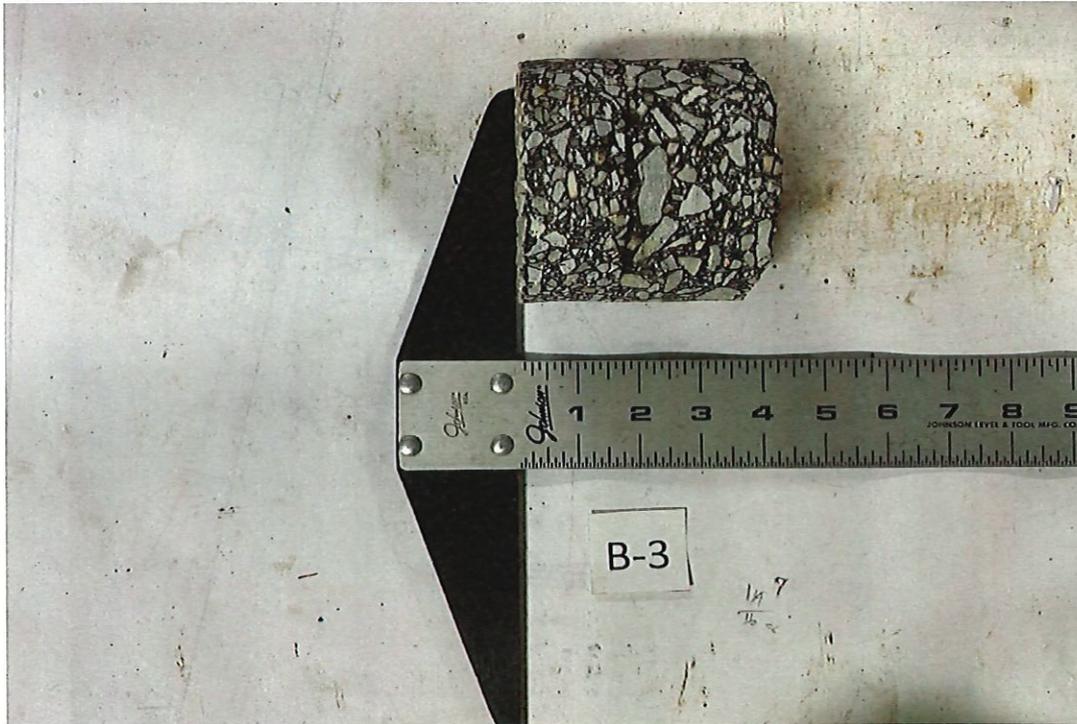
Pavement Core B-1: Spaulding Elementary School



Pavement Core B-2: Spaulding Elementary School



CONSTRUCTION & GEOTECHNICAL MATERIAL TESTING, INC.



Pavement Core B-3: Spaulding Elementary School



Pavement Core B-4: Spaulding Elementary School





Pavement Core B-5: Spaulding Elementary School



Pavement Core B-6: Spaulding Elementary School





Pavement Core B-7: Spaulding Elementary School

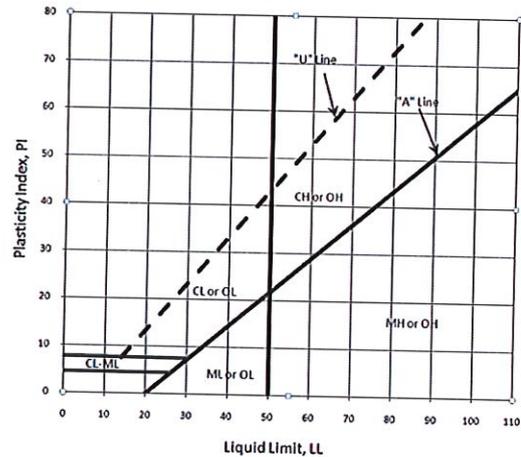


Pavement Core B-8: Spaulding Elementary School



UNITED SOIL CLASSIFICATION SYSTEM
(ASTM D-2487)

Major Division	Group Symbol	Typical Names	Classification Criteria		
Coarse-grained soils More than 50% retained on No. 200 sieve	Gravels More than 50% of coarse fraction retained on No. 4 sieve	GW	Well-graded gravels and gravel-sand mixtures, little or no fines	<p align="center">Classification on basis of percentage of fines</p> <p>GW, GP, SW, SP GM, GC, SM, SC</p> <p>Borderline classification requiring use of dual symbol</p>	
		GP	Poorly graded gravels and gravel-sand mixtures, little or no fines		
		GM	Silty gravels, gravel-sand-silt mixtures		
		GC	Clayey gravels, gravel-sand-clay mixtures		
		SW	Well-graded sands and gravelly sands, little or no fines		
	Sands More than 50% of coarse fraction passes No. 4 sieve	SP	Poorly graded sands and gravelly sands, little or no fines		$C_u = D_{60}/D_{10}$ greater than 4 $C_z = (D_{30})^2/(D_{10} \times D_{60})$ between 1 & 3 Not meeting both criteria for GW
		SM	Silty sands, sand-silt mixtures		Atterberg limits plot below "A" line or plasticity index less than 4
		SC	Clayey sands, sand-clay mixtures		Atterberg limits plot above "A" line and plasticity index greater than 7
		ML	Inorganic silts, very fine sands, rock flour, silty or clayey fine sands		$C_u = D_{60}/D_{10}$ greater than 6 $C_z = (D_{30})^2/(D_{10} \times D_{60})$ between 1 & 3 Not meeting both criteria for SW
		CL	Inorganic clays of low to medium plasticity, gravelly clays, sandy clays, silty clays, lean clays		Atterberg limits plot below "A" line or plasticity index less than 4
Fine-grained soils 50% or more passing No. 200 sieve	Silts and Clays Liquid limit 50% or less	OL	Organic silts and organic silty clays of low plasticity	Note: U-line represents approximate upper limit of LL and PI combinations natural soils (empirically determined). ASTM D-2487	
		MH	Inorganic silts, micaceous or diatomaceous fine sands or silts, elastic silts		
	Silts and Clays Liquid limit greater than 50%	CH	Inorganic clays of high plasticity, fat clays		
		OH	Organic clays of medium to high plasticity		
		Pt	Peat, muck and other highly organic soils		



Plasticity chart for the classification of fine-grained soils. Tests made on fraction finer than No. 40 sieve

Borderline classifications, used for soils possessing characteristics of two groups, are designated by combinations of group symbols. For example: GW-GC, well-graded gravel-sand mixture with clay binder



UNIFIED SOIL CLASSIFICATION SYSTEM

REFERENCE NOTES FOR BORING LOGS

I. Drilling and Sampling Symbols:

SS – Split Spoon Sampler	RB – Rock Bit Drilling
ST – Shelby Tube Sampler	BS – Bulk Sample of Drilling
RC – Rock Core: NX, BX, AX	PA – Power Auger (no sample)
PM – Pressuremeter	HSA – Hollow Stem Auger
DC – Dutch Cone Penetrometer	WS – Wash Sample

Standard Penetration (Blows/Ft) refers to the blows per foot of a 140 lb. hammer falling 30 inches on a 2 inch O.D. split spoon sampler, as specified in ASTM D-1586. The blow count is commonly referred to as the N-value.

II. Correlation of Penetration Resistances to Soil Properties:

Relative Density-Sands, Silts

<u>SPT – N</u>	<u>Relative Density</u>
0 – 3	Very Loose
4 – 9	Loose
10 – 29	Medium Dense
30 – 49	Dense
50 – 80	Very Dense

Consistency of Cohesive Soils

<u>Unconfined Compressive Strength, Qp, tsf</u>	<u>Consistency</u>
under 0.25	Very Soft
0.25 – 0.49	Soft
0.50 – 0.99	Firm
1.00 – 1.99	Stiff
2.00 – 3.99	Very Stiff
4.00 – 8.00	Hard
over 8.00	Very Hard

III. Unified Soil Classification Symbols:

GP	–	Poorly Graded Gravel	ML	–	Low Plasticity Silt
GW	–	Well Graded Gravel	MH	–	High Plasticity Silt
GM	–	Silty Gravel	CL	–	Low Plasticity Clay
GC	–	Clayey Gravel	CH	–	High Plasticity Clay
SP	–	Poorly Graded Sand	OL	–	Low Plasticity Organic
SW	–	Well Graded Sand	OH	–	High Plasticity Organic
SM	–	Silty Sand	CL-ML	–	Dual Classification
SC	–	Clayey Sand			(Typical)

IV. Water Level Measurement Symbol:

WL	–	Water Level	BCR	–	Before Casing Removal
WS	–	While Sampling	ACR	–	After Casing Removal
WD	–	While Drilling	WCI	–	Wet Cave In
			DCI	–	Dry Cave In

The water levels are those water levels actually measured in the borehole at the times indicated by the symbol. The measurements are relatively reliable when augering, without adding fluids, in a granular soil. In clays and plastic silts, the accurate determination of water levels may require several days for the water level to stabilize. In such cases, additional methods of measurement are generally applied.

Lake County Prevailing Wage Rates posted on 10/5/2023

Overtime

Trade Title	Rg	Type	C	Base	Foreman	M-F	Sa	Su	Hol	H/W	Pension	Vac	Trng	Ins	Other	Add OT 1.5x owed	Add OT 2.0x owed
ASBESTOS ABT-GEN	All	ALL		48.90	49.90	1.5	1.5	2.0	2.0	17.37	15.91	0.00	0.91			0.00	0.00
ASBESTOS ABT-MEC	All	BLD		40.59	43.84	1.5	1.5	2.0	2.0	15.22	15.16	0.00	0.88			2.80	5.60
BOILERMAKER	All	BLD		54.71	59.63	2.0	2.0	2.0	2.0	6.97	25.06	0.00	2.83			0.00	0.00
BRICK MASON	All	BLD		50.81	55.89	1.5	1.5	2.0	2.0	12.50	23.01	0.00	1.16	0.00		0.00	0.00
CARPENTER	All	ALL		53.51	55.51	1.5	1.5	2.0	2.0	12.29	25.26	1.70	0.81			0.00	0.00
CEMENT MASON	All	ALL		48.50	50.50	2.0	1.5	2.0	2.0	11.89	30.03	0.00	0.80	0.00		0.00	0.00
CERAMIC TILE FINISHER	All	BLD		45.62	45.62	1.5	1.5	2.0	2.0	12.75	15.64	0.00	1.04	0.00		0.00	0.00
CERAMIC TILE LAYER	All	BLD		53.14	58.14	1.5	1.5	2.0	2.0	12.75	19.41	0.00	1.12	0.00		0.00	0.00
COMMUNICATION TECHNICIAN	All	BLD		41.20	44.00	1.5	1.5	2.0	2.0	13.82	18.94	2.16	0.93	0.00		0.00	0.00
ELECTRIC PWR EQMT OP	All	ALL		49.22	67.16	1.5	1.5	2.0	2.0	7.00	13.79	0.00	1.47	1.48		0.00	0.00
ELECTRIC PWR GRNDMAN	All	ALL		37.81	67.16	1.5	1.5	2.0	2.0	7.00	10.58	0.00	1.14	1.13		0.00	0.00
ELECTRIC PWR LINEMAN	All	ALL		59.17	67.16	1.5	1.5	2.0	2.0	7.00	16.57	0.00	1.77	1.78		0.00	0.00
ELECTRIC PWR TRK DRV	All	ALL		39.19	67.16	1.5	1.5	2.0	2.0	7.00	10.98	0.00	1.17	1.18		0.00	0.00
ELECTRICIAN	All	BLD		44.30	48.55	1.5	1.5	2.0	2.0	15.32	27.06	6.55	0.71	0.00		0.00	0.00
ELEVATOR CONSTRUCTOR	All	BLD		65.12	73.26	2.0	2.0	2.0	2.0	16.08	20.56	5.20	0.70			0.00	0.00
FENCE ERECTOR	All	ALL		48.48	50.48	1.5	1.5	2.0	2.0	13.68	18.32	0.00	0.75	0.00		0.00	0.00
GLAZIER	All	BLD		49.75	51.25	1.5	2.0	2.0	2.0	15.44	25.36	0.00	2.07	0.00		0.00	0.00
HEAT/FROST INSULATOR	All	BLD		54.12	57.37	1.5	1.5	2.0	2.0	15.22	17.86	0.00	0.88			4.15	8.30
IRON WORKER	All	ALL		57.00	59.00	2.0	2.0	2.0	2.0	17.05	25.56	0.00	0.49			0.00	0.00
LABORER	All	ALL		48.90	49.65	1.5	1.5	2.0	2.0	17.37	15.91	0.00	0.91			0.00	0.00
LATHER	All	ALL		53.51	55.51	1.5	1.5	2.0	2.0	12.29	25.26	1.70	0.81			0.00	0.00
MACHINIST	All	BLD		55.74	59.74	1.5	1.5	2.0	2.0	9.93	8.95	1.85	1.47			0.00	0.00
MARBLE FINISHER	All	ALL		38.75	52.46	1.5	1.5	2.0	2.0	12.50	20.95	0.00	0.66	0.00		0.00	0.00
MARBLE SETTER	All	BLD		49.96	54.96	1.5	1.5	2.0	2.0	12.50	22.31	0.00	0.85	0.00		0.00	0.00
MATERIAL TESTER I	All	ALL		38.90		1.5	1.5	2.0	2.0	17.37	15.91	0.00	0.91			0.00	0.00
MATERIALS TESTER II	All	ALL		43.90		1.5	1.5	2.0	2.0	17.37	15.91	0.00	0.91			0.00	0.00

Lake County Prevailing Wage Rates posted on 10/5/2023

MILLWRIGHT	All	ALL	53.51	55.51	1.5	1.5	2.0	2.0	2.0	12.29	25.26	1.70	0.81	0.00	0.00
OPERATING ENGINEER	All	BLD 1	56.60	60.60	2.0	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	BLD 2	55.30	60.60	2.0	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	BLD 3	52.75	60.60	2.0	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	BLD 4	51.00	60.60	2.0	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	BLD 5	60.35	60.60	2.0	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	BLD 6	57.60	60.60	2.0	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	BLD 7	59.60	60.60	2.0	2.0	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	FLT 1	64.55	64.55	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	FLT 2	63.05	64.55	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	FLT 3	58.55	64.55	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	FLT 4	54.05	64.55	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	FLT 5	66.05	64.55	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	FLT 6	54.05	64.55	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	HWY 1	54.80	58.80	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	HWY 2	54.25	58.80	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	HWY 3	52.20	58.80	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	HWY 4	50.80	58.80	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	HWY 5	49.60	58.80	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	HWY 6	57.80	58.80	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
OPERATING ENGINEER	All	HWY 7	55.80	58.80	1.5	1.5	2.0	2.0	2.0	22.95	20.05	2.00	2.70	0.00	0.00
ORNAMENTAL IRON WORKER	All	ALL	55.01	57.51	2.0	2.0	2.0	2.0	2.0	14.23	26.00	0.00	2.00	0.00	0.00
PAINTER	All	ALL	51.55	57.99	1.5	1.5	1.5	2.0	2.0	14.76	15.69	0.00	1.86	0.00	0.00
PAINTER - SIGNS	All	BLD	41.55	46.67	1.5	1.5	2.0	2.0	2.0	3.04	3.90	0.00	0.00	0.00	0.00
PILEDRIVER	All	ALL	53.51	55.51	1.5	1.5	2.0	2.0	2.0	12.29	25.26	1.70	0.81	0.00	0.00
PIPEFITTER	All	BLD	55.00	58.00	1.5	1.5	2.0	2.0	2.0	12.65	22.85	0.00	3.12	0.00	0.00
PLASTERER	All	BLD	49.65	52.63	2.0	1.5	2.0	2.0	2.0	11.89	29.38	0.00	0.80	0.00	0.00
PLUMBER	All	BLD	56.80	60.20	1.5	1.5	2.0	2.0	2.0	17.00	17.29	0.00	1.73	0.00	0.00
ROOFER	All	BLD	49.00	54.00	1.5	1.5	2.0	2.0	2.0	11.83	15.56	0.00	0.99	0.00	0.00

Lake County Prevailing Wage Rates posted on 10/5/2023

SHEETMETAL WORKER	All	BLD	51.15	55.24	1.5	1.5	2.0	2.0	14.18	28.45	0.00	1.05	0.00	0.00	0.00
SIGN HANGER	All	BLD	34.72	37.50	1.5	1.5	2.0	2.0	6.85	4.50	0.00	0.00	0.00	0.00	0.00
SPRINKLER FITTER	All	BLD	56.70	59.45	1.5	1.5	2.0	2.0	14.45	18.70	0.00	0.75	0.00	0.00	0.00
STEEL ERECTOR	All	ALL	57.00	59.00	2.0	2.0	2.0	2.0	17.05	25.56	0.00	0.49	0.00	0.00	0.00
STONE MASON	All	BLD	50.81	55.89	1.5	1.5	2.0	2.0	12.50	23.01	0.00	1.16	0.00	0.00	0.00
TERRAZZO FINISHER	All	BLD	46.94	46.94	1.5	1.5	2.0	2.0	12.75	17.73	0.00	1.07	0.00	0.00	0.00
TERRAZZO MECHANIC	All	BLD	50.85	54.35	1.5	1.5	2.0	2.0	12.75	19.12	0.00	1.10	0.00	0.00	0.00
TRAFFIC SAFETY WORKER I	All	HWY	40.10	41.70	1.5	1.5	2.0	2.0	10.60	9.35	0.00	1.00	0.00	0.00	0.00
TRAFFIC SAFETY WORKER II	All	HWY	41.10	42.70	1.5	1.5	2.0	2.0	10.60	9.35	0.00	1.00	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	1	43.54	44.09	1.5	1.5	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	2	43.69	44.09	1.5	1.5	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	3	43.89	44.09	1.5	1.5	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TRUCK DRIVER	All	ALL	4	44.09	44.09	1.5	1.5	2.0	12.40	12.50	0.00	0.15	0.00	0.00	0.00
TUCKPOINTER	All	BLD	50.53	51.53	1.5	1.5	2.0	2.0	9.55	21.72	0.00	1.11	0.00	0.00	0.00

Legend

Rg Region

Type Trade Type - All,Highway,Building,Floating,Oil & Chip,Rivers

C Class

Base Base Wage Rate

OT M-F Unless otherwise noted, OT pay is required for any hour greater than 8 worked each day, Mon through Fri. The number listed is the multiple of the base wage.

OT Sa Overtime pay required for every hour worked on Saturdays

OT Su Overtime pay required for every hour worked on Sundays

OT Hol Overtime pay required for every hour worked on Holidays

H/W Health/Welfare benefit

Vac Vacation

Trng Training

Other Ins Employer hourly cost for any other type(s) of insurance provided for benefit of worker.

Explanations LAKE COUNTY

The following list is considered as those days for which holiday rates of wages for work performed apply: New Years Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day and Veterans Day in some classifications/counties. Generally, any of these holidays which fall on a Sunday is celebrated on the following Monday. This then makes work performed

Lake County Prevailing Wage Rates posted on 10/5/2023

on that Monday payable at the appropriate overtime rate for holiday pay. Common practice in a given local may alter certain days of celebration. If in doubt, please check with IDOL.

EXPLANATION OF CLASSES

ASBESTOS - GENERAL - removal of asbestos material/mold and hazardous materials from any place in a building, including mechanical systems where those mechanical systems are to be removed. This includes the removal of asbestos materials/mold and hazardous materials from ductwork or pipes in a building when the building is to be demolished at the time or at some close future date.

ASBESTOS - MECHANICAL - removal of asbestos material from mechanical systems, such as pipes, ducts, and boilers, where the mechanical systems are to remain.

CERAMIC TILE FINISHER

The grouting, cleaning, and polishing of all classes of tile, whether for interior or exterior purposes; all burned, glazed or unglazed products; all composition materials, granite tiles, warning detectable tiles, cement tiles, epoxy composite materials, pavers, glass, mosaics, fiberglass, and all substitute materials; for tile made in tile-like units; all mixtures in tile like form of cement, metals, and other materials that are for and intended for use as a finished floor surface, stair treads, promenade roofs, walks, walls, ceilings, swimming pools, and all other places where tile is to form a finished interior or exterior. The mixing of all setting mortars including but not limited to thin-set mortars, epoxies, wall mud, and any other sand and cement mixtures or adhesives when used in the preparation, installation, repair, or maintenance of tile and/or similar materials. The handling and unloading of all sand, cement, lime, tile, fixtures, equipment, adhesives, or any other materials to be used in the preparation, installation, repair, or maintenance of tile and/or similar materials. Ceramic Tile Finishers shall fill all joints and voids regardless of method on all tile work, particularly and especially after installation of said tile work. Application of any and all protective coverings to all types of tile installations including, but not be limited to, all soap compounds, paper products, tapes, and all polyethylene coverings, plywood, masonite, cardboard, and any new type of products that may be used to protect tile installations, Blastrac equipment, and all floor scarifying equipment used in preparing floors to receive tile. The clean up and removal of all waste and materials. All demolition of existing tile floors and walls to be re-tiled.

COMMUNICATION TECHNICIAN

Low voltage construction, installation, maintenance and removal of telecommunication facilities (voice, sound, data and video) including outside plant, telephone, security systems and data inside wire, interconnect, terminal equipment, central offices, PABX, fiber optic cable and equipment, micro waves, V-SAT, bypass, CATV, WAN (wide area network), LAN (local area networks), and ISDN (integrated system digital network), pulling of wire in raceways, but not the installation of raceways.

MARBLE FINISHER

Loading and unloading trucks, distribution of all materials (all stone, sand, etc.), stocking of floors with material, performing all rigging for heavy work, the handling of all material that may be needed for the installation of such materials, building of scaffolding, polishing if needed, patching, waxing of material if damaged, pointing up, caulking, grouting and cleaning of marble,

Lake County Prevailing Wage Rates posted on 10/5/2023

holding water on diamond or Carborundum blade or saw for setters cutting, use of tub saw or any other saw needed for preparation of material, drilling of holes for wires that anchor material set by setters, mixing up of molding plaster for installation of material, mixing up thin set for the installation of material, mixing up of sand to cement for the installation of material and such other work as may be required in helping a Marble Setter in the handling of all material in the erection or installation of interior marble, slate, travertine, art marble, serpentine, alberene stone, blue stone, granite and other stones (meaning as to stone any foreign or domestic materials as are specified and used in building interiors and exteriors and customarily known as stone in the trade), carrara, sanionyx, vitrolite and similar opaque glass and the laying of all marble tile, terrazzo tile, slate tile and precast tile, steps, risers treads, base, or any other materials that may be used as substitutes for any of the aforementioned materials and which are used on interior and exterior which are installed in a similar manner.

MATERIAL TESTER I: Hand coring and drilling for testing of materials; field inspection of uncured concrete and asphalt.

MATERIAL TESTER II: Field inspection of welds, structural steel, fireproofing, masonry, soil, facade, reinforcing steel, formwork, cured concrete, and concrete and asphalt batch plants; adjusting proportions of bituminous mixtures.

OPERATING ENGINEER - BUILDING

Class 1. Asphalt Plant; Asphalt Spreader; Autograde; Backhoes with Caisson Attachment; Batch Plant; Benoto (requires Two Engineers); Boiler and Throttle Valve; Caisson Rigs; Central Redi-Mix Plant; Combination Back Hoe Front End-loader Machine; Compressor and Throttle Valve; Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Conveyor (Truck Mounted); Concrete Paver Over 27E cu. ft.; Concrete Paver 27E cu. ft. and Under; Concrete Placer; Concrete Placing Boom; Concrete Pump (Truck Mounted); Concrete Tower; Cranes, All; Cranes, Hammerhead; Cranes, (GCI and similar Type); Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derricks, Traveling; Formless Curb and Gutter Machine; Grader, Elevating; Grouting Machines; Heavy Duty Self-Propelled Transporter or Prime Mover; Highlift Shovels or Front Endloader 2-1/4 yd. and over; Hoists, Elevators, outside type rack and pinion and similar machines; Hoists, One, Two and Three Drum; Hoists, Two Tugger One Floor; Hydraulic Backhoes; Hydraulic Boom Trucks; Hydro Vac (and similar equipment); Locomotives, All; Motor Patrol; Lubrication Technician; Manipulators; Pile Drivers and Skid Rig; Post Hole Digger; Pre-Stress Machine; Pump Cretes Dual Ram; Pump Cretes; Squeeze Cretes-Screw Type Pumps; Gypsum Bulker and Pump; Raised and Blind Hole Drill; Roto Mill Grinder; Scoops - Tractor Drawn; Slip-Form Paver; Straddle Buggies; Operation of Tie Back Machine; Tournapull; Tractor with Boom and Side Boom; Trenching Machines.

Class 2. Boilers; Broom, All Power Propelled; Bulldozers; Concrete Mixer (Two Bag and Over); Conveyor, Portable; Forklift Trucks; Highlift Shovels or Front Endloaders under 2-1/4 yd.; Hoists, Automatic; Hoists, Inside Elevators; Hoists, Sewer Dragging Machine; Hoists, Tugger Single Drum; Laser Scream; Rock Drill (Self-Propelled); Rock Drill (Truck Mounted); Rollers, All; Steam Generators; Tractors, All; Tractor Drawn Vibratory Roller; Winch Trucks with "A" Frame.

Class 3. Air Compressor; Combination Small Equipment Operator; Generators; Heaters, Mechanical; Hoists, Inside Elevators (remodeling or renovation work); Hydraulic Power Units (Pile Driving, Extracting, and Drilling); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Low Boys; Pumps, Well Points; Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 4. Bobcats and/or other Skid Steer Loaders; Oilers; and Brick Forklift.

Lake County Prevailing Wage Rates posted on 10/5/2023

Class 5. Assistant Craft Foreman.

Class 6. Gradall.

Class 7. Mechanics; Welders.

OPERATING ENGINEERS - HIGHWAY CONSTRUCTION

Class 1. Asphalt Plant; Asphalt Heater and Planer Combination; Asphalt Heater Scarfire; Asphalt Spreader; Autograder/GOMACO or other similar type machines; ABG Paver; Backhoes with Caisson Attachment; Ballast Regulator; Belt Loader; Caisson Rigs; Car Dumper; Central Redi-Mix Plant; Combination Backhoe Front Endloader Machine, (1 cu. yd. Backhoe Bucket or over or with attachments); Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Paver over 27E cu. ft.; Concrete Placer; Concrete Tube Float; Cranes, all attachments; Cranes, Tower Cranes of all types; Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derrick Boats; Derricks, Traveling; Dredges; Elevators, Outside type Rack & Pinion and Similar Machines; Formless Curb and Gutter Machine; Grader, Elevating; Grader, Motor Grader, Motor Patrol, Auto Patrol, Form Grader, Pull Grader, Subgrader; Guard Rail Post Driver; Truck Mounted; Hoists, One, Two and Three Drum; Heavy Duty Self-Propelled Transporter or Prime Mover, Hydraulic Backhoes; Backhoes with shear attachments up to 40' of boom reach; Lubrication Technician; Manipulators; Mucking Machine; Pile Drivers and Skid Rig; Pre-Stress Machine; Pump Cretes Dual Ram; Rock Drill - Crawler or Skid Rig; Rock Drill - Truck Mounted; Rock/Track Tamper; Roto Mill Grinder; Slip-Form Paver; Snow Melters; Soil Test Drill Rig (Truck Mounted); Straddle Buggies; Hydraulic Telescoping Form (Tunnel); Operation of Tieback Machine; Tractor Drawn Belt Loader; Tractor Drawn Belt Loader (with attached pusher - two engineers); Tractor with Boom; Tractaire with Attachments; Traffic Barrier Transfer Machine; Trenching; Truck Mounted Concrete Pump with Boom; Raised or Blind Hole Drills (Tunnel Shaft); Underground Boring and/or Mining Machines 5 ft. in diameter and over tunnel, etc; Underground Boring and/or Mining Machines under 5 ft. in diameter; Wheel Excavator; Widener (APSCO).

Class 2. Batch Plant; Bituminous Mixer; Boiler and Throttle Valve; Bulldozers; Car Loader Trailing Conveyors; Combination Backhoe Front Endloader Machine (Less than 1 cu. yd. Backhoe Bucket or over or with attachments); Compressor and Throttle Valve; Compressor, Common Receiver (3); Concrete Breaker or Hydro Hammer; Concrete Grinding Machine; Concrete Mixer or Paver 7S Series to and including 27 cu. ft.; Concrete Spreader; Concrete Curing Machine, Burlap Machine, Belting Machine and Sealing Machine; Concrete Wheel Saw; Conveyor Muck Cars (Haglund or Similar Type); Drills, All; Finishing Machine - Concrete; Highlift Shovels or Front Endloader; Hoist - Sewer Dragging Machine; Hydraulic Boom Trucks (All Attachments); Hydro-Blaster; Hydro Excavating (excluding hose work); Laser Screenshot; All Locomotives, Dinky; Off-Road Hauling Units (including articulating) Non Self-Loading Ejection Dump; Pump Cretes; Squeeze Cretes - Screw Type Pumps, Gypsum Bulker and Pump; Roller, Asphalt; Rotary Snow Plows; Rototiller, Seaman, etc., self-propelled; Self-Propelled Compactor; Spreader - Chip - Stone, etc.; Scraper - Single/Twin Engine/Push and Pull; Scraper - Prime Mover in Tandem (Regardless of Size); Tractors pulling attachments, Sheeps Foot, Disc, Compactor, etc.; Tug Boats.

Class 3. Boilers; Brooms, All Power Propelled; Cement Supply Tender; Compressor, Common Receiver (2); Concrete Mixer (Two Bag and Over); Conveyor, Portable; Farm-Type Tractors Used for Mowing, Seeding, etc.; Forklift Trucks; Grouting Machine; Hoists, Automatic; Hoists, All Elevators; Hoists, Tugger Single Drum; Jeep Diggers; Low Boys; Pipe Jacking Machines; Post-Hole Digger; Power Saw, Concrete Power Driven; Pug Mills; Rollers, other than Asphalt; Seed and Straw Blower; Steam Generators; Stump Machine; Winch Trucks with "A" Frame; Work Boats; Tamper-Form-Motor Driven.

Lake County Prevailing Wage Rates posted on 10/5/2023

Class 4. Air Compressor; Combination - Small Equipment Operator; Directional Boring Machine; Generators; Heaters, Mechanical; Hydraulic Power Unit (Pile Driving, Extracting, or Drilling); Light Plants, All (1 through 5); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Pumps, Well Points; Vacuum Trucks (excluding hose work); Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 5. SkidSteer Loader (all); Brick Forklifts; Oilers.

Class 6. Field Mechanics and Field Welders

Class 7. Dowell Machine with Air Compressor; Gradall and machines of like nature.

OPERATING ENGINEER - FLOATING

Class 1. Craft Foreman; Master Mechanic; Diver/Wet Tender; Engineer; Engineer (Hydraulic Dredge).

Class 2. Crane/Backhoe Operator; Boat Operator with towing endorsement; Mechanic/Welder; Assistant Engineer (Hydraulic Dredge); Leverman (Hydraulic Dredge); Diver Tender.

Class 3. Deck Equipment Operator, Machineryman, Maintenance of Crane (over 50 ton capacity) or Backhoe (115,000 lbs. or more); Tug/Launch Operator; Loader/Dozer and like equipment on Barge, Breakwater Wall, Slip/Dock, or Scow, Deck Machinery, etc.

Class 4. Deck Equipment Operator, Machineryman/Fireman (4 Equipment Units or More); Off Road Trucks; Deck Hand, Tug Engineer, Crane Maintenance (50 Ton Capacity and Under) or Backhoe Weighing (115,000 pounds or less); Assistant Tug Operator.

Class 5. Friction or Lattice Boom Cranes.

Class 6. ROV Pilot, ROV Tender

TRAFFIC SAFETY Worker I

Traffic Safety Worker I - work associated with the delivery, installation, pick-up and servicing of safety devices during periods of roadway construction, including such work as set-up and maintenance of barricades, barrier wall reflectors, drums, cones, delineators, signs, crash attenuators, glare screen and other such items, and the layout and application or removal of conflicting and/or temporary roadway markings utilized to control traffic in construction zones, as well as flagging for these operations.

TRAFFIC SAFETY WORKER II

Work associated with the installation and removal of permanent pavement markings and/or pavement markers including both installations performed by hand and installations performed by truck.

TRUCK DRIVER - BUILDING, HEAVY AND HIGHWAY CONSTRUCTION

Lake County Prevailing Wage Rates posted on 10/5/2023

Class 1. Two or three Axle Trucks. A-frame Truck when used for transportation purposes; Air Compressors and Welding Machines, including those pulled by cars, pick-up trucks and tractors; Ambulances; Batch Gate Lockers; Batch Hopperman; Car and Truck Washers; Carry-alls; Fork Lifts and Hoisters; Helpers; Mechanics Helpers and Greasers; Oil Distributors 2-man operation; Pavement Breakers; Pole Trailer, up to 40 feet; Power Mower Tractors; Self-propelled Chip Spreader; Skipman; Slurry Trucks, 2-man operation; Slurry Truck Conveyor Operation, 2 or 3 man; Teamsters; Unskilled Dumpman; and Truck Drivers hauling warning lights, barricades, and portable toilets on the job site.

Class 2. Four axle trucks; Dump Crets and Adgetors under 7 yards; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnapulls or Turntrailers when pulling other than self-loading equipment or similar equipment under 16 cubic yards; Mixer Trucks under 7 yards; Ready-mix Plant Hopper Operator, and Winch Trucks, 2 Axles.

Class 3. Five axle trucks; Dump Crets and Adgetors 7 yards and over; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turntrailers or turnapulls when pulling other than self-loading equipment or similar equipment over 16 cubic yards; Explosives and/or Fission Material Trucks; Mixer Trucks 7 yards or over; Mobile Cranes while in transit; Oil Distributors, 1-man operation; Pole Trailer, over 40 feet; Pole and Expandable Trailers hauling material over 50 feet long; Slurry trucks, 1-man operation; Winch trucks, 3 axles or more; Mechanic--Truck Welder and Truck Painter.

Class 4. Six axle trucks; Dual-purpose vehicles, such as mounted crane trucks with hoist and accessories; Foreman, Master Mechanic; Self-loading equipment like P.B. and trucks with scoops on the front.

TERRAZZO FINISHER

The handling of sand, cement, marble chips, and all other materials that may be used by the Mosaic Terrazzo Mechanic, and the mixing, grinding, grouting, cleaning and sealing of all Marble, Mosaic, and Terrazzo work, floors, base, stairs, and wainscoting by hand or machine, and in addition, assisting and aiding Marble, Masonic, and Terrazzo Mechanics.

Other Classifications of Work:

For definitions of classifications not otherwise set out, the Department generally has on file such definitions which are available. If a task to be performed is not subject to one of the classifications of pay set out, the Department will upon being contacted state which neighboring county has such a classification and provide such rate, such rate being deemed to exist by reference in this document. If no neighboring county rate applies to the task, the Department shall undertake a special determination, such special determination being then deemed to have existed under this determination. If a project requires these, or any classification not listed, please contact IDOL at 217-782-1710 for wage rates or clarifications.

LANDSCAPING

Landscaping work falls under the existing classifications for laborer, operating engineer and truck driver. The work performed by landscape plantsman and landscape laborer is covered by the existing classification of laborer. The work performed by landscape operators (regardless of equipment used or its size) is covered by the classifications of operating engineer. The work performed by landscape truck drivers (regardless of size of truck driven) is covered by the classifications of truck driver.

Lake County Prevailing Wage Rates posted on 10/5/2023

MATERIAL TESTER & MATERIAL TESTER/INSPECTOR I AND II

Notwithstanding the difference in the classification title, the classification entitled "Material Tester I" involves the same job duties as the classification entitled "Material Tester/Inspector I". Likewise, the classification entitled "Material Tester II" involves the same job duties as the classification entitled "Material Tester/Inspector II".



Aurora Orozco <aorozco@d56.org>

Fwd: Illinois Public Records Request

6 messages

Luis Correa <lcorrea@d56.org>

Tue, Aug 19, 2025 at 11:31 AM

To: Lori Rupsch <lrupsch@d56.org>, Aurora Orozco <aorozco@d56.org>

FYI

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

From: **Jacob Long** <jacob.long@publicdataresearch.org>

Date: Tue, Aug 19, 2025 at 11:31 AM

Subject: Illinois Public Records Request

To: <lcorrea@d56.org>

Dr. Luis Correa

Superintendent

Gurnee SD 56

Gurnee SD 56, [Lake County, 3706 Florida Ave , Gurnee , IL , 60031](#)

Dear Superintendent:

Under 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 SD 56

1. All current employees' names,
2. All current employees' job titles,
3. The employment start dates of all current employees.

The requested data will be used by Public Data Research to conduct surveys, analyze educational trends, and support educational outreach efforts.

Please provide this information in an electronic format, such as Excel or .csv format, to this email address. If your agency does not maintain these public records, please let me know who does and include the proper custodian's name and address.

I agree to pay any reasonable copying and postage fees. Please provide a receipt with the charges for documents.

First Name	Last Name	Employee Type Description	Start Date
ANNETTE	AAS	TEACHERS	08/22/2001
JESSICA	ALBERS	BUS DRIVER	10/09/2018
DIANE	AMES	TEACHERS	08/25/2000
SERENA	ANZALONE	TEACHERS	08/19/2024
LAURA	ARIAS	LUNCHRM MONITOR	11/08/2021
HOLLIE	ARMOUR	TEACHERS	08/16/2019
YUNUEN	ARTEAGA	SECRETARY	11/04/2013
ALYSSA	ATEMPA	HEALTH CLERK	01/21/2025
DAVID	AUSTIN	TEACHER AIDE	09/20/2011
KLYDE	AUSTRIA	HEALTH CLERK	08/19/2024
CHRISTINA	AYALA	SECRETARY	07/31/2012
ABIGAIL	BABLITZ	TEACHERS	08/20/2025
MURPHY	BAEZA	TEACHERS	08/25/2014
RINA	BALA	LUNCHRM MONITOR	01/07/2019
AMY	BALL	TEACHERS	09/01/1998
KATE	BARBKNECHT	TEACHERS	08/19/2021
UDONA	BARNES	BUS DRIVER AIDE	08/23/2023
ELEANOR	BARRECA	TEACHERS	08/18/2025
JENNIFER	BASGALL	TEACHER AIDE	08/18/2025
HEATHER	BESSE	TEACHERS	08/16/2018
FARIHA	BIABANI	TEACHERS	08/18/2022
REGINA	BIELFELDT	TEACHERS	09/16/2024
DEBORAH	BILLETDEAUX	TEACHER AIDE	01/04/2016
DANIELLE	BONNGARD	TEACHER AIDE	08/21/2024
STEVEN	BOSWELL	TEACHERS	04/10/2014
CHRISTINA	BRANAMAN	TEACHERS	08/19/2024
LUCIA	BRAVO	LUNCHRM MONITOR	10/08/2021
KAREN	BROMLEY	TEACHERS	08/28/2006
GRETCHEN	BROOKS	BUS DRIVER	05/27/2008
MARY	BROOKS	TEACHERS	08/28/2006
THEODORE	BROOKS	BUS DRIVER	08/23/2023
KYRA	BROWN	TEACHERS	08/24/2015
LUCY	BROWN	TEACHERS	08/22/2005
JACQUELINE	BUCHER	ADMIN 200 DAYS	01/06/2020
AMY	BUKANTIS	TEACHERS	08/18/2022
RAANAN	BURG	TEACHER AIDE	10/07/2024
KIMBERLY	BURMAN	TEACHERS	08/21/2023
HOLLY	BURNS	TEACHERS	08/25/1997
FLORI	CAIN	TEACHER AIDE	08/21/2020
VIRIDIANA	CAMARGO-GUZI	TEACHERS	08/19/2024
KATELYN	CAMPANELLA	TEACHERS	08/18/2022
JENNIFER	CAPP	TEACHERS	08/21/2023
REID	CAREY	TEACHERS	08/19/2021
OLGA	CARLSON	TEACHERS	08/18/2022
VITA	CARNDUFF	TEACHERS	08/21/2003
KEYNA	CARTER	TEACHER AIDE	09/23/2024
CLAUDIA	CASTILLO PORTI	TECHNOLOGY	05/12/2025

DAISY	CASTRO	TEACHERS	08/18/2025
JONATHAN	CEJKA	TECHNOLOGY	10/10/2007
EILEEN	CELDREN	TEACHERS	08/19/2024
JUAN	CERVANTES	BUS DRIVER	08/22/2022
TRACE	CHASE	TEACHERS	01/11/2023
IAN	CHATMAN	TEACHERS	08/21/2023
DEIRDRE	CHOCIANOWSKI	LUNCHROOM SUB	01/04/2019
ALISHA	CLAIBORNE	BUS DRIVER AIDE	05/31/2022
ADELE	CLOUD	BUS DRIVER	01/29/2001
ZACHARY	CLOUSE	TEACHERS	01/11/2023
RAQUEL	COBIO	BUS DRIVER	08/23/2021
GUILLERMINA	COBIO	BUS DRIVER	11/17/2014
FRANCISCO	COBIO	BUS DRIVER	03/30/2015
JODY	CORNELIUS	LIBRARY CLERK	02/12/2018
LUIS	CORREA	ADMINISTRATOR	07/01/2020
VALERIA	CREVIER	LUNCHROOM SUB	08/31/2023
CHYNIA	CUTRER	TEACHER AIDE	04/03/2025
MARTIN	DA COSTA	ADMINISTRATOR	07/01/2024
LAJUANA	DALE	TEACHERS	08/18/2022
CHRISTINA	DAMOS	TEACHERS	08/27/2007
DARICE	DANIELS	BUS DRIVER	01/08/2017
BRITTANY	DELAURENTIS	TEACHERS	08/26/2013
MICHELLE	DELGADO	TEACHERS	08/16/2019
RACHEL	DEVEREAUX	TEACHERS	08/25/2014
ANDRES	DIAZ	CUSTODIAN	01/30/2023
ELISE	DIAZ	TEACHERS	09/01/1998
JUAN	DIAZ	CUSTODIAN	09/09/2011
ROGER	DOHERTY-RAMII	TEACHERS	08/25/2014
RICHARD	DOHNKE	SUB CUSTODIAN	12/19/2012
ROSA	DONOE SALDIVA	LUNCHRM MONITOR	01/17/2023
SARAH	DOOCY	TEACHERS	09/01/2022
KRISTEN	DOWMON	TEACHERS	05/05/2014
MELISSA	DUNBAR	TEACHERS	10/24/2001
FANY	DURAN DURAN	LUNCHRM MONITOR	01/23/2023
CANDICE	EAGON	TEACHERS	08/19/2024
ARLENE	ECHTENACHER	BUS DRIVER	09/19/1996
EDITH	EGAR	TEACHER AIDE	08/19/2024
GLENN	EIKENBERRY	TEACHERS	08/26/2013
DAIN	ELMAN	TEACHERS	08/22/2002
MOLLY	ELVERT WEST	TEACHERS	08/18/2022
MELISSA	EPSTEIN	TEACHERS	08/18/2025
ERIC	ESTEBAN	ADMINISTRATOR	08/08/2005
STEPHANIE	ESTEBAN	TEACHERS	08/24/2009
JONARESA	ESTRELLA	LUNCHROOM SUB	02/06/2023
STEPHANIE	FAJARDO	HEALTH CLERK	08/19/2024
DILLON	FISHBACK	CUSTODIAN	11/15/2016
FRANK	FITZGERALD	TEACHERS	08/25/1997
ANNE	FORCHETTI	TEACHERS	08/19/2024

NATASHA	FORD	BUS DRIVER	01/21/2019
ANDREW	FREEMAN	TEACHERS	08/18/2025
HOPE	GAECKE	TEACHERS	07/13/2013
LAURA	GAJAUSKAS	TEACHERS	08/22/2011
DANIELLE	GALLINA	TEACHERS	08/16/2019
FRANK	GALLOS	CUSTODIAN	07/12/1993
SAIRA	GARCIA CORDO	TEACHER AIDE	09/23/2024
MARIANNE	GARRETT	LUNCHRM MONITOR	08/22/2016
IMELDA	GARZA SANCHEZ	CUSTODIAN	01/27/2020
AMBERLY	GAYTAN	LUNCHRM MONITOR	03/17/2025
DOMINIQUE	GEOCARIS	ADMIN 225 DAYS	07/28/2025
STEFANIE	GERFIN	TEACHERS	08/25/2014
SANDRA	GETOWICZ	TEACHERS	08/22/2005
CREESTHU	GIESE	TEACHERS	08/19/2021
JEANNE	GILDEA	OFFICE CLERK	03/04/1997
JENNIFER	GLICKLEY	ADMIN 225 DAYS	07/01/2007
MEGAN	GOEDKEN	ADMIN 200 DAYS	08/04/2025
JAMMIE	GOLD	TEACHERS	08/19/2024
SELENE	GOMEZ	OFFICE CLERK	08/16/2023
BLANCA	GOMEZ SOLANC	TEACHER AIDE	09/10/2024
JUDITH	GONZALEZ	LUNCHRM MONITOR	08/21/2024
JANET	GONZALEZ CARF	LUNCHRM MONITOR	01/15/2025
STEPHANIE	GORHAM	TEACHERS	08/18/2025
LALAINÉ	GOZUN	TEACHERS	03/19/2008
REBECCA	GRAZIER	TEACHERS	12/14/2012
TEAIRA	GREATHOUSE	TEACHERS	08/19/2024
BRITTANEY	GREENE	TEACHERS	08/18/2022
KELLY	GRIFFIN	TEACHERS	08/16/2018
ROBERT	GRIPKO	BUS DRIVER	03/01/2012
JESSICA	GROOMS	TEACHERS	08/22/2016
TYLER	GROTH	TEACHERS	08/21/2023
TAMMY	GUFFEY	TEACHERS	08/19/2024
LAURA	GUTIERREZ QUE	TEACHER AIDE	11/08/2021
CYNTHIA	GUZMAN	TEACHER AIDE	04/01/2025
DEBORAH	HANDLER	TEACHERS	08/16/2019
MICHELLE	HANDLER	TEACHERS	09/01/1998
MARK	HANNAN	TEACHERS	08/19/2024
DEBORAH	HARRISON	BUS DRIVER	08/23/2023
DANIEL	HAUENSTEIN	CUSTODIAN	01/13/2014
PETER	HELTERS	ADMINISTRATOR	07/01/2014
DEBORAH	HENDRICKS	TEACHERS	08/23/2004
MEGAN	HENER	TEACHERS	05/09/2006
AMY	HERNANDEZ	TEACHER AIDE	08/18/2025
JHAZIEL	HERNANDEZ	TEACHER AIDE	10/13/2023
VERONICA	HERRERA	SECRETARY	09/23/2019
GRICELDA	HERRERA GARZA	CUSTODIAN	01/04/2024
TATUM	HERRING	BUS DRIVER	10/03/2016
LISA	HLAVIN	TEACHERS	08/25/2000

DOMINIQUE	HOBBS	CUSTODIAN	04/04/2023
ALYSSA	HONCHARUK	TEACHERS	08/18/2025
LOGAN	HOSELTON	TEACHERS	08/18/2022
HAYLEY	HOULIHAN	TEACHERS	08/19/2024
ISABEL	INIGUEZ	TEACHERS	08/18/2025
ELIZABETH	ISBELL	TEACHERS	08/16/2019
KRISTA	JACKSON	TEACHERS	08/18/2022
BRIANNE	JACOBS	TEACHERS	08/19/2021
ANGELA	JANSEN	TEACHERS	08/26/1996
HANNAH	JAROS	TEACHERS	08/18/2025
LORI	JOHNSON	ADMIN 200 DAYS	08/25/2008
TEAGAN	JOHNSTON	TEACHERS	08/18/2025
CARI	JOYCE	TEACHERS	08/18/2022
EDUARDO	JUAREZ	BUS DRIVER	09/26/2022
DIRCE	JUAREZ	BUS DRIVER	03/08/2022
JENNIFER	KAHN	TEACHERS	08/21/2003
ELIZABETH	KAISER	CUSTODIAN	04/03/2017
ADAM	KAISER	MAINTENANCE	10/18/2004
JAQUELYN	KARNSTEDT	SECRETARY	12/15/2023
ALLEN	KATZ-MARIANI	TEACHERS	08/19/2021
ILENE	KILE	TEACHERS	08/29/1994
KAITLIN	KINCAID	TEACHERS	01/29/2015
STEPHEN	KIRWAN	ADMINISTRATOR	07/01/2021
JILL	KLODE	TEACHERS	08/28/2006
SHEILA	KNISKERN	TEACHER AIDE	10/24/2022
KIMBERLEY	KOMEN	TEACHER AIDE	08/18/2025
LITSA	KUBIAK	TEACHERS	08/19/2024
TARA	LENHOFF	ADMIN 200 DAYS	08/01/2023
OLIMPIA	LENON	TEACHER AIDE	10/03/2018
ROBERT	LIETZ	LUNCHRM MONITOR	12/12/2024
CARLA	LIMON	TEACHERS	08/20/2020
LAURA	LIPHARDT	TEACHERS	08/22/2011
JONATHAN	LONDONO	TECHNOLOGY	05/05/2025
ANA	LONDONO	ACCT/BOOKEEPER	06/06/2025
STEPHANIE	LONGACRE	TEACHER AIDE	08/19/2024
BOBBIE	LONGMIRE	LUNCHRM MONITOR	03/11/2018
EMILIO	LOPEZ	TEACHERS	01/25/2021
CRYSTAL	LOPEZ	SECRETARY	08/03/2015
DAISY	LOPEZ	TEACHERS	08/19/2024
MARIA	LOPEZ	CUSTODIAN	11/13/2017
LESLY	LOPEZ PARAMO	CUSTODIAN	12/12/2023
KAYLA	LORD-CARMODY	TEACHERS	08/18/2016
JENNIFER	LUBCHENKO	TEACHERS	08/21/2023
JILL	LUEDERS	OFFICE CLERK	08/20/2024
JULIA	LUNDSTROM	TEACHERS	08/19/2024
APRILANNE	LYNCH-BOLK	TEACHERS	08/24/2009
PHUONG	MAC	LUNCHRM MONITOR	09/05/2023
AGNIESZKA	MADRZYK	TEACHERS	08/18/2022

ANDREW	MAGOSKY	TEACHERS	08/20/2020
OLIVIA	MALLERY	TEACHERS	08/18/2025
DANIEL	MARCOS	TEACHERS	08/19/2021
KRISTIN	MARKS	TEACHERS	08/21/2024
BRITTNEY	MARSOOBIAN	TEACHERS	08/19/2024
JOSSHUA	MARTIN	TECHNOLOGY	09/16/2024
ANA	MARTINEZ	BUS DRIVER	05/08/1998
MARIBEL	MARTINEZ	BUS DRIVER	10/26/2016
MARTA	MATA GUZMAN	BUS DRIVER	09/18/2025
JOHN	MCBRIDE	BUS DRIVER	10/24/2007
MELISSA	MCCORMACK	TECHNOLOGY	09/17/2015
LEANNA	MCGEE	TEACHERS	08/19/2024
NATHANIEL	MCINTYRE	TEACHERS	12/12/2022
MEGAN	MCMILLEN	TEACHERS	08/18/2025
CHARCHITA	MEHTA	TEACHERS	08/18/2022
DENISE	MENDOZA	LUNCHROOM SUB	08/23/2021
MARIA	MEZA	TEACHERS	08/19/2024
PETER	MIKOLITIS	SUB BUS DRIVER	05/15/2023
JENIFER	MILLER	TEACHERS	05/25/2021
ANNA	MILLIGAN	BUS DRIVER	11/18/1999
MARIA	MONROE	TEACHERS	08/21/2003
MAUREEN	MONTERO	TEACHERS	08/28/2006
LAUREN	MULRONEY	LUNCHRM MONITOR	04/30/2025
SUSAN	MUNTEAN	TEACHER AIDE	08/23/2021
RANDI	NASS	TEACHERS	08/22/2001
VICTORIA	NOVAK	TEACHERS	08/19/2024
STACEY	O'BRIEN	TEACHERS	08/23/2010
JILL	OAKLEY	TEACHERS	08/24/2015
IVETTE	OCAMPO	ACCT/BOOKEEPER	06/06/2025
MARK	OESTREICH	TEACHERS	08/28/2006
AURORA	OROZCO	ACCT/BOOKEEPER	09/21/2018
ELIZABETH	PANCHI	SECRETARY	06/09/2025
ANNA	PARADISO	TEACHERS	08/19/2024
ANN	PARK	TEACHERS	09/20/2013
LAURA	PARTIDA	LIBRARY CLERK	11/01/2023
JAY	PASTORI	TEACHERS	08/16/2019
TAMARA	PATTERSON-GIL	TEACHERS	08/16/2018
BRIAN	PAWLAK	TEACHERS	08/16/2018
LEAH	PAYNE	TEACHERS	08/21/2023
SARAH	PEARSON	TEACHERS	08/16/2019
ELISA	PEREZ	TEACHER AIDE	08/21/2023
PAUL	PFEIFFER	BUS DRIVER	08/30/2021
CRISTINA	PIZANO	BUS DRIVER	08/21/2024
MICAH	PLOFSKY	TEACHERS	08/19/2024
LOREN	POETZ	TEACHERS	08/18/2016
CATHERINE	POLGLAZE	TEACHERS	08/19/2024
MARIANNE	PORRECA	SUB BUS DRIVER	08/25/2014
BRIANNA	POWVENS	LIBRARY CLERK	03/01/2024

LISSETTE	QUINONES	TEACHERS	08/25/2008
JOHANNA	QUINTERO	TEACHER AIDE	08/18/2025
KRISTINA	RAMIG	TEACHER AIDE	01/13/2025
BLANCA	RAMIREZ	BUS DRIVER	11/17/2014
ROSSELI	RAMIREZ	TEACHERS	08/16/2019
ADRIANA	RAMIREZ	TEACHERS	10/17/2022
LIZZETTE	RAMOS	HEALTH CLERK	08/18/2022
JULIE	RAUPP	TEACHERS	08/25/2000
SHARON	REBOLLAR	TEACHERS	08/27/2007
DANIEL	REDMANN	TEACHERS	08/18/2022
LISA	REED	TEACHERS	08/23/2010
KIMBERLY	REHLING	TEACHERS	08/25/2008
STACEE	REMSING	TEACHERS	08/16/2019
ANGELIA	REYNOLDS	TEACHER AIDE	08/23/2023
SANDRA	RHODES	SUB BUS DRIVER	08/19/2016
JESSICA	RITTER	TEACHERS	08/19/2024
ZULEYMA	RIVERA AVILES	TEACHER AIDE	11/27/2023
KAYLA	ROBERTS	TEACHERS	08/19/2024
WILSON	ROBLES	BUS DRIVER	10/26/2016
KIMET	ROCHA	LUNCHRM MONITOR	01/13/2025
CHRYSYAL	RODRIGUEZ	TEACHERS	08/21/2023
ANTONIO	ROLON SANTIAGO	CUSTODIAN	09/03/2024
SARA	ROSHEGER	ADMIN 225 DAYS	07/01/2024
BARBARA	ROSMANN	OFFICE CLERK	03/19/2019
STACY	ROWEN	TEACHERS	08/27/2007
BETHANY	ROY	TEACHERS	08/16/2018
MATTYSEN	RUDIN	TEACHERS	08/18/2022
ALEXANDER	RUNYARD	TEACHER AIDE	08/21/2024
NICOLE	SABAJ	CUSTODIAN	10/05/2009
JESSICA	SABAN	TEACHERS	08/19/2024
MICHELLE	SACCHETTI	TEACHERS	08/16/2018
NIDA	SAKHI	TEACHERS	08/19/2021
HILDA	SALDIVAR CESPE	LUNCHRM MONITOR	10/10/2023
ERIK	SATOR	TEACHERS	09/30/1991
LORELEI	SAVARYN	TEACHERS	08/16/2018
RYAN	SCHENK	TEACHERS	08/22/2005
ZOE	SCHER	LUNCHROOM SUB	03/17/2025
LYDIA	SCHER	TEACHERS	08/14/2007
DEIRDRE	SCHMID	TEACHERS	08/17/2017
MARNIE	SCHMIDT	TEACHER AIDE	08/23/2023
JULIE	SCHOENHERR	TEACHERS	01/26/2009
DAVID	SCHOPF	TEACHERS	08/23/2004
ERICA	SCHWERMANN	TEACHERS	08/19/2024
CAROL	SCOTT	BUS DRIVER	05/05/2025
ASHLEY	SILVER	TEACHERS	08/18/2016
LAUREN	SIMNICK	TEACHERS	08/24/2015
ELIZABETH	SINCORA	TEACHERS	08/22/2002
MARGARET	SMITH	LIBRARY CLERK	08/21/2023

SEAN	SMITH	ADMINISTRATOR	11/18/1996
AMANDA	SMITH	TEACHER AIDE	09/14/2021
JESSICA	SNELL	TEACHERS	08/19/2021
RACHEL	SOLOMON	ADMINISTRATOR	07/01/2023
ANDREW	SPANGLER	TEACHERS	08/20/2020
JOY	STACEY	TEACHERS	08/18/2025
KIMBERLY	STEELE	TEACHERS	01/10/2022
DAWN	STEFFENS	TEACHERS	08/18/2025
ERIN	STONE	TEACHERS	08/21/2023
STEPHANIE	STONEBERG	TEACHERS	08/18/2022
BRIAN	STORVIK	TEACHERS	08/27/2007
ELIZABETH	STREICHER	TEACHERS	08/25/2014
NICHOLAS	STREICHER	TEACHERS	08/22/2001
STEPHANIE	STUERCKE	TEACHERS	08/24/2016
RACHEL	SUTTER	TEACHERS	08/22/2005
CAROLINE	SZOSTAK	TEACHERS	08/21/2017
KAY	SZRAMEK	TEACHERS	08/22/2001
KATHIA	TEJADA	TEACHERS	08/18/2022
BRIAN	TEKAMPE	TEACHERS	08/18/2025
ROSALIA	TENORIO	CUSTODIAN	07/25/2022
AUSTIN	THORSEN	TEACHERS	08/19/2021
MIRIAM	TORRES	ADMIN 225 DAYS	08/22/2002
JENNIFER	TOUATI	TEACHERS	09/13/2024
TONY	TRINH	SUB BUS DRIVER	08/26/2013
MARILYN	TURNER	LUNCHRM MONITOR	08/21/2024
JOSHUA	VALENTINE	TEACHERS	08/19/2024
ELENA	VANMETER	TEACHERS	08/21/2003
ELIZABETH	VAZQUEZ	TEACHER AIDE	09/11/2023
JUSTIN	VEGA	TEACHERS	08/21/2023
YOLANDA	VEGA	SECRETARY	06/21/2005
POLA	VIJAYALAKSHMI	LUNCHRM MONITOR	08/23/2023
JENI	VILLANUEVA-NA	TEACHER AIDE	08/22/2024
BETH	VOCE	TEACHERS	12/11/2015
ALLISON	WALLER	ADMIN 225 DAYS	07/01/2024
PATRICK	WATERS	BUS DRIVER	11/23/2004
DANIEL	WATT	TEACHERS	08/16/2018
JENNIFER	WEGLARZ	TEACHERS	08/21/2003
ASHLEY	WEISS	TEACHERS	08/24/2014
KATHRYN	WELBORN	TEACHERS	08/18/2025
BOBBI	WELCH	TEACHER AIDE	08/18/2016
SHELIA	WELLS	TEACHERS	08/25/2000
DEBORAH	WELTON	LUNCHROOM SUB	09/06/2022
JANELLE	WILLIAMS	TEACHERS	08/18/2025
LAUREL	WILLIAMS	TEACHERS	04/12/2013
KIMBERLY	WILLIS	BUS DRIVER AIDE	09/01/2019
ANNE	WILLS	TEACHERS	01/03/2000
AMANDA	WINDOM	TEACHERS	08/18/2025
SUSAN	WINKOWSKI	SUB BUS DRIVER	10/15/2022

KARIN	WOOD	TEACHERS	08/25/2008
LAUREN	WRIGHT	TEACHERS	08/24/2015
KRISTA	WYMAN	TEACHERS	08/22/2005
MARY LEE	XENOS	TEACHERS	08/27/2007
MIRIAM	YAQUIAN	TEACHER AIDE	08/20/2020
JI HEE	YUN	TEACHERS	08/22/2001
ELLA	ZIMERFELD	TEACHERS	08/19/2021
BRANDI	ZIVILIK	TEACHERS	08/25/2008

Board Policy Discussion Notes
Issue 119 June 2025 Press Plus 1st Reading

<u>Policy Number</u>	<u>Title</u>	<u>Reason</u>
<u>Policy Changes</u>		
1:10	School District Legal Status	The Legal References are updated with a minor style change in response to a five-year review.
1:20	District Organization, Operations, and Cooperative Agreements	The Legal References are updated with a minor style change in response to a five-year review. The footnotes are updated for continuous improvement.
2:80	Board Member Oath and Conduct	The policy, Cross References, and footnotes are updated. The policy is updated to correct the title of IASB's Code of Conduct for Members of School Boards. The footnotes and Cross References are updated in response to Ill. Council of School Attorneys member feedback regarding oath of office violations. Footnote 1 is updated to include optional language a board can adopt to express potential consequences if a board member violates his or her oath of office.
2:130	Board-Superintendent Relationship	The policy and footnotes are updated in response to a five-year review.
3:30	Chain of Command	The policy is unchanged in response to a five-year review.
4:50	Payment Procedures	The policy is unchanged in response to a five-year review.
4:55	Use of Credit and Procurement Cards	The policy is unchanged. The footnotes are updated in response to a five-year review.
4:180	Pandemic Preparedness; Management; and Recovery	The policy is unchanged. The footnotes are updated in response to the deletion of 4:180-AP3, Grant Flexibility; Payment of Employee Salaries During a Pandemic, and for continuous improvement.
7:40	Nonpublic School Students, Including Parochial and Home-Schooled Students	The policy and footnotes are updated in response to a five-year review.
7:90	Release During School Hours	The policy and footnotes are updated in response to a five-year review.

7:130	Student Rights and Responsibilities	The Legal References are updated with minor style changes in response to a five-year review. The footnotes are updated for continuous improvement.
7:140	Search and Seizure	The policy, Legal References, and footnotes are updated in response to a five-year review.
7:300	Extracurricular Athletics	The Legal References and footnotes are updated in response to a five-year review.
7:325	Student Fundraising Activities	The policy and footnotes are updated in response to a five-year review.
8:30	Definition of Child Sex Offender	The procedure is updated in response to 720 ILCS 5/11-9.3(d), amended by P.A. 103-1071, eff. 7-1-25, amending certain sex offense definitions as they relate to juvenile sex offenders.
8:80	Gifts to the District	The policy, Legal References, and footnotes are updated in response to a five year review.

School District Organization

School District Legal Status¹

The Illinois Constitution requires the State to provide for an efficient system of high-quality public educational institutions and services in order to achieve the educational development of all persons to the limits of their capabilities.

The General Assembly has implemented this mandate through the creation of school districts. The District is governed by the laws for school districts serving a resident population of not fewer than 1,000 and not more than 500,000.²

The School Board constitutes a body corporate that possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

LEGAL REF.: Ill. Constitution, Art. X, Sec. 1.
105 ILCS 5/10-1 et seq.

CROSS REF.: 2:10 (School District Governance), 2:20 (Powers and Duties of the School Board; Indemnification)

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

¹ State or federal law controls this policy's content.

² See f/n 2 of sample policy 2:10, *School District Governance*, for a discussion of school districts having a population of less than 1,000 inhabitants.

School District Organization

District Organization, Operations, and Cooperative Agreements

The District is organized and operates as follows: ¹

[INSERT DISTRICT’S ORGANIZATION and OPERATIONS]

The District enters into and participates in joint programs and intergovernmental agreements with units of local government and other school districts in order to jointly provide services and activities in a manner that will increase flexibility, scope of service opportunities, cost reductions, and/or otherwise benefit the District and the community.² The Superintendent shall manage these activities to the extent the program or agreement requires the District’s participation, and shall provide periodic implementation or operational data and/or reports to the School Board concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements: ³

[INSERT APPLICABLE JOINT PROGRAMS]

LEGAL REF.: III. Constitution, Art. VII, Sec. 10.
 5 ILCS 220/, Intergovernmental Cooperation Act.

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

¹ State law controls this policy’s content. Whatever school system is established by the State legislature must be free and open to all, without discrimination. *Lewis E. v. Spagnolo*, 287 Ill.App.3d 822 (3rd. Dist. 1997). Boards may use the following sentence as the first sentence, customizing it as appropriate: “The District is organized and operates as a Unit District serving the educational needs of children in grades Pre-K through 12 and others as required by the School Code.”

² Ill. Constitution, Art. VII, Sec. 10; 5 ILCS 220/. A number of provisions in the School Code which provide authority for boards to jointly provide programs or services with other school districts or colleges that meet specified criteria, including: (1) 105 ILCS 5/10-22.20a (vocational and career education); (2) 5/10-22.22e (science and math partnership school); (3) 5/10-22.31 (special education), (4) 5/10-22.31a (joint educational programs); (5) 5/10-22.31b (joint building program); and (6) 5/10-20.42 (wind and solar farms).

³ In some districts, the joint educational programs and intergovernmental agreements in which they participate change frequently; boards in those districts should omit this sentence and should not list the joint educational programs and intergovernmental agreements. While this list may be limited to only educational programs, some boards may choose to also list insurance co-ops or other similar joint agreements.

School Board

Board Member Oath and Conduct

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:¹

I, (name), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education² of (*name of School District*), in accordance with the

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

¹ Although the policy is not required by State or federal law, each board member, before taking his or her seat on the board, must take an oath in substantially the form given in the statute as reprinted in this sample policy. 105 ILCS 5/10-16.5. Districts often ask whether this applies only to newly elected board members or to all members elected and/or re-elected. To ensure compliance, members that are newly elected or appointed and members returning by re-appointment and/or re-election should take the oath as the board determines it should be administered, i.e., examine the board's policy or its current practice for administering the oath of office.

This policy contains the verbatim oath because many of its provisions have policy implications. However, if a board prefers to remove the oath from the policy, it should replace the first sentence with this alternative:

Each Board member, before taking his or her seat on the Board, shall take the oath of office as prescribed in Section 10-16.5 of the School Code.

The School Code does not specifically address what happens when board members violate their oath of office, nor does it create an opportunity to take legal action for such violations. Collins v. Bd. of Educ. of North Chicago Comm. Unit Sch. Dist. 187, 792 F.Supp.2d 992 (N.D.Ill. 2011). **Consult the board attorney for guidance when considering any type of disciplinary action or sanction against a board member.**

Depending on the situation, a board self-evaluation or private one-on-one meetings with a board member may be appropriate to address an issue relating to board member behavior (for a list of IASB workshops, see www.iasb.com/conference-training-and-events/training/workshops/). When a board member's violation of the oath of office also constitutes a willful failure to perform his or her official duties, the board may request the regional superintendent to remove the member from office. See sample policy 2:60, *Board Member Removal from Office*, at ¶n 2, for further discussion. A board member whose conduct violates conflict of interest laws may also be subject to criminal liability and removal from office. See sample policy 2:100, *Board Member Conflict of Interest*, and its footnotes, for additional information. In consultation with the board attorney, a board may also consider other actions to address a member's violation of the oath of office, such as publicly censuring a member. Houston Comm. College System v. Wilson, 595 U.S. 468 (2022) (holding that a college board of trustees did not violate a trustee's First Amendment rights when it adopted a resolution censuring him for "reprehensible" conduct). Other sanctions may be also warranted, depending on the facts. For example, in Earnest v. Jasper Cty. Comm. Unit Sch. Dist. No. 1, 371 F.Supp.3d 459 (S.D.Ill 2019), a court held a board member was not deprived of his liberty interest under the 14th Amendment when the board limited his access to confidential board packet information after it found the board member shared confidential personnel and student information with members of the public.

To encourage appropriate conduct, boards may wish to have their policy express potential consequences for violating the oath of office or the *Code of Conduct for Members of School Boards*. Such boards may add the following sentence to the end of this policy. Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

A board member who fails to abide by the oath of office or the *Code* may be subject to action by the Board, including, but not limited to, formal censure and/or referral to the Regional Superintendent for removal from office under Board policy 2:60, *Board Member Removal from Office*.

² Replace "Board of Education" with "Board of School Directors" throughout, when applicable.

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.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath. ³

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards (Code)*.⁴ A copy of the *Code* shall be displayed in the regular Board meeting room.

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³ Optional. State law allows the board to determine how the oath is administered. 105 ILCS 5/10-16.5. Use the following alternative if a board does not want anyone to administer the oath:

Each Board member who is taking office shall read the oath during an open meeting and swear or affirm to follow it as indicated in the oath.

If the Board's practice is to have a local official administer the oath, revise the paragraph as follows:

The Board President may designate a local official, such as a judge, to administer the oath at an open Board meeting. Otherwise, the Board President will administer the oath during an open Board meeting; in the absence of the President, the Vice President will administer the oath.

⁴ Although national and state associations have developed codes of conduct, each board may find it helpful, as part of its self-evaluation process, to consider what behavior members expect from each other. The resulting ethics statement may serve as an important step in new member orientation. Additionally, IASB provides a resource, *School Board Member Opportunities and Expectations*, that includes a summary of the treatment that all board members are entitled to expect as members of the school board. For IASB resources, see www.iasb.com/conference-training-and-events/training/training-resources/.

LEGAL REF.: 105 ILCS 5/10-16.5.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:50 (Board Member Term of Office), 2:60 (Board Member Removal from Office), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational School Board Meeting)

School Board

Board-Superintendent Relationship¹

The School Board 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.²

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 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)

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

¹ State law controls this policy's content. 105 ILCS 5/10-16.7 requires the board to make all employment decisions pertaining to the superintendent as well as "[to] direct, through policy, the superintendent in his or her charge of the administration of the school district, including without limitation considering the recommendations of the superintendent concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of employees, and the selection of textbooks, instructional material, and courses of study." It also requires the "board [to] evaluate the superintendent in his or her administration of school board policies and his or her stewardship of the assets of the district."

Open and honest communication between the board and superintendent about expectations is crucial. The superintendent and board should periodically discuss, for example, the amount, type, and timing of information each expects to give and receive. Discussing each party's role and using an annual, formal superintendent evaluation process that includes a written evaluation instrument will further clarify role expectations.

² Boards may want to incorporate additional governance concepts into the first paragraph, e.g., by holding the superintendent responsible for progress toward district ends. See IASB's *Foundational Principles of Effective Governance*, www.iasb.com/principles_popup.cfm. The IASB guide titled *The Superintendent Evaluation Process* contains information on strengthening the board-superintendent relationship. It is available at: www.iasb.com/training/superintendent-evaluation-process.pdf.

General School Administration

Chain of Command

The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed except in unusual situations.¹

All personnel should refer matters requiring administrative action to the responsible administrator, and may appeal a decision to a higher administrative officer. Whenever possible, each employee should be responsible to only one immediate supervisor. When this is not possible, the division of responsibility must be clear.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:140 (Communications To and From the Board), 3:70 (Succession of Authority), 8:110 (Public Suggestions and Concerns)

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

¹ The chain of command communicates the channels of authority that should be consistently followed with informal conversations that can solve issues without use of the more formal policy 2:260, *Uniform Grievance Procedure*, other administrative procedures, and/or collective bargaining agreements. See IASB's *Foundational Principles of Effective Governance*, at www.iasb.com/principles_popup.cfm.

Operational Services

Payment Procedures¹

The Treasurer shall prepare a list of all due and payable bills, indicating vendor name and amount, and shall present it to the School Board in advance of the Board's first regular monthly meeting or, if necessary, a special meeting. These bills are reviewed by the Board, after which they may be approved for payment by Board order.² Approval of all bills shall be given by a roll call vote, and the votes shall be recorded in the minutes.³ The Treasurer shall pay the bills after receiving a Board order or pertinent portions of the Board minutes, even if the minutes are unapproved, provided the order or minutes are signed by the Board President and Secretary, or a majority of the Board.⁴

The Treasurer is authorized, without further Board approval, to pay Social Security taxes, wages, pension contributions, utility bills, and other recurring bills.⁵ These disbursements shall be included in the listing of bills presented to the Board.

The Board authorizes the Superintendent or designee to establish revolving funds and a petty cash fund system for school cafeterias, lunchrooms, athletics, or similar purposes, provided such funds are maintained in accordance with Board policy 4:80, *Accounting and Audits*, and remain in the custody of an employee who is properly bonded according to State law.⁶

LEGAL REF.: 105 ILCS 5/8-16, 5/10-7, and 5/10-20.19.
23 Ill.Admin.Code §100.70.

CROSS REF.: 4:55 (Use of Credit and Procurement Cards), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits)

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

¹ State or federal law controls this policy's content.

² 105 ILCS 5/8-16 and 5/10-20.19.

³ 105 ILCS 5/10-7.

⁴ Except for the payment of social security taxes and recurring bills, 105 ILCS 5/8-16 permits the treasurer to "pay out funds of the school district only upon an order of the board signed by the president and clerk or secretary or by a majority of the board." 105 ILCS 5/10-20.19 grants the treasurer authority to pay bills after receipt of "a certified copy of those portions of the board minutes, properly signed by the secretary and president, or a majority of the board." As minutes are not approved until the following meeting, a literal reading of this statute would result in late payments. The policy uses a pragmatic solution: the treasurer may pay bills upon receiving a board order or minutes, even if the minutes are unapproved, provided the order or minutes are signed by the president and secretary, or a majority of the board.

The Local Government Prompt Payment Act (50 ILCS 505/) governs the timelines for a board's approval and payment of bills and potential penalties for late payment. Unless otherwise agreed to between the board and a vendor/contractor, bills must be approved or disapproved within 30 days after receipt of the bill or 30 days after the date on which the goods or services are received, whichever is later, and payment is due within 30 days after the date of approval. 50 ILCS 505/3, 505/4, and 505/6.

⁵ 105 ILCS 5/8-16 and 5/10-20.19.

⁶ 105 ILCS 5/10-20.19(2); 23 Ill.Admin.Code §100.70.

Operational Services

Use of Credit and Procurement Cards¹

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf.² Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests.

The Superintendent or designee shall manage the use of District credit and procurement cards by employees. It is the Board's responsibility, through the audit and approval process, to determine whether District credit and procurement card use by the Superintendent is appropriate.

In addition to the other limitations contained in this and other Board policies, District credit and procurement cards are governed by the following restrictions:³

1. Credit and/or procurement cards may only be used to pay certain job-related expenses or to make purchases on behalf of the Board or District or any student activity fund, or for purposes that would otherwise be addressed through a conventional revolving fund.⁴

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¹ If district employees or board members are issued credit and/or procurement cards, an ISBE rule requires this subject matter to be covered in policy and specifies its content. 23 Ill.Admin.Code §100.70(d). Add the following optional new paragraph if the district issues credit cards to board members:

The District may from time-to-time issue and/or authorize Board members to use District credit cards to simplify the payment of actual and necessary expenses as authorized in Board policy 2:125, *Board Member Compensation; Expenses*. The Board will determine whether a Board member's use of a District credit card is appropriate through the expense approval process and the annual audit. All other components of this policy apply to a Board Member's use of a District credit card.

See ¶n 19 in sample policy 2:125, *Board Member Compensation; Expenses* and ensure both policies are consistent in their treatment of this issue.

² The Local Government Travel Expense Control Act (50 ILCS 150/) requires districts to regulate the reimbursement of all travel, meal and lodging expenses of board members and employees. 50 ILCS 150/10. Consult the board attorney about how the Act affects the use of credit and procurement cards.

³ The policy's restrictions, numbered 1-10, correspond to the items that ISBE requires to be covered. Each item may be customized as long as the following items are covered as per 23 Ill.Admin.Code §100.70(d):

1. Identifies the allowable types of purchases;
2. Provides for the issuing bank to block the cards' use at unapproved merchants;
3. Limits the amount a cardholder can charge in a single purchase or within a given month;
4. Provides specific guidelines on purchases via telephone, fax, and the Internet;
5. Indicates the consequences for unauthorized purchases;
6. Requires cardholders to sign a statement affirming that they are familiar with the board's credit card policy;
7. Requires review and approval of purchases by someone other than the cardholder or user;
8. Requires submission of original receipts to document purchases; and
9. Forbids the use of a card to make purchases in a manner contrary to the requirements of 105 ILCS 5/10-20.21.
10. Indicates how financial or material rewards or rebates are to be accounted for and treated.

⁴ This limitation is from the introductory sentence in 23 Ill.Admin.Code §100.70(d).

2. The Superintendent or designee shall instruct the issuing bank to block the cards' use at unapproved merchants.
3. Each cardholder, other than the Superintendent, may charge no more than \$500 in a single purchase and no more than \$1000 within a given month without prior authorization from the Superintendent. ⁵
4. The Superintendent or designee must approve the use of a District credit or procurement card whenever such use is by telephone, fax, and the Internet. Permission shall be withheld when the use violates any Board policy, is from a vendor whose reputation has not been verified, or would be more expensive than if another available payment method were used.
5. The consequences for unauthorized purchases include, but are not limited to, reimbursing the District for the purchase amount, loss of cardholding privileges, and, if made by an employee, discipline up to and including discharge.
6. All cardholders must sign a statement affirming that they are familiar with this policy. ⁶
7. The Superintendent shall implement a process whereby all purchases using a District credit or procurement card are reviewed and approved by someone other than the cardholder or someone under the cardholder's supervision.
8. Cardholders must submit the original, itemized receipt to document all purchases.
9. No individual may use a District credit or procurement card to make purchases in a manner contrary to State law, including, but not limited to, the bidding and other purchasing requirements in 105 ILCS 5/10-20.21, or any Board policy.
10. The Superintendent or designee shall account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and shall ensure that it is used for the District's benefit.

LEGAL REF.: 105 ILCS 5/10-20.21.
23 Ill.Admin.Code §100.70(d).

CROSS REF.: 4:50 (Payment Procedures), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits), 4:90 (Student Activity and Fiduciary Funds), 5:60 (Expenses)

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⁵ The dollar caps are at the local board's discretion. An alternative follows: "The Superintendent shall limit the amount each cardholder may charge in a single purchase or within a given month and inform the issuing bank of these limitations."

⁶ See sample exhibit 4:55-E, *Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards*.

Operational Services

Pandemic Preparedness; Management; and Recovery¹

The School Board recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety during a pandemic.²

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably.³

To prepare the School District community for a pandemic, the Superintendent or designee shall:⁴ (1) learn and understand how the roles that the federal, State, and local government function; (2) form a pandemic planning team consisting of appropriate District personnel and community members to

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¹ Certain subheads of this policy are required; specifically **Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)** (see f/n 12, below), and depending upon the specific terms of government orders and/or guidance issued during a pandemic, if a district wishes to continue to charge employee salaries and benefits to a grant during an extended school closure, **Payment of Employee Salaries During Emergency School Closures** (see f/n 11, below). Other subheads and text in this policy are optional. Its purpose is to establish board direction about pandemic preparedness, management, and recovery issues and inform the community about the board's role during a pandemic.

Boards are authorized to adopt a policy on pandemic preparedness even though State and federal law provide little guidance. On 3-11-20, the World Health Organization (WHO) characterized the COVID-19 outbreak as a pandemic. See www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19--11-march-2020. Before the COVID-19 pandemic, most research and guidance around pandemics was specific to influenza, but the same principles for influenza pandemics were applied to the management of the COVID-19 pandemic. State law grants boards broad authority to formulate, adopt, and modify school board policies, at the board's sole discretion, subject only to mandatory collective bargaining agreements and State and federal law. 105 ILCS 5/10-20.5 and 115 ILCS 5/1 et seq. See sample policies 2:20, *Powers and Duties of the School Board; Indemnification*, and 2:240, *Board Policy Development*.

Information similar to this policy's content may also be a part of a district's safety plans, which the superintendent uses to implement the board's direction in this policy.

See f/n 3, below for a definition of a pandemic.

² Multiple stakeholders at many levels and in many groups have important roles in effective pandemic preparedness, management, and recovery efforts. Stakeholders include federal departments and agencies, public health organizations, State and local health departments and laboratories, private health care organizations, influenza vaccine and antiviral manufacturers, and vaccine distributors and vaccinators. **Illinois Pandemic Influenza Preparedness and Response Plan**, Version 5.0, May 2014, *Concept of Operations 2.0*, page 36, at: www.idph.state.il.us/pandemic_flu/planning.htm.

³ This paragraph embodies the CDC's pandemic definition. See www.cdc.gov/pandemic-flu/basics/index.html. The **Illinois Pandemic Influenza Preparedness and Response Plan**, Version 5.0, May 2014, also defines pandemic at page 9; however, that definition is specific to influenza. The COVID-19 coronavirus is not an influenza virus yet was characterized as a pandemic by WHO.

Prior to the COVID-19 pandemic, literature discussed that during an influenza pandemic, a new influenza virus will cause thousands or even millions of people to contract the disease and, in turn, spread the illness to others because people have not been previously exposed to the new virus. See **School Guidance During an Influenza Pandemic**, December 2006, at: www.idph.state.il.us/pandemic_flu/school_guide/school_pan_flu_guide.pdf; Ill. State Board of Education (ISBE) opening letter to School Officials dated November 2006 from Dr. Randy J. Dunn and Dr. Eric Whitaker, at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_letter.pdf.

⁴ 105 ILCS 5/10-16.7. The school board directs, through policy, the superintendent in his or her charge of the district's administration.

identify priorities and oversee the development and implementation of a comprehensive pandemic school action plan; and (3) build awareness of the final plan among staff, students, and community.

Emergency School Closing⁵

In the case of a pandemic, the Governor may declare a disaster due to a public health emergency that may affect any decision for an emergency school closing. Decisions for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the

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⁵ In times of emergency, the functions of different levels of State and federal government often become cloudy, and determining what governmental entity has powers to take a particular action can be confusing. The concept of federalism, or the coexistence of federal and state governments with their own local powers, was utilized during the response to the COVID-19 pandemic. Federalism is premised on the Constitutional limits of federal power. See U.S. Const. Art. I, Sec. 8 (limiting powers of Congress providing only those powers enumerated). Generally, during the COVID-19 pandemic, Illinois and other states were left with these remaining powers of government to respond to the crisis. The states' governors and local leaders made state-specific or locality-specific decisions based upon the local conditions in each community. Depending upon the federal administration in power at the time of a pandemic, the federal government may seek to play a greater or lesser role in the management of a pandemic.

Local health departments, emergency medical agencies, and the Regional Office of Education (or appropriate Intermediate Service Center) may direct a school to close during a pandemic. See **School Guidance During an Influenza Pandemic**, December 2006, at: www.idph.state.il.us/pandemic_flu/school_guide/school_pan_flu_guide.pdf; ISBE opening letter to school officials dated November 2006 from Dr. Randy J. Dunn and Dr. Eric Whitaker. This letter is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_letter.pdf. Since the 2006 School Guidance During an Influenza Pandemic letter was written, several Illinois schools faced an H1N1 outbreak in 2009, and all Illinois schools faced the COVID-19 pandemic in 2020 and the years following.

The Ill. Dept. of Public Health (IDPH) is also authorized to order a place to be closed and made off-limits to the public to prevent the probable spread of a dangerously contagious or infectious disease. 20 ILCS 2305/2(b).

The Governor also has emergency powers upon his or her declaration of a disaster, which includes among other things public health emergencies. 20 ILCS 3305/4 and 3305/7. Upon such proclamation, the Governor has, and may exercise for a period not to exceed 30 days, several emergency powers. *Id.*

During the 2009 H1N1 outbreak, ISBE directed schools with a statement titled *Closing School in Response to H1N1* that outlined “the decision to close school must be made locally by the school district and in conjunction and support with the relevant local public health department. The impact of a pandemic may vary from region to region. Therefore, it is crucial that district administrators rely on the advice and recommendations of their local public health department.” During the COVID-19 pandemic, the Governor and ISBE issued many directives and/or guidance, including reliance upon the advice and recommendations of local public health departments. See www.isbe.net/Pages/covid19.aspx. And see IDPH-ISBE joint summary of the CDC's guidance for prevention of COVID-19 in schools, at: https://dph.illinois.gov/content/dam/soi/en/web/idph/covid19/guidance/school/School-Guidance_6.13.2023.pdf.

During the COVID-19 pandemic, protests occurred and many lawsuits were filed challenging Gov. Pritzker's extensions of disaster declaration emergency power under the Ill. Emergency Management Act (IEMA), 20 ILCS 3305/7. Controversies existed across party and regional lines with all branches of government looking to balance the need to protect human life against the desire to preserve personal liberty. Gov. Pritzker's Executive Orders (EOs) faced unsettled challenges in both the courts of law and public opinion as a five-phased plan to re-open Illinois was also being introduced a/k/a *Restore Illinois Plan*. Certain EOs required schools to implement specific mitigations, including universal indoor masking, exclusion of close contacts, and vaccination/testing mandates for school personnel. The EOs and the implementing emergency rules adopted by ISBE and IDPH were the subject of frequent litigation. See *Austin v. Bd. of Educ. of Cmty. Unit. Sch. Dist. 300 et al. v. Pritzker*, 2022 IL 128205 (Ill. 2022). The scope of the Governor's authority over schools in a pandemic remains unsettled. Some school personnel objected to the vaccination/testing mandate under the Health Care Right of Conscience Act (HCRCA), 745 ILCS 70/. The General Assembly subsequently amended the HCRCA to clarify that it is not a violation of the HCRCA for public officials or employers to require services by health care personnel (such as testing) intended to prevent the transmission of COVID-19. 745 ILCS 70/13.5. Following the HCRCA amendment, an Illinois appellate court denied plaintiff employees emergency relief from the vaccination/testing mandate for school personnel, finding that their claims under the HCRCA were unlikely to succeed. *Glass v. Dept. of Corrections, et al.*, 461 Ill.Dec. 384 (4th Dist. 2022).

Governor, Ill. Dept. of Public Health, District's local health department, emergency management agencies, and/or Regional Office of Education.⁶

During an emergency school closing, the Board President and the Superintendent⁷ may, to the extent the emergency situation allows, examine existing Board policies pursuant to Policy 2:240, *Board Policy Development*, and recommend to the Board for consideration any needed amendments or suspensions to address mandates that the District may not be able to accomplish or implement due to a pandemic.⁸

Board Meeting Procedure; No Physical Presence of Quorum and Participation by Audio or Video⁹

A disaster declaration related to a public health emergency¹⁰ may affect the Board's ability to meet in person and generate a quorum of members who are physically present at the location of a meeting. Policy 2:220, *School Board Meeting Procedure*, governs Board meetings by video or audio conference without the physical presence of a quorum.

Payment of Employee Salaries During Emergency School Closures¹¹

The Superintendent shall consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with: (1) applicable laws, regulations, federal or State or local emergency declarations, executive orders, and agency directives; (2) collective bargaining agreements and any bargaining obligations; and (3) the terms of any grant under which an employee is being paid.

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⁶ Use this alternative for districts in suburban Cook County: replace "Regional Office of Education" with "appropriate Intermediate Service Center."

⁷ For a board that prefers its policy committee to engage in this work, delete Board President and the Superintendent and insert: Board Policy Committee. See policies 2:150, *Committees* and 2:240, *Board Policy Development*. This sample policy uses the board president and superintendent as the default text because during a pandemic, it may be difficult for a board policy committee to meet pursuant emergency executive orders that are issued, etc.

⁸ For an example of some issues that these entailed during the COVID-19 pandemic, see paragraph six of f/n 12, below.

⁹ 5 ILCS 120/2.01 and 120/7(e). See also 105 ILCS 5/10-6, 5/10-12, and 5/10-16.

¹⁰ While 5 ILCS 120/7(e)(1) uses the phrase "related to public health concerns," the text "due to public health emergency" aligns with IEMA, 20 ILCS 3305/4 and 7, the governing statute of disaster declarations. For ease of understanding and alignment with IEMA, this policy uses "public health emergency." For more discussion, see f/n 33 in sample policy 2:220, *School Board Meeting Procedure*.

¹¹ This may be required if a district wishes to continue to charge employee salaries and benefits to a grant during an extended school closure, depending upon the specific terms of government orders and/or guidance issued during a pandemic. 2 C.F.R. Part 200 (see, e.g., www.whitehouse.gov/wp-content/uploads/2020/03/M-20-17.pdf, which was extended until 9-30-20 by www.whitehouse.gov/wp-content/uploads/2020/06/M-20-26.pdf) and 30 ILCS 708/.

During the COVID-19 pandemic, Gov. Pritzker and ISBE issued directives and/or guidance regarding payment of school district employees that may impact a board's decision regarding continued payment of employees during an extended closure. ISBE and the Governor suspended in-person learning and issued a Joint Statement (JS) with other school administrator and union groups, which purported to mandate that all school district employees on the district's payroll be paid as if districts were functioning normally and they were performing their normal work. See www.isbe.net/Documents/Joint-Statement-Updated%203-27-20.pdf. The JS cited no specific authority for the payment mandate. Additionally, changes to wages, hours, terms and conditions of employment, even when made during an extraordinary circumstance such as a pandemic, remain subject to collective bargaining obligations.

Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)

When the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7, and the State Superintendent of Education declares a requirement for the District to use *Remote Learning Days* or *Blended Remote Learning Days*, the Superintendent shall approve and present to the Board for adoption a Remote and/or Blended Remote Learning Day Plan¹² (Plan) that: ¹³

1. Recommends to the Board for consideration any suspensions or amendments to curriculum-related policies to reduce any Board-required graduation or other instructional requirements in excess of

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

¹² 105 ILCS 5/10-30(3) requires the “[board] to adopt and the superintendent to approve” these plans upon the following statutory triggers: (1) the governor declaring a disaster pursuant to 20 ILCS 3305/, and (2) the state superintendent of education declaring a requirement for a school district, multiple school districts, a region, or the entire State. See sample administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)* for the specifics of implementing Remote Learning Days (RLDs) and/or Blended Remote Learning Days (BLRDs).

Implementing a plan under this subhead contains items on which collective bargaining may be required. Any policy that impacts wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This subhead of the policy concerns an area in which the law is unsettled. See 105 ILCS 5/10-30(7) (stating that it does not increase or diminish any collective bargaining rights under existing law). Aspects of the plan that impact the wages or other terms or conditions of employment will need to be bargained with the exclusive bargaining representative(s).

To avoid confusion, note that the triggers under the Open Meetings Act (OMA), 5 ILCS 120/7(e) for when a school board may conduct its meetings by audio or video conference without the physical presence of a quorum are a bit more broad: (1) the “governor **or** the director of IDPH has issued a disaster declaration as defined in 20 ILCS 3305/, and (2) all or part of the jurisdiction of the [school board] is covered by the disaster area. This means that it is possible for the board to meet remotely under OMA if the director of IDPH declares a disaster, but the School Code requires the governor to be the one to declare the disaster under 20 ILCS 3305/ in order for the state superintendent of education to declare that a district implement RLD/BRLDs. RLD/BRLDs and *e-learning days/e-learning programs* are different. RLD/BRLDs are for use when the governor declares a disaster under 20 ILCS 3305/ and the state superintendent has declared a requirement for the district to use them to provide remote instruction to pre-kindergarten through grade 12 that count as pupil attendance days under 105 ILCS 5/10-19.05(j-5), 105 ILCS 5/10-30(1). BRLDs allow districts to utilize hybrid models of in-person and remote instruction. E-learning days are part of an e-learning program that require a board to, among other things, hold a public hearing and obtain approval by the Regional Office of Education (or Intermediate Service Center) to allow the district to provide instruction to students electronically while they are not physically present in lieu of the district's scheduled emergency days as required under 105 ILCS 5/10-19 or because a school was selected to be a polling place under 10 ILCS 5/11-4.1, 105 ILCS 5/10-20.56(b), amended by P.A. 103-780. School districts with e-learning programs may adapt them for use during RLDs and BLRDs (105 ILCS 5/10-20.56(a) and 5/10-30(2)).

If the board has adopted an e-learning program pursuant to 105 ILCS 5/10-20.56, add the following text to number two after 105 ILCS 5/10-30:

by adapting into a Plan the District's e-learning program implemented pursuant to 105 ILCS 5/10-20.56

See sample policies 6:20, *School Year Calendar and Day*, 6:300, *Graduation Requirements*, and 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*, and Executive Order 2020-31 (temporarily suspending certain State assessment and graduation requirements (not local requirements that exceed the State-identified minimums)) and allowing local school boards to amend policies to reduce any local graduation requirements adopted in excess of the minimum requirements specified in School Code that school districts were unable to complete during the 2019-20 school year due to the suspension of in-person instruction and/or the Stay-at-Home orders issued in response to the COVID-19 pandemic).

¹³ 105 ILCS 5/10-30(3) states “the district shall adopt a remote and blended remote learning day plan approved by the district superintendent.” For ease of administration, to avoid confusion during implementation, and to align with the IASB Foundational Principles of Effective Governance (www.iasb.com/principles_popup.cfm), this policy assigns the duty to *adopt* the remote and blended remote learning day plan (plan) by “the district” to the board. In alignment with this policy, sample administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*, requires the superintendent to approve the plan and present it to the board for *adoption* prior to district-wide implementation and posting on the district's website.

minimum curricular requirements specified in School Code that the District may not be able to provide due to the pandemic; ¹⁴

2. Implements the requirements of 105 ILCS 5/10-30; and
3. Ensures a plan for periodic review of and/or amendments to the Plan when needed and/or required by statute, regulation, or State guidance.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.5, 5/10-20.56, and 5/10-30.
5 ILCS 120/2.01 and 120/7(e), Open Meetings Act.
20 ILCS 2305/2(b), Ill. Dept. of Public Health Act (Part 1).
20 ILCS 3305/, Ill. Emergency Management Agency Act.
115 ILCS 5/, Ill. Educational Labor Relations Act.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board; Indemnification), 2:220 (School Board Meeting Procedure), 2:240 (Board Policy Development), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:70 (Succession of Authority), 4:170 (Safety), 5:35 (Compliance with the Fair Labor Standards Act), 5:200 (Terms and Conditions of Employment and Dismissal), 5:270 (Employment At-Will, Compensation, and Assignment), 6:20 (School Year Calendar and Day), 6:60 (Curriculum Content), 6:300 (Graduation Requirements), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

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¹⁴ 105 ILCS 5/10-30(8) does not excuse districts from completing all statutory and regulatory curricular mandates and offerings.

Students

Nonpublic School Students, Including Parochial and Home-Schooled Students¹

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis.² Requests for part-time attendance must be submitted to the Building Principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.³

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students.⁴ Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability⁵

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special

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¹ State or federal law controls this policy's content. The compulsory attendance law requires that parents/guardians of a child between the ages of 7 and 17 years send their child to public school. 105 ILCS 5/26-1 *et seq.* An exception is provided for any child attending a private or parochial school "where children are taught the branches of education taught to children of corresponding age and grades in public schools, and where the instruction of the child in the branches of education is in the English language." *Id.* Home schooling is included in this exception if the teacher is competent, the required subjects are taught, and the student receives an education that is at least equivalent to public schooling. *People v. Levisen*, 404 Ill. 574 (1950).

² As of January 1, 1996, many of the duties imposed on school boards became powers. 105 ILCS 5/10-20. Thus, boards have the power to accept students enrolled in nonpublic schools for part-time attendance. 105 ILCS 5/10-20.24. A board should consult its attorney before deciding not to accept nonpublic students for part-time attendance.

³ *Id.* The deadline for submitting a request is at the local district's option. Consult the board attorney if the district or a school receives a request after this deadline.

⁴ Such transportation is required by 105 ILCS 5/29-4.

⁵ This paragraph restates State law. 105 ILCS 5/14-6.01. Federal law requires districts to develop and implement a system to locate, identify, and evaluate children with disabilities who attend private schools (including religiously affiliated schools and home-schools) located within the district. Moreover, the district must conduct child find activities for private school children with disabilities that are similar to those for children with disabilities in public schools. See 34 C.F.R. §§300.130-300.144 (children with disabilities enrolled by their parents in private schools). See Section 2, **Child Find**, in the IASB/III. Council of School Attorneys sample *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*, at www.iasb.com/law/icsaspedced.cfm. See the U.S. Dept. of Education publication *Provisions Related to Children with Disabilities Enrolled by their Parents in Private Schools*, available at www.ed.gov/sites/ed/files/admins/lead/speced/privateschools/idea.pdf.

educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's Individualized Educational Program on the basis of the child's disabling condition or as the special education program location may require.

Extracurricular Activities, Including Interscholastic Competition

A nonpublic school student is eligible to participate in: (1) interscholastic competition, provided his or her participation adheres to the regulations established by any association in which the District maintains a membership, and (2) non-athletic extracurricular activities, provided the student attends a District school for at least one-half of the regular school day, excluding lunch.⁶ A nonpublic student who participates in an extracurricular activity is subject to all policies, regulations, and rules that are applicable to other participants in the activity.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Ill. State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.⁷

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration.⁸ Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.⁹

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board policy 7:30, *Student Assignment and Intra-District Transfer*, as well as administrative procedures implementing this policy.

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⁶ State law is silent on this issue, allowing districts to set their own participation requirements. However, the Ill. High School Association Bylaws, 3.011 and 4.011, state that in order to be eligible to participate in interscholastic competition a student must be enrolled in a district school and take a minimum of 25 credit hours of work for which the district will grant high school credit upon the student completing and passing the courses. If the board decides not to allow such participation, consider omitting this section of the policy and substituting:

Nonpublic school students, regardless of whether they attend a District school part-time, will not be allowed to participate in any extracurricular activities.

⁷ This paragraph is optional; districts are not required to accept the grade placement or academic credits from nonpublic schools. However, the Ill. State Board of Education (ISBE) provides a *recognition* status to nonpublic schools in order to, among other things, provide assurance that the school's educational program meets at least minimum State requirements. See 105 ILCS 5/2-3.250; 23 Ill.Admin.Code Part 425, and ISBE's guidance at: www.isbe.net/Pages/Nonpublic-Elementary-and-Secondary-School-Registration-and-Recognition.aspx. Nonpublic schools may seek a *Certificate of Nonpublic School Recognition* by complying with these guidelines. While nonpublic school certification is entirely voluntarily, only nonpublic schools that have met the voluntary recognition requirements are eligible to receive school safety and education improvement block grant funding. See 23 Ill.Admin.Code §425.80.

⁸ The question whether to award academic credit based on proficiency is complex. If credit is not given, any incoming secondary student from a nongraded school begins high school as a freshman, regardless of age or proficiency. On the other hand, to award credit based on a student's proficiency only if the student is transferring from a nongraded school will seem unfair to other students. State law is silent on this issue and boards should consult their administrative team for guidance.

⁹ Optional.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (High School Credit for Proficiency), 7:30 (Student Assignment and Intra-District Transfer), 7:300 (Extracurricular Athletics)

Students

Release During School Hours¹

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.

Voting² [*High school and unit districts only*]

The Superintendent or designee shall specify the hours during which students who are entitled to vote at a primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, may be absent from school for a period of two hours to vote. Students are entitled to be absent from school to vote beginning the 15th day before the primary, general, or special

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¹ This sample policy and its contents are discretionary with each school board. Sample policy 4:170, *Safety*, authorizes the superintendent to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

Planning for unforeseen early dismissals furthers a positive parent-school relationship and reduces the possibility of unsupervised children. According to this sample policy's introductory section, the school does not need prior parental consent before releasing students for an early dismissal even when it is unforeseen. The second section, however, requires the superintendent or designee to use *reasonable efforts* to announce an early dismissal. The *reasonable efforts* could be satisfied, for example, by a website posting, email notification, text message notification, telephone chain notification, or recorded message on the school's telephone.

² Optional. While 10 ILCS 5/7-42(b) and 5/17-15(b) do not require this information to be in policy, including it aligns with best practice (ensuring compliance and aligning with good governance principles).

Including it also serves several policy functions and purposes: ensuring legal compliance, directing or authorizing the superintendent or staff members, and/or providing information.

To implement this law, each board and superintendent may wish to engage in a conversation about balancing the students' right to be absent from school with the district's attendance and safety and security goals and its right to minimize disruption to the educational process and/or ensure orderly operation of a school. Factors affecting implementation will depend upon a board's local conditions and the community expectations that may include, but not be limited to: (1) the board attorney's recommendations, (2) the district's budget parameters, if any, for any increased security needs during the 15 days before and the day of the qualifying elections, (3) each individual building's unique needs, and (4) the community's expectations.

The superintendent and building principal may implement this policy differently in different buildings. Once the board and superintendent or designee determine implementation logistics, these should be communicated in student handbooks. A comprehensive student handbook can provide notice of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. The Ill. Principals Association maintains a handbook service that coordinates with PRESS material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/resources/model-student-handbook.

For high school and unit districts not wanting to include this subhead, delete it and the Legal Reference to it in this policy, delete it from the Cross References in policy 7:70, *Attendance and Truancy*, and follow the instructions listed in paragraph three of 1/n 6 of sample policy 7:70, *Attendance and Truancy*.

election, or any election at which propositions are submitted to a popular vote in Illinois, or on the day of such election.

LEGAL REF.: 10 ILCS 5/7-42(b) and 5/17-15(b), Election Code.

CROSS REF.: 4:170 (Safety)

Students

Student Rights and Responsibilities ¹

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.² Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.³

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee.⁴ *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.⁵

LEGAL REF.: 20 U.S.C. §7904.
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
 105 ILCS 20/5, Silent Reflection and Student Prayer Act.

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student Behavior)

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¹ State or federal law controls this policy's content.

² In 1969 the U.S. Supreme Court changed the relationship between schools and students by finding that students "do not shed their constitutional rights at the schoolhouse door." Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

³ Consult the board attorney to ensure the district's non-discrimination coordinator and complaint managers are trained to appropriately respond to allegations of discrimination based upon bullying and/or sexual violence under Title IX's sexual harassment umbrella. U.S. Dept. of Education (DOE) guidance states that while acts of sexual violence are crimes, they may also be discrimination under Title IX. See *Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts*, U.S. Dept. of Education Office for Civil Rights, 111 LRP 23852 (April 4, 2011), at https://obamawhitehouse.archives.gov/sites/default/files/fact_sheet_sexual_violence.pdf.

⁴ This language is from 105 ILCS 20/5. The statute provides these examples of religious-based meetings: prayer groups, B I B L E (Basic Instruction Before Leaving Earth) clubs, and *meet at the flagpole for prayer* days. **Districts with secondary schools should amend the Cross References by adding "7:330 (Student Use of Buildings - Equal Access)."**

In addition, federal law requires districts to certify that "no [district] policy... prevents, or otherwise denies participation in, constitutionally protected prayer in both public elementary and secondary schools." 20 U.S.C. §7904(b). The State provides certification instructions and DOE provides guidance on constitutionally protected prayer in public schools. See *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools*,

www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html. Certification with the Ill. State Board of Education occurs through the signed assurances that a superintendent provides through the grant application process.

⁵ 105 ILCS 20/5.

Students

Search and Seizure ¹

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers. ²

School Property and Equipment as well as Personal Effects Left On School Property by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. ³

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¹ State or federal law controls this policy's content. This policy concerns an area in which the law is unsettled. Consult the board's attorney with questions about implementing this policy and searching students or seizing their possessions.

According to Fourth Amendment cases, a search by the police requires "probable cause" supported by a warrant. However, in a U.S. Supreme Court decision cited in every student search case, the Court upheld the warrantless search of a student. A search is: (1) justified at its inception when there are reasonable grounds for suspecting the search of a particular student will turn up evidence that the student violated the law or school rules, and (2) permissible in its scope when it is reasonably related to the search's objective and not excessively intrusive. T.L.O. v. New Jersey, 469 U.S. 325 (1985).

² The Ill. Supreme Court upheld a search conducted by a school liaison officer, saying: "Decisions ... that involve police officers in school settings can generally be grouped into three categories: (1) those where school officials initiate a search or where police involvement is minimal, (2) those involving school police or liaison officers acting on their own authority, and (3) those where outside police officers initiate a search. Where school officials initiate the search or police involvement is minimal, most courts have held that the reasonable suspicion test [applies]. ... The same is true in cases involving school police or liaison officers acting on their own authority. ... However, where outside police officers initiate a search, or where school officials act at the behest of law enforcement agencies, the probable cause standard has been applied. In the present case, the record shows that Detective Ruettiger was a liaison police officer on staff at the Alternate School, which is a high school student with behavioral disorders. ... We hold that the reasonable suspicion standard applies under these facts." People v. Dilworth, 169 Ill.2d 195 (1996).

³ The School Code allows school officials to inspect the personal effects left by a student on property owned or controlled by the school, e.g., lockers, desks, and parking lots. 105 ILCS 5/10-22.6(e). This law does not mean that school officials have an excuse for unjustifiably opening students' possessions looking for contraband (see footnote 1). See Doe v. Little Rick Sch. Dist., 380 F.3d 349 (8th Cir. 2004) (searches conducted pursuant to the following policy were unconstitutional: "[B]ook bags, backpacks, purses and similar containers are permitted on school property as a convenience for students," and "if brought onto school property, such containers and their contents are at all times subject to random and periodic inspections by school officials.").

The Fourth Amendment protects individuals from searches only when the person has a legitimate expectation of privacy. While case law supports that lockers, as school property, may be searched without individualized suspicion of wrongdoing, many cases suggest that in order to search a student's possessions left in the locker, school officials need individualized suspicion of wrongdoing. This paragraph, as well as 105 ILCS 5/10-22.6(e), attempts to avoid Fourth Amendment protection for personal property left by students on school property by telling students not to expect privacy in these places or in their personal property left there. **This is an unsettled area of the law and should be reviewed with the school board's attorney.**

Option for high school and unit districts, insert the following paragraph:

In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. ⁴

Students ⁵

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. ⁶ The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. ⁷

When feasible, the search should be conducted as follows: ⁸

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a licensed employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary

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⁴ 105 ILCS 5/10-22.6(e). The sample policy may be amended to name other staff members who are authorized to request law enforcement aid.

⁵ For more information about searches, seizures, and interviews of students, see *Guidelines for Interviews of Students at School by Law Enforcement Authorities*, published by the Ill. Council of School Attorneys and available at: www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf.

⁶ T.L.O., 469 U.S. at 342. An unsubstantiated tip from a student may serve as the grounds for a search. People v. Pruitt, 278 Ill.App.3d 194 (1st. Dist. 1996).

⁷ 105 ILCS 5/10-22.6(e) and T.L.O., 469 U.S. at 326.

⁸ Optional; these are practical guidelines that will help to ensure that all searches comply with constitutional requirements. State or federal law requires nothing in this paragraph. For an alternative to intrusive pat-down searches and guidelines on strip searches, see Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993). There, school officials had reason to believe that a high school student was concealing illegal drugs in his crotch area. Believing a pat down to be excessively intrusive and ineffective at detecting drugs, the school officials required the student to change into his gym clothes in a locked locker room while male school officials observed him. The search was upheld. But see Stuczynski v. Bremen High Sch., 423 F.Supp.2d 823 (N.D.Ill. 2006) (the requisite individualized, reasonable suspicion to conduct a strip search was missing where the only reason for the strip search was the dean's belief that the students were the last students in a locker room before the money was reported missing.). See also Safford Unified Sch. Dist. v. Redding, 557 U.S. 364 (2009) (finding a strip search of student was not justified under the circumstances even though the asst. principal had reasonable suspicion but still awarded qualified immunity to the asst. principal because the law was unclear).

A school district may randomly conduct a mass search by using a metal detector. People v. Pruitt, 278 Ill.App.3d 194 (1st. Dist. 1996). The use of a metal detector must be according to the district's standards for when and how metal detector searches are to be conducted.

The U.S. Supreme Court upheld a random drug testing policy for student athletes and extracurricular participants. Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995); and Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002). The circumstances justifying random drug searches do not exist for the entire student body; thus, random drug tests of the student body would probably not survive constitutional scrutiny.

action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.⁹

Notification Regarding Student Accounts or Profiles on Social Networking Websites¹⁰

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: T.L.O. v. New Jersey, 469 U.S. 325 (1985).
Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995).
Safford Unified Sch. Dist. No. 1 v. Redding, 557 U.S. 364 (2009).
105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.
105 ILCS 75/, Right to Privacy in the School Setting Act.
Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993).
People v. Dilworth, 169 Ill.2d 195 (1996), *cert. denied*, 517 U.S. 1197 (1996).
People v. Pruitt, 278 Ill.App.3d 194 (1st Dist. 1996), *app. denied*, 167 Ill.2d 564 (1996).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Behavior)

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

⁹ See 105 ILCS 5/10-22.6(e).

¹⁰ Right to Privacy in the School Setting Act, 105 ILCS 75/15. This law prohibits school officials from requiring or requesting a student to provide a password or other related account information. It requires districts to provide parents/guardians with notice of the law. The notification must be published in the school's disciplinary rules, policies, or handbook, or communicated by similar means. The Ill. Principals Association maintains a handbook service that coordinates with PRESS material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

Students

Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.¹
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.²
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The *Pre-Participation Physical Examination Form*, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.³
4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance plan.⁴

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

¹ State or federal law controls this policy's content.

A comprehensive Student Handbook can provide notice to parents and students of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The building principal usually develops the Handbook, subject to review and approval by the superintendent and board.

Each board in a district that maintains any of grades 9 through 12 must have a *no pass-no play* policy. 105 ILCS 5/10-20.30. See sample policy 6:190, *Extracurricular and Co-Curricular Activities*, for complete details.

For purposes of clarity, the IASB uses a curricular-extracurricular dichotomy. All classes are included in the category *curricular* as well as what was formally known as *co-curricular*, e.g., band and choral performances that are a required part of the class. The category *extracurricular* includes all school-sponsored activities that are not a part of a student's educational program as reflected in the student's class schedule. Examples include football, cheerleading, French club, Key Club, and student government. Note that extracurricular activities may be curriculum-related or non-curriculum-related for purposes of determining access to school facilities under the federal Equal Access Act. See sample policy 7:330, *Student Use of Buildings - Equal Access*.

² At a minimum, schools should: (1) fully inform and warn students and their parents/guardians of risks inherent in a sport, (2) assist their understanding and appreciation of these risks, and (3) document the school's efforts. See sample exhibit 7:300-E1, *Agreement to Participate*. This form's provision concerning waiver of liability and hold harmless should be reviewed with the board attorney. The district may not be able to waive gross negligence or recklessness on its part, but the waiver language in the form serves to alert the student and his/her parents/guardians to the seriousness of potential injuries.

³ Students participating in interscholastic athletics must have an annual physical exam. 23 Ill.Admin.Code §1.530(b)(2). Ill. High School Association (IHSA) by-law 2.150 requires schools to have on file for each student participating in interscholastic athletics a certificate of physical fitness issued by a licensed physician, physician assistant, or nurse practitioner not more than 395 days preceding any date of participation; a form is available on the IHSA website at: ihsa.org/Resources/DownloadCenter.aspx.

⁴ This item ensures that students are covered by insurance for medical expenses up to \$50,000 (before the district's catastrophic accident insurance kicks in) and that students who are not covered by the district's catastrophic insurance are otherwise covered by insurance.

5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parents/guardians must provide written consent to random drug and alcohol testing pursuant to the Extracurricular Drug and Alcohol Testing Program.⁵
7. The student and his or her parents/guardians must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association),⁶ and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.⁷

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

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

105 ILCS 5/22-15 requires (with limited exceptions) each school district having grades 9-12 to maintain catastrophic insurance coverage for student athletes who sustain an accidental injury while participating in interscholastic athletic events sanctioned by IHSA that results in medical expenses in excess of \$50,000. A district maintaining grades K-8 may, but is not required to, provide accident and/or health insurance on a group or individual basis for students injured while participating in any school-sponsored athletic activity. For more information see sample policy 4:100, *Insurance Management*.

⁵ Optional; delete if the district does not have such a program. Be sure this provision is consistent with policy 7:240, *Conduct Code for Participants in Extracurricular Activities*, and administrative procedure 7:240-AP2, *Extracurricular Drug and Alcohol Testing Program*. The Seventh Circuit upheld the constitutionality of a high school's random drug testing program for students involved in extracurricular activities in *Todd v. Rush County Schs.*, 133 F.3d 984 (7th Cir. 1998).

⁶ Participants in an IHSA-sponsored or sanctioned athletic event are subject to testing for banned substances. For a list of banned substances, the testing program, and other related resources, see the IHSA Sports Medicine website, www.ihsa.org/Resources/SportsMedicine/PerformanceEnhancingDrugsSteroidEducation.aspx.

The sponsoring organization's rules/bylaws/policies control transgender student participation in extracurricular athletic activities. See:

1. IESA *Policy and School Recommendations for Transgender Participation* at: www.iesa.org/documents/handbook/IESA-Policies.pdf;
2. IHSA policy #34, *Policy and School Recommendations for Transgender Participation*, at: www.ihsa.org/About-the-IHSA/Constitution-By-laws-Policies; and
3. SIJHSAA *Transgender Participation Policy* at: [www.sijhsaa.com/images/stories/pdf/TRANSGENDER PARICIPATION POLICY Revised 10-17-18.pdf](http://www.sijhsaa.com/images/stories/pdf/TRANSGENDER_PARICIPATION_POLICY_Updated_10-17-18.pdf).

For further information on accommodating transgender students, see sample administrative procedure 7:10-API, *Accommodating Transgender, Nonbinary, or Gender Nonconforming Students*. See also two Ill. State Board of Education non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures*, at: www.isbe.net/supportallstudents. Federal administrations have taken varying positions on whether transgender students can compete consistent with their gender identity; consult the board attorney for guidance on this evolving area of law.

⁷ IHSA eligibility information and required forms are available at: www.ihsa.org/Resources/Download-Center.

A district must include information concerning the board's concussion policy in any agreement, contract, code, or other written instrument that the district requires a student athlete and his or her parent(s) or guardian(s) to sign before participating in practice or interscholastic competition. 23 Ill.Admin.Code §1.530(b)(1). Sample exhibit 7:300-E1, *Agreement to Participate*, contains the requirements in this policy. In addition, the student and student's parent/guardian must sign a form approved by IHSA acknowledging receiving and reading written information on concussions. 105 ILCS 5/22-80(e).

The IHSA website contains many helpful resources, e.g.:

1. www.ihsa.org/Resources/Download-Center (see consent form under subhead Sports Medicine Forms)
 2. www.ihsa.org/Resources/SportsMedicine/PerformanceEnhancingDrugsSteroidEducation/IHSAPerformanceEnhancingSubstancePolicy.aspx (performance-enhancing drugs)
 3. www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx (concussions)
- Concussion information is available from the Ill. Elementary School Assoc. at: www.iesa.org/activities/concussion.asp.

LEGAL REF.: 105 ILCS 5/10-20.30, 5/22-80, and 25/2.
23 Ill.Admin.Code §1.530(b).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

Students

Student Fundraising Activities ¹

No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. Exceptions are:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to Board policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent or designee shall manage student fundraising activities in alignment with the following directives: ²

1. Fundraising efforts shall not conflict with instructional activities or programs.
2. For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the Ill. State Board of Education rules concerning the sale of competitive food and beverage items. ³
3. Participation in fundraising efforts must be voluntary.
4. Student safety must be paramount. ⁴
5. For school-sponsored student organizations, a school staff member must supervise the fundraising activities and the student activity funds treasurer must safeguard the financial accounts.
6. The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
7. The funds shall be used to the maximum extent possible for the designated purpose.

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

¹ State law requires this subject matter be covered by policy. 105 ILCS 5/10-20.19(3) requires districts to have rules governing: (1) "conditions under which school classes, clubs, and associations may collect or acquire funds," and (2) "the safekeeping of such funds for the educational, recreational, or cultural purposes they are designed to serve."

² Except for #2 (see f/n 3, below), all numbered directives are optional and may be deleted or amended. These directives are intended to comply with 105 ILCS 5/10-20.19(3) by stating the conditions under which funds may be collected and by providing for their safekeeping.

³ Selling popular food items to raise funds is restricted by federal and State rules. The Ill. State Board of Education limits the sale of competitive food and beverages sold to students on the school campus of any school that participates in the School Breakfast Program or the National School Lunch Program (*participating schools*). 23 Ill.Admin.Code §305.15(a). *Competitive foods* are all food and beverages that are offered by any person, organization, or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law. 7 C.F.R. §210.11(a)(2); 23 Ill.Admin.Code §305.5. *Participating schools* with grades 8 and below have zero *exempted fundraising days*, and *participating schools* with grades 9-12 may have no more than nine *exempted fundraising days*. 23 Ill.Admin.Code §305.15 (b)(2)(A)-(B). *Exempted fundraising day* means a school day on which foods and/or beverages not meeting the "general nutrition standards for competitive foods" may be sold to students on the school campus. 7 C.F.R. §210.11(b)(4); 23 Ill.Admin.Code §305.5. See sample policy 4:120, *Food Services*, and sample administrative procedure 4:120-AP, *Food Services; Competitive Foods; Exemptions*.

⁴ Two alternatives follow:

- | | |
|----------------|--|
| Alternative 1: | 4. Student safety must be paramount <u>and door-to-door solicitations are prohibited.</u> |
| Alternative 2: | 4. Student safety must be paramount <u>and door-to-door solicitations are discouraged.</u> |

8. Any fundraising efforts that solicit donor messages for incorporation into school property, e.g., tiles or bricks, or placement upon school property, e.g., posters or placards, must: ⁵
 - a. Develop viewpoint neutral guidelines for the creation of messages;
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
 - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are “solely the expression of the individual donors and not an endorsement by the District of any message’s content.”

LEGAL REF.: 105 ILCS 5/10-20.19(3).
23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:90 (Student Activity and Fiduciary Funds), 4:120 (Food Services), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)

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

⁵ The issue of soliciting or receiving donor messages is an unsettled area of the law that is frequently litigated because of its many complex legal and practical issues. The U.S. Constitution’s Free Speech, Establishment, and Equal Protection Clauses may be triggered. As a general rule, school officials can avoid constitutional issues by reviewing donor messages according to uniform rules that do not discriminate on the basis of viewpoint. Requiring that donor messages go through a thorough review process prior to their permanent placement on any medium can avoid issues that may occur when messages are reviewed after placement and found to be unacceptable. For sample cases discussing the issue of a district’s exclusion of donor messages on school property, see Fleming v. Jefferson Cnty. Sch. Dist. R-1, 298 F.3d 918 (10th Cir. 2002), *cert. denied* (school’s restriction on the use of religious symbols on tiles that would become a part of the rebuilt school allowed because the messages were school-sponsored speech, and the restrictions had a reasonable relation to legitimate teaching concerns); DiLoreto v. Downey Unified Sch. Dist. Bd. of Educ., 196 F.3d 958 (9th Cir. 1999), *cert. denied* (school district’s refusal to post an advertisement featuring the text of the Ten Commandments on its baseball field upheld because the field was a nonpublic forum for a limited purpose); Gernetzke v. Kenosha Unified Sch. Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied* (school district disallowed religious symbols on Bible Club’s mural so it would not have to allow speech that would cause a disruption like white supremacists who wanted to display the swastika); and Kiesinger v. Mexico Acad. and Central Sch., 427 F.Supp. 2d 182 (N.D.N.Y. 2006)(school district’s removal of bricks inscribed with a donor’s religious messages from a walkway in front of a school was viewpoint discrimination because the district allowed messages about God generally, but not a specific religious viewpoint on God).

Community Relations

Administrative Procedure - Definition of Child Sex Offender

This procedure is intended as a reference, but it may not reflect recent legislative updates. Consult the Board Attorney for further guidance.

Child Sex Offender¹

720 ILCS 5/11-9.3(d)

- (1) *Child sex offender* means any person who:
- (i) Has been charged under Illinois law, or any substantially similar federal law or law of another state, with a sex offense set forth in paragraph (2) of this subsection (d) or the attempt to commit an included sex offense, and
 - (A) Is convicted of such offense or an attempt to commit such offense; or
 - (B) Is found not guilty by reason of insanity of such offense or an attempt to commit such offense; or
 - (C) Is found not guilty by reason of insanity pursuant to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or an attempt to commit such offense; or
 - (D) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged commission or attempted commission of such offense; or
 - (E) Is found not guilty by reason of insanity following a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or of the attempted commission of such offense; or
 - (F) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged violation or attempted commission of such offense; or
 - (ii) Is certified as a sexually dangerous person pursuant to the Illinois Sexually Dangerous Persons Act, or any substantially similar federal law or the law of another state, when any conduct giving rise to such certification is committed or attempted against a person less than 18 years of age; or
 - (iii) Is subject to the provisions of Section 2 of the Interstate Agreements on Sexually Dangerous Persons Act.

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

¹ Before relying on the definitions as stated, check the Illinois General Assembly website, www.ilga.gov, for the current statute.

Convictions that result from or are connected with the same act, or result from offenses committed at the same time, shall be counted for the purpose of this Section as one conviction. Any conviction set aside pursuant to law is not a conviction for purposes of this Section.

- (2) Except as otherwise provided in paragraph (2.5), *sex offense* means:
- (i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:
 - 10-4 (forcible detention),
 - 10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
 - 10-5(b)(10) (child luring),
 - 11-1.40 (predatory criminal sexual assault of a child),
 - 11-6 (indecent solicitation of a child), 11-6.5 (indecent solicitation of an adult),
 - 11-9.1 (sexual exploitation of a child),
 - 11-9.2 (custodial sexual misconduct),
 - 11-9.5 (sexual misconduct with a person with a disability),
 - 11-14.3(a)(1) (promoting prostitution by advancing prostitution),
 - 11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a person engaged in the sex trade),
 - 11-14.3(a)(2)(c) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and(B) of paragraph (2) of subsection (a) of Section 11-14.3),
 - 11-14.4 (promoting commercial sexual exploitation of a child),
 - 11-18.1(patronizing a sexually exploited child),
 - 11-20.1 (child pornography),
 - 11-20.1B (aggravated child pornography),
 - 11-21 (harmful material),
 - 11-25 (grooming),
 - 11-26 (traveling to meet a minor or traveling to meet a child),
 - 12-33 (ritualized abuse of a child),
 - 11-20 (obscenity) (when that offense was committed in any school, on real property comprising any school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park),
 - 11-30 (public indecency) (when committed in a school, on real property comprising a school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park). An attempt to commit any of these offenses.
 - (ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:

- 11-1.20 (criminal sexual assault),
- 11-1.30 (aggravated criminal sexual assault),
- 11-1.50 (criminal sexual abuse),
- 11-1.60 (aggravated criminal sexual abuse).

An attempt to commit any of these offenses.

- (iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

- 10-1 (kidnapping),
- 10-2 (aggravated kidnapping),
- 10-3 (unlawful restraint),
- 10-3.1 (aggravated unlawful restraint),
- 11-9.1(A) (permitting sexual abuse of a child).

An attempt to commit any of these offenses.

- (iv) A violation of any former law of this State substantially equivalent to any offense listed in clause (2)(i) or (2)(ii) of subsection (d) of this Section.

(2.5) For the purposes of subsections (b-5) and (b-10) only, a sex offense means:

- (i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:

- 10-5(b)(10) (child luring),
- 10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
- 11-1.40 (predatory criminal sexual assault of a child),
- 11-6 (indecent solicitation of a child),
- 11-6.5 (indecent solicitation of an adult),
- 11-9.2 (custodial sexual misconduct),
- 11-9.5 (sexual misconduct with a person with a disability),
- 11-11 (sexual relations within families),
- 11-14.3(a)(1) (promoting prostitution by advancing prostitution),
- 11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a person engaged in the sex trade),
- 11-14.3(a)(2)(C) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and (B) of paragraph (2) of subsection (a) of Section 11-14.3),
- 11-14.4 (promoting commercial sexual exploitation of a child),
- 11-18.1 (patronizing a sexually exploited child),

11-20.1 (child pornography),
11-20.1B (aggravated child pornography),
11-25 (grooming),
11-26 (traveling to meet a minor or traveling to meet a child), or
12-33 (ritualized abuse of a child).

An attempt to commit any of these offenses.

- (ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:

11-1.20 (criminal sexual assault),
11-1.30 (aggravated criminal sexual assault),
11-1.60 (aggravated criminal sexual abuse), and
subsection (a) of Section 11-1.50 (criminal sexual abuse).

An attempt to commit any of these offenses.

- (iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

10-1 (kidnapping),
10-2 (aggravated kidnapping),
10-3 (unlawful restraint),
10-3.1 (aggravated unlawful restraint),
11-9.1(A) (permitting sexual abuse of a child).

An attempt to commit any of these offenses.

- (iv) A violation of any former law of this State substantially equivalent to any offense listed in this paragraph (2.5) of this subsection.

- (3) A conviction for an offense of federal law or the law of another state that is substantially equivalent to any offense listed in paragraph (2) of subsection (d) of this Section shall constitute a conviction for the purpose of this Section. A finding or adjudication as a sexually dangerous person under any federal law or law of another state that is substantially equivalent to the Sexually Dangerous Persons Act shall constitute an adjudication for the purposes of this Section.

Community Relations

Gifts to the District¹

The School Board appreciates gifts from any education foundation,² other entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, if less than \$500.00 in value, the Superintendent or designee.³ Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt.⁴
2. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift to be compatible with the Board's educational objectives and policies.
3. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programming, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities.⁵
4. Permit the District to maintain resource equity among its learning centers.⁶

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

¹ State and federal law control this policy's content. 105 ILCS 5/16-1 grants authority to school boards to accept and manage gifts. Specifying the criteria for gifts in the board policy provides important information to potential donors and promotes a common understanding, uniform treatment, and adherence to legal requirements. Any gift to a school district or attendance center becomes district property to be "held, managed, improved, invested or disposed of by such board in such manner as the board, in its discretion, sees fit...." *Id.* When a donor expresses an intention that a gift be used for a certain purpose, the board must "promote and carry into effect" that intention until the "board determines in its discretion that it is no longer possible, practical or prudent to do so." *Id.*

² An education foundation can be an effective tool for collecting and donating financial and non-financial resources to a school district. An education foundation is a separate entity from the school district. In order to be exempt from federal income taxes and allow donors to deduct their donations, it must be organized as a tax-exempt organization, such as, under Section 501(c)(3) of the Internal Revenue Code.

³ The board may remove or amend the value of a gift that the superintendent or designee is permitted to accept.

⁴ Well-intentioned people can raise funds in a variety of ways, e.g., putting donation jars in retail establishments, 50/50 drawings, and websites designed for fundraising like *GoFundMe*. Addressing fundraising by individuals in policy allows the board to manage donations and minimize liability in a manner consistent with its policies and legal requirements. Before accepting a gift, a board (or superintendent, if applicable) should evaluate costs that may be associated with acceptance of a gift, such as installation costs.

⁵ 20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments, implemented by 34 C.F.R. Part 106; 23 Ill.Admin.Code §200.40. See www.ed.gov/laws-and-policy/civil-rights-laws/title-ix-and-sex-discrimination.

⁶ See sample policy 6:210, *Instructional Materials*.

5. Be viewpoint neutral when the gift involves the incorporation of any messages. The Superintendent or designee shall manage a process for the review and approval of donations involving the incorporation of messages into or placing messages upon school property.⁷
6. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts become the District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift.⁸

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.105 ILCS 5/16-1.
23 Ill.Admin.Code §200.40.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

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

⁷ The U.S. Constitution's Free Speech, Establishment, and Equal Protection Clauses may be triggered when a donation comes with a message, e.g., art that incorporates political or religious messages. Contact the board attorney for assistance. Soliciting or receiving donor messages raises many complex legal and practical issues. As a general rule, school officials can avoid constitutional issues by reviewing donor messages according to uniform rules that do not discriminate against groups or individuals on the basis of their viewpoints. For more detailed explanations of viewpoint-neutrality and forum issues, see f/n 1 in sample policy 8:20, *Community Use of School Facilities*, and f/n 1 in sample policy 8:25, *Advertising and Distributing Materials in Schools Provided by Non-School Related Entities*.

A publicized procedure for reviewing donor messages according to pre-established viewpoint-neutral guidelines may limit misunderstandings or disputes with donors or other members of the public. Each board may want to discuss with the superintendent what expectations exist based upon the scope and scale of the donor message project, so that the superintendent can manage the expectations in the procedure. Consult the board attorney to assist with this process. Lastly, posting disclaimers informing members of the public that the donor messages incorporated into school property or placed upon school property are the personal expressions of individual donors and not the district's may avoid Establishment Clause arguments. For a more detailed discussion of the issues pertaining to excluding donor messages on school property and implementing procedures to review donor messages, see f/n 5 in sample policy 7:325, *Student Fundraising Activities*.

⁸ Examples of ways to recognize a gift include a letter of appreciation, mentioning the gift on the district or school website or publication, a shout-out at a public event, and a recognition plaque.