

# McLean County Unit District No. 5 Board of Education Regular Meeting Agenda

Wednesday, October 18, 2023

Public Session - 6:30pm (Sign up for public comments will be open from 5:15pm - 6:15pm)

Normal West High School

501 N Parkside Rd

Normal, IL 61761

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## 1. CALL TO ORDER AND ROLL CALL

## 2. ADJOURN TO CLOSED SESSION(5:30p.m.)

**Recommended motion:** Move to adjourn to closed session to discuss the following matter according to the exceptions provided in the Open Meetings Act and specified as follows:

- 2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity and
- 2(c)(2) Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.

## 3. RECESS

## 4. RETURN TO PUBLIC SESSION

## 5. PLEDGE OF ALLEGIANCE

## 6. FOCUS ON STUDENTS AND GOOD NEWS REPORTS

- A Good News - EJHS Baseball Team
- B Good News - National Pan-Hellenic Council
- C Good News - April Schermann National Project Lead the Way Computer Science Teacher of the Year. 4
- D Staff Introductions

## 7. SUPERINTENDENT COMMENTS

## 8. PUBLIC COMMENTS

## 9. REPORTS

### A DELT Systems and Professional Learning Strands

### B Strategic Planning Update 5

### C 1st Reading of Board Policies, Administrative Procedures and Exhibits

#### 1 Section 2: Board of Education

- a. Policy 2.160 District Legal Services 13
- b. Policy 2.170 Procurement of Architectural Engineering and Land Surveying Services 14
- c. Policy 2.200 Types of Board Meetings 15

#### 2 Section 4: Operational Services

- a. Administrative Procedure 4.60-AP5 Federal Award Procurement Procedures 19
- b. Exhibit 4.60-AP5,E1 Internal Procedures for Procurement Transactions 25

#### 3 Section 5: Personnel

- a. Administrative Procedure 5.90-AP1 Coordination with Childrens Advocacy Center 26
- b. Administrative Procedure 5.90-AP2 Parent Guardian Notification of Sexual Misconduct 32
- c. Exhibit 5.30-AP3, E1 EHR Letter to Applicants Current-Former Employer 36

#### 4 Section 7: Students

- a. Policy 7.180 Prevention of and Response to Bullying, Intimidation, and Harassment 38
- b. Administrative Procedure 7.190-AP1 Student Handbook- Hazing Prohibited 44
- c. Exhibit 7.185-E1 Memo to Parents-Guardians Regarding Teen Dating Violence 45

D	<b>Requests for Information Pursuant to the Illinois Freedom of Information Act</b>	<b>47</b>
	<b>The District has received and processed the following requests for information:</b>	
10.	<b>CONSENT AGENDA</b>	
A	<b>Approval of Minutes</b>	
	Minutes are not released for public viewing until approved by the Board of Education	
	1 09.20.23 Closed Minutes	
	2 09.20.23 Regular Minutes	
B	<b>Personnel Matters</b>	<b>48</b>
C	<b>Payment of Bills and Payrolls</b>	
	1 Bills and Payroll Reports	54
D	<b>Approve Finance Department Reports</b>	
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E	<b>Approve Board Policies, Administrative Procedures, and Exhibits</b>	
	1 <b>Section 1 - School District Organization</b>	
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	2 <b>Section 2: Board of Education</b>	
	a. Policy 2.70 Vacancies on the Board - Filling Vacancies	130
	b. Policy 2.260 Uniform Grievance Procedure	131
	3 <b>Section 3 - General School Administration</b>	
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	5 <b>Section 5: Personnel</b>	
	a. Policy 5.10 Equal Employment Opportunity	145
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	d. Policy 5.230 Maintaining Student Discipline	156
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	6 <b>Section 6: Instruction</b>	
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	e. Policy 6.145 Migrant Students	165
	f. Policy 6.170 Title I Programs	166
	g. Policy 6.190 Co-Curricular Activities	168
	h. Administrative Procedure 6.135-AP1 Accelerated Placement Program Procedures	169
	7 <b>Section 7: Students</b>	
	a. Policy 7.20 Harassment of Students Prohibited	175
	b. Administrative Procedure 7.190-AP6 Guidelines for Investigating Sexting Allegations	178
F	<b>Approve Requests for Authorization to Use Fire Prevention and Safety Funds</b>	
	1 Ten Year Survey - Normal West High School	183
G	<b>Approve Semi-Annual Review of Closed Session Minutes of Meetings Lawfully Closed According to the Exceptions Provided in the Open Meetings Act</b>	
H	<b>Approve of Destruction of Audio Recordings of Closed Minute Sessions from October 1, 2021 through March 31, 2022.</b>	
I	<b>Approve Board Agreements</b>	<b>194</b>
J	<b>Approve Resolution Declaring Specific Equipment as Surplus and Qualified for Disposal</b>	<b>201</b>

<b>K Approve Fiscal Year 2024 School Maintenance Grant Program (SMGP) Round 1 Application Certification and Authorize Chief Financial Officer to Deliver it to the Regional Office of Education and Illinois State Board of Education</b>	<b>209</b>
<b>L Approve Three Year Agreement with Huddle Tickets, LLC for GoFan Online Ticketing Solution</b>	<b>211</b>
<b>M Approve Elementary Title I Schoolwide Plans 23-24</b>	<b>221</b>
<b>N Approve Overnight Trip Requests</b>	<b>290</b>
<b>11. BOARD REPRESENTATIVE COMMITTEE MEETING REPORTS, ANNOUNCEMENTS AND COMMENTS</b>	
<b>12. ADJOURNMENT</b>	

To: Dr. Weikle & The Board of Education  
From: Angie Codron, Normal West High School Principal  
Re: April Schermann-NATIONAL PLTW COMPUTER SCIENCE TEACHER OF THE YEAR  
Date: October 18, 2023



**2023-24 National PLTW Computer Science Teacher of the Year  
April Schermann**

Normal West High School | Illinois

- 22 years of teaching experience
- PLTW Master Teacher
- National Board Certified teacher since 2012
- Leader of math department
- Runs Girls Who Code club and CyberPatriot Team
- Facilitates a free K-8 Coding Night with over 200 students



Normal West High School teacher April Schermann has earned the 2023-24 National PLTW Computer Science Teacher of the Year Award, which recognizes educators who demonstrate a strong record of delivering an inspiring and empowering student experience, expanding access to Project Lead The Way(PLTW) programs, and transforming teaching. April was chosen from nominations received from across the U.S.

PLTW is honoring April Schermann for her work in the PLTW Computer Science pathway. April has been a teacher at Normal West High School for 22 years and teaches PLTW AP Computer Science Principles and PLTW AP Computer Science (JAVA) for students in grades 9-12. She was also named the Women in STEM Outstanding STEM Teacher in 2016 and has earned the National Center for Women & Inspirational Technology (NCWIT) Aspirations in Computing Educator Award six different times, starting in 2017. April Schermann was recently honored at the Disney 100 Teachers Recognition in California in May 2023 for demonstrating the spirit of creativity and imagination in her classroom to inspire students and for playing a key role in shaping the minds of America's future leaders.

April also leads several computer science and STEM related clubs, including Cyberpatriots, Girls Who Code, and STEM Club. Cyberpatriots is a national youth cyber education competitive program created to help direct students toward careers in cybersecurity or other STEM fields. Girls Who Code aims to support and increase the number of women in computer science. April plans a K-8 Computer Science showcase that organizes an interactive, hands-on event for high school students and State Farm partners to lead sessions to increase interest in computer science careers, tools, and programming. April values teaching and coaching as she manages to fit in being our Softball coach as well since the start of her educational career at Normal West. We are proud of April and what she brings to every student and colleague she interacts with at West.



# Strategic Planning Update October 2023



# Survey Participants

- 3706 Students in grades 6-12+
- 2084 Families/Community Members
- 820 Staff

6

# Community Engagement Sessions

- Approximately 70 participants

Students are/have...	Students	Families/ Comm.	Staff
Engaged in learning	88%	83%	74%
Encouraged to meet their highest potential	88%	68%	77%
At least 1 adult at school they trust or can turn to if they need help	89%	75%	76% 7
Receive additional support/interventions when needed	91%	61%	69%
An inclusive environment/Sense of belonging	82%	74%	80%
Feel safe at school/Unit 5 schools are safe	86%	77%	70%

<b>Unit 5....</b>	Students	Families/ Comm.	Staff
Offers a rigorous & relevant curriculum	74%	67%	69%
Has high expectations for positive student behavior	77%	75%	67% 8
Provides innovative opportunities for instruction	69%	62%	71%
Addresses the social/emotional needs of students	-	61%	59%

## Unit 5 has...

	Students	Families/ Comm.	Staff
Class sizes conducive to learning	75%	60%	35%
Adequate space for classes and small group learning	76%	57%	35%
Adequate space for clubs, activities, or athletics	85%	63%	56%
Schools that are balanced in size, demographics, etc.	-	43%	21%
Indoor facilities that are clean and well maintained	65%	89%	71%
Outdoor facilities that are clean and well maintained	81%	86%	66%

# Recommended Areas of Focus

- Recruiting and retaining quality employees (60% Staff, 52% Families, 33% Students)
- Providing a safe environment for students and staff (49% Families, 41% Students, 38% Staff)
- Addressing students social and emotional well being (45% Students, 45% Staff, 40% Families)
- Ensuring there are high standards for positive student behavior (45% Staff, 38% Families, 31% Students)
- Balancing our schools in size, demographics, etc (51% Staff, 26% Families, 25% Students)
- Ensuring high academic expectations for student performance (39% Families, 25% Students, 24% Staff,)
- Preparing students to be socially responsible citizens (42% Students, 39% Staff, 36% Families)
- Ensuring the district's financial health (45% Students, 28% Families, 22% Staff)
- Creating additional learning opportunities/pathways/internships to prepare students for future careers (40% Students, 30% Families, 16% Staff)

# Opened Ended Responses

- Facilities - improvements and room for the pending developments
- More balanced schools - size & demographics
- Standards based reporting
- Foreign language opportunities

# Next Steps and Timeline

## Completed

**August - October 2023**

- Steering Committee
- Initial Survey
- Community Engagement Meetings

## Next Steps

**October - December 2023**

- Steering Committee
- Additional Surveys
- Small Group Work

## Strategic Plan

**January - March 2024**

- Steering Committee<sup>12</sup>
- Feedback on Draft
- Board Adoption

### **District Legal Services**

The Board uses both the in-house Attorney for the District and outside attorneys and law firms to provide legal services for the District.

The Attorney for the District and outside attorneys represents the Board in its capacity as the governing body for the District. No attorney for the District shall represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

Outside attorneys and law firms serve on a retainer or other fee arrangement as determined in advance. Outside attorneys and law firms will provide services as described in the agreement for legal services. The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, and Board President are authorized to confer with and/or seek the legal advice of the Attorney for the District and/or outside attorneys and law firms. The Board may authorize a specific member to confer with legal counsel on its behalf.

The Superintendent may authorize the Attorney for the District and/or outside attorneys and law firms to represent the District in any legal matter until the Board has an opportunity to consider the matter.

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

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

CROSS REF.: 4.60 (Purchases and Contracts)

~~ADMIN. PROC.:2.160-E1~~

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Adopted: January 17, 1977  
Reviewed: October ~~2015~~2023  
Amended: November 11, 2015

**Procurement of Architectural Engineering and  
Land Surveying Services**

The School Board selects architects, engineers, and land surveyors to provide professional services to the District on the basis of demonstrated competence and qualifications, and in accordance with State law.

LEGAL REF.: ~~Shively v. Bolloville Township High School District 201, 769 N.E.2d 1062 (Ill. App.5, 2002),  
appeal denied.~~  
40 U.S.C. §~~541~~1101 et seq.  
50 ILCS 510/~~4 et seq.~~, Local Government Professional Services Selection Act.  
50 ILCS 510/4-6.  
105 ILCS 5/10-20.21.  
~~Shively v. Belleville Twp. High Sch. Dist. 201, 329 Ill. App. 3d 1156 (5th Dist. 2002), appeal denied.~~  
ADMIN. PROC.: ~~2.170-AP1~~

Adopted: August 9, 1995  
Reviewed: ~~March 2014~~October 2023  
Amended: April 23, 2014

## Types of Board Meetings

### General

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board ~~policy~~ Policy 2.220, [School Board Meeting Procedure](#), governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

### Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent or designee shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with ~~ten~~ 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

### Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. 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, ~~of 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 the Open Meetings Act. ~~5~~ ILCS 120/2(c)(1) amended by P.A. ~~99-646~~ 101-459.
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. ~~5~~ ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. ~~5~~ ILCS 120/2(c)(3).

Adopted: August 5, 1968

Reviewed: ~~November 2016~~ October 2023

Amended:

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
6. The setting of a price for sale or lease of property owned by the public body. -5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. -5 ILCS 120/2(c)(7).
8. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. -5 ILCS 120/2(c)(8); ~~amended by P.A. 99-235, eff. 1/1/16.~~
9. Student disciplinary cases. -5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. -5 ILCS 120/2(c)(10).
11. 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).
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. —5 ILCS 120/2(c)(12).
13. Self-evaluation, practices and procedures, or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. -5 ILCS 120/2(c)(16).
14. 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).
15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

#### Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours; or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

#### Special Meetings

Special meetings may be called by the Board President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

#### Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

#### Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website:

- 1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings;
- 2) a public notice of all Board meetings; and
- 3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meeting Act.  
5 ILCS 140/, Freedom of Information Act.  
105 ILCS 5/10-6, and 5/10-16.

Adopted: August 5, 1968  
Reviewed: ~~November 2016~~ October 2023  
Amended:

CROSS REF.: 2.110 ([Qualifications, Term, and Duties of Board Officers](#)), 2.120 ([Board Member Development](#)), 2.210 ([Organizational School Board Meetings](#)), 2.220 ([School Board Meeting Procedure](#)), 2.230 ([Public Comments at Board Meetings and Petitions to the Board](#)), 6.235 ([Access to Electronic Networks](#))  
ADMIN. PROC.:~~2.120-E2, 2.200-AP1, 2.220-E2~~

Adopted: August 5, 1968  
Reviewed: ~~November 2016~~[October 2023](#)  
Amended:

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**Administrative Procedure – Federal and State Award Procurement Procedures**

In addition to the State legal requirements for purchases and contracts set forth in Board policy 4.60, *Purchases and Contracts*, and Administrative Procedure 4.60-AP1, *Purchases*, the following procedures apply to District procurement under federal awards and State awards governed by the Grant Accountability and Transparency Act (GATA). The District maintains oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

Consult the Attorney for the District regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

Code of Conduct

Board policies 2.100, *Board Member Conflict of Interest*, and 5.120, *Employee Ethics*; *Code of Professional Conduct*; and *Conflict of Interest*, contain standards of conduct covering conflicts of interest and governing the actions of board members and employees engaged in the selection, award, and administration of contracts.

General Procurement Standards

- A. The District shall avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (prohibits bid stringing; violation is a Class 4 felony) and 720 ILCS 5/33E-3 (prohibits bid rigging, a Class 3 felony).
- B. To foster greater economy and efficiency, the District may enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
- C. The District may use federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
- D. The District may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (defines and prohibits bid stringing, a Class 4 felony).
- E. The District shall only award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. **Note:** State law requires award to the "lowest responsible bidder."
- F. The District shall maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

- G. The District may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. **Note:** The Illinois Criminal Code of 2012 (720 ILCS 5/33E-9) requires approval of the Board or designee when a contract cost increases or decreases by \$10,000, *a/k/a change orders*. If a change order will exceed the original contract price by 10%, it must be rebid.
- H. The District shall be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements.

### Competition

- A. All procurement transactions for the acquisition of property or services required under an award shall be conducted in a manner providing full and open competition consistent with the standards of State law (105 ILCS 5/10-20.21) ~~and Board policy~~ **Policy 4.60, Purchases and Contracts**, and this section. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Situations considered to be restrictive of competition include, but are not limited to:
1. Placing unreasonable requirements on firms in order for them to qualify to do business;
  2. Requiring unnecessary experience and excessive bonding;
  3. Noncompetitive pricing practices between firms or between affiliated companies;
  4. Noncompetitive contracts to consultants that are on retainer contracts;
  5. Organizational conflicts of interest;
  6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
  7. Any arbitrary action in the procurement process.
- B. The District shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. **Note:** State law may also encourage or discourage these preferences. Discuss these with the Attorney for the District. See also Doyle Plumbing & Heating Co. v. Bd. of Educ., Quincy Pub. Sch. Dist. No. 172, 291 Ill. App. 3d 221 (4th Dist. 1997); Cardinal Glass Co. v. Bd. of Educ. of Mendota Comm. Consol. Sch. Dist. 289, 113 Ill. App. 3d 442 (3rd Dist. 1983). Nothing in this section preempts State licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. **Note:** The Board must also follow the Local Government and Professional Services Selection Act (50 ILCS 510/).

C. Procurement Transactions. All solicitations will:

1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.
    - a. Such description must not, in competitive procurements, contain features which unduly restrict competition.
    - b. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
    - c. Detailed product specifications should be avoided if at all possible.
    - d. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated.
  2. Identify all requirements which offerors must fulfill and all other factors to be used in evaluating bids and proposals.
- D. The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. **Note:** State laws may conflict with this provision. See 105 ILCS 5/10-20.21 and 50 ILCS 510/.
- E. The District shall not preclude potential bidders from qualifying during the solicitation period.
- F. Noncompetitive procurements can only be awarded in accordance with the requirements detailed in paragraph E of the **Methods of Procurement** subhead below.

Methods of Procurement

The District shall use one of the following methods of procurement:

- A. Micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold of \$10,000, as may be amended from time to time. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the Board considers the price to be reasonable based on research, experience, purchase history, or other information and documents it maintains. **Note:** See 105 ILCS 5/10-20.21 and *Board policy 4.60, Purchases and Contracts*.
- B. Small purchase procedures. Small purchase procedures may be used for the acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the Simplified Acquisition Threshold of \$250,000, as may be amended from time to time. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources, as determined appropriate by the District.

- C. Sealed bids. Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. **Note:** 105 ILCS 5/10-20.21 requires “lowest responsible bidder.” The sealed bid method is the preferred method for procuring construction, if the conditions in 2 C.F.R. §200.320(b)(1)(i) apply. If sealed bids are used, the requirements in 2 C.F.R. §200.320(b)(1)(ii) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- D. Proposals. The use of proposals is a procurement method in which either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. Proposals must be solicited from an adequate number of qualified offerors. If this method is used, the requirements in 2 C.F.R. §200.320(b)(2) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- E. Noncompetitive procurement. Noncompetitive procurement may be used only when one or more of the circumstances in §200.320(c) apply: (1) the cost does not exceed the micro-purchase threshold; (2) the item is available only from a single source; (3) public exigency or emergency will not permit a delay resulting from publicizing a competitive solicitation; (4) the awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the District; or (5) after solicitation of a number of sources, the District determines competition is inadequate. **Note:** 50 ILCS 510/ may conflict with this regulation.

Procurement of Recovered Materials

When the District procures items designated by the Environmental Protection Agency (EPA) as capable of being produced with recovered materials, and the purchase of the items exceeds \$10,000 or the quantity of the items (or functionally equivalent items) purchased in the preceding fiscal year exceeded \$10,000, the District shall:

- A. Ensure the items contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition. The decision not to procure such items must be based on a determination that the items: (1) are not reasonably available within a reasonable period of time, (2) fail to meet the performance standards in the applicable specifications, or (3) are only available at an unreasonable price.
- B. Procure solid waste management services in a manner that maximizes energy and resource recovery.
- C. Establish an affirmative procurement program for procurement of recovered materials identified in EPA guidelines. The program must contain the following elements:
  - 1. Preference program for purchasing the designated items;
  - 2. Promotion program;
  - 3. Procedures for obtaining estimates and certifications of recovered materials content and for verifying the estimates and certifications; and
  - 4. Annual review and monitoring of the effectiveness of the program.

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Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The District shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:

- A. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- B. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- C. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- D. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- E. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
- F. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (A) through (E) of this section.

Contract Cost and Price

- A. The District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-federal entity must make independent estimates before receiving bids or proposals.
- B. The District shall negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- C. Costs or prices based on estimated costs for contracts under the federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the District under Subpart E, Cost Principles, of 2 C.F.R. Part 200.
- D. The cost plus a percentage of cost and percentage of construction cost methods of contracting shall not be used.

Federal Awarding Agency or Pass-Through Entity Review

The District shall make available, upon request of the federal awarding agency or pass-through entity (ISBE):

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Adopted: June 14, 2017  
Reviewed: ~~June 2022~~ October 2023  
Amended: July 20, 2022

- A. Technical specifications on proposed procurements where the federal awarding agency or pass-through entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition; and
- B. Procurement documents (such as requests for proposals or invitations for bids, or independent cost estimates) for pre-procurement review when one or more of the circumstances in §200.325(b) apply.

Bonding Requirements

- A. For construction or facility improvement contracts or sub contracts exceeding the Simplified Acquisition Threshold, the federal awarding agency or pass-through entity may accept the bonding policy and requirements of the District provided that the federal awarding agency or pass-through entity has made a determination that the federal interest is adequately protected.
- B. If such a determination has not been made, the minimum requirements shall be as follows:
  - 1. A bid guarantee from each bidder equivalent to five percent of the bid price. The *bid guarantee* must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
  - 2. A performance bond on the part of the contractor for 100 percent of the contract price. A *performance bond* is one executed in connection with a contract to secure fulfillment of all the contractor's requirements under such contract.
  - 3. A payment bond on the part of the contractor for 100 percent of the contract price. A *payment bond* is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

Contract Provisions

The District's contracts shall contain the applicable provisions described in Appendix II to 2 C.F.R. Part 200, *Contract Provisions for non-Federal Entity Contracts Under Federal Awards*.

**Exhibit – Internal Procedures for Procurement Transactions**

<b>Actor</b>	<b>Action</b>
Staff Member	Identifies a procurement need and makes a written request to the appropriate department head and/or Building Principal.
Building Principal, appropriate department head or designee	Evaluates staff member’s request by conducting a needs analysis, determining a funding source, and determining if request should be sent to the Chief Financial Officer (CFO) and/or designee for further analysis.  <b>Note:</b> The Principal’s procurement role likely varies based upon each district and type of expense.
CFO or designee	Upon request of the Building Principal, conducts further analysis of staff member’s request in order to verify information and determine if funds are available. Provides Building Principal with results of further analysis.
Building Principal, appropriate department head or designee	Provides Superintendent and/or designee with staff member’s written procurement request, his/her analysis of the staff member’s request, and, if applicable, any further analysis conducted by the CFO and/or designee.
Superintendent or designee	Reviews staff member’s request and analyses of same; evaluates educational value of procurement requested. Superintendent and/or designee may then: <ul style="list-style-type: none"> <li>• Approve procurement request if below amount set by the Board and/or State law (105 ILCS 5/10-20.21);</li> <li>• Deny procurement request; or</li> <li>• If procurement request amount exceeds the Superintendent’s authority, seeks Board permission for procurement. See Board policy 4.60, <i>Purchases and Contracts</i>, for the amount designated by the Board.</li> </ul> <p>When presenting a contract or purchase for Board approval, the Superintendent and/or designee shall ensure it complies with applicable State and federal law, consulting the Attorney for the District as needed. See Board <del>policy</del> <b>Policies</b> 4.60, <i>Purchases and Contracts</i> and 7.345, <i>Use of Educational Technologies; Student Data Privacy and Security</i>.</p>
School Board	Considers any procurement requests submitted by the Superintendent and/or designee.  Considers any contract requests submitted by the Superintendent and/or designee.
Superintendent and/or designee	Identifies appropriate method of procurement and ensures appropriate method is followed.

**Administrative Procedure / General Personnel - Coordination with Children's Advocacy Center**

Children's Advocacy Centers (CACs) are child-focused, trauma-informed, facility-based programs that provide a multi-disciplinary, comprehensive response to child abuse. Illinois CACs are organized and operate under the Children's Advocacy Center Act. 55 ILCS 80/. CACs are accredited based on standards set by the National Children's Alliance. 55 ILCS 80/2.5. See [www.nationalchildrensalliance.org/](http://www.nationalchildrensalliance.org/).

The District must coordinate with the McLean County CAC to implement the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board ~~policy~~ **Policy 5.90, Abused and Neglected Child Reporting**. 105 ILCS 5/22-85, ~~added by P.A. 101-534~~. For a map of accredited CACs, see [www.childrensavocacycentersofillinois.org/about/map](http://www.childrensavocacycentersofillinois.org/about/map). Use this procedure to coordinate with the McLean County CAC.

Glossary of Terms

**Alleged incident of sexual abuse** - An incident of sexual abuse of a child (as defined in the Ill. Criminal Code of 2012, 720 ILCS 5/11-9.1A) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: (1) on school grounds or during a school activity; or (2) outside of school grounds or not during a school activity. 105 ILCS 5/22-85(b), ~~added by P.A. 101-534~~.

**Alleged victim** - A student who is alleged to be the victim of an alleged incident of sexual abuse.

**Appropriate law enforcement agency** - A law enforcement agency whose employees have been involved, in some capacity, with an investigation of a particular alleged incident of sexual abuse. 105 ILCS 5/22-85(b), ~~added by P.A. 101-534~~.

**Child advocate** - May be a school social worker, a school or equally-qualified psychologist, or a person in a position the Ill. State Board of Education (ISBE) has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i), ~~added by P.A. 101-534~~.

**Forensic interview** - An interview between a trained forensic interviewer, as defined by National Children's Alliance standards, and a child in which the interviewer obtains information from children in an unbiased and fact-finding manner that is developmentally appropriate and culturally sensitive to support accurate and fair decision making by the multidisciplinary team in the criminal justice and child protection systems. 55 ILCS 80/2.5.

**School personnel** - School employees, vendors, and volunteers.

**Sexual Abuse and Sexual Assault** - See Ill. Criminal Code of 2012 definitions at:

- 720 ILCS 5/11-9.1A. Permitting sexual abuse of a child.
- 720 ILCS 5/11-1.20. Criminal sexual assault.
- 720 ILCS 5/11-1.30. Aggravated criminal sexual assault.
- 720 ILCS 5/11-1.40. Predatory criminal sexual assault of a child.
- 720 ILCS 5/11-1.50. Criminal sexual abuse.
- 720 ILCS 5/11-1.60. Aggravated criminal sexual abuse.

Adopted: September 21, 2022  
Reviewed: ~~August 2022~~ **October 2023**  
Amended:

Coordination with CAC

Actor	Action
ISBE	Identifies persons in positions who may be appropriate child advocates for students during a school's investigation into an alleged incident of sexual abuse. As of March <del>2020</del> 2023, ISBE has not identified any persons.
Superintendent or designee	<p>Establishes a CAC Coordination Committee (<u>Committee</u>) to operate as a Superintendent committee. See 2:150-AP, <i>Superintendent Committees</i>. Consider including:</p> <ul style="list-style-type: none"> <li>District Nondiscrimination Coordinator (see 2:260, <i>Uniform Grievance Procedure</i>; and 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>)</li> <li>District <del>Safety Coordinator</del> <u>Director of Safety and Security</u> (see 4:170-AP1, <i>Comprehensive Safety and Security <del>Plan</del>Program, Part C, <del>District Safety Coordinator</del>Director of Safety and Security and Safety Team; Responsibilities</i>)</li> <li>District-level administrators</li> <li>Building Principals (Building Principals are mandatory for successful implementation of the <b>Alleged Incidents of Sexual Abuse; Investigations</b> subhead of <del>Board policy</del> <u>Policy 5:90, Abused and Neglected Child Reporting</u>)</li> <li>School personnel</li> <li>Employees from the <del>accredited-McLean County</del> <u>CAC that serves the District</u></li> </ul> <p><u>Chairs and convenes Committee meetings for the purpose of implementing the <b>Alleged Incidents of Sexual Abuse; Investigations</b> subhead of Board Policy 5.90, <i>Abused and Neglected Child Reporting</i>.</u></p> <p><u>Informs the School Board of the Committee's progress and needs by adding information items to the Board's agendas as needed.</u></p> <p><u>Ensures that at least every two years, school personnel are trained to understand, provide information and referrals to, and address issues pertaining to students who are parents, expectant parents, or victims of domestic or sexual violence. <b>Note:</b> 105 ILCS 5/10-22.39(d) requires this training to be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting students and must include training concerning each of the following:</u></p> <ol style="list-style-type: none"> <li><u>1. Communicating with and listening to student victims of domestic or sexual violence and expectant and parenting students.</u></li> <li><u>2. Connecting student victims of domestic or sexual violence and expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed.</u></li> <li><u>3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality.</u></li> </ol>

Adopted: September 21, 2022  
 Reviewed: ~~August 2022~~ October 2023  
 Amended:

Actor	Action
	<p><del>The CAC Coordination Committee will coordinate the interaction between school personnel and a student after an alleged incident of sexual abuse is reported including supportive measures for the student and safety concerns.</del></p>
School Personnel	<p>Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c), <del>added by P.A. 101-534</del>):</p> <ol style="list-style-type: none"> <li>1. Immediately report to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY).</li> <li>2. Follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. 25 ILCS 5/7, <del>amended by P.A. 101-583</del>. The written report shall include, if known, each of the following:                     <ul style="list-style-type: none"> <li>The name and address of the child, his or her parents/guardians, or other persons having custody;</li> <li>The child's age;</li> <li>The child's condition, including any evidence of previous injuries or disabilities; and</li> <li>Any other information that the reporter believes may be helpful to DCFS for its investigation.</li> </ul> </li> <li>3. Promptly notify the Superintendent or Building Principal that a report has been made.</li> </ol>
Superintendent or Building Principal	<p>Immediately coordinates any necessary notifications to the student's parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement which includes the local State's Attorney's Office.</p> <p>Notifies the District's Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.</p>
DCFS and/or Appropriate Law Enforcement Agency	<p>Determines whether to accept a reported alleged incident of sexual abuse for investigation. If a reported alleged incident is accepted, refers the matter to the <u>McLean County CAC</u> <del>serving the District</del>. 105 ILCS 5/22-85(d), <del>added by P.A. 101-531</del>.</p> <p><b>Note:</b> If neither DCFS nor law enforcement investigate the alleged incident of sexual abuse, the District can move forward with its own investigation without CAC involvement.</p>
CAC	<p>Coordinates the investigation of the alleged incident of sexual abuse in accordance with its existing multidisciplinary team protocol and National Children's Alliance accreditation standards. 105 ILCS 5/22-85(e)(1), <del>added by P.A. 101-531</del>.</p>

Adopted: September 21, 2022  
 Reviewed: ~~August 2022~~ October 2023  
 Amended:

Actor	Action
	<p>Facilitates communication between the DCFS/law enforcement multidisciplinary team investigating the alleged incident of sexual abuse and the District's Nondiscrimination Coordinator. At a minimum:</p> <ol style="list-style-type: none"> <li>1. Ensures that all applicable parties have each other's contact information; and</li> <li>2. Shares the CAC's protocol regarding the process of approving the viewing of a forensic interview by school personnel, and a contact person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2), <del>added by P.A. 101-531.</del></li> </ol>
<p>Nondiscrimination Coordinator</p>	<p>Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall:</p> <p>Open and conduct the District's investigation into the alleged incident of sexual abuse in accordance with <del>Board policy Policy 7:20, Harassment of Students Prohibited.</del></p> <p>Schedule regular follow-up calls to the CAC to inquire whether DCFS/law enforcement has opened an investigation into the alleged incident of sexual abuse.</p> <p><b>If DCFS/law enforcement investigation is not opened, stops using this procedure and continues the District's investigation in accordance with <del>Board policy Policy 7:20, Harassment of Students Prohibited.</del></b></p> <p><b>If DCFS/law enforcement investigation is opened, continues with the following steps.</b></p> <p>Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it.</p> <p><b>Note:</b> This time period is important because the CAC has 15 calendar days to conduct a forensic interview of the alleged victim. During this time, the District <del>is</del> cannot interview the alleged victim regarding the alleged incident.</p> <p>While the child abuse and/or criminal investigations related to the alleged incident of sexual abuse are being conducted by DCFS/law enforcement, the Nondiscrimination Coordinator:</p> <p>Continues the District's investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator.</p> <p>May request information from the alleged victim or his or her parent/guardian to ensure his or her safety and well-being at school during the investigations. 105 ILCS 5/22-85(f), <del>added by P.A. 101-531.</del></p> <p>Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f), <del>added by P.A. 101-531.</del></p>

Adopted: September 21, 2022  
 Reviewed: ~~August 2022~~ October 2023  
 Amended:

Actor	Action
	<p>Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, as permitted by federal or State law. 105 ILCS 5/22-85(f), <del>added by P.A. 101-531.</del></p> <p><b>Note:</b> Evidence gathered by the Nondiscrimination Coordinator during the District's investigation may be confidential under the Illinois School Student Records Act (105 ILCS 10/) and the Family Rights and Educational Privacy Act (20 U.S.C. §1232g). <b>Consult the <u>Board Attorney for the District</u> regarding what disclosures, if any, are allowed in response to a request from DCFS and/or law enforcement and conditions that must be met prior to disclosure.</b></p> <p>Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.</p>
CAC	<p>1. Informs the Nondiscrimination Coordinator that:</p> <ol style="list-style-type: none"> <li>1. The forensic interview of the alleged victim is complete, and the electronic recording of the forensic interview may be viewed; or</li> <li>2. The CAC determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h), <del>added by P.A. 101-531.</del></li> </ol>
Nondiscrimination Coordinator	<p><del>4.</del> If the electronic recording of the forensic interview of the alleged victim is available for viewing:</p> <p><del>A.</del> <u>1.</u> Verifies the CAC has obtained informed consent from an alleged victim over the age of 13 or the alleged victim's parent/guardian for school personnel to view the forensic interview (105 ILCS 5/22-85(h), <del>added by P.A. 101-531</del>); and</p> <p><b>Note:</b> Each CAC may have its own consent form. Contact your local CAC to confirm that it will obtain written consent from the alleged victim over the age of 13 or the alleged victim's parent/guardian (if under the age of 13).</p> <p><del>B.</del> <u>2.</u> Views the electronic recording of the forensic interview.</p> <p><del>2.</del> If the CAC has not performed a forensic interview of the alleged victim within 15 calendar days after DCFS/law enforcement opens an investigation, notifies the CAC that the District intends to interview the alleged victim.</p>
CAC	<p>After receiving notification that the District intends to interview the alleged victim, has 10 additional calendar days to conduct a forensic interview. 105 ILCS 5/22-85(g), <del>added by P.A. 101-531.</del></p>
Nondiscrimination Coordinator	<p>If the CAC does not conduct a forensic interview of the alleged victim within the 10 additional calendar days, proceeds with the District's interview of the alleged victim. <u>Id.</u></p> <p>If the alleged victim is under 18 years old, makes a child advocate available to the alleged victim and allows the child advocate to be present during the interview. A child advocate may be a school social worker, a school or equally qualified psychologist, or a person in a position that ISBE has identified as an appropriate advocate for a student during a school's</p>

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Adopted: September 21, 2022  
 Reviewed: ~~August 2022~~ October 2023  
 Amended:

Actor	Action
	investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i), <del>added by P.A. 101-531.</del>  Schedules regular follow-up calls to DCFS/law enforcement to inquire if the investigation of an incident has been suspended and/or is complete, including the outcome of the investigation. 105 ILCS 5/22-85(j), (k), <del>added by P.A. 101-531.</del>

Adopted: September 21, 2022  
Reviewed: ~~August 2022~~ **October 2023**  
Amended:

**Administrative Procedure - Parent/Guardian Notification of Sexual Misconduct (NEW)**

When a District employee, contractor, or agent is alleged to have engaged in *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c) with a student, the District must first provide notice to the student and then provide written notice to the student’s parents/guardians.

Following the District’s investigation of the alleged sexual misconduct, additional notice must be provided when the Board takes any action relating to the employment of the alleged perpetrator, including whether employment was terminated or whether the Board accepted the employee’s resignation. Notice of formal Board action must first be provided to the student and then written notice must be provided to the student’s parents/guardians.

The only time student notification is not required before parental notification is when a District employee or agent deems it necessary to address an imminent risk of serious physical injury or death of a student or another person, including the victim. If notification is not given to the student first, then it must be given as soon as practicable and without delay following parental notification.

These parent/guardian notification procedures do not apply if the student’s parent/guardian is the alleged perpetrator of sexual misconduct, and/or if the student is at least 18 years of age or emancipated.

**Sexual misconduct** - Any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include but are not limited to: 1) a sexual or romantic invitation, 2) dating or soliciting a date, 3) engaging in sexualized or romantic dialog, 4) making sexually suggestive comments that are directed toward or with a student, 5) self-disclosure or physical exposure of a sexual, romantic, or erotic nature, 6) a sexual, indecent, romantic, or erotic contact with the student. 105 ILCS 5/22-85.5(c), added by P.A. 102-676.

Notification of Alleged Sexual Misconduct

<b>Actor</b>	<b>Action</b>
Superintendent or Building Principal	Upon learning that a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with a student:  Verifies that the allegation has been reported to the Ill. Dept. of Children and Family Services (DCFS) in accordance with Board Policy 5.90, <i>Abused and Neglected Child Reporting</i> .  Immediately coordinates any necessary notifications to the student’s parents/guardians with DCFS, the applicable school resource officer, and/or local law enforcement which includes the local State’s Attorney’s Office.  Notifies the District’s Nondiscrimination Coordinator of the reported alleged sexual misconduct. Notifies the District’s Nondiscrimination Coordinator of the reported alleged sexual misconduct.
Nondiscrimination Coordinator	Upon being notified of the reported alleged sexual misconduct by the Superintendent or Building Principal, shall:

Adopted:  
 Reviewed: October 2023  
 Amended:

Actor	Action
	<p>Determine whether the alleged sexual misconduct is also being investigated by the Ill. Dept. of Children and Family Services (DCFS) and/or law enforcement.</p> <p>Open and conduct an investigation into the alleged incident of sexual misconduct in accordance with Board Policy 7.20, <i>Harassment of Students Prohibited</i>.</p> <p>Considering any DCFS and/or law enforcement investigation(s), identify the appropriate time frame for notifying the student and the student’s parents/guardians of the alleged sexual misconduct. 105 ILCS 5/22-85.10(a)(1), added by P.A. 102-702, eff. 7-1-23.</p> <p><b>Note:</b> Notification must be provided as soon as feasible after the District becomes aware of the alleged sexual misconduct, subject to the requirements of 105 ILCS 5/22-85(f) restricting interviews of a student who is a victim of an alleged incident of sexual abuse. <i>Id.</i> at (a)(4). See 5.90-AP1, <i>Coordination with Children’s Advocacy Center</i>.</p>
<p>Nondiscrimination Coordinator, School Counselor, and/or a staff member trained in child development</p>	<p>Notifies the student, in a developmentally appropriate manner, with a staff member present who is trained in child development or is one the student trusts, that a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student. Notice will include:</p> <ol style="list-style-type: none"> <li>1. That notice will be given to the student’s parent(s)/guardian(s) (105 ILCS 5/22-85.10(a)(2)(A), added by P.A. 102-702, eff. 7-1-23);</li> <li>2. What information will be included in the notice to parent(s)/guardian(s) (<i>Id.</i> at (a)(2)(B));</li> <li>3. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support Committee (see the Erin’s Law Counseling Options, Assistance, and Intervention subhead of Board Policy 7.250, <i>Student Support Services</i>);</li> <li>4. If the student is 12 years of age or older, any available counseling services under 105 ILCS 5/3-550 (105 ILCS 5/22-85.10(a)(2)(C), added by P.A. 102-702, eff. 7-1-23); and</li> <li>5. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 (<i>Id.</i> at (a)(2)(C), (D)).</li> </ol>
<p>Nondiscrimination Coordinator</p>	<p>After the student notification, notifies parent(s)/guardian(s) in writing of:</p> <ol style="list-style-type: none"> <li>1. The alleged sexual misconduct (<i>Id.</i> at (a)(3)(A));</li> <li>2. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support</li> </ol>

Actor	Action
	<p>Committee (see the Erin’s Law Counseling Options, Assistance, and Intervention subhead of policy 7:250, Student Support Services); and</p> <p>3. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 ((105 ILCS 5/22-85.10(a)(3)(B), added by P.A. 102-702).</p>

Notification of Board Action

Actor	Action
<p>Superintendent and Nondiscrimination Coordinator</p>	<p>As soon as feasible after the Board takes any action relating to the employment of the alleged perpetrator, notifies the student, in a developmentally appropriate manner, of:</p> <ol style="list-style-type: none"> <li>1. The fact that notice will be given to the student’s parent(s)/guardian(s) (<u>Id.</u> at (b)(2)(A));</li> <li>2. Information that will be included in the notice to parents/guardians (<u>Id.</u> at (b)(2)(B));</li> <li>3. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support Committee (see the <b>Erin’s Law Counseling Options, Assistance, and Intervention</b> subhead of Board Policy 7.250, <i>Student Support Services</i>);</li> <li>4. If the student is 12 years of age or older, any available counseling services under 405 ILCS 5/3-550 (105 ILCS 5/22-85.10(b)(2)(C), added by P.A. 102-702, eff. 7-1-23); and</li> <li>5. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 (105 ILCS 5/22-85.10(b)(2)(C), (D), added by P.A. 102-702).</li> </ol> <p>If the student is no longer enrolled when the Board takes action, written notice may be sent to the last known address in the student’s file. <u>Id.</u> at (b)(5).</p>
<p>Superintendent</p>	<p>After the student notification, notifies parent(s)/guardian(s), in writing of:</p> <ol style="list-style-type: none"> <li>1. The Board’s action (<u>Id.</u> at (b)(3)(A));</li> <li>2. Whether a report concerning the alleged sexual misconduct was or will be submitted to the State Superintendent of Education and</li> </ol>

Adopted:  
 Reviewed: October 2023  
 Amended:

	<p>the Regional Superintendent pursuant to 105 ILCS 5/10-21.9 (<u>Id.</u> at (b)(3)(B));</p> <ol style="list-style-type: none"><li>3. Any District and community-based counseling options for students affected by grooming behaviors identified by the Student Support Committee (see the Erin’s Law Counseling Options, Assistance, and Intervention subhead of Board Policy 7.250, <i>Student Support Services</i>); and</li><li>4. Beginning 7-1-25, any available resources for the student within the school and community in accordance with 105 ILCS 5/26A, including the name and contact information of the District’s domestic and sexual violence and parenting resource coordinator under 105 ILCS 5/26A-35 (105 ILCS 5/22-85.10(b)(3)(C), added by P.A. 102-702).</li></ol> <p>If the student is no longer enrolled when the Board takes action, written notice may be sent to the last known address in the student’s file. <u>Id.</u> at (b)(5).</p>
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**Exhibit - EHR Letter to Applicant's Current/Former Employer (NEW)**

*Use this letter when the District contacts an applicant's current or former employer to complete a sexual misconduct related employment history review. 105 ILCS 5/22-94.*

*On District Letterhead*

Re: Applicant's Sexual Misconduct Related Employment History Review

Attention [*insert name of applicant's current/former employer*]:

You are receiving this letter pursuant to the Illinois School Code (105 ILCS 5/22-94) because your organization has been listed by the applicant as a current employer, a former employer that was a school or school contractor, or a former employer at which the applicant had direct contact with children or students, meaning the possibility of care, supervision, guidance, or control of children or students or routine interaction with children or students.

To help protect children and students from the threat of sexual misconduct, Illinois law requires all Illinois public/non-public elementary and secondary schools to conduct sexual misconduct related employment history reviews on certain applicants for hire. Therefore, we are required to ask, and you are required to complete, the enclosed standardized form, which was developed using a template created by the Ill. State Board of Education (ISBE). Illinois law further requires you to disclose the information requested on the enclosed form within twenty (20) calendar days of your receipt of the form. If you have an office of human resources or central office, such information must be provided by that office. Additionally, if you answer yes to any question, you must provide further information about the matter disclosed as well as all related records. Information received shall not be deemed a public record.

We will use the information we receive from you to evaluate the applicant's fitness to be hired or for continued employment. We may also report the information, as appropriate, to ISBE, a State licensing agency, a law enforcement agency, a child protective services agency, another school or contractor, or a prospective employer.

Under Illinois law, an employer, school, school administrator, or contractor who provides information or records about a current or former employee or applicant pursuant to this request is immune from criminal and civil liability for the disclosure of the information or records, unless the information or records provided were knowingly false. This immunity is in addition to, and not a limitation on, any other immunity provided by law or any absolute or conditional privileges applicable to the disclosure by virtue of the circumstances of the applicant's consent to the disclosure. Additionally, this immunity extends to any circumstances when the employer, school, school administrator, or contractor in good faith shares findings of sexual misconduct with another employer.

Unless the laws of another state prevent the release of the information or records requested, or disclosure is restricted by the terms of a contract entered into before July 1, 2023, and notwithstanding any other provisions of law to the contrary, an employer, school, school administrator, contractor, or applicant must report and disclose all relevant information, records, and documentation that may otherwise be confidential.

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Adopted:  
Reviewed: October 2023  
Amended:

Please return a copy of your response by email to: *[insert email address]*, or by US mail to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your cooperation,

*[Insert title, such as Superintendent or Human Resources Administrator]*

Enclosure: *Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response form*

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**Prevention of and Response to Bullying, Intimidation, and Harassment**

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

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

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

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

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

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

Adopted: February 13, 2008  
Reviewed: ~~February~~ October 2023  
Amended: March 15, 2023

*Cyber-bullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

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

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

#### Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the district's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-~~4213~~, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-~~213~~.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Nondiscrimination Coordinator, a Complaint Manager, Building Principal, Associate Building Principal, Assistant Building Principal, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Nondiscrimination Coordinator, a Complaint Manager, or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however,

this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

**Nondiscrimination**  
**—Coordinator and:**  
**Complaint Manager:**

Name: M. Curt Richardson  
Address: 1809 ~~West-W.~~ Hovey Ave., Normal, IL 61761  
Email: richardmc@unit5.org  
Telephone: (309) 557-4082

**Complaint Managers:**

Name: ~~Roger Baldwin~~ Monica Wilks  
Address: 1809 ~~West-W.~~ Hovey Ave., Normal, IL 61761  
Email: ~~baldwinr@unit5.org~~ wilksm@unit5.org  
Telephone: (309) 557-~~40264041~~

Name: Dr. Kristal Shelvin  
Address: 1809 ~~West-W.~~ Hovey Ave., Normal, IL 61761  
Email: shelvik@unit5.org  
Telephone: (309) 557-4035

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall ~~promptly~~ inform the parents/guardians of ~~every~~ all students involved in an alleged incident of bullying within 24 hours after the school's administration is made aware of the student's involvement in the incident and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonable obtained by the school within the 24-hour period
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or ~~his or her~~ designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-

emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and policy 2.240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification or areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

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

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

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

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
- a. 2.260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972.
  - c. 6.60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - d. 6.65, *Student Social and Emotional Development*. Student social and emotional development is incorporated in the District's educational program as required by State law.
  - e. 6.235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - f. 7.20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic (the list of characteristics in 7.20 is the same as the list in this policy).
  - g. 7.185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - h. 7.190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
  - i. 7.310, *Restrictions on Publications; Elementary and Junior High Schools*. This policy prohibits students from, and provides consequences for: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

13. The Superintendent or designee will report all individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be the result of bullying, to the parents or legal guardians of those involved under the guidelines provided in paragraph (4) of this definition.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.  
405 ILS 49/, Children's Mental Health Act.  
775 ILCS 5/1-103, Ill. Human Rights Act.  
23 Ill. Admin. Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2.240 (Board Policy Development), 2.260 (Uniform Grievance Procedure), 2.265 (Title IX Sexual Harassment Grievance Procedure), 4.170 (Safety), 5.230 (Maintaining Student Discipline), 6.60 (Curriculum Content), 6.65 (Student Social and Emotional Development), 6.235 (Access to Electronic Networks), 7.20 (Harassment of Students Prohibited), 7.185 (Teen Dating Violence Prohibited),

Adopted: February 13, 2008  
Reviewed: ~~February~~ October 2023  
Amended: March 15, 2023

7.190 (Student Behavior), 7.220 (Bus Conduct), 7.230 (Misconduct by Students with Disabilities), 7.240 (Conduct Code for Participants in Co-Curricular Activities), 7.285 (Anaphylaxis Prevention, Response, and Management Program), 7.310 (Restrictions on Publications; Elementary and Junior High Schools), 7.315 (Restrictions on Publications; High Schools)

**Student Handbook – Hazing Prohibited (NEW)**

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. *Hazing* means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Students engaging in hazing will be subject to one or more of the following disciplinary actions:

1. Removal from the extracurricular activities;
2. Conference with parents/guardians; and/or
3. Referral to appropriate law enforcement agency.

Students engaging in hazing that endangers the mental or physical health or safety of another person may also be subject to:

1. Suspension for up to 10 days; and/or
2. Expulsion for the remainder of the school term.

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**Exhibit – Memo to Parents/Guardians Regarding Teen Dating Violence**

*On District or School Letterhead*

Date

Re: Teen Dating Violence

Dear Parents/Guardians:

At our school, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of Board ~~policy~~ Policy 7.185, *Teen Dating Violence Prohibited*, which is a component of the District's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7.180-AP1,E5, *Report Form for Bullying*.

Finally, I have requested staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Does ~~he or she~~ they use insults to put the other person down?
- Extreme Jealousy. Does one individual in the relationship act ~~incredibly overly~~ jealous when the other talks to peers? Does one ~~person-individual~~ accuse the other of flirting even when it's innocent conversation?
- Making Excuses. Does one individual in the relationship make excuses for the other? Does ~~he or she~~ they have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one ~~person-individual~~ call, text message, or check up on the other constantly? Does ~~he or she~~ they demand to know the other person's plans or with whom the other person was with?

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Adopted: April 23, 2014  
Reviewed: October 2023  
Amended:

- Uncontrolled Anger. Have you seen one individual lose ~~his or her~~their temper? Does ~~he or she~~the individual throw things – or break things – when angry? Does one ~~person~~individual in the relationship worry a lot about upsetting the other?
- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?
- Dramatic Changes. Have either of the individuals in the relationship had appearance changes? ~~Has~~Have he or shethey lost or gained weight? Have ~~his or her~~their grades dropped? Does ~~he or she~~they seem depressed?
- Injuries. Does one ~~person~~individual in the relationship have unexplained injuries, or does ~~he or she~~they give explanations that don't make sense?
- Quick Progression. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at:

[www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen\\_dating\\_violence.html](http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html)

[www.cdc.gov/injury/features/dating-violence/index.html](http://www.cdc.gov/injury/features/dating-violence/index.html)

Please let me know if you have any questions or concerns.

Sincerely,

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Building Principal

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Adopted: April 23, 2014

Reviewed: October 2023

Amended:

**Requests for Information Pursuant to the Illinois Freedom of Information Act  
The District has received and processed the following requests for information:**

1. Vince Espi, responded 09.25.23
2. Karen Garcia, responded 09.26.23

Revisions appear in bold

Personnel Matters								
<b>Resignations/Retirements/Releases/Terminations</b>								
<b>Last Name</b>	<b>First Name</b>	<b>Homebase</b>	<b>Assignment</b>	<b>Action</b>	<b>Effective</b>			

<b><u>Certified</u></b>								
<b>Hamilton</b>	<b>Amanda</b>	<b>EJHS</b>	<b>LBS1</b>	<b>Resignation</b>	<b>11/03/2023</b>			

**Educational Support Personnel** 48

<b>Provin</b>	<b>Marla</b>	<b>Cedar Ridge</b>	<b>Noon Hour Supervisor</b>	<b>Resignation</b>	<b>10/27/2023</b>			
Pickett	Jacqueline	Fox Creek	Para-Spec Ed	Resignation	09/21/2023			
Moss	Aleksandra	Grove	Noon Hour Supervisor	Resignation	08/31/2023			
Burcham	Kylee	Hoose	Occupational Therapist	Resignation	10/6/2023			
Das	Soumyashree	Hoose	Para-Spec Ed	Resignation	10/6/2023			
Gunnam	Uma Devi	Northpoint	Para-Spec Ed	Resignation	10/31/2023			
Kanagasabapaty	Meena	Northpoint	Noon Hour Supervisor	Resignation	09/05/2023			
Babin	Kimberly	NCHS	Para-Spec Ed	Resignation	10/25/2023			
Hicks	Norm	Warehouse	Warehouse Manager	Resignation	10/02/2023			

**Employment** (R = Replacement; A = Additional; LR = Leave Replacement; RE=Reemployment)

<b>Last Name</b>	<b>First Name</b>	<b>Homebase</b>	<b>Assignment</b>	<b>Step</b>	<b>Lane</b>	<b>FTE</b>	<b>Effective</b>	
<b><u>Certified</u></b>								
(R)	Woods	Tristan	Hoose	LBS1	Step 3	M+0	1.0	9/22/2023
<b><u>Educational Support Personnel</u></b>								
(R)	Olsen	Ana	Benjamin	Noon Hour Supervisor				8/30/2023
(R)	Tammen	Kelli	Brigham	Para-Spec Ed	Step 1		1.0	9/6/2023
(R)	Woollen	Melinda	Brigham	Para-Spec Ed	Step 1		1.0	9/5/2023



Kanagasabapaty	Meena									
Lewis	Donovan									
Newbold	Jodi									
Olsen	Anja									
Pfeifer	DaShawn									
Rosado Lafontaine	Ariana									
Sage	Marie									
Whitehouse	Christopher									
Yadav	Sangeeta									
<b>Contract Revisions</b>										
			<b>Homebase</b>				<b>Revision</b>			<b>Effective</b>
										50
<b><u>Certified</u></b>										
Roop	Jennifer		Cedar Ridge/ Kindergarten				From M+0, Step 20 To M+0, Step 22			8/14/2023
Faulkner	Jaimie		Grove/ 2nd grade				From B+0, Step 1 To B+8, Step 11			8/14/2023
Parsons	Taylor		Northpoint/ 4th Grade				From B+0, Step2 To M+0, Step 2			8/14/2023
Royal	Ashlynn		Parkside/ 5th Grade				From B+0, Step 1 To B+0, Step NT			9/18/2023
Wilen	Christina		Parkside/ LBS1				From Vacancy Sub To B+0, Step NT			9/21/2023
Hamilton	Amanda		EJHS/ LBS1				From B+0, Step 1 To B+0, Step NT			9/17/2023
Debord	Jill		PJHS/ LBS1				From M+35, Step 1 To M+32, Step 2			1/18/2023
Love	Mackenzie		NCHS(.8)/ NCWHS (.2)				From B+0 To B+24, Step 10			8/14/2023
<b><u>Schedule B</u></b>										
Dytrych	Amanda		Benjamin				Add - ELSC			8/16/2023
Fisher	Shelly		Benjamin				Drop - SX_.1			9/22/2023
Fisher	Shelly		Benjamin				Add - SX.5			9/18/2023
Gerike	Abigail		Benjamin				Add - WEBE			8/14/2023
Mroz	Jennifer		Benjamin				Drop - WEBE			5/26/2023
Steffen	Cassandra		Benjamin				Add - SX_.5			10/2/2023
Taylor	Holly		Benjamin				Add - ELPA			8/14/2023
<b>Hansen</b>	<b>Amanda</b>		<b>Cedar Ridge</b>				<b>Add - SX_.1</b>			<b>8/16/2023</b>
<b>Martinez</b>	<b>John</b>		<b>Cedar Ridge</b>				<b>Add - SX_.1</b>			<b>10/2/2023</b>
<b>Wuerfele</b>	<b>Adam</b>		<b>Cedar Ridge</b>				<b>Add - SX_.1</b>			<b>10/5/2023</b>
Thoennes	Lisa		Hoose				Add- CCC			8/14/2023

Barlow	Jennifer - Non-UFEA	Parkside			Add - PBIS2			9/15/2023
Mateer	Amanda - Non - UFEA	Sugar Creek			Drop - PBIS1			10/4/2023
Krut	Elizabeth	Sugar Creek			Add - ELSC			9/15/2023
Hussemann	Scott - Non-UFEA	CJHS			Add - JHCC			9/11/2023
Keller	Kendall - Non-UFEA	CJHS			Add - JHCC			9/1/2023
<b>Aelits</b>	<b>Teresa</b>	<b>EJHS</b>			<b>Add-SX_S2</b>			<b>10/6/2023</b>
Riley	Sara	KJHS			ADD - FACCHR			8/2/2023
<b>Cattaneo</b>	<b>Alyssa</b>	<b>PJHS</b>			<b>Drop - JHVB</b>			<b>8/16/2023</b>
<b>Davis</b>	<b>Regina-Non-UFEA</b>	<b>NCHS</b>			<b>Add-DANHS</b>			<b>8/16/2023</b>
<b>Gray</b>	<b>Dylan-Non-UFEA</b>	<b>NCHS</b>			<b>Add-ASBA</b>			<b>8/16/2023</b>
Kerr	Sean - Non-UFEA	NCHS			Add - ASBDR			8/16/2023
<b>Dunn</b>	<b>Darrellynn-Non-UFEA</b>	<b>NCWHS</b>			<b>Add-SHBB</b>			<b>8/14/2023</b>
<b>Henson</b>	<b>Miranda</b>	<b>NCWHS</b>			<b>Add-ASW</b>			<b>8/16/2023</b>
<b>Shawgo</b>	<b>Brenda-Non-UFEA</b>	<b>NCWHS</b>			<b>Add-AVTR</b>			<b>8/16/2023</b>
<b>Stephenson</b>	<b>Laura</b>	<b>NCWHS</b>			<b>Add - SX_I</b>			<b>8/16/2023</b>
<b><u>Educational Support Personnel</u></b>								
Pough	Eric	ERRC/ Tech I			From Tech I To Tech II			10/16/2023
<b><u>Coursework</u></b>								
<b>Last Name</b>	<b>First Name</b>	<b>From</b>	<b>To</b>					
Ahrens	Tamara	B+16	B+24					
Anderson	Alexis	B+0	B+16					
Armstrong-Mitchell	Britta	M+0	M+16					
Askins	Abigail	B+24	M+0					
Barnes	Marivic (Evic)	B+24	M+0					
Beaty	Shawn	M+16	M+32					
Beggs	Elizabeth	M+0	M+16					
Beirne	Corey	M+32	M+48					
Bokesch-Parsons	Charlene	M+0	M+16					
Bostic	Nathaniel	M+32	M+48					
Buhrow	Stephanie	M+32	M+48					
Carter	Lyn	M+16	M+32					
Cherry	Annette	B+24	M+0					
Chessare	Lauren	M+48	M+48					
Conway	Sara	B+0	B+16					
Cruzan	Marty	M+0	M+16					
Culbertson	Christina	B+24	M+0					





**MCLEAN COUNTY UNIT DISTRICT NO. 5**  
**Authorization for Payment of Bills and Payrolls**  
**September 21, 2023 through October 18, 2023**

**SUMMARY OF BILLS & PAYROLLS BY FUND**

<b>Fund</b>	<b><sup>1</sup> Prepaid Bills</b>	<b><sup>2</sup> Bills To Be Paid</b>	<b><sup>3</sup> Payrolls</b>	<b>Total</b>
07 Flexible Benefit Plan Trust Fund	22,522.64	0.00	0.00	22,522.64
08 Unit 5 Self-Funded Insurance	732,815.47	0.00	0.00	732,815.47
10 Educational	878,988.65	721,035.05	9,737,077.92	11,337,101.62
20 Operations & Maintenance	335,404.98	249,305.46	549,857.97	1,134,568.41
30 Debt Service	0.00	53,112.75	0.00	53,112.75
40 Transportation	60,830.84	42,329.73	23,761.09	126,921.66
50 Social Security	0.00	0.00	249,039.46	249,039.46
51 IMRF	0.00	0.00	144,728.36	144,728.36
60 Capital Projects	0.00	0.00	0.00	0.00
70 Working Cash	0.00	0.00	0.00	0.00
80 Tort Immunity	40,645.80	61,865.86	28,549.48	131,061.14
90 Life Safety	136,735.70	0.00	0.00	136,735.70
99 Student Activity Funds <sup>4</sup>	222,236.75	0.00	0.00	222,236.75
<b>Grand Total</b>	<b>\$2,430,180.83</b>	<b>\$1,127,648.85</b>	<b>\$10,733,014.28</b>	<b>\$14,290,843.96</b>

<sup>1</sup> For funds 8 through 90, these bills were paid on and between 9/21/23 and 10/17/23. Please see the "Vendor Bill Listing - PREPAID" report for details.

<sup>2</sup> These bills have not been paid yet. Please see the "Vendor Bill Listing - TO BE PAID" report for details.

<sup>3</sup> Please see the "Payroll Fund Totals" report for details.

<sup>4</sup> These bills will always be listed as "prepaid" and include bills paid on the date of the last Board meeting. This is to ensure that all payments are captured for reporting purposes. For this report, these bills were paid on and between 9/20/23 and 10/17/23. Please see the Student Activity Funds section of the "Vendor Bill Listing - PREPAID" and the "Vendor Bill Listing - PREPAID - SA" report for details. The Student Activity Funds totals on these reports will equal the Student Activity Funds total on this summary.

**ATTEST:**

**I certify that the Board of Education has reviewed and authorized the payment of bills and payrolls in the amount of \$14,290,843.96.**

\_\_\_\_\_  
 Kelly Pyle, President, Board of Education

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Stan Gozur, Secretary, Board of Education

\_\_\_\_\_  
 Date

## CUSD No. 5, McLean and Woodford Counties, Illinois

### Payroll Fund Totals

Fiscal Year: 2023-2024

Pay Cycle:	Pay Period:	Start Date:	End Date:	Pay Date:
Certified - Semi	60	09/16/2023	09/30/2023	09/29/2023
Certified - Semi	61	09/01/2023	09/15/2023	09/29/2023
Certified - Semi	62	09/01/2023	09/15/2023	09/29/2023
Certified - Semi	70	10/01/2023	10/15/2023	10/13/2023
Certified - Semi	71	09/16/2023	09/30/2023	10/13/2023
Certified - Semi	72	09/16/2023	09/30/2023	10/13/2023
Classified - Semi	60	09/16/2023	09/30/2023	09/29/2023
Classified - Semi	61	09/16/2023	09/30/2023	10/02/2023
Classified - Semi	70	10/01/2023	10/15/2023	10/13/2023
Classified - Semi	71	10/01/2023	10/15/2023	10/17/2023

FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
<b>Certified - Semi - Period Number: 60</b>					
10	3,232,096.58	0.00	158,956.52	404,012.62	3,795,065.72
50	0.00	45,154.87	0.00	0.00	45,154.87
80	4,249.47	0.00	479.70	556.38	5,285.55
<b>Period Total:</b>	<b>\$3,236,346.05</b>	<b>\$45,154.87</b>	<b>\$159,436.22</b>	<b>\$404,569.00</b>	<b>\$3,845,506.14</b>

<b>Certified - Semi - Period Number: 70</b>					
10	3,271,539.73	0.00	162,509.88	406,824.12	3,840,873.73
50	0.00	45,718.51	0.00	0.00	45,718.51
80	4,249.47	0.00	479.70	556.38	5,285.55
<b>Period Total:</b>	<b>\$3,275,789.20</b>	<b>\$45,718.51</b>	<b>\$162,989.58</b>	<b>\$407,380.50</b>	<b>\$3,891,877.79</b>

<b>Classified - Semi - Period Number: 60</b>					
10	780,416.43	0.00	1,435.04	203,643.50	985,494.97
20	266,597.62	0.00	967.78	3,459.50	271,024.90
40	9,377.71	0.00	0.00	2,537.50	11,915.21
50	0.00	77,481.73	0.00	0.00	77,481.73
51	0.00	0.00	72,203.11	0.00	72,203.11
80	7,228.96	0.00	351.23	1,005.00	8,585.19
<b>Period Total:</b>	<b>\$1,063,620.72</b>	<b>\$77,481.73</b>	<b>\$74,957.16</b>	<b>\$210,645.50</b>	<b>\$1,426,705.11</b>

<b>Classified - Semi - Period Number: 70</b>					
10	765,727.70	0.00	1,445.45	200,781.99	967,955.14
20	272,725.14	0.00	1,102.92	5,005.00	278,833.06
40	9,629.87	0.00	0.00	2,216.01	11,845.88
50	0.00	76,874.44	0.00	0.00	76,874.44
51	0.00	0.00	72,454.95	0.00	72,454.95
80	7,628.96	0.00	351.23	1,005.00	8,985.19
<b>Period Total:</b>	<b>\$1,055,711.67</b>	<b>\$76,874.44</b>	<b>\$75,354.55</b>	<b>\$209,008.00</b>	<b>\$1,416,948.66</b>

<b>Certified - Semi - Period Number: 61</b>					
10	59,795.00	0.00	895.94	0.00	60,690.94
50	0.00	867.19	0.00	0.00	867.19
<b>Period Total:</b>	<b>\$59,795.00</b>	<b>\$867.19</b>	<b>\$895.94</b>	<b>\$0.00</b>	<b>\$61,558.13</b>

<b>Certified - Semi - Period Number: 71</b>					
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FUND	GROSS	FICA	RETIREMENT	BENEFITS	TOTALS
10	59,437.50	0.00	904.28	0.00	60,341.78
50	0.00	862.05	0.00	0.00	862.05
<b>Period Total:</b>	<b>\$59,437.50</b>	<b>\$862.05</b>	<b>\$904.28</b>	<b>\$0.00</b>	<b>\$61,203.83</b>

**Certified - Semi - Period Number: 72**

10	10,446.00	0.00	0.00	0.00	10,446.00
50	0.00	799.15	0.00	0.00	799.15
<b>Period Total:</b>	<b>\$10,446.00</b>	<b>\$799.15</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$11,245.15</b>

**Certified - Semi - Period Number: 62**

10	13,423.50	0.00	0.00	0.00	13,423.50
50	0.00	1,026.92	0.00	0.00	1,026.92
<b>Period Total:</b>	<b>\$13,423.50</b>	<b>\$1,026.92</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$14,450.42</b>

**Classified - Semi - Period Number: 61**

10	973.64	0.00	0.00	1,812.50	2,786.14
50	0.00	105.71	0.00	0.00	105.71
51	0.00	0.00	70.30	0.00	70.30
80	408.00	0.00	0.00	0.00	408.00
<b>Period Total:</b>	<b>\$1,381.64</b>	<b>\$105.71</b>	<b>\$70.30</b>	<b>\$1,812.50</b>	<b>\$3,370.15</b>

**Classified - Semi - Period Number: 71**

20	0.01	0.00	0.00	0.00	0.01
50	0.00	148.89	0.00	0.00	148.89
<b>Period Total:</b>	<b>\$0.01</b>	<b>\$148.89</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$148.90</b>

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<b>Grand Totals:</b>	<b>\$8,775,951.29</b>	<b>\$249,039.46</b>	<b>\$474,608.03</b>	<b>\$1,233,415.50</b>	<b>\$10,733,014.28</b>
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End of Report

**Expenditure Summary Report**

From Date: 9/20/2023  
To Date: 9/20/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Benjamin Pto	SKBen23	(blank)	47669	9/20/2023	240.00
<b>Benjamin Pto Total</b>					<b>240.00</b>
Bokesch-Parsons, Charlene L	V13869773	(blank)	15087	9/20/2023	161.92
<b>Bokesch-Parsons, Charlene L Total</b>					<b>161.92</b>
Bsn Sports	922711988	(blank)	15088	9/20/2023	587.76
	922745156	(blank)	15088	9/20/2023	580.54
<b>Bsn Sports Total</b>					<b>1,168.30</b>
Budak, Heather L	Reimb award/hosp	(blank)	47670	9/20/2023	366.98
<b>Budak, Heather L Total</b>					<b>366.98</b>
Burroughs, Jill A	V74885838	(blank)	2621	9/20/2023	72.21
<b>Burroughs, Jill A Total</b>					<b>72.21</b>
Caribe Resort	Spring Break Trip	(blank)	47234	9/20/2023	3,063.58
<b>Caribe Resort Total</b>					<b>3,063.58</b>
Carlock Pto	SKCAR23	(blank)	47671	9/20/2023	4.00
<b>Carlock Pto Total</b>					<b>4.00</b>
Chiddix Junior High School	V30397052	(blank)	15085	9/20/2023	120.00
	V88726233	(blank)	24840	9/20/2023	1,000.00
	V14733898	(blank)	6623	9/20/2023	120.00
<b>Chiddix Junior High School Total</b>					<b>1,240.00</b>
Coffey, Christopher John	Food for Intercity	(blank)	47672	9/20/2023	31.65
<b>Coffey, Christopher John Total</b>					<b>31.65</b>
Colene Hoose Elementary Pto	SKCH23	(blank)	47673	9/20/2023	40.00
<b>Colene Hoose Elementary Pto Total</b>					<b>40.00</b>
Drengwitz, Jason	Staff Breakfast/dinn	(blank)	47674	9/20/2023	212.49
<b>Drengwitz, Jason Total</b>					<b>212.49</b>
Ellison, Aaron T	V8183482	(blank)	15089	9/20/2023	139.50
<b>Ellison, Aaron T Total</b>					<b>139.50</b>
Evans Junior High School	SKEJ23	(blank)	47675	9/20/2023	62.00
<b>Evans Junior High School Total</b>					<b>62.00</b>
Fairview Elementary School	SKFair23	(blank)	47676	9/20/2023	14.00
<b>Fairview Elementary School Total</b>					<b>14.00</b>
Feeney, David George	Reimb stickers/label	(blank)	47677	9/20/2023	524.00
<b>Feeney, David George Total</b>					<b>524.00</b>
Foster, Nathan C	Fees & Golf balls	(blank)	47678	9/20/2023	180.00
	Intercity/Metamora	(blank)	47678	9/20/2023	227.16
	Pekin/Pontiac	(blank)	47678	9/20/2023	258.66
<b>Foster, Nathan C Total</b>					<b>665.82</b>
Freyman, Megan Marie	Pizza for FB-Powder	(blank)	47679	9/20/2023	125.47
	Senior of week GC	(blank)	47679	9/20/2023	25.00
<b>Freyman, Megan Marie Total</b>					<b>150.47</b>
Fudge, Dawn M	Senior Night	(blank)	47235	9/20/2023	82.44
<b>Fudge, Dawn M Total</b>					<b>82.44</b>

**Expenditure Summary Report**

From Date: 9/20/2023  
To Date: 9/20/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Gillespie Jr, Delmar C.	Final pymt DJ	(blank)	47680	9/20/2023	920.00
<b>Gillespie Jr, Delmar C. Total</b>					<b>920.00</b>
Glenn Pto	SKGlenn23	(blank)	47681	9/20/2023	18.00
<b>Glenn Pto Total</b>					<b>18.00</b>
Grove Elementary Pto	SKGROVE23	(blank)	47682	9/20/2023	83.00
<b>Grove Elementary Pto Total</b>					<b>83.00</b>
Harris, Elizabeth Rae	FFA Food & Res	(blank)	47683	9/20/2023	121.25
<b>Harris, Elizabeth Rae Total</b>					<b>121.25</b>
Hudson Elementary Pto	SKHUD23	(blank)	47684	9/20/2023	26.00
<b>Hudson Elementary Pto Total</b>					<b>26.00</b>
IESA Illinois Elementary School Asn	V44247899	(blank)	24839	9/20/2023	130.00
<b>IESA Illinois Elementary School Asn Total</b>					<b>130.00</b>
IL State Univ Conference Services	Theatre Fest	(blank)	47685	9/20/2023	2,400.00
<b>IL State Univ Conference Services Total</b>					<b>2,400.00</b>
Jostens Inc.	V94117518	(blank)	2622	9/20/2023	1,106.97
<b>Jostens Inc. Total</b>					<b>1,106.97</b>
Kerr, Ryan D	Prop for play	(blank)	47236	9/20/2023	14.98
<b>Kerr, Ryan D Total</b>					<b>14.98</b>
King'S Embroidery	Basketball Hats	(blank)	47237	9/20/2023	200.00
<b>King'S Embroidery Total</b>					<b>200.00</b>
Kingsley Junior High School	SKKJ23	(blank)	47686	9/20/2023	83.00
<b>Kingsley Junior High School Total</b>					<b>83.00</b>
Klokkenga, Jason	V84909008	(blank)	15086	9/20/2023	90.00
<b>Klokkenga, Jason Total</b>					<b>90.00</b>
Konopasek, Christine Marie	Reimb Lyons Meals	(blank)	47687	9/20/2023	47.89
<b>Konopasek, Christine Marie Total</b>					<b>47.89</b>
Luginbuhl, Benjamin	Music Dept uniforms	(blank)	47688	9/20/2023	2,143.18
	various items 9/23	(blank)	47688	9/20/2023	231.09
<b>Luginbuhl, Benjamin Total</b>					<b>2,374.27</b>
Mccabe, James	V838619	(blank)	126918	10/4/2023	75.00
<b>Mccabe, James Total</b>					<b>75.00</b>
Mclean Co Unit Dist No 5	100800 Reimburse Aug	(blank)	0	9/20/2023	4,024.45
<b>Mclean Co Unit Dist No 5 Total</b>					<b>4,024.45</b>
Minerva Promotions	100303 and 100302	(blank)	47238	9/20/2023	690.00
<b>Minerva Promotions Total</b>					<b>690.00</b>
Music Theatre International	9845077	(blank)	47689	9/20/2023	4,000.00
<b>Music Theatre International Total</b>					<b>4,000.00</b>
Northpoint Elementary School	SKNP23	(blank)	47690	9/20/2023	640.00
<b>Northpoint Elementary School Total</b>					<b>640.00</b>

**Expenditure Summary Report**

From Date: 9/20/2023  
To Date: 9/20/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Parkside Elementary Pto	SKPE23	(blank)	47691	9/20/2023	20.00
<b>Parkside Elementary Pto Total</b>					<b>20.00</b>
Pepsi Cola General Bot, Inc	17728304	(blank)	47692	9/20/2023	1,389.00
<b>Pepsi Cola General Bot, Inc Total</b>					<b>1,389.00</b>
Roop, Cari Elizabeth	V46378965	(blank)	2623	9/20/2023	318.01
<b>Roop, Cari Elizabeth Total</b>					<b>318.01</b>
Schermann, April M	Reimburse	(blank)	47239	9/20/2023	4,915.24
<b>Schermann, April M Total</b>					<b>4,915.24</b>
School Specialty	V80629783	(blank)	2772	9/20/2023	127.59
<b>School Specialty Total</b>					<b>127.59</b>
Select Screen Prints	62715	(blank)	47240	9/20/2023	330.00
<b>Select Screen Prints Total</b>					<b>330.00</b>
Smith, Vernon	V94388970	(blank)	15090	9/20/2023	90.00
<b>Smith, Vernon Total</b>					<b>90.00</b>
Thakral, Rachel	Reimb Sunrise	(blank)	47693	9/20/2023	82.07
<b>Thakral, Rachel Total</b>					<b>82.07</b>
Wild Country	Swim Suits	(blank)	47241	9/20/2023	1,518.00
<b>Wild Country Total</b>					<b>1,518.00</b>
<b>Grand Total</b>					<b>34,074.08</b>

**Expenditure Summary Report**

From Date: 9/20/2023  
To Date: 9/20/2023

Fund	Amount
99	34,074.08
<b>Grand Total</b>	<b>34,074.08</b>

**Expenditure Summary Report**

From Date: 9/21/2023  
To Date: 10/17/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
A & M Products	V40206181	(blank)	6646	10/17/2023	17.50
<b>A &amp; M Products Total</b>					<b>17.50</b>
<b>Ace Hardware</b>	588436/5	2400205	256274	10/4/2023	35.57
	588414/5	2400205	256274	10/4/2023	4.49
	588452/5	2400205	256274	10/4/2023	4.49
	588394/5	2400205	256274	10/4/2023	41.36
	588399/5	2400205	256274	10/4/2023	19.78
	5883685/5	2400205	256274	10/4/2023	57.56
	588269/5	2400205	256274	10/4/2023	20.57
	58852/5	2400205	256274	10/4/2023	51.27
	588233/5	2400205	256274	10/4/2023	80.05
	588237/5	2401293	256274	10/4/2023	17.11
	588208/5	2400205	256274	10/4/2023	57.55
	588189/5	2400205	256274	10/4/2023	25.18
	588190/5	2400205	256274	10/4/2023	(25.18)
	588191/5	2400205	256274	10/4/2023	(25.18)
	588170/5	2400205	256274	10/4/2023	25.18
	588129/5	2401293	256274	10/4/2023	224.99
	588071/5	2401293	256274	10/4/2023	304.17
	588081/5	2401293	256274	10/4/2023	14.39
	588089/5	2401293	256274	10/4/2023	25.69
	588090/5	2401293	256274	10/4/2023	44.98
	588009/5	2401293	256274	10/4/2023	51.98
	587918/5	2400205	256274	10/4/2023	2.86
	586879/5	2400205	256274	10/4/2023	35.08
<b>Ace Hardware Total</b>					<b>1,093.94</b>
Adams, Marissa	V3762006	(blank)	22131	9/25/2023	264.00
<b>Adams, Marissa Total</b>					<b>264.00</b>
<b>Advance Auto Parts</b>	6.25322E+12	2400202	256409	10/11/2023	180.99
	6.25322E+12	2400200	256409	10/11/2023	666.94
	6.25331E+12	2400200	256409	10/11/2023	(90.00)
	6.25331E+12	2400200	256409	10/11/2023	(195.52)
	4.81131E+12	2400202	256409	10/11/2023	115.38
	4.81131E+12	2400202	256409	10/11/2023	347.38
	6.25331E+12	2400200	256409	10/11/2023	(120.00)
	6.25321E+12	2400202	256409	10/11/2023	131.97
	6.25331E+12	2400200	256409	10/11/2023	(103.89)
	6.25331E+12	2400200	256409	10/11/2023	(22.00)
	8.25331E+12	2400200	256409	10/11/2023	5,837.15
	6.25331E+12	2400200	256409	10/11/2023	(5,367.49)
	6.2533E+12	2400200	256409	10/11/2023	140.60
	6.2533E+12	2400200	256409	10/11/2023	5,367.49
	6.2533E+12	2400202	256409	10/11/2023	(213.85)
	6.2533E+12	2400202	256409	10/11/2023	16.55
	6.2533E+12	2400200	256409	10/11/2023	40.18
	6.2533E+12	2400200	256409	10/11/2023	(110.00)
	6.2533E+12	2400200	256409	10/11/2023	(455.59)
	6.2533E+12	2400200	256409	10/11/2023	(5.19)
	6.2533E+12	2400200	256409	10/11/2023	(55.00)
	6.2533E+12	2400200	256409	10/11/2023	(131.00)
	6.25324E+12	2400200	256409	10/11/2023	(36.71)
	6.25324E+12	2400200	256409	10/11/2023	(209.79)
	6.25323E+11	2400200	256409	10/11/2023	48.83
	6.25323E+12	2400200	256409	10/11/2023	(48.83)
	6.59423E+12	2400200	256409	10/11/2023	(693.49)
	6.25323E+12	2400200	256409	10/11/2023	(189.99)

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Advance Auto Parts	6.25322E+12	2400200	256409	10/11/2023	(10.00)
	6.25322E+12	2400200	256409	10/11/2023	(47.59)
	6.25322E+12	2400200	256409	10/11/2023	(20.00)
	6.25322E+12	2400200	256409	10/11/2023	(40.00)
	6.25322E+12	2400200	256409	10/11/2023	(254.90)
	6.25322E+12	2400200	256409	10/11/2023	(62.05)
	6.25322E+12	2400200	256409	10/11/2023	(254.90)
	6.25321E+12	2400200	256409	10/11/2023	(70.39)
	6.25321E+12	2400200	256409	10/11/2023	(116.44)
	6.25321E+12	2400200	256409	10/11/2023	(330.21)
	6.25321E+12	2400200	256409	10/11/2023	(133.16)
	6.25321E+12	2400200	256409	10/11/2023	(32.00)
<b>Advance Auto Parts Total</b>					<b>3,473.48</b>
Advanved Rehad & Sports Medicine	V75586280	(blank)	24893	10/17/2023	622.50
<b>Advanved Rehad &amp; Sports Medicine Total</b>					<b>622.50</b>
Ahlemeyer, John	V79837989	(blank)	22150	10/4/2023	64.50
<b>Ahlemeyer, John Total</b>					<b>64.50</b>
Akman, Olcay	V274776	(blank)	126919	10/5/2023	155.00
<b>Akman, Olcay Total</b>					<b>155.00</b>
Allensworth, Jermaine	V69712881	(blank)	15093	9/26/2023	90.00
<b>Allensworth, Jermaine Total</b>					<b>90.00</b>
Alpha Controls & Services Llc	23S014-6	2401342	256275	10/4/2023	10,472.00
	23S010-4	2401205	256275	10/4/2023	37,703.00
<b>Alpha Controls &amp; Services Llc Total</b>					<b>48,175.00</b>
Amazon Capital Services	1K1T-W6QN-KVCF	2401271	256276	10/4/2023	89.99
	1F7D-1FGJ-CWK4	2401417	256276	10/4/2023	44.67
	1GQ4-XDQC-61Y1	2401225	256276	10/4/2023	31.98
	1VRK-XMQT-6YPV	2401388	256276	10/4/2023	57.00
	1KW4-Q1C9-4RHQ	2401360	256276	10/4/2023	884.70
	1MJ9-NTT4-CTRP	2401361	256276	10/4/2023	420.77
	1CVH-3LCG-4V33	2401329	256276	10/4/2023	215.99
	1N9F-WV6H-17DM	2401385	256276	10/4/2023	77.60
	1KW4-Q1C9-1CK7	2401359	256276	10/4/2023	59.43
	V70488510	(blank)	22147	9/27/2023	24.96
	1DQG-GW9G-9DDY	2401370	256276	10/4/2023	77.32
	11RV-NPDM-43M4	2401225	256276	10/4/2023	278.33
	1TDP-WJKC-HFRQ	2401176	256276	10/4/2023	15.98
	1PLN-TLCX-39WX	2401295	256276	10/4/2023	94.55
	1V4P-9HGW-VV47	2401332	256276	10/4/2023	408.80
	1JK6-3XJM-QCJC	2401226	256276	10/4/2023	141.26
	1G6Q-7X77-R4KC	2401250	256276	10/4/2023	1,794.49
	1KXR-4C7W-NY7P	2401303	256276	10/4/2023	14.99
	1F6T-KTY4-GCR9	2401224	256276	10/4/2023	243.86
	16TD-GDPP-HXNV	2401227	256276	10/4/2023	148.33
	17QC-KV3M-F3TC	2401228	256276	10/4/2023	240.23
	1K4C-HTLH-F3VK	2401229	256276	10/4/2023	101.23
	1NRD-3VMY-H6HP	2401233	256276	10/4/2023	62.94
	16TR-CP6F-F4DH	2401262	256276	10/4/2023	189.44
	1RR86-LV7W-HLH9	2401294	256276	10/4/2023	25.99
	1WM9-L4XD-FD9Y	2401223	256276	10/4/2023	133.37
	1KDQ-C9YG-G3DT	2400365	256276	10/4/2023	48.33
	19QH-H42L-9JRC	2401263	256276	10/4/2023	66.90
	1R6N-LD14-D67V	2401264	256276	10/4/2023	57.96

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Amazon Capital Services	1G6Q-7X77-7HXD	2401176	256276	10/4/2023	863.64	
Amazon Capital Services	17XT-7K37-9J6Y	2401213	256276	10/4/2023	3,594.47	
Amazon Capital Services	1F7N-7LP9-1Q3J	2401168	256276	10/4/2023	50.60	
Amazon Capital Services	1K1R-TDHT-6KCY	2401209	256276	10/4/2023	19.99	
Amazon Capital Services	17YC-JK7C-7TXN	2401202	256276	10/4/2023	44.95	
Amazon Capital Services	1R13-JKK7-47HH	2401207	256276	10/4/2023	109.48	
Amazon Capital Services	1LMR-VPH3-6LFT	2401212	256276	10/4/2023	39.21	
Amazon Capital Services	1RDJ-WCPW-1K4C	2401214	256276	10/4/2023	62.06	
Amazon Capital Services	1TMV-39D4-4MN7	2401191	256276	10/4/2023	283.44	
Amazon Capital Services	1DP9-H3PC-KJFJ	2401166	256276	10/4/2023	399.99	
Amazon Capital Services	1YT6-RXHF-JGJJ	2401193	256276	10/4/2023	81.48	
Amazon Capital Services	1YJ6-3NYY-L9GD	2401142	256276	10/4/2023	342.53	
Amazon Capital Services	1VY3-39RP-JJFN	2401173	256276	10/4/2023	67.56	
Amazon Capital Services	1YFC-N3PM-GQHL	2401131	256276	10/4/2023	113.37	
Amazon Capital Services	11MV-F4QR-HX44	2401094	256276	10/4/2023	1,316.39	
Amazon Capital Services	1HQQY-1RVT-J1X6	(blank)	256276	10/4/2023	(94.99)	
Amazon Capital Services	11MV-F4QR-DKLT	2401096	256276	10/4/2023	5,138.53	
Amazon Capital Services	1FK1-GP9X-CNV3	(blank)	256276	10/4/2023	(94.99)	
Amazon Capital Services	1GRH-KPP3CXDL	(blank)	256276	10/4/2023	(94.99)	
Amazon Capital Services	1NH3-LCJ7-CP9J	(blank)	256276	10/4/2023	(94.99)	
Amazon Capital Services	1TDM-XVGK-691N	2401095	256276	10/4/2023	548.10	
Amazon Capital Services	1TTD-9Y4W-X66N	2401049	256276	10/4/2023	57.86	
Amazon Capital Services	1KPT-TTD3-G6VQ	2400442	256276	10/4/2023	408.90	
<b>Amazon Capital Services Total</b>					<b>19,213.98</b>	
American Pest Control		597053	2400207	256277	10/4/2023	1,230.00
<b>American Pest Control Total</b>					<b>1,230.00</b>	
Anderson, Shawn	C9646F5F-0010	2401284	256278	10/4/2023	59.88	
<b>Anderson, Shawn Total</b>					<b>59.88</b>	
Aper, Mary A	V32994153	(blank)	3002	10/12/2023	65.32	
Aper, Mary A	V82010887	(blank)	2997	9/25/2023	175.00	
<b>Aper, Mary A Total</b>					<b>240.32</b>	
Arista Jr., Antonio Jerome	V61115022	(blank)	20679	10/3/2023	120.00	
<b>Arista Jr., Antonio Jerome Total</b>					<b>120.00</b>	
Augspurger, J'Ne Lynn	CC Official 2	(blank)	47253	9/28/2023	75.00	
<b>Augspurger, J'Ne Lynn Total</b>					<b>75.00</b>	
Avanti'S Italian Restaurant -Bloomington	V62280692	(blank)	15128	10/17/2023	580.05	
Avanti'S Italian Restaurant -Bloomington	V42820927	(blank)	24880	10/11/2023	423.10	
Avanti'S Italian Restaurant -Bloomington	5859	(blank)	47753	10/13/2023	350.17	
Avanti'S Italian Restaurant -Bloomington	CC and Swim	(blank)	47307	10/12/2023	696.50	
Avanti'S Italian Restaurant -Bloomington	V36414109	(blank)	6640	10/10/2023	609.55	
Avanti'S Italian Restaurant -Bloomington	V16147585	(blank)	22155	10/11/2023	245.25	
Avanti'S Italian Restaurant -Bloomington	V46992411	(blank)	22154	10/6/2023	800.09	
Avanti'S Italian Restaurant -Bloomington	V41512461	(blank)	20667	9/28/2023	57.75	
Avanti'S Italian Restaurant -Bloomington	V48381	(blank)	5123	9/21/2023	180.00	
<b>Avanti'S Italian Restaurant -Bloomington Total</b>					<b>3,942.46</b>	
B & B Awards & Recognition		20052727	(blank)	47323	10/17/2023	16.75
B & B Awards & Recognition	V78140918	(blank)	6645	10/11/2023	35.70	
B & B Awards & Recognition		20052708	(blank)	47308	10/12/2023	211.44
B & B Awards & Recognition		20052578	(blank)	47716	10/3/2023	263.54
B & B Awards & Recognition	V63639186	(blank)	6631	9/29/2023	35.70	
B & B Awards & Recognition		20052617	(blank)	15121	10/10/2023	770.34
<b>B &amp; B Awards &amp; Recognition Total</b>					<b>1,333.47</b>	

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Baby Fold	V98774972	(blank)	2824	10/10/2023	38.71
	17 INV. 9/12/2023	2401394	256279	10/4/2023	75,720.30
<b>Baby Fold Total</b>					<b>75,759.01</b>
Bachman, Lynette S	MILES202308	(blank)	256240	10/4/2023	6.55
	MILES202309	(blank)	256240	10/4/2023	13.10
<b>Bachman, Lynette S Total</b>					<b>19.65</b>
Baker Smith, Monica Celeste	V734581	(blank)	256241	10/4/2023	20.90
<b>Baker Smith, Monica Celeste Total</b>					<b>20.90</b>
Banks Remodeling, Inc.	V98696004	(blank)	1886	10/3/2023	611.90
<b>Banks Remodeling, Inc. Total</b>					<b>611.90</b>
Barnes & Noble Booksellers	4466307	2401183	256280	10/4/2023	123.71
<b>Barnes &amp; Noble Booksellers Total</b>					<b>123.71</b>
Bashary, Kathryn C	V50954553	(blank)	22151	10/4/2023	408.43
	V49391731	(blank)	22132	9/25/2023	558.88
<b>Bashary, Kathryn C Total</b>					<b>967.31</b>
Bauer Crops & Cattle	1066	(blank)	47694	9/26/2023	56.00
<b>Bauer Crops &amp; Cattle Total</b>					<b>56.00</b>
Bennett Electronics	35506	2401406	256281	10/4/2023	423.00
	35489	2401407	256281	10/4/2023	925.00
	35492	2401408	256281	10/4/2023	228.00
	35490	2401409	256281	10/4/2023	144.00
	35507	2401410	256281	10/4/2023	678.00
	35491	2401411	256281	10/4/2023	1,026.00
	35493	2401412	256281	10/4/2023	114.00
	35494	2401413	256281	10/4/2023	456.00
	35505	2401414	256281	10/4/2023	236.00
	35435	2400024	256281	10/4/2023	1,963.70
	35361	2400024	256281	10/4/2023	17,673.30
<b>Bennett Electronics Total</b>					<b>23,867.00</b>
Bergmann, John D	143395	2401306	256282	10/4/2023	119.40
<b>Bergmann, John D Total</b>					<b>119.40</b>
Bierbaum, John	Prizes	(blank)	47254	9/28/2023	94.43
	Model UN Breakfast	(blank)	47254	9/28/2023	26.16
	Pizza SS Club	(blank)	47242	9/27/2023	24.72
<b>Bierbaum, John Total</b>					<b>145.31</b>
Bierbaum, Liz	Team Meal	(blank)	47243	9/27/2023	150.00
<b>Bierbaum, Liz Total</b>					<b>150.00</b>
Bio-Rad Laboratories, Inc.	QQ436474-CPQ23	2401140	256283	10/4/2023	543.30
<b>Bio-Rad Laboratories, Inc. Total</b>					<b>543.30</b>
Birckelbaw, Richard E.	V77838867	(blank)	24849	9/26/2023	90.00
<b>Birckelbaw, Richard E. Total</b>					<b>90.00</b>
Birkey'S Farm Store	W31625	2401312	256284	10/4/2023	3,394.39
<b>Birkey'S Farm Store Total</b>					<b>3,394.39</b>
Bishop Bros, Inc	V428855	2401434	256285	10/4/2023	84,342.42

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Bishop Bros, Inc	230810	2401440	256285	10/4/2023	3,946.00
	230617	2401441	256285	10/4/2023	5,948.00
<b>Bishop Bros, Inc Total</b>					<b>94,236.42</b>
Bishop, John	V570348	(blank)	126878	9/21/2023	60.00
<b>Bishop, John Total</b>					<b>60.00</b>
Bittner, Aleigha	V54148056	(blank)	24869	10/11/2023	110.50
<b>Bittner, Aleigha Total</b>					<b>110.50</b>
Blaum, Melissa Marie	MILES202309	(blank)	256242	10/4/2023	50.70
	V160307	2401393	256286	10/4/2023	99.00
<b>Blaum, Melissa Marie Total</b>					<b>149.70</b>
Blick Art Materials	1536898	2401161	256287	10/4/2023	331.01
	1488700	2401108	256287	10/4/2023	927.17
<b>Blick Art Materials Total</b>					<b>1,258.18</b>
Bloomington Area Career Center	20232024	2401375	256288	10/4/2023	357,425.00
<b>Bloomington Area Career Center Total</b>					<b>357,425.00</b>
Bloomington High School	V96563681	(blank)	20668	9/28/2023	180.00
	Intercity VB	(blank)	47255	9/28/2023	971.07
	V100658	(blank)	126892	9/26/2023	180.00
	V4244454	(blank)	20650	9/25/2023	275.00
	V50985417	(blank)	20662	9/25/2023	150.00
<b>Bloomington High School Total</b>					<b>1,756.07</b>
Blue Cross Blue Shield Of Illinois	3.83162E+11	(blank)	0	10/3/2023	352,693.50
	7.60678E+11	(blank)	0	10/3/2023	89,100.25
	3.83165E+11	(blank)	0	9/26/2023	280,924.90
<b>Blue Cross Blue Shield Of Illinois Total</b>					<b>722,718.65</b>
Blue Springs, Inc.	V686881	(blank)	126938	10/17/2023	110.00
	V20915484	(blank)	22148	9/27/2023	1,487.50
	45256	2401182	256289	10/4/2023	275.00
	46271	2401221	256289	10/4/2023	315.00
	46117	2401313	256289	10/4/2023	970.00
	46098	2401313	256289	10/4/2023	350.00
<b>Blue Springs, Inc. Total</b>					<b>3,507.50</b>
Blueberry Hill Book, Inc.	2023-3658	2401062	256290	10/4/2023	238.70
<b>Blueberry Hill Book, Inc. Total</b>					<b>238.70</b>
Bluhm, Katherine A	MILES202309	(blank)	256243	10/4/2023	191.78
<b>Bluhm, Katherine A Total</b>					<b>191.78</b>
Boenzi, Jonathan D	Doughnuts for player	(blank)	47695	9/26/2023	27.39
<b>Boenzi, Jonathan D Total</b>					<b>27.39</b>
Bokesch-Parsons, Charlene L	V69703911	(blank)	15122	10/10/2023	191.64
<b>Bokesch-Parsons, Charlene L Total</b>					<b>191.64</b>
Bollmann, Brooke M	Wristbands	(blank)	47717	10/3/2023	93.60
	V374118	2401234	256291	10/4/2023	19.99
<b>Bollmann, Brooke M Total</b>					<b>113.59</b>
Bollmann, David J	V30239	(blank)	126885	9/22/2023	90.00
<b>Bollmann, David J Total</b>					<b>90.00</b>

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Bovenkerk, Bradley Alan	Sports templates	(blank)	47696	9/26/2023	237.95
<b>Bovenkerk, Bradley Alan Total</b>					<b>237.95</b>
Bradfield'S Computer Supply	566027	2401335	256292	10/4/2023	1,836.00
<b>Bradfield'S Computer Supply Total</b>					<b>1,836.00</b>
Braffet Berry Farm & Orchard, Ll.	V28521874	(blank)	5501	10/13/2023	426.00
	V987224	(blank)	5058	10/5/2023	367.00
	V47486541	(blank)	6356	9/22/2023	560.00
<b>Braffet Berry Farm &amp; Orchard, Ll. Total</b>					<b>1,353.00</b>
Broach, James C	V14219520	(blank)	24862	10/3/2023	18.00
	V20464297	(blank)	24862	10/3/2023	104.00
<b>Broach, James C Total</b>					<b>122.00</b>
Brock, Vernon	V732250	(blank)	126939	10/17/2023	65.00
<b>Brock, Vernon Total</b>					<b>65.00</b>
Brown, Jessie	V728607	2401380	256293	10/4/2023	129.00
<b>Brown, Jessie Total</b>					<b>129.00</b>
Brownlee, Tim	V33832315	(blank)	20701	10/10/2023	65.00
	V39392369	(blank)	20642	9/22/2023	65.00
	V27450277	(blank)	20636	9/21/2023	65.00
<b>Brownlee, Tim Total</b>					<b>195.00</b>
Bruer, Shelbie Grace	V20668762	(blank)	22133	9/25/2023	53.94
<b>Bruer, Shelbie Grace Total</b>					<b>53.94</b>
Bsn Sports	923284023	(blank)	47324	10/17/2023	607.42
	V47589521	(blank)	22153	10/5/2023	3,307.50
	307705934	(blank)	47276	10/4/2023	607.42
	V78470030	(blank)	24858	10/2/2023	3,184.90
	922573676	(blank)	47697	9/26/2023	85.43
	922875424	(blank)	47697	9/26/2023	3,243.27
	922895570	(blank)	47697	9/26/2023	302.33
	921657196	(blank)	47244	9/27/2023	394.76
	922981060	2401397	256294	10/4/2023	629.61
	922362267	2401397	256294	10/4/2023	3,987.65
	921995304	2401397	256294	10/4/2023	2,216.72
	921995308	2401397	256294	10/4/2023	742.46
<b>Bsn Sports Total</b>					<b>19,309.47</b>
Btuck Choreography, Ll.	1 West Dance	(blank)	47309	10/12/2023	3,450.00
<b>Btuck Choreography, Ll. Total</b>					<b>3,450.00</b>
Budak, Heather L	V554921	2401354	256295	10/4/2023	60.10
<b>Budak, Heather L Total</b>					<b>60.10</b>
Burgess, Joe Franklin	Golf Tournament	(blank)	47298	10/10/2023	54.60
	Working State Golf	(blank)	47277	10/4/2023	100.00
<b>Burgess, Joe Franklin Total</b>					<b>154.60</b>
Burroughs, Jill A	V54996343	(blank)	2624	10/4/2023	70.12
<b>Burroughs, Jill A Total</b>					<b>70.12</b>
Byrd, Kevin	V887111	(blank)	126930	10/12/2023	90.00
<b>Byrd, Kevin Total</b>					<b>90.00</b>

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Cacciatori, Richard B.	V19319533	(blank)	15094	9/26/2023	90.00
<b>Cacciatori, Richard B. Total</b>					<b>90.00</b>
Camelot Therapeutic Schools, Llc	INV171681	2401391	256296	10/4/2023	4,140.54
<b>Camelot Therapeutic Schools, Llc Total</b>					<b>4,140.54</b>
Capitol Group	S2380727.002	2401328	256297	10/4/2023	315.71
<b>Capitol Group Total</b>					<b>315.71</b>
Caribe Resort		45048 (blank)	47718	10/3/2023	7,419.87
<b>Caribe Resort Total</b>					<b>7,419.87</b>
Carl'S Ice Cream Shop - Normal	V77909009	(blank)	15106	10/2/2023	234.50
<b>Carl'S Ice Cream Shop - Normal Total</b>					<b>234.50</b>
Carlson, George A.	V55936484	(blank)	24886	10/12/2023	90.00
<b>Carlson, George A. Total</b>					<b>90.00</b>
Carr, Karonji	V97457622	(blank)	24851	9/28/2023	90.00
<b>Carr, Karonji Total</b>					<b>90.00</b>
Casey'S Garden Center		540882 (blank)	47310	10/12/2023	46.00
	Carnations	(blank)	47278	10/4/2023	168.00
	V49186334	(blank)	20651	9/25/2023	120.00
<b>Casey'S Garden Center Total</b>					<b>334.00</b>
Ccmsi	0142830-IN	(blank)	0	10/12/2023	28,817.80
<b>Ccmsi Total</b>					<b>28,817.80</b>
Cengage Learning, Inc.		82282593 2401373	256298	10/4/2023	5,321.30
<b>Cengage Learning, Inc. Total</b>					<b>5,321.30</b>
Centennial High School	V582906	(blank)	126893	9/26/2023	175.00
<b>Centennial High School Total</b>					<b>175.00</b>
Central Catholic High School	V62578983	(blank)	20652	9/25/2023	120.00
<b>Central Catholic High School Total</b>					<b>120.00</b>
Champaign Centennial Hs	V69344115	(blank)	20669	9/28/2023	120.00
<b>Champaign Centennial Hs Total</b>					<b>120.00</b>
Cheli, Sharri Louise	Popcorn	(blank)	47267	10/2/2023	116.80
<b>Cheli, Sharri Louise Total</b>					<b>116.80</b>
Chiddix Junior High School	V47218274	(blank)	22134	9/25/2023	60.00
<b>Chiddix Junior High School Total</b>					<b>60.00</b>
Children'S Discovery Museum	V17631391	(blank)	9479	10/4/2023	649.00
<b>Children'S Discovery Museum Total</b>					<b>649.00</b>
Ci Solutions		17475 2400926	256299	10/4/2023	1,689.00
<b>Ci Solutions Total</b>					<b>1,689.00</b>
City Of Bloomington - Utilities		950970 2400011	256268	10/4/2023	356.23
		953278 2400011	256268	10/4/2023	732.06
		953878 2400011	256268	10/4/2023	929.39
		954179 2400011	256268	10/4/2023	915.96
<b>City Of Bloomington - Utilities Total</b>					<b>2,933.64</b>

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Coffey, Christopher John	Reg/Sect prac rounds	(blank)	47754	10/13/2023	206.00
	State Golf 5	(blank)	47279	10/4/2023	100.00
<b>Coffey, Christopher John Total</b>					<b>306.00</b>
Coleman Jr., Mark A	V666286	(blank)	126921	10/6/2023	90.00
<b>Coleman Jr., Mark A Total</b>					<b>90.00</b>
Cones Solutions Inc.		85893 2401425	256300	10/4/2023	277.00
<b>Cones Solutions Inc. Total</b>					<b>277.00</b>
Conley, Rebecca Renae	Lunch for Custodians	(blank)	47739	10/6/2023	43.84
<b>Conley, Rebecca Renae Total</b>					<b>43.84</b>
Connor Co	S010596991.001	2401341	256301	10/4/2023	206.72
	S010600333.001	2401341	256301	10/4/2023	398.39
	S010612174.001	2401341	256301	10/4/2023	149.52
	S010612230.002	2401341	256301	10/4/2023	16.71
	S010607173.001	2401341	256301	10/4/2023	61.24
	S010610664.001	2401341	256301	10/4/2023	6.55
	S010595539.001	2401341	256301	10/4/2023	1,455.20
<b>Connor Co Total</b>					<b>2,294.33</b>
Conrad, Karen	Iowa Soccer	(blank)	47311	10/12/2023	1,369.87
<b>Conrad, Karen Total</b>					<b>1,369.87</b>
Cooper, Boston	V93981913	(blank)	20680	10/3/2023	75.00
	V897777	(blank)	126879	9/21/2023	-
<b>Cooper, Boston Total</b>					<b>75.00</b>
Cooper, Jori Elizabeth	V93223298	(blank)	20681	10/3/2023	100.00
	V761375	(blank)	126880	9/21/2023	100.00
<b>Cooper, Jori Elizabeth Total</b>					<b>200.00</b>
Cooper-Lawson, Jori Elizabeth	V93223298	(blank)	20681	10/3/2023	(100.00)
<b>Cooper-Lawson, Jori Elizabeth Total</b>					<b>(100.00)</b>
Copeland, Kevin	V30239	(blank)	126886	9/22/2023	90.00
<b>Copeland, Kevin Total</b>					<b>90.00</b>
Copy Shop		8444 2401339	256302	10/4/2023	355.00
<b>Copy Shop Total</b>					<b>355.00</b>
Cox, Howard L	V42137931	(blank)	22135	9/25/2023	90.00
<b>Cox, Howard L Total</b>					<b>90.00</b>
Crain, Michael	CC Official 3	(blank)	47256	9/28/2023	75.00
<b>Crain, Michael Total</b>					<b>75.00</b>
Creamean, Erin D	V51560422	(blank)	9484	10/17/2023	9.37
	V77674154	(blank)	9480	10/5/2023	47.25
<b>Creamean, Erin D Total</b>					<b>56.62</b>
Crescent Electric Supply Co	S511711959.003	2401340	256303	10/4/2023	135.78
	S511735604.001	2401340	256303	10/4/2023	55.82
	S511711959.002	2401340	256303	10/4/2023	113.15
	S511731252.001	2401340	256303	10/4/2023	1,194.96
	S511725360.002	2401340	256303	10/4/2023	1,782.40
<b>Crescent Electric Supply Co Total</b>					<b>3,282.11</b>

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Crowder, Sarah A	V18604634	(blank)	6632	9/29/2023	15.96
<b>Crowder, Sarah A Total</b>					<b>15.96</b>
Culligan Water Conditioning	V30920874	(blank)	6647	10/17/2023	97.75
<b>Culligan Water Conditioning Total</b>					<b>97.75</b>
Cunningham Children'S Home		7397 2401381	256304	10/4/2023	4,951.20
<b>Cunningham Children'S Home Total</b>					<b>4,951.20</b>
Cunningham, Stephanie Lynn	MILES202309	(blank)	256244	10/4/2023	26.13
<b>Cunningham, Stephanie Lynn Total</b>					<b>26.13</b>
Cushing'S Commercial Carpet, Inc.		1393 2401433	256305	10/4/2023	18,500.00
<b>Cushing'S Commercial Carpet, Inc. Total</b>					<b>18,500.00</b>
Darnall Concrete Products Co		10384 2401315	256306	10/4/2023	223.00
<b>Darnall Concrete Products Co Total</b>					<b>223.00</b>
Darnell, Terrion James	Summer Camp	(blank)	47755	10/13/2023	192.00
<b>Darnell, Terrion James Total</b>					<b>192.00</b>
Davenport, Leslie A	V1236959	(blank)	1884	9/26/2023	144.32
<b>Davenport, Leslie A Total</b>					<b>144.32</b>
Dean, Edie	V41262	(blank)	256245	10/4/2023	24.80
<b>Dean, Edie Total</b>					<b>24.80</b>
Deerfield High School	V78427625	(blank)	20670	9/28/2023	230.00
<b>Deerfield High School Total</b>					<b>230.00</b>
Demco, Inc		7359953 2401203	256307	10/4/2023	90.55
<b>Demco, Inc Total</b>					<b>90.55</b>
Denny'S Doughnuts & Bakery		980956 (blank)	47719	10/3/2023	239.00
		980976 (blank)	47268	10/2/2023	150.00
<b>Denny'S Doughnuts &amp; Bakery Total</b>					<b>389.00</b>
Don Owen Tire Service, Inc		251012 2401357	256308	10/4/2023	45.30
		323761 2401357	256308	10/4/2023	980.92
		323655 2401357	256308	10/4/2023	504.00
<b>Don Owen Tire Service, Inc Total</b>					<b>1,530.22</b>
Drengwitz, Jason	Player & Coaches foo	(blank)	47756	10/13/2023	253.74
	Food & Gatorade	(blank)	47740	10/6/2023	224.27
	Food 2023	(blank)	47698	9/26/2023	299.18
<b>Drengwitz, Jason Total</b>					<b>777.19</b>
Duff, Julie A	V93442917	(blank)	2775	10/17/2023	65.00
<b>Duff, Julie A Total</b>					<b>65.00</b>
Duran, Eduard	V274776	(blank)	126920	10/5/2023	155.00
	V256206	(blank)	126894	9/26/2023	97.00
	V57718278	(blank)	20643	9/22/2023	120.00
	V897777	(blank)	126881	9/21/2023	-
<b>Duran, Eduard Total</b>					<b>372.00</b>
Eddins, Theodore	V35771644	(blank)	6641	10/10/2023	90.00
	V79473102	(blank)	15108	10/2/2023	90.00

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Eddins, Theodore Total</b>					<b>180.00</b>
Ehlers, Daniel	V33947277	(blank)	20702	10/10/2023	100.00
	V44162174	(blank)	20682	10/3/2023	100.00
	V39407193	(blank)	20637	9/21/2023	100.00
<b>Ehlers, Daniel Total</b>					<b>300.00</b>
Ehrhardt, Maci	Addtl Special Olympi	(blank)	47699	9/26/2023	78.75
<b>Ehrhardt, Maci Total</b>					<b>78.75</b>
Ehrhardt, Madi Erin	Addtl Special Olympi	(blank)	47700	9/26/2023	78.75
<b>Ehrhardt, Madi Erin Total</b>					<b>78.75</b>
Ellison, Aaron T	V99138121	(blank)	15095	9/26/2023	276.00
<b>Ellison, Aaron T Total</b>					<b>276.00</b>
Elpayaa, Lauren	MILES202308	(blank)	256246	10/4/2023	95.37
	MILES202309	(blank)	256246	10/4/2023	86.07
<b>Elpayaa, Lauren Total</b>					<b>181.44</b>
Eta Hand 2 Mind, Inc.	QUO17440-2	2401333	256309	10/4/2023	152.94
<b>Eta Hand 2 Mind, Inc. Total</b>					<b>152.94</b>
Evergreen Fs	34132063	2401317	256310	10/4/2023	944.00
<b>Evergreen Fs Total</b>					<b>944.00</b>
Fairfield, James	V49006501	(blank)	15096	9/26/2023	90.00
<b>Fairfield, James Total</b>					<b>90.00</b>
Farm & Fleet of Bloomington	3574	2401314	256311	10/4/2023	72.93
	3396	2401314	256311	10/4/2023	199.99
	3368	2401314	256311	10/4/2023	111.97
	3322	2401314	256311	10/4/2023	179.99
	3345	2401314	256311	10/4/2023	29.52
	2973	2401314	256311	10/4/2023	122.97
<b>Farm &amp; Fleet of Bloomington Total</b>					<b>717.37</b>
Farmer, Rita F.	V52825628	(blank)	24897	10/17/2023	45.50
<b>Farmer, Rita F. Total</b>					<b>45.50</b>
Farmer, Robert A.	V98431401	(blank)	24898	10/17/2023	45.50
<b>Farmer, Robert A. Total</b>					<b>45.50</b>
Fastenal Company	ILBLM484190	2401197	256312	10/4/2023	395.22
<b>Fastenal Company Total</b>					<b>395.22</b>
Fastsigns	41799	(blank)	47299	10/10/2023	75.72
	INV-41648	(blank)	15091	9/21/2023	454.00
<b>Fastsigns Total</b>					<b>529.72</b>
Feeney, David George	Team Trip to watch	(blank)	47741	10/6/2023	113.54
<b>Feeney, David George Total</b>					<b>113.54</b>
Fillingham, Kari Lyn	V99428819	(blank)	5135	10/6/2023	20.00
<b>Fillingham, Kari Lyn Total</b>					<b>20.00</b>
Finalsite	INV059116	2401422	256313	10/4/2023	5,000.00
<b>Finalsite Total</b>					<b>5,000.00</b>

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Findlay, Kathy	V471288	(blank)	126913	10/3/2023	70.00
	V24584802	(blank)	20644	9/22/2023	100.00
<b>Findlay, Kathy Total</b>					<b>170.00</b>
Fish, Jill E	V82648706	(blank)	3001	10/6/2023	79.94
<b>Fish, Jill E Total</b>					<b>79.94</b>
Five Star Water	45190	(blank)	1422	10/10/2023	38.21
	V53790588	(blank)	7244	10/10/2023	65.70
	V66465003	(blank)	2822	9/26/2023	75.30
	V87216242	(blank)	6357	9/22/2023	108.00
	V59786870	(blank)	2814	10/10/2023	18.90
<b>Five Star Water Total</b>					<b>306.11</b>
Flynn Tree Service Dan Flynn	STMT08312023	2401403	256314	10/4/2023	300.00
<b>Flynn Tree Service Dan Flynn Total</b>					<b>300.00</b>
Foster, Nathan C	Regional/sect	(blank)	47757	10/13/2023	421.70
	State Golf 6	(blank)	47280	10/4/2023	100.00
	Coaching Gear 2023	(blank)	47720	10/3/2023	214.06
	Pontiac, Better Ball	(blank)	47720	10/3/2023	645.50
<b>Foster, Nathan C Total</b>					<b>1,381.26</b>
Francisco, Alexandra C	V45692506	(blank)	20645	9/22/2023	120.00
<b>Francisco, Alexandra C Total</b>					<b>120.00</b>
Frank, Matthew T.	Soccer refund	(blank)	47245	9/27/2023	55.00
<b>Frank, Matthew T. Total</b>					<b>55.00</b>
Franz, Timothy	Sectional Golf	(blank)	47300	10/10/2023	170.48
	State Golf	(blank)	47281	10/4/2023	350.00
<b>Franz, Timothy Total</b>					<b>520.48</b>
Freeman, Matthew Gregory	V86187751	(blank)	24852	9/28/2023	90.00
	V41656603	(blank)	24847	9/25/2023	90.00
<b>Freeman, Matthew Gregory Total</b>					<b>180.00</b>
Frontier	V533300	2400007	256269	10/4/2023	424.85
	STMT09132023	2400007	256269	10/4/2023	4,293.21
<b>Frontier Total</b>					<b>4,718.06</b>
Further	40762885	(blank)	0	10/11/2023	11,538.51
	V1778482	(blank)	0	10/5/2023	3,955.66
	40749096	(blank)	0	9/27/2023	10,984.13
	V44560023	(blank)	0	9/25/2023	3,745.66
	16633375	(blank)	0	9/21/2023	2,395.50
<b>Further Total</b>					<b>32,619.46</b>
Fuss, Erica	V92668230	(blank)	15112	10/4/2023	240.00
<b>Fuss, Erica Total</b>					<b>240.00</b>
Galesburg Sewing Center	3813	2401254	256315	10/4/2023	1,483.95
<b>Galesburg Sewing Center Total</b>					<b>1,483.95</b>
Game One	1709913	(blank)	47701	9/26/2023	2,222.64
<b>Game One Total</b>					<b>2,222.64</b>
Gannaway, Rachel L	MILES202309	(blank)	256247	10/4/2023	142.33
<b>Gannaway, Rachel L Total</b>					<b>142.33</b>

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Gerrietts, Jennifer Lee	V90983271	(blank)	22149	9/27/2023	425.63
<b>Gerrietts, Jennifer Lee Total</b>					<b>425.63</b>
Ghere, Debbie	V6818144	(blank)	20703	10/10/2023	100.00
	JV VB official 9/30	(blank)	47721	10/3/2023	175.00
<b>Ghere, Debbie Total</b>					<b>275.00</b>
Ghrist, Tracie Nicole	MILES20230	(blank)	256248	10/4/2023	148.88
<b>Ghrist, Tracie Nicole Total</b>					<b>148.88</b>
Giermann, Jennifer	V154783	2400796	256316	10/4/2023	37.92
<b>Giermann, Jennifer Total</b>					<b>37.92</b>
Gifford, Ashton Michael	V446987	(blank)	126914	10/3/2023	120.00
<b>Gifford, Ashton Michael Total</b>					<b>120.00</b>
Glasgow-Kuhns, Meegan Mary	MILES202308	(blank)	256249	10/4/2023	56.40
<b>Glasgow-Kuhns, Meegan Mary Total</b>					<b>56.40</b>
Glatt, Michelle L	V28004030	(blank)	24892	10/17/2023	39.63
	V86252641	(blank)	24863	10/3/2023	64.00
	V47310239	(blank)	6629	9/28/2023	18.96
	V81670971	(blank)	6629	9/28/2023	325.75
	7001004520	2401280	256317	10/4/2023	49.20
<b>Glatt, Michelle L Total</b>					<b>497.54</b>
Glenbard East High School	V896302	(blank)	126895	9/26/2023	375.00
<b>Glenbard East High School Total</b>					<b>375.00</b>
Gold Medal - Chicago		407790 (blank)	9483	10/17/2023	357.60
	V36946493	(blank)	22136	9/25/2023	301.55
<b>Gold Medal - Chicago Total</b>					<b>659.15</b>
Gomez, Erick	V82635819	(blank)	3000	9/26/2023	700.00
<b>Gomez, Erick Total</b>					<b>700.00</b>
Gordon Food Service, Inc		20230907 2401274	256318	10/4/2023	18,677.42
		20230906 2401273	256318	10/4/2023	20,612.08
	20230901-0905	2401272	256318	10/4/2023	25,744.79
<b>Gordon Food Service, Inc Total</b>					<b>65,034.29</b>
Gotschall, Heather L	Cheer Items	(blank)	47742	10/6/2023	203.79
<b>Gotschall, Heather L Total</b>					<b>203.79</b>
Grand Stage Company		156522 (blank)	47722	10/3/2023	49.50
<b>Grand Stage Company Total</b>					<b>49.50</b>
Granger, Charles R.	V256206	(blank)	126896	9/26/2023	97.00
<b>Granger, Charles R. Total</b>					<b>97.00</b>
Green, Brian C.	V56422032	(blank)	20683	10/3/2023	90.00
<b>Green, Brian C. Total</b>					<b>90.00</b>
Greif Bolton, Jennifer L	V731350	2401310	256319	10/4/2023	35.00
<b>Greif Bolton, Jennifer L Total</b>					<b>35.00</b>
Griffin, Timothy E.	V25097433	(blank)	15097	9/26/2023	90.00
<b>Griffin, Timothy E. Total</b>					<b>90.00</b>

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Grizzly Industrial, Inc.	11351293-02	2400076	256320	10/4/2023	1,494.00
<b>Grizzly Industrial, Inc. Total</b>					<b>1,494.00</b>
Gruenloh, Amber C.	V42361766	(blank)	20684	10/3/2023	100.00
	V90784600	(blank)	20690	10/3/2023	100.00
	V12578028	(blank)	20638	9/21/2023	100.00
<b>Gruenloh, Amber C. Total</b>					<b>300.00</b>
Guy, Kortney	V644358	2401210	256321	10/4/2023	46.90
<b>Guy, Kortney Total</b>					<b>46.90</b>
Hafermann, Eduard P	Posters	(blank)	47301	10/10/2023	67.19
	Coaches clinic	(blank)	47257	9/28/2023	100.00
<b>Hafermann, Eduard P Total</b>					<b>167.19</b>
Hafermann, Tera L	Book club	(blank)	47312	10/12/2023	118.19
<b>Hafermann, Tera L Total</b>					<b>118.19</b>
Hansen, Courtney Laura	V547861	2401307	256322	10/4/2023	38.43
<b>Hansen, Courtney Laura Total</b>					<b>38.43</b>
Hansen, Michael Elvyn Zahradnik	V446987	(blank)	126915	10/3/2023	120.00
<b>Hansen, Michael Elvyn Zahradnik Total</b>					<b>120.00</b>
Hanshew, Kenny D	V30239	(blank)	126887	9/22/2023	90.00
<b>Hanshew, Kenny D Total</b>					<b>90.00</b>
Harkins, Anna H	VB Pizza	(blank)	47269	10/2/2023	72.47
<b>Harkins, Anna H Total</b>					<b>72.47</b>
Harms, Kevin	V36946840	(blank)	20653	9/25/2023	90.00
<b>Harms, Kevin Total</b>					<b>90.00</b>
Harr, Matthew	V83682962	(blank)	6358	10/13/2023	256.96
<b>Harr, Matthew Total</b>					<b>256.96</b>
Harris, Elizabeth Rae	V716962	2401353	256323	10/4/2023	129.99
	Ag Merch storage	(blank)	47702	9/26/2023	721.05
	Big E 2023	(blank)	47702	9/26/2023	1,239.92
	NFFA Reg	(blank)	47702	9/26/2023	1,815.00
<b>Harris, Elizabeth Rae Total</b>					<b>3,905.96</b>
Hart, Rachel	Stadium upgrade	(blank)	47302	10/10/2023	360.40
<b>Hart, Rachel Total</b>					<b>360.40</b>
Hassel, Steve	Softball Assoc Fee	(blank)	47743	10/6/2023	99.00
<b>Hassel, Steve Total</b>					<b>99.00</b>
Hays, Caitlin D	Convention Parking	(blank)	47325	10/17/2023	125.00
<b>Hays, Caitlin D Total</b>					<b>125.00</b>
Health Alliance Medical Plans	STMT09082023	2401287	256324	10/4/2023	101,045.00
<b>Health Alliance Medical Plans Total</b>					<b>101,045.00</b>
Healy Awards, Inc.		82752 301240002	47744	10/6/2023	270.76
<b>Healy Awards, Inc. Total</b>					<b>270.76</b>
Hedman, Shannon Michelle	V8336843	(blank)	1885	9/26/2023	84.55

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Hedman, Shannon Michelle Total</b>					<b>84.55</b>
Heinemann	eq526975	2401265	256325	10/4/2023	551.92
	Q526923	2401331	256325	10/4/2023	2,809.80
<b>Heinemann Total</b>					<b>3,361.72</b>
Heinz, Charles	V81335174	(blank)	20695	10/5/2023	100.00
	JV VB official 9/30	(blank)	47723	10/3/2023	175.00
	V102642	(blank)	126907	9/26/2023	100.00
	V884046	(blank)	126897	9/26/2023	-
<b>Heinz, Charles Total</b>					<b>375.00</b>
Heinz, Hannah Leeann	JV VB official 9/30	(blank)	47724	10/3/2023	175.00
	V340984	(blank)	126898	9/26/2023	-
	V102642	(blank)	126908	9/26/2023	100.00
<b>Heinz, Hannah Leeann Total</b>					<b>275.00</b>
Helgeson Jr., Ronald L.	Official 9/30/23	(blank)	47745	10/6/2023	175.00
<b>Helgeson Jr., Ronald L. Total</b>					<b>175.00</b>
Hensley, Audrey Jo	V584718	2401415	256326	10/4/2023	7,602.60
<b>Hensley, Audrey Jo Total</b>					<b>7,602.60</b>
Hernandez, Javier	V389530	(blank)	126899	9/26/2023	22.00
	V851711	(blank)	126888	9/22/2023	135.00
<b>Hernandez, Javier Total</b>					<b>157.00</b>
Hernandez-Salazar, Ivan L.	V36851184	(blank)	20696	10/10/2023	120.00
<b>Hernandez-Salazar, Ivan L. Total</b>					<b>120.00</b>
Higby, Daniel L	V545663	2401196	256327	10/4/2023	29.00
<b>Higby, Daniel L Total</b>					<b>29.00</b>
Hill, Shane Padraic	MILES202307	(blank)	256250	10/4/2023	288.79
	MILES202308	(blank)	256250	10/4/2023	383.14
	MILES202309	(blank)	256250	10/4/2023	434.85
<b>Hill, Shane Padraic Total</b>					<b>1,106.78</b>
Hinshaw, Rachel M	V48562190	(blank)	24857	10/2/2023	7.63
	V18044547	(blank)	24842	9/21/2023	104.14
	V51540089	(blank)	24842	9/21/2023	97.00
<b>Hinshaw, Rachel M Total</b>					<b>208.77</b>
Hoder, Matthew	State Golf 7	(blank)	47282	10/4/2023	350.00
<b>Hoder, Matthew Total</b>					<b>350.00</b>
Hodge Products, Inc.	V80843025	(blank)	6648	10/17/2023	3,520.00
	V78423460	(blank)	22160	10/12/2023	1,816.00
<b>Hodge Products, Inc. Total</b>					<b>5,336.00</b>
Holder, Robert	Soccer concession	(blank)	47313	10/12/2023	255.09
<b>Holder, Robert Total</b>					<b>255.09</b>
Hren, John	V49687510	(blank)	20654	9/25/2023	90.00
<b>Hren, John Total</b>					<b>90.00</b>
Huff, Travis J.	V732250	(blank)	126940	10/17/2023	65.00
<b>Huff, Travis J. Total</b>					<b>65.00</b>

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Hughes, Kathy E		151 (blank)	47303	10/10/2023	162.97
<b>Hughes, Kathy E Total</b>					<b>162.97</b>
Hype Socks	V21323806	(blank)	15126	10/13/2023	750.81
<b>Hype Socks Total</b>					<b>750.81</b>
ICLM Mathematics Contest	Math contest 2024	(blank)	47725	10/3/2023	300.00
<b>ICLM Mathematics Contest Total</b>					<b>300.00</b>
IESA Illinois Elementary School Asn	V15658369	(blank)	24868	10/11/2023	13,330.00
	V56660780	(blank)	15113	10/4/2023	205.00
<b>IESA Illinois Elementary School Asn Total</b>					<b>13,535.00</b>
Illinois Department Of Public Healt	BURCHR	2401548	256410	10/11/2023	400.00
<b>Illinois Department Of Public Healt Total</b>					<b>400.00</b>
Illinois Drill Team Assoc.	IDTA 2023	(blank)	47746	10/6/2023	100.00
<b>Illinois Drill Team Assoc. Total</b>					<b>100.00</b>
Illinois Enviornment Protection Agency	113090ABK	2401455	256328	10/4/2023	235.00
	113090ABM	2401455	256328	10/4/2023	235.00
<b>Illinois Enviornment Protection Agency Total</b>					<b>470.00</b>
Illinois Portable Toilets	V70360299	(blank)	20655	9/25/2023	185.00
<b>Illinois Portable Toilets Total</b>					<b>185.00</b>
Illinois School For The Deaf	ISD08312023EH	2401219	256329	10/4/2023	2,662.72
<b>Illinois School For The Deaf Total</b>					<b>2,662.72</b>
Ilmea	V44412226	(blank)	22137	9/25/2023	48.00
<b>Ilmea Total</b>					<b>48.00</b>
Interstate All Battery Center	1.9004E+12	2401356	256330	10/4/2023	31.50
	1.9004E+12	2401356	256330	10/4/2023	65.25
	1.9004E+12	2401356	256330	10/4/2023	121.60
<b>Interstate All Battery Center Total</b>					<b>218.35</b>
ISU Athletics	ISU Rental	(blank)	47314	10/12/2023	1,500.00
<b>ISU Athletics Total</b>					<b>1,500.00</b>
ISU Conference Services	Theatre Fest	(blank)	47283	10/4/2023	1,842.30
<b>ISU Conference Services Total</b>					<b>1,842.30</b>
ISU Event Management	E09089	(blank)	47326	10/17/2023	2,901.90
	E13230	2401395	256331	10/4/2023	623.70
<b>ISU Event Management Total</b>					<b>3,525.60</b>
It'S Race Time, Inc.	1923 (blank)		15123	10/10/2023	1,068.00
<b>It'S Race Time, Inc. Total</b>					<b>1,068.00</b>
J Spencer Construction Llc	1966	2401396	256332	10/4/2023	15,434.00
<b>J Spencer Construction Llc Total</b>					<b>15,434.00</b>
J W Pepper & Sons Incorp	365587414	2401270	256333	10/4/2023	62.90
	365571248	2401270	256333	10/4/2023	115.50
<b>J W Pepper &amp; Sons Incorp Total</b>					<b>178.40</b>
Jacobs High School	V947762	(blank)	126900	9/26/2023	350.00
<b>Jacobs High School Total</b>					<b>350.00</b>

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Jerome, Ruth H	V17763144	(blank)	6649	10/17/2023	102.00
	V53367717	(blank)	6633	9/29/2023	60.00
<b>Jerome, Ruth H Total</b>					<b>162.00</b>
Johnstone Supply	616-S100384939.001	2401345	256334	10/4/2023	248.85
	616-S100384523.001	2401345	256334	10/4/2023	372.14
<b>Johnstone Supply Total</b>					<b>620.99</b>
Jones, Suzanne Marie	V8229958	(blank)	6624	9/26/2023	693.01
	V570659	2401301	256335	10/4/2023	28.08
<b>Jones, Suzanne Marie Total</b>					<b>721.09</b>
Jontry, Mark	V30239	(blank)	126889	9/22/2023	90.00
<b>Jontry, Mark Total</b>					<b>90.00</b>
Josten'S	V76241069	(blank)	1635	10/17/2023	14.05
<b>Josten'S Total</b>					<b>14.05</b>
Juers, Roger Alan	V370021	(blank)	126937	10/16/2023	432.00
<b>Juers, Roger Alan Total</b>					<b>432.00</b>
Kaeb Sanitary Supply Inc.		219102 2401404	256336	10/4/2023	2,149.60
		219101 2401404	256336	10/4/2023	107.48
<b>Kaeb Sanitary Supply Inc. Total</b>					<b>2,257.08</b>
Kagy, Tara M	V28913533	(blank)	9485	10/17/2023	25.00
<b>Kagy, Tara M Total</b>					<b>25.00</b>
Kaufman, Trevor Allen	Mat Carts	(blank)	47726	10/3/2023	459.98
<b>Kaufman, Trevor Allen Total</b>					<b>459.98</b>
Kearfott, Nicolas	Conf seeding	(blank)	47304	10/10/2023	57.71
	JV VB Inter Hosp	(blank)	47727	10/3/2023	136.18
	Various 9/25/23	(blank)	47703	9/26/2023	278.04
	Golf meet food	(blank)	47258	9/28/2023	54.97
<b>Kearfott, Nicolas Total</b>					<b>526.90</b>
Keller, Jeff E.	V666286	(blank)	126922	10/6/2023	90.00
<b>Keller, Jeff E. Total</b>					<b>90.00</b>
Kelley Lett, Dawn Marie	V49882471	(blank)	6625	9/26/2023	299.46
<b>Kelley Lett, Dawn Marie Total</b>					<b>299.46</b>
Kelly, Jennifer Lynn	Food-offsite	(blank)	47704	9/26/2023	53.74
<b>Kelly, Jennifer Lynn Total</b>					<b>53.74</b>
Ken'S Oil Service, Inc.		508172191 2401355	256337	10/4/2023	27,959.64
		508171176 2401355	256337	10/4/2023	27,285.75
<b>Ken'S Oil Service, Inc. Total</b>					<b>55,245.39</b>
Kerr, Ryan D	Play misc	(blank)	47284	10/4/2023	282.96
	Costumes	(blank)	47270	10/2/2023	285.41
	More props	(blank)	47246	9/27/2023	113.31
<b>Kerr, Ryan D Total</b>					<b>681.68</b>
Kesler, Samantha	REMB062023	(blank)	256251	10/4/2023	598.00
<b>Kesler, Samantha Total</b>					<b>598.00</b>

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Kietzman, Julie	V69654792	(blank)	6638	10/3/2023	416.44
<b>Kietzman, Julie Total</b>					<b>416.44</b>
Killian, Alaina Erin	Addtl Special Olympi	(blank)	47705	9/26/2023	78.75
<b>Killian, Alaina Erin Total</b>					<b>78.75</b>
Killian, Gabriella	Special Olympics	(blank)	47706	9/26/2023	252.00
<b>Killian, Gabriella Total</b>					<b>252.00</b>
King, Jessica R	Royalty Sashes	(blank)	47285	10/4/2023	89.94
<b>King, Jessica R Total</b>					<b>89.94</b>
Kingsley Junior High School	V53730049	(blank)	22161	10/12/2023	1,800.00
	V78460420	(blank)	15102	9/28/2023	100.00
<b>Kingsley Junior High School Total</b>					<b>1,900.00</b>
Kinsey, Rebecca Lynn	V93154170	(blank)	2774	10/2/2023	112.90
<b>Kinsey, Rebecca Lynn Total</b>					<b>112.90</b>
Kirby Risk Corporation	S112656316.002	2401374	256338	10/4/2023	158.95
<b>Kirby Risk Corporation Total</b>					<b>158.95</b>
Kjhs Pto	V80251063	(blank)	15107	10/2/2023	464.00
<b>Kjhs Pto Total</b>					<b>464.00</b>
Knapp, Randall	V75792152	(blank)	22138	9/25/2023	90.00
<b>Knapp, Randall Total</b>					<b>90.00</b>
Knowles, Sherry Marie	V44250291	(blank)	9482	10/6/2023	90.00
<b>Knowles, Sherry Marie Total</b>					<b>90.00</b>
Knox, Samuel H.	V357679	(blank)	126941	10/17/2023	65.00
	V91762041	(blank)	20704	10/10/2023	65.00
<b>Knox, Samuel H. Total</b>					<b>130.00</b>
Koechle, Cristie Lamar	V46236044	(blank)	7245	10/16/2023	59.98
<b>Koechle, Cristie Lamar Total</b>					<b>59.98</b>
Kohlhase, Sandra G	V859734	2401278	256339	10/4/2023	64.83
<b>Kohlhase, Sandra G Total</b>					<b>64.83</b>
Konopasek, Christine Marie	Sr. gifts/outing	(blank)	47758	10/13/2023	318.91
	Team outing/Sr Gift	(blank)	47758	10/13/2023	92.77
	Reimb Belleville	(blank)	47747	10/6/2023	1,057.72
	Ribbons/Maggie	(blank)	47707	9/26/2023	58.99
<b>Konopasek, Christine Marie Total</b>					<b>1,528.39</b>
Krispy Kreme	V26949533	(blank)	22156	10/11/2023	407.50
<b>Krispy Kreme Total</b>					<b>407.50</b>
Lawler, Patrick D	Cemetary walk	(blank)	47748	10/6/2023	56.00
<b>Lawler, Patrick D Total</b>					<b>56.00</b>
Lawson, Laura M	V43924024	(blank)	24896	10/17/2023	620.04
<b>Lawson, Laura M Total</b>					<b>620.04</b>
Leathery, David	V28708193	(blank)	24844	9/21/2023	574.58
<b>Leathery, David Total</b>					<b>574.58</b>

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Lego Education	731290369	2401215	256340	10/4/2023	3,839.40
<b>Lego Education Total</b>					<b>3,839.40</b>
Lehr, Margaret Ambrose Legates	Trivia Prizes-GC	(blank)	47759	10/13/2023	75.00
<b>Lehr, Margaret Ambrose Legates Total</b>					<b>75.00</b>
Leszczynski, James M	V88149058	(blank)	20691	10/3/2023	65.00
<b>Leszczynski, James M Total</b>					<b>65.00</b>
Let'S Party Rental	Water & Gatorade	(blank)	47708	9/26/2023	-
<b>Let'S Party Rental Total</b>					<b>-</b>
Letterle, Chad	Water & Gatorade	(blank)	47709	9/26/2023	95.92
<b>Letterle, Chad Total</b>					<b>95.92</b>
Lewis, Connor James	V90229425	(blank)	24865	10/3/2023	-
<b>Lewis, Connor James Total</b>					<b>-</b>
Liberty Supply LLC	1303576	2401206	256341	10/4/2023	41,557.70
<b>Liberty Supply LLC Total</b>					<b>41,557.70</b>
Linde Gas & Equipment Inc.	37777980	2401318	256342	10/4/2023	80.35
<b>Linde Gas &amp; Equipment Inc. Total</b>					<b>80.35</b>
Litwiller, Andrew	V38143762	(blank)	24900	10/17/2023	52.00
<b>Litwiller, Andrew Total</b>					<b>52.00</b>
Ludwig, Dennis	V570348	(blank)	126882	9/21/2023	60.00
<b>Ludwig, Dennis Total</b>					<b>60.00</b>
Luginbuhl, Benjamin	Uniform reimb	(blank)	47728	10/3/2023	42.00
<b>Luginbuhl, Benjamin Total</b>					<b>42.00</b>
Lunzer, Janine	MILES202309	(blank)	256252	10/4/2023	26.53
<b>Lunzer, Janine Total</b>					<b>26.53</b>
Lynch, Jessica Ann	V31334894	(blank)	15114	10/4/2023	55.00
<b>Lynch, Jessica Ann Total</b>					<b>55.00</b>
Lyons Township High School	V47653360	(blank)	20671	9/28/2023	100.00
	V729107	(blank)	126901	9/26/2023	100.00
<b>Lyons Township High School Total</b>					<b>200.00</b>
Mace, Michael A	V308283	2401238	256343	10/4/2023	110.25
<b>Mace, Michael A Total</b>					<b>110.25</b>
Maddock, David	V887111	(blank)	126931	10/12/2023	90.00
<b>Maddock, David Total</b>					<b>90.00</b>
Maddock, James	V887111	(blank)	126932	10/12/2023	90.00
<b>Maddock, James Total</b>					<b>90.00</b>
Main, Ellen M	V57782361	(blank)	22162	10/12/2023	26.97
<b>Main, Ellen M Total</b>					<b>26.97</b>
Major, Tabitha	V8989070	(blank)	6634	9/29/2023	22.79
<b>Major, Tabitha Total</b>					<b>22.79</b>
Marcopulos, Zachary	V30075556	(blank)	24853	10/2/2023	90.00

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<b>Marcopulos, Zachary Total</b>					<b>90.00</b>	
Mardis, Andy	V675076	(blank)	126933	10/12/2023	100.00	
<b>Mardis, Andy Total</b>					<b>100.00</b>	
Martin Sullivan Inc.	1581549	2401320	256344	10/4/2023	51.51	
	1608580	2401320	256344	10/4/2023	120.00	
	1608782	2401320	256344	10/4/2023	292.91	
	1609066	2401320	256344	10/4/2023	2,378.59	
	1606836	2401320	256344	10/4/2023	26.29	
	1602641	2401320	256344	10/4/2023	34.87	
	1602972	2401320	256344	10/4/2023	336.77	
	1600065	2401320	256344	10/4/2023	50.96	
	1601564	2401320	256344	10/4/2023	227.94	
	1600062	2401320	256344	10/4/2023	71.28	
	1800048	2401320	256344	10/4/2023	34.87	
<b>Martin Sullivan Inc. Total</b>					<b>3,625.99</b>	
Mason, Keith	V93877286	(blank)	24848	9/25/2023	90.00	
<b>Mason, Keith Total</b>					<b>90.00</b>	
Maynerich, Sara Ann	Cups for Sr Board	(blank)	47315	10/12/2023	21.96	
<b>Maynerich, Sara Ann Total</b>					<b>21.96</b>	
McGowan, Katelyn	V83036426	(blank)	24899	10/17/2023	110.50	
<b>McGowan, Katelyn Total</b>					<b>110.50</b>	
McLean Co Unit Dist No 5	V87316452	(blank)	0	10/10/2023	482.71	
	VISA Aug 2023	(blank)	0	10/13/2023	5,592.03	
	V27636167	(blank)	0	10/10/2023	1,173.76	
	V87240750	(blank)	0	10/5/2023	5,510.14	
	V88401816	(blank)	0	10/5/2023	1,437.47	
	V28144156	(blank)	0	10/5/2023	68.19	
	V97898435	(blank)	1887	10/3/2023	882.00	
	V61733	(blank)	0	9/26/2023	364.32	
<b>McLean Co Unit Dist No 5 Total</b>					<b>15,510.62</b>	
McLean Co Unit Dist No 5 - Food Service	V77055020	(blank)	24846	9/21/2023	24.45	
<b>McLean Co Unit Dist No 5 - Food Service Total</b>					<b>24.45</b>	
McLean County Asphalt Co, Inc		73576	2401208	256345	10/4/2023	12,865.00
<b>McLean County Asphalt Co, Inc Total</b>					<b>12,865.00</b>	
McLean County Museum Of History	V34589578	(blank)	24859	10/3/2023	310.00	
	V43969351	(blank)	6630	9/28/2023	280.00	
	V88140103	(blank)	15098	9/26/2023	289.00	
		45191	(blank)	47710	9/26/2023	30.00
	V32747516	(blank)	22130	9/22/2023	193.00	
	V24633129	(blank)	24841	9/21/2023	220.00	
	V37162002	(blank)	22130	9/22/2023	211.00	
<b>McLean County Museum Of History Total</b>					<b>1,533.00</b>	
Meltdown Creative Works Llc	V8935595	(blank)	24882	10/11/2023	653.45	
<b>Meltdown Creative Works Llc Total</b>					<b>653.45</b>	
Menards Lumber	Play props	(blank)	47286	10/4/2023	15.28	
		17935	(blank)	47327	10/17/2023	52.82
		17318	(blank)	47729	10/3/2023	223.59
		17301	(blank)	47259	9/28/2023	616.83

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Menards Lumber	16577	2401449	256346	10/4/2023	67.96
	15484	2401195	256346	10/4/2023	161.70
	15213	2401195	256346	10/4/2023	113.11
	14718	2401195	256346	10/4/2023	176.60
	13460	2401195	256346	10/4/2023	38.98
	4378	2401236	256346	10/4/2023	226.85
<b>Menards Lumber Total</b>					<b>1,693.72</b>
Merrill, Christopher P	V30369472	(blank)	20685	10/3/2023	90.00
<b>Merrill, Christopher P Total</b>					<b>90.00</b>
Merrill, Philip Michael	V1183680	(blank)	20686	10/3/2023	90.00
<b>Merrill, Philip Michael Total</b>					<b>90.00</b>
Metamora High School	V27975066	(blank)	20656	9/25/2023	-
<b>Metamora High School Total</b>					<b>-</b>
Metamora Township High School	V32614550	(blank)	20665	9/27/2023	375.00
<b>Metamora Township High School Total</b>					<b>375.00</b>
Metsker, Catherine Jane	V75267520	(blank)	15103	9/28/2023	120.00
<b>Metsker, Catherine Jane Total</b>					<b>120.00</b>
Meyer, Christine	V892567	(blank)	256253	10/4/2023	140.00
<b>Meyer, Christine Total</b>					<b>140.00</b>
Meyer, Damon	MILES202309	(blank)	256254	10/4/2023	82.53
<b>Meyer, Damon Total</b>					<b>82.53</b>
Midamerican Energy	11897396	2400002	256270	10/4/2023	52,043.01
<b>Midamerican Energy Total</b>					<b>52,043.01</b>
Midwest Construction Rentals	192098-1	2401323	256347	10/4/2023	870.00
	191751-1	2401323	256347	10/4/2023	156.75
<b>Midwest Construction Rentals Total</b>					<b>1,026.75</b>
Midwest Equipment li	689462	2401321	256348	10/4/2023	140.32
	688220	2401321	256348	10/4/2023	602.10
	687397	2401321	256348	10/4/2023	1,199.96
	686591	2401321	256348	10/4/2023	198.99
	677919	2401321	256348	10/4/2023	239.85
<b>Midwest Equipment li Total</b>					<b>2,381.22</b>
Miller Park Zoo	V47582556	(blank)	9478	9/26/2023	138.00
<b>Miller Park Zoo Total</b>					<b>138.00</b>
Miller, Andrew M	V682279	2401364	256349	10/4/2023	81.04
<b>Miller, Andrew M Total</b>					<b>81.04</b>
Miller, Eric James	V26360877	(blank)	20687	10/3/2023	90.00
<b>Miller, Eric James Total</b>					<b>90.00</b>
Minerva Promotions	V65659096	(blank)	24894	10/17/2023	240.70
	V53615872	(blank)	1889	10/13/2023	2,537.00
	I00501	(blank)	47760	10/13/2023	510.50
	V54676589	(blank)	6642	10/10/2023	188.00
	I 100417	(blank)	47749	10/6/2023	1,400.50
	I99064	(blank)	47730	10/3/2023	380.00
V75198321	(blank)	6635	10/2/2023	2,142.00	

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Minerva Promotions	100465	(blank)	47271	10/2/2023	782.00
	100210	(blank)	47711	9/26/2023	266.00
<b>Minerva Promotions Total</b>					<b>8,446.70</b>
Minonk Chocolate Company	1323 & 1185	(blank)	47712	9/26/2023	764.64
<b>Minonk Chocolate Company Total</b>					<b>764.64</b>
Minor, Michelle	V30091977	(blank)	4112	10/6/2023	65.00
<b>Minor, Michelle Total</b>					<b>65.00</b>
Modglin, Margaret Kathleen	Hoco supplies	(blank)	47316	10/12/2023	167.50
<b>Modglin, Margaret Kathleen Total</b>					<b>167.50</b>
Moeller, Bruce William	V77207631	(blank)	20672	9/28/2023	90.00
	V53238646	(blank)	20657	9/25/2023	-
<b>Moeller, Bruce William Total</b>					<b>90.00</b>
Mook, Stephanie Kay	V10619793	(blank)	4110	9/22/2023	124.78
<b>Mook, Stephanie Kay Total</b>					<b>124.78</b>
Moss, Kevin	V709900	(blank)	126902	9/26/2023	70.00
<b>Moss, Kevin Total</b>					<b>70.00</b>
Motion Industries, Inc	IL66-01005946	2401319	256350	10/4/2023	46.83
<b>Motion Industries, Inc Total</b>					<b>46.83</b>
Moyer, Kory	MILES202112	(blank)	256255	10/4/2023	49.90
<b>Moyer, Kory Total</b>					<b>49.90</b>
Mueller, Kelsey Rae	Hotel	(blank)	47328	10/17/2023	937.28
	PE Lunch	(blank)	47272	10/2/2023	94.89
	VB Senior Banners	(blank)	47272	10/2/2023	106.71
<b>Mueller, Kelsey Rae Total</b>					<b>1,138.88</b>
Muhlhauser, Mark	V157725	(blank)	256256	10/4/2023	10.85
<b>Muhlhauser, Mark Total</b>					<b>10.85</b>
Music Theatre International	9850398	(blank)	47317	10/12/2023	400.00
<b>Music Theatre International Total</b>					<b>400.00</b>
Mutual Wheel Co	8786955	2401322	256351	10/4/2023	223.64
<b>Mutual Wheel Co Total</b>					<b>223.64</b>
Myers, Gabriel	MILES202308	(blank)	256257	10/4/2023	10.48
	MILES202309	(blank)	256257	10/4/2023	39.30
<b>Myers, Gabriel Total</b>					<b>49.78</b>
Myfleetcenter.Com	237334715	2401358	256352	10/4/2023	177.96
<b>Myfleetcenter.Com Total</b>					<b>177.96</b>
Naber, Susan Cheri	V60451	(blank)	1421	9/27/2023	19.85
<b>Naber, Susan Cheri Total</b>					<b>19.85</b>
Nafziger, John	V675076	(blank)	126934	10/12/2023	100.00
	V471288	(blank)	126916	10/3/2023	70.00
<b>Nafziger, John Total</b>					<b>170.00</b>
National Ffa Organization	CAS562	2401392	256353	10/4/2023	3,200.00
<b>National Ffa Organization Total</b>					<b>3,200.00</b>

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Neal, Robert G.	State Golf 2	(blank)	47287	10/4/2023	100.00
<b>Neal, Robert G. Total</b>					<b>100.00</b>
Nelson, Bryan	V887111	(blank)	126935	10/12/2023	90.00
<b>Nelson, Bryan Total</b>					<b>90.00</b>
Nenne, Christopher J	V585868	2401292	256354	10/4/2023	143.51
<b>Nenne, Christopher J Total</b>					<b>143.51</b>
NeuroRestorative IL	0823-381373-101	2401378	256355	10/4/2023	18,600.00
	0823-381373-373	2401378	256355	10/4/2023	6,770.26
	0823-381373-SCHLFULL	2401379	256355	10/4/2023	9,803.22
<b>NeuroRestorative IL Total</b>					<b>35,173.48</b>
Nevels, Phillip	V46398744	(blank)	6636	10/2/2023	90.00
	V53381737	(blank)	22145	9/27/2023	90.00
<b>Nevels, Phillip Total</b>					<b>180.00</b>
Nicasio, Mariana	MILES202308	(blank)	256258	10/4/2023	15.65
	V55685546	(blank)	24861	10/3/2023	184.28
<b>Nicasio, Mariana Total</b>					<b>199.93</b>
Nichols, Lisa L'Hote	Spirit Wear Winner	(blank)	47305	10/10/2023	30.00
	Spirit winners	(blank)	47305	10/10/2023	40.00
	Homecoming pizza	(blank)	47288	10/4/2023	162.77
<b>Nichols, Lisa L'Hote Total</b>					<b>232.77</b>
Nicor Gas	V76243	2400005	256271	10/4/2023	461.13
	V154868	2400005	256271	10/4/2023	622.73
	V178906	2400005	256271	10/4/2023	258.13
	V621874	2400005	256271	10/4/2023	370.40
<b>Nicor Gas Total</b>					<b>1,712.39</b>
Nisen, Michael A.	State Golf 4	(blank)	47289	10/4/2023	100.00
<b>Nisen, Michael A. Total</b>					<b>100.00</b>
Normal Community High School	V2056650	(blank)	20673	9/28/2023	140.00
	V18099462	(blank)	20663	9/25/2023	100.00
	V4636631	(blank)	20664	9/25/2023	175.00
	V83768562	(blank)	20658	9/25/2023	165.00
<b>Normal Community High School Total</b>					<b>580.00</b>
Normal West High School	V98749673	(blank)	15115	10/4/2023	750.00
	V784374	(blank)	126909	9/29/2023	33.00
	V534679	(blank)	126903	9/26/2023	120.00
<b>Normal West High School Total</b>					<b>903.00</b>
Norton, Jeff	CC Official 1	(blank)	47260	9/28/2023	75.00
<b>Norton, Jeff Total</b>					<b>75.00</b>
Nourie, Cindy Lynn	V897442	(blank)	5124	9/26/2023	59.20
<b>Nourie, Cindy Lynn Total</b>					<b>59.20</b>
Nybakke Vacuum Shop, Inc	091223-1	2401291	256356	10/4/2023	25.00
	091323-4	2401291	256356	10/4/2023	77.48
	091223-7	2401291	256356	10/4/2023	81.23
	08123-2	2401291	256356	10/4/2023	54.99
<b>Nybakke Vacuum Shop, Inc Total</b>					<b>238.70</b>

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Ogdon, Tricia L	NG010038	2401279	256357	10/4/2023	98.97
<b>Ogdon, Tricia L Total</b>					<b>98.97</b>
Oloffson, David Harry	V86585603	(blank)	24877	10/11/2023	120.00
<b>Oloffson, David Harry Total</b>					<b>120.00</b>
Olsen, Joshua	V30239	(blank)	126890	9/22/2023	90.00
<b>Olsen, Joshua Total</b>					<b>90.00</b>
Osf Occupational Health	00184139-00	2401437	256358	10/4/2023	1,020.00
<b>Osf Occupational Health Total</b>					<b>1,020.00</b>
Ostling, Corey Matthew	Mentor Celebration	(blank)	47247	9/27/2023	47.92
<b>Ostling, Corey Matthew Total</b>					<b>47.92</b>
Pabst, Rebecca J	V10176803	(blank)	22157	10/11/2023	92.23
<b>Pabst, Rebecca J Total</b>					<b>92.23</b>
Pacific Learning, Inc		1249 2401419	256359	10/4/2023	49.32
<b>Pacific Learning, Inc Total</b>					<b>49.32</b>
Palmer, Elisa L	V15482212	(blank)	15124	10/10/2023	96.94
<b>Palmer, Elisa L Total</b>					<b>96.94</b>
Papa John'S Pizza 1	V82905228	(blank)	15125	10/10/2023	36.00
	V2264901	(blank)	15118	10/5/2023	36.00
	V94835427	(blank)	15109	10/2/2023	39.00
	V74375651	(blank)	15104	9/28/2023	36.00
	V2518470	(blank)	15092	9/21/2023	35.00
<b>Papa John'S Pizza 1 Total</b>					<b>182.00</b>
Parkside Junior High School	V3629520	(blank)	22163	10/12/2023	1,000.00
<b>Parkside Junior High School Total</b>					<b>1,000.00</b>
Parts Town, Llc	2100397628	2401346	256360	10/4/2023	312.92
	2100397629	2401346	256360	10/4/2023	143.08
	2100373821	2401346	256360	10/4/2023	664.41
	2100373822	2401346	256360	10/4/2023	337.03
<b>Parts Town, Llc Total</b>					<b>1,457.44</b>
Pate, Stephanie	V42397022	(blank)	22164	10/12/2023	75.00
<b>Pate, Stephanie Total</b>					<b>75.00</b>
Pathways 2 Restorative Leadership		2047 2401253	256361	10/4/2023	1,750.00
<b>Pathways 2 Restorative Leadership Total</b>					<b>1,750.00</b>
Pekin Community High School	V294857	(blank)	126912	10/2/2023	90.00
	V478078	(blank)	126910	9/29/2023	-
	V76254817	(blank)	20674	9/28/2023	270.00
<b>Pekin Community High School Total</b>					<b>360.00</b>
Penland, Scott M.	V709900	(blank)	126904	9/26/2023	70.00
<b>Penland, Scott M. Total</b>					<b>70.00</b>
Peoria High School	V39982973	(blank)	20659	9/25/2023	250.00
<b>Peoria High School Total</b>					<b>250.00</b>
Peoria Notre Dame High School	V42659	(blank)	126911	9/29/2023	325.00

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount	
<b>Peoria Notre Dame High School Total</b>					<b>325.00</b>	
Peoria Richwoods H.S.	V56587243	(blank)	20675	9/28/2023	65.00	
	V127161	(blank)	126905	9/26/2023	-	
<b>Peoria Richwoods H.S. Total</b>					<b>65.00</b>	
Pepsi Cola General Bot, Inc	V82541899	(blank)	24895	10/17/2023	626.90	
	18250153	(blank)	47731	10/3/2023	1,614.21	
	18468251	2401276	256362	10/4/2023	1,574.28	
	18468254	2401276	256362	10/4/2023	207.75	
	18468255	2401276	256362	10/4/2023	138.50	
	17920353	2401276	256362	10/4/2023	1,763.65	
	19616204	2401276	256362	10/4/2023	1,320.60	
<b>Pepsi Cola General Bot, Inc Total</b>					<b>7,245.89</b>	
Perkins, Maggie L	Dance Decor	(blank)	47732	10/3/2023	183.61	
<b>Perkins, Maggie L Total</b>					<b>183.61</b>	
Personal Mobility		22874	2401269	256239	9/21/2023	69,929.00
<b>Personal Mobility Total</b>					<b>69,929.00</b>	
Peters, Scott D	V96816120	(blank)	4111	10/4/2023	120.01	
<b>Peters, Scott D Total</b>					<b>120.01</b>	
Petersen, Melissa	Away Game meals	(blank)	47750	10/6/2023	928.89	
<b>Petersen, Melissa Total</b>					<b>928.89</b>	
Peterson, Kailey A	BB cookies	(blank)	47318	10/12/2023	121.83	
	CONF09222023	(blank)	256259	10/4/2023	183.40	
<b>Peterson, Kailey A Total</b>					<b>305.23</b>	
Peterson, Sarah Jean	HOCO refreshment	(blank)	47713	9/26/2023	79.86	
<b>Peterson, Sarah Jean Total</b>					<b>79.86</b>	
Pierce, Saegen	V98178794	(blank)	24875	10/11/2023	52.00	
<b>Pierce, Saegen Total</b>					<b>52.00</b>	
Pilon, Michelle	V113933	2401304	256363	10/4/2023	15.92	
<b>Pilon, Michelle Total</b>					<b>15.92</b>	
Pioneer Athletics	INV892992	2401222	256364	10/4/2023	2,825.41	
<b>Pioneer Athletics Total</b>					<b>2,825.41</b>	
Pipco Companies, Ltd		65287	2401347	256365	10/4/2023	1,525.00
<b>Pipco Companies, Ltd Total</b>					<b>1,525.00</b>	
Plattner, Heather Paullin	Cross Country Food	(blank)	47290	10/4/2023	116.98	
<b>Plattner, Heather Paullin Total</b>					<b>116.98</b>	
Pleasant Plains High School	V1791336	(blank)	20676	9/28/2023	175.00	
<b>Pleasant Plains High School Total</b>					<b>175.00</b>	
Pontiac TWP HSD #90	V55631114	(blank)	20660	9/25/2023	-	
<b>Pontiac TWP HSD #90 Total</b>					<b>-</b>	
Prairie Signs	59179	(blank)	47329	10/17/2023	1,998.00	
	59292	(blank)	47761	10/13/2023	449.00	
	59290	(blank)	47319	10/12/2023	396.00	
<b>Prairie Signs Total</b>					<b>2,843.00</b>	

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Prescott, Ericka J	V74245618	(blank)	1888	10/3/2023	56.90
<b>Prescott, Ericka J Total</b>					<b>56.90</b>
Presidio	6.01352E+12	2400345	256366	10/4/2023	58,032.00
<b>Presidio Total</b>					<b>58,032.00</b>
Professional Electric Motor Repair	73748	2401348	256367	10/4/2023	210.94
	73573	2401324	256367	10/4/2023	73.88
<b>Professional Electric Motor Repair Total</b>					<b>284.82</b>
Prosafety	2/897890	2401199	256368	10/4/2023	407.05
<b>Prosafety Total</b>					<b>407.05</b>
Pufahl, Kathleen S	52246103	2401308	256369	10/4/2023	162.41
<b>Pufahl, Kathleen S Total</b>					<b>162.41</b>
Pugh, Clifford	V30858793	(blank)	22158	10/11/2023	90.00
	V74452029	(blank)	15110	10/2/2023	90.00
	V12197504	(blank)	6626	9/26/2023	90.00
	V6635411	(blank)	22139	9/25/2023	10.00
<b>Pugh, Clifford Total</b>					<b>280.00</b>
Pummill, Melissa E	Class store reimb	(blank)	47733	10/3/2023	357.65
<b>Pummill, Melissa E Total</b>					<b>357.65</b>
Puritan Springs	V295559	(blank)	5130	10/11/2023	50.08
	Acct No 1274737	(blank)	47248	9/27/2023	333.61
	Acct No 1709286	(blank)	47248	9/27/2023	32.72
	Acct No 1709302	(blank)	47248	9/27/2023	26.72
	Acct No 170962	(blank)	47248	9/27/2023	61.44
<b>Puritan Springs Total</b>					<b>504.57</b>
Quadient Finance Usa, Inc.	STMT09282023	2401398	256370	10/4/2023	532.14
	STMT09202023	2401448	256370	10/4/2023	260.14
<b>Quadient Finance Usa, Inc. Total</b>					<b>792.28</b>
Quakenbush, Maxine J	V9939185	(blank)	15129	10/17/2023	187.21
	V34131543	(blank)	15116	10/4/2023	27.29
	V19665624	(blank)	15099	9/26/2023	477.89
<b>Quakenbush, Maxine J Total</b>					<b>692.39</b>
Quill Corporation	34733135	(blank)	47249	9/27/2023	11.51
	34736744	(blank)	47249	9/27/2023	70.39
<b>Quill Corporation Total</b>					<b>81.90</b>
Rader Family Farm	V65294880	(blank)	9481	10/6/2023	1,104.00
	V141369	(blank)	5127	9/27/2023	708.00
<b>Rader Family Farm Total</b>					<b>1,812.00</b>
Rantoul Township Hs	V10825819	(blank)	20666	9/27/2023	175.00
<b>Rantoul Township Hs Total</b>					<b>175.00</b>
Read'S Sporting Goods	V76583156	(blank)	24891	10/17/2023	631.15
<b>Read'S Sporting Goods Total</b>					<b>631.15</b>
Really Good Stuff	V33190255	(blank)	6359	10/13/2023	281.35
<b>Really Good Stuff Total</b>					<b>281.35</b>

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Rebel Athletic	209587	(blank)	47291	10/4/2023	625.93
<b>Rebel Athletic Total</b>					<b>625.93</b>
Redneck Trailer Supplies, Inc	INV-100143759	2401343	256371	10/4/2023	160.30
	INV-100137021	2401343	256371	10/4/2023	275.09
	INV-100107144	2401316	256371	10/4/2023	210.58
	INV-100099860	2401316	256371	10/4/2023	172.63
<b>Redneck Trailer Supplies, Inc Total</b>					<b>818.60</b>
Reed, Gregory L.	V19320383	(blank)	22159	10/11/2023	90.00
	V22372635	(blank)	15111	10/2/2023	90.00
	V88787688	(blank)	6627	9/26/2023	90.00
	V65924287	(blank)	22140	9/25/2023	10.00
<b>Reed, Gregory L. Total</b>					<b>280.00</b>
Regional Office Of Education #17	1002400227	2401390	256372	10/4/2023	180.00
	1002400219	2401390	256372	10/4/2023	10.00
	4002400019	2401218	256372	10/4/2023	20,164.00
<b>Regional Office Of Education #17 Total</b>					<b>20,354.00</b>
Republic Services - #368	0368-001078753	2400093	256373	10/4/2023	7,003.64
<b>Republic Services - #368 Total</b>					<b>7,003.64</b>
Revtrak	V67861970	(blank)	0	10/10/2023	30.52
<b>Revtrak Total</b>					<b>30.52</b>
Richards Building Supply Co	053-0006882656-001	2401350	256374	10/4/2023	208.00
<b>Richards Building Supply Co Total</b>					<b>208.00</b>
Richardson Athletics	V16283805	(blank)	22166	10/17/2023	1,494.38
<b>Richardson Athletics Total</b>					<b>1,494.38</b>
Richwoods High School	V539405	(blank)	126942	10/17/2023	166.00
<b>Richwoods High School Total</b>					<b>166.00</b>
Rink, Kristi	VB Team Meal	(blank)	47273	10/2/2023	197.72
<b>Rink, Kristi Total</b>					<b>197.72</b>
Ritchason, Jennifer	F162C494-0021	2401283	256375	10/4/2023	59.88
<b>Ritchason, Jennifer Total</b>					<b>59.88</b>
Robbins, Marsha L	V5471843	(blank)	24867	10/4/2023	17.97
<b>Robbins, Marsha L Total</b>					<b>17.97</b>
Robinson, John J	V98913730	(blank)	24876	10/11/2023	120.00
<b>Robinson, John J Total</b>					<b>120.00</b>
Rochester 100 Inc	V76074410	(blank)	2625	10/4/2023	517.50
<b>Rochester 100 Inc Total</b>					<b>517.50</b>
Rodden, Dan	V68499587	(blank)	20639	9/21/2023	65.00
<b>Rodden, Dan Total</b>					<b>65.00</b>
Rodriguez, Elizabeth	V80600077	(blank)	6628	9/26/2023	11.92
<b>Rodriguez, Elizabeth Total</b>					<b>11.92</b>
Rogers Supply Company Inc	BL045013	2401349	256376	10/4/2023	34.40
	BL044521	2401349	256376	10/4/2023	198.62
<b>Rogers Supply Company Inc Total</b>					<b>233.02</b>

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Rogers, Heather V	V35482618	(blank)	2825	10/13/2023	39.37
<b>Rogers, Heather V Total</b>					<b>39.37</b>
Romero, Lauren A	V74060779	(blank)	2998	9/25/2023	35.00
<b>Romero, Lauren A Total</b>					<b>35.00</b>
Ron Smith Printing Company	158080	2401405	256377	10/4/2023	36.00
<b>Ron Smith Printing Company Total</b>					<b>36.00</b>
Rooker, Beth A	MILES202308	(blank)	256260	10/4/2023	31.18
<b>Rooker, Beth A Total</b>					<b>31.18</b>
Rosenberger, Sheryl L	V4585755	(blank)	24870	10/11/2023	169.00
<b>Rosenberger, Sheryl L Total</b>					<b>169.00</b>
Rp Lumber Company, Inc	1492495	2401325	256378	10/4/2023	241.90
	1460932	2401325	256378	10/4/2023	338.65
<b>Rp Lumber Company, Inc Total</b>					<b>580.55</b>
Rumps, Zach	FCA treats	(blank)	47292	10/4/2023	137.41
<b>Rumps, Zach Total</b>					<b>137.41</b>
Russell, Ryan	V887111	(blank)	126936	10/12/2023	90.00
<b>Russell, Ryan Total</b>					<b>90.00</b>
Ruyle Corporation	29175	2401211	256379	10/4/2023	28,503.00
<b>Ruyle Corporation Total</b>					<b>28,503.00</b>
Salegna, Sally	V531052	(blank)	126923	10/6/2023	65.00
<b>Salegna, Sally Total</b>					<b>65.00</b>
Sam'S Club Mc/Syncb	V33833209	(blank)	1636	10/17/2023	156.46
<b>Sam'S Club Mc/Syncb Total</b>					<b>156.46</b>
Sanders, Erin E	Coffe shop supplies	(blank)	47762	10/13/2023	383.18
	Concession Supp	(blank)	47762	10/13/2023	125.52
	Food items	(blank)	47762	10/13/2023	699.68
	Indoor conc 9/27/23	(blank)	47734	10/3/2023	179.74
<b>Sanders, Erin E Total</b>					<b>1,388.12</b>
Schaidle, Jacob	V94459377	(blank)	20705	10/10/2023	65.00
<b>Schaidle, Jacob Total</b>					<b>65.00</b>
Schenk, Gillian S	SSP prevention	(blank)	47320	10/12/2023	45.76
	V435993	2401451	256380	10/4/2023	80.00
	SSP Classroom	(blank)	47261	9/28/2023	57.33
<b>Schenk, Gillian S Total</b>					<b>183.09</b>
Schermann, April M	V95759	2401232	256381	10/4/2023	441.23
<b>Schermann, April M Total</b>					<b>441.23</b>
Schneider, Kandice	MILES202309	(blank)	256261	10/4/2023	33.21
	160797291	2401259	256382	10/4/2023	51.99
<b>Schneider, Kandice Total</b>					<b>85.20</b>
School Specialty	V61044590	(blank)	22152	10/4/2023	41.04
	V76115393	(blank)	2773	9/27/2023	118.58
<b>School Specialty Total</b>					<b>159.62</b>

**Expenditure Summary Report**

From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Schroen, Staci Nicole	MILES202309	(blank)	256262	10/4/2023	119.87
<b>Schroen, Staci Nicole Total</b>					<b>119.87</b>
Secretary of State, Safe Ride Section	V766347	2401595	256411	10/11/2023	4.00
<b>Secretary of State, Safe Ride Section Total</b>					<b>4.00</b>
Seibert, Amanda Rae	V23409326	(blank)	15117	10/4/2023	287.47
<b>Seibert, Amanda Rae Total</b>					<b>287.47</b>
Select Screen Prints		62204 (blank)	47262	9/28/2023	1,925.50
		62874 (blank)	47330	10/17/2023	25.00
	V59225906	(blank)	24881	10/11/2023	430.50
	V44241147	(blank)	22165	10/12/2023	1,271.00
		62873 (blank)	47321	10/12/2023	558.00
		62838 (blank)	47293	10/4/2023	40.00
	V28634922	(blank)	6639	10/3/2023	295.00
		62825 (blank)	47274	10/2/2023	1,150.00
		62826 (blank)	47274	10/2/2023	1,579.00
	V58584559	(blank)	24864	10/3/2023	216.00
		62202 (blank)	47262	9/28/2023	350.00
<b>Select Screen Prints Total</b>					<b>7,840.00</b>
Senn Jr., Brian Robert		1 (blank)	47263	9/28/2023	929.00
<b>Senn Jr., Brian Robert Total</b>					<b>929.00</b>
Sennett, Timothy E	Golf Sectionals	(blank)	47331	10/17/2023	22.30
<b>Sennett, Timothy E Total</b>					<b>22.30</b>
Serrano, Julio	V403332	(blank)	256263	10/4/2023	639.28
<b>Serrano, Julio Total</b>					<b>639.28</b>
Serv-U Restaurant & Bar Supply		873942 2401426	256383	10/4/2023	168.12
<b>Serv-U Restaurant &amp; Bar Supply Total</b>					<b>168.12</b>
Shempf, Charles	V62108349	(blank)	24887	10/12/2023	90.00
	V27426112	(blank)	24855	10/2/2023	90.00
<b>Shempf, Charles Total</b>					<b>180.00</b>
Sherrill, Matthew David Micah	MILES202309	(blank)	256264	10/4/2023	146.72
	V507722	2401248	256384	10/4/2023	75.00
<b>Sherrill, Matthew David Micah Total</b>					<b>221.72</b>
Shoultz, Howard	V23283631	(blank)	20706	10/10/2023	65.00
<b>Shoultz, Howard Total</b>					<b>65.00</b>
Show Me Dough Fundraising	V32927871	(blank)	24866	10/3/2023	839.20
<b>Show Me Dough Fundraising Total</b>					<b>839.20</b>
Shumaker, Natalie Elise	MILES202308	(blank)	256265	10/4/2023	47.03
<b>Shumaker, Natalie Elise Total</b>					<b>47.03</b>
Sieg, Michael J	V732250	(blank)	126943	10/17/2023	65.00
	V666286	(blank)	126924	10/6/2023	90.00
	V87075166	(blank)	20646	9/22/2023	65.00
	V82526375	(blank)	20640	9/21/2023	65.00
<b>Sieg, Michael J Total</b>					<b>285.00</b>
Simpson, Brian K.	V91651854	(blank)	20697	10/10/2023	65.00

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Simpson, Brian K.	V666286	(blank)	126925	10/6/2023	90.00
	V62032108	(blank)	20647	9/22/2023	65.00
	V3543597	(blank)	20641	9/21/2023	65.00
<b>Simpson, Brian K. Total</b>					<b>285.00</b>
Smith, Christopher J	V28563789	(blank)	20692	10/3/2023	65.00
<b>Smith, Christopher J Total</b>					<b>65.00</b>
Smith, Joshua E.	V26367781	(blank)	20698	10/10/2023	75.00
	V446987	(blank)	126917	10/3/2023	75.00
<b>Smith, Joshua E. Total</b>					<b>150.00</b>
Smith, Stacy R		543678 (blank)	1423	10/10/2023	20.00
<b>Smith, Stacy R Total</b>					<b>20.00</b>
Smith, Vernon	V60770096	(blank)	6650	10/17/2023	90.00
	V46042977	(blank)	15119	10/5/2023	90.00
	V7033693	(blank)	6637	10/2/2023	90.00
	V43614215	(blank)	15100	9/26/2023	90.00
	V35459528	(blank)	22146	9/27/2023	90.00
<b>Smith, Vernon Total</b>					<b>450.00</b>
Snap Mobile, Inc.		501865 (blank)	47714	9/26/2023	1,065.00
<b>Snap Mobile, Inc. Total</b>					<b>1,065.00</b>
Soundsations		8357 (blank)	47294	10/4/2023	900.00
<b>Soundsations Total</b>					<b>900.00</b>
Spath, Natalie	Freshman Board	(blank)	47264	9/28/2023	60.42
<b>Spath, Natalie Total</b>					<b>60.42</b>
Spear Corporation		324091 2401351	256385	10/4/2023	1,262.63
<b>Spear Corporation Total</b>					<b>1,262.63</b>
Specialized Education Of Illinois	INV171568	2401220	256386	10/4/2023	9,583.38
<b>Specialized Education Of Illinois Total</b>					<b>9,583.38</b>
Sphero	SP33389	2401217	256387	10/4/2023	29,416.34
<b>Sphero Total</b>					<b>29,416.34</b>
Sportdecals, Inc	ARINV-675872	301240001	47715	9/26/2023	155.00
<b>Sportdecals, Inc Total</b>					<b>155.00</b>
Sprout, Faith Noelle	V64585354	(blank)	24871	10/11/2023	91.00
<b>Sprout, Faith Noelle Total</b>					<b>91.00</b>
St Charles East High School	V79096418	(blank)	20677	9/28/2023	325.00
<b>St Charles East High School Total</b>					<b>325.00</b>
Stage Accents	NWHS09272023	2401453	256388	10/4/2023	2,760.24
<b>Stage Accents Total</b>					<b>2,760.24</b>
Stevens, Laura A	V13625798	(blank)	24843	9/21/2023	6.46
<b>Stevens, Laura A Total</b>					<b>6.46</b>
Stine, Dorothy Denisa	V52771516	(blank)	24872	10/11/2023	78.00
<b>Stine, Dorothy Denisa Total</b>					<b>78.00</b>
Stites, Daryl	V14925473	(blank)	20709	10/16/2023	-

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Stites, Daryl	V94860287	(blank)	20710	10/16/2023	65.00
	V18400872	(blank)	20707	10/10/2023	65.00
<b>Stites, Daryl Total</b>					<b>130.00</b>
Stock, John L	State Golf 3	(blank)	47295	10/4/2023	100.00
<b>Stock, John L Total</b>					<b>100.00</b>
Streamwood Behavioral Health Center		17267 2401399	256389	10/4/2023	175.00
<b>Streamwood Behavioral Health Center Total</b>					<b>175.00</b>
Stuckey, Noah	V389530	(blank)	126906	9/26/2023	37.00
	V851711	(blank)	126891	9/22/2023	120.00
<b>Stuckey, Noah Total</b>					<b>157.00</b>
Syring, Randal	V85735	(blank)	126926	10/6/2023	65.00
	V89151809	(blank)	20688	10/3/2023	90.00
<b>Syring, Randal Total</b>					<b>155.00</b>
Temples, Wesley G	Big 12 AD Mtg	(blank)	47296	10/4/2023	29.98
	VB Hospitality	(blank)	47265	9/28/2023	65.94
	Golf meet food	(blank)	47250	9/27/2023	54.97
<b>Temples, Wesley G Total</b>					<b>150.89</b>
Terminix Int'L		17299904 2401352	256390	10/4/2023	555.00
<b>Terminix Int'L Total</b>					<b>555.00</b>
Thackrey, Jana	V80797	(blank)	256266	10/4/2023	727.00
<b>Thackrey, Jana Total</b>					<b>727.00</b>
The Center	TGNPD6M3QXW	2401367	256391	10/4/2023	370.00
	Y4NZ4N5LXYB	2401300	256391	10/4/2023	2,220.00
<b>The Center Total</b>					<b>2,590.00</b>
The Fulcrum Guy		4247 2401311	256392	10/4/2023	1,327.00
<b>The Fulcrum Guy Total</b>					<b>1,327.00</b>
The Music Shoppe, Inc	V33815211	(blank)	24883	10/11/2023	105.46
	V1080143	(blank)	6643	10/10/2023	598.49
	V31679246	(blank)	2999	9/25/2023	24.00
	V98270326	(blank)	24845	9/21/2023	45.38
		3553454 2401387	256393	10/4/2023	38.25
		3549171 2401266	256393	10/4/2023	150.00
		3549175 2401266	256393	10/4/2023	100.00
	3545306 2401267	256393	10/4/2023	34.00	
<b>The Music Shoppe, Inc Total</b>					<b>1,095.58</b>
The Traffic Sign Store	T23426	2401326	256394	10/4/2023	162.00
	T23379	2401326	256394	10/4/2023	202.50
<b>The Traffic Sign Store Total</b>					<b>364.50</b>
Thompson, John	V761375	(blank)	126883	9/21/2023	100.00
	V90044943	(blank)	20648	9/22/2023	100.00
<b>Thompson, John Total</b>					<b>200.00</b>
Thompson, Keo E	V22248086	(blank)	24884	10/11/2023	40.00
<b>Thompson, Keo E Total</b>					<b>40.00</b>
T-Mobile	ST,T09212023	2400001	256272	10/4/2023	6,771.90
<b>T-Mobile Total</b>					<b>6,771.90</b>

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Tomera, Anna Elizabeth	V21953533	(blank)	24873	10/11/2023	169.00
<b>Tomera, Anna Elizabeth Total</b>					<b>169.00</b>
Topping, Elizabeth E	V46137814	(blank)	22141	9/25/2023	507.78
<b>Topping, Elizabeth E Total</b>					<b>507.78</b>
Town Of Normal - Utility Billing	V655267	2400010	256273	10/4/2023	153.54
	V248968	2400010	256273	10/4/2023	207.86
<b>Town Of Normal - Utility Billing Total</b>					<b>361.40</b>
Tripp, Kristen A	V472885	2401230	256395	10/4/2023	39.98
<b>Tripp, Kristen A Total</b>					<b>39.98</b>
Tucker, Emily Sue	V1320029	(blank)	7246	10/16/2023	3.50
<b>Tucker, Emily Sue Total</b>					<b>3.50</b>
Twin Cities Ballet	V23095909	(blank)	6187	10/16/2023	210.00
<b>Twin Cities Ballet Total</b>					<b>210.00</b>
Uline	167229864	2401327	256396	10/4/2023	63.61
	167955719	2401327	256396	10/4/2023	255.84
	167351052	2401327	256396	10/4/2023	265.91
	167252095	2401327	256396	10/4/2023	667.21
<b>Uline Total</b>					<b>1,252.57</b>
Unit 5 Decker Industries	119	(blank)	47735	10/3/2023	105.00
	121	2401231	256397	10/4/2023	45.00
	117	2401275	256397	10/4/2023	30.00
<b>Unit 5 Decker Industries Total</b>					<b>180.00</b>
Unit 5 Music Parents	Band funds	(blank)	47251	9/27/2023	700.00
<b>Unit 5 Music Parents Total</b>					<b>700.00</b>
University High School	V95863660	(blank)	20678	9/28/2023	50.00
	V75888973	(blank)	20661	9/25/2023	150.00
<b>University High School Total</b>					<b>200.00</b>
University of Wisconsin - Platteville	E. Oliver	(blank)	47751	10/6/2023	1,000.00
<b>University of Wisconsin - Platteville Total</b>					<b>1,000.00</b>
Van De Loo, Daria T	V23296506	(blank)	15127	10/13/2023	64.00
<b>Van De Loo, Daria T Total</b>					<b>64.00</b>
Van Dolah, James D	V37520584	(blank)	6644	10/10/2023	90.00
<b>Van Dolah, James D Total</b>					<b>90.00</b>
Van Heuklon, Rachel	CC Team Dinner	(blank)	47252	9/27/2023	200.00
<b>Van Heuklon, Rachel Total</b>					<b>200.00</b>
Varnado, Anthony	V71102213	(blank)	20693	10/3/2023	65.00
<b>Varnado, Anthony Total</b>					<b>65.00</b>
Varsity Spirit	V54379312	(blank)	24890	10/17/2023	4,462.74
	12781763	(blank)	47752	10/6/2023	2,402.00
<b>Varsity Spirit Total</b>					<b>6,864.74</b>
Vex Robotics, Inc.	111030119	2401216	256398	10/4/2023	7,496.00
<b>Vex Robotics, Inc. Total</b>					<b>7,496.00</b>

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From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Village Of Carlock	2023-06	2401443	256399	10/4/2023	455.47
<b>Village Of Carlock Total</b>					<b>455.47</b>
Vincent, Susan Anne	V35426635	(blank)	24889	10/17/2023	-
	V98077465	(blank)	24889	10/17/2023	-
	V4119905	(blank)	24879	10/11/2023	113.05
	V4495281	(blank)	24879	10/11/2023	15.77
	V62757315	(blank)	24860	10/3/2023	91.11
	V98021454	(blank)	24860	10/3/2023	213.84
<b>Vincent, Susan Anne Total</b>					<b>433.77</b>
Walker, Valentine S	IHSSCA membership	(blank)	47275	10/2/2023	35.00
	V532105	2401452	256400	10/4/2023	73.95
<b>Walker, Valentine S Total</b>					<b>108.95</b>
Walles, Melissa	V68664138	(blank)	24888	10/17/2023	79.47
<b>Walles, Melissa Total</b>					<b>79.47</b>
Ward, Seth Michael	V51585467	(blank)	24854	10/2/2023	90.00
<b>Ward, Seth Michael Total</b>					<b>90.00</b>
Watts Copy Systems, Inc - Sales	1256114	(blank)	256405	10/4/2023	18,512.73
<b>Watts Copy Systems, Inc - Sales Total</b>					<b>18,512.73</b>
Watts Copy Systems, Inc. - Leasing	1256114	2401239	256401	10/4/2023	-
	34905336	2401297	256401	10/4/2023	-
			256406	10/4/2023	1,852.95
	34873054	2401255	256401	10/4/2023	(0.00)
			256406	10/4/2023	1,553.89
<b>Watts Copy Systems, Inc. - Leasing Total</b>					<b>3,406.84</b>
Watts, Hunter S	School Conf	(blank)	47736	10/3/2023	61.92
<b>Watts, Hunter S Total</b>					<b>61.92</b>
Wave Graphics, Inc	Summer Run	(blank)	47322	10/12/2023	292.50
<b>Wave Graphics, Inc Total</b>					<b>292.50</b>
Wayne, James M	V43068239	(blank)	24885	10/11/2023	217.90
	V80895096	(blank)	24885	10/11/2023	15.00
<b>Wayne, James M Total</b>					<b>232.90</b>
Weakly, Shelly	Clinic supplies	(blank)	47306	10/10/2023	557.11
<b>Weakly, Shelly Total</b>					<b>557.11</b>
Webber, Jaheem Imaan	Summer Camp	(blank)	47763	10/13/2023	168.00
<b>Webber, Jaheem Imaan Total</b>					<b>168.00</b>
Weber, David Jonathan	V777761	2401237	256402	10/4/2023	100.00
<b>Weber, David Jonathan Total</b>					<b>100.00</b>
Webster, Shelley C	MILES202309	(blank)	256267	10/4/2023	40.35
<b>Webster, Shelley C Total</b>					<b>40.35</b>
Wells, Jarret Evan	V85735	(blank)	126927	10/6/2023	65.00
<b>Wells, Jarret Evan Total</b>					<b>65.00</b>
West	V837185	2401456	0	10/4/2023	(6,360.84)
	849047454	2401456	256408	10/4/2023	1,302.52

**Expenditure Summary Report**

From Date: 9/21/2023  
To Date: 10/17/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
West	848888328	2401456	0	9/29/2023	1,302.52
			256408	10/4/2023	1,302.52
	848729845	2401456	0	9/29/2023	1,264.58
			256408	10/4/2023	1,264.58
	848573776	2401456	0	9/29/2023	1,264.58
			256408	10/4/2023	1,264.58
	848406236	2401456	0	9/29/2023	1,264.58
			256408	10/4/2023	1,264.58
	848248716	2401456	0	9/29/2023	1,264.58
			256408	10/4/2023	1,264.58
<b>West Total</b>					<b>7,663.36</b>
West, Jazmin K	Senior Hall decor	(blank)	47737	10/3/2023	72.58
<b>West, Jazmin K Total</b>					<b>72.58</b>
Whalen, Jr, Terry A	V7612906	(blank)	15101	9/26/2023	90.00
<b>Whalen, Jr, Terry A Total</b>					<b>90.00</b>
Wheeler, Alicia	V10358284	(blank)	6188	10/16/2023	40.00
	V22815718	(blank)	6188	10/16/2023	58.72
<b>Wheeler, Alicia Total</b>					<b>98.72</b>
White, Christopher	V85735	(blank)	126928	10/6/2023	65.00
<b>White, Christopher Total</b>					<b>65.00</b>
Whitman, Donald Oliver	V810288	2401200	256403	10/4/2023	474.26
<b>Whitman, Donald Oliver Total</b>					<b>474.26</b>
Whitney Daniels Designs	V189083	(blank)	5132	10/12/2023	189.00
	V122661	(blank)	5131	10/11/2023	207.00
	V336921	(blank)	5128	10/2/2023	184.00
	V468452	(blank)	5129	10/2/2023	211.00
	V433300	(blank)	5125	9/26/2023	220.00
	V667287	(blank)	5126	9/26/2023	260.00
<b>Whitney Daniels Designs Total</b>					<b>1,271.00</b>
Wilcox Electric & Services Inc.	230734	2401402	256404	10/4/2023	3,863.00
<b>Wilcox Electric &amp; Services Inc. Total</b>					<b>3,863.00</b>
Williams, Alex	Candy	(blank)	47297	10/4/2023	79.90
<b>Williams, Alex Total</b>					<b>79.90</b>
Williams, Colleen	V11653349	(blank)	24874	10/11/2023	143.00
	V30867639	(blank)	24874	10/11/2023	52.00
<b>Williams, Colleen Total</b>					<b>195.00</b>
Williams, David A	V15249511	(blank)	20694	10/3/2023	65.00
	V21448596	(blank)	20649	9/22/2023	65.00
<b>Williams, David A Total</b>					<b>130.00</b>
Williams, Kenny M.	V24024594	(blank)	24878	10/11/2023	120.00
<b>Williams, Kenny M. Total</b>					<b>120.00</b>
Wills, Richard L	V20983246	(blank)	20699	10/10/2023	65.00
	V7890889	(blank)	24856	10/2/2023	90.00
	V75459879	(blank)	15120	10/5/2023	90.00
	V24117745	(blank)	24850	9/26/2023	90.00
<b>Wills, Richard L Total</b>					<b>335.00</b>

**Expenditure Summary Report**

From Date: 9/21/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Wilson, Colleen	V54753335	(blank)	6651	10/17/2023	90.00
	V70066804	(blank)	15105	9/28/2023	120.00
<b>Wilson, Colleen Total</b>					<b>210.00</b>
Wittman, Andrew	V62969027	(blank)	20700	10/10/2023	120.00
	V85629388	(blank)	20689	10/3/2023	120.00
	V897777	(blank)	126884	9/21/2023	-
<b>Wittman, Andrew Total</b>					<b>240.00</b>
Zbrozek, Adam W	Thank You GC	(blank)	47738	10/3/2023	159.88
<b>Zbrozek, Adam W Total</b>					<b>159.88</b>
Zeman, Joseph	V12508010	(blank)	20708	10/10/2023	-
	V666286	(blank)	126929	10/6/2023	90.00
<b>Zeman, Joseph Total</b>					<b>90.00</b>
Zimmerman, Claire Christine	VTAP incentives	(blank)	47332	10/17/2023	75.00
	VTAP transport	(blank)	47266	9/28/2023	150.00
<b>Zimmerman, Claire Christine Total</b>					<b>225.00</b>
<b>Grand Total</b>					<b>2,396,106.75</b>

**Expenditure Summary Report**

From Date: 9/21/2023  
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Fund	Amount
07	22,522.64
08	732,815.47
10	878,988.65
20	335,404.98
40	60,830.84
80	40,645.80
90	136,735.70
99	188,162.67
<b>Grand Total</b>	<b>2,396,106.75</b>

**Expenditure Summary Report**

From Date: 10/18/2023  
To Date: 10/18/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount	
Ace Hardware	V952686	2401679	256672	10/18/2023	31.49	
		588638	2401679	256672	10/18/2023	33.26
	588555/5	2401535	256672	10/18/2023	299.00	
	588478/5	2401581	256672	10/18/2023	75.57	
	588373/5	2401564	256672	10/18/2023	26.88	
	588348/5	2400205	256672	10/18/2023	115.33	
	588349/5	2401564	256672	10/18/2023	33.29	
	588340/5	2401564	256672	10/18/2023	53.99	
	588341/5	2401564	256672	10/18/2023	8.99	
	588298/5	2400205	256672	10/18/2023	9.87	
	588301/5	2400205	256672	10/18/2023	50.00	
	588239/5	2400205	256672	10/18/2023	2.16	
<b>Ace Hardware Total</b>					<b>739.83</b>	
Adams, James	FY2023.Senior.Refund	(blank)	256412	10/18/2023	11.85	
<b>Adams, James Total</b>					<b>11.85</b>	
Ahlemeyer, Michelle Rae	MILES202309	(blank)	256578	10/18/2023	57.12	
<b>Ahlemeyer, Michelle Rae Total</b>					<b>57.12</b>	
Aldrich, Nancy	FY2023.Senior.Refund	(blank)	256413	10/18/2023	0.35	
<b>Aldrich, Nancy Total</b>					<b>0.35</b>	
Alfano, Chad	FY2023.Senior.Refund	(blank)	256414	10/18/2023	9.00	
<b>Alfano, Chad Total</b>					<b>9.00</b>	
Alpha Baking Co., Inc.		45170	2401695	256673	10/18/2023	7,921.55
<b>Alpha Baking Co., Inc. Total</b>					<b>7,921.55</b>	
Alro Steel	DIL8873UP	2401445	256674	10/18/2023	179.98	
	DIL8874MW	2401445	256674	10/18/2023	306.18	
	DIK9634PV	2401445	256674	10/18/2023	434.71	
	DIK9633BB	2401502	256674	10/18/2023	3,328.66	
<b>Alro Steel Total</b>					<b>4,249.53</b>	
Alt, Jessica L	MILES202308	(blank)	256579	10/18/2023	53.78	
	MILES202309	(blank)	256579	10/18/2023	87.12	
<b>Alt, Jessica L Total</b>					<b>140.90</b>	
Altorfer	WO020127907	2401579	256675	10/18/2023	1,826.52	
<b>Altorfer Total</b>					<b>1,826.52</b>	
Amaya, Elysia M	V893444	2401605	256676	10/18/2023	35.00	
<b>Amaya, Elysia M Total</b>					<b>35.00</b>	
Amazon Capital Services	1HG8-N195-FJN4	2401468	256677	10/18/2023	325.76	
	1661-6NTF-471J	2401622	256677	10/18/2023	271.00	
	1KRL-TWWG-1RVD	2401612	256677	10/18/2023	59.97	
	19TJ-CCFC-3HP7	(blank)	256677	10/18/2023	(408.80)	
	1GTK-Q79L-6CFR	(blank)	256677	10/18/2023	(408.80)	
	11WP-JX1P-PWG3	2401614	256677	10/18/2023	258.00	
	1NFQ-76FY-L7R4	2401606	256677	10/18/2023	23.98	
	1TMP-3XLG-JK67	2401562	256677	10/18/2023	149.85	
	1X3K-Y6KY-LXCW	2401428	256677	10/18/2023	42.49	
	1FNV-WY6V-K9VR	2401596	256677	10/18/2023	129.99	
	16VF-VY69-LNJ3	2401598	256677	10/18/2023	211.82	
	19LR-JNJQ-RCLV	2401599	256677	10/18/2023	211.82	
	1V73-PNH7-CPVX	2401607	256677	10/18/2023	6.98	
	1JYM-D7FK-FG9N	2401594	256677	10/18/2023	117.03	

**Expenditure Summary Report**

From Date: 10/18/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Amazon Capital Services	1K6V-9H7M-6HLW	(blank)	256677	10/18/2023	(77.60)
	1JPG-RPH3-QYCT	2401431	256677	10/18/2023	18.99
	1HFL-QJCN-W3N9	2401558	256677	10/18/2023	302.99
	1PWD-JTTK-NY6X	2401534	256677	10/18/2023	310.20
	1JPG-RPH3-JDC1	2401468	256677	10/18/2023	1,533.48
	1CQ3-NXNV-KXMR	2401470	256677	10/18/2023	1,767.59
	1RHD-TC1X-9LP1	2401552	256677	10/18/2023	7.37
	1KYY-CG4Y-FVDK	2401544	256677	10/18/2023	107.19
	1CGQ-X9TF-GC44	2401527	256677	10/18/2023	870.00
	16PY-LDXP-39QV	2401528	256677	10/18/2023	90.25
	1CGQ-X9TF-1PYN	2401469	256677	10/18/2023	1,501.91
	19W4-3P4P-6JJQ	2401559	256677	10/18/2023	89.99
	1LXK-36MQ-4VLV	(blank)	256677	10/18/2023	(21.77)
	1NXY-46TW-RXL7	2401506	256677	10/18/2023	394.58
	1HVV-3JLY-PV9T	2401517	256677	10/18/2023	424.50
	19YJ-44MN-N7W3	2401459	256677	10/18/2023	728.64
	1D6W-JDGN-MVVC	2401485	256677	10/18/2023	204.26
	1J7K-VX9Q-LVGC	2401428	256677	10/18/2023	636.78
	1MGK-TRMT-LHVL	2401429	256677	10/18/2023	1,005.83
	14LH-V3GJ-MCQK	2401431	256677	10/18/2023	1,052.89
	13YM-9VNV-NVV9	2401497	256677	10/18/2023	573.30
	1J7K-VX9Q-N4YN	(blank)	256677	10/18/2023	(108.90)
	16RT-HQ4R-GR1M	2401488	256677	10/18/2023	19.99
	14HG-HCFG-G6F3	2401494	256677	10/18/2023	36.26
	1MQC-LM6F-6MTX	2401073	256677	10/18/2023	29.97
	1J7K-VX9Q-1X3Y	2401447	256677	10/18/2023	183.89
	1MGK-TRMT-3FLC	2401454	256677	10/18/2023	70.47
	19YT-MG63-4XPQ	2401430	256677	10/18/2023	500.61
	16LN-6MNQ-3N6F	2401438	256677	10/18/2023	601.36
	1DDY-T9NR-7VXC	(blank)	256677	10/18/2023	(80.99)
	1QFP-4MJQ-QR1G	2401423	256677	10/18/2023	103.46
	1LR3-W74J-XTXR	2401073	256677	10/18/2023	9.99
	1LFH-DPTV-PXFQ	2401066	256677	10/18/2023	16.99
1KJW-P7RH-HMD9	2401073	256677	10/18/2023	412.90	
11MV-F4QR-GV3F	2401066	256677	10/18/2023	182.97	
<b>Amazon Capital Services Total</b>					<b>14,491.43</b>
<b>Anderson Awards Recognition</b>	<b>2288496</b>	2401369	256678	10/18/2023	346.48
<b>Anderson Awards Recognition Total</b>					<b>346.48</b>
<b>Anderson, Jennifer</b>	<b>FY2023.Senior.Refund</b>	(blank)	256415	10/18/2023	28.05
<b>Anderson, Jennifer Total</b>					<b>28.05</b>
<b>Arjona, Martha B</b>	<b>MILES202309</b>	(blank)	256580	10/18/2023	7.79
<b>Arjona, Martha B Total</b>					<b>7.79</b>
<b>Attig, Melissa</b>	<b>FY2023.Senior.Refund</b>	(blank)	256416	10/18/2023	0.40
<b>Attig, Melissa Total</b>					<b>0.40</b>
<b>Avanti'S Italian Restaurant -Bloomington</b>	<b>STMNT10012023</b>	2401693	256679	10/18/2023	3,987.50
<b>Avanti'S Italian Restaurant -Bloomington Total</b>					<b>3,987.50</b>
<b>Baird, Jesse</b>	<b>FY2023.Senior.Refund</b>	(blank)	256417	10/18/2023	1.90
<b>Baird, Jesse Total</b>					<b>1.90</b>
<b>Beer, Julia Renee</b>	<b>V650390</b>	2401510	256680	10/18/2023	99.00
<b>Beer, Julia Renee Total</b>					<b>99.00</b>
<b>Beigie, David</b>	<b>FY2023.Senior.Refund</b>	(blank)	256418	10/18/2023	37.00

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Beigie, David Total</b>					<b>37.00</b>
Belle, Jennifer	FY2023.Senior.Refund	(blank)	256419	10/18/2023	12.80
<b>Belle, Jennifer Total</b>					<b>12.80</b>
Bennett Electronics	35554	2401631	256681	10/18/2023	502.00
	35546	2400658	256681	10/18/2023	24,971.00
	35524	2400968	256681	10/18/2023	1,398.00
	35526	2400998	256681	10/18/2023	1,245.00
	35527	2401537	256681	10/18/2023	266.00
	35528	2401538	256681	10/18/2023	236.00
	35523	2401540	256681	10/18/2023	798.00
	35525	2401541	256681	10/18/2023	590.00
<b>Bennett Electronics Total</b>					<b>30,006.00</b>
Bennett, Tara Marie	MILES202309	(blank)	256581	10/18/2023	18.60
<b>Bennett, Tara Marie Total</b>					<b>18.60</b>
Beutow, Thomas	FY2023.Senior.Refund	(blank)	256420	10/18/2023	31.25
<b>Beutow, Thomas Total</b>					<b>31.25</b>
Biavar, Hamidreza	FY2023.Senior.Refund	(blank)	256421	10/18/2023	0.25
<b>Biavar, Hamidreza Total</b>					<b>0.25</b>
Bierbaum, John	V203497	2401530	256682	10/18/2023	55.00
<b>Bierbaum, John Total</b>					<b>55.00</b>
Black, Crishon	FY2023.Senior.Refund	(blank)	256422	10/18/2023	0.30
<b>Black, Crishon Total</b>					<b>0.30</b>
Blair, Chris	V988702	(blank)	256582	10/18/2023	87.00
<b>Blair, Chris Total</b>					<b>87.00</b>
Blick Art Materials	1604200	2401108	256683	10/18/2023	8.98
<b>Blick Art Materials Total</b>					<b>8.98</b>
Boatright, Daniel	FY2023.Senior.Refund	(blank)	256423	10/18/2023	52.05
<b>Boatright, Daniel Total</b>					<b>52.05</b>
Boehle-Johnson, Karen	FY2023.Senior.Refund	(blank)	256424	10/18/2023	24.35
<b>Boehle-Johnson, Karen Total</b>					<b>24.35</b>
Bollmann, Brooke M	V32533	2401637	256684	10/18/2023	13.18
<b>Bollmann, Brooke M Total</b>					<b>13.18</b>
Bordner, Kelly L	MILES202309	(blank)	256583	10/18/2023	75.72
<b>Bordner, Kelly L Total</b>					<b>75.72</b>
Braun, Nancy A	V961117	2401487	256685	10/18/2023	2,520.00
<b>Braun, Nancy A Total</b>					<b>2,520.00</b>
Brent, Robert Mark	FY2023.Senior.Refund	(blank)	256425	10/18/2023	21.40
<b>Brent, Robert Mark Total</b>					<b>21.40</b>
Bridgman, Robert	FY2023.Senior.Refund	(blank)	256426	10/18/2023	16.45
<b>Bridgman, Robert Total</b>					<b>16.45</b>
Briggs, Susan Kay	MILES202309	(blank)	256584	10/18/2023	97.46
<b>Briggs, Susan Kay Total</b>					<b>97.46</b>

**Expenditure Summary Report**

From Date: 10/18/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount	
Brown, Amie	FY2023.Senior.Refund	(blank)	256427	10/18/2023	29.20	
<b>Brown, Amie Total</b>					<b>29.20</b>	
Brown, Billie Jo	MILES202309	(blank)	256585	10/18/2023	28.30	
<b>Brown, Billie Jo Total</b>					<b>28.30</b>	
Brown, Dayna Robyn	MILES20230709	(blank)	256586	10/18/2023	238.81	
	V692446	2401560	256686	10/18/2023	5.58	
<b>Brown, Dayna Robyn Total</b>					<b>244.39</b>	
Brown, Hay & Stephens		553868	2401625	256687	10/18/2023	325.00
<b>Brown, Hay &amp; Stephens Total</b>					<b>325.00</b>	
Brown, Jeff	FY2023.Senior.Refund	(blank)	256428	10/18/2023	20.45	
<b>Brown, Jeff Total</b>					<b>20.45</b>	
Brozenc, Peter	FY2023.Senior.Refund	(blank)	256429	10/18/2023	10.45	
<b>Brozenc, Peter Total</b>					<b>10.45</b>	
Bruce, Mandy	FY2023.Senior.Refund	(blank)	256430	10/18/2023	72.60	
<b>Bruce, Mandy Total</b>					<b>72.60</b>	
Bruce, Mollie A	MILES202309	(blank)	256587	10/18/2023	114.17	
<b>Bruce, Mollie A Total</b>					<b>114.17</b>	
Bruha, Robert	FY2023.Senior.Refund	(blank)	256431	10/18/2023	23.60	
<b>Bruha, Robert Total</b>					<b>23.60</b>	
Brumleve, Barbara	FY2023.Senior.Refund	(blank)	256432	10/18/2023	41.17	
<b>Brumleve, Barbara Total</b>					<b>41.17</b>	
Burton, Amanda	FY2023.Senior.Refund	(blank)	256433	10/18/2023	3.00	
<b>Burton, Amanda Total</b>					<b>3.00</b>	
Bushue Background Screening	mclean5-20231002	2401522	256688	10/18/2023	4,590.00	
	Mclean5vols-20231002	2401524	256688	10/18/2023	3,896.00	
<b>Bushue Background Screening Total</b>					<b>8,486.00</b>	
Capitol Group	S2382674.001	2401478	256689	10/18/2023	44.47	
	S2380727.009	2401478	256689	10/18/2023	61.89	
	S2380727.004	2401478	256689	10/18/2023	69.16	
<b>Capitol Group Total</b>					<b>175.52</b>	
Cardiff, Benjamin R	MILES202309	(blank)	256588	10/18/2023	51.09	
<b>Cardiff, Benjamin R Total</b>					<b>51.09</b>	
Carl'S Pro Band Instrument Repair		1100	2401492	256690	10/18/2023	128.00
		1097	2401492	256690	10/18/2023	222.00
		1081	2401515	256690	10/18/2023	150.00
<b>Carl'S Pro Band Instrument Repair Total</b>					<b>500.00</b>	
Cdw Computer Centers, Inc	ZR00400433	2401476	256691	10/18/2023	101.37	
	ZR00391613	2400084	256691	10/18/2023	55,250.00	
<b>Cdw Computer Centers, Inc Total</b>					<b>55,351.37</b>	
Cengage Learning, Inc.		82766058	2401602	256692	10/18/2023	1,600.00
<b>Cengage Learning, Inc. Total</b>					<b>1,600.00</b>	

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From Date: 10/18/2023  
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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Central Illinois Trucks Inc	101W47837	2401668	256693	10/18/2023	2,943.66
	101W47665	2401578	256693	10/18/2023	2,992.73
	101W46841.02	2401578	256693	10/18/2023	4,055.33
	101W48796	2401578	256693	10/18/2023	2,101.99
	111P364130	2401588	256693	10/18/2023	23.68
<b>Central Illinois Trucks Inc Total</b>					<b>13,211.43</b>
Chennuru, Venkata	FY2023.Senior.Refund	(blank)	256434	10/18/2023	1.25
<b>Chennuru, Venkata Total</b>					<b>1.25</b>
Chiddix Junior High School	V383576	2401634	256694	10/18/2023	1,800.00
<b>Chiddix Junior High School Total</b>					<b>1,800.00</b>
Christensen, Brenda	FY2023.Senior.Refund	(blank)	256435	10/18/2023	12.65
<b>Christensen, Brenda Total</b>					<b>12.65</b>
City Of Bloomington - Utilities	976019	2400011	256568	10/18/2023	1,106.15
	976077	2400011	256568	10/18/2023	1,786.20
	968503	2400011	256568	10/18/2023	1,493.95
<b>City Of Bloomington - Utilities Total</b>					<b>4,386.30</b>
Clayton Holdings, Llc	143844	2401555	256695	10/18/2023	29,602.15
<b>Clayton Holdings, Llc Total</b>					<b>29,602.15</b>
Cliftonlarsenallen Llp	3905213	2305107	256696	10/18/2023	7,000.00
<b>Cliftonlarsenallen Llp Total</b>					<b>7,000.00</b>
Collins, Paula Lynn	MILES202309	(blank)	256589	10/18/2023	94.84
<b>Collins, Paula Lynn Total</b>					<b>94.84</b>
Comcast Business	STMT09222023	2401486	256697	10/18/2023	407.95
<b>Comcast Business Total</b>					<b>407.95</b>
Confidential On-Site Paper Shreddin	142781	2401557	256698	10/18/2023	346.93
	143095	2401591	256698	10/18/2023	36.50
	142771	2401546	256698	10/18/2023	73.00
	142731	2401550	256698	10/18/2023	79.13
<b>Confidential On-Site Paper Shreddin Total</b>					<b>535.56</b>
Conover, Dawn	FY2023.Senior.Refund	(blank)	256436	10/18/2023	5.40
<b>Conover, Dawn Total</b>					<b>5.40</b>
Conrad Sheet Metal Co	63887	2401477	256699	10/18/2023	134.43
<b>Conrad Sheet Metal Co Total</b>					<b>134.43</b>
Conway, Jamie Marie	MILES202309	(blank)	256590	10/18/2023	86.00
<b>Conway, Jamie Marie Total</b>					<b>86.00</b>
Corcoran, Jayme	FY2023.Senior.Refund	(blank)	256437	10/18/2023	12.90
<b>Corcoran, Jayme Total</b>					<b>12.90</b>
Corn Belt Energy Corporation	V942164	2400003	256569	10/18/2023	130,331.19
<b>Corn Belt Energy Corporation Total</b>					<b>130,331.19</b>
Cornejo, Fernando	FY2023.Senior.Refund	(blank)	256438	10/18/2023	26.25
<b>Cornejo, Fernando Total</b>					<b>26.25</b>
Coronel, Javier	FY2023.Senior.Refund	(blank)	256439	10/18/2023	0.30

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Coronel, Javier Total</b>					<b>0.30</b>
Cox, David	FY2023.Senior.Refund	(blank)	256440	10/18/2023	82.70
<b>Cox, David Total</b>					<b>82.70</b>
Cruz, Adelita	FY2023.Senior.Refund	(blank)	256441	10/18/2023	0.10
<b>Cruz, Adelita Total</b>					<b>0.10</b>
Cutler, Christopher	FY2023.Senior.Refund	(blank)	256442	10/18/2023	16.25
<b>Cutler, Christopher Total</b>					<b>16.25</b>
Dear, Raquel	FY2023.Senior.Refund	(blank)	256443	10/18/2023	1.50
<b>Dear, Raquel Total</b>					<b>1.50</b>
Dehner, Meredith R	MILES202308	(blank)	256591	10/18/2023	47.95
	MILES202309	(blank)	256591	10/18/2023	65.57
<b>Dehner, Meredith R Total</b>					<b>113.52</b>
Deppert Mc Coy, Dara N	FY2023.Senior.Refund	(blank)	256444	10/18/2023	0.05
<b>Deppert Mc Coy, Dara N Total</b>					<b>0.05</b>
Devault, Angela Sue	MILES202309	(blank)	256592	10/18/2023	91.83
<b>Devault, Angela Sue Total</b>					<b>91.83</b>
Diaz, Marianela	MILES202308	(blank)	256593	10/18/2023	88.56
	MILES202309	(blank)	256593	10/18/2023	73.03
	V782345	2401683	256700	10/18/2023	76.15
<b>Diaz, Marianela Total</b>					<b>237.74</b>
Dierking, Denise	FY2023.Senior.Refund	(blank)	256445	10/18/2023	7.75
<b>Dierking, Denise Total</b>					<b>7.75</b>
Dillman, Pamela Kim	MILES202309	(blank)	256594	10/18/2023	23.06
<b>Dillman, Pamela Kim Total</b>					<b>23.06</b>
Dingerson, Dionne	FY2023.Senior.Refund	(blank)	256446	10/18/2023	0.35
<b>Dingerson, Dionne Total</b>					<b>0.35</b>
Divita, Margherita	MILES202309	(blank)	256595	10/18/2023	29.21
<b>Divita, Margherita Total</b>					<b>29.21</b>
Don Owen Tire Service, Inc	324356	2401576	256701	10/18/2023	167.00
	324298	2401576	256701	10/18/2023	296.00
	324290	2401667	256701	10/18/2023	834.60
	324228	2401682	256701	10/18/2023	55.00
	323350	2401667	256701	10/18/2023	272.00
	323351	2401667	256701	10/18/2023	148.00
<b>Don Owen Tire Service, Inc Total</b>					<b>1,772.60</b>
Dunne, Laurie	FY2023.Senior.Refund	(blank)	256447	10/18/2023	4.12
<b>Dunne, Laurie Total</b>					<b>4.12</b>
Edmentum	INV3216588	2401593	256702	10/18/2023	3,855.00
<b>Edmentum Total</b>					<b>3,855.00</b>
Embrace Education	14789	2401635	256703	10/18/2023	5,831.29
<b>Embrace Education Total</b>					<b>5,831.29</b>
Emerick, Drew Mathew	MILES202309	(blank)	256596	10/18/2023	68.45

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<b>Emerick, Drew Mathew Total</b>					<b>68.45</b>
Engler Callaway Baasten & Sraga, Llc	32373	2401643	256704	10/18/2023	122.00
<b>Engler Callaway Baasten &amp; Sraga, Llc Total</b>					<b>122.00</b>
Fairfield, Brandon	FY2023.Senior.Refund	(blank)	256448	10/18/2023	20.76
<b>Fairfield, Brandon Total</b>					<b>20.76</b>
Farm & Fleet of Bloomington	4004	2401565	256705	10/18/2023	216.87
	3946	2401565	256705	10/18/2023	60.94
<b>Farm &amp; Fleet of Bloomington Total</b>					<b>277.81</b>
Farmer, Robert S	FY2023.Senior.Refund	(blank)	256449	10/18/2023	6.60
<b>Farmer, Robert S Total</b>					<b>6.60</b>
Fash, Adam	FY2023.Senior.Refund	(blank)	256450	10/18/2023	0.80
<b>Fash, Adam Total</b>					<b>0.80</b>
Fasteners Etc.	196032	2401685	256706	10/18/2023	13.50
<b>Fasteners Etc. Total</b>					<b>13.50</b>
Favila, Bernabe	FY2023.Senior.Refund	(blank)	256451	10/18/2023	2.54
<b>Favila, Bernabe Total</b>					<b>2.54</b>
Feeney, David George	FY2023.Senior.Refund	(blank)	256452	10/18/2023	2.85
<b>Feeney, David George Total</b>					<b>2.85</b>
Fellows, John Steven	V669515	2401590	256707	10/18/2023	192.13
<b>Fellows, John Steven Total</b>					<b>192.13</b>
Felstead, Heidi M	FY2023.Senior.Refund	(blank)	256453	10/18/2023	5.75
<b>Felstead, Heidi M Total</b>					<b>5.75</b>
Fernandes, John	FY2023.Senior.Refund	(blank)	256454	10/18/2023	133.80
<b>Fernandes, John Total</b>					<b>133.80</b>
Finalsite	INV054706	2401489	256708	10/18/2023	2,300.00
<b>Finalsite Total</b>					<b>2,300.00</b>
Fisher, Charles E	MILES202309	(blank)	256597	10/18/2023	96.87
<b>Fisher, Charles E Total</b>					<b>96.87</b>
Fitzgerald, Angela	FY2023.Senior.Refund	(blank)	256455	10/18/2023	32.23
<b>Fitzgerald, Angela Total</b>					<b>32.23</b>
Five Star Water	STMT10052023	2401651	256709	10/18/2023	54.60
<b>Five Star Water Total</b>					<b>54.60</b>
Fleri-Somers, Laura	V534385	2401600	256710	10/18/2023	35.00
<b>Fleri-Somers, Laura Total</b>					<b>35.00</b>
Flinn Scientific Inc	2908806	2401063	256711	10/18/2023	67.10
<b>Flinn Scientific Inc Total</b>					<b>67.10</b>
Flores Espinosa, Hugo Oswald	FY2023.Senior.Refund	(blank)	256456	10/18/2023	23.15
<b>Flores Espinosa, Hugo Oswald Total</b>					<b>23.15</b>
Follett Content Solutions, Llc	689663F	2401676	256712	10/18/2023	3,278.73
	689663F.	2401675	256712	10/18/2023	900.00

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Follett Content Solutions, Llc	719445F	2401613	256712	10/18/2023	847.66	
	579696F	2401674	256712	10/18/2023	893.07	
<b>Follett Content Solutions, Llc Total</b>					<b>5,919.46</b>	
Fontana, Elizabeth Rose	V753450	2401601	256713	10/18/2023	35.00	
<b>Fontana, Elizabeth Rose Total</b>					<b>35.00</b>	
Forman, Jennifer	FY2023.Senior.Refund	(blank)	256457	10/18/2023	1.05	
<b>Forman, Jennifer Total</b>					<b>1.05</b>	
Franklin, Cindy E	MILES202309	(blank)	256598	10/18/2023	220.93	
<b>Franklin, Cindy E Total</b>					<b>220.93</b>	
Freymann, Megan Marie	MILES202309	(blank)	256599	10/18/2023	29.08	
<b>Freymann, Megan Marie Total</b>					<b>29.08</b>	
Freymann, Robert	FY2023.Senior.Refund	(blank)	256458	10/18/2023	21.50	
<b>Freymann, Robert Total</b>					<b>21.50</b>	
Fryer, Karen	FY2023.Senior.Refund	(blank)	256459	10/18/2023	2.05	
<b>Fryer, Karen Total</b>					<b>2.05</b>	
Fudge, Dawn M	V506090	2401672	256714	10/18/2023	37.28	
<b>Fudge, Dawn M Total</b>					<b>37.28</b>	
Fujimoto, Leann	FY2023.Senior.Refund	(blank)	256460	10/18/2023	4.60	
<b>Fujimoto, Leann Total</b>					<b>4.60</b>	
Fulling Interpreting Services, Llc.		23233	2401660	256715	10/18/2023	100.00
<b>Fulling Interpreting Services, Llc. Total</b>					<b>100.00</b>	
Gaggle.Net, Inc.	INV03919	2401336	256716	10/18/2023	40,553.25	
<b>Gaggle.Net, Inc. Total</b>					<b>40,553.25</b>	
Garcia, Stephanie Michelle	MILES2023	(blank)	256600	10/18/2023	87.05	
<b>Garcia, Stephanie Michelle Total</b>					<b>87.05</b>	
Geffon, Karen A	FY2023.Senior.Refund	(blank)	256461	10/18/2023	54.30	
<b>Geffon, Karen A Total</b>					<b>54.30</b>	
Gibson, Jennifer	MILES202309	(blank)	256601	10/18/2023	137.09	
<b>Gibson, Jennifer Total</b>					<b>137.09</b>	
Gimkit	V77314	2401330	256717	10/18/2023	650.00	
<b>Gimkit Total</b>					<b>650.00</b>	
Glatt, Michelle L	CONF102-103/2023	(blank)	256602	10/18/2023	263.12	
<b>Glatt, Michelle L Total</b>					<b>263.12</b>	
Glenn, Catherine	FY2023.Senior.Refund	(blank)	256462	10/18/2023	0.40	
<b>Glenn, Catherine Total</b>					<b>0.40</b>	
Gonzalez, Roman	MILES202309	(blank)	256603	10/18/2023	104.93	
<b>Gonzalez, Roman Total</b>					<b>104.93</b>	
Gordon Food Service, Inc	SEPT212023	2401692	256718	10/18/2023	25,303.36	
	SEPT202023	2401691	256718	10/18/2023	22,562.34	
	SEPT15-192023	2401690	256718	10/18/2023	27,981.29	
	SEPT142023	2401500	256718	10/18/2023	18,103.22	

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Gordon Food Service, Inc	SEPT132023	2401499	256718	10/18/2023	14,712.95	
	SEPT8-12, 2023	2401498	256718	10/18/2023	24,360.30	
<b>Gordon Food Service, Inc Total</b>					<b>133,023.46</b>	
Griswold, Jami	FY2023.Senior.Refund	(blank)	256463	10/18/2023	3.40	
<b>Griswold, Jami Total</b>					<b>3.40</b>	
Gullixon, Ann E	FY2023.Senior.Refund	(blank)	256464	10/18/2023	21.35	
<b>Gullixon, Ann E Total</b>					<b>21.35</b>	
Hacker, Mark	FY2023.Senior.Refund	(blank)	256465	10/18/2023	103.75	
<b>Hacker, Mark Total</b>					<b>103.75</b>	
Hafermann, Tera L	V747951	2401608	256719	10/18/2023	270.00	
<b>Hafermann, Tera L Total</b>					<b>270.00</b>	
Hall, Jodi	FY2023.Senior.Refund	(blank)	256466	10/18/2023	24.65	
<b>Hall, Jodi Total</b>					<b>24.65</b>	
Hapara, Inc.	INV-002415	2400665	256720	10/18/2023	1,200.00	
<b>Hapara, Inc. Total</b>					<b>1,200.00</b>	
Harshbarger, Amy	FY2023.Senior.Refund	(blank)	256467	10/18/2023	7.15	
<b>Harshbarger, Amy Total</b>					<b>7.15</b>	
Hazen, Kari J	FY2023.Senior.Refund	(blank)	256468	10/18/2023	3.85	
<b>Hazen, Kari J Total</b>					<b>3.85</b>	
Heartspring		16669	2401611	256721	10/18/2023	25,030.70
<b>Heartspring Total</b>					<b>25,030.70</b>	
Heaser, Joe	FY2023.Senior.Refund	(blank)	256469	10/18/2023	16.60	
<b>Heaser, Joe Total</b>					<b>16.60</b>	
Heggie, Baylee Nicole	MILES202309	(blank)	256604	10/18/2023	12.45	
<b>Heggie, Baylee Nicole Total</b>					<b>12.45</b>	
Heimstead, Sarah	FY2023.Senior.Refund	(blank)	256470	10/18/2023	15.50	
<b>Heimstead, Sarah Total</b>					<b>15.50</b>	
Heller Ford	51042741G	2401664	256722	10/18/2023	115.74	
<b>Heller Ford Total</b>					<b>115.74</b>	
Henderson, Rachel Elizabeth	MILES202309	(blank)	256605	10/18/2023	115.74	
<b>Henderson, Rachel Elizabeth Total</b>					<b>115.74</b>	
Henrichsmeyer, Krista Ann	MILES202309	(blank)	256606	10/18/2023	47.62	
<b>Henrichsmeyer, Krista Ann Total</b>					<b>47.62</b>	
Hensley, Audrey Jo	MILES202309	(blank)	256607	10/18/2023	62.16	
<b>Hensley, Audrey Jo Total</b>					<b>62.16</b>	
Heritage Machine & Welding Inc		49441	2401587	256723	10/18/2023	36.51
<b>Heritage Machine &amp; Welding Inc Total</b>					<b>36.51</b>	
Herren, Kelly Lynn	MILES202309	(blank)	256608	10/18/2023	57.64	
<b>Herren, Kelly Lynn Total</b>					<b>57.64</b>	
Hinthorn, Heather	FY2023.Senior.Refund	(blank)	256471	10/18/2023	261.50	

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<b>Hinthorn, Heather Total</b>					<b>261.50</b>
Hinthorne, Diane Kay	MILES202309	(blank)	256609	10/18/2023	81.02
<b>Hinthorne, Diane Kay Total</b>					<b>81.02</b>
Hirsch, Andrew J	FY2023.Senior.Refund	(blank)	256472	10/18/2023	50.57
<b>Hirsch, Andrew J Total</b>					<b>50.57</b>
Hitchins, Angela Rae	FY2023.Senior.Refund	(blank)	256473	10/18/2023	17.75
<b>Hitchins, Angela Rae Total</b>					<b>17.75</b>
Hitchins, Tracy Lynn	MILES202309	(blank)	256610	10/18/2023	58.36
<b>Hitchins, Tracy Lynn Total</b>					<b>58.36</b>
Hodges Loizzi Eisenhammer Rodick &		59879 2401627	256724	10/18/2023	6,723.91
<b>Hodges Loizzi Eisenhammer Rodick &amp; Total</b>					<b>6,723.91</b>
Hofmann, Brandi	FY2023.Senior.Refund	(blank)	256474	10/18/2023	70.55
<b>Hofmann, Brandi Total</b>					<b>70.55</b>
Hohulin Bro Fence Co,Ltd	23533TH	2401479	256725	10/18/2023	1,282.18
<b>Hohulin Bro Fence Co,Ltd Total</b>					<b>1,282.18</b>
Holloway, Tyler	FY2023.Senior.Refund	(blank)	256475	10/18/2023	7.10
<b>Holloway, Tyler Total</b>					<b>7.10</b>
Hooten, Jessica	V127863	2401543	256726	10/18/2023	16.99
		9892 2401305	256726	10/18/2023	25.25
<b>Hooten, Jessica Total</b>					<b>42.24</b>
Hopper, Daniele A	V546686	2401463	256727	10/18/2023	15.96
<b>Hopper, Daniele A Total</b>					<b>15.96</b>
Horton, Lara	FY2023.Senior.Refund	(blank)	256476	10/18/2023	47.15
<b>Horton, Lara Total</b>					<b>47.15</b>
Howard, Senesta	FY2023.Senior.Refund	(blank)	256477	10/18/2023	6.95
<b>Howard, Senesta Total</b>					<b>6.95</b>
Hudson Municipal Water	STMT09182023	2400008	256570	10/18/2023	320.12
<b>Hudson Municipal Water Total</b>					<b>320.12</b>
Hutson, Cally L	MILES202309	(blank)	256611	10/18/2023	76.90
<b>Hutson, Cally L Total</b>					<b>76.90</b>
IESA Illinois Elementary School Asn	CHIDDIX FEE	2401645	256728	10/18/2023	75.00
<b>IESA Illinois Elementary School Asn Total</b>					<b>75.00</b>
Illinois Assoc of School Business Offls	HOERT10/25/2023	2401496	256729	10/18/2023	200.00
<b>Illinois Assoc of School Business Offls Total</b>					<b>200.00</b>
Illinois Association of School Boards		418023 2401655	256730	10/18/2023	325.00
<b>Illinois Association of School Boards Total</b>					<b>325.00</b>
Illinois Oil Marketing Equipment, I		43131 2401586	256731	10/18/2023	33.39
<b>Illinois Oil Marketing Equipment, I Total</b>					<b>33.39</b>
Illinois School For The Deaf	TRAN202308-10	2401609	256732	10/18/2023	144.00
<b>Illinois School For The Deaf Total</b>					<b>144.00</b>

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Infobase Learning	INV449358	2401633	256733	10/18/2023	1,581.64
	INV441087	2401551	256733	10/18/2023	1,820.97
<b>Infobase Learning Total</b>					<b>3,402.61</b>
Interstate All Battery Center	1.9004E+12	2401577	256734	10/18/2023	168.69
	1.9004E+12	2401577	256734	10/18/2023	214.25
<b>Interstate All Battery Center Total</b>					<b>382.94</b>
Interstate Billing Serv, Inc	3034258577	2401580	256735	10/18/2023	7,662.71
<b>Interstate Billing Serv, Inc Total</b>					<b>7,662.71</b>
Iron Mountain	HWKJ094	2401525	256736	10/18/2023	4,004.37
<b>Iron Mountain Total</b>					<b>4,004.37</b>
Ixl Learning	S476487	2400014	256737	10/18/2023	63,450.00
<b>Ixl Learning Total</b>					<b>63,450.00</b>
J&D Auto Body Inc.	100610	2401495	256738	10/18/2023	1,989.45
<b>J&amp;D Auto Body Inc. Total</b>					<b>1,989.45</b>
Jain, Shradha	FY2023.Senior.Refund	(blank)	256478	10/18/2023	5.90
<b>Jain, Shradha Total</b>					<b>5.90</b>
James, Bradley	FY2023.Senior.Refund	(blank)	256479	10/18/2023	11.15
<b>James, Bradley Total</b>					<b>11.15</b>
Janes, Jill	FY2023.Senior.Refund	(blank)	256480	10/18/2023	107.60
<b>Janes, Jill Total</b>					<b>107.60</b>
Jerome, Ruth H	MILES202309	(blank)	256612	10/18/2023	50.44
<b>Jerome, Ruth H Total</b>					<b>50.44</b>
Jes & Sons 2-Way, Llc	91902	2302605	256739	10/18/2023	414.95
	91775	2302605	256739	10/18/2023	24,490.00
<b>Jes &amp; Sons 2-Way, Llc Total</b>					<b>24,904.95</b>
Jmo Modular Llc.	36458	2401770	256818	10/18/2023	17,000.00
<b>Jmo Modular Llc. Total</b>					<b>17,000.00</b>
Johnson, Chanel	V52454	2401542	256740	10/18/2023	95.80
	CONFERENCE102122	(blank)	256613	10/18/2023	334.91
<b>Johnson, Chanel Total</b>					<b>430.71</b>
Johnson, Jennifer L	FY2023.Senior.Refund	(blank)	256481	10/18/2023	11.55
<b>Johnson, Jennifer L Total</b>					<b>11.55</b>
Johnstone Supply	616-S100357464.001	2401480	256741	10/18/2023	1,427.84
	616-S100385330.001	2401480	256741	10/18/2023	20.84
	616-S1003893303.001	2401480	256741	10/18/2023	123.74
<b>Johnstone Supply Total</b>					<b>1,572.42</b>
Kalidindi, Raghavan	FY2023.Senior.Refund	(blank)	256482	10/18/2023	0.40
<b>Kalidindi, Raghavan Total</b>					<b>0.40</b>
Kalombo, Maguy	FY2023.Senior.Refund	(blank)	256483	10/18/2023	263.65
<b>Kalombo, Maguy Total</b>					<b>263.65</b>
Karr, Natalie Ann	MILES202309	(blank)	256614	10/18/2023	29.80

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<b>Karr, Natalie Ann Total</b>					<b>29.80</b>	
Kaskaskia Special Education Distric	STMT08092023.	2401640	256742	10/18/2023	17,546.00	
	STMT08092023	2401639	256742	10/18/2023	27,839.68	
<b>Kaskaskia Special Education Distric Total</b>					<b>45,385.68</b>	
Kearfott, Nicolas	MILES202309	(blank)	256615	10/18/2023	278.90	
<b>Kearfott, Nicolas Total</b>					<b>278.90</b>	
Keiser, Stacy Lyn Barron	MILES202309	(blank)	256616	10/18/2023	26.72	
<b>Keiser, Stacy Lyn Barron Total</b>					<b>26.72</b>	
Keller, Sheila Ann	MILES202309	(blank)	256617	10/18/2023	15.26	
<b>Keller, Sheila Ann Total</b>					<b>15.26</b>	
Kelly, Jennifer Lynn	V419987	2401371	256743	10/18/2023	74.47	
		5544	2401362	256743	10/18/2023	344.90
<b>Kelly, Jennifer Lynn Total</b>					<b>419.37</b>	
Kennell, Sharon	MILES202308	(blank)	256618	10/18/2023	66.55	
	MILES202309	(blank)	256618	10/18/2023	92.49	
<b>Kennell, Sharon Total</b>					<b>159.04</b>	
Ken'S Oil Service, Inc.		532336	2401681	256744	10/18/2023	750.75
	K534697		2401681	256744	10/18/2023	2,014.65
		924951	2401589	256744	10/18/2023	28,210.50
	K534397		2401589	256744	10/18/2023	1,830.77
		532678	2401681	256744	10/18/2023	2,935.40
	K534185		2401681	256744	10/18/2023	3,492.76
<b>Ken'S Oil Service, Inc. Total</b>					<b>39,234.83</b>	
Kerr, Sean C	V315313	2401583	256745	10/18/2023	40.00	
<b>Kerr, Sean C Total</b>					<b>40.00</b>	
Keyser, Chelsea	MILES202308	(blank)	256619	10/18/2023	19.65	
	MILES202309	(blank)	256619	10/18/2023	29.48	
<b>Keyser, Chelsea Total</b>					<b>49.13</b>	
Keyser, Chelsea D	MILES202308	(blank)	256746	10/18/2023	-	
	MILES202309	(blank)	256746	10/18/2023	-	
<b>Keyser, Chelsea D Total</b>					<b>-</b>	
Kiamana, Gilbert	FY2023.Senior.Refund	(blank)	256484	10/18/2023	0.05	
<b>Kiamana, Gilbert Total</b>					<b>0.05</b>	
Kieser, David L	FY2023.Senior.Refund	(blank)	256485	10/18/2023	38.10	
<b>Kieser, David L Total</b>					<b>38.10</b>	
Kilby, Chad	FY2023.Senior.Refund	(blank)	256486	10/18/2023	15.90	
<b>Kilby, Chad Total</b>					<b>15.90</b>	
Kim, Myoung Jin	FY2023.Senior.Refund	(blank)	256487	10/18/2023	28.40	
<b>Kim, Myoung Jin Total</b>					<b>28.40</b>	
King, Jessica R	111-0111701-8265075	2401529	256747	10/18/2023	44.97	
<b>King, Jessica R Total</b>					<b>44.97</b>	
Kingsley Junior High School	V840047	2401533	256748	10/18/2023	1,230.00	
<b>Kingsley Junior High School Total</b>					<b>1,230.00</b>	

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Kinsella, Matthew	FY2023.Senior.Refund	(blank)	256488	10/18/2023	83.75
<b>Kinsella, Matthew Total</b>					<b>83.75</b>
Kintner, Jill Diane	V760713	2401466	256749	10/18/2023	16.99
<b>Kintner, Jill Diane Total</b>					<b>16.99</b>
Kiran, Roopa	FY2023.Senior.Refund	(blank)	256489	10/18/2023	12.55
<b>Kiran, Roopa Total</b>					<b>12.55</b>
Kloster, Heather Ann	MILES202309	(blank)	256620	10/18/2023	92.75
<b>Kloster, Heather Ann Total</b>					<b>92.75</b>
Knight, Janelle C	MILES202309	(blank)	256621	10/18/2023	22.93
<b>Knight, Janelle C Total</b>					<b>22.93</b>
Knollenberg, Holly N	MILES202309	(blank)	256622	10/18/2023	175.28
<b>Knollenberg, Holly N Total</b>					<b>175.28</b>
Kotowski, Linda Jo	MILES202309	(blank)	256623	10/18/2023	84.50
<b>Kotowski, Linda Jo Total</b>					<b>84.50</b>
Kowalczyk, Laura	FY2023.Senior.Refund	(blank)	256490	10/18/2023	65.85
<b>Kowalczyk, Laura Total</b>					<b>65.85</b>
Kraft, Mark L	FY2023.Senior.Refund	(blank)	256491	10/18/2023	0.50
<b>Kraft, Mark L Total</b>					<b>0.50</b>
Kraus, Elizabeth A	V940775	2401514	256750	10/18/2023	30.00
<b>Kraus, Elizabeth A Total</b>					<b>30.00</b>
Kuricheti, Gupta	FY2023.Senior.Refund	(blank)	256492	10/18/2023	21.45
<b>Kuricheti, Gupta Total</b>					<b>21.45</b>
Lakebrink, Margaret Christina	MILES202309	(blank)	256624	10/18/2023	18.73
<b>Lakebrink, Margaret Christina Total</b>					<b>18.73</b>
Lehr, Margaret Ambrose Legates	MILES202309	(blank)	256625	10/18/2023	95.50
<b>Lehr, Margaret Ambrose Legates Total</b>					<b>95.50</b>
Leman'S Chevy City		486959 2401678	256751	10/18/2023	54.56
		486967 2401678	256751	10/18/2023	60.40
		486982 2401678	256751	10/18/2023	55.95
		486957 2401678	256751	10/18/2023	40.83
<b>Leman'S Chevy City Total</b>					<b>211.74</b>
Leverton, Doris Melinda	FY2023.Senior.Refund	(blank)	256493	10/18/2023	8.45
	V881568	2401621	256752	10/18/2023	47.90
<b>Leverton, Doris Melinda Total</b>					<b>56.35</b>
Lewis, Connor James	V520727	2401484	256753	10/18/2023	250.33
<b>Lewis, Connor James Total</b>					<b>250.33</b>
Lewis-Sibley, Bobbie	FY2023.Senior.Refund	(blank)	256494	10/18/2023	10.05
<b>Lewis-Sibley, Bobbie Total</b>					<b>10.05</b>
Lighty, Bernadette Panganiban	MILES202309	(blank)	256626	10/18/2023	61.31
<b>Lighty, Bernadette Panganiban Total</b>					<b>61.31</b>

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Lincoln Prairie Behavioral Health C	2021-18811	2401549	256754	10/18/2023	250.00
<b>Lincoln Prairie Behavioral Health C Total</b>					<b>250.00</b>
Linde Gas & Equipment Inc.	38299742	2401566	256755	10/18/2023	75.04
<b>Linde Gas &amp; Equipment Inc. Total</b>					<b>75.04</b>
Logue, Angela	FY2023.Senior.Refund	(blank)	256495	10/18/2023	60.65
<b>Logue, Angela Total</b>					<b>60.65</b>
Long, Amanda Danielle	V260168	2401531	256756	10/18/2023	163.72
<b>Long, Amanda Danielle Total</b>					<b>163.72</b>
Love, Mackenzie	MILES202309	(blank)	256627	10/18/2023	106.11
<b>Love, Mackenzie Total</b>					<b>106.11</b>
Lowery, Jennifer Lynn	MILES202309	(blank)	256628	10/18/2023	156.68
<b>Lowery, Jennifer Lynn Total</b>					<b>156.68</b>
Macke, Barbara	FY2023.Senior.Refund	(blank)	256496	10/18/2023	0.85
<b>Macke, Barbara Total</b>					<b>0.85</b>
Mackey, Anthony J	FY2023.Senior.Refund	(blank)	256497	10/18/2023	14.45
<b>Mackey, Anthony J Total</b>					<b>14.45</b>
Mance, Tammie	FY2023.Senior.Refund	(blank)	256498	10/18/2023	43.95
<b>Mance, Tammie Total</b>					<b>43.95</b>
Mapugay, Kelly	FY2023.Senior.Refund	(blank)	256499	10/18/2023	1.20
<b>Mapugay, Kelly Total</b>					<b>1.20</b>
Marsh, Kerri	FY2023.Senior.Refund	(blank)	256500	10/18/2023	2.35
<b>Marsh, Kerri Total</b>					<b>2.35</b>
Martin, Erin	FY2023.Senior.Refund	(blank)	256501	10/18/2023	11.10
<b>Martin, Erin Total</b>					<b>11.10</b>
Mathey, Donald	FY2023.Senior.Refund	(blank)	256502	10/18/2023	272.25
<b>Mathey, Donald Total</b>					<b>272.25</b>
Mattson, Rachel	MILES202309	(blank)	256629	10/18/2023	66.88
<b>Mattson, Rachel Total</b>					<b>66.88</b>
Mc Graw-Hill School Ed Holdings, LI	V854774	2401457	256757	10/18/2023	1,138.12
<b>Mc Graw-Hill School Ed Holdings, LI Total</b>					<b>1,138.12</b>
Mc Master-Carr Supply Co	14469078	2401482	256758	10/18/2023	454.29
	14148202	2401482	256758	10/18/2023	767.10
	99778163	2401482	256758	10/18/2023	117.80
	99184235	2401482	256758	10/18/2023	101.94
<b>Mc Master-Carr Supply Co Total</b>					<b>1,441.13</b>
Mcleese, Lynda	FY2023.Senior.Refund	(blank)	256503	10/18/2023	14.85
<b>Mcleese, Lynda Total</b>					<b>14.85</b>
Mcmullen, Kari	FY2023.Senior.Refund	(blank)	256504	10/18/2023	33.15
<b>Mcmullen, Kari Total</b>					<b>33.15</b>
Menards Lumber	16812	2401442	256759	10/18/2023	393.83
	16572	2401442	256759	10/18/2023	230.73

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Menards Lumber	16238	2401442	256759	10/18/2023	459.62
	16000	2401442	256759	10/18/2023	50.34
	16012	2401442	256759	10/18/2023	64.84
<b>Menards Lumber Total</b>					<b>1,199.36</b>
Menken, Kaleigh	MILES202309	(blank)	256630	10/18/2023	30.92
<b>Menken, Kaleigh Total</b>					<b>30.92</b>
Menta, Prasad R	FY2023.Senior.Refund	(blank)	256505	10/18/2023	2.20
<b>Menta, Prasad R Total</b>					<b>2.20</b>
Merrill, Kelli	FY2023.Senior.Refund	(blank)	256506	10/18/2023	1.20
<b>Merrill, Kelli Total</b>					<b>1.20</b>
Metro Fibernet Llc	STMT10012323	2401638	256760	10/18/2023	7,056.72
<b>Metro Fibernet Llc Total</b>					<b>7,056.72</b>
Metz, Karen	FY2023.Senior.Refund	(blank)	256507	10/18/2023	87.90
<b>Metz, Karen Total</b>					<b>87.90</b>
Middleton Associates Inc	26520023.11	2401474	256762	10/18/2023	5,573.50
<b>Middleton Associates Inc Total</b>					<b>5,573.50</b>
Mid-Illinois Mechanical, Inc	10135	2401481	256761	10/18/2023	591.80
<b>Mid-Illinois Mechanical, Inc Total</b>					<b>591.80</b>
Midwest Construction Rentals	193369-1	2401567	256763	10/18/2023	322.05
<b>Midwest Construction Rentals Total</b>					<b>322.05</b>
Midwest Equipment li	691575	2401568	256764	10/18/2023	15.92
	691585	2401570	256764	10/18/2023	1,840.94
<b>Midwest Equipment li Total</b>					<b>1,856.86</b>
Mier, Angela M	MILES202309	(blank)	256631	10/18/2023	47.03
	V582502	2401671	256765	10/18/2023	122.49
<b>Mier, Angela M Total</b>					<b>169.52</b>
Miller Janitor Supply Co.	112534	2401563	256766	10/18/2023	2,890.49
<b>Miller Janitor Supply Co. Total</b>					<b>2,890.49</b>
Miller, Hall & Triggs Law Offices	STMT233	2401626	256767	10/18/2023	3,866.50
<b>Miller, Hall &amp; Triggs Law Offices Total</b>					<b>3,866.50</b>
Mochel, Nicole	FY2023.Senior.Refund	(blank)	256508	10/18/2023	14.60
<b>Mochel, Nicole Total</b>					<b>14.60</b>
Modglin, Margaret Kathleen	MILES202309	(blank)	256632	10/18/2023	24.17
<b>Modglin, Margaret Kathleen Total</b>					<b>24.17</b>
Moore, Burlinda	MILES202309	(blank)	256633	10/18/2023	167.03
<b>Moore, Burlinda Total</b>					<b>167.03</b>
Mosier, Megan A	MILES202309	(blank)	256634	10/18/2023	6.81
<b>Mosier, Megan A Total</b>					<b>6.81</b>
Motorola Solutions - Starcom	7.36832E+12	2401654	256768	10/18/2023	18,900.00
<b>Motorola Solutions - Starcom Total</b>					<b>18,900.00</b>
Muehleck, Denise	FY2023.Senior.Refund	(blank)	256509	10/18/2023	1.50

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<b>Muehleck, Denise Total</b>					<b>1.50</b>
Mueller, Kelsey Rae	V910668	2401509	256769	10/18/2023	177.94
<b>Mueller, Kelsey Rae Total</b>					<b>177.94</b>
Mutual Wheel Co	8787234	2401569	256770	10/18/2023	344.60
<b>Mutual Wheel Co Total</b>					<b>344.60</b>
My Binding.Com	SO2682237	2401493	256771	10/18/2023	254.39
<b>My Binding.Com Total</b>					<b>254.39</b>
National Food Group	IN0902736	2401702	256772	10/18/2023	5,600.00
<b>National Food Group Total</b>					<b>5,600.00</b>
National Louis University	2024-Unit5-PCL	2401545	256773	10/18/2023	1,200.00
<b>National Louis University Total</b>					<b>1,200.00</b>
Negley, Paula Jo	V783986	2401512	256774	10/18/2023	94.13
<b>Negley, Paula Jo Total</b>					<b>94.13</b>
NeuroRestorative IL	0923-381373-373	2401669	256775	10/18/2023	37,008.20
<b>NeuroRestorative IL Total</b>					<b>37,008.20</b>
Ngo, Loan Thi	FY2023.Senior.Refund	(blank)	256510	10/18/2023	48.85
<b>Ngo, Loan Thi Total</b>					<b>48.85</b>
Nichols, Haley	V52360	2401644	256776	10/18/2023	18.00
<b>Nichols, Haley Total</b>					<b>18.00</b>
Nicor Gas	V447052	2400005	256571	10/18/2023	436.23
	V392934	2400005	256571	10/18/2023	248.76
	V607367	2400005	256571	10/18/2023	263.26
	V971695	2400005	256571	10/18/2023	225.18
<b>Nicor Gas Total</b>					<b>1,173.43</b>
Nikolanci, Julie M	MILES202308	(blank)	256635	10/18/2023	23.58
	MILES202309	(blank)	256635	10/18/2023	35.37
<b>Nikolanci, Julie M Total</b>					<b>58.95</b>
Norton, Andrea Nicole	MILES202308	(blank)	256636	10/18/2023	7.93
	MILES202309	(blank)	256636	10/18/2023	6.88
<b>Norton, Andrea Nicole Total</b>					<b>14.81</b>
Nybakke Vacuum Shop, Inc	100423-1	2401663	256777	10/18/2023	121.73
	091223-2	2401623	256777	10/18/2023	47.49
<b>Nybakke Vacuum Shop, Inc Total</b>					<b>169.22</b>
O'Connell, Yolanda M	MILES202309	(blank)	256637	10/18/2023	128.71
<b>O'Connell, Yolanda M Total</b>					<b>128.71</b>
O'Day, James	FY2023.Senior.Refund	(blank)	256511	10/18/2023	58.15
<b>O'Day, James Total</b>					<b>58.15</b>
Ohrwall, Mark A	MILES202309	(blank)	256638	10/18/2023	51.35
<b>Ohrwall, Mark A Total</b>					<b>51.35</b>
Osborne, Chad	FY2023.Senior.Refund	(blank)	256512	10/18/2023	14.00
<b>Osborne, Chad Total</b>					<b>14.00</b>

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Palmer, Elisa L	FY2023.Senior.Refund	(blank)	256513	10/18/2023	10.50
<b>Palmer, Elisa L Total</b>					<b>10.50</b>
Papa Murphy'S	45170	2401694	256778	10/18/2023	9,847.50
<b>Papa Murphy'S Total</b>					<b>9,847.50</b>
Parkside Junior High School	V510509	2401575	256779	10/18/2023	3,115.00
<b>Parkside Junior High School Total</b>					<b>3,115.00</b>
Parts Depot	277208	2401518	256780	10/18/2023	749.98
	277083	2401483	256780	10/18/2023	366.98
<b>Parts Depot Total</b>					<b>1,116.96</b>
Patel, Devang	FY2023.Senior.Refund	(blank)	256514	10/18/2023	82.05
<b>Patel, Devang Total</b>					<b>82.05</b>
Patel, Rita	FY2023.Senior.Refund	(blank)	256515	10/18/2023	17.15
<b>Patel, Rita Total</b>					<b>17.15</b>
Pavilion	MCLEAN0929	2401592	256781	10/18/2023	264.00
<b>Pavilion Total</b>					<b>264.00</b>
Payne, Noel	FY2023.Senior.Refund	(blank)	256516	10/18/2023	27.60
<b>Payne, Noel Total</b>					<b>27.60</b>
Peebles, Gwen	MILES202309	(blank)	256639	10/18/2023	92.62
<b>Peebles, Gwen Total</b>					<b>92.62</b>
Pepsi Cola General Bot, Inc	SEPT27-28,2023	2401697	256782	10/18/2023	6,704.00
<b>Pepsi Cola General Bot, Inc Total</b>					<b>6,704.00</b>
Peters, Austin Charles	MILES202309	(blank)	256640	10/18/2023	107.29
<b>Peters, Austin Charles Total</b>					<b>107.29</b>
Petersen, Jamith L G	MILES202309	(blank)	256641	10/18/2023	10.41
<b>Petersen, Jamith L G Total</b>					<b>10.41</b>
Phonak	5120214988	2401661	256783	10/18/2023	2,597.91
<b>Phonak Total</b>					<b>2,597.91</b>
Pierce, Thomas E	FY2023.Senior.Refund	(blank)	256517	10/18/2023	14.90
<b>Pierce, Thomas E Total</b>					<b>14.90</b>
Plattner, Heather Paullin	MILES202309	(blank)	256642	10/18/2023	174.16
<b>Plattner, Heather Paullin Total</b>					<b>174.16</b>
Pogge, John	FY2023.Senior.Refund	(blank)	256518	10/18/2023	15.10
<b>Pogge, John Total</b>					<b>15.10</b>
Polar Electro Inc	MCLU0216	2401167	256784	10/18/2023	7,361.90
<b>Polar Electro Inc Total</b>					<b>7,361.90</b>
Porter, Jeffrey	F434DC67-0002	2401511	256785	10/18/2023	70.00
<b>Porter, Jeffrey Total</b>					<b>70.00</b>
Powell, Ginger	FY2023.Senior.Refund	(blank)	256519	10/18/2023	0.25
<b>Powell, Ginger Total</b>					<b>0.25</b>
Prairie Farms Dairy Inc	45170	2401696	256786	10/18/2023	44,037.81

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Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Prairie Farms Dairy Inc Total</b>					<b>44,037.81</b>
Prairie Land Golf Cars	03-33187	2401573	256787	10/18/2023	500.00
<b>Prairie Land Golf Cars Total</b>					<b>500.00</b>
Prall, Jeff	FY2023.Senior.Refund	(blank)	256520	10/18/2023	4.67
<b>Prall, Jeff Total</b>					<b>4.67</b>
Prasade, Parag	FY2023.Senior.Refund	(blank)	256521	10/18/2023	2.25
<b>Prasade, Parag Total</b>					<b>2.25</b>
Presley, Deborah L	MILES202309	(blank)	256643	10/18/2023	11.79
<b>Presley, Deborah L Total</b>					<b>11.79</b>
Principal Life Insurance-Sbd Grand	1077842-10001	2401686	256788	10/18/2023	5,234.26
<b>Principal Life Insurance-Sbd Grand Total</b>					<b>5,234.26</b>
Proquest Llc	70803666	2401641	256790	10/18/2023	2,055.51
<b>Proquest Llc Total</b>					<b>2,055.51</b>
Pro-Type Printing	66099	2401513	256789	10/18/2023	289.00
<b>Pro-Type Printing Total</b>					<b>289.00</b>
Provost, Sarah	FY2023.Senior.Refund	(blank)	256522	10/18/2023	6.65
<b>Provost, Sarah Total</b>					<b>6.65</b>
R & Rs	46679	2401444	256791	10/18/2023	233.90
	46680	2401444	256791	10/18/2023	2,100.00
<b>R &amp; Rs Total</b>					<b>2,333.90</b>
Raglan, Melissa N	MILES202309	(blank)	256644	10/18/2023	149.08
<b>Raglan, Melissa N Total</b>					<b>149.08</b>
Ramza Insurance Group	79248	2401628	256792	10/18/2023	2,289.00
<b>Ramza Insurance Group Total</b>					<b>2,289.00</b>
Rasmus, Dennis	FY2023.Senior.Refund	(blank)	256523	10/18/2023	42.25
<b>Rasmus, Dennis Total</b>					<b>42.25</b>
Redman, Eric	FY2023.Senior.Refund	(blank)	256524	10/18/2023	27.75
<b>Redman, Eric Total</b>					<b>27.75</b>
Regional Office Of Education #17	4002400021	2401659	256793	10/18/2023	1,378.47
	1002400295	2401642	256793	10/18/2023	70.00
	1002400290	2401610	256793	10/18/2023	20.00
	400240006	2401547	256793	10/18/2023	875.94
	4002400004	2401472	256793	10/18/2023	489.41
<b>Regional Office Of Education #17 Total</b>					<b>2,833.82</b>
Regnier, Angie	FY2023.Senior.Refund	(blank)	256525	10/18/2023	13.70
<b>Regnier, Angie Total</b>					<b>13.70</b>
Reibling, Dana	FY2023.Senior.Refund	(blank)	256526	10/18/2023	0.15
<b>Reibling, Dana Total</b>					<b>0.15</b>
Republic Services - #368	0368-001078753.	2401574	256794	10/18/2023	1,990.72
<b>Republic Services - #368 Total</b>					<b>1,990.72</b>
Rice, Keith	V993206	2401584	256795	10/18/2023	90.43

**Expenditure Summary Report**

From Date: 10/18/2023  
To Date: 10/18/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Rice, Keith Total</b>					<b>90.43</b>
Rinkenberger, Kyle	FY2023.Senior.Refund	(blank)	256527	10/18/2023	9.10
<b>Rinkenberger, Kyle Total</b>					<b>9.10</b>
Robbins, Marsha L	MILES202309	(blank)	256645	10/18/2023	13.76
<b>Robbins, Marsha L Total</b>					<b>13.76</b>
Romero, Lauren A	MILES202309	(blank)	256646	10/18/2023	65.89
<b>Romero, Lauren A Total</b>					<b>65.89</b>
Rossbach, Tami	FY2023.Senior.Refund	(blank)	256528	10/18/2023	11.60
<b>Rossbach, Tami Total</b>					<b>11.60</b>
Rp Lumber Company, Inc	1565865	2401571	256796	10/18/2023	113.56
	1533210	2401571	256796	10/18/2023	55.63
<b>Rp Lumber Company, Inc Total</b>					<b>169.19</b>
Russell, Gina	FY2023.Senior.Refund	(blank)	256529	10/18/2023	216.70
<b>Russell, Gina Total</b>					<b>216.70</b>
Sadicoff, Dawn Mc Guire	MILES202309	(blank)	256647	10/18/2023	45.46
<b>Sadicoff, Dawn Mc Guire Total</b>					<b>45.46</b>
Salyer, Tisa Marie	MILES202309	(blank)	256648	10/18/2023	45.85
<b>Salyer, Tisa Marie Total</b>					<b>45.85</b>
Scheltens, Lisa	FY2023.Senior.Refund	(blank)	256530	10/18/2023	22.15
<b>Scheltens, Lisa Total</b>					<b>22.15</b>
Schick, Kari L	FY2023.Senior.Refund	(blank)	256531	10/18/2023	14.50
<b>Schick, Kari L Total</b>					<b>14.50</b>
Schieltz, Dyann	FY2023.Senior.Refund	(blank)	256532	10/18/2023	8.55
<b>Schieltz, Dyann Total</b>					<b>8.55</b>
Schmidt, Therese F	MILES202309	(blank)	256649	10/18/2023	213.53
<b>Schmidt, Therese F Total</b>					<b>213.53</b>
Schneringer, Becky	FY2023.Senior.Refund	(blank)	256533	10/18/2023	25.50
<b>Schneringer, Becky Total</b>					<b>25.50</b>
School Specialty	1038327094	2401435	256797	10/18/2023	53.46
<b>School Specialty Total</b>					<b>53.46</b>
Schreader, Alicia	FY2023.Senior.Refund	(blank)	256534	10/18/2023	0.55
<b>Schreader, Alicia Total</b>					<b>0.55</b>
Schupbach, Mary Ellen	MILES202308	(blank)	256650	10/18/2023	100.61
	MILES202309	(blank)	256650	10/18/2023	150.91
<b>Schupbach, Mary Ellen Total</b>					<b>251.52</b>
Scott Communication Services Inc.	3655	2401520	256798	10/18/2023	1,632.50
<b>Scott Communication Services Inc. Total</b>					<b>1,632.50</b>
Scott, Robert W	MILES202309	(blank)	256651	10/18/2023	32.49
<b>Scott, Robert W Total</b>					<b>32.49</b>
Senn Jr., Brian Robert	V647134	2401508	256799	10/18/2023	297.00

**Expenditure Summary Report**

From Date: 10/18/2023  
To Date: 10/18/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Senn Jr., Brian Robert Total</b>					<b>297.00</b>
Serv-U Restaurant & Bar Supply	873923	2401701	256800	10/18/2023	3,221.36
<b>Serv-U Restaurant &amp; Bar Supply Total</b>					<b>3,221.36</b>
Shanks, Katherine Alice	MILES202309	(blank)	256652	10/18/2023	4.91
<b>Shanks, Katherine Alice Total</b>					<b>4.91</b>
Sharad, Seema	FY2023.Senior.Refund	(blank)	256535	10/18/2023	0.80
<b>Sharad, Seema Total</b>					<b>0.80</b>
Sharif, Mahshid	FY2023.Senior.Refund	(blank)	256536	10/18/2023	0.16
<b>Sharif, Mahshid Total</b>					<b>0.16</b>
Sheppelman, Dawn Demlow	MILES202309	(blank)	256653	10/18/2023	84.50
<b>Sheppelman, Dawn Demlow Total</b>					<b>84.50</b>
Shumaker, Natalie Elise	MILES202309	(blank)	256654	10/18/2023	97.27
<b>Shumaker, Natalie Elise Total</b>					<b>97.27</b>
Simonson, Rhonda	FY2023.Senior.Refund	(blank)	256537	10/18/2023	0.35
<b>Simonson, Rhonda Total</b>					<b>0.35</b>
Sledge, Sheila	FY2023.Senior.Refund	(blank)	256538	10/18/2023	1.80
<b>Sledge, Sheila Total</b>					<b>1.80</b>
Smith, Kim	FY2023.Senior.Refund	(blank)	256539	10/18/2023	22.65
<b>Smith, Kim Total</b>					<b>22.65</b>
Snyder, Jennifer L	MILES202309	(blank)	256655	10/18/2023	76.05
<b>Snyder, Jennifer L Total</b>					<b>76.05</b>
Sohn, Jeffrey	FY2023.Senior.Refund	(blank)	256540	10/18/2023	8.40
<b>Sohn, Jeffrey Total</b>					<b>8.40</b>
Soliant Health, LLC	20775025	2401649	256801	10/18/2023	5,250.00
<b>Soliant Health, LLC Total</b>					<b>5,250.00</b>
Soliday, Mackenzie	MILES202308	(blank)	256656	10/18/2023	15.59
	MILES202309	(blank)	256656	10/18/2023	25.02
<b>Soliday, Mackenzie Total</b>					<b>40.61</b>
Specialized Education Of Illinois	INV172985	2401636	256802	10/18/2023	11,648.70
<b>Specialized Education Of Illinois Total</b>					<b>11,648.70</b>
Spencer, Rebecca	FY2023.Senior.Refund	(blank)	256541	10/18/2023	35.85
<b>Spencer, Rebecca Total</b>					<b>35.85</b>
Spencer, Ron	FY2023.Senior.Refund	(blank)	256542	10/18/2023	31.60
<b>Spencer, Ron Total</b>					<b>31.60</b>
Srivastava, Nilesh	FY2023.Senior.Refund	(blank)	256543	10/18/2023	7.95
<b>Srivastava, Nilesh Total</b>					<b>7.95</b>
Starcrest Cleaners	23137-4995	2401491	256803	10/18/2023	577.26
<b>Starcrest Cleaners Total</b>					<b>577.26</b>
Starkey, Jennifer Susan	FY2023.Senior.Refund	(blank)	256544	10/18/2023	33.95
<b>Starkey, Jennifer Susan Total</b>					<b>33.95</b>

**Expenditure Summary Report**

From Date: 10/18/2023  
To Date: 10/18/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Steve Weiss Music	INV1224287.1	2401490	256804	10/18/2023	162.95
<b>Steve Weiss Music Total</b>					<b>162.95</b>
Strupp, Sara	FY2023.Senior.Refund	(blank)	256545	10/18/2023	23.90
<b>Strupp, Sara Total</b>					<b>23.90</b>
Sutter, Nicole	FY2023.Senior.Refund	(blank)	256546	10/18/2023	16.90
<b>Sutter, Nicole Total</b>					<b>16.90</b>
Sweet, Stacy	MILES202309	(blank)	256657	10/18/2023	120.26
<b>Sweet, Stacy Total</b>					<b>120.26</b>
Szwajka, Kristyn Marie	MILES202308	(blank)	256658	10/18/2023	63.14
	MILES202309	(blank)	256658	10/18/2023	79.39
<b>Szwajka, Kristyn Marie Total</b>					<b>142.53</b>
Tague, Amy L	MILES202309	(blank)	256659	10/18/2023	43.75
<b>Tague, Amy L Total</b>					<b>43.75</b>
Teai-Technology Ed Assoc Of Il	V796372	2401501	256805	10/18/2023	380.00
<b>Teai-Technology Ed Assoc Of Il Total</b>					<b>380.00</b>
Team Automotive And Tire	7832258	2401666	256806	10/18/2023	874.44
	101195	2401665	256806	10/18/2023	143.52
	7832179	2401666	256806	10/18/2023	4,508.19
	7832185	2401680	256806	10/18/2023	59.57
	7832186	2401680	256806	10/18/2023	59.57
	7832187	2401680	256806	10/18/2023	64.15
	7832188	2401680	256806	10/18/2023	59.57
	7832066	2401666	256806	10/18/2023	1,942.85
<b>Team Automotive And Tire Total</b>					<b>7,711.86</b>
Tenhaken-Freeman, Kelly L	FY2023.Senior.Refund	(blank)	256547	10/18/2023	17.60
<b>Tenhaken-Freeman, Kelly L Total</b>					<b>17.60</b>
The Center	ZWNDK2WGW7P	2401687	256807	10/18/2023	370.00
<b>The Center Total</b>					<b>370.00</b>
The Music Shoppe, Inc	3564641	2401532	256808	10/18/2023	16.52
<b>The Music Shoppe, Inc Total</b>					<b>16.52</b>
The Omni Group	2310-7601	2401684	256809	10/18/2023	36.00
<b>The Omni Group Total</b>					<b>36.00</b>
Thomas, Angela	FY2023.Senior.Refund	(blank)	256548	10/18/2023	123.40
<b>Thomas, Angela Total</b>					<b>123.40</b>
Thomison, Shane	FY2023.Senior.Refund	(blank)	256549	10/18/2023	44.50
<b>Thomison, Shane Total</b>					<b>44.50</b>
Tilford, Andrea	FY2023.Senior.Refund	(blank)	256550	10/18/2023	11.35
<b>Tilford, Andrea Total</b>					<b>11.35</b>
T-Mobile	STMT09212023	2400006	256572	10/18/2023	1,517.00
<b>T-Mobile Total</b>					<b>1,517.00</b>
Touchtone Communications	3021666	2400013	256573	10/18/2023	635.47
<b>Touchtone Communications Total</b>					<b>635.47</b>

**Expenditure Summary Report**

From Date: 10/18/2023  
To Date: 10/18/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
Towanda Water Department	STMT09282023	2400009	256574	10/18/2023	313.87
<b>Towanda Water Department Total</b>					<b>313.87</b>
Town Of Normal - Utility Billing	V706198	2400010	256575	10/18/2023	35,318.27
<b>Town Of Normal - Utility Billing Total</b>					<b>35,318.27</b>
Turcotte, Briana L	MILES202309	(blank)	256660	10/18/2023	200.43
<b>Turcotte, Briana L Total</b>					<b>200.43</b>
Turcotte, Laurie	FY2023.Senior.Refund	(blank)	256551	10/18/2023	4.10
<b>Turcotte, Laurie Total</b>					<b>4.10</b>
Typing.Com Llc	4.9764E+18	2400077	256810	10/18/2023	3,760.62
<b>Typing.Com Llc Total</b>					<b>3,760.62</b>
Uchtorff, Kerry K	MILES202309	(blank)	256661	10/18/2023	24.37
<b>Uchtorff, Kerry K Total</b>					<b>24.37</b>
Unifirst Corporation	STMT09302023	2400256	256811	10/18/2023	1,464.64
<b>Unifirst Corporation Total</b>					<b>1,464.64</b>
Unit 5 Decker Industries		128 2401632	256812	10/18/2023	7.50
		122 2401464	256812	10/18/2023	70.00
<b>Unit 5 Decker Industries Total</b>					<b>77.50</b>
Vanguard Energy Services, Llc	G404551101223	2400004	256576	10/18/2023	13,797.73
<b>Vanguard Energy Services, Llc Total</b>					<b>13,797.73</b>
Verkler, Nick	FY2023.Senior.Refund	(blank)	256552	10/18/2023	15.30
<b>Verkler, Nick Total</b>					<b>15.30</b>
Village Of Carlock	2023-06.	(blank)	256662	10/18/2023	10.00
<b>Village Of Carlock Total</b>					<b>10.00</b>
Village Of Carlock.		5328 2400012	256577	10/18/2023	157.31
<b>Village Of Carlock. Total</b>					<b>157.31</b>
Vision Service Plan - (II)	818783702	2401465	256813	10/18/2023	2,160.99
<b>Vision Service Plan - (II) Total</b>					<b>2,160.99</b>
Vogelsang, Claye R	MILES202309	(blank)	256663	10/18/2023	231.67
<b>Vogelsang, Claye R Total</b>					<b>231.67</b>
Wade, Scott	FY2023.Senior.Refund	(blank)	256553	10/18/2023	47.75
<b>Wade, Scott Total</b>					<b>47.75</b>
Walker, Karen L	MILES202309	(blank)	256664	10/18/2023	199.91
<b>Walker, Karen L Total</b>					<b>199.91</b>
Waltz, Jennifer	FY2023.Senior.Refund	(blank)	256554	10/18/2023	21.10
<b>Waltz, Jennifer Total</b>					<b>21.10</b>
Ward Industrial Equipment Llc		91923 2401572	256814	10/18/2023	100.00
		91923A 2401572	256814	10/18/2023	166.32
		91923B 2401572	256814	10/18/2023	122.95
		91323A 2401572	256814	10/18/2023	132.42
		91123 2401582	256814	10/18/2023	599.87
		90723 2401572	256814	10/18/2023	158.18

**Expenditure Summary Report**

From Date: 10/18/2023  
To Date: 10/18/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Ward Industrial Equipment Llc Total</b>					<b>1,279.74</b>
Watts Copy Systems, Inc - Sales	1260079	(blank)	256819	10/18/2023	578.72
<b>Watts Copy Systems, Inc - Sales Total</b>					<b>578.72</b>
Watts Copy Systems, Inc. - Leasing	34987959	2401523	256820	10/18/2023	13,642.67
			256815	10/18/2023	0.00
	1260079	2401536	256815	10/18/2023	-
<b>Watts Copy Systems, Inc. - Leasing Total</b>					<b>13,642.67</b>
Weakly, Shelly	MILES202309	(blank)	256665	10/18/2023	454.98
<b>Weakly, Shelly Total</b>					<b>454.98</b>
Welch, Carrie	FY2023.Senior.Refund	(blank)	256555	10/18/2023	95.10
<b>Welch, Carrie Total</b>					<b>95.10</b>
Welch, Meagan Leigh	MILES202308	(blank)	256666	10/18/2023	132.70
<b>Welch, Meagan Leigh Total</b>					<b>132.70</b>
Wells, Thomas H	FY2023.Senior.Refund	(blank)	256556	10/18/2023	18.40
<b>Wells, Thomas H Total</b>					<b>18.40</b>
Wendland, Cheryl A	V15957	2401539	256816	10/18/2023	69.03
<b>Wendland, Cheryl A Total</b>					<b>69.03</b>
Werner, Susan	FY2023.Senior.Refund	(blank)	256557	10/18/2023	0.70
<b>Werner, Susan Total</b>					<b>0.70</b>
Westpfahl, Dean	FY2023.Senior.Refund	(blank)	256558	10/18/2023	15.15
<b>Westpfahl, Dean Total</b>					<b>15.15</b>
Whaley, Jeremy	FY2023.Senior.Refund	(blank)	256559	10/18/2023	8.20
<b>Whaley, Jeremy Total</b>					<b>8.20</b>
Wheeler, Samuel James	MILES202309	(blank)	256667	10/18/2023	157.20
<b>Wheeler, Samuel James Total</b>					<b>157.20</b>
White, Nicole	FY2023.Senior.Refund	(blank)	256560	10/18/2023	8.85
<b>White, Nicole Total</b>					<b>8.85</b>
Wiese, Mary	FY2023.Senior.Refund	(blank)	256561	10/18/2023	33.70
<b>Wiese, Mary Total</b>					<b>33.70</b>
Wilson, Christopher M	FY2023.Senior.Refund	(blank)	256562	10/18/2023	0.40
<b>Wilson, Christopher M Total</b>					<b>0.40</b>
Winsler, Annette	MILES202309	(blank)	256668	10/18/2023	7.34
<b>Winsler, Annette Total</b>					<b>7.34</b>
Young, Carrie Ann	FY2023.Senior.Refund	(blank)	256563	10/18/2023	45.80
<b>Young, Carrie Ann Total</b>					<b>45.80</b>
Young, Wendy Marie	MILES202309	(blank)	256669	10/18/2023	62.03
<b>Young, Wendy Marie Total</b>					<b>62.03</b>
Youthbuild Mclean Co.Charter School	20230501-0930	2401505	256817	10/18/2023	61,770.15
<b>Youthbuild Mclean Co.Charter School Total</b>					<b>61,770.15</b>
Zambrano, Edgar A	FY2023.Senior.Refund	(blank)	256564	10/18/2023	3.35

**Expenditure Summary Report**

From Date: 10/18/2023  
 To Date: 10/18/2023

Vendor	Invoice	PO No.	Check No.	Check Date	Amount
<b>Zambrano, Edgar A Total</b>					<b>3.35</b>
Zilm, Erika	FY2023.Senior.Refund	(blank)	256565	10/18/2023	12.95
<b>Zilm, Erika Total</b>					<b>12.95</b>
Zimmerman, Claire Christine	MILES202309	(blank)	256670	10/18/2023	86.33
<b>Zimmerman, Claire Christine Total</b>					<b>86.33</b>
Zimmerman, Steven	FY2023.Senior.Refund	(blank)	256566	10/18/2023	2.60
<b>Zimmerman, Steven Total</b>					<b>2.60</b>
Zink, Laura Susanne	MILES202309	(blank)	256671	10/18/2023	61.18
<b>Zink, Laura Susanne Total</b>					<b>61.18</b>
Zurek, Jeanne	FY2023.Senior.Refund	(blank)	256567	10/18/2023	9.70
<b>Zurek, Jeanne Total</b>					<b>9.70</b>
<b>Grand Total</b>					<b>1,127,648.85</b>

**Expenditure Summary Report**

From Date: 10/18/2023  
To Date: 10/18/2023

Fund	Amount
10	721,035.05
20	249,305.46
30	53,112.75
40	42,329.73
80	61,865.86
<b>Grand Total</b>	<b>1,127,648.85</b>

CUSD No. 5, McLean and Woodford Counties, Illinois

Unit 5 Treasurer's Report As of 09/30/2023

Fiscal Year: 2023-2024

ASSETS

Educational Fund	
Cash (+)	\$34,932,017.67
Other Assets (+)	\$42,457.89
Sub-total : Educational Fund	\$34,974,475.56
Operations & Maintenance Fund	
Cash (+)	\$3,614,065.58
Other Assets (+)	\$2,549.10
Sub-total : Operations & Maintenance Fund	\$3,616,614.68
Debt Service Fund	
Cash (+)	\$34,415,950.28
Sub-total : Debt Service Fund	\$34,415,950.28
Transportation Fund	
Cash (+)	\$3,515,219.70
Sub-total : Transportation Fund	\$3,515,219.70
Social Security Fund	
Cash (+)	\$1,932,392.76
Sub-total : Social Security Fund	\$1,932,392.76
Municiple Retirement Fund	
Cash (+)	\$2,200,082.93
Sub-total : Municiple Retirement Fund	\$2,200,082.93
Working Cash Fund	
Cash (+)	\$21,007,184.73
Investments (+)	\$43,283,750.84
Sub-total : Working Cash Fund	\$64,290,935.57
Tort Immunity Fund	
Cash (+)	\$2,169,442.48
Sub-total : Tort Immunity Fund	\$2,169,442.48
Life Safety Fund	
Cash (+)	\$626,460.44
Sub-total : Life Safety Fund	\$626,460.44
<b>Total : ASSETS</b>	<b>\$147,741,574.40</b>

LIABILITIES

Educational Fund	
Payroll Withholdings (+)	\$1,083,546.66
Other Liabilities (+)	\$37,478.21
Sub-total : Educational Fund	\$1,121,024.87
Operations & Maintenance Fund	

Balance Sheet

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report As of 09/30/2023**

Fiscal Year: 2023-2024

Payroll Withholdings (+)	\$77,641.05
Sub-total : Operations & Maintenance Fund	<u>\$77,641.05</u>
Transportation Fund	
Payroll Withholdings (+)	\$2,036.65
Sub-total : Transportation Fund	<u>\$2,036.65</u>
Social Security Fund	
Payroll Withholdings (+)	\$77,223.99
Sub-total : Social Security Fund	<u>\$77,223.99</u>
Municiple Retirement Fund	
Payroll Withholdings (+)	\$136,737.04
Sub-total : Municiple Retirement Fund	<u>\$136,737.04</u>
Tort Immunity Fund	
Payroll Withholdings (+)	\$1,941.99
Sub-total : Tort Immunity Fund	<u>\$1,941.99</u>
<b>Total : LIABILITIES</b>	<u>\$1,416,605.59</u>
<b>FUND BALANCE</b>	
Educational Fund	
Fund Balance (+)	\$18,288,558.15
Sub-total : Educational Fund	<u>\$18,288,558.15</u>
Operations & Maintenance Fund	
Fund Balance (+)	\$1,331,198.69
Sub-total : Operations & Maintenance Fund	<u>\$1,331,198.69</u>
Debt Service Fund	
Fund Balance (+)	\$18,593,885.89
Sub-total : Debt Service Fund	<u>\$18,593,885.89</u>
Transportation Fund	
Fund Balance (+)	\$1,525,971.40
Sub-total : Transportation Fund	<u>\$1,525,971.40</u>
Social Security Fund	
Fund Balance (+)	\$1,339,217.52
Sub-total : Social Security Fund	<u>\$1,339,217.52</u>
Municiple Retirement Fund	
Fund Balance (+)	\$1,452,347.51
Sub-total : Municiple Retirement Fund	<u>\$1,452,347.51</u>
Working Cash Fund	
Fund Balance (+)	\$63,416,170.15
Sub-total : Working Cash Fund	<u>\$63,416,170.15</u>

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report As of 09/30/2023**

Fiscal Year: 2023-2024

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Tort Immunity Fund		
Fund Balance (+)		\$731,430.37
Sub-total : Tort Immunity Fund		<u>\$731,430.37</u>
Life Safety Fund		
Fund Balance (+)		\$560,181.76
Sub-total : Life Safety Fund		<u>\$560,181.76</u>
NET CHANGE IN FUND BALANCE		
NET CHANGE IN FUND BALANCE (+)		\$39,086,007.37
Sub-total : NET CHANGE IN FUND BALANCE		<u>\$39,086,007.37</u>
<b>Total : FUND BALANCE</b>		<u>\$146,324,968.81</u>
<b>Total LIABILITIES + FUND BALANCE</b>		\$147,741,574.40

End of Report

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report For the Period 09/01/2023 through 09/30/2023**

Fiscal Year: 2023-2024

	<u>09/01/2023 - 09/30/2023</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
<b>REVENUE COLLECTED</b>					
Educational Fund					
Local Sources (+)	\$17,352,963.29	\$34,273,756.39	\$81,342,926.00	\$47,069,169.61	42.1%
State Sources (+)	\$2,541,568.56	\$5,229,718.87	\$26,581,970.72	\$21,352,251.85	19.7%
Federal Sources (+)	\$495,444.67	\$4,848,651.58	\$15,326,588.00	\$10,477,936.42	31.6%
Sub-total : Educational Fund	\$20,389,976.52	\$44,352,126.84	\$123,251,484.72	\$78,899,357.88	36.0%
Operations & Maintenance Fund					
Local Sources (+)	\$3,130,152.05	\$5,915,187.90	\$13,456,327.00	\$7,541,139.10	44.0%
State Sources (+)	\$0.00	\$0.00	\$50,000.00	\$50,000.00	0.0%
Sub-total : Operations & Maintenance Fund	\$3,130,152.05	\$5,915,187.90	\$13,506,327.00	\$7,591,139.10	43.8%
Debt Service Fund					
Local Sources (+)	\$8,984,379.20	\$16,585,573.14	\$36,586,134.00	\$20,000,560.86	45.3%
Sub-total : Debt Service Fund	\$8,984,379.20	\$16,585,573.14	\$36,586,134.00	\$20,000,560.86	45.3%
Transportation Fund					
Local Sources (+)	\$1,215,639.96	\$2,244,965.28	\$5,165,618.00	\$2,920,652.72	43.5%
State Sources (+)	\$0.00	\$1,394,333.55	\$5,933,066.55	\$4,538,733.00	23.5%
Federal Sources (+)	\$0.00	\$0.00	\$400,000.00	\$400,000.00	0.0%
Sub-total : Transportation Fund	\$1,215,639.96	\$3,639,298.83	\$11,498,684.55	\$7,859,385.72	31.6%
Social Security Fund					
Local Sources (+)	\$613,409.47	\$1,235,573.49	\$2,885,396.00	\$1,649,822.51	42.8%
Sub-total : Social Security Fund	\$613,409.47	\$1,235,573.49	\$2,885,396.00	\$1,649,822.51	42.8%
Municiple Retirement Fund					
Local Sources (+)	\$553,097.76	\$1,021,734.04	\$2,237,703.00	\$1,215,968.96	45.7%
Sub-total : Municiple Retirement Fund	\$553,097.76	\$1,021,734.04	\$2,237,703.00	\$1,215,968.96	45.7%
Working Cash Fund					
Local Sources (+)	\$528,012.71	\$874,765.42	\$2,136,404.00	\$1,261,638.58	40.9%
Sub-total : Working Cash Fund	\$528,012.71	\$874,765.42	\$2,136,404.00	\$1,261,638.58	40.9%
Tort Immunity Fund					
Local Sources (+)	\$1,479,492.51	\$2,743,697.01	\$6,179,383.00	\$3,435,685.99	44.4%
Sub-total : Tort Immunity Fund	\$1,479,492.51	\$2,743,697.01	\$6,179,383.00	\$3,435,685.99	44.4%
Life Safety Fund					
Local Sources (+)	\$303,256.78	\$560,226.96	\$1,291,404.00	\$731,177.04	43.4%
Sub-total : Life Safety Fund	\$303,256.78	\$560,226.96	\$1,291,404.00	\$731,177.04	43.4%
<b>Total : REVENUE COLLECTED</b>	<b>\$37,197,416.96</b>	<b>\$76,928,183.63</b>	<b>\$199,572,920.27</b>	<b>\$122,644,736.64</b>	<b>38.5%</b>
<b>EXPENDITURES PAID</b>					
Educational Fund					
Salaries (-)	\$8,317,990.82	\$22,689,592.80	\$98,585,700.87	\$75,896,108.07	23.0%
Employee Benefits (-)	\$1,559,956.80	\$2,556,710.36	\$18,114,633.00	\$15,557,922.64	14.1%
Purchased Services (-)	\$149,002.10	\$650,689.89	\$3,312,111.00	\$2,661,421.11	19.6%
Supplies and Materials (-)	\$659,247.03	\$1,799,751.41	\$8,659,986.13	\$6,860,234.72	20.8%
Capital Outlay (-)	\$153,196.00	\$248,580.00	\$122,579.00	(\$126,001.00)	202.8%

Operating Statement with Budget

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report For the Period 09/01/2023 through 09/30/2023**

Fiscal Year: 2023-2024

	<u>09/01/2023 - 09/30/2023</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Other Objects (-)	\$135,763.71	\$425,526.40	\$4,912,807.00	\$4,487,280.60	8.7%
Non-Capitalized Equipment (-)	\$6,553.07	\$29,891.48	\$156,928.00	\$127,036.52	19.0%
Sub-total : Educational Fund	(\$10,981,709.53)	(\$28,400,742.34)	(\$133,864,745.00)	(\$105,464,002.66)	21.2%
<b>Operations &amp; Maintenance Fund</b>					
Salaries (-)	\$536,437.11	\$1,694,227.96	\$6,692,022.15	\$4,997,794.19	25.3%
Employee Benefits (-)	\$200,901.74	\$415,724.19	\$1,103,844.00	\$688,119.81	37.7%
Purchased Services (-)	\$96,138.61	\$430,055.62	\$1,430,895.00	\$1,000,839.38	30.1%
Supplies and Materials (-)	\$301,757.81	\$981,831.86	\$3,630,302.00	\$2,648,470.14	27.0%
Capital Outlay (-)	\$99,813.90	\$318,261.33	\$637,798.00	\$319,536.67	49.9%
Other Objects (-)	\$110.00	\$110.00	\$2,454.00	\$2,344.00	4.5%
Non-Capitalized Equipment (-)	\$0.00	\$0.00	\$1,775.00	\$1,775.00	0.0%
Sub-total : Operations & Maintenance Fund	(\$1,235,159.17)	(\$3,840,210.96)	(\$13,499,090.15)	(\$9,658,879.19)	28.4%
<b>Debt Service Fund</b>					
Other Objects (-)	\$6,510.60	\$1,150,000.71	\$37,218,547.47	\$36,068,546.76	3.1%
Sub-total : Debt Service Fund	(\$6,510.60)	(\$1,150,000.71)	(\$37,218,547.47)	(\$36,068,546.76)	3.1%
<b>Transportation Fund</b>					
Salaries (-)	\$18,620.12	\$46,610.62	\$234,718.72	\$188,108.10	19.9%
Employee Benefits (-)	\$4,350.00	\$6,643.02	\$57,919.00	\$51,275.98	11.5%
Purchased Services (-)	\$30,740.58	\$1,303,644.41	\$13,008,685.00	\$11,705,040.59	10.0%
Supplies and Materials (-)	\$110,407.01	\$180,546.76	\$1,669,002.00	\$1,488,455.24	10.8%
Capital Outlay (-)	\$33,131.20	\$191,073.93	\$2,777,574.47	\$2,586,500.54	6.9%
Other Objects (-)	\$0.00	\$46,224.00	\$48,224.00	\$2,000.00	95.9%
Non-Capitalized Equipment (-)	\$0.00	\$5,472.91	\$23,380.00	\$17,907.09	23.4%
Sub-total : Transportation Fund	(\$197,248.91)	(\$1,780,215.65)	(\$17,819,503.19)	(\$16,039,287.54)	10.0%
<b>Social Security Fund</b>					
Employee Benefits (-)	\$255,136.18	\$719,622.24	\$2,902,286.00	\$2,182,663.76	24.8%
Sub-total : Social Security Fund	(\$255,136.18)	(\$719,622.24)	(\$2,902,286.00)	(\$2,182,663.76)	24.8%
<b>Municiple Retirement Fund</b>					
Employee Benefits (-)	\$147,027.63	\$410,735.66	\$1,863,998.00	\$1,453,262.34	22.0%
Sub-total : Municiple Retirement Fund	(\$147,027.63)	(\$410,735.66)	(\$1,863,998.00)	(\$1,453,262.34)	22.0%
<b>Tort Immunity Fund</b>					
Salaries (-)	\$208,791.86	\$635,184.45	\$2,584,048.00	\$1,948,863.55	24.6%
Employee Benefits (-)	\$144,392.43	\$251,072.63	\$1,047,185.00	\$796,112.37	24.0%
Purchased Services (-)	\$49,008.78	\$245,017.79	\$2,424,054.00	\$2,179,036.21	10.1%
Supplies and Materials (-)	\$6,360.84	\$26,087.83	\$40,769.00	\$14,681.17	64.0%
Capital Outlay (-)	\$0.00	\$35,900.00	\$84,324.00	\$48,424.00	42.6%
Other Objects (-)	\$0.00	\$28,664.00	\$100,458.00	\$71,794.00	28.5%
Non-Capitalized Equipment (-)	\$89,624.00	\$89,624.00	\$150,000.00	\$60,376.00	59.7%
Sub-total : Tort Immunity Fund	(\$498,177.91)	(\$1,311,550.70)	(\$6,430,838.00)	(\$5,119,287.30)	20.4%
<b>Life Safety Fund</b>					
Purchased Services (-)	\$21,850.00	\$108,935.90	\$280,000.00	\$171,064.10	38.9%
Capital Outlay (-)	\$0.00	\$385,012.38	\$1,350,000.00	\$964,987.62	28.5%

Operating Statement with Budget

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Treasurer's Report For the Period 09/01/2023 through 09/30/2023**

Fiscal Year: 2023-2024

	<u>09/01/2023 - 09/30/2023</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
Sub-total : Life Safety Fund	(\$21,850.00)	(\$493,948.28)	(\$1,630,000.00)	(\$1,136,051.72)	30.3%
<b>Total : EXPENDITURES PAID</b>	<b>(\$13,342,819.93)</b>	<b>(\$38,107,026.54)</b>	<b>(\$215,229,007.81)</b>	<b>(\$177,121,981.27)</b>	<b>17.7%</b>
<b>OTHER FINANCING SOURCES (USES)</b>					
Educational Fund					
Transfers In (+)	\$0.00	\$0.00	\$11,200,000.00	\$11,200,000.00	0.0%
Transfers Out (-)	\$6,510.60	\$386,491.96	\$558,007.11	\$171,515.15	69.3%
Sub-total : Educational Fund	(\$6,510.60)	(\$386,491.96)	\$10,641,992.89	\$11,028,484.85	3.6%
Operations & Maintenance Fund					
Capital Lease Proceeds (+)	\$0.00	\$132,798.00	\$132,798.00	\$0.00	100.0%
Transfers Out (-)	\$0.00	\$0.00	\$122,122.86	\$122,122.86	0.0%
Sub-total : Operations & Maintenance Fund	\$0.00	\$132,798.00	\$10,675.14	(\$122,122.86)	1244.0%
Debt Service Fund					
Transfers In (+)	\$6,510.60	\$386,491.96	\$680,129.97	\$293,638.01	56.8%
Sub-total : Debt Service Fund	\$6,510.60	\$386,491.96	\$680,129.97	\$293,638.01	56.8%
Transportation Fund					
Capital Lease Proceeds (+)	\$0.00	\$128,128.47	\$128,128.47	\$0.00	100.0%
Transfers In (+)	\$0.00	\$0.00	\$5,149,446.00	\$5,149,446.00	0.0%
Sub-total : Transportation Fund	\$0.00	\$128,128.47	\$5,277,574.47	\$5,149,446.00	2.4%
Working Cash Fund					
Transfers Out (-)	\$0.00	\$0.00	\$16,349,446.00	\$16,349,446.00	0.0%
Sub-total : Working Cash Fund	\$0.00	\$0.00	(\$16,349,446.00)	(\$16,349,446.00)	0.0%
Tort Immunity Fund					
Proceeds From Capital Asset Disposal (+)	\$0.00	\$3,923.81	\$0.00	(\$3,923.81)	0.0%
Sub-total : Tort Immunity Fund	\$0.00	\$3,923.81	\$0.00	(\$3,923.81)	0.0%
<b>Total : OTHER FINANCING SOURCES (USES)</b>	<b>\$0.00</b>	<b>\$264,850.28</b>	<b>\$260,926.47</b>	<b>(\$3,923.81)</b>	<b>101.5%</b>
<b>NET CHANGE IN FUND BALANCE</b>	<b>\$23,854,597.03</b>	<b>\$39,086,007.37</b>	<b>(\$15,395,161.07)</b>	<b>(\$54,481,168.44)</b>	<b>253.9%</b>

End of Report

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Self-Funded Insurance As of 09/30/2023**

Fiscal Year: 2023-2024

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**ASSETS**

Current Assets

Cash In Bank (+) \$1,795,677.71

Accounts Receivable (+) \$71,861.37

Sub-total : Current Assets \$1,867,539.08

**Total : ASSETS**

\$1,867,539.08

**LIABILITIES**

Current Liabilities

Other Current Liabilities (+) \$2,097.54

Sub-total : Current Liabilities \$2,097.54

**Total : LIABILITIES**

\$2,097.54

**FUND BALANCE**

Fund Balance

Fund Balance (+) \$2,886,512.59

Sub-total : Fund Balance \$2,886,512.59

NET CHANGE IN FUND BALANCE

NET CHANGE IN FUND BALANCE (+) (\$1,021,071.05)

Sub-total : NET CHANGE IN FUND BALANCE (\$1,021,071.05)

**Total : FUND BALANCE**

\$1,865,441.54

**Total LIABILITIES + FUND BALANCE**

\$1,867,539.08

End of Report

**CUSD No. 5, McLean and Woodford Counties, Illinois**

**Unit 5 Self-Funded Insurance For the Period 09/01/2023 through 09/30/2023**

Fiscal Year: 2023-2024

	09/01/2023 - 09/30/2023	Year To Date
<b>REVENUE COLLECTED</b>		
Revenue From Payroll		
Board Contributions (+)	\$1,217,727.50	\$3,455,842.00
Employee Contributions (+)	\$234,108.27	\$749,318.15
Sub-total : Revenue From Payroll	<u>\$1,451,835.77</u>	<u>\$4,205,160.15</u>
Revenue From Other Sources		
Retiree Contributions (+)	\$123,526.47	\$122,374.27
Cobra Contributions (+)	\$5,264.00	\$10,431.69
Interest & Dividends (+)	\$2,119.24	\$17,700.02
Sub-total : Revenue From Other Sources	<u>\$130,909.71</u>	<u>\$150,505.98</u>
<b>Total : REVENUE COLLECTED</b>	<u>\$1,582,745.48</u>	<u>\$4,355,666.13</u>
<b>EXPENDITURES PAID</b>		
Operating Expenditures		
Heath Ins Claims (-)	\$1,329,606.33	\$4,947,339.16
HSA Contributions (-)	\$7,893.40	\$20,521.62
Health Ins Admin Fees (-)	\$105,336.58	\$290,373.62
Other Fees & Expense (-)	\$0.00	\$118,502.78
Sub-total : Operating Expenditures	<u>(\$1,442,836.31)</u>	<u>(\$5,376,737.18)</u>
<b>Total : EXPENDITURES PAID</b>	<u>(\$1,442,836.31)</u>	<u>(\$5,376,737.18)</u>
<b>NET CHANGE IN FUND BALANCE</b>	<u>\$139,909.17</u>	<u>(\$1,021,071.05)</u>

End of Report

### **District Legal Status**

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.

The 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.

#### History

On May 8, 1948, voters in an area comprised of all or part of Bloomington, Danvers, Dry Grove, Hudson, Money Creek, Normal, Towanda, and White Oak Townships, approved the formation of a new unit district to be known as Community Unit School District No. 5 of McLean County, Illinois. On July 1, 1948, the 7 elected members of the Board of Education officially organized and adopted policies to provide direction for the administration of the District.

Areas of Dale and Old Town Townships, and Sections of Kansas and Montgomery Townships in Woodford County, became part of the District in 1954 and the name of the District, commonly referred to as McLean County Unit District No. 5, was officially changed to:

### **Community Unit School District No. 5, McLean and Woodford Counties, Illinois**

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)

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Adopted: August 9, 1995  
Reviewed: September 2023  
Amended: October 18, 2023

### **Vacancies on the Board – Filling Vacancies**

#### Vacancy

Elective office of a Board member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability,
4. Conviction of a felony, bribery, perjury, or other infamous crime, or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated,
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

#### Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the Regional Superintendent of Schools of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular Board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential qualifications as specified in the School Code i.e. membership is restricted to a maximum of 3 members from any congressional township; the appointed member does not need to reside in the same congressional township as the vacating member. The Board shall fill the vacancy within 60 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board shall publicize it and accept résumés from District residents who are interested in filling the vacancy. After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.: 105 ILCS, 5/10-10 and 5/10-11.  
CROSS REF.: 2.40 (Board Member Qualifications), 2.60 (Board Member Removal from Office), 2.120 (Board Member Development)

### **Uniform Grievance Procedure**

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if the individual believes that the Board, its employees, or its agents have violated the individual's rights guaranteed by the State or federal constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by policy 2.265, *Title IX Sexual Harassment Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under policy 2.265, *Title IX Sexual Harassment Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/

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

#### Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

A person (hereinafter Complainant) who wishes to utilize this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the student's parents/guardians. The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyber-bullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7.180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5.20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy in addition to any response required by this policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on the Complaint Manager's behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify the student's parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except:

- 1) as required by law, this policy, or any collective bargaining agreement;
- 2) as necessary to fully investigate the complaint; or
- 3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except:

- 1) as required by law, this policy, or any collective bargaining agreement;
- 2) as necessary to fully investigate the complaint; or
- 3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

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

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

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

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

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

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

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

Appointing Nondiscrimination Coordinator and Complaint Managers

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

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

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

<b>Nondiscrimination Coordinator and Complaint Manager:</b>	Name: M. Curt Richardson
	Address: 1809 W. Hovey Ave., Normal, IL 61761
	Email: <a href="mailto:richardmc@unit5.org">richardmc@unit5.org</a>
	Telephone: (309) 557-4082

<b>Complaint Managers:</b>	Name: Monica Wilks
	Address: 1809 W. Hovey Ave., Normal, IL 61761
	Email: <a href="mailto:wilksm@unit5.org">wilksm@unit5.org</a>
	Telephone: (309) 557-4041

Name: Dr. Kristal Shelvin  
Address: 1809 W. Hovey Ave., Normal, IL 61761  
Email: [shelvik@unit5.org](mailto:shelvik@unit5.org)  
Telephone: (309) 557-4035

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.  
20 U.S.C. §1232g, Family Education Rights Privacy Act.  
20 U.S.C. §1400, The Individuals with Disabilities Education Act.  
20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.  
29 U.S.C. §206(d), Equal Pay Act.  
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.  
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.  
29 U.S.C. §2612, Family and Medical Leave Act.  
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act.  
42 U.S.C. §2000e et seq., Equal Employment Opportunities Act (Title VII of the Civil Rights Act).  
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.  
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.  
42 U.S.C. §12101 et seq., Americans With Disabilities Act.  
105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75 (final citation pending), 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.  
5 ILCS 415/10(a)(2), Government Severance Pay Act.  
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.  
410 ILCS 513/, Ill. Genetic Information Privacy Act.  
740 ILCS 174/, Whistleblower Act.  
740 ILCS 175/, Ill. False Claims Act.  
775 ILCS 5/, Ill. Human Rights Act.  
820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill. Admin. Code Part 280.  
820 ILCS 112/, Equal Pay Act of 2003.  
820 ILCS 70/, Employee Credit Privacy Act, 70/10(b), and 70/2523 Ill. Admin. Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2.105 (Ethics and Gift Ban), 2.265 (Title IX Sexual Harassment Grievance Procedure), 5.10 (Equal Employment Opportunity), 5.20 (Workplace Harassment Prohibited), 5.30 (Hiring Process and Criteria), 5.90 (Abused and Neglected Child Reporting), 6.120 (Education of Children with Disabilities), 6.140 (Education of Homeless Children), 6.170 (Title I Programs), 6.260 (Complaints About Curriculum, Instructional Materials, and Programs), 7.10 (Equal Educational Opportunities), 7.15 (Student and Family Privacy Rights), 7.20 (Harassment of Students Prohibited), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7.185 (Teen Dating Violence Prohibited), 7.310 (Restrictions on Publications; Elementary Schools), 7.315 (Restrictions on Publications; High Schools), 8.70 (Accommodating Individuals with Disabilities), 8.95 (Parental Involvement), 8.110 (Public Suggestions and Concerns)

### **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 by-passed except in unusual situations.

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)

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**Administrative Procedure - Comprehensive Safety and Security Program**

**Contents**

- A. Safety and Security Related Policies, Administrative Procedures, and Forms
  - B. Definitions
  - C. Director of Safety and Security and District Safety Team; Responsibilities
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  - F. District Emergency Operations Plan (EOP) Template
  - G. Material to be Included in Each Building EOP
  - H. Managing Communications About an Emergency
  - I. Required Notices
  - J. Resources
- Attachment A – Emergency Operations Plan Format

**A. Safety and Security Related Policies, Administrative Procedures, and Forms**

Administrative material on school safety and security may be implemented under this plan, including, without limitation, any in the following list.

- 4.60-AP3 Criminal History Records Check of Contractor Employees
- 4.110-AP1 School Bus Post-Accident Checklist
- 4.110-AP3 School Bus Safety Rules
- 4.110-E Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses
- 4.160-AP Environmental Quality of Buildings and Grounds
- 4.170-AP1, E1 Incident Report Form
- 4.170-AP1, E2 Memo to Staff Members Regarding Contacts by Media About a Crisis
- 4.170-AP2 Routine Communications Concerning Safety and Security
- 4.170-AP2, E1 Letter to Parents/Guardians Regarding Student Safety
- 4.170-AP2, E2 Letter to Parents/Guardians Regarding the Dangers of Underage Drinking
- 4.170-AP2, E3 Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers
- 4.170-AP4 National Terrorism Advisory System
- 4.170-AP5 Unsafe School Choice Option
- 4.170-AP6 Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED
- 4.170-AP6, E1 School Staff AED Notification Letter
- 4.170-AP6, E2 Notification to Staff and Parents/Guardians of CPR and AED Video
- 4.170-AP8 Movable Soccer Goal Safety
- 4.175-AP1 Criminal Offender Notification Laws; Screening
- 4.175-AP1, E1 Informing Parents/Guardians About Offender Community Notification Laws
- 4.180-AP1 School Action Steps for Pandemic Influenza or Other Virus/Disease
- 4.180-AP2 Pandemic Influenza Surveillance and Reporting
- 4.190 Targeted School Violence Prevention Program
- 4.190-AP1 Targeted School Violence Prevention Program
- 4.190-AP1, E1 Targeted School Violence Prevention Program Resources
- 4.190-AP2 Threat Assessment Team (TAT)
- 4.190-AP2, E1 Principles of Threat Assessment
- 4.190-AP2, E2 Threat Assessment Documentation
- 4.190-AP2, E3 Threat Assessment Key Areas and Questions; Examples
- 4.190-AP2, E4 Responding to Types of Threats
- 4.190-AP2, E5 Threat Assessment Case Management Strategies

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Adopted: October 28, 2009  
Reviewed: September 2023  
Amended: October 18, 2023

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4.190-AP2, E6	Targeted School Violence Prevention and Threat Assessment Education
6.235-E4	Keeping Yourself and Your Kids Safe On Social Networks
6.235-E5	Children's Online Privacy Protection Act
7.280-AP1	Managing Students with Communicable or Infectious Diseases
7.290-AP1	Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

**B. Definitions**

*EOP* is an all hazards Emergency Operations Plan (formerly Crisis Plan). Each school or facility has an EOP.

*First responders* are local law enforcement, fire department officials, emergency medical services personnel, and any other entity in the community that provides emergency assistance.

*Incident* means any event or occurrence that threatens the safety and security of individuals on school property or at school events.

*Director of Safety and Security* is the individual who manages the District's safety and security efforts, chairs District's Safety Team meetings, and coordinates the District's response during an emergency.

*District Safety Team* is the Superintendent's administrative committee that is responsible for planning, development, review, implementation, and revision of the District's safety initiatives.

*SRO* means school resource officer, defined as a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency.

**C. Director of Safety and Security and District Safety Team; Responsibilities**

The Director of Safety and Security:

1. ensures compliance with laws related to safety including the School Safety Drill Act, Joint Rules of the Office of the State Fire Marshall and the Illinois State Board of Education: School Emergency and Crisis Response Plans, NIMS;
2. manages the District's safety and security efforts, remaining current on best practices;
3. chairs District Safety Team meetings; and
4. coordinates the District's response during an emergency.

The Superintendent appoints members of the District's Safety Team, with input from the Director of Safety and Security. The District Safety Team is a multi-disciplinary team consisting of the Director of Safety and Security, the Attorney for the District, and representatives from the following groups:

1. District administration;
2. Building administration;
3. Teachers;
4. Nurses;
5. School resource officers;
6. Local law enforcement;
7. Local fire department;
8. Emergency management officials;
9. District Technology Department;
10. Paraprofessionals;
11. Maintenance and custodians;
12. Food Service; and

13. Other school and community partners.

The District Safety Team:

1. advises and assists the Director of Safety and Security on safety and emergency issues;
2. plans, develops, implements, reviews, and revises the District's all-hazards Emergency Operations Plan (EOP) template consistent with Presidential Policy Directive (PPD) 8, the National Incident Management System (NIMS), Incident Command System (ICS), the Guide for Developing High-Quality School Emergency Operations Plans (2013), at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf);
3. plans, develops, and conducts training exercises, including tabletop exercises, drills, functional exercises, and full-scale exercises; and
4. conducts the Annual Safety Review.

District Safety Team meetings are held as determined by the Director of Safety and Security but no less than once per year. The following matters are suggested agenda items:

Review purposes of District Safety Team

Review planning principles and process

Review and revise threats and hazards, goals and objectives, and courses of action in District EOP template

Review and revise goals and objectives for threats and hazards

Review and revise courses of action for threats and hazards

Committee reports and recommendations including:

- Safety and security data from incidents, investigations, audits, etc.
- Recommendations received from stakeholders and first responders
- Emerging issues
- Status of EOPs
- Status of safety and security communication systems

Plan training exercises

Safety Team training

#### **D. Annual Safety Review**

The Director of Safety and Security facilitates the annual safety review meeting conducted by the School Board or its designee, as required by 105 ILCS 128/25, amended by P.A.s 101-455 and 102-395, and 128/30. During the annual safety review, the law requires the School Board or its designee to "review each school building's emergency and crisis response plans, protocols, and procedures, including procedures regarding the District's threat assessment team, the efficacy and effects of law enforcement drills, and each building's compliance with the school safety drill programs." If the school board uses a designee, it should preferably be someone other than the Director of Safety and Security to assure an unbiased audit. The Director of Safety and Security assists the Board or its designee to comply with annual review requirements, including without limitation, the completion of a report certifying that the review took place. See the Ill. State Board of Education (ISBE) website for an annual review checklist and report at [www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx](http://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx). The Open Meetings Act (OMA) allows the Board to enter closed session to discuss security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property (5 ILCS 120/2(c)(8)). Consult the Attorney for the District for assistance with this OMA exception.

#### **E. School Safety Drill Plan**

The School Safety Drill Act (105 ILCS 128/, amended by P.A.s 101-455, 102-395, and 102-791) and any implementing State administrative rules contain the requirements for the District's safety drills and shall supersede this procedure in the event of a conflict.

The Building Principal shall keep the Director of Safety and Security informed of when drills are scheduled and/or accomplished. ISBE's fillable School Drill Documentation form for documenting the completion of minimum drill requirements may be used (see [www.isbe.net/Documents/91-02\\_school\\_drill\\_documentation.pdf](http://www.isbe.net/Documents/91-02_school_drill_documentation.pdf)).

Each academic year, each school building that houses school children must conduct a minimum of:

**Three school evacuation drills** - These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary, depending on the circumstances, in the event of fire, presence of a suspicious item or person, incident involving a hazardous material, including but not limited to a chemical, incendiary, explosive, and bomb threat.

One of the three school evacuation drills requires the participation of the appropriate local fire department or district, unless waived as provided below. A date is selected according to the following timeline:

- No later than **September 1** of each year, each local fire department or fire district must contact the Building Principal in order to make arrangements.
- No later than **September 14** of each year, the Building Principal or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department or district in a school evacuation drill.
- No later than **September 15** of each year, each Building Principal or designee must contact the responding local fire official and propose to the local fire official four dates within the month of October, during at least two different weeks of October, on which to hold the drill. The fire official may choose any of the 4 available dates, and if he or she does so, the drill occurs on that date.
- Alternatively, the Building Principal or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October.
- If the fire official does not select one of the four offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

After a drill in which the local fire service participated, the principal should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department or district. In addition, schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation, suspicious items or bomb threats.

**One school bus evacuation drill** - This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, presence of suspicious items, and incidents involving hazardous materials. Schools may conduct additional bus evacuation drills.

In addition, instruction on safe bus riding practices should be provided for all students. See 4.110-AP3, *School Bus Safety Rules*.

**One severe weather and shelter-in-place drill** - This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as, tornadoes, wind shears, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.

**One law enforcement lockdown drill** - This drill addresses a school shooting incident and evaluates the preparedness of school personnel and students for situations calling for the involvement of law enforcement when there is an active threat or an active shooter within a school building. A law enforcement lockdown drill must occur no later than 90 days after the first day of each school year. This drill must be conducted: (a) according to the

District's emergency operations and crisis response plan(s), (b) on days and times when students are normally present in the school building, and (c) with the participation of all school personnel and students present at school at the time of the drill, except for those exempted at the discretion of administrators or school support personnel. The appropriate local law enforcement agency must observe administration of the drill.

Schools must notify parents/guardians in advance of any lockdown drill that involves student participation, and must allow parents/guardians to exempt their child from participating for any reason. For students who do not participate in the lockdown drill, districts must provide alternative safety education and instruction related to an active threat or active shooter event. For students who do participate in the lockdown drill, districts must allow them to ask questions related to it. See Administrative Procedure 4.170-AP2, E5, *Notice to Parent/Guardian of Lockdown Drill; Opt-Out*. In addition, a law enforcement lockdown drill must meet each of the following criteria:

- During each calendar year, the appropriate local law enforcement agency contacts the Building Principal to request participation in the law enforcement lockdown drill. The Building Principal and the local law enforcement agency shall set, by mutual agreement, a date for the drill.
- The lockdown drill involves the onsite participation of the local law enforcement agency, provided that an agreeable date can be reached between the Building Principal and the local law enforcement agency. If the parties cannot reach an agreeable date, the school shall hold the drill without participation from the local law enforcement agency.
- After a drill in which local law enforcement participated, the Building Principal should request a certification from local law enforcement that the law enforcement lockdown drill was conducted. The local law enforcement agency shall also notify the school of any deficiencies noted during the drill.
- The lockdown drill cannot include any simulations that mimic an actual school shooting incident or active shooter event. Law enforcement may only run an active shooter simulation, including simulated gun fire drills, on school days when students are not present.
- All lockdown drills must be announced in advance to all school personnel and students prior to the commencement of the drill.
- Lockdown drill content must be age and developmentally appropriate, and must include trauma-informed approaches to address the concerns and well-being of school personnel.
- Lockdown drills must include and involve school personnel, including school-based mental health professionals.

The Director of Safety and Security, in cooperation with the Building Principal, shall encourage local law enforcement agencies to establish a school walk-through program. This program encourages local law enforcement officials to walk through school properties during their patrols with the goal of increasing security (school districts are encouraged, but not mandated, to do this by House Resolution 153 (98th General Assembly, 2013)).

#### **F. District Emergency Operations Plan (EOP) Template**

The District Safety Team shall develop, implement, and maintain a District EOP template using the process below, as explained in FEMA's Guide for Developing High-Quality School Emergency Operations Plans (2013), at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf):

1. Develop a schedule and invite the participation of first responders.
2. Identify threats and hazards, assess risks, and prioritize threats and hazards.
3. Determine goals and objectives.
4. Develop, review, evaluate, and maintain the EOP.
5. Share the EOP with stakeholders and train them. This includes, without limitation, having the EOP accessible in a digital format.

The EOP shall be in the format suggested by and explained in FEMA's Guide for Developing High-Quality School Emergency Operations Plans (2013), at [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf). See also The Role

of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide (2019), at: [https://rems.ed.gov/docs/District\\_Guide\\_508C.pdf](https://rems.ed.gov/docs/District_Guide_508C.pdf); and the **Attachment** to this procedure.

### **G. Material to be Included in Each Building EOP**

The District Safety Team annually gathers and/or renews the following material for inclusion in the EOP:

1. District-level Targeted School Violence Prevention Plan. See Board policy 4:190, *Targeted School Violence Prevention Program*, and 4:190-AP1, *Targeted School Violence Prevention Program*.
2. Building-level Threat Assessment Team procedures. See 4:190-AP2, *Threat Assessment Team (TAT)*.
3. Building evacuation protocol. The Building Principal or designee shall: (a) keep a comprehensive evacuation map - describing main and alternate routes - in the main office, (b) post signs containing main and alternate evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (c) prepare evacuation plans for outdoor areas (playgrounds and stadiums), and (d) keep all staff informed of the evacuation plans.
4. Documents concerning safety drills. The Principal shall schedule, execute, and document safety drills as per the School Safety Drill Act (105 ILCS 128/, amended by P.A.s 101-455, 102-395, and 102-791) and this procedure.
5. Maps and layouts, including: (a) campus map, (b) building floor plan, (c) location of first aid kits, AEDs, bleeding control kits, and fire extinguishers, and (d) map or plan describing the areas to be used in the event of an emergency or crisis for triage, emergency helicopter landing, media center, non-victim students, and parents/guardians. The Safety Team or Principal shall annually give a copy of these to first responders.
6. A protocol to secure a list of people present in the building at any time.
7. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
8. Carbon monoxide alarm or detector activation plans, protocols and procedures (105 ILCS 5/10-20.57 and 430 ILCS 135/).
9. The safety equipment's maintenance schedule and the person(s) responsible.
10. An emergency early dismissal protocol.
11. A plan for inviting warnings or tips, e.g., a hotline or website for individuals to make anonymous tips.
12. A protocol for student supervision in the event of an emergency or crisis.
13. A safety patrol plan (105 ILCS 5/10-22.28).
14. Bicycle use rules.
15. Roadway and parking rules.
16. Procedures on student illness and injuries at school and school events (23 Ill. Admin. Code §1.530(c)).
17. A plan for giving students instructions on safe school bus riding practices, including the operation and use of emergency doors and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 128/20(b)). The District's parent-teacher advisory committee, in cooperation with school bus personnel, establishes and maintains bus safety rules (105 ILCS 5/10-20.14). See 4:110-AP3, *School Bus Safety Rules*.
18. Safety and security related administrative material. See section A, above.
19. The location of any door security locking means and the use of the locking and unlocking means from within and outside the room(s) (105 ILCS 5/10-20.72, added by P.A. 101-548 and renumbered by P.A. 102-558).
20. Other documents identified by the Safety Team.

### **H. Managing Communications About an Emergency**

The Director of Communications and Community Relations, with assistance from the Director of Safety and Security and District Safety Team, is responsible for compiling information and preparing communications concerning an emergency. The Director of Communications and Community Relations serves as the spokesperson during an

emergency. All District communications should come from this source to ensure accuracy, credibility, and compliance with laws granting confidentiality to student records.

The spokesperson shall follow best practices for spokespersons during an emergency and receive training on public relations. The Director of Safety and Security and Attorney for the District serve as resources to the spokesperson. The objective is:

- To provide the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible,
- While simultaneously respecting student privacy and complying with laws granting confidentiality to student records (Ill. School Student Records Act, 105 ILCS 10/; Family Educational Rights and Privacy Act, 20 U.S.C. §1232g). See 7:340-AP1, *School Student Records*.

All staff members are requested to refrain from spreading information about an emergency unless the information is from the Director of Communications and Community Relations. All inquiries should be directed to the spokesperson.

Everyone in the school community can positively affect an emergency situation by:

1. Avoiding speculation as to the cause.
2. Avoiding allocation of blame.
3. Helping school and law enforcement officials gather the facts.
4. Sticking to the facts during discussions.
5. Deferring all media requests to the spokesperson.
6. Comforting and supporting each other.

#### **I. Required Notices**

A school staff member shall immediately notify the Building Principal when he or she:

1. Observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision. 105 ILCS 5/10-27.1A(a).
2. Has reason to suspect that any person on school grounds is or was involved in a drug-related incident. 105 ILCS 5/10-27.1B.
3. Observes an attack on any staff member or is subject to an attack. 105 ILCS 5/10-21.7, amended by P.A. 102-894.

Upon receiving a report on any of No. 1 above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above Nos. 1-3, the Building Principal or designee must notify the Superintendent or Designee. See 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*.

Upon receiving a report of Nos. 1-3, above, the Superintendent or designee shall immediately notify local law enforcement. The Superintendent will also report incidents involving attacks on staff members to ISBE through its web-based School Incident Reporting System (SIRS) as they occur during the year and no later than August 1 for the preceding school year. 105 ILCS 5/10-21.7, amended by P.A. 102-894. SIRS is available at [www.isbe.net/Pages/School-Incident-Reporting-System.aspx](http://www.isbe.net/Pages/School-Incident-Reporting-System.aspx) or by going to ISBE's home page and accessing the District's Web Application Security (IWAS) account.

#### **J. Resources**

Guide for Developing High-Quality School Emergency Operations Plans: At a Glance  
[www.rems.ed.gov/K12GuideForDevelHQSchool.aspx](http://www.rems.ed.gov/K12GuideForDevelHQSchool.aspx)

Guide for Developing High-Quality School Emergency Operations Plans [www.rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf)

The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide [https://rems.ed.gov/docs/District\\_Guide\\_508C.pdf](https://rems.ed.gov/docs/District_Guide_508C.pdf)

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center Tool Box [www.rems.ed.gov/toolbox.aspx](http://www.rems.ed.gov/toolbox.aspx)

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute [www.alicetraining.com](http://www.alicetraining.com)

SBE/OSFM All Hazard Preparedness Guide for Illinois Schools [www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx](http://www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx)

Illinois Emergency Management Agency (IEMA) [www2.illinois.gov/ready/Pages/default.aspx](http://www2.illinois.gov/ready/Pages/default.aspx)

Schools/Campus – Resources, including School Safety Information Sharing [www2.illinois.gov/ready/plan/Pages/Schools.aspx](http://www2.illinois.gov/ready/plan/Pages/Schools.aspx)

Safe2Help Illinois, designed to offer students a safe, confidential way in which to share information that might help prevent suicides, bullying, school violence, or other threats to school safety, [www.safe2helpil.com/](http://www.safe2helpil.com/)

Illinois Terrorism Task Force (ITTF) [www2.illinois.gov/iema/ITTF/Pages/default.aspx](http://www2.illinois.gov/iema/ITTF/Pages/default.aspx)

National Association of School Psychologists (NASP) - Recommendations for Comprehensive School Safety and Crisis Policies [www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis](http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis)

U.S. Secret Service (USSS) National Threat Assessment Center [www.secretservice.gov/protection/ntac](http://www.secretservice.gov/protection/ntac)

Bomb Threat Response Planning Tool, developed by the U.S. Dept. of Justice’s Bureau of Alcohol, Tobacco, Firearms and Explosives and the U.S. Dept. of Education’s Office of Safe and Drug Free Schools [www.threatplan.org/default.htm](http://www.threatplan.org/default.htm)

School Crisis Guide - Help and Healing in a Time of Crisis, published by NEA Health Information Network [www.nea.org/resource-library/neas-school-crisis-guide](http://www.nea.org/resource-library/neas-school-crisis-guide)

**Attachment A**

**School Emergency Operations and Crisis Response Plan Format**

Basic Plan

- |  |  |
|--|--|
| 1. Introductory Material                               | 3. Concept of Operations                               |
| 1.1 Promulgation Document and Signatures               | 4. Organization and Assignment of Responsibilities     |
| 1.2 Approval and Implementation                        | 5. Direction, Control, and Coordination                |
| 1.3 Record of Changes                                  | 6. Information Collection, Analysis, and Dissemination |
| 1.4 Record of Distribution                             | 7. Training and Exercises                              |
| 1.5 Table of Contents                                  | 8. Administration, Finance, and Logistics              |
| 2. Purpose, Scope, Situation Overview, and Assumptions | 9. Plan Development and Maintenance                    |
| 2.1 Purpose  | 10. Authorities and References                         |
| 2.2 Scope  |  |
| 2.3 Situation Overview                                 |  |
| 2.4 Planning Assumptions                               |  |

Functional Annexes

**Note:** This is not a complete list, but it is recommended that all SEOCRPs include at least the following functional annexes:

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Communications             | 6. Reunification                   |
| 2. Evacuation                 | 7. Continuity of Operations (COOP) |
| 3. Shelter-in-Place           | 8. Security                        |
| 4. Lockdown                   | 9. Recovery                        |
| 5. Accounting for All Persons | 10. Health and Medical             |

Threat- or Hazard-Specific Annexes

**Note:** This is not a complete list. Each school's annexes will vary based on its hazard analysis.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. Hurricane or Severe Storm    | 5. Mass Casualty Incident       |
| 2. Earthquake                   | 6. Active Shooter               |
| 3. Tornado                      | 7. Pandemic or Disease Outbreak |
| 4. Hazardous Materials Incident |                                 |

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**General Personnel – Equal Employment Opportunity**

The District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; or other legally protected categories.

No one will be penalized solely for the person's status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated against because the employee:

- (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act; or
- (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

<b>Nondiscrimination Coordinator and Complaint Manager:</b>	Name: M. Curt Richardson
	Address: 1809 W. Hovey Ave., Normal, IL 61761
	Email: <a href="mailto:richardmc@unit5.org">richardmc@unit5.org</a>
	Telephone: (309) 557-4082

<b>Complaint Managers:</b>	Name: Monica Wilks
	Address: 1809 W. Hovey Ave., Normal, IL 61761
	Email: <a href="mailto:wilksm@unit5.org">wilksm@unit5.org</a>
	Telephone: (309) 557-4041

Name: Dr. Kristal Shelvin  
Address: 1809 W. Hovey Ave., Normal, IL 61761  
Email: shelvik@unit5.org  
Telephone: (309) 557-4035

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

#### Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.  
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.  
29 U.S.C. §206(d), Equal Pay Act.  
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.  
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.  
38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).  
42 U.S.C. §1981 et seq., Civil Rights Act of 1991.  
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964, implemented by 29 C.F.R. Part 1601.  
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.  
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.  
42 U.S.C. §2000e(k), Pregnancy Discrimination Act.  
42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.  
Ill. Constitution, Art. I, §§17, 18, and 19.  
105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.  
410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.  
410 ILCS 513/25, Genetic Information Protection Act.  
740 ILCS 174/, Ill. Whistleblower Act.  
775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D), and 5/6-101, Ill. Human Rights Act.  
775 ILCS 35/, Religious Freedom Restoration Act.  
820 ILCS 55/10, Right to Privacy in the Workplace Act.  
820 ILCS 70/, Employee Credit Privacy Act.  
820 ILCS 75/, Job Opportunities for Qualified Applicants Act.  
820 ILCS 112/, Ill. Equal Pay Act of 2003.  
820 ILCS 180/30, Victims' Economic Security and Safety Act.  
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2.260 (Uniform Grievance Procedure), 2.265 (Title IX Sexual Harassment Grievance Procedure), 5.20 (Workplace Harassment Prohibited), 5.30 (Hiring

Adopted: April 23, 1997  
Reviewed: September 2023  
Amended: October 18, 2023

Process and Criteria), 5.40 (Communicable and Chronic Infectious Disease), 5.50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis), 5.70 (Religious Holidays), 5.180 (Temporary Illness or Temporary Incapacity), 5.200 (Terms and Conditions of Employment and Dismissal), 5.250 (Vacation, Holidays, and Leaves of Absence), 5.270 (Employment At-Will, Compensation, and Assignment), 5.300 (Schedules and Employment Year), 5.330 (Vacation, Holidays, and Leaves), 7.10 (Equal Educational Opportunities), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8.70 (Accommodating Individuals with Disabilities)

### **General Personnel – Workplace Harassment Prohibited**

The District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5.10, *Equal Employment Opportunity*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2.260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 7.20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

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

#### Sexual Harassment Prohibited

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

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

#### Making a Report or Complaint

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

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

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: the employee's immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. Employees may also report claims using Board policy 2.260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2.260, the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

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

**Nondiscrimination Coordinator and Complaint Manager:** Name: M. Curt Richardson  
Address: 1809 West Hovey Ave., Normal, IL 61761  
Email: richardmc@unit5.org  
Telephone: (309) 557-4082

**Complaint Managers:** Name: Monica Wilks  
Address: 1809 W. Hovey Ave., Normal, IL 61761  
Email: [wilksm@unit5.org](mailto:wilksm@unit5.org)  
Telephone: (309) 557-4026

Name: Dr. Kristal Shelvin  
Address: 1809 W. Hovey Ave., Normal, IL 61761  
Email: [shelvik@unit5.org](mailto:shelvik@unit5.org)  
Telephone: (309) 557-4035

Investigation Process

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

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under policy 2.265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged workplace harassment that does not require action under policy 2.265, *Title IX Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policy 2.260, *Uniform Grievance Procedure*, and/or 5.120, *Employee Ethics; Code of Professional Conduct, and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5.90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2.265, *Title IX Sexual Harassment Grievance Procedure*, or policy 2.260, *Uniform Grievance Procedure*.

Enforcement

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

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policy 2.260, *Uniform Grievance Procedure*), and depending on the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/).

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

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

Recourse to State and Federal Fair Employment Practice Agencies

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

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

LEGAL REF.: 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.  
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.  
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.  
775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.  
56 Ill. Admin. Code Parts 2500, 2510, 5210, and 5220.  
Vance v. Ball State Univ., 570 U.S. 421 (2013).  
Crawford v. Metro. Gov't of Nashville & Davidson City., 555 U.S. 271 (2009).  
Jackson v. Birmingham Bd. Of Educ., 544 U.S. 167 (2005).  
Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).  
Burlington Indus. V. Ellerth, 524 U.S. 742 (1998).  
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).  
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).  
Porter v. Erie Foods Int, Inc., 576 F.3d 1021 (7th Cir. 2004).  
Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).  
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2004).  
Sangamon Cnty. Sherriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2.260 (Uniform Grievance Procedure), 2.265 (Title IX Sexual Harassment Grievance Procedure), 4.60 (Purchases and Contracts), 5.10 (Equal Employment Opportunity), 5.90 (Abused and Neglected Child Reporting), 5.120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7.20 (Harassment of Students Prohibited), 8.30 (Visitors to and Conduct on School Property)

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**General Personnel – Drug- and Alcohol-Free Workplace; E-Cigarette, Vaping, Tobacco, and Cannabis Prohibition**

It is the policy of the District that the public has the reasonable right to expect all District employees to be free from the effects of drugs and alcohol while on duty or on District property and to observe the laws concerning the use of drugs and alcohol regardless of whether they are on duty, on District property, or at District events. The purposes of this policy shall be achieved in such a manner as not to violate any constitutional rights of employees.

All District property and events are drug- and alcohol-free places.

All employees are prohibited from:

1. Possessing, consuming, using, manufacturing, dispensing, distributing, or being impaired by or under the influence of alcohol or cannabis while on duty or on District property. Possession or distribution of medical cannabis by a school nurse or school administrator pursuant to Ashley's Law, 105 ILCS 5/22-33, is not prohibited.
2. Consuming, using, or being impaired by or under the influence of alcohol or cannabis while *on call*.
3. Being impaired by or under the influence of prescription medication or over the counter medication while on duty, on call, or on District property.
4. Possessing, selling, purchasing, delivering, manufacturing, dispensing, distributing, using, or being impaired by or under the influence of any illegal drug or controlled substance.

For purposes of this policy, an illegal drug or controlled substance means a substance that is:

1. Not legally obtainable;
2. Being used in a manner different than prescribed;
3. Legally obtainable, but has not been legally obtained; or
4. Referenced in federal or State controlled substance acts.

An employee is "on call" when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either on District property or another previously-designated location.

The District considers an employee to be "impaired by or under the influence of" one of the substances listed above if the employee manifests specific, articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including, but not limited to, symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee, students, or others, or involvement in any accident that results in serious damage to equipment or property; or carelessness that results in any injury to the employee, students, or others.

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or

applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy, "District property" means workplace as defined in the Cannabis Regulation and Tax Act ("CRTA") in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. "School grounds" means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

To make employees aware of dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy, or with access to this policy online;
2. Post notice of this policy where other information for employees is posted;
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations;
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;
5. Establish a drug-free awareness program to inform employees about:
  - a. The dangers of drug abuse in the workplace
  - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
  - c. The penalties that the District may impose upon employees for violations of this policy.
6. Remind employees that Board policy 6.60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

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E-Cigarette, Vaping, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in Board policy 8.30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, vaping, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

"Tobacco" has the meaning provided in Section 10-20.5b of the School Code.

"Cannabis" has the meaning provided in the CRTA, 410 ILCS 705/1-10.

"E-Cigarette" is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system ("ENDS"), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse program and/or employee-assistance program.

If the District elects to discipline an employee on the basis that the employee is under the influence or impaired, the District will afford the employee a reasonable opportunity to contest the basis of the determination.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent or designee shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the Suspension of Policies subhead in Board policy 2.240, *Board Policy Development*.

LEGAL REF.:

- 42 U.S.C. §12114, Americans With Disabilities Act.
- 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15, Controlled Substances Act.
- 41 U.S.C. §8101 et seq., Drug-Free Workplace Act of 1988.
- 20 U.S.C. §7101 et seq., Safe and Drug-Free School and Communities Act of 1994.
- 30 ILCS 580/, Drug-Free Workplace Act.
- 105 ILCS 5/10-20.5b.
- 410 ILCS 82/, Smoke Free Illinois Act.
- 410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
- 410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.

720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age  
and Sale and Distribution of Tobacco Products Act.  
820 ILCS 55/, Right to Privacy in the Workplace Act.  
21 C.F.R. Parts 1100, 1140, and 1143.  
23 Ill. Admin. Code §22.20.

CROSS REF.: 5.10 (Equal Employment Opportunity), 5.120 (Employee Ethics; Code of  
Professional Conduct; and Conflict of Interest), 6.60 (Curriculum Content), 8.30  
(Visitors to and Conduct on School Property)

**Professional Personnel – Maintaining Student Discipline**

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent or designee shall ensure that all teachers, other employees with a professional educator license ("PEL"), and persons providing a student's related services:

- (1) maintain discipline in the schools as required in the School Code, and
- (2) follow the Board policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal and discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

Teachers and other personnel with a PEL shall address disciplinary matters in a manner, which maintains student dignity. Personnel with a PEL shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Personnel with a PEL may use reasonable force as needed to keep students, school personnel, and others safe, or for self-defense or defense of property.

LEGAL REF.: 105 ILCS 5/24-24.  
23 Ill. Admin. Code §1.280.

CROSS REF.: 2.150 (Committees), 7.190 (Student Behavior), 7.230 (Misconduct by Students with Disabilities)

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**Professional Personnel - Student Teachers**

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject the individual to license suspension or revocation pursuant to Section 5/21B-80 of the School Code or has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile court Act of 1987 is permitted to student teach.

Before permitting an individual to student teach or begin a required internship in the District, the Superintendent or designee shall ensure that:

1. The District performed a *105 ILCS 5/10-21.9(g) Check* as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to 105 ILCS 5/24-5.

A *105 ILCS 5/21.9(g) Check* shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/1), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law) (730 ILCS 152/101 et seq.); and
3. A check of the Illinois Murderer and Violent Offender against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law) (730 ILCS 154/75-105).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, a 105 ILCS 5/21.9(g) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police ("ISP"), to the ISP. The Superintendent or designee will provide each student teacher with a copy of the student teacher's report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to tenured supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities and who meet the following guidelines:

1. Indicates an interest in serving as a cooperating teacher.
2. Recognized as an excellent/proficient teacher over the last 4 years of teaching experience.
3. Possesses the appropriate professional certification applicable to the student teacher's program.
4. Preferably holds a master's degree.

LEGAL REF.: 34 U.S.C. §20901 *et seq.*, Adam Walsh Child Protection and Safety Act, P.L.  
109-248.  
20 ILCS 2635/1, Uniform Conviction Information Act.  
105 ILCS 5/10-21.9, 5/10-22.34, and 5/24-5.

CROSS REF.: 4.175 (Convicted Child Sex Offender; Screening; Notifications), 5.190 (Teacher  
Qualifications)

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Adopted: April 23, 1997  
Reviewed: September 2023  
Amended: October 18, 2023

**Educational Support Personnel – Drug and Alcohol Testing  
For School Bus and Commercial Vehicle Drivers**

The District shall adhere to State and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers.

The Superintendent or designee shall manage a program to implement federal and State law defining the circumstances and procedures for the testing.

LEGAL REF.: 625 ILCS 5/6-106.1 and 5/6-106.1c.  
49 U.S.C. §31301 et seq., Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991, P.L. 102-143).  
49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers).

CROSS REF.: 4.110 (Transportation), 5.30 (Hiring Process and Criteria), 5.280 (Duties and Qualifications)

### **Educational Philosophy**

The Board is pledged to the following philosophy of education:

1. We are committed to high academic expectations and the education of all children who can benefit from public school education.
2. We are committed to the belief that education is the process whereby society utilizes its knowledge of learning to develop each individual to the highest degree possible as a member of a democratic society.
3. We are committed to the task of providing as solid a foundation of both academic or vocational knowledge and skills as each child's ability will permit.
4. We are committed to the belief that individual differences exist in the school population and that differentiation of instruction is imperative if individual needs are to be met adequately; further, that atypical pupils should be discovered, encouraged and challenged.
5. We are committed to the belief that every child should be encouraged and stimulated to be perceptive, to exercise critical thinking and to make logical decisions based on facts.
6. We are committed to the task of developing in every child an understanding and appreciation of the forces and ideals which have made America great, and a sense of personal responsibility as future citizens of the community, of Illinois, of the United States, and of the world.
7. We are committed to the provision for guidance that will foster the best possible vocation choices commensurate with the child's ability.
8. We are committed to freedom from any sexual, cultural, ethnic or religious bias.
9. We are committed to the development of an awareness of and appreciation for diversity.

LEGAL REF.: 23 Ill. Admin. Code §1.210.

CROSS REF: 1.30 (School District Philosophy), 3.10 (Goals and Objectives), 6.15 (School Accountability), 7.10 (Equal Educational Opportunities)

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Adopted: May 28, 1997  
Reviewed: September 2023  
Amended: October 18, 2023

### **Organization of Instruction**

The District has instructional levels for grades pre-Kindergarten through 12. The Superintendent or designee shall annually present to the Board a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

#### Kindergarten

The District maintains a full-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law.

The District also offers a half-day morning kindergarten for those parents/guardians who request a half-day program.

LEGAL REF.: 105 ILCS 5/10-20.19a, 5/10-20.37, 5/10-22.18.  
23 Ill. Admin. Code §1.420.

CROSS REF.: 6.40 (Curriculum Development), 6.170 (Title I Programs), 7.30 (Student Assignment), 7.50 (School Admissions and Student Transfers To and From Non-District Schools), 7.100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

### **Using Animals in the Educational Program**

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

#### Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

#### Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissections of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection.

The Superintendent shall inform students of:

- 1) their right to refrain from performing, participating in, or observing dissection, and
- 2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.: 105 ILCS 5/2-3.122, 5/27-14, and 112/1.

CROSS REF.: 6.40 (Curriculum Development)

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### **Accelerated Placement Program**

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in School Board policy 7.10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in the APP;
3. Assessment processes that include multiple valid, reliable indicators; and
4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows:
  - a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
  - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
  - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement, including strategies to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5/14A.  
23 Ill. Admin. Code Part 227, Gifted Education.

CROSS REF: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted),  
7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student  
Transfers To and From Non-District Schools)

### **Migrant Students**

The Superintendent or designee will develop and implement a program to address the needs of migrant children in the District in accordance with federal law.

This program will:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State, and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide to the extent feasible:
  - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services,
  - b. Professional development programs, including mentoring, for District staff,
  - c. Family literacy programs,
  - d. The integration of information technology into educational and related programs, and
  - e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
5. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

#### Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6318.  
20 U.S.C. §6391 *et seq.*, Education of Migratory Children.  
34 C.F.R. §200.80 *et seq.*

CROSS REF.: 6.170 (Title I Programs)

### **Title I Programs**

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

#### Title I Parental Involvement and Family Engagement

The District maintains programs, activities, and procedures for the involvement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

##### District-Level Parent and Family Engagement Compact

The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Title I requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

##### School-Level Parent and Family Engagement Compact

Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated by Reference: 6.170-AP1, E1 (District-Level Parent and Family Engagement Compact) and 6.170-AP1, E2 (School-Level Parent and Family Engagement Compact)

LEGAL REF.: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

CROSS REF.: 2.260 (Uniform Grievance Procedure), 4.110 (Transportation), 5.190 (Teacher Qualifications), 5.280 (Duties and Qualifications), 6.15 (School Accountability),

Adopted: May 28, 1997

Reviewed: September 2023

Amended: October 18, 2023

6.140 (Education of Homeless Children), 6.145 (Migrant Students), 6.160 (English Learners), 7.10 (Equal Educational Opportunities), 7.30 (Student Assignment), 7.60 (Residence), 7.100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8.95 (Parental Involvement)

### **Co-Curricular Activities**

The Superintendent must approve an activity in order for it to be considered a District-sponsored co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Student body desires are considered.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by the Board Policy 7.330, *Student Use of Buildings – Equal Access*.

#### Academic Criteria for Participation

For students in kindergarten through 8<sup>th</sup> grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activities' rules and the student conduct code.

For high school students, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. In order to be eligible to participate in any designated school-sponsored or school-supported co-curricular activity, a student must be passing a minimum of 5 classes. Any student-participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

LEGAL REF.: 105 ILCS 5/10-20.30 and 5/24-24.

CROSS REF.: 4.170 (Safety), 7.10 (Equal Educational Opportunities), 7.40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7.240 (Conduct Code for Participants in Co-Curricular Activities), 7.300 (Co-Curricular Athletics), 7.330 (Student Use of Buildings – Equal Access), 8.20 (Community Use of School Facilities)

### **Accelerated Placement Program Procedures**

The District's Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student, and is implemented by the Superintendent or designee. 105 ILCS 5/14A.

This administrative procedure contains seven sections as follows:

1. Definitions
2. Annual Notification
3. Referral Process
4. Evaluation Process
5. Eligibility Determination
6. Automatic Enrollment in Advanced High School Coursework
7. Program Reporting, Review, and Expanded Access Plan

#### Definitions

*Accelerated placement* is the placement of a student in an educational setting with curriculum that is usually reserved for students who are older or in higher grades than the student. Accelerated placement includes, but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject, and grade acceleration.

*Early entrance to kindergarten* is the admission to kindergarten of a student who: (a) is assessed for and meets the District's readiness standards to attend school; and (b) will not be five years of age on or before September 1 of that school term.

*Early entrance to first grade* is the admission to first grade of a student who is assessed for and meets the District's readiness standards to attend school. A student may, but is not required to, have attended a non-public preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriately certified teacher. A student who is younger than six upon starting first grade but who was admitted early to kindergarten does not need to be reevaluated prior to admission to first grade.

*Individual subject acceleration* is the practice of assigning a student to a specific content area at a higher instructional level than is typical given the student's grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. It may be accomplished by either: (a) physically moving the student to a higher level class for instruction; or (b) using higher level curricular or study materials in the student's current classroom.

*Whole grade acceleration* is the practice of assigning a student to a higher grade level than is typical, given the student's age, on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Commonly referred to as *skipping* a grade, grade acceleration may be done at the beginning of or during the school term.

Annual Notification

<b>Actor</b>	<b>Action</b>
Superintendent or designee	Annually notifies the community, including community-based organizations, providers of out-of-school programs, parent(s)/guardian(s), students, and school personnel, about the: <ol style="list-style-type: none"> <li>1. APP</li> <li>2. Process for referring a student for possible evaluation for accelerated placement, including:                             <ol style="list-style-type: none"> <li>a. Steps to be taken to make a referral;</li> <li>b. Individual(s) to whom a referral may be submitted;</li> <li>c. Deadlines by which a referral must be made (March 1<sup>st</sup> for whole grade acceleration and April 1<sup>st</sup> for Early Entrance to Kindergarten or First Grade); and</li> <li>d. Information that must be provided in the referral.</li> </ol> </li> <li>3. Methods used to determine whether a student is eligible for accelerated placement.</li> <li>4. Strategies used to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework.</li> </ol> Provides such notification: <ol style="list-style-type: none"> <li>1. By varied communication methods, such as student handbooks and District/school websites; and</li> <li>2. In multiple languages.</li> </ol>

Referral Process

<b>Actor</b>	<b>Action</b>
Parent(s)/Guardian(s), Licensed Educational Professionals, Student (with written consent of a parent/guardian), or Peer (through a licensed educational professional who has knowledge of the student's abilities).  In addition to the above-noted individuals, referrals for	Refers a student for possible evaluation for accelerated placement by the referral deadline (March 1 <sup>st</sup> for whole grade acceleration and April 1 <sup>st</sup> for Early Entrance to Kindergarten or First Grade) using the process set forth in this procedure.

Actor	Action
possible early entrance to kindergarten or first grade may also come from: Preschool Educator, Non-public Kindergarten Teacher, Pediatrician, or Psychologist who knows the student.	
Building Principal and/or Acceleration Team	<p>After receiving a referral, determines whether an evaluation for accelerated placement is warranted.</p> <p>To determine whether an evaluation is warranted, may review artifacts submitted with the referral, existing data about the student, utilize screening data, and conduct preliminary procedures such as observation of the student, consultation with the teacher or other individual making the request, and a conference with the student.</p> <p>Provides the student's parent(s)/guardian(s) with written notice of the referral determination. For cases not warranting an evaluation, the process ends here. For cases warranting an evaluation, proceed to Evaluation Process, below.</p>

Evaluation Process

Actor	Action
Building Principal and/or Acceleration Team	<p>Convenes an Acceleration Team (consisting of District administrators, teacher(s), and school support personnel, as appropriate) having the knowledge and skills necessary to:</p> <ol style="list-style-type: none"> <li>1. Identify multiple valid, reliable indicators to use during the evaluation;</li> <li>2. Identify appropriate assessment instruments;</li> <li>3. Administer said assessments; and</li> <li>4. Interpret evaluation results.</li> </ol> <p>The composition of the team may vary depending upon the type of acceleration requested and other relevant factors.</p>
Acceleration Team	<p>Identifies multiple valid, reliable indicators and any assessment instruments appropriate to use during the evaluation.</p> <p>Prepares a written document identifying the evaluation components. This may occur without a meeting.</p>
Building Principal and/or District Administration	<p>Provides parent(s)/guardian(s) with written notification of the Acceleration Team's conclusions regarding the evaluation components and requests parent(s)/guardian(s)' written consent to conduct the evaluation.</p>
Parent/Guardian	<p>Provides written consent to conduct the evaluation.</p>

<b>Actor</b>	<b>Action</b>
Acceleration Team	<p>Completes the evaluation within 45 calendar days following the date of receipt of parent(s)/guardian(s)' written consent to conduct the evaluation.</p> <p>Ensures the evaluation is nondiscriminatory and follows policy 7:10, <i>Equal Educational Opportunities</i>.</p>

Eligibility Determination

<b>Actor</b>	<b>Action</b>
Acceleration Team	<p>Convenes a meeting with parent(s)/guardian(s) to review evaluation results and determine eligibility for the Accelerated Placement Program. Provides parent(s)/guardian(s) with written notice of eligibility determination.</p> <ol style="list-style-type: none"> <li>1. If the student is found eligible for the Accelerated Placement Program, prepares and provides parent(s)/guardian(s) with a written plan detailing the type of acceleration the student will receive and strategies to support the student.</li> <li>2. If the student is found to not be eligible for the Accelerated Placement Program, provides parent(s)/guardian(s) with written notice of their right to appeal the eligibility determination, within five calendar days after receiving the determination, by submitting a written request to the Assistant Superintendent.</li> </ol>
Parent/Guardian	<p>If desired, within five calendar days after receiving written notice that student is not eligible for the Accelerated Placement Program, submits written appeal to the Assistant Superintendent.</p>
Assistant Superintendent	<p>Within 10 calendar days after receiving the written appeal request, reviews the case, and provides parent(s)/guardian(s) with written notice of his/her decision.</p> <p>The Assistant Superintendent's decision is final.</p>

Automatic Enrollment in Advanced High School Coursework

<b>Actor</b>	<b>Action</b>
District Administration, Building Principal, or designee	<p>Identifies students who qualify for automatic enrollment in the "next most rigorous level of advanced coursework" offered by the high school they attend, for the following school term, by reviewing State assessment results in English language arts, mathematics, and science.</p> <p>For English language arts, the "next most rigorous level of advanced coursework" includes courses in English, social studies, humanities, or related subjects.</p> <p>For a student entering grade 12, the "next most rigorous level of advanced coursework" in English language arts</p>

Actor	Action
	<p>or mathematics must be (if offered by the high school the student attends) a <i>dual credit course</i> (as defined in the Dual Credit Quality Act, 110 ILCS 27/5) or an <i>Advanced Placement course</i> (as defined in the College and Career Success for All Students Act, 105 ILCS 302/10). The same is true for all other subjects, except that the “next most rigorous level of advanced coursework” may also include an honors class, an enrichment opportunity, or another program offered by the District.</p> <p>Provides written notice to parent(s)/guardian(s) of a qualified student of the student’s eligibility for automatic enrollment in the “next most rigorous level of advanced coursework” level of advanced coursework offered by the high school that:</p> <ol style="list-style-type: none"> <li>1. Identifies the course(s) the student is eligible for, including the location and schedule, if known, of the course(s);</li> <li>2. Informs the parent(s)/guardian(s) of the option to instead enroll the student in alternative coursework that better aligns with the student’s postsecondary education or career goals;</li> <li>3. Identifies the alternative coursework the student is eligible for, including the location and schedule, if known, of the alternative coursework; and</li> <li>4. Requests that the parent(s)/guardian(s) notify the District within 10 calendar days of their course enrollment decision.</li> </ol>
Parent/Guardian	Provides the District with written notice of their course enrollment decision within 10 calendar days after receiving the written notice.

Program Reporting, Review, and Expanded Access Plan

Actor	Action
Superintendent, District Administration, or designee	<p>Submits by July 31 each year to the Ill. State Board of Education (ISBE) through the Student Information System (SIS):</p> <ol style="list-style-type: none"> <li>1. Demographic information for each student participating in the Accelerated Placement Program;</li> <li>2. Student participation in the Accelerated Placement Program; and</li> <li>3. Type of Accelerated Placement Program placement.</li> </ol>

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<b>Actor</b>	<b>Action</b>
	<p>Reviews disaggregated data on Accelerated Placement Program participation and successful completion rates to address gaps among demographic groups in accelerated placement opportunities.</p> <p>Develops and, as necessary, updates a plan to expand access to the Accelerated Placement Program and to ensure the teaching capacity necessary to meet any increased demand.</p>

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### **Harassment of Students Prohibited**

No person, including a District employee or agent, or student, shall harass intimidate, or bully a student on the basis of actual or perceived race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic.

The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

#### Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See policies 2.265, *Title IX Sexual Harassment Grievance Procedure*, and 2.260, *Uniform Grievance Procedure*.

#### Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Associate Principal, Assistant Principal, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2.260, *Uniform Grievance Procedure*, and/or Board policy 2.265, *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure.

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

<b>Nondiscrimination Coordinator and Complaint Manager:</b>	Name: M. Curt Richardson Address: 1809 West Hovey Ave, Normal, IL 61761 Email: richardmc@unit5.org Telephone: (309) 557-4082
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<b>Complaint Managers:</b>	Name: Monica Wilks Address: 1809 West Hovey Ave, Normal, IL 61761 Email: wilksm@unit5.org Telephone: (309) 557-4041
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Name: Dr. Kristal Shelvin  
Address: 1809 West Hovey Ave, Normal, IL 61761  
Email: shelvik@unit5.org  
Telephone: (309) 557-4035

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

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

#### Investigation Process

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

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee shall consider whether action under policy 2.265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

For any other alleged student harassment that does not require action under policy 2.265, Title IX *Sexual Harassment Grievance Procedure*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policies 2.260, *Uniform Grievance Procedure*, and/or 7.190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to policy 5.90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2.265, *Title IX Sexual Harassment Grievance Procedure*, or policy 2.260, *Uniform Grievance Procedure*.

#### Enforcement

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

Adopted: July 9, 1997  
Reviewed: September 2023  
Amended: October 18, 2023

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

#### Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 2.260, *Uniform Grievance Procedure*, and 2.265, *Title IX Sexual Harassment Grievance Procedure*).

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972;  
34 C.F.R. Part 106.  
105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1, and 5/27-23.7.  
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.  
23 Ill. Admin. Code §1.240 and Part 200.  
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999).  
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).  
Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998).  
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

CROSS REF.: 2.260 (Uniform Grievance Procedure), 2.265 (Title IX Sexual Harassment Grievance Procedure), 4.165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5.20 (Workplace Harassment Prohibited), 5.90 (Abused and Neglected Child Reporting), 5.120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7.10 (Equal Educational Opportunities), 7.180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7.185 (Teen Dating Violence Prohibited), 7.190 (Student Behavior), 7.240 (Conduct Code for Participants in Co-Curricular Activities)

### **Guidelines for Investigating Sexting Allegations**

Establishing procedures with local law enforcement agencies and State's attorneys to investigate allegations of sexting protects the District, its staff and its students from the broad legal implications that sexting allegations present. This administrative procedure contains three sections:

1. Glossary of Terms
2. Preparation of Guidelines for Investigating Sexting Allegations
3. Investigation and Management of Sexting Allegations

#### Glossary of Terms

**Electronic device:** any type of electronic communication device, defined in the Juvenile Court Act of 1987 at 705 ILCS 405/3-40(a). It includes, but is not limited to, a wireless telephone, personal digital assistant, or a portable or mobile computer, that is capable of transmitting images or pictures. This includes cellular telephones (see [www.thesaurus.com/](http://www.thesaurus.com/), listing cellular and wireless telephones as synonyms). For more discussion, see f/n 3 in administrative procedure 7.190-AP5, *Student Handbook - Electronic Devices*.

**Sexting:** a portmanteau word of sex and texting with no clear definition. It is commonly explained as the act of sending sexually explicit photos, images, or messages electronically, primarily by mobile phone or the internet. For purposes of this procedure, it also includes:

1. Indecent visual depiction, which under the Juvenile Court Act of 1987 means a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or, if such person is female, a fully or partially developed breast of the person (705 ILCS 405/3-40(a) (enacted to provide law enforcement officials an alternative to bringing child pornography charges against minors in possession of indecent visual depictions through placing them under the supervision of juvenile courts)), or
2. Non-consensual dissemination of private sexual images, which under the Criminal Code of 2012 is a crime that is committed when a person:
  - a. intentionally disseminates an image of another person:
    - i. who is at least 18 years of age; and
    - ii. who is identifiable from the image itself or information displayed in connection with the image; and
    - iii. who is engaged in a sexual act or whose intimate parts are exposed, in whole or in part; and
  - b. obtains the image under circumstances in which a reasonable person would know or understand that the image was to remain private; and
  - c. knows or should have known that the person in the image has not consented to the dissemination (720 ILCS 5/11-23.5(b)).

Preparation of Guidelines for Investigating Sexting Allegations

This section identifies best practices to create guidelines for investigating sexting allegations at the District-wide level. The Superintendent should discuss this procedure with local law enforcement agencies and State’s attorneys to minimize the potential legal implications for students and administrators that managing sexting in school presents. Customize the procedure to each District’s specific needs.

Actor	Action
<p>Superintendent or designee</p>	<p>Convene a meeting with the Board Attorney, local law enforcement agencies, and State’s attorney to determine best practices and procedures for investigating sexting in the District. Use the <b>Investigation and Management of Sexting Allegations</b> section (see below) as a template for discussion at the meeting and customize it to meet local considerations as necessary.</p> <p>Ask the Board Attorney to provide direction about searching student owned electronic devices in Step 2: Isolate Evidence / Confiscate Device in the <b>Investigation and Management of Sexting Allegations</b> section (see below).</p> <p>Searching electronic devices involves Fourth Amendment search and seizure and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and look through the phone, or getting a warrant solves this issue. <b>Note:</b> See <i>Searching and Seizing Computers and Obtaining Electronic Evidence Manual</i> (Sept. 2009), Chapter 3, The Stored Communication Act, at:</p> <p><a href="https://www.justice.gov/file/442111/download">https://www.justice.gov/file/442111/download</a>                      and Orin S. Kerr, <i>A User’s Guide to the Stored Communications Act, and a Legislator’s Guide to Amending It</i>, George Washington Law Review (Aug. 2004), at:</p> <p><a href="https://courses.ischool.berkeley.edu/i205/s10/readings/week10/kerr-storedcomm.pdf">courses.ischool.berkeley.edu/i205/s10/readings/week10/kerr-storedcomm.pdf</a>.</p> <p>Identify and list all State’s attorneys and local law enforcement agencies with jurisdiction over the District’s boundaries. Provide this list to all Building Principals in the District.</p> <p>Provide the local State’s attorney offices and law enforcement agencies with an annual list of school buildings and the names of each building’s administrators that are located within their jurisdictions.</p> <p>Invite local State’s attorney offices and law enforcement agencies to meet with District school officials to provide input on how the District should manage sexting.</p> <p>Add an agenda item about sexting to a Parent Teacher Advisory Committee meeting (see policy 2.150, <i>Committees</i>). Include information</p>

Actor	Action
	<p>from discussions with State’s attorneys and local law enforcement about the issue. Discuss local considerations for:</p> <ol style="list-style-type: none"> <li>1. Disciplinary actions and consequences in response to sexting; and</li> <li>2. Sexting education and prevention efforts.</li> </ol> <p>Consider adding information about the negative consequences of sexting to the District’s sex education curriculum. See, U.S. Dept. of Justice (DOJ) Guide titled <i>Citizen’s Guide to United States Federal Child Exploitation and Obscenity Laws</i>, at: <a href="http://www.justice.gov/criminal-ceos/citizens-guide-us-federal-child-exploitation-and-obscenity-laws">www.justice.gov/criminal-ceos/citizens-guide-us-federal-child-exploitation-and-obscenity-laws</a>; MTV’s four-part series titled <i>Sexting in America: When Privates Go Public</i>, available at: <a href="http://www.mtv.com/news/1631123/mtv-news-sexting-in-america-when-privates-go-public-premieres-on-valentines-day/">www.mtv.com/news/1631123/mtv-news-sexting-in-america-when-privates-go-public-premieres-on-valentines-day/</a>.</p> <p>Consider adding the above resources to 4.170-AP2, E4, <i>Exhibit-Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>.</p> <p>Convene a meeting with Building Principals to inform them of the District’s Investigation and Management of Sexting Allegations procedures (see below).</p> <p>Raise awareness of and increase educational opportunities about sexting as necessary. Follow the Parent Teacher Advisory Committee’s recommendations for providing sexting education and prevention efforts.</p> <p>Invite the local State’s attorney and local law enforcement to participate in the District’s education and prevention efforts.</p>
Building Principals	<p>Educate building staff members about the procedures for <b>Investigation and Management of Sexting Allegations</b> (see below).</p> <p>Follow the Investigation and Management of Sexting Allegations.</p>

Investigation and Management of Sexting Allegations

This section relies upon the Building Principal or designee to manage several practical and legal implications when conducting sexting allegation investigations.

Actor	Action
Building Principal or designee	<p><b>Step 1: Investigate</b></p> <p>Determine where actions took place.</p> <p>Contact parents/guardians of all students involved.</p> <p>Contact the Superintendent and request permission to contact the Board Attorney.</p> <p><b>Step 2: Isolate Evidence / Confiscate Device</b></p>

Actor	Action
	<p>NEVER transfer or store depictions on personal or school electronic devices to minimize accusations of possession of child pornography. (See 720 ILCS 5/11-20.1 <u>et seq.</u>, 720 ILCS 5/11-23.5(c) (provides an exception on transfer of an image for a lawful purpose), and 18 U.S.C. §§2251, 2252, and 2252A). Also see the DOJ’s Child Exploitation and Obscenity Section discussing child pornography issues, available at: <a href="http://www.justice.gov/criminal-ceos">www.justice.gov/criminal-ceos</a>.</p> <p>Contact the Board Attorney for guidance to determine whether to involve local law enforcement or manage the situation within the District’s disciplinary policy.</p> <p>See Joshua D. Herman, <i>Criminal Law. Sexting: It’s No Joke, It’s a Crime</i>. Illinois Bar Journal, Volume 98, No. 4, P. 192 at f/n 42 (published April 2010), at: <a href="http://www.isba.org/ibj/2010/04/criminallaw">www.isba.org/ibj/2010/04/criminallaw</a>, (quoting an attorney in the Ill. Attorney General’s High Tech Crimes Bureau who advises school administrators to immediately confiscate devices with such material on them and report the incident to law enforcement immediately, stating that possession of a sext message that is child pornography is no different than possessing a “kilo of cocaine.”)</p> <p>Follow Board policy 7.140, <i>Search and Seizure</i> and 7.150-AP, <i>Agency and Police Interviews</i>.</p> <p>Follow the Board Attorney’s direction regarding searches of student owned technological devices. See Preparation of Guidelines for Investigating Sexting Allegations (above).</p> <p><b>Step 3: Follow the reporting requirements of Board policy 5:90, <i>Abused and Neglected Child Reporting</i>, when applicable</b></p> <p>A <i>sexted</i> image may constitute child abuse depending upon the visual depiction or image, the ages of the individuals involved, and other circumstances. See 325 ILCS 5/3 and 705 ILCS 405/2-3(2) which includes sex offenses defined at 720 ILCS 5/1-1 <u>et seq.</u> School personnel are granted broad immunities against civil and criminal claims for filing reports in good faith, even if the report is unfounded. In contrast, school personnel who willfully fail to report may be guilty of a Class A misdemeanor (325 ILCS 5/4(m)) and face suspension or revocation of their licenses, endorsements, or approvals (105 ILCS 5/21B-75, amended by P.A.s 102-552 and 102-702, eff. 7-1-23).</p> <p><b>Step 4: Determine appropriate disciplinary actions for all students involved in the incident</b></p> <p>Evaluate disciplinary options. Remember that a student who forwards sexts of himself or herself likely expected the depiction to remain private. As a result, consider the social stigma, bullying, harassment, and severe embarrassment issues involved in the issue.</p>

Actor	Action
	<p>Provide an equivalent discipline to all students involved in the creation, dissemination and storage of the sexted image, whenever possible.</p> <p>See Sorenen, Vitale, and Haase, <i>Sexting at School: Lessons Learned the Hard Way</i>. National School Board Association, Council of School Attorney’s Inquiry &amp; Analysis, f/n 40 (published February 2010), and available at: <a href="http://kycss.org/ns/wp-content/uploads/2020/11/SSI-Sexting-Handout-NSBA-Sexting-at-School-Lessons-Learned-the-Hard-Way.pdf">http://kycss.org/ns/wp-content/uploads/2020/11/SSI-Sexting-Handout-NSBA-Sexting-at-School-Lessons-Learned-the-Hard-Way.pdf</a>. It discusses several sex equality claims against school districts for punishing students differently when they are involved in the same incident.</p> <p>For situations that may require unequal punishment, contact the Superintendent so that he or she may consult the Board Attorney.</p> <p><b>Step 5: Prepare a plan to prevent harassment and bullying of involved students</b></p> <p>Remind the students and their parents/guardians of the Board policies 7.20, <i>Harassment of Students Prohibited</i>; 7.180, <i>Prevention of and Response to Bullying Intimidation and Harassment</i>, and 7.185, <i>Teen Dating Violence Prohibited</i>.</p> <p>Instruct involved students not to harass anyone involved in the sexting incident and keep the issues confidential.                      Consider involving the social worker or school counselor, if available, in the process to assist students.</p> <p>Follow 7.180, <i>Prevention of and Response to Bullying Intimidation and Harassment</i>, for students who violate the policy.</p>

## CERTIFICATE OF APPROVAL FOR THE EXPENDITURE OF FIRE PREVENTION AND SAFETY FUNDS

(Section 17-2.11 of the School Code)

NORMAL COMMUNITY WEST HIGH SCHOOL	McLean
School Building	County
McLean County USD 5, 0050	
District Name and Number	
Amendment Number 57	

Total Previously Approved	
Approved to raise with this Amendment	\$125,730.00
Total Approved to Date	\$125,730.00
Existing District Funds Approved	\$0.00

I, \_\_\_\_\_, State Superintendent of Education, acknowledge receipt of the estimate of cost certified by the architect/engineer required:

1.	<input type="checkbox"/>	to bring this school building into compliance with the safety standards set forth in 23 Ill. Adm. Code Part 175, 23 Ill. Adm. Code Part 180, and or 23 Ill. Adm. Code Part 185 as promulgated by the State Board of Education.
2.	<input type="checkbox"/>	to bring the school building into compliance with the Asbestos Abatement Act 105 ILCS 105/1 et.seq, and the federal Asbestos Hazard Emergency Response Act of 1986 as amended (AHERA).
3.	<input type="checkbox"/>	to provide funds for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes pursuant to Section 17-2.11 of the School Code with funds not necessary for the completion of items under No. 1 or No. 2 above.

I further certify that the estimate of total approval to date, in the amount of \$125,730.00 has been examined and determined to be reasonable and is hereby approved.

Date	Signature of State Superintendent of Education
------	--

**EXPLANATORY NOTES:**

1.	<input checked="" type="checkbox"/>	No items in this amendment were disapproved nor were any of the estimated costs adjusted.
2.	<input type="checkbox"/>	One or more items in this amendment were disapproved and the estimated costs adjusted accordingly. The amount shown above as the total amount approved for this amendment reflects an aggregate cost adjustment of + / - \$0.00. Comments regarding this amendment and a list of the items disapproved and cost adjustments applied are attached to this certificate.

**COMMENTS:**

**ADJUSTED ITEMS:**

ITEM ID	DESCRIPTION	ESTIMATED AMOUNT	ADJUSTED AMOUNT	DIFFERENCE	REASON
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(35-22) (7/07) Prescribed for ISBE for ISBE Use

## APPLICATION FOR APPROVAL OF TEN-YEAR SAFETY SURVEY REPORT

(23 IL. Adm. Code Part 180, Sections. 180.310, 180.320, 180.330, 180.340)

<b>NAME OF SCHOOL BUILDING</b> NORMAL COMMUNITY WEST HIGH SCHOOL	<b>SURVEY YEAR</b> 2023
<b>NAME AND NUMBER OF SCHOOL DISTRICT</b> McLean County USD 5, 0050	<b>COUNTY</b> McLean
<b>ARCHITECT NAME</b> Randall Middleton	<b>FIRM</b> MIDDLETON ASSOCIATES INC.
<b>FIRM ADDRESS</b> 1702 W. COLLEGE AVE, NORMAL, IL 61761-3028	<b>TELEPHONE NUMBER</b> (309) 452-1271

I certify that the survey referred to herein was prepared by me and to the best of my knowledge is a true and accurate.

- Building in Full Compliance.  
 Building Not in Compliance

6/19/2023	Randall Middleton
<i>Date</i>	<i>Printed Name Architect/Engineer</i>
<i>Date</i>	<i>President of Board of Education</i>
<i>Date</i>	<i>Secretary of Board of Education</i>
11/30/2024	001-007938
<i>Expiration Date</i>	<i>License Number</i>

[Seal and Signature]

Failure to submit accurate and complete safety survey reports as required shall subject a school district to the recognition provisions of 23 Illinois Administrative Code 180.

# REQUEST FOR AUTHORIZATION To use Fire Prevention and Safety Funds

Amendment Number \_\_\_\_\_

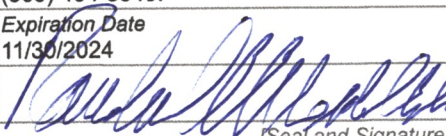
## PART I. CERTIFICATION OF ESTIMATED COSTS

**This is to certify that:**

The NORMAL COMMUNITY WEST HIGH SCHOOL school, located at 501 N Parkside Rd Normal, Illinois, and under the management and control of the Board of Education of School District # 0050, McLean County, was surveyed by me on 6/19/2023.

- All of the urgent or necessary work as indicated on the attached Form 35-48 is necessary to abate the violations of applicable code requirements and should result in effecting compliance with said requirements within prescribed timelines. No violations of applicable code requirements other than those cited in previously approved safety survey reports or amendments and those noted in this survey or amendment were noted.
- All other work recommended in the attached Form 35-48, though not required to abate violations of applicable requirements of the Health/Life Safety Code for Public Schools, is recommended for energy conservation; disabled accessibility; school security; repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds; and other repair purposes provided in Section 17 2.11 of the School Code.

**The certified estimated cost figures were prepared by me and to the best of my knowledge are true and accurate estimates of the costs to execute the work as specified. The total estimated costs to finance the work involved is \$ 125,730.00.**

Name of Architect/Engineer Randall Middleton	Name of Firm MIDDLETON ASSOCIATES INC.
Phone Number (309) 452-1271	Fax Number (309) 454-8049.
License Number 001-007938	Expiration Date 11/30/2024
Email Address rand@miltonassociates.net	 [Seal and Signature]



## PART II. CERTIFICATION OF NEED (Provided by district through IWAS)

The local Board of Education hereby certifies and assures the State Board of Education:

- a. Based upon the report of the architect referred to above, the district faces total estimated costs of \$ to finance the work involved.
- b. The district has \$ available in its operations and maintenance fund, fire prevention and safety fund, school facility occupation tax fund and/or other fund to finance the work.
- c. If Fire Prevention and Safety funds are to be used, the district certifies that it has levied the maximum authorized rate for its operations and maintenance fund for the most recent year for which tax rates are available.
- d. The district needs to raise \$ in additional revenue through the levy of the Fire Prevention and Safety Tax or issuance of Bonds to finance the recommended work.
- e. Plans and specifications for the work will be submitted to the Regional Superintendent for review and approval.
- f. The work to be financed with Fire Prevention and Safety funds will not commence until the Certificate of Approval of the State Superintendent is received, the detailed plans and specifications have been approved by the regional superintendent and the regional superintendent (or other lawful agency) has issued an appropriate Order to Effect Compliance with the Health/Life Safety Code for public schools (or other lawful order requiring the work to be done).
- g. All work authorized by the District will be executed in conformity with all applicable codes.
- h. In the case of work recommended to repair school sidewalks, playgrounds, parking lots, or school bus turnarounds the notice and hearing requirements of Section 17-2.11 of the School Code were complied with by publishing the required notice on and holding the required public hearing on .

## VIOLATION AND RECOMMENDATION SCHEDULE

(23 IL Adm. Code 180, Sections 180.320)

1. COUNTY CODE <b>064, McLean</b>		2. DISTRICT CODE/NAME <b>0050, McLean County USD 5</b>		3. FACILITY CODE/NAME <b>NORMAL COMMUNITY WEST HIGH SCHOOL</b>		
4. Item ID	5. Location(s) (Room No)	6. Priority Code	7. Rule Violated	8. Description of the violation	9. Recommendation to correct violation	
1	Delete this item	c.	175.20	Deleted	Deleted	
2	Delete this item	c.	BOCA 3401.2	Deleted	Deleted	
3	Delete this item	c.	BOCA 3401.2	Deleted	Deleted	
4	Gym 5W (one double), 189 storage (one double), Gym SE (two double), 178 Gym NE, 1083, Clrm 204	b.	BOCA 3401.2	Delaminated door face, splintered edge, and/or broken or split hinge jambs. Doors are wood construction, are 30 years old, and doors in heavy use areas are in damaged conditions.	Replace damaged wood doors and hardware.	
5	Room 127	b.	BOCA 3401.2	Laminated counter top; laminated material is broken and peeling up which could result in personal injury.	Remove existing laminate finish and install new countertop.	
6	Room 1307	c.	BOCA 3401.2	27 half height metal lockers have doors that are bent and those lockers are not useable.	Have damaged locker doors replaced.	

Form 35-84 (7/07) (Prescribed by ISBE for local board use)

**SCHEDULE OF RECOMMENDED WORK ITEMS AND ESTIMATED COSTS**

1. COUNTY CODE 064, McLean			2. DISTRICT CODE/NAME 0050, McLean County USD 5			3. FACILITY CODE/NAME NORMAL COMMUNITY WEST HIGH SCHOOL					
4. Item I.D.	5. Action I.D.	6. Priority Code	7. Specification(s)	8. Units Of Measure	9. Quantity	10. Labor Code	11. Estimated Cost (Architect / Engineer)	12. ROE Adjustment	13. ISBE Adjustment	14. Estimated Completion Date	15. Funding Type
1	f	c.	Deleted	each	1	1	\$0.00			8/15/2025	O
2	a	c.	Deleted	each	1	1	\$0.00			8/15/2025	O
3	f	c.	Deleted	each	1	1	\$0.00			8/15/2026	O
4	f	b.	Remove existing wood door - metal frame to remain. Install new metal "B" labeled door with new hardware. Panic bar on exit side, lever on entrance side. Provide removeable mullion, new hinges, and new closer.	each	12	2	\$93,750.00			8/15/2026	F
5	f	b.	Remove existing countertop - existing cabinets to remain. Install new countertop with heat pressed laminate.	sq. ft.	224	2	\$1,800.00			8/15/2024	F
6	f	c.	Remove existing 27 bent locker doors. Install new doors in existing locker frame.	each	27	2	\$9,225.00			5/15/2025	F

	Original Subtotal	\$104,775.00	Adjusted Subtotal	\$104,775.00
	Original 10.00% Contingency	\$10,477.50	Adjusted 10.00% Contingency	\$10,477.50
	Original 10.00% A/E Fees	\$10,477.50	Adjusted 10.00% A/E Fees	\$10,477.50
	Original Grand Total	\$125,730.00	Adjusted Grand Total	\$125,730.00

Items with a Funding Type of 'O' are not included in the cost calculation.  
35-48 (7/07) (Prescribed by ISBE for Local Board Use)

# 2022 TEN YEAR SURVEY

McLean Co. Unit District No. 5  
Normal Community West High School  
501 N. Parkside Rd., Normal, IL 61761  
A/E Project No. 23202217

## Normal Community West High School

### DESCRIPTION OF EXISTING CONDITIONS

#### I. GENERAL

ENROLLMENT: High School grades 9-12; enrollment, as of Sept. 2020, 1,686 pupils, enrollment level; full-time & part-time staff approx. 150 persons.

CONSTRUCTION: Type 2C, unprotected, noncombustible steel structure, exterior wall masonry, interior walls generally masonry walls with limited gypsum on metal studs, sprinklered.

MEANS OF EGRESS: Adequate in arrangement, size and protection except Corridors 157 and 199; see Section III.

LOCAL FIRE ALARM SYSTEM: Supervised, addressable, automatic fire department contact with battery back-up Simplex 4100 installed in 1995.

NEAREST FIRE STATION: Two (2) miles to Normal Fire Dept. Station #2, Main St., 24 / 7 manned station.

CITY WATER: 4" water service / 6" sprinkler main, enters at Boiler Room #133.

FLOOD DATA: Base flood elevation in this area is approximately 787.8 ft. NGVD. The building floor elevation is 809.0 ft. NGVD.

#### II. CONSTRUCTION DETAILS

YEAR BUILT: Original Building construction started Feb. 1993, occupied in 1995, Pool and Classroom Additions occupied in 2002. Evaluate building to School Code, Part 180 (1993 BOCA).

HEIGHT: Two (2) stories.

GROUND FLOOR AREA: 161,265 sq. ft. - 1995 Orig. Bldg., 1<sup>st</sup> floor

49,185 sq. ft. – 1995 Orig. Bldg., 2<sup>nd</sup> floor  
 48,275 sq. ft. – 2002 Addition, 1<sup>st</sup> floor  
 15,520 sq. ft. – 2002 Addition, 2<sup>nd</sup> floor  
 10,200 sq. ft. – upper Mechanical Rooms  
 6,200 sq. ft. – Athletic Outbuilding  


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 290,645 sq. ft. – Total

EXTERIOR WALL CONSTRUCTION: Face brick, 2" cavity insulation, 8" block

FLOOR CONSTRUCTION: Slab on grade, upper floors structured slab on steel beams.

ROOF CONSTRUCTION 90 mil EPDM roof installed in 2015, 2016, and 2017 (roof over north addition installed 2021) on metal deck over steel joists and beam / column structural frame. Roof material has 30-year warranty.

INTERIOR WALL CONSTRUCTION: General concrete block (CMU) with limited 5/8" gypsum wallboard (GWB) over metal studs.

INTERIOR FINISH: Walls: Painted  
 Floors: Terrazzo corridors; sealed concrete with 12" X 12" VCT in Classrooms and Labs; Gym floors are wood; carpet in IMC, Weight Rooms and Auditorium.

CEILINGS: Ceilings are 2 X 2 lay-in panels with galvanized steel grid, non-fire rated.

III. EGRESS FACILITIES

GRADE EXITS: Generally adequate and properly arranged; proper exit hardware is provided throughout; see Recommendations for specific deficiencies, if any.

CORRIDORS: Generally adequate in location and exit-way access, except Corridors 157 and 199. These two (2) corridors have inadequate width. In the evaluation of the exiting for Large Gym #176 and Small Gym #167, three (3) code provisions were not applied.

(1) Section 1006.2.2 requires that the main entrance take 50% of the occupant load, however, neither east entrance appears to be designed as a main entrance, therefore egress is evenly divided

between the two (2) east exits, the two (2) west exits, and the two (2) south exits.

(2) The 2/3 rule for rear exits was also not applied. If Corridor #157 and #199 were considered rear exits, the width would need to be increased by 40". This cannot be done.

(3) The room occupant load as determined by square feet of floor area (Section 1008.1.2) is not used because Corridors #157 and #199 do not have adequate width. Nothing can be done to correct this. The recommended posted occupancy limits have been determined by exit width capacity.

STAIRWAYS:

Generally adequate in size, location, configuration and design. See Recommendations for specific deficiencies, if any.

RAMPS:

Two (2) ramps located in Corridor #149 and Corridor #1100 along the Auditorium. Ramps are adequate in location and configuration.

DOORS:

There are many worn out wood doors in this building. The doors are not unsafe in terms of exiting, but are in poor structural condition. Many doors in entry areas, corridors, and assembly area have hardware problems, specifically hinges secured to the wood edge jamb, and panic bars with latch bars only extending up which allows doors in locked position to be pushed open. The owner does not want to assume the financial obligation to replace these doors at this time. The doors are indicated with this symbol (B).

WINDOWS:

Double hung, insulated aluminum windows, limited in size and location.

FIRE ESCAPE:

None, none required

EXIT SIGNS:

Generally adequate in location and operation; emergency generator back-up. See Recommendations for specific deficiencies.

EMERGENCY LIGHTING:

Adequate emergency generator back-up.

IV. SPECIAL OCCUPANCIES

MULTI-PURPOSE ROOM #1301:	3,320 sq. ft. with capacity of 474 by Code. Room is primarily used for wrestling; actual maximum capacity approx. 150.
MAIN GYM #176	18,048 sq. ft., telescoping bleachers to accommodate 1,800 (top row blocked off, actual accommodation 1,700). Adequate room exit doors are provided. Total occupant load posted at 1,775. This figure is acceptable considering the width of Corridor #157 and #199 and other rooms on these Corridors. Exits from Large Gym to Corridor #157, 199 and 135 are adequate.
CAFETERIA ROOM #136:	6,990 sq. ft. Occupant load: tables and chairs, 1,140. Room exits are adequate.
AUDITORIUM ROOM #150:	11,896 sq. ft. Capacity fixed at 472, open around Stage at 7 sq. ft. per occupant 1,288; total 1,560. Room exits are adequate.
SMALL GYM #167:	11,760 gross sq. ft. Bleachers accommodate approx. 200. Occupant load shall be posted at 1,190. This figure is derived from Table 1009.2 and the available width of Corridors 157 and 199. Rooms exits into Corridor 157 and 199 are adequate.
POOL ROOM #310:	Pool complex is 8,800 sq. ft. at main floor level, not including Locker Rooms or Lobby 301. Numbers of swimmers posted (285) is in compliance with IL Dept. of Public Health. Upper level bleachers area is 3,650 sq. ft. and is posted at occupancy of 277.
BOILER ROOM #133:	Separated from remainder of building with fire walls.
MECHANICAL EQUIPMENT & STORAGE ROOMS:	Properly located and separated; see Recommendations for specific deficiencies, if any.

V. UTILITIES

HEATING:	Main Building: Three (3) hot water boilers, Kewanee #7L-285-KC, 199 hp, 6,565 MBH maximum firing rate, Gordon-Piatt variable rate, power burners, 2,270 MBH minimum
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firing rate.

Athletic Outbuilding: Two (2) 208V, 4000W electric heaters; one (1) 80,000 BTU natural gas unit heater; one (1) 70,000 BTU natural gas overhead furnace; two (2) 300,000 BTUH Hastings natural gas overhead furnaces.

HEAT DISTRIBUTION: Two (2) pipe hot water distribution system to a variety of devices, including air handlers, VAV boxes, and limited unit heaters.

VENTILATION: Adequate throughout, forced air with fresh air and relief air provided; positive pressurized building. Some outside fresh air dampers are not functioning correctly – see Violations and Recommendations.

AIR CONDITIONING: Throughout Main Building, two (2) pipe chilled water.

WATER HEATERS: Domestic hot water main building is provided by three (3) PVI 399,000 Btuh, 400-gallon water heaters. Pool is served by one (1) 1,400,000 Btuh, 250-gallon water heater.

Hot water for Athletic Outbuilding provided by one (1) 1,200,000 BTUH natural gas 125 gal. water heater.

POOL DEHUMIDIFICATION ENERGY RECOVERY: Dectron energy recovery environmental control, recycled dehumidification energy to heat pool water.

INCINERATOR: None

GAS SERVICE: Main Building: 3½” gas service to Mechanical Room 133. Shut off valve on north wall outside Room 133.  
Athletic Outbuilding: 2” gas from Mechanical Room 133.

ELECTRICAL SYSTEM: 2,500 amp, 480y / 277 volt distribution and to large equipment. 480 service feeds 2000 amp; 208y / 120 volt local distribution throughout building. Lighting generally 277 volt.

PLUMBING: Adequate throughout, fixture count exceeds

minimum requirement by area and overall.

VI. PRIVATE PROTECTION

- FIRE ALARM SYSTEM: Supervised alarm system, automatic dial to Fire Dept.; main panel in B7 Maintenance Area.
- AUTOMATIC SPRINKLERS: Automatic sprinklers are provided throughout the Main Building. Backflow preventer is in Mechanical Room 133.
- AUTOMATIC HEAT DETECTION: As shown on Drawings.
- STANDPIPE HOSE LINES: Stage Room 148 has hose and connection on north and south walls.
- FIRE HYDRANTS: There are nine (9) fire hydrants around the Main Building. There is one (1) fire hydrant near the Athletic Outbuilding. There are five (5) more hydrants on City R.O.W. in front (east) of the Main Building.
- HAND FIRE EXTINGUISHERS: Adequate in number & location. All extinguishers are inspected & tagged.

VII. SECURITY SYSTEM

There are several security cameras, which are displayed on several monitors in Office 100H. Exterior doors are locked to prevent outside entrance except the southeast and northeast doors.

VIII. ENERGY CONSERVATION

Energy recovery Dectron Dehumidifier heats Pool water; day to night setbacks on HVAC; VAV boxes on air distribution. An energy conservation project was implemented which commissioned all heating/cooling equipment and all air handling equipment in 2015. Energy cots savings have been significant. New roofs installed 2015-2021 have increased insulation values to R-25.

IX. ASBESTOS ABATEMENT

No ACM known in facility.

X. LEAD-BASED PAINT

None known in facility.

XI. PAVING

Good condition. There was an approved Amendment for paving repairs in 2005 and 2019.

***McLean County Unit District 5***  
***Board Agreements***  
***Updated October 9, 2023***

The Board of Education recognizes that we are leaders elected by the McLean and Woodford Counties, Unit District 5 community to act, at all times, in the best interest of the students while providing sound stewardship of committed resources to the community. We will serve and conduct ourselves as role models through a cooperative working relationship, actively displaying respect at all times and exemplifying our District Mission to: **educate each student to achieve personal excellence**. These board agreements have been established to remind all Board members of our collective responsibility.

**Board Member Roles & Responsibilities**

- We understand that our primary role is to ensure and implement sound governance for the success of the District.
- We employ the Superintendent who is solely responsible and accountable to the Board for “day to day” operations, achievement of district goals and the success of the District.
- We will speak with “one voice” to the superintendent. We will reach majority consensus when directing the superintendent or clarifying required information/research.
- We will govern the District, based on input from the community, with a focus on the future, results and continuous improvement.
- We will encourage and respect collective discussion and diverse viewpoints when making decisions.
- We will encourage trust between and among board members, and the superintendent.
- We will create a safe environment for the productive exchange of ideas.
- We will sincerely listen and seek to understand the viewpoints of others.
- We will hold one another accountable to these agreements.

*2:20 Powers and duties of the School Board*

*2.80 Board Member Oath and Conduct*

**Board Orientation**

- We support a robust onboarding process which includes engagement with other Board members, as well as the superintendent and staff as specified in our policy.

*2:120 Board member development*

**Board members listening to concerns from the community and staff**

- We will maintain an awareness that we are recognized as leaders in the community and must always be aware that the community views us as Board members in any setting.

- We understand that our comments will impact the views of community stakeholders.
- Complaints received from staff or the community will be directed through the appropriate chain of command, or to the superintendent and board president.
  - Board members will listen carefully, remembering they are only hearing one side of the story.
  - We will speak to the person and clarify that a Board member has no individual authority to intervene or resolve a concern.
  - We will advise those with concerns to speak with the most appropriate staff member in the District, able to help them resolve their concerns, following the Chain of Command.
  - We will inform the superintendent of both positive and negative comments that could be of importance to the community. The superintendent will address any concerns and follow-up with the entire board, as appropriate.
  - Board members can ensure that complaints are addressed by following up on complaints that they have shared with district staff, the superintendent, or the board president.
- The superintendent will serve as the spokesperson for the district.
- The board president will serve as the spokesperson for the board.

*2:140 Communications to and from the Board*

*2:260 Uniform Grievance Procedure*

*8:110 Public Suggestions & Complaints*

### **Board member request for information/questions**

- Requests or questions shall go directly to the Superintendent for disposition.
- The superintendent will delegate retrieval of information and set the time frame for the response.
- We will not contact individual staff members, as that action interferes with District operations.
- The board expects to receive regular communication from the superintendent every week via email when school is in session and to be notified by email as soon as possible for:
  - School emergency (lockdown, fire, etc.)
  - Bus accident
  - Student emergency (arrest, injury, death)
  - Staff emergency (arrest, injury, death)
- While board members may request additional information on a topic, we will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.
- Should the superintendent determine that a request for information may require more than 20 minutes for his/her staff to fulfill, he/she may bring the request to the board for a consensus that he/she should proceed.
- The superintendent will provide all board members the same information when responding to an individual member's request for information. The philosophy is "one gets information, we all get information."

- The superintendent will set the time frame for gathering a response as balance against the current needs of the District.

### *2:130 Board/Superintendent Relationship*

#### **Board Member Requests for Action**

- We understand that the only authority to direct action rests with the full board sitting at the board table during a duly called open meeting.
- A majority vote sets the direction.
- When a majority of the board, sitting in a formal setting, requests action, it will be made relative to the intended results, not the methods used to achieve those results.
- Superintendent should ensure that staff does not communicate premature board decisions to stakeholders without knowledge or certainty from the board.

### *2:220 School Board Meeting Procedure*

#### **No Surprises**

- Members of the board and the superintendent agree to timely communication so that neither side is surprised during the meetings or between meetings.
- Avoiding surprises is paramount in displaying respect for all District administration and the community.

### *2:130 Board Superintendent Relationship*

#### **Preparing for Board Meetings**

- Board members will come to the meeting prepared to discuss items on the agenda.
- We understand our responsibility to prepare for meetings and to timely and effectively communicate our concerns either to the Superintendent to Board President prior to any meeting.
- Board members may request that items be placed on the agenda by emailing the board president and superintendent 6 days prior to the board meeting. The board of the whole will agree to put an item on a future agenda before significant staff time is expended.
- Board members expect to receive board packets and supporting documentation 5 days before the scheduled board meeting.
- The board's agenda is an expression of what the board understands its work to be and how it intends to pursue that work. The agenda will be a cooperative effort of the board president and superintendent.
- The board president will meet with the Superintendent the Thursday before the board meeting to review and approve the draft agenda. For succession planning, the Board Vice President will be invited and may attend.
- The board will contact the superintendent with any questions about agenda items or supporting materials preferably 24 hours before the scheduled board meeting, but by noon of the day of the board meeting at the latest.

- The board will give the superintendent time to research any questions that need clarification about agenda items and will not surprise the superintendent or administration during board meetings. Similarly, individual board members may request additional time to understand the full details prior to voting on an issue.
- A consent agenda will be used for items not requiring discussion.
- Any board member may ask to have an item pulled from the consent agenda to allow for discussion or individual consideration. The board member will notify the board president by the Monday prior to the Wednesday meeting of the intent, or as soon as possible, to pull an item off of consent and what additional information may be required.
- Pulled consent items will be discussed after the consent agenda vote.

### **Use of electronic communication**

We agree to the following statement regarding use of electronic communication:

- Board members are encouraged to check their district email at least every other day.
- All board members will use their district email account for all district emails.
- Board members will be judicious in their use of electronic communication and understand that most electronic communication are subject to the Freedom of Information Act and as such can be made public.
- In compliance with the Open Meetings Act, we will not “reply to all” to any district communication. We will place “do not reply all” in the body and/or subject of the electronic communication.
- The Board President will respond to electronic communication on behalf of the board as a whole and will inform the board when there has been communication. In the Board president’s absence, the Vice President will respond.
- When an individual board member’s electronic communication response to a community member may be interpreted as board opinion or direction, the board member will copy the board president and superintendent.

### **During the Board Meeting**

We agree to the following:

1) Agenda Postings:

- Meetings agendas will be made available to the public by posting the agenda at the meeting site, posting the agenda on the district website and providing appropriate notice to the press.

*2.200 Types of Board Meetings*

*2.220 School Board Meeting Procedure*

2) Public Comment:

- We recognize that board meetings are meetings of the board, held in public, not open-forum town-hall meetings. We will keep this in mind as we conduct our meetings, allowing the public to provide input at the designated

time allotted on the agenda to ensure that multiple voices of the community are heard.

- We recognize that the board president will summarize the procedure for public comment, prior to receiving comments from the public.
- We recognize the superintendent is the board's default designee to coordinate any required response to the public comment and will apprise the Board accordingly.

### *2:230 Public Comments at Board meetings and Petitions to the Board*

#### 3) Meeting conduct and efficiency:

- We will come prepared to board meetings having read the packet and done any homework that was requested.
- We will take individual responsibility for staying focused and on topic during both open and closed session meetings.
- The board president will ensure that only one person speaks at time and that each member has an equal opportunity to participate.
- We will model the behaviors expected of students, staff and community members.
- We will demonstrate an awareness and appreciation for diversity, recognizing the salient impact of board decisions on various student populations.
- We will respectfully express opinions and respect the opinions of others.
- We will listen to each other and staff respectfully and not engage in any sidebar conversations.
- We will monitor for compliance with the open meetings act and board policy and hold one another accountable.
- We will refrain from taking a position on an issue until all relevant information is presented.
- The board president will use "point of order" to interrupt and get a meeting back on track, as needed.
- Focus of the board meetings will be on board work and not administrative/staff work.
  - Is the item to celebrate a success?
  - Is the item a policy decision?
  - Is the item something that requires board action?
  - Is the item needed to ensure accountability/monitoring?
- We will not make long, unnecessary speeches
- We will not engage the audience during board meetings
- We will be prepared to discuss committee reports, as needed.

#### 4) Voting Method:

- When a vote is taken upon any measure before the board, with a quorum being present, a majority of the votes cast determines the outcome.
- We will respect the right of other members to vote differently on an issue.
- We encourage one another to explain the reasons for their vote, either during deliberation, or before casting the vote.

5) After the meeting:

- We will support and not undermine the majority decisions of the board.
- We will refrain from inappropriate conduct in making public statements on social media and will refrain from any disparagement of fellow board members or staff and will not undermine/criticize board decisions.
- We will abide by the confidentiality laws of closed sessions.
- We will ensure that all documents, records, reports, are processed and maintained in accordance with applicable laws, regulations and policies.
- We will not violate the Open Meetings Act number limit (3 board members) when having a conversation outside of a board meeting.
- In coordination with district staff, board committee minutes will be posted.

### **Speaking with one voice**

- We recognize that no board members or subset of the Board of Education has the authority to act or speak on behalf of the board, without the consent of the board.
- We recognize the relationship between the superintendent and any individual board members is collegial, not hierarchical and is based on mutual respect for their complementary roles.
- We recognize the superintendent is accountable only to the full Board of Education.
- We have a right to disagree with the decision of the board, but will support the board in its decision by abiding by the will of the majority.
- We understand the importance of speaking with one clear voice to both the Superintendent and the community.
- No individual board member other than the board president, has the authority to act or speak on behalf of the Board, without the consent of the Board.

#### *2.80 Board Member Oath and Conduct*

### **The Board Takes Responsibility for Itself**

- We agree to participate in an annual workshop to complete a board-self-evaluation and review our governance team agreement and processes.
- We agree to hold one another accountable for our board agreements.
- Board members will treat each other and staff with respect.
- The board expects that the superintendent and staff will treat all board members with respect.

#### *2:120 Board Member Development*

### **The Board President**

- We understand that the board is a group of seven equals and the board president is the first in line of equals.
- We agree to take full responsibility for our board activity and our behavior.
- The board president's role is to facilitate the work of the board and its ability to comply with its working agreements and mutual expectations.

- The board president will also assume some responsibility for facilitating the relationship between the superintendent and the board.
- In accordance with board policy, the board elects a President from its members for a 1-year term, conducted at the board meeting in April. A candidate must receive a majority of the votes cast, in order to be elected.

### *2:110 Qualifications, Terms and Duties of Board Officers*

#### **Confidentiality**

- We will, at all times, respect the confidentiality of privileged information and will not divulge conversations, discussions or deliberations that take place during a closed session meeting.
- We will take no private actions that might compromise the board or administration

### *2.80 Board Member Oath and Conduct*

#### **Site Visit Agreements**

- Board members understand the importance of and are strongly encouraged to attend school events (sporting events, fine arts events and community events) *as a spectator* as their time permits.
- We understand that if a board member seeks to visit a school in an official Board capacity, that member shall:
  - Discuss with the superintendent the purpose (official capacity) and best time to visit.
  - As a courtesy, notify the building principal of the visit.
  - Check-in with the office staff upon arrival
  - Follow campus guidelines for visitors (sign in, guest badge, escort, etc).
  - Respect staff time and allow staff to perform their duties
  - Not evaluate staff
  - Not give any direction to any staff or students
  - Not accept gifts (other than nominal tokens) or favors from any district employee.
- When visiting with teachers of our own children, we will make it clear that we are acting as parents, rather than board members.
- If we observe an issue, upon visiting a building or campus, the concern will be communicated to the superintendent.

**RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, DECLARING SPECIFIC EQUIPMENT AS SURPLUS AND QUALIFIED FOR DISPOSAL**

**WHEREAS**, Community Unit School District No. 5, McLean and Woodford Counties, Illinois in the process of the operation of its government, has accumulated certain personal properties which are excess in that they are obsolete, beyond their life of reasonable uses, or otherwise are no longer functional to the district

**WHEREAS**, pursuant to Section 10-22.8 of the Illinois School Code, a resolution declaring the property surplus and no longer need for school purposes must be presented for consideration by the Board of Education; and

**WHEREAS**, the District Administration has prepared and is presented herein an inventory for the Board of Education to consider; and

**WHEREAS**, in compliance with the provisions of Section 10-22.8 of the Illinois School Code, the Board of Education considers the list complete.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, AS FOLLOWS:**

**Section 1.** The District, considers the equipment listed in the inventory contained herein as surplus and therefore qualified for disposal and direct the superintendent to oversee disposal.

**Section 2.** This Resolution shall be in full force and in effect forthwith upon its passage.

**PASSED BY THE BOARD OF EDUCATION OF COMMUNITY UNIT SCHOOL DISTRICT NO. 5, MCLEAN AND WOODFORD COUNTIES, ILLINOIS, BY A MAJORITY VOTE THEREOF IN REGULAR AND PUBLIC SESSION THIS 18th DAY OF OCTOBER, 2023.**

**AYES:  
NAYS:  
ABSENT:**

\_\_\_\_\_  
President, Board of Education

**ATTEST:**

\_\_\_\_\_  
Secretary, Board of Education

Asset	Model	Serial
103805	LENOVO N23 YOGA CHROMEBOOK	P201YHRQ
103794	LENOVO CHROMEBOOK 100E	P201XZS5
108475	LENOVO CHROMEBOOK 100E	P2040T4M
108484	LENOVO CHROMEBOOK 100E	P2040LV1
103795	LENOVO CHROMEBOOK 100E	P201YM9X
103790	LENOVO CHROMEBOOK 100E	P201Y835
108618	LENOVO CHROMEBOOK 100E	p204csvv
103817	LENOVO N23 YOGA CHROMEBOOK	P201ZUPQ
103808	LENOVO N23 YOGA CHROMEBOOK	P201ZLUS
103810	LENOVO N23 YOGA CHROMEBOOK	P201WDCK
103811	LENOVO N23 YOGA CHROMEBOOK	P201ZKYZ
103809	LENOVO N23 YOGA CHROMEBOOK	P201ZLTM
103804	LENOVO N23 YOGA CHROMEBOOK	P201VCAY
103786	LENOVO CHROMEBOOK 100E	P201XZKS
103789	LENOVO CHROMEBOOK 100E	P201Z7ZB
108478	LENOVO CHROMEBOOK 100E	P2040THC
108479	LENOVO CHROMEBOOK 100E	P2040TBR
108465	LENOVO CHROMEBOOK 100E	P2040LV5
108458	LENOVO CHROMEBOOK 100E	P2040SYQ
108485	LENOVO CHROMEBOOK 100E	P2040TE0
108460	LENOVO CHROMEBOOK 100E	P2040H7V
108459	LENOVO CHROMEBOOK 100E	P2040LVM
108471	LENOVO CHROMEBOOK 100E	P2040SY6
108481	LENOVO CHROMEBOOK 100E	P2040SYY
108463	LENOVO CHROMEBOOK 100E	P2040T60
108461	LENOVO CHROMEBOOK 100E	P2040LUA
108470	LENOVO CHROMEBOOK 100E	P2040TOP
108482	LENOVO CHROMEBOOK 100E	P2040KLN
108457	LENOVO CHROMEBOOK 100E	P2040LU7
108468	LENOVO CHROMEBOOK 100E	P2040JZQ
103788	LENOVO CHROMEBOOK 100E	P201Y7Z6
108473	LENOVO CHROMEBOOK 100E	P2040HEB
108480	LENOVO CHROMEBOOK 100E	P2040K5N
108469	LENOVO CHROMEBOOK 100E	P2040TOY
108483	LENOVO CHROMEBOOK 100E	P2040L16
108467	LENOVO CHROMEBOOK 100E	P2040KYL
103787	LENOVO CHROMEBOOK 100E	P201YLQ8
103797	LENOVO CHROMEBOOK 100E	P201Z7YU
108464	LENOVO CHROMEBOOK 100E	P2040LR2
103791	LENOVO CHROMEBOOK 100E	P201XZMT
108466	LENOVO CHROMEBOOK 100E	P2040T1M
108477	LENOVO CHROMEBOOK 100E	P2040SYL
108487	LENOVO CHROMEBOOK 100E	P2040TFE
103798	LENOVO CHROMEBOOK 100E	P201YMKY
108462	LENOVO CHROMEBOOK 100E	P2040KGK
108486	LENOVO CHROMEBOOK 100E	P2040T5Y

103777	LENOVO CHROMEBOOK 100S	
103775	HP CHROMEBOOK 11 G5	
??????	HP CHROMEBOOK 11 G5	8CG84012XN
103785	LENOVO CHROMEBOOK 100S	
103780	LENOVO CHROMEBOOK 100S	
103778	LENOVO CHROMEBOOK 100S	
103771	HP CHROMEBOOK 11 G5	
103768	HP CHROMEBOOK 11 G5	
103767	HP CHROMEBOOK 11 G5	
103774	HP CHROMEBOOK 11 G5	
103765	HP CHROMEBOOK 11 G5	
103764	HP CHROMEBOOK 11 G5	
103770	HP CHROMEBOOK 11 G5	
103769	HP CHROMEBOOK 11 G5	
103772	HP CHROMEBOOK 11 G5	
103773	HP CHROMEBOOK 11 G5	
103766	HP CHROMEBOOK 11 G5	
103781	LENOVO CHROMEBOOK 100S	
103763	HP CHROMEBOOK 11 G5	
103779	LENOVO CHROMEBOOK 100S	
103782	LENOVO CHROMEBOOK 100S	
103776	LENOVO CHROMEBOOK 100S	
?????? (24)	HP CHROMEBOOK 11 G5	8CG84015YR
?????? (WEST)	HP CHROMEBOOK 11 G5	8CG84012VP
108559	Dell Chromebook 3100	5zljmv2
108587	Dell Chromebook 3100	d1skmv2
108506	Dell Chromebook 3100	375kmv2
108503	Dell Chromebook 3100	dd4hmv2
108564	Dell Chromebook 3100	gz7mmv2
108574	Dell Chromebook 3100	5w2mmv2
108560	Dell Chromebook 3100	27cnmv2
108593	Dell Chromebook 3100	ggvnmv2
108586	Dell Chromebook 3100	5hjkmv2
108492	Dell Chromebook 3100	9jvnmv2
108532	Dell Chromebook 3100	bsljmv2
108517	Dell Chromebook 3100	4jftmv2
108508	Dell Chromebook 3100	6ssjmv2
108505	Dell Chromebook 3100	4j4qmv2
108598	Dell Chromebook 3100	f2xwmv2
108547	Dell Chromebook 3100	jxhnmv2
108552	Dell Chromebook 3100	4mvmv2
108615	Dell Chromebook 3100	fhypmv2
108528	Dell Chromebook 3100	3dvhmv2
108596	Dell Chromebook 3100	bkljmv2
108563	Dell Chromebook 3100	6b4qmv2
108570	Dell Chromebook 3100	78bqmv2
108604	Dell Chromebook 3100	dnrpmv2

108504	Dell Chromebook 3100	837jmv2
108577	Dell Chromebook 3100	cm73nv2
108561	Dell Chromebook 3100	d16nmv2
108582	Dell Chromebook 3100	2hphmv2
108520	Dell Chromebook 3100	4tskmv2
108515	Dell Chromebook 3100	fjskmv2
108523	Dell Chromebook 3100	57bqmv2
108555	Dell Chromebook 3100	3x20nv2
108599	Dell Chromebook 3100	bnygm2
108562	Dell Chromebook 3100	6sljmv2
108585	Dell Chromebook 3100	42xtmv2
108557	Dell Chromebook 3100	bg9zmv2
108497	Dell Chromebook 3100	5s7jmv2
108514	Dell Chromebook 3100	j28smv2
108614	Dell Chromebook 3100	fq9hmv2
108571	Dell Chromebook 3100	dlpsmv2
108546	Dell Chromebook 3100	76qwmv2
108594	Dell Chromebook 3100	38qlmv2
108551	Dell Chromebook 3100	cp1jmv2
108537	Dell Chromebook 3100	fjpsmv2
108583	Dell Chromebook 3100	6bfjmv2
108605	Dell Chromebook 3100	704qmv2
108511	Dell Chromebook 3100	blphmv2
108538	Dell Chromebook 3100	jcnsmv2
108616	Dell Chromebook 3100	j8lrmv2
108495	Dell Chromebook 3100	GV73RV2
108565	Dell Chromebook 3100	blsjmv2
108493	Dell Chromebook 3100	dwykmv2
108539	Dell Chromebook 3100	jk1jmv2
108541	Dell Chromebook 3100	frpsmv2
108491	Dell Chromebook 3100	dwjpmv2
108572	Dell Chromebook 3100	cp8mmv2
108592	Dell Chromebook 3100	3sdpmv2
108500	Dell Chromebook 3100	f8csmv2
108597	Dell Chromebook 3100	1t4tmv2
108512	Dell Chromebook 3100	3whqmv2
108499	Dell Chromebook 3100	1lhnmv2
108606	Dell Chromebook 3100	17bqmv2
108581	Dell Chromebook 3100	c8whmv2
108529	Dell Chromebook 3100	6spsmv2
108498	Dell Chromebook 3100	5tjkmv2
108518	Dell Chromebook 3100	hk7jmv2
108558	Dell Chromebook 3100	51Q2RV2
108549	Dell Chromebook 3100	hg1rmv2
108501	Dell Chromebook 3100	gmvnmv2
108595	Dell Chromebook 3100	95DWQV2
108575	Dell Chromebook 3100	857jmv2

108526	Dell Chromebook 3100	jc7jmv2
108589	Dell Chromebook 3100	j7lrmv2
108536	Dell Chromebook 3100	89whmv2
108609	Dell Chromebook 3100	3YNXQV2
108516	Dell Chromebook 3100	fhzjmv2
108509	Dell Chromebook 3100	5pm3nv2
108530	Dell Chromebook 3100	2zlkmv2
108534	Dell Chromebook 3100	384hmv2
108510	Dell Chromebook 3100	j2nsmv2
108531	Dell Chromebook 3100	4xbkmv2
108550	Dell Chromebook 3100	j6cqm2
108569	Dell Chromebook 3100	b0bqm2
108540	Dell Chromebook 3100	3ldpm2
108580	Dell Chromebook 3100	69jqmv2
108544	Dell Chromebook 3100	6gvnm2
108610	Dell Chromebook 3100	C34ZQV2
108578	Dell Chromebook 3100	1cnsm2
108496	Dell Chromebook 3100	grpsm2
108566	Dell Chromebook 3100	D7Q2RV2
108554	Dell Chromebook 3100	h1whmv2
108576	Dell Chromebook 3100	3yjsmv2
108507	Dell Chromebook 3100	hxtxmv2
108617	Dell Chromebook 3100	17bsmv2
108568	Dell Chromebook 3100	68ljmv2
108522	Dell Chromebook 3100	1krqmv2
108548	Dell Chromebook 3100	3ghhmv2
108524	Dell Chromebook 3100	dbnsm2
108494	Dell Chromebook 3100	196ym2
108613	Dell Chromebook 3100	914hmv2

Asset	Model	Serial
103900	3180	#N/A
103317	3180	#N/A
103909	3180	#N/A
103305	3180	#N/A
103920	3180	#N/A
103902	3180	#N/A
103924	3180	#N/A
103911	3180	#N/A
103922	3180	#N/A
103905	3180	#N/A
103312	3180	#N/A
103926	3180	#N/A
102005	3180	#REF!
103319	3180	#N/A
101865	3180	#N/A
103300	3180	#N/A
103908	3180	#N/A
105713	LENOVO CHROMEBOOK 100E	P202TWWF
105724	LENOVO CHROMEBOOK 100E	P202PPMK
105718	LENOVO CHROMEBOOK 100E	P202PMCG
105717	LENOVO CHROMEBOOK 100E	P202PT9B
105709	LENOVO CHROMEBOOK 100E	P202QC5T
105710	LENOVO CHROMEBOOK 100E	P202TL07
105716	LENOVO CHROMEBOOK 100E	P202U1E6
105706	LENOVO CHROMEBOOK 100E	P202U6P9
105669	LENOVO CHROMEBOOK 100E	SP202B4BC
105635	LENOVO CHROMEBOOK 100E	P202RF9A
105707	LENOVO CHROMEBOOK 100E	P202UH2K
100129	HP CHROMEBOOK 11 G4 EE	5CD6173LBV
100123	HP CHROMEBOOK 11 G4 EE	5CD6173LBQ
100142	HP CHROMEBOOK 11 G4 EE	5CD6163G3Z
100148	HP CHROMEBOOK 11 G4 EE	5CD6173LDY
100134	HP CHROMEBOOK 11 G4 EE	5CD6074YDW
100150	HP CHROMEBOOK 11 G4 EE	5CD6173LD2
100151	HP CHROMEBOOK 11 G4 EE	5CD6172Z4G
100130	HP CHROMEBOOK 11 G4 EE	5CD6173LCK
100133	HP CHROMEBOOK 11 G4 EE	5CD6173LCQ
100145	HP CHROMEBOOK 11 G4 EE	5CD6173LFS
100140	HP CHROMEBOOK 11 G4 EE	5CD6173LC8
100154	HP CHROMEBOOK 11 G4 EE	5CD6163G3Z
100137	HP CHROMEBOOK 11 G4 EE	5CD6173LBC
100149	HP CHROMEBOOK 11 G4 EE	5CD6173LFQ
100127	HP CHROMEBOOK 11 G4 EE	5CD6173LC0
100139	HP CHROMEBOOK 11 G4 EE	5CD6172YRN
100146	HP CHROMEBOOK 11 G4 EE	5CD6172Z30
100128	HP CHROMEBOOK 11 G4 EE	5CD6173LF6

100152	HP CHROMEBOOK 11 G4 EE	5CD6173LBQ
105651	LENOVO CHROMEBOOK 100E	P202R4X2
105653	LENOVO CHROMEBOOK 100E	P202R49S
105714	LENOVO CHROMEBOOK 100E	P202U2H7
105712	LENOVO CHROMEBOOK 100E	P202UADR
105727	LENOVO CHROMEBOOK 100E	P202U1AN
105705	LENOVO CHROMEBOOK 100E	P202UCMG
105703	LENOVO CHROMEBOOK 100E	P202TY8M
105721	LENOVO CHROMEBOOK 100E	P202UDBZ
105708	LENOVO CHROMEBOOK 100E	P202TVNN
105711	LENOVO CHROMEBOOK 100E	P202U3NT
105638	LENOVO CHROMEBOOK 100E	P202R4TR
105664	LENOVO CHROMEBOOK 100E	SP202K00S
105660	LENOVO CHROMEBOOK 100E	SP202K01C
105667	LENOVO CHROMEBOOK 100E	SP202BHV B
105662	LENOVO CHROMEBOOK 100E	SP202K00H
105645	LENOVO CHROMEBOOK 100E	P202RHGR
105658	LENOVO CHROMEBOOK 100E	P202RNRT
100136	HP CHROMEBOOK 11 G4 EE	5CD6074X9V
105722	LENOVO CHROMEBOOK 100E	P204KKS2
105665	LENOVO CHROMEBOOK 100E	SP202BBNF
105663	LENOVO CHROMEBOOK 100E	SP202BTX4
105644	LENOVO CHROMEBOOK 100E	P202QSH6
105661	LENOVO CHROMEBOOK 100E	SP202BJV2
105668	LENOVO CHROMEBOOK 100E	SP2024NEL
105640	LENOVO CHROMEBOOK 100E	P202R4AA
105666	LENOVO CHROMEBOOK 100E	SP202JZZZ
105636	LENOVO CHROMEBOOK 100E	P202RF88
105637	LENOVO CHROMEBOOK 100E	P202R74Z
105655	LENOVO CHROMEBOOK 100E	P202RF74
105652	LENOVO CHROMEBOOK 100E	P202RF9R
105650	LENOVO CHROMEBOOK 100E	P202QVSR
105657	LENOVO CHROMEBOOK 100E	P202QSGW
105649	LENOVO CHROMEBOOK 100E	P202R4RW
105634	LENOVO CHROMEBOOK 100E	P202R4WZ
100179	DELL CHROMEBOOK 3120	DFVFLF2
100114	DELL CHROMEBOOK 3120	DBHC9B2
100189	DELL CHROMEBOOK 3120	4NVFLF2
100193	DELL CHROMEBOOK 3120	4LVFLF2
100185	DELL CHROMEBOOK 3120	1JVFLF2
100097	DELL CHROMEBOOK 3120	B3HC9B2
100093	DELL CHROMEBOOK 3120	7DHC9B2
100102	DELL CHROMEBOOK 3120	JDM79B2
100100	DELL CHROMEBOOK 3120	48HC9B2
100111	DELL CHROMEBOOK 3120	BDHC9B2
100106	DELL CHROMEBOOK 3120	FBHC9B2
100113	DELL CHROMEBOOK 3120	85M79B2

100183	DELL CHROMEBOOK 3120	CCVFLF2
100104	DELL CHROMEBOOK 3120	FDM79B2
100120	DELL CHROMEBOOK 3120	6JM79B2
100109	DELL CHROMEBOOK 3120	2HHC9B2
100107	DELL CHROMEBOOK 3120	JFHC9B2
100116	DELL CHROMEBOOK 3120	1HM79B2
100098	DELL CHROMEBOOK 3120	64M79B2
100092	DELL CHROMEBOOK 3120	FDHC9B2
100094	DELL CHROMEBOOK 3120	2CM79B2
100096	DELL CHROMEBOOK 3120	CDHC9B2
100108	DELL CHROMEBOOK 3120	CVGC9B2
100198	DELL CHROMEBOOK 3120	3ZZFLF2
100103	DELL CHROMEBOOK 3120	12M79B2
100110	DELL CHROMEBOOK 3120	1CM79B2
100121	DELL CHROMEBOOK 3120	DDHC9B2
100199	DELL CHROMEBOOK 3120	3MVFLF2
100095	DELL CHROMEBOOK 3120	JSGC9B2
100117	DELL CHROMEBOOK 3120	2HM79B2
100200	DELL CHROMEBOOK 3120	BBVFLF2
100182	DELL CHROMEBOOK 3120	7JVFLF2
100115	DELL CHROMEBOOK 3120	3GM79B2
100118	DELL CHROMEBOOK 3120	JWL79B2
100176	DELL CHROMEBOOK 3120	1DVFLF2
100122	DELL CHROMEBOOK 3120	9CM79B2
100105	DELL CHROMEBOOK 3120	3TGC9B2
100101	DELL CHROMEBOOK 3120	2SJ79B2
100187	DELL CHROMEBOOK 3120	HPVFLF2
?????	DELL CHROMEBOOK 3120	6RWZJ42

# SCHOOL MAINTENANCE PROJECT GRANT

FY 24 Application Cycle - Round 1

## District Certification

Name : McLean County USD 5

RCDT #: 17-064-0050-26

TIN #: 376004011

The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in the Grant Application Certifications and Assurances and the Program Specific and Financial Assurances of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds to complete the projects described in the "Work Item Listing" section of the School Maintenance Project Grant Application. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

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

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.23.2017)

**The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances titled "Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant" and "Program Specific and Financial Assurances for the School Maintenance Project Grant" (found within the application under "Application Certifications and Assurances") and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below.**

By submitting this form, I certify to the above and that the local board of education or other school governing authority has authorized the school maintenance project during a duly convened meeting, and has reserved local funds to meet the local match requirement. In addition, the applicant has not obligated funds or begun work on any of the projects listed on this application prior to the submission of this application. Signing below certifies that he or she has read, understood, and will comply with all the provisions of the following:

- Grant Application Certifications and Assurances, and Standard Terms for the School Maintenance Project Grant, and
- Program-Specific and Financial Assurances for the School Maintenance Project Grant.

\_\_\_\_\_  
*Signature of President of Board of Education*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Name of Board President (type or print)*

A copy of this form signed by the President of the Board of Education AND the Taxpayer Identification Number Form MUST be printed, signed, and attached as a PDF under the Application Required Attachments before your application can be approved. No application will be processed without these two signed attachments.

(SMPG Dist. Cert. - Rev. 8/2023)



## GOFAN AGREEMENT

This Digital Ticket Sales Agreement (the “**Agreement**”) is entered into as of October 16th, 2023 (the “**Effective Date**”) by and between **Huddle Tickets, LLC dba GoFan**, a Georgia limited liability company having its principal place of business at 5900 Windward Parkway, Suite 250, Alpharetta, GA 30005 (“**Company**”),

McLean County Unit District No. 5 [Illinois] not-for-profit corporation having its principal office at 1809 W. Hovey, Normal, IL 61761 (“**Customer**”).

Each of Company and Customer a “**Party**” and collectively the “**Parties**.”

**1. DEFINITIONS.** Capitalized terms not otherwise defined herein, shall have the meanings set forth below.

“**Authorized Users**” means individuals who are authorized by Customer to use the GoFan® Solution. Authorized Users may include but are not limited to Customer’s employees, consultants or contractors.

“**Confidential Information**” means any non-public information, material, or data relating to a Party that such disclosing Party treats as proprietary or confidential, and is marked as “confidential” or “proprietary” or that, given the circumstances, should be reasonably apparent that such information is of a confidential or proprietary nature. Without limiting the foregoing, (i) the GoFan® Solution and all IP Rights associated therewith shall constitute Confidential Information of Company, (ii) Customer Data shall constitute Confidential Information of Customer; and (iii) all software and any databases (including any data models, structures, non-Customer specific data and Customer specific data and aggregated statistical data contained therein) disclosed by a Party shall constitute Confidential Information of the disclosing Party.

“**Customer**” means the conference indicated in the opening paragraph of this Agreement, and the term includes any Customer School listed in an Order Form for the purposes of the Services contracted under that particular Order Form.

“**Customer Data**” means any data, regardless of whether in printed or electronic form, that is (i) provided to Company by Customer in order for Company to perform its obligations under this Agreement, including without limitation, the Customer Materials, (ii) provided to Company by Authorized Users and/or Patrons, and (iii) derived from Customer’s and Patrons’ use of the GoFan® Solution. Customer Data expressly excludes any Aggregated Data as defined in Section 7.1.

“**Customer Materials**” means any and all data and information uploaded or transmitted to the GoFan® Solution or otherwise delivered to Company hereunder for providing the Services (including, without limitation, Customer’s Marks, Event Listings, information related to Non-ticketed Items, database lists, images, photographs, illustrations, graphics, audio clips, video clips, text, colors, mascot images, and the like).

“**Digital Tickets**” mean electronic tickets for Events that are purchased by Patrons through the GoFan® Solution.

“**Documentation**” means the technical documentation provided by Company to Customer in connection with the GoFan® Solution, expressed in any medium or format.

“**Event**” is an activity held or celebrated at or related to a Customer or a Customer’s venue (including Schools’ venues or grounds) and for which Patrons may purchase Digital Tickets to attend, access to, or participate in.

“**Event Listings**” means the schedule of Events, ticket pricing, promotions, fulfillment method (QR code, mobile only, both), and other related information reasonably requested by Company for each Event for which a Digital Ticket is made available through the Services.

“**GoFan® Solution**” means the online web-based and mobile applications and platform provided by Company, as described in the Documentation, that is contracted by Customer under an Order Form, excluding all Third-Party Services.

“**IP Rights**” means any and all intellectual property rights of any type, recognized in any country or jurisdiction throughout the world, now or hereafter existing, and whether or not perfected, filed or recorded, including without limitation, all: (i) inventions, including patents, patent applications and statutory invention registrations or certificates of invention, and any divisions, continuations, renewals or re-issuances of any of the foregoing; (ii) trademarks, service marks, domain names, trade dress, logos, and other brand source distinctions; (iii) copyrights and works of authorship, or (iv) trade secrets and know-how.

“**Marks**” means any one or more of the trademarks, service marks, trade names, trade dress, domain names, logos, business and product names, slogans, and registrations and applications for registration thereof owned and/or in use by a Party as of the Effective Date, or which are acquired and/or used by such Party thereafter.

“**Non-ticketed Items**” are goods and items other than Digital Tickets that Patrons may purchase electronically through the GoFan® Solution, including but not limited to, merchandise (e.g. apparel, spirit wear), memorabilia, food, registrations (camps, activities, etc.), annual passes for certain Events, club memberships, fundraising, and donations.

“**Order Form(s)**” means one or more ordering documents for contracting the GoFan® Solution and purchasing related Services that are executed by Customer and Company from time to time under this Agreement. Order Forms are incorporated herein by reference.

“**Patron**” means an individual buyer or potential buyer of Digital Tickets and/or Non-ticketed Digital Items.

**“Personal Information”** means information that identifies, relates to, describes, is reasonably capable of being associated with, or could reasonably be linked, directly or indirectly, with a particular consumer, household, or device.

**“Professional Services”** means, in each instance, the implementation, integration, configuration, training, consulting or other professional services provided by Company pursuant to an Order Form for Services under this Agreement.

**“Schools”** means, collectively, those institution(s) where instruction is given to students, or an organization whose primary purpose is the support of those institutions, such as Booster Clubs, Event Organizers, or State Associations (each a **“School”**), which are, by virtue of their relationship with Customer, authorized to receive Services and which can be listed as a **“Customer School”** in an Order Form. **Exhibit A** includes the list of Schools approved to receive Services under this Agreement.

**“Services”** means, collectively, the services identified on the Order Form, and provided by Company under this Agreement.

**“Technology”** means all software, designs, formulas, algorithms, processes, and programs that are owned by Company or its licensors and that are used to provide the GoFan® Solution and any Website.

**“Term”** means the Initial Term plus all Renewal Terms, as further set forth in Section 11.1.

**“Third-Party Services”** means software products and services that are provided by third parties but may be configured to interoperate with the GoFan® Solution, Technology and Website. Third-Party Services include, without limitation, the payment processing services provided by Stripe, Inc. (**“Stripe”**).

**“Website”** means any website that is configured and hosted by Company for Customer’s benefit under a URL agreed by the Parties and set forth in the applicable Order Form.

**“Work Product”** means any expression of Company’s findings, developments, inventions, analyses, conclusions, opinions, recommendations, ideas, techniques, designs, programs, enhancements, modifications, interfaces, source code, object code and other technical information resulting from the performance of Professional Services, support services, or any other Services performed for the benefit of Customer.

## **2. SERVICES AND THE GOFAN® SOLUTION**

2.1. **Scope.** Company is in the business of providing Digital Tickets (and managing reservations, certificates, admissions, and/or confirmations) that allow Patrons’ attendance at, access to, or participation in, Events as well as purchases of Non-ticketed Items provided by Customer, through the GoFan® Solution, a cloud based technology platform and managed service.

2.2. **Provision of the GoFan® Solution and Services.** Subject to the terms of this Agreement and pursuant to the applicable Order Form, Company agrees to provide to Customer (which term, as indicated in an Order Form, may include specific Customer School(s)) the Services identified on the Order Form and to make the GoFan® Solution available to Customer during the Term. Company may provide the GoFan® Solution and host the Technology and Website on its own infrastructure or using a third party cloud computing services provider. Customer’s purchase of the Services and access to the GoFan® Solution are neither contingent on the delivery of any future functionality or features nor dependent on any oral or written public comments made by Company regarding future functionality or features. Company may, in its sole discretion, modify, enhance and/or expand the GoFan® Solution at no additional cost to Customer. Company may also modify, enhance or expand the GoFan® Solution by providing additional features or functionality, which may, but are not required to be, added by Customer to this Agreement at additional cost. Such additional cost features and functionality may be added by mutual written agreement of the Parties. The Parties agree that as of the Effective Date, **Exhibit A** includes the list of Customer Schools approved to receive Services under this Agreement. The Parties agree to update such **Exhibit A** by mutual written agreement from time to time, as needed.

2.3. **Additional Orders.** At any time, following Customer’s execution of the initial Order Form, Customer may subscribe to or purchase additional products or services offered by Company, or otherwise expand the scope of the GoFan® Solution provided to Customer, upon Company’s receipt and acceptance of an amendment to an existing Order Form or additional Order Forms. The GoFan® Solution is subject to any usage limits that are specified in the Order Forms.

2.4. **License Grant.** Subject to Customer’s compliance with all of the terms and conditions of this Agreement, Company hereby grants Customer a limited, revocable, non-exclusive, non-transferable right during the Term to access/use the Technology and the Website(s), solely in connection with Customer’s use of the GoFan® Solution under this Agreement. Customer agrees and understands that access to and/or use of the GoFan® Solution requires acceptance of the GoFan® Terms of Use available at <https://gofan.co/terms-of-use> and the GoFan® Privacy Policy available at <https://gofan.co/privacy-policy>.

2.5. **Website.** As part of the GoFan® Solution, Company may provide a co-branded personalized website page and online platform for digital ticketing at no additional cost to Customer, which shall include a **“Powered by GoFan®”** brand designation. For purposes of the foregoing, Customer hereby grants to Company a non-exclusive, non-sublicenseable, non-transferable right and license to configure Customer’s branding elements in the Website including displaying Customer’s Marks and Customer Materials solely as part of the personalized Website feature of the GoFan® Solution.

## **3. RESPONSIBILITIES OF THE PARTIES**

3.1. **Company Responsibilities.** As part of the GoFan® Solution and related Services, Company will (a) display Customer’s Event Listings; (b) accept and process on-line orders for purchases of Digital Tickets to Customer’s Events and of Non-Ticketed Items, and process all payments for said purchases; (c) provide an accounting to Customer of any fees and charges for each sale in accordance with Section 5 below; (d) provide Customer with Company’s standard support for the GoFan® Solution at no additional charge, and/or upgraded support if purchased for any applicable additional fee(s), and (e) use commercially reasonable efforts to make the GoFan® Solution available 24 hours a day, 7 days a week, except for any unavailability caused by scheduled maintenance or by circumstances beyond Company’s reasonable control, including, for example, an act of God, act of government, national emergency, pandemic, flood, fire, earthquake, civil unrest, act of terror, strike or other labor problem, Internet service provider failure or delay, failure or delay of service from any third party cloud computing services provider, or denial of service attack. Company will provide support services and service level commitments in accordance with its standard policies, as in effect from time-to-time. Company shall use commercially reasonable efforts to ensure that the GoFan® Solution is available to Customers with an availability of at least 99.5% as measured on a monthly basis during the Term. Customer acknowledges and agrees that downtime attributable to scheduled maintenance or failures in Customer’s systems, failure of network or data availability at a venue, Patron’s access to their mobile data due to network connectivity, and so forth, shall not count against the foregoing availability requirement. Company reserves the right to modify its maintenance and support services documentation from time-to-time and, other than immaterial changes and corrections, will give Customer reasonable notice of modifications thereto.

3.2. **Customer Responsibilities.** Customer shall (a) be responsible for its own and its Authorized Users’ compliance with this Agreement, (b) be solely responsible for the accuracy, quality, integrity, and legality of Customer Data and of the means by which Customer acquired Customer Data, (c) use commercially reasonable efforts to prevent unauthorized access to or use of the GoFan® Solution, and notify Company promptly of any such unauthorized access or use, (d) use the GoFan® Solution

only in accordance with the Documentation and applicable laws and government regulations, and (e) provide Company with assistance, information and the Customer Materials that are reasonably requested as necessary to effectively provide the GoFan® Solution. Customer represents that, as the Event organizer, is solely authorized to provide access to such Events. Customer shall appoint a primary contact and a main financial contact (“**Customer Contacts**”) to facilitate implementation and management of the GoFan® Solution and agrees to provide to Company updated and accurate information regarding Customer’s Contacts at all times. Customer represents that these Customer Contacts have the authority to make decisions on Customer’s behalf, including receiving legal notifications and communications from Company.

3.3. Exclusive Digital Ticketing Provider. For a period of three consecutive years from the Amendment Effective Date, the GoFan® Solution will be the Customer’s exclusive provider of digital ticketing for all Customer events.”

3.4. License to Company. In addition to the license granted in Section 2.5, Customer hereby grants Company a worldwide right and license to (a) display the Marks of each Customer (including Schools) and reformat the branding as necessary in connection with the Services, including without limitation, for display of the Non-Ticketed Items; (b) post on the social media channels of each Customer (including Schools) for the purpose of promoting the Services; (c) manage online searches and activities for each Customer (including Schools) for the purpose of promoting the Services, and (d) offer the Services listed on the Order Form to Patrons.

3.5. Restrictions. Customer will not, directly or indirectly, do any of the following: (a) make the GoFan® Solution available to, or use the GoFan® Solution for the benefit of, anyone other than Customer, or its Authorized Users and Patrons; (b) sell, resell, license, sublicense, distribute, rent or lease any of the Services, or include the GoFan® Solution in a service bureau or outsourcing offering; (c) use the GoFan® Solution to store or transmit infringing, libelous, or otherwise unlawful or tortious material, or to store or transmit material in violation of third-party privacy rights; (d) use the GoFan® Solution to store or transmit code, files, scripts, agents or programs intended to do harm (including, for example, viruses, worms, time bombs and Trojan horses); (e) interfere with or disrupt the integrity or performance of the GoFan® Solution or any content contained therein; (f) attempt to gain unauthorized access to the GoFan® Solution or the Technology; (g) permit direct or indirect access to or use of the GoFan® Solution or Technology in a way that circumvents a contractual usage limit, (h) copy any part, feature, function or user interface of the GoFan® Solution; (i) access the GoFan® Solution or Technology in order to build a competitive product or service; or (j) reverse engineer, disassemble or decompile any portion of the Technology.

3.6. Personal Information. With respect to any Personal Information collected or received from or on behalf of Customer, Company (a) shall only process such Personal Information for the purpose of providing the GoFan® Solution and related Services; (b) shall not retain, use, or disclose (including outside of the direct business relationship between Company and Customer) Personal Information except for the purpose of providing the GoFan® Solution; (c) shall not sell, rent, release, disclose, disseminate, make available, transfer or otherwise communicate such Personal Information to any third party for monetary or other valuable consideration; and (d) certifies that it understands the restrictions on Company’s processing such Personal Information as set forth herein and will comply with them. For clarity, Company may disclose Customer Personal Information to Company’s service providers in connection with such service providers providing services to Company, and Company may permit such service providers to process Customer Personal Information as necessary for Company to provide the GoFan® Solution to Customer.

3.7. Security. Company has implemented industry standard technical and organizational measures designed to secure the GoFan® Solution and Customer Data from accidental loss and unauthorized access, use, alteration or disclosure; however, Company cannot guarantee that unauthorized third-parties will never be able to defeat those measures to gain access to the GoFan® Solution, and as such, Customer understands that its use of the GoFan® Solution is at Customer’s own risk. Notwithstanding the foregoing, each party shall take, and hereby represents that it has taken, all steps to ensure the reliability and security of its systems; and that it will comply with their respective systems, network and data security policies.

#### **4. PROFESSIONAL SERVICES**

4.1. Professional Services. The Parties may, but are under no obligation to, enter one or more Order Forms for Professional Services to be performed by Company. No Professional Services shall be furnished to Customer by virtue of this Agreement alone, but shall require the execution of an Order Form for Professional Services by both Parties. An “**Order Form for Professional Services**” means an ordering document for the purchase of Professional Services executed by Customer and Company (from time to time) under this Agreement and that contains, at a minimum, the following information: (i) the scope of the Professional Services to be provided; (ii) applicable rates and fees; (iii) responsibilities and dependencies of each Party; (iv) agreed upon Work Product and specific deliverables, if any; and (v) signatures of authorized representative of both Parties.

4.2. Scope Modifications. Customer may at any time request a modification to the Professional Services to be performed pursuant to any particular Order Form by making a written request to Company specifying the desired modifications. Company shall submit an estimate of the cost for such modifications and a revised estimate of the time for performance pursuant to the applicable Order Form. Modifications in any Order Form for Professional Services shall become effective only when a written change request is executed by authorized representatives of both Parties.

4.3. Company Personnel. Company shall be responsible for securing, managing, scheduling, coordinating and supervising Company personnel, including its subcontractors, performing the Professional Services.

4.4. Cooperation. Customer will provide all reasonably requested assistance to Company as may be reasonably necessary to enable Company to perform its obligations hereunder, including, without limitation, any obligations with respect to the Professional Services.

#### **5. FEES AND PAYMENTS**

5.1. Fees. In consideration for the rights granted to Customer and the performance of Company’s obligations under the Agreement and the applicable Order Form, Customer shall pay to Company, without offset or deduction, the fees referenced in such applicable Order Form. Company reserves the right to modify and/or update its pricing from time to time, and in any event no less than once a year. Unless otherwise specified in the applicable Order Form and subject to Company’s then-current pricing, Company shall be entitled to assess and receive (a) charges and fees in the amounts set forth in the Order Form, all of which charges and fees shall be assessed against Digital Ticket and Non-ticketed Item sales (the “**Transaction Fees**”), and (b) the license fees, if applicable, for use of the GoFan® Solution and pre-packaged Services, as set forth on the Order Form, which shall be assessed annually against Customer (the “**Platform Fee**”). Except as otherwise specified in an Order Form, fees for any and all Professional Services shall be based on then-current hourly rates.

5.2. Payment Terms. Any undisputed fees and other amounts due under this Agreement that are payable directly from Customer to Company shall be due and payable net thirty (30) calendar days after date of receipt by Customer of the applicable invoice. When Company process and collects payment for sales of Digital Tickets or Non-ticketed Items, Company will collect all fees and charges on behalf of Customer from the Patron(s) and deduct all applicable Transaction Fees from the fees passed along to Customer. Company will make all payments to Customer (Digital Tickets and/or Non-ticketed Items sales fees minus applicable Transaction Fees due to Company, including any prior balance due to Company for any reason) using the payment method and frequency agreed between the Parties in the applicable

Order Form. Company will use commercially reasonable efforts to submit payment within a reasonable time following the completion of the Event to which the registration fees correspond, provided that Company reserves the right to withhold funds at any time as Company in its sole discretion determines to be necessary for the processing and settlement of all returns, disputed charges, client complaints, allegations of fraud, chargebacks, expected chargebacks and other discrepancies.

5.3. Refunds and Canceled Events. Customer agrees and understands that all sales processed by Company are final and non-refundable, except in case of full cancellation of an Event by Customer. It is Customer's responsibility to communicate Customer's refund policy to Patrons in the event of a canceled Event. Customer shall ensure that its refund policy is consistent with the terms of this Agreement, the payment and refund processes included in the Services, and all applicable legal, regulatory and other governmental requirements. All communications or disputes regarding refunds are between Customer and the Patron, and Company will not be liable for any decision to issue or not issue refunds. No payments shall be made to Customer from Company with respect to any Event that is cancelled and for which the Customer authorizes a refund. If an Event is canceled, a refund shall be issued to Patrons.

5.4. No Minimum Sales. It is agreed and understood that neither Company nor Customer guarantees or will guarantee that any minimum or fixed number of Digital Tickets or Non-Ticketed Items will be sold or available for sale through the GoFan® Solution for any Event.

5.4. Taxes. If applicable, Customer will, within thirty (30) days of the effective date of the Order Form, provide Company with applicable sales tax exemption certificate(s). Unless the applicable tax-exempt certificate is provided, Customer shall be responsible for, all taxes, duties, and assessments imposed on Customer in connection with fees paid under the provisions of this Agreement, including without limitation, all sales, use, excise or other taxes and duties, and Company will include all such taxes, duties and assessments on each applicable invoice. If Company believes that Company is obligated to obtain tax information and Customer does not provide this information to Company after Company has requested it, Company may withhold Customer's payments until Customer provides this information or otherwise satisfies Company that Customer is not a person or entity from whom Company is required to obtain tax information. Company reserves the right to offset any amounts due to Company hereunder in the event Company is found to be liable for any tax or withholding tax in connection with the Services.

5.5. Expenses. Customer shall reimburse Company for any reasonable, actual out-of-pocket expenses incurred and approved by Customer, including travel expenses and related costs, incurred by Company employees and subcontractors, provided that such expense and costs are consistent with Customer's own travel policies and approved in advance by Customer.

5.6. Customer Information. Customer will provide complete and accurate billing and contact information to Company and promptly notify Company of any changes to such information. Any bank fees related to returned or cancelled payments due to a contact or payment information error or omission may be deducted from any newly issued payment.

5.7. School Incentive. Company will provide incentives, as listed in Exhibit B, to all schools associated with this agreement.

5.8. Disputed Charges. Customer must notify Company in writing of any dispute or disagreement with invoiced charges within thirty (30) calendar days after the date of receipt of the applicable invoice by Customer. Absent such notice, Customer shall be deemed to have agreed to the charges as invoiced. Payment shall be calculated solely based on records maintained by Company. No other measurements or statistics of any kind shall be accepted by Company or have any effect under this Agreement.

5.9. Suspension. If any amount owing by Customer under this Agreement is thirty (30) or more days past due, Company may, without limiting its other rights and remedies, accelerate Customer's unpaid fee obligations under this Agreement so that all such obligations become immediately due and payable, and suspend the GoFan® Solution, the Services and/or Professional Services to Customer until such amounts are paid in full. Company will give Customer at least ten (10) days' prior notice that Customer's account is overdue before implementing any such suspension.

## **6. CONFIDENTIAL INFORMATION**

6.1. Access. The Parties acknowledge that during the performance of this Agreement, each Party will have access to certain Confidential Information of the other Party or Confidential Information of third parties that the disclosing Party is required to maintain as confidential.

6.2. Mutual Obligations. Except as may be expressly set forth in this Agreement, each Party that receives Confidential Information of the other Party agrees during the term of this Agreement and thereafter, to: (a) use the Confidential Information only for the purposes of performing this Agreement; (b) hold the Confidential Information of the other Party in confidence and restrict it from dissemination to, and use by, any third party; (c) protect the confidentiality of the other Party's Confidential Information using the same degree of care, but no less than reasonable degree of care, as the receiving Party uses to protect its own Confidential Information; (d) not create any derivative work from Confidential Information of the other Party; and (e) restrict access to the Confidential Information of the other Party to such of its personnel, subcontractors, and/or consultants who have a need to have access to such Confidential Information, who have been advised of the confidential nature of such information, and who have agreed in writing to terms no less protective than the terms set forth in this Agreement with respect to the treatment of such Confidential Information.

6.3. Confidentiality Exceptions. Section 6.2 shall not apply to Confidential Information that is: (a) publicly available or in the public domain at the time disclosed; (b) publicly available, becomes publicly available or enters the public domain through no fault of the recipient; (c) rightfully communicated to the recipient by persons not bound by confidentiality obligations with respect thereto; (d) already in the recipient's possession free of any confidentiality obligations with respect thereto at the time of disclosure; (e) independently developed by the recipient without use of or reference to the disclosing Party's Confidential Information and by employees or other authorized agents of the receiving Party who have not been exposed to the disclosing Party's Confidential Information; or (f) approved for release or disclosure in writing by the disclosing Party.

6.4. Compelled Disclosure. Notwithstanding the foregoing, each Party may disclose Confidential Information of the other Party to the limited extent required to: (a) comply with the order of a court or other governmental body, or as otherwise necessary to comply with applicable law, provided that the Party making the disclosure pursuant to the order shall, to the extent allowed by law, first have given written notice to the other Party and made a reasonable effort to obtain a protective order; or (b) establish a Party's rights under this Agreement, including to make such court filings as it may be required to do.

6.5. Equitable Relief. The Parties acknowledge and agree that money damages would not be a sufficient remedy for breaches of this Section 6, and that each Party may seek injunctive relief, specific performance, or other equitable relief as a remedy for any such breach.

## **7. INTELLECTUAL PROPERTY/PROPRIETARY RIGHTS**

7.1. Company. As between the Parties, Company and its licensors own all right, title and interest, including all IP Rights, in and to all Company Confidential Information, the Technology, the GoFan® Solution, Company Marks and Aggregated Data including, without limitation, all modifications, improvements, upgrades, derivative works, and feedback related thereto, and any third party software provided to Company, and all software, associated documentation, hardware, materials,

information, processes or subject matter that is proprietary to Company and is provided under this Agreement. "Aggregated Data" is anonymous, statistical, analytical and other aggregated data that is collected automatically from use of the GoFan® Solution and that does not personally identify Customer, an Authorized User, Patron, or visitor to the Website. Company expressly reserves all rights not expressly granted to Customer under this Agreement and all executed Order Forms. Customer shall not knowingly engage in any act or omission that would impair the IP Rights of Company or its licensors. In no event shall Customer obtain any ownership rights in or to the Confidential Information of Company, the GoFan® Solution, the Company Marks, or any IP Rights of Company.

7.2. Customer. Customer and its licensors own all right, title and interest, including all IP Rights, in and to Customer Marks, the Customer Data and all Confidential Information disclosed by Customer. Company shall not knowingly engage in any act or omission that would impair Customer's IP Rights or Confidential Information. In no event shall Company obtain any ownership rights in or to the Confidential Information of Customer, the Customer Data, Customer Marks or Customer's IP Rights.

7.3. Customer Data; License. As between Company and Customer, Customer exclusively owns all rights, title, and interest in and to all of the Customer Data. Customer hereby grants Company a worldwide, limited-term license to host, copy, transmit and display Customer Data, as necessary for Company to provide the GoFan® Solution in accordance with this Agreement. Subject to the limited licenses granted herein, Company acquires no right, title or interest from Customer under this Agreement in or to Customer Data. Customer hereby grants to Company a perpetual, non-exclusive, royalty-free license to (a) use Customer Data in order to provide, monitor and improve the GoFan® Solution to Customer and (b) use all of Customer Data that is anonymous and does not personally identify Customer, or an Authorized User, Patron, or visitor to the Website for statistical, analytical and other aggregate use. Customer represents and warrants to Company that it owns all right, title and interest in, or otherwise has full and sufficient authority to use in the manner contemplated by this Agreement, any Customer Data furnished by Customer to Company for purposes of this Agreement.

7.5. Work Product. Unless otherwise specified in the applicable Statement of Work, all Work Product created under this Agreement, including all IP Rights related thereto, shall be owned by Company. Regarding all Work Product created under this Agreement that is owned by Company and is made available to Customer to enable Customer's use of the GoFan® Solution pursuant to the terms of this Agreement, Company hereby grants Customer a worldwide, non-exclusive, non-transferrable, non-sublicensable right and license to use the Work Product, solely in connection with Customer's use of the GoFan® Solution. Unless otherwise specified in an applicable Order Form, to the extent Customer acquires any rights in the Work Product, Customer hereby assigns such rights to Company. Customer shall give Company all reasonable assistance and execute all documents necessary to assist or enable Company to perfect, preserve, register and/or record such assignment and Company's rights in any Work Product.

## 8. REPRESENTATIONS AND WARRANTIES

8.1. General. Each Party represents and warrants to the other that it has full power and authority to enter into and perform this Agreement, and that the execution and performance of this Agreement does not and shall not violate any other contract, obligation, or instrument to which it is a party, or which is binding upon it, including any confidentiality obligations.

8.2. GoFan® Solution Warranties. Company warrants that: (a) the GoFan® Solution shall perform materially in accordance with the Documentation, and (b) subject to Section 8.3 (Third-Party Services), the functionality of the GoFan® Solution will not be materially decreased during a Term. For any breach of either such warranty, Customer's exclusive remedy shall be as provided in Section 11.5 (Termination for Breach). Customer acknowledges that availability of the GoFan® Solution depends upon the availability of the Internet and any third-party cloud computing services provider and that Company has no control over such availability. Accordingly, Company makes no representations, warranties, or covenants regarding the availability of the GoFan® Solution to the extent that such availability depends upon the availability of the Internet or any third-party cloud computing services provider.

8.3. Third Party Services. The GoFan® Solution is designed to work with, and may integrate, certain Third-Party Services. Customer's use of Third-Party Services is governed entirely by the terms of Customer's agreement with the relevant third party. Nothing in this Agreement creates any rights or obligations on the part of Company with respect to such Third-Party Services nor should this Agreement be construed as creating any rights or obligations on the part of any third party providing Third-Party Services with respect to the GoFan® Solution provided by Company. Company reserves the right to terminate any Third-Party Services provided to Customer. In such event, any pre-paid Services fees applicable to the unexpired term of the terminated Third-Party Services and all other fees paid by Customer to Company for the affected Third-Party Services will be promptly refunded to Customer. Customer understands and agrees that Customer must agree to Stripe's connected account agreement as part of the Services provided. *Company makes no warranties for the Third-Party Services or any hardware or software used in connection with or otherwise related thereto.* Any warranties provided by the Third-Party Services provider directly to Customer exclusively apply. To the extent expressly permitted by a Third-Party Services provider, Company shall pass through to Customer for Customer's benefit any applicable warranties that the Third-Party Services provider provides directly to Company. Customer warrants to Company that Customer will use the Third-Party Services in accordance with all applicable laws and regulations and any underlying Third-Party Service agreement.

8.4. Customer Warranties. Customer agrees to (a) provide accurate and current information during the registration process and to update such information to maintain its accuracy and completeness, and (b) not disclose Customer's login credentials to any third party. Customer is solely responsible for any activities or actions under Customer's Company account, whether or not Customer has authorized such activities or actions. Customer will immediately notify Company of any unauthorized use or access to Customer's Company account. Customer represents and warrants that: (i) it has all the requisite corporate power and authority to execute and perform its obligations under the Agreement and to grant the rights set forth herein; (ii) no approval, authorization or consent is required in order for it to enter into and perform its obligations under the Agreement, (iii) it will comply with all applicable laws, rules, regulations, ordinances and tax requirements in connection with this Agreement, its use of the Services, any Events that are related to the Digital Tickets offered under this Agreement, and the fulfillment of any Non-Ticketed Digital Items, including without limitation, donations or fundraising, (iv) it will not infringe the rights of any person or entity, including without limitation, their intellectual property, privacy, publicity or contractual rights; (v) it will not interfere with or damage the Services or Third-Party Services, including, without limitation, through the use of viruses, cancel bots, Trojan horses, harmful code, flood pings, denial-of-service attacks, packet or IP spoofing, forged routing or electronic mail address information or similar methods or technology; (vi) it will not use the Services in connection with the distribution of unsolicited commercial email ("spam"); (vii) it will not offer any Digital Tickets for Events not sponsored by a Customer; (viii) it will not use automated scripts to collect information or otherwise interact with the Services; (ix) it will not submit any information to Company or any Third-Party Services provider with false or misleading information, or submit any Event Listing with a price, service or activity that Customer does not intend to honor; (x) it will not use, display, mirror or frame the GoFan® Solution or the Services, or any individual element within the Services, Company's name, Company Marks or other proprietary information, without Company's express written consent; (xi) it will not access, tamper with, or use non-public areas of the GoFan® Solution or the Services; (xii) it will not attempt to probe, scan, or test the vulnerability of any Company system or network or breach any security or authentication measures; (xiii) it will not avoid, bypass, remove, deactivate, impair,

descramble, or otherwise circumvent any technological measure implemented by Company, or any Third-Party Services provider; (xix) it will only offer Non-Ticketed Items in connection with Customer(s); and (xx) it will not advocate, encourage, or assist any third party in doing any of the foregoing.

8.5. Professional Services Warranty; Exclusive Remedy. Company warrants the Professional Services performed hereunder will be performed in a professional and workmanlike manner, using sound principles, accepted industry practices and competent personnel ("**Professional Services Warranty**"). The Professional Services Warranty shall not apply if the Work Product is implemented, customized, modified, enhanced or altered by Customer or any third party that is not specifically retained by Company as a contractor for such purposes. Customer's sole and exclusive remedy, and Company's sole obligation, in the event of a breach of the Professional Services Warranty is for Company, at its expense, to re-perform the Professional Services which were not as warranted, provided Company has received notice from Customer within thirty (30) calendar days of the completion of the Professional Services that Customer alleges were not performed consistent with the Professional Services Warranty. NOTWITHSTANDING ANYTHING IN THIS AGREEMENT TO THE CONTRARY, THIS SECTION 8.5 SETS FORTH COMPANY'S SOLE AND EXCLUSIVE REMEDY FOR ANY BREACH OF THE PROFESSIONAL SERVICES WARRANTY.

8.6. Disclaimers. EXCEPT FOR THE EXPRESS WARRANTIES SET FORTH IN THIS SECTION 8, COMPANY MAKES NO OTHER REPRESENTATIONS OR WARRANTIES OF ANY KIND WHETHER EXPRESS, IMPLIED OR STATUTORY, AND COMPANY EXPRESSLY DISCLAIMS ALL OTHER WARRANTIES OF ANY KIND, INCLUDING, BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, QUIET ENJOYMENT, SYSTEM INTEGRATION AND/OR DATA ACCURACY. NO WARRANTY IS MADE BY COMPANY ON THE BASIS OF TRADE USAGE OR COURSE OF DEALING. COMPANY DOES NOT WARRANT THAT THE GOFAN® SOLUTION, TECHNOLOGY, WEBSITE OR ANY OTHER INFORMATION, MATERIALS, OR SERVICES PROVIDED UNDER THIS AGREEMENT WILL MEET CUSTOMER'S OR PATRON'S REQUIREMENTS OR THAT THE OPERATION THEREOF WILL BE UNINTERRUPTED OR ERROR-FREE, OR THAT ALL ERRORS WILL BE CORRECTED.

## 9. LIMITATIONS OF LIABILITY

9.1. EXCEPT FOR DAMAGES ARISING OUT OF (I) A PARTY'S BREACH OF ITS CONFIDENTIALITY OBLIGATIONS HEREUNDER, (II) A PARTY'S MISAPPROPRIATION OF THE OTHER PARTY'S IP RIGHTS, OR (iii) WHERE A CLAIM RESULTS FROM INTENTIONAL MISCONDUCT OR GROSS NEGLIGENCE, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR ANY INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE NATURE OF THE CLAIM, INCLUDING, WITHOUT LIMITATION, LOST PROFITS, COSTS OF DELAY, ANY FAILURE OF DELIVERY, BUSINESS INTERRUPTION, OR COSTS OF LOST OR DAMAGED DATA OR DOCUMENTATION, EVEN IF THE PARTY FROM WHOM SUCH DAMAGES ARE SOUGHT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THIS LIMITATION UPON DAMAGES AND CLAIMS IS INTENDED TO APPLY WITHOUT REGARD TO WHETHER OTHER PROVISIONS OF THIS AGREEMENT HAVE BEEN BREACHED.

9.2. EXCEPT FOR DAMAGES ARISING OUT OF (I) A PARTY'S BREACH OF ITS CONFIDENTIALITY OBLIGATIONS HEREUNDER, (II) A PARTY'S MISAPPROPRIATION OF THE OTHER PARTY'S IP RIGHTS, OR (iii) WHERE A CLAIM RESULTS FROM INTENTIONAL MISCONDUCT OR GROSS NEGLIGENCE, EACH PARTY'S TOTAL AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT, REGARDLESS OF THE FORM OF ACTION, SHALL NEVER EXCEED THE TOTAL AMOUNT PAID BY CUSTOMER TO COMPANY UNDER THIS AGREEMENT DURING THE TWELVE MONTHS IMMEDIATELY BEFORE ANY EVENT GIVING RISE TO A CLAIM BY THE OTHER PARTY HEREUNDER. EACH PARTY HEREBY RELEASES THE OTHER PARTY FROM ALL OBLIGATIONS, LIABILITY, CLAIMS, OR DEMANDS IN EXCESS OF THIS LIMITATION.

9.3. Essential Basis. The disclaimers, exclusions and limitations of liability set forth in this Agreement form an essential basis of the bargain between the Parties, and, absent any of such disclaimers, exclusions or limitations of liability, the provisions of this Agreement, including, without limitation, the economic terms, would be substantially different.

## 10. INDEMNIFICATION

### 10.1. Infringement Claim.

10.1.1. Company shall indemnify, defend and hold harmless Customer from and against all losses, liabilities, damages, claims, costs and reasonable expenses (including reasonable attorneys' fees) arising out of or related to a third party claim that Customer's use of, or access to, the GoFan® Solution or Technology infringes a United States patent, copyright or trademark or misappropriates any third party trade secrets (an "**Infringement Claim**"); provided that, Customer must give Company: (a) prompt written notice of such claim; (b) authority to control and direct the defense and/or settlement of such claim; and (c) such information and assistance as Company may reasonably request, at Company's expense, in connection with such defense and/or settlement. Notwithstanding the foregoing, Company shall not, without the prior written consent of Customer, settle any third-party claim against Customer unless (i) such settlement completely and forever releases Customer with respect thereto or (ii) does not involve any financial obligation on the part of Customer. In any action for which Company provides defense on behalf of Customer, Customer may participate in such defense at its own expense by counsel of its choice.

10.1.2. Upon the occurrence of any Infringement Claim for which indemnity is or may be due under this Section 10.1.1, or in the event that Company believes that such a claim is likely, (Company will, at its option: (a) appropriately modify the GoFan® Solution, GoFan® Solution or Technology to be non-infringing, or substitute functionally equivalent software or services; (b) obtain a license to the applicable third-party intellectual property rights; or (c) if the remedies set forth in clauses (a) and (b) above are not commercially feasible, as determined by Company in its sole discretion, Company may terminate this Agreement on written notice to Customer and refund any pre-paid fees for services that have not been provided. THE PROVISIONS OF THIS SECTION 10.1 STATES THE SOLE, EXCLUSIVE, AND ENTIRE LIABILITY OF COMPANY TO CUSTOMER, AND IS CUSTOMER'S SOLE REMEDY, WITH RESPECT TO ANY INFRINGEMENT CLAIM.

10.2. Mutual Indemnity. Except as prohibited by applicable law, each Party ("Indemnifying Party") shall indemnify, defend and hold harmless the other Party and its officers, directors, shareholders, members, managers, employees, and agents (each, an "Indemnified Party") against any claim, including costs and reasonable attorney's fees, in which the Indemnified Party is named as a result of the grossly negligent or intentionally willful acts or omissions of the Indemnifying Party, its employees or agents, while performing its obligations pursuant to this Agreement or any act or omission which results in death, bodily injury or tangible property damage. The Indemnified Party must give the Indemnifying Party: (a) prompt written notice of such claim; (b) authority to control and direct the defense and/or settlement of such claim; and (c) such information and assistance as the Indemnifying Party may reasonably request, at the Indemnifying Party's expense, in connection with such defense and/or settlement. Notwithstanding the foregoing, the Indemnifying Party shall not, without the prior written consent of the Indemnified Party, settle any third-party claim against the Indemnified Party unless (i) such settlement completely and forever releases the Indemnified Party with respect thereto or (ii) does not involve any financial obligation on the part of the Indemnified Party. In any action for which the Indemnifying Party provides defense on behalf of the Indemnified Party, the Indemnified Party may participate in such defense at its own expense by counsel of its choice.

## 11. TERM AND TERMINATION

11.1. Agreement. This Agreement will continue for the duration of the Term unless terminated earlier in accordance with this Agreement. The initial term of this Agreement ("**Initial Term**") will commence on the Effective Date and continue for a period of three (3) years thereafter. Following the Initial Term, this Agreement will automatically renew for successive one year terms (each, a "**Renewal Term**") unless either party notifies the other, at least sixty (60) days prior to the end of the

Initial Term or then-current Renewal Term, as the case may be, of the notifying party's election not to renew this Agreement, whereupon this Agreement shall terminate on the last day of the Initial Term or the then-current Renewal Term, as the case may be.

11.2. Termination for Breach. Either Party may, at its option, terminate the Agreement in the event of a material breach by the other Party, provided such Party has provided written notice to the other Party specifically identifying the breach or breaches on which such notice of termination is based. The other Party will have a right to cure such breach or breaches within thirty (30) days of receipt of such notice, and the Agreement will terminate in the event that such cure is not made within such thirty (30) day period. For purposes of clarity, Customer's non-payment of fees validly due and payable under the Agreement will be deemed a material breach.

11.3. Bankruptcy. This Agreement may be terminated immediately by a Party through written notice if the other Party ceases to carry on business as a going concern, becomes the object of the institution of voluntary or involuntary proceedings in bankruptcy or liquidation, or a receiver is appointed with respect to a substantial part of its assets.

11.4. Accrued Obligations. Termination of this Agreement and/or any particular Order Form shall not release either Party from any liability which, at the time of termination, has already accrued or which thereafter may accrue with respect to any act or omission before termination, or from any obligation which is expressly stated in this Agreement and/or any applicable Order Form to survive termination.

11.5. Cumulative Remedies. Termination of this Agreement and/or any applicable Order Form, regardless of cause or nature, shall be without prejudice to any other rights or remedies of the Parties and shall be without liability for any loss or damage occasioned thereby.

11.6. Effect of Termination. Upon any termination of this Agreement, Customer shall immediately discontinue all use of the GoFan® Solution and promptly pay to Company all amounts due and payable under this Agreement. Upon termination, Company shall inform Customer of the extent to which performance of Services has been completed under any Order Form and shall deliver any collected fees minus any payments owed to Company. In addition, each Party shall: (a) immediately discontinue all use of the other Party's Confidential Information; (b) at the option of the disclosing Party, either return or destroy all Confidential Information of the disclosing Party in its possession; and (c) delete the disclosing Party's Confidential Information from its computer storage or any other media, except for archival copies which may be retained and shall be destroyed in accordance with the party's Record retention policy. Any such retained copies shall remain subject to Section 6 (Confidentiality). Each Party will, on request from the disclosing Party, provide the disclosing Party with a written certification of compliance with this Section 11.6 signed by an officer.

11.7. Survival of Obligations. Those provisions of the Agreement that by their nature or their terms survive termination or expiration of the Agreement shall so survive including but not limited to Sections 1, 6, 7, 8, 9, 10, 11.4 – 11.7, and 12.

## **12. MISCELLANEOUS**

12.1. Applicable Law; Venue and Jurisdiction. Unless otherwise expressly agreed in an Order Form, this Agreement shall be governed by and construed in accordance with the laws of the State of Illinois, without giving effect to its rules regarding conflicts of laws. THE PARTIES AGREE THAT ANY AND ALL CAUSES OF ACTION BETWEEN THE PARTIES ARISING FROM OR IN RELATION TO THIS AGREEMENT SHALL BE BROUGHT EXCLUSIVELY IN THE STATE AND FEDERAL COURTS LOCATED WITHIN MCLEAN COUNTY, ILLINOIS.

12.2. Order of Precedence. In the event of a conflict between this Agreement and any Order Form, or other document referencing this Agreement that is executed by both Parties, this Agreement shall govern, except to the extent that the applicable Order Form, or other executed document expressly states the intent of the Parties to supersede or change one or more provisions in this Agreement and clearly identifies the provision(s) to be superseded or changed. This Agreement, including each Order Form, shall prevail over any different, conflicting, inconsistent or additional terms contained in any purchase order or like document issued by Customer.

12.3. Force Majeure. If a Party is prevented or delayed in performance of its obligations hereunder as a result of circumstances beyond such Party's reasonable control, including, by way of example and not limitation, war, riot, fires, floods, acts of God, epidemics, public health emergencies, orders of governmental authorities, or failure of public utilities or public transportation systems, such failure or delay will not be deemed to constitute a material breach of the Agreement, but such obligation will remain in full force and effect, and will be performed or satisfied as soon as reasonably practicable after the termination of the relevant circumstances causing such failure or delay. Any delay resulting from any of such causes shall extend performance accordingly or excuse performance, in whole or in part, as may be reasonable under the circumstances.

12.4. Notices. Any notice required or permitted under the terms of this Agreement or required by law must be in writing and must be: (a) delivered in person; (b) sent by registered mail, return receipt requested; or (c) sent overnight using an overnight air courier. Notices will be considered to have been given at the time of actual delivery if delivered in person, three (3) business days after posting if sent by mail, or one (1) day after delivery to an overnight air courier service. Notices shall be addressed to each Party's address as set forth below the signature block hereunder, unless otherwise indicated on the Order Form.

12.5. Assignment. Neither Party shall assign its rights or delegate its obligations under this Agreement without the other Party's prior written consent, and, absent such consent, any purported assignment or delegation shall be null, void and of no effect. Notwithstanding the foregoing, either Party may assign this Agreement, without requiring such prior consent, in connection with a merger or sale of all or substantially all of its assets, provided that the assignee agrees in writing to assume the assignor's obligations under this Agreement. This Agreement shall be binding upon and inure to the benefit of Company and Customer and their successors and permitted assigns.

12.6. Customer Attribution; Marketing. Each Party may use and display the other Party's name, logo, and success stories in its marketing materials. Upon Customer's prior written approval, Company may issue a press release announcing Customer's selection of Company's product and services and/or Customer's successful deployment of the Company products and services. Company may refer to Customer in its marketing and promotional materials, verbally and/or in writing, provided Customer has provided its approval prior to publication thereof.

12.7. General. The Parties are acting as independent contractors in making and performing this Agreement. The relationship arising from this Agreement does not constitute or create any partnership, joint venture, employment relationship or franchise between the Parties. No amendment to this Agreement or any Order Form shall be valid unless it is made in writing and is signed by the authorized representatives of both Parties. No waiver under this Agreement shall be valid or binding unless set forth in writing and duly executed by the Party against whom enforcement of such waiver is sought. Any such waiver shall constitute a waiver only with respect to the specific matter described therein and shall in no way impair the rights of the Party granting such waiver in any other respect or at any other time. Any delay or forbearance by either Party in exercising any right hereunder shall not be deemed a waiver of that right. If any provision of this Agreement is invalid or unenforceable for any reason in any jurisdiction, such provision shall be construed to have been adjusted to the minimum extent necessary to cure such invalidity or unenforceability. The invalidity or unenforceability of one or more of the provisions contained in this Agreement shall not have the effect of rendering any such

provision invalid or unenforceable in any other case, circumstance or jurisdiction, or of rendering any other provisions of this Agreement invalid or unenforceable whatsoever. The Parties acknowledge that the covenants set forth in this Agreement are intended solely for the benefit of the Parties, their successors and permitted assigns. Nothing herein, whether express or implied, shall confer upon any person or entity, other than the Parties, their successors and permitted assigns, any legal or equitable right whatsoever to enforce any provision of this Agreement. The headings in this Agreement are inserted merely for the purpose of convenience and shall not affect the meaning or interpretation of this Agreement.

12.8. Entire Agreement. The Agreement (and its Order Forms and other documents incorporated by reference) sets forth the entire agreement and understanding between the Parties with respect to its subject matter and, except as specifically provided herein, supersedes and merges all prior oral and written agreements, discussions and understandings between the parties with respect to its subject matter, and neither of the Parties will be bound by any conditions, inducements or representations other than as expressly provided for herein. Any purchase order issued by Customer is merely for the administrative convenience of Customer and company shall not be bound by any terms, conditions or other provisions of such purchase order.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed by their duly authorized officers as of the Effective Date.

<p><b>“Company”</b> Huddle Tickets LLC dba GoFan</p>	<p><b>“Customer”</b> McLean County Unit District No. 5</p>
<p>By: _____ Name: _____ Title: _____ Date: _____</p>	<p>By: _____ Name: _____ Title: _____ Date: _____</p>
<p><b>Address for Legal Notices:</b> Huddle Tickets, LLC, 5900 Windward Parkway, Suite 250, Alpharetta, GA 30005, USA <i>Attention:</i> Legal Department. Legal contact email for copies of notices: <a href="mailto:legal@huddleinc.com">legal@huddleinc.com</a>.</p>	<p><b>Address for Legal Notices:</b>  <i>Attention:</i> Legal Department. Legal contact email for copies of notices:</p>

**ORDER FORM**

<b>Term</b>	July 1, 2023 to June 30, 2026 Option for annual renewal	
<b>Digital Ticket Sales</b>	Custom school ticketing page to be used for athletics, performing arts and/or additional school events. - Online Ticket Sales - Season Ticket Sales - Onsite Ticket Sales (Box Office) - Includes iPad with Data Plan, and Card Reader per kit - 6 QR Code Signs included per kit	
<b>Event Reporting</b>	Real-time online ticket sales status Post event digital ticket sales report Automated for financial tracking and reconciliation	
<b>Event Reporting</b>	Regular, electronic transfer of funds Full documented support for refunds, cancellations and event disruption	
<b>Support</b>	Full on-boarding and training content Access to growing base of user knowledge to share best practices Dedicated account management resource(s)	
<b>Ticket Fees</b>	<u>Type</u>	<u>Fee</u>
	General Admission Tickets (\$10 or less)	\$1.00 (Per Ticket)
	General Admission Tickets (\$10.01 and above)	5% + \$1.00 (Per Ticket)
	Season / Full-Year Tickets	5% + \$2.00 (Per Ticket or Pass)
	Concessions	3% + \$0.30 (Per Order)

**EXHIBIT A**

**Approved Schools**

Normal Community High School  
Normal Community West High School  
Chiddix Junior High School  
Evans Junior High School  
Kingsley Junior High School  
Parkside Junior High School  
Benjamin Elementary School  
Brigham Elementary School  
Carlock Elementary School  
Cedar Ridge Elementary School  
Fairview Elementary School  
Fox Creek Elementary School  
Glenn Elementary School  
Grove Elementary School  
Colene Hoose Elementary School  
Hudson Elementary School  
Northpoint Elementary School  
Oakdale Elementary School  
Parkside Elementary School  
Pepper Ridge Elementary School  
Prairieland Elementary School  
Sugar Creek Elementary School  
Towanda Elementary School

**EXHIBIT B**

Point-of-Sale Units (2 per high school, 1 per middle school)

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Sugar Creek Elementary	
<b>RCDT:</b>	170640050262002	
<b>Principal:</b>	Cari Roop	
<b>Address:</b>	200 N. Towanda	
<b>City, ZIP code:</b>	Normal, IL 61761	
<b>Telephone:</b>	309-557-4425	
<b>Email address:</b>	roopc@unit5.org	
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N Local Board of Ed. approval date:</b>
2023-2024	60.5%	No. 10-18-2023

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	McLean County Unit #5
<b>Superintendent:</b>	Dr. Kristen Weikle
<b>Telephone:</b>	309-557-4000
<b>Email address:</b>	weiklek@unit5.org

  
 Superintendent's Signature

10-18-23  
 Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Angie Funfar	Title teacher
Ashley deFreese	Title teacher
Cari Roop	Principal

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program: 1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement. 2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.

Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school: 5EssentialsSurvey

a. Include a copy of the document used to conduct the assessment.

b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;

b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. Research has proven that in order for children to become successful

readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader’s Workshop and Writer’s Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students’ reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state’s academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Comprehension Focus Groups, and Lexia. Data will be used to determine which intervention will match each student’s needs. Definition of each intervention:

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing for Literacy Intervention Groups - Assisted writing (AR) is the umbrella term for: Interactive Writing (IW) and Writing Aloud (WA). The Interactive Writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. IW assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. The Writing Aloud intervention is for students who have knowledge of foundational writing concepts, but need guidance with the writing process.

The goals for students who participate in WA are to understand the writing process and apply strategies for planning, organizing, composing, editing, and revising a meaningful message. The teacher is the main scribe and will think aloud while the students and teacher compose a meaningful message together using examples from a shared text. Students will apply problem solving strategies to the words. The teacher and students engage in a constructive dialogue around the text and the process. They re-read the piece many times throughout the writing process, which may take several days to complete.

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Teachers are able to refer students to our school social worker for counseling services which includes zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students' social emotional and language needs. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Sugar Creek (WOW). They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the

feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins and access to Makerspace kits. We have a STEM room filled with bins of different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream ( math and learning about matter - solids, liquids, gasses) and the adopt a cow program

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers. Throughout the day students are working on the SEL standards during academic instruction and specials. Finally, we have a SEL data wall and we meet 2-3 times per year as a grade level to look at students' social emotional needs and behavior performance in school to determine if intervention is needed. If intervention is needed students are referred to the tier 2 team or CARES team to implement and progress monitor the intervention.

### **School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- SEL monthly lessons, School Assemblies, PBIS Incentives (blue tickets), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step, Zone of Regulation, Mindfulness, CICO

### **PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

### **Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

### **PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency 10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

b) Social Academic Instructional Group (SAIG) is necessary

- i. Problem-Solving Group
- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

### **Individualized CICO – Key Features**

- School-wide goals

- Same daily progress report
- Including
  - o Mentoring
  - o Extra period
  - o Change location
  - o Change Adult
  - o Parent sign off

### **Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- o Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- o CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- o The CARES case manager and referring teacher will briefly share the case.
- o Complete the Brief FBA/BIP (Pathway form).
- o The CARES team will determine the next steps

### **Process may include, but is not limited to:**

Parent Interview Student Interview Teacher Interview  
 Observations Strengths/Difficulty Interest Inventory  
 Other assessments as needed

### **Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function

- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

a) Complex FBA/BIP

Process includes:

- Standardized Screeners (i.e. BESS, etc.)
- Observations

b) Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15:** CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate the need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules,

the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development opportunities are widely available for teachers and staff at Sugar Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in Professional Learning Communities (PLCs). Time has been allotted on the eight early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and educational time is built into their schedules while having their own PLCs. In addition, staff received professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training. The staff participate in ongoing development with Ivette Dubriel and others from the community. The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, podcasts and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district, more specifically Sugar Creek, is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completing recommended tasks as well as those that come up along the way.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The early learning program is part of our building so for students who stay at Sugar for K-5 the transition is supported by teachers/staff and their exposure to joining our school right at 3 years old. For students who attend a different home school once they go to Kindergarten or need additional IEP services/programs they tour/visit the schools they will be going to with current staff and/or our Early Learning Family Coordinator and parents. All early learning students participate in our school-wide events.

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

School Name:	Pepper Ridge Elementary		
RCDT:	17064005026-2015		
Principal:	Tina Fogal		
Address:	2602 Danbury Drive		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	309-557-4423		
Email address:	fogalt@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
23-24	50%	N	10-18-2023

**DISTRICT INFORMATION**

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	<u>weiklek@unit5.org</u>

  
 Superintendent's Signature

10-18-23  
 Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Tina Fogal	Principal
Cami Williams	Assistant Principal
Shauna Gourley	CORE (Title teacher)
Anna Evans	Special Services LBS1
Leza Kirshenbaum	CORE (LBS1)
Betsy Zimmerman	CORE (2 <sup>nd</sup> grade)
Brandy Roberts	CORE (1 <sup>st</sup> grade)
Jennifer Ficek	CORE (4 <sup>th</sup> grade)
Kara Anderson	CORE (3 <sup>rd</sup> grade)
Eden Henrickson	CORE (5 <sup>th</sup> grade)
Suzie Morgan	CORE (Kindergarten)

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
  2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
  3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

**Core Literacy Instruction:** Following the Partnership for Comprehensive Literacy (PCL) model, we will continue to utilize a reading workshop and writing workshop format in order to improve our core reading instruction. Observations and teacher feedback will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. District instructional coaches are also available for coaching cycles to support implementation with fidelity. Research has proven that in order for children to become successful readers they need the following: explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Data includes: teacher observation, Fountas & Pinnell Benchmark Assessment, Unit 5 District writing assessment, FastBridge testing, and Observation Survey assessment (first grade only). Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

**Interventions:** Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Writing Aloud, Interactive Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

**Definition of each intervention:** Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of

emergent to beginning early writers. Assisted writing (including both interactive writing and writing aloud) assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intensive, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

**5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.**

Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social emotional goals. The social worker also supports classroom teachers by completing whole-class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a regular basis if there are issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

Student Leadership opportunities are available to fourth and fifth grade students through a program called Pepper Ridge Ambassadors. This program is designed to promote service learning for students. The group is composed of students interested in helping out around the school and modeling positive behaviors for younger students.

Promise Council is a cooperative effort between school leaders and community contacts, designed to meet some of the unique needs of Pepper Ridge students. The initial focus is in meeting students' academic and physical needs. The goal is to increase mentoring opportunities and fill those spots with volunteers. Another goal is to provide additional opportunity for parental engagement at the school. The PRPC works with individual volunteers and partner organizations across all sectors: businesses, universities, service organizations, faith-based groups, retirees, and health care.

This year, Pepper Ridge is offering our fourth and fifth grade students an opportunity to participate in the WOW program through the Promise Council. The focus of the group will be to provide young women with leadership opportunities. Leadership topics include promoting self esteem, positive self image, self confidence and real life leaders.

The Opening Doors Program is a college awareness program that is designed for our 5th grade students. This program's speakers, activities, and field trips are organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others.

**6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while**

**still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).**

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi-modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Opening Doors Program is a college and career based program that is designed for our 5th grade students. This program, filled with speakers, activities, and field trips, is organized by Pepper Ridge's Promise Council. The PRPC believes that children deserve the opportunity to succeed. We know that every child has a better chance to succeed when the following promises are met: caring adults, safe places, healthy start, effective education and opportunities to help others. Fifth graders at Pepper Ridge also have the opportunity for exposure to STEM careers through a cooperative program with State Farm. State Farm employees visit the school and engage students in activities that increase their awareness of STEM fields.

Technology plays a significant role in our overall curriculum. Students in K-5th grade have a device readily available for them. To promote best practices in technology, students are taught Digital Citizenship. The purpose is to create a positive school culture that supports safe and responsible technology use. The program addresses real challenges for teachers and students to help navigate cyberbullying, internet safety, and other digital dilemmas. Students also learn and utilize Google Suite (G Suite). G Suite is a package of cloud-based services that provide a way to work together online using email, calendar, real-time document collaborations and more. In all grade levels, coding (programming) is taught in IMC class. With a demand for skilled coders and programmers, coding skills are career building skills. Coding also improves skills in reading and math, while promoting perseverance and problem solving. Resources utilized include CS First: Scratch & Made with Code, Tynker, and Hour of Code.

**7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).**

**School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, and Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach Tier I and Tier II coaches and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Puma Paws), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step

### **PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener(SAEBRS) will be administered to students in 2nd-5th grades and K-5th Grade teachers will complete a screener on each student. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Screening data will be reviewed by Tier I PBIS Coach, Tier II PBIS Coach, administration and classroom staff.

### Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** Students whose scores meet the internalizing or externalizing criteria will be in the first round of intervention (i.e. CICO).

### **PBIS Check In Check Out (CICO) – Key Features - Minimum 20 school days of frequency 10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person)*
- OR
- Social Academic Instructional Group (SAIG) is necessary
  - Problem-Solving Group
  - Pro-social Skills Group
  - Academic Behaviors Group

### **Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
  - Mentoring
  - Extra period

- Change location
- Change Adult
- Parent signoff

### **Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with the CARES case manager to complete the CARES referral form in Embrace.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to the CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

#### **Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

### **Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention

- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP
  - Process includes:
    - i. Standardized Screeners (i.e. BESS, etc.)
    - ii. Observations
- b) Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15:** CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate the need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

**8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.**

High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Pepper Ridge Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on the district's seven Early Releases dates.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Pepper Ridge also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

**9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.**

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Parkside Elementary		
<b>RCDT:</b>			
<b>Principal:</b>	Christina Ellis		
<b>Address:</b>	1900 W. College		
<b>City, ZIP code:</b>	Normal, 61761		
<b>Telephone:</b>	309-557-4422		
<b>Email address:</b>	ellisc@unit5.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2023-2024	51%	No	10-18-2023

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	Mclean County Unit District No. 5
<b>Superintendent:</b>	Dr. Kristen Weikle
<b>Telephone:</b>	
<b>Email address:</b>	

  
 Superintendent's Signature

10-18-23  
 Date

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Anne Atteberry	PLT (Title I Teacher)
Beth Goeken	PLT (Fourth Grade Teacher)
Lyndsey Koestner	Title I Teacher
Lisa Byrd	PLT (Second Grade Teacher)
George VanWinkle	PLT (Kindergarten Teacher)
Christina Ellis	PLT (Principal)

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. *Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.*
  2. *Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.*
  3. *Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.*
3. Conduct a comprehensive needs assessment of the entire school:
    - a. Include a copy of the document used to conduct the assessment.
    - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
  4. Describe schoolwide reform strategies in narrative form to include the following:
    - a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
    - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
    - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

*Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement expectations. They are based on scientific research and the school will determine if such needs have been met.*

### *Core Literacy Instruction*

*As a year 13 school in the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop approach in order to improve our core reading instruction. In addition, we will also continue implementing writing workshop in all classrooms. Every classroom teacher will work to strengthen the core curriculum. Research has proven that in order for children to become successful readers they need:*

- explicit description of the reading strategy*
- direct instruction followed by guided practice*
- teacher and student modeling of the strategy*
- interactive use of the strategy*
- focus on a gradual release of responsibility for a strategy*
- authentic independent practice for reading strategies*
- immersion in a print-rich environment*

*Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.*

*Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Reading Interventionists will meet 3 times a year for data days. During data days, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading specialists will meet on a regular basis to monitor student progress.*

### *Interventions*

*Students in need of reading intervention will receive one or more scientifically based interventions from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.*

*Below is a definition of each intervention:*

#### *Reading Recovery*

*Reading Recovery (RR) is an intense, 30 minute, daily, one-to-one form of instruction. RR provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships, comprehension, and problem solving with print in order for decoding to be purposeful and fluent.*

*The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.*

### *Assisted Writing*

*Assisted writing (AW) intervention is for students in kindergarten to fifth grades who are struggling with literacy processing. It helps children develop reading and writing strategies for operating on print. AW promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers where the teacher and students construct a story that will be transcribed together.*

### *Guided Reading Plus for Literacy Intervention Groups*

*Guided Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.*

### *Comprehension Focus Group for Literacy Intervention Groups*

*Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM) and is based on research-based practices for promoting success in reading. It is a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study (2) Strategy Units and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008).*

### *Assessments*

*A variety of scientifically based assessments, both formal and informal, will be used to monitor growth and identify needs of Parkside Elementary School students.*

- All students in grades K-5 will be assessed using the FASTBRIDGE assessment (FB) as a universal screener. 1st-5th grade classroom teachers will administer the FB, which is a computer based assessment, three times a year; kindergarten will administer twice a year. The dates will be determined by the district.*
- Kindergarten, First Grade, and Second Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students who flag at the 16<sup>th</sup> percentile or less on the FASTBRIDGE assessment at the beginning of the school year. Then the data from the FPBA, classroom running records, and FASTBRIDGE will be compiled onto Educlimber to determine which students will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores will be used by Title I teachers, reading interventionists, and classroom teachers to monitor progress throughout the school year. In addition, at the beginning of the school year, students in kindergarten will be assessed on letters, sounds, and sight words. First grade students who are deemed at-risk in literacy acquisition compared to their peers will be assessed with the Reading Recovery Observation Survey (OS). This will determine which students will receive Reading Recovery. Students who participate in Reading Recovery will be given the OS upon exiting and at the end of the school year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the needs of students receiving literacy interventions have been met.*
- Third Grade, Fourth Grade, and Fifth Grade: During dates determined by the school district, the Fountas and Pinnell Benchmark Assessment (FPBA) will be administered to all students who flag at the 16<sup>th</sup> percentile or less on the FASTBRIDGE assessment at the beginning of the school year. Then the data from the FPBA and FASTBRIDGE will be compiled onto Educlimber to determine which students who are reading below grade*

level benchmarks and will receive intervention. Informal inventories, anecdotal conference notes, running records, and oral reading fluency scores, will be used by Title I teachers, reading interventionists, and classroom teachers to monitor progress throughout the year. The FPBA will be given midway through and at the end of the school year during dates determined by the district to determine if the needs of students receiving literacy interventions have been met. PARCC will also be given in the spring of the school year.

- Three times a year, following the FASTBRIDGE, FPBA and PARCC administration, we will have a Literacy Intervention Data Meeting. This meeting will include each grade level team along with the reading interventionists.
- One data form will be used for the building to track individual student's progress. Each teacher will keep a binder that tracks each student's growth, progress, and interventions. This will provide the documentation for interventions implemented on individual students. All students that are at the warning level on the data wall will have a fully developed Response to Intervention (RtI) plan. Progress monitoring data will be included in the cumulative file.
- A software program, called Educlimber, will be used to compile student assessment data and kept on file in a shared, secure electronic location. All certified staff will help maintain this information. Data meetings will be held three times a year as previously mentioned. FASTBRIDGE, FPBA, and teacher data will be used to determine where each student is placed on the wall.
- At various times throughout the year, grade level teams will meet to discuss all students at that grade level. At this time student progress is investigated to ensure success and continuous improvement. Progress monitoring data will be used to make decisions during these meetings.
- As often as necessary, reading interventionists will meet with grade level teams and LBS-1s to discuss student progress and the grouping of students in intervention groups.
- A school performance report will be developed at the end of the year through the school improvement plan.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Parkside has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families might have.

We also partner with Center for Human Services for students who receive counseling. The therapists are able to come and meet with students during their lunch and recess when needed,

Our social worker provides counseling with students, either individually or in small groups, that have Individualized Educational Plans to address their social/emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a "touch-base" basis if he/she is having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open-ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the

*feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.*

*Some teachers have STEM bins, which are bins with different materials in them. Pictures of something are presented - car, building, playground, slide, etc., and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.*

*Our fifth grade students participate in Junior Achievement. Junior Achievement's proven lessons in financial literacy, work and career readiness, and entrepreneurship are shown to positively impact the lives of young people. These lessons align with national and state educational standards and are delivered to students with the help of our education partners and volunteers from the local community. Research shows that JA Alumni are more likely to have a college degree, feel confident managing money, have career success, and have started a business as an adult.*

*Parkside Elementary has a student council. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.*

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- *Administrative and faculty buy-in*
- *Building-wide behavioral expectations that are taught to all*
- *Internal coach and PBIS team*
- *Behavior Matrix, T-Chart, data collection system*
- *Cool Tools, School Assemblies, PBIS Incentives (i.e.-Penguin Points), Out of the Blue Days, Anti-Bully*
- *Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step*

**PBIS Process**

**Step 1:** *Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.*

**Step 2:** *Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.*

**Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identify students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency  
10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above

OR

b) Social Academic Instructional Group (SAIG) is necessary

- i. Problem-Solving Group
- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

**Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
  - o Mentoring
  - o Extra period
  - o Change location
  - o Change Adult
  - o Parent signoff

**Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

*CARES referral*

- o *Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.*
- o *CARES case manager is assigned by administrator*

**Step 8:** *The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.*

**Step 9:** *Contact the parent to explain that a referral is being made and how the process will work.*

**Step 10:** *The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.*

- *Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale*

**Step 11:** *CARES meeting*

- o *The CARES case manager and referring teacher will briefly share the case.*
- o *Complete the Brief FBA/BIP (Pathway form).*
- o *The CARES team will determine the next steps*

**Process may include, but is not limited to:**

- |                                    |                             |                           |
|------------------------------------|-----------------------------|---------------------------|
| <i>Parent Interview</i>            | <i>Student Interview</i>    | <i>Teacher Interview</i>  |
| <i>Observations</i>                | <i>Strengths/Difficulty</i> | <i>Interest Inventory</i> |
| <i>Other assessments as needed</i> |                             |                           |

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- *Address only one behavior that is operationally defined (observable and countable)*
- *Interventions chosen based on function*
- *Direct instruction of behavior is provided*
- *1+ strategy for prevention*
- *1+ strategy for minimizing reinforcement of problem behavior*
- *1+ strategy for reinforcing the use of desired behaviors*
- *Data for plans reviewed bi-weekly*

**\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

**Step 12:** *An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.*

**Step 13:** *Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.*

**Step 14:** *CARES Follow-Up meeting*

*If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.*

a) *Complex FBA/BIP*

*Process includes:*

i. *Standardized Screeners (i.e. BESS, etc.)*

ii. *Observations*

b) *Set next Follow-Up meeting*

**Complex FBA/BIP Key Features:**

- *Interventions designed based on function*
- *Direct instruction of behavior is provided*
- *Address multiple settings and behaviors*
- *Highly individualized interventions*
- *Must use SIMEO data tools*

**Step 15: CARES Follow-Up meeting #2**

*If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).*

**Wraparound Features\*:**

- *Highly individualized interventions*
- *Team includes family/school/ community/natural supports*
- *Frequent team meetings*
- *Must use SIMEO data tools*

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** *If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.*

*We use Zones of Regulation for students who are having difficulty with their emotions in a social setting. It is a way to help students be pro-active in recognizing their emotions and help them to adjust their emotions so that they can function successfully in all settings at school. This is our second year for implementing these strategies.*

8. *Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.*

*High quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.*

*Professional development opportunities are widely available for teachers and staff at Parkside Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 8 early-out days by the school district for teachers to meet in their PLCs.*

*A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning.*

*In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.*

*Parkside also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.*

*While local opportunities are the most widely used form of professional development, staff members also attend workshops and conferences outside the district offerings. They also take graduate courses offered through various universities and the Regional Office of Education (ROE).*

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

*Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.*

**ILLINOIS STATE BOARD OF EDUCATION**

100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

School Name:	Oakdale Elementary School		
RCDT:	170640050262010		
Principal:	Casey Heimer		
Address:	601 S. Adelaide Street		
City, ZIP code:	Normal, IL, 61761		
Telephone:	309-557-4421		
Email address:	heimerc@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2023	66%	N	October 18, 2023

**DISTRICT INFORMATION**

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

  
Superintendent's Signature

10-18-23  
Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Casey Heimer	Principal
Trish Warner	Reading Specialist
Mary Renollet	Reading Specialist
Nicole Vandegraft	Reading Specialist
Katie Masla	Kindergarten
Hayley Harroun	1st Grade
Melissa Smith	2nd Grade
Emily Miller	3rd Grade
Amy Brigham	4th Grade
Michelle Hermann	5th Grade
Amanda Andres	LBS1
Amanda Hunt	Interventionist

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parent involvement.
  2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
  3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. 250

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

One of the literacy/reading goals in our school improvement plan is to implement and improve Reader's Workshop in order to enhance our core reading instruction. Research has proven that in order for children to become successful readers they need:

- explicit instruction of the reading strategies
- direct instruction followed by guided practice
- teacher and student modeling of strategies
- interactive use of the strategies
- focus on a gradual release of responsibility for strategies
- authentic independent practice for reading strategies
- immersion in a print-rich environment

Reader's Workshop and Writer's Workshop provides opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Oakdale also implemented the Partnerships in Comprehensive Literacy Model (PCL). The PCL model is a balanced literacy approach which includes literacy team meetings, coaching, built-in assessments, supplemental support for struggling readers (Reading Recovery and Small Group Instruction), school plans, and spotlighting efforts. Our literacy goals within this model are to strengthen the core curriculum and to implement Reader's Workshop in grades K-5. Teachers will receive professional development throughout the school year by the literacy coach to strengthen their core curriculum and increase their knowledge of Reader's Workshop and best practices in reading instruction.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Title 1 teachers will meet three times a year to analyze the student data. During these meetings, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will receive support from our most qualified staff members. Administration, grade level teams, reading specialists, and LBS1s will meet on a regular basis to assess and discuss student progress.

#### Interventions

Students in need of reading intervention will receive one or more scientifically based interventions from the Partnership for Comprehensive Literacy Model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Writing Aloud, and Comprehension Focus Groups. Data will be used to determine the appropriate intervention to meet the student's needs.

Each intervention type is explained and defined on the following page.

#### **Comprehension Focus Group for Literacy Intervention Groups**

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

#### **Assisted Writing**

Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating

print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

### Reading Recovery

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.

Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Oakdale will also use a variety of formal and informal assessments to monitor growth and identify needs of their students. All students in grades K-5 will be assessed using MAP and the Fountas and Pinnell Benchmark Assessment (FPBA) as a diagnostic tool.

A data wall based on Fountas and Pinnell levels will be maintained and updated for the school year. This will be maintained by classroom teachers, Title 1 teachers, and LBS1s. Data meetings will be held and changes will be made to the wall.

Each grade level team will meet to discuss all students at their grade level. At this time student progress is investigated to ensure success and continuous improvement. Adjustments to intervention groups will take place at this time. Progress monitoring should be used to make decisions during these meetings. Title 1 teachers, the literacy coach, LBS1s and Principal will meet with each grade level team to discuss students' progress. Ideas, concerns, strategies, and changes may be shared at these meetings.

Students in grades 3-5 who fall below state standards and literacy benchmarks are invited to attend after school tutoring.

This program is taught by certified classroom teachers, Title 1, and LBS1 teachers. During this time, students receive additional individual and small group instruction to improve in the areas in which they are weak.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
  - A social/emotional learning (SEL) pilot was completed at Oakdale in previous school years. This pilot provided a SEL interventionist/coach, available to staff and students as a resource for SEL instruction and learning. Although the interventionist/coach is no longer available directly in the building, the district has provided similar support through a local ROE SEL interventionist/coach, made available throughout the year.
  - SEL curriculum within the building continues to include daily circles within classrooms (Restorative Justice Practice), which provide classroom community opportunities where students can share out in a safe and empathetic space.
  - Calming Corners in each classroom are available as a space for students need that a place to regulate emotions and take a break as a means to prepare to be ready to learn.
  - A Reflection Room is an alternate space for students to go to complete academics, should there be a need for a small group setting/a place to regulate outside of the classroom.
  - School psychologist and social worker teach lessons to classrooms on topics in the social/emotional domain as needed throughout the school year, and likewise provide support through SAIG groups to students that flag on screeners in the area of extra social/emotional support.
  - Staff utilize Restorative Justice Practices within the classroom to build and maintain safe classroom communities and while facilitating problem solving among students.

- Students receive mentoring, behavior support, and positive adult connections through Check In Check Out (CICO). Students needing additional support participate in Individualized CICO and Social Academic Intervention Groups with the psychologist, social worker or ISU psychology students.
  - Students with increased needs receive individual counseling from our psychologist, social worker or therapists from the Center for Human Services who meet with students here at the school. Some students are also paired with a mentor from Big Brothers Big Sisters.
  - Oakdale has a Promise Council which aims to reduce barriers to student's education. The Promise Council packs and sends home approximately 100 food packs with students every Friday. Volunteers who meet with students to provide mentoring and academic support with students.
  - A One by One Program transports students off site to provide positive after school support, mentoring, and tutoring services for students in need. (pending COVID regulations)
  - Oakdale's Family Coordinator acts as a liaison between school and families. The Family Coordinator completes home visits and links families to resources in the community in an effort to reduce any barriers families may be facing that affect their ability to provide for themselves. The Family Coordinator also provides "Make It Take Its" for parents to come and make educational and social emotional games that they can make and take home to play with their children. Different parent workshops are also provided. The Family Coordinator also meets with students on an individual basis and leads restorative justice circles when students are struggling with behavior or need extra social/emotional support. Likewise, the Family Coordinator facilitates the Reflection Room, providing an additional space for students to be supported outside of the classroom.
  - SEL Intervention: A building interventionist will provide social/emotional learning interventions to students at the Tier 2 level that are in need of small group support outside of SAIG group services
6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trained staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Oakdale Promise Council hosts a VISION program for 5<sup>th</sup> grade students. The Promise Council brings guest speakers to each of our 5th grade classes. This includes how the speaker has overcome adversity in their life, mentors and the role they have played, positive choices that led them to where they are and how education played a role in their career. The field trip to Illinois State University, ISU, is the culminating event to this program. At ISU, our students visit various areas of the campus and hear from different groups who speak to the same topics as our Vision speakers throughout the year. During our visit, we will be showing students the Bone Student Center Auditorium, Redbird Arena and hearing from workers that help run the campus. University employees will discuss their jobs that help run the school and the importance of education in each of their careers. Our students will hear from current ISU students about their experience and the path to college. (this is all still the plan within COVID regulations)

State Farm volunteers teach financial literacy lessons to 4<sup>th</sup> and 5<sup>th</sup> grade students.

Past and potential future partnerships with the Farm Bureau, University of Illinois Extension including Ag in the Classroom.

Multiple partnerships with Illinois State University students as both volunteers and tutors for all grade level

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

### **School-Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- PBIS coaches and Behavioral Leadership Team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Class Dojo, Second Step

### **PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

#### **Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

### **PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency**

#### **10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)

- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

- **Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

- **SEL Intervention Group**

- small group setting to provide SEL skill building through pre-determined curriculum
- organized by PBIS Secondary Team
- data collected and analyzed by LBS1 leading out groups

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- Complex FBA/BIP

Process includes:

- Standardized Screeners (i.e. BESS, etc.)
- Observations
- Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Oakdale Elementary School.

Graduate courses are offered through the local universities. Professional training is also provided through classes offered by the district and regional offices. The staff regularly participates in Late Start workshops, conferences, book study teams, and family literacy activities. Some staff members of Mid-State Reading Council and Illinois Reading Council. When available, the Title I staff, classroom teachers, and principal attend conferences related to best practices in literacy instruction and assessment.

Strategies are in place to attract highly qualified teachers to teach in high-need buildings.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist pre-school children in the transition process from early childhood programs to kindergarten.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to Kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment.

**ILLINOIS STATE BOARD OF EDUCATION**  
 100 North First Street, N-242  
 Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

<b>School Name:</b>	Glenn Elementary School		
<b>RCDT:</b>	170640050262007		
<b>Principal:</b>	Scott Vogel		
<b>Address:</b>	306 Glenn Avenue		
<b>City, ZIP code:</b>	Normal, IL 61761		
<b>Telephone:</b>	309-557-4418		
<b>Email address:</b>	vogels@unit5.org		
<b>Planning Year:</b>	<b>Poverty Rate at Board Approval:</b>	<b>40% Waiver: Y/N</b>	<b>Local Board of Ed. approval date:</b>
2023-2024	43%	No	10/18/23

**DISTRICT INFORMATION**

<b>District Name/Number:</b>	McLean County Unit #5
<b>Superintendent:</b>	Dr. Kristin Kendrick Weikle
<b>Telephone:</b>	309-557-4400
<b>Email address:</b>	1809 W. Hovey Avenue, Normal, IL 61761

  
 Superintendent's Signature

10-18-23 Date

**Schoolwide Plan Components**

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Scott Vogel	Principal
Ashley deFreese	Title Teacher
Rebecca Stroh	LBS1
Anna Watson	ESL Teacher
Jamie Haseman	4 <sup>th</sup> Grade Rep
Hayley Mennenga	2nd Grade Rep
Andrea Stack	MTSS
All individuals are members of the Building Leadership Team	

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other training.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to

improve our core reading instruction. Administration monitors the implementation of Reader's Workshop in the core and addresses professional development needs through formal and informal observations. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, ESL and the Title 1 teacher(s) will meet three times this year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Lexia, Language and Literacy Intervention, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention:

Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing.

Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Lexia Core 5 is a computer based phonics/ phonemic awareness program. Students are expected to be on the program for anywhere from 20 minutes to 30 minutes daily. When students start the program, there is a placement assessment. Students complete levels based off of their initial placement.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Teachers are able to refer students to our school social worker for counseling services. In addition, we partner with ISU psychology department. They provide doctoral and graduate students to run groups related to social skills. Students are selected for these groups based on our PBIS data and SAEBRS data as well as teacher recommendation. Parental consent is required for any students selected for this program. In addition, we provide SAIG (See PBIS section for details) groups to those students receiving Tier 2 instruction in our PBIS program. We have also partnered with a local men's business fraternity (Phi Beta Sigmas). They provide mentoring and tutoring within the school day to several of our students. Parent consent is also required for students to be a part of this mentoring program. We have a Family Coordinator that provides resources and services to families to level the playing field for all of our students. Families are referred by teachers or office staff and home visits are made. We have an active Promise Council which provides caring adults that remove barriers to learning to all children. There is a group of Promise Council women that run mentoring groups for girls within Glenn (WOW). They provide self efficacy support and tutoring and support to all students under the guidance of the classroom teacher. The SEL committee meets monthly to discuss the monthly theme and supports the school needs. The SEL committee also supports staff with a curriculum and lesson ideas.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is each student's responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines. Opening Doors is a program that works through the support of Promise Council to bring in speakers in multiple different fields of study. The individuals come in and discuss barriers and obstacles they may have faced when completing their post-secondary education and/or training.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**School- Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)**

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Pride Point), Out of the Blue Days, Anti-Bully Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step, School Store, Principal Lunch Groups, Positive Shoutout

**PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

**Internalizing and Externalizing Dimensions of the Universal Screener**

This screener is completed by the teacher and students in grades 2nd through 5th grade and asks the teacher to consider each student against the definitions. The students are asked to rank themselves in a variety of areas.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

**PBIS Check In Check Out (CICO) – Key Features - Minimum 40 school days of frequency - 10-15% of student population**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report ) 262

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child’s entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a. *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

b. Social Academic Instructional Group (SAIG) is necessary

- i. Problem-Solving Group
- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

**Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
- Mentoring
- Change location
- Change Adult
- Parent signoff

**Social Academic Instructional Group Key Features (SAIG)**

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after the first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is <sup>263</sup>being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

a. Complex FBA/BIP

Process includes:

- i. Standardized Screeners (i.e. BESS, etc.)
- ii. Observations

b. Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

The SEL team presents monthly themes and supports the youngest learners in guiding their social emotional development. Each teacher is provided read aloud books to support learning and development of these targeted social emotional skills.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development opportunities are widely available for teachers and staff at Glenn Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition the staff regularly participates in Professional Learning Communities (PLCs). Time has been allotted on seven early release days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. Paraprofessionals receive specific, intentional instruction on how to work with their students. Collaboration and educational time is built into their schedules while having their own PLCs. In addition, staff received professional development during our monthly staff meetings, during District Professional Development Activities (PDA) and at Institute Days.

In addition to these professional development opportunities, teachers have access to a variety of other invaluable professional books and resources provided by the district to be used to improve teacher practices and student growth.

The school and district are focused on Equity and Diversity training, The staff participates in ongoing development with appointed district leaders and others from the community. The staff engage in learning new vocabulary, mirror checks, discussion and conversations around best practice and integrating in classroom lesson planning. Articles, books, and videos are being shared to deepen staff knowledge.

We are a Professional Development School (PDS) for students majoring in education at Illinois State University. The teachers become mentors and leaders with these college students. The teachers and college students learn and grow together while increasing student successes.

Strategies are also in place to attract highly qualified teachers to teach in high-need buildings. Pre-screening interviews are used district wide to identify highly-qualified candidates. Our district is involved in job fairs and works closely with our local universities, Illinois State University and Illinois Wesleyan University, to seek exemplary teaching candidates. Students from both universities have opportunities to complete student teaching requirements at our school. Once they are recruited the district provides a mentor to the new teacher. The mentor and mentee spend the year completing recommended tasks as well as those that come up along the way.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

**ILLINOIS STATE BOARD OF EDUCATION**  
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**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

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- Signed by the School District Superintendent
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**SCHOOL INFORMATION**

School Name:	Fox Creek Elementary		
RCDT:	170640050262017		
Principal:	Leslie Davenport		
Address:	3910 Timberwolf Trail		
City, ZIP code:	Bloomington, IL 61705		
Telephone:	(309) 557-4416		
Email address:	davenportla@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
23-34	69.2%	N	October 18, 202

**DISTRICT INFORMATION**

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Kendrick-Weikle
Telephone:	(309) 557-4000
Email address:	weiklek@unit5.org

  
 Superintendent's Signature

10-18-23  
 Date

# Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Sarah Egge	CORE (Title teacher)
Meghan Hillebrandt	CORE (4th Grade)
Susan Felix	CORE (5th Grade)
Alicia Birky	CORE (2nd Grade)
Kelly Gerharz	CORE (1st Grade)
Kjersten Woodward	CORE (3rd Grade)
Kelly Reardon	CORE (Kindergarten)
Karrie Ruestment	CORE (LBS1)
Dan Gibler	Assistant Principal
Leslie Davenport	Principal

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
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- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met. Core Literacy Instruction: Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided

practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

Interventions: Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

Definition of each intervention: Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Fox Creek has a Family Coordinator to assist families and students with any needs that they might have. The Family Coordinator completes home visits and links families to resources in the community to reduce any barriers families might have. The Family Coordinator networks with community resources to provide snacks, booster seats, clothing, and transportation to support the families at Fox Creek. The Family Coordinator also meets with students individually when they struggle with behavior or need extra social/emotional support.

Our social worker provides counseling to students, individually or in small groups, with Individualized Educational Plans to address their social-emotional goals. The social worker also supports classroom teachers by completing whole class lessons on specific topics such as empathy and accepting differences. The social worker meets with students on a "touch base" basis if he/she is having issues they need to discuss (parents' divorce, bullying, etc.) There is also support for classroom teachers by providing resources to use with students when they have classroom-wide issues such as bullying concerns.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include Student-driven assessments and a shift from a content focus to an application of learning. Open-ended and multi-modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the student's responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning. Tech coaches to train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play-based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

Partnership with Illinois Nutrition Education Programs: SNAP -Education at Your School. This program is teaching youth about healthy eating and physical activity to help them to be better prepared for learning.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20.U.S.C. 1400 et seq.).

**School-Wide Universal Systems include: (Frequency monitored Weekly, Monthly, Quarterly)**

Administrative and faculty buy-in  
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Behavior Matrix, T-Chart, data collection system  
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Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step

**PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

## Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After the top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

### PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency

#### 10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check-In/Check-Out Intervention. CICO will begin with the assistance of the PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

*Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

Social Academic Instructional Group (SAIG) is necessary

- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

### Individualized CICO – Key Features

- School-wide goals
- Same daily progress report
- Including-
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent signoff

### Social Academic Instructional Group Key Features (SAIG)

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – OR - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.  
CARES case manager is assigned by the administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

The CARES case manager and referring teacher will briefly share the case.  
Complete the Brief FBA/BIP (Pathway form).  
The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview                  Student Interview                  Teacher Interview  
Observations                          Strengths/Difficulty                  Interest Inventory  
Other assessments as needed

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

***\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

Complex FBA/BIP

Process includes:

Standardized Screeners (i.e. BESS, etc.)  
Observations

Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

Interventions designed based on function  
Direct instruction of behavior is provided

Address multiple settings and behaviors  
Highly individualized interventions  
Must use SIMEO data tools

**Step 15:** CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

Highly individualized interventions  
Team includes family/school/ community/natural supports  
Frequent team meetings  
Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision-making rules, the CARES team and/or the PBIS problem-solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Fox Creek Elementary School. Staff members participate in professional training provided through classes offered by the district and regional offices. In addition, the staff regularly participates in Professional Learning Communities (PLC). Time has been allotted on 12 late start days by the school district for teachers to meet in their PLCs.

A PLC is an ongoing school improvement process used to establish a culture that is based on building teacher leadership and improving student learning. Through participation in PLCs, teachers enhance their leadership abilities while working as members of ongoing collaborative teams that focus on improving student learning. In addition to these professional development opportunities, teachers have access to a variety of other invaluable resources provided by the literacy and math team including coaching meetings for lesson development and modeled instruction as well as a variety of professional books and other resources.

Fox Creek also utilizes the teacher leadership capacity of its staff by encouraging staff members to lead professional development during institute days and faculty meetings as well as encouraging staff members to visit each other's classrooms to learn from our own staff best practices and strategies.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment. Whenever possible, a transition meeting is held in the spring with the early childhood staff, kindergarten staff, parents, and administration.

**ILLINOIS STATE BOARD OF EDUCATION**  
100 North First Street, N-242  
Springfield, Illinois 62777-0001

**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

### SCHOOL INFORMATION

School Name:	Fairview Elementary		
RCDT:	170640050262005		
Principal:	Amanda Styck		
Address:	416 Fairview Street		
City, ZIP code:	Normal, 61761		
Telephone:	(309) 557-4415		
Email address:	stycka@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
	2023-2024	57.69%	N

### DISTRICT INFORMATION

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

  
\_\_\_\_\_  
Superintendent's Signature

10-18-23  
\_\_\_\_\_  
Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Amanda Styck	Principal
Sarah Hull	Title 1 Teacher
Mary Walker	Title 1 Teacher
Becca Wirtz	Building Leadership Team Member
Megan Maas	Building Leadership Team Member

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title I funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
  2. Mentoring and induction funds are used to train new teachers on research based best instructional strategies and district approved interventions.
  3. Title II funds are used to provide training and support for teachers in literacy instruction through embedded professional development opportunities.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
  - c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

Research has proven that in order for children to become successful readers they need:

- Explicit instruction of reading strategies
- Direct instruction followed by guided practice
- Teacher and student modeling of the strategy
- Interactive use of the strategies
- Focus on a gradual release of responsibility for a strategy
- Authentic independent practice for reading strategies
- Immersion in a print rich environment

A Literacy Workshop approach has been implemented in order to improve our Tier I reading instruction. All classroom teachers are implementing best instructional practices such as guided reading, independent reading and shared reading opportunities within each classroom. Student conferences during reading and writing workshops are used to reflect with students and monitor student progress. Teachers assess student success by conducting running records, observations, small group instruction and language comprehension building discussions and conversations.

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Grade level teams are also participating in district wide reboots this school year in the areas of math and literacy. This will ensure that best instructional practices are being used in all classrooms in order to support student achievement.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Fairview Elementary has a full time Community Schools Coordinator through the Baby Fold, to assist families and students with any needs that they might have. The Community Schools Coordinator organizes home visits and connects families to resources in the community, in an effort to reduce any barriers families may have. Various family activities are offered throughout the year, at no cost, in the hopes of engaging families in their child's education.

Classroom teachers are implementing SEL standards in everyday instruction. Students begin their school day with a school wide assembly to review expectations and have a time to build a "family culture" within Fairview.

Fairview implements a PBIS framework for school wide expectations as well as Zones of Regulation language to help students to better understand their feelings and how to respond to them in appropriate manner. Fairview also uses a social emotional universal screener which allows students and teachers to assess any emotional supports or social skill supports students may need, or may benefit from. Some students also participate in a Check-In Check-Out Program to help support social emotional needs and self regulation throughout the school day.

Fairview is partnering with ISU to provide tutoring three days a week for twenty-eight weeks this school year. This tutoring will use research-based interventions and will focus on students performing in the 17<sup>th</sup>-30<sup>th</sup> percentile in the areas of math or reading.

Fairview has a part time social worker that provides counseling to students, both individually and/ or in small groups. She is also a collaborative part of the CARES team which meets regularly to discuss interventions and means to support students struggling both academically and/ or emotionally. The school social worker also implements weekly SIAG groups to support social emotional needs.

Center for Human Services provides counseling for students at Fairview on a weekly basis. These services are based on student needs and parent permission.

This year, Fairview has partnered with Promise Council in order to add another layer to community schools support. Promise Council members have created a WOW program and meet with fifth grade female students weekly for eight weeks each semester focusing on self help skill such as leadership, self esteem, social skills, positive self image.

Fairview is also the recipient of the 553 Mental Behavioral Health Funding Grant for supplemental sensory supports for students. Fairview receives professional development support for these sensory needs through Hammitt School, which is also affiliated with the Baby Fold.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

21st Century Learning Standards are utilized at Fairview to optimize student learning experiences. Teacher's instructional practices have shifted from a focus on content to a focus on application of learning. Both open ended and multi model assessments are used to measure student progress. Students are aware of learning targets and are encouraged to track their progress towards meeting each target. Students have choices on some assessments to show growth and self-assessments are utilized to help students reflect on learning.

Kindergarten teachers implement play based choice centers during the day.

Students are given the opportunity to work independently or within small groups on projects and assignments within the classroom.

Fairview partners with Promise Council members to provide the Opening Doors program which allows fifth grade students to be educated on, and experience trades, careers and opportunities that will be available to them following high school graduation.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

A universal screener, formal and informal assessments, along with teacher recommendations are used to determine which students have a need for additional reading and/ or math interventions. Data walls are created with grade level assessment data and are utilized within team discussions in order to determine which students would best benefit from interventions and additional academic and/ or behavioral supports. Students performing at the 16<sup>th</sup> percentile or lower will be considered for intervention services and will begin a cycle of detailed documentation of skills addressed and progress during the intervention cycle. Parents and guardians are notified of the intervention cycle and are updated on progress and suggestions for support at home.

Once students have been identified, Title 1 Teachers, MTSS, LBS1 teachers and classroom teachers collaborate in order to organize small group and individualized teaching opportunities to best support each student's area of need. In order to ensure progress with struggling students, Fairview will focus on individual student needs as opposed to equitable time for each student.

Tier I instruction is provided to all Fairview students within the core classroom instruction time each day. Tier II support is provided outside of the core academic classroom instruction time for thirty minutes each day. Some students require individual Tier III support which is also provided outside of the general education classroom by a Title I teacher, an LBS1 or an SLP. All students are progress monitored and data is reviewed frequently during each intervention cycle.

If students are not making adequate progress after two complete intervention cycles, a referral to a special education team may be made. Parents will be contacted and if the team determines further assessment needs to be completed in order to better understand how the student is learning, the special education process will then proceed.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High quality and ongoing professional development is available for all staff to enable children to achieve academic content standards. Teachers are a collaborative part of the instructional decisions made around academic assessments. Periodically throughout the year, teachers review IAR data, FAST Bridge assessment data and progress monitoring data in order to support and improve student achievement.

Professional Learning Communities are utilized at Fairview in order to focus on collaborative goal setting and improvements to instructional practices in order to improve student success. Currently, Fairview PLCs are focusing on improved literacy instructional practices and improved student achievement.

Paraprofessionals are provided opportunities for professional development during early release days in order to learn more about students with special needs and instructional practices to help support students both academically and socially-emotionally in the classroom.

New teachers are a part of the Unit 5 mentoring program and are partnered with a veteran teacher who will support them during their first two years at Fairview.

Unit 5 supports teachers who are pursuing degrees in order to enhance their educational career. Teachers can take course work in order to learn new practices or advance their career as an educator.

In order to hire and retain highly qualified candidates at Unit 5, pre- screening interviews are held district wide to identify highly qualified teacher candidates. Unit 5 takes part in job fairs at local universities and hosts job fairs on campus. Unit 5 also works closely with area colleges such as Illinois State University, Illinois Wesleyan University, and Heartland Community College to attract and acquire exemplary clinical students and student teaching candidates.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Fairview kindergarten teachers and support staff host a kindergarten registration each spring in order to screen preschool age students for early literacy and math skills. Parents are also invited to tour the school, see the kindergarten classrooms and meet the kindergarten teachers. Kindergarten teachers attend IEP meetings for early learning students who will be in their classrooms.

A Kindergarten Playground Pop Up is held each year in May to allow incoming Kindergarten students and parents to meet each other, become familiar with Fairview staff and begin networking with each other. This provides for an easier transition with new students and families in the fall.

Fairview Open House is held the night before the first day of school so all kindergarten students can see the classroom, bring in supplies, acclimate themselves with the space and meet their teacher in order to ease the transition into Fairview.

Fairview Curriculum Night is also held within the first three weeks of school to help educate and support parents of incoming kindergarten students.

Early childhood students are placed in kindergarten classrooms based on academic, social-emotional and language needs, by administration and with input from early childhood teachers.



## ILLINOIS STATE BOARD OF EDUCATION

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**SCHOOLWIDE PLAN**  
**Section 1114, Every Student Succeeds Act**

**Instructions:** This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

**SCHOOL INFORMATION**

School Name:	Cedar Ridge Elementary School		
RCDT:	17-064-0050-26-2003		
Principal:	Heather Rogers		
Address:	2808 Breezewood Blvd		
City, ZIP code:	Bloomington, 61704		
Telephone:	(309) 557-4413		
Email address:	rogersh@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2023 - 2024	68%	N	10/18/2023

**DISTRICT INFORMATION**

District Name/Number:	McLean County Unit #5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4400
Email address:	<u>weiklek@unit5.org</u>

  
Superintendent's Signature

10-18-23  
Date

## Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Heather Rogers	Principal
Jenny Roop	Kindergarten
Ally Waughtel	Third Grade
Brea Womack	First Grade
Emily Volker	Second Grade
Mollie Gantert	Fourth Grade
Kim Lynch	Fifth Grade
Leslie Kokotek	LBS1
Sara Johns	Title 1
Megan Yaklich	Title 1
Kayleigh Twork	Title 1
Vanessa Petersen	Title 1
Toni Freesen	Area

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:
1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parental involvement.
  2. Mentoring and Induction funds are used to train new teacher in our core instructional strategies and the district approved interventions.
  3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.
3. Conduct a comprehensive needs assessment of the entire school:
- a. Include a copy of the document used to conduct the assessment.
  - b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.
4. Describe schoolwide reform strategies in narrative form to include the following:
- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
  - b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Schoolwide reform strategies will provide opportunities for all children to meet the state's academic achievement standards. They are based on scientific research and the school will determine if such needs have been met.

**Core Literacy Instruction:** Following the Partnership for Comprehensive Literacy (PCL) model, one of our literacy goals will be to continue to implement a reading workshop and writing workshop approach in order to improve our core reading instruction. The ESAIL survey will be used to monitor the implementation of Reader's Workshop in the core and address professional development needs. Research has proven that in order for children to become successful readers they need – explicit description of the reading strategy, direct instruction followed by guided practice, teacher and student modeling of the strategy, authentic independent practice for reading strategies, and immersion in a print-rich environment.

Reader's Workshop and Writer's Workshop provide opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading and writing time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and the Title 1 teacher(s) will meet three times a year for data days. During data days students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built in daily intervention block. Specific skills and strategies that need more emphasis will be identified for students receiving interventions. Our most tangled readers who are in need of literacy interventions will receive support from our most qualified staff members. Administration, grade level teams, and reading interventionists will meet on a regular basis to monitor student progress.

**Interventions:** Students in need of reading intervention will receive one or more scientifically based intervention from the PCL model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, and Comprehension Focus Groups. Data will be used to determine which intervention will match each student's needs.

**Definition of each intervention:** Guided Reading Plus for Literacy Intervention Groups – Guiding Reading Plus (GRP) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. GRP is based on research-based practices for promoting success in reading. Guided Reading Plus is a small group intervention for students in grades one through three who are lagging behind their peers in reading. This intervention can also be used with older readers who are reading at early and transitional levels. The goal of GRP is to enable the learner to acquire flexible strategies for solving problems in reading and writing while maintaining a focus on comprehension using guided reading with word study and writing about reading. The intervention focuses on building connections between reading and writing. Comprehension Focus Groups for Literacy Intervention Groups – Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading. Assisted Writing - Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together. Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems. Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and

to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Direct social work instruction (individual, small group, and whole class lessons), zones of regulation, mindful movement, restorative practices, PBIS, weekly responsive circles, SAIG groups, LEGO groups (social-language groups) all support students social-emotion and language needs.

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21<sup>st</sup> Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trains staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Stem projects and challenges include:

Teachers have STEM bins. Bins with different materials in them. Pictures of something are presented - car, building, playground, slide etc and students try to build "it" out of the materials provided. As students get better at this, there is a writing portion about what worked and what didn't.

When fairy tales are presented, students design houses for the 3 little pigs with a set of guidelines, then they build it and the big bad blow dryer tries to blow it down. Discussion follows about why some were strong and some weren't.

Literature, math and cooking are tied together. Many books can be tied into food - food can be tied into plants, living and non-living, habitats, differences between vegetables and fruits etc and then students are taught how to read a recipe, measure dry ingredients and liquid ingredients to make the recipe.

Partnership with the Farm Bureau. We have grown plants, made butter and ice cream ( math and learning about matter - solids, liquids, gasses)

Interviewing leaders in the community- Midwest food bank representatives will be interviewed about the ways MWFB is supporting victims of Hurricane Harvey to better understand the impact of our food drive at Sugar Creek. (career opportunities-i.e. being of service and working for organizations that support people in need)

Open Source Classroom- owner will be coming to demonstrate 3D printing technology and computer science/engineering technology (STEM and career opportunities)

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The school is implementing an SEL program that follows the CASEL standards. Each month we have a targeted focus as a whole school but tailor our classroom lessons and discussions around developmentally appropriate priority targets. Students participate in daily circles with their peers.

**School- Wide Universal Systems Include:** (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- Internal coach and PBIS team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives (i.e.-Cheetah Spots), Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Tokens, Point System, Class Dojo, 2<sup>nd</sup> Step

#### **PBIS Process**

**Step 1:** Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

**Step 2:** Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

#### Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

**Internalizing** refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

**Externalizing** refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

**Step 3:** After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

#### **PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency**

**10-15% of students**

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report )

**Step 4:** After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

**Step 5:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

**Step 5 Continued:** If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

a) *Individual CICO (ICICO) is necessary (\*Done with individual features such as place or person) See Above*

OR

b) Social Academic Instructional Group (SAIG) is necessary

- i. Problem-Solving Group
- ii. Pro-social Skills Group
- iii. Academic Behaviors Group

#### **Individualized CICO – Key Features**

- School-wide goals
- Same daily progress report
- Including-
  - Mentoring
  - Extra period
  - Change location
  - Change Adult
  - Parent signoff

- 1:3-5 student ratios for 2 – 4 weeks min.
- Problem-Solving Group
- Pro-social Skills Group
- Academic Behaviors Group

**Step 6:** If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. If FBA and BIP are created – Go to CARES Process.

**Step 7:** If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

**Step 8:** The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

**Step 9:** Contact the parent to explain that a referral is being made and how the process will work.

**Step 10:** The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

**Step 11:** CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

**Process may include, but is not limited to:**

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

**Brief FBA/BIP Key Features\* (2 to 4 weeks min.):**

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

**\*Monitored by BIP data Track and Daily Progress DPR Point Sheets.**

**Step 12:** An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

**Step 13:** Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

**Step 14:** CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the "other" box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- a) Complex FBA/BIP  
Process includes:
  - i. Standardized Screeners (i.e. BESS, etc.)
  - ii. Observations
- b) Set next Follow-Up meeting

**Complex FBA/BIP Key Features:**

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

**Step 15: CARES Follow-Up meeting #2**

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

**Wraparound Features\*:**

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

*\*Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

**Step 16:** If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

PLCs, SIP days, district provided optional pd, continue ed for reading recovery, new teacher mentoring program and check-in with principal

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist preschool children in the transition process from early childhood programs to Kindergarten. Careful consideration will be given to children transitioning from early childhood programs such as Head Start, Pre-K, and Early Childhood Education to Kindergarten. These identified students will be given high priority regarding classroom placement and referrals for additional assessments. Each year during the Kindergarten round up all students are given a screener to help support the needs of the incoming students. This also includes English Language Learners. These students are screened to see what placement level they are at so services can be provided at their instructional level.

## **THE SCHOOLWIDE PLAN (section 1114)**

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Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

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### **(A) IN GENERAL**

#### **1. USE OF FUNDS**

##### **(A) ELIGIBILITY**

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

##### **(B) EXCEPTION**

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

#### **2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED**

##### **(A) GENERAL**

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

##### **(B) SUPPLEMENTAL FUNDS**

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

### 3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

#### (A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

#### (B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

#### (C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

## (B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
  - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
  - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

### **(C) PRESCHOOL PROGRAMS**

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

### **(D) DELIVERY OF SERVICES**

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

### **(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS**

#### **1. IN GENERAL**

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

#### **2. FLEXIBILITY OF FUNDS**

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

#### **3. RULE OF CONSTRUCTION**

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

Exhibit - Overnight Trip Request Form

This form is to be submitted to the Board of Education for prior approval of all trips by students that involve overnight stays, out-of-state destinations, and/or a distance of 200 or more miles from school.

School(s): NCHS and NCWHS

Student(s)/Grade(s)/Group(s) Participating: Marching Band

Dates of Trip (inclusive): Winter Break 2024-2025 TBD No. of School Days Missed: 0

Destination(s): London New Year's Day Parade

Reason for Trip: Competition

Educational  Club  Athletic  Contests  Special Education  Team  Other


Name(s) of Supervisor(s): Ryan Budzinski and Paul Carter, parent chaperones, additional Unit 5 Schedule B employees

Mode of Transportation: First Student to airport, air travel to London Provided by:

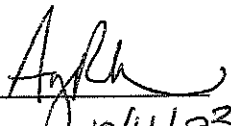
Participant Costs: travel, lodging, meals Paid by: participants

District Cost: buses to airport

Other Pertinent Information: The Unit 5 Music Parents Organization has provided multiple individual student fundraising opportunities to offset the cost of this event.

Signature of Principal: 

Date: 10/4/23

  
10/4/23

Board of Education Approval

Yes

No

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

# NORMAL WEST HIGH SCHOOL - WILDCATS

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Wes Temples  
Athletic Director  
NORMAL WEST HIGH SCHOOL  
501 N. Parkside Road  
Normal, Illinois, 61761

Telephone (309) 557-4976  
Fax (309) 557-4594  
Email [templesw@unit5.org](mailto:templesw@unit5.org)

MEMO TO: Dr. Kristen Kendrick-Weikle, Superintendent  
FROM: Wes Temples, Athletic Director  
DATE: October 6, 2023  
SUBJECT: Normal West High School Boys Basketball Overnight Requests – 2023-24

## Winter, 2023-2024

Boys Basketball- 1/13 - 1/15/24 (2 nights 1/13, 1/14) Lakes Tournament North Gurnee

Please let me know if you have any questions. Thanks!

Wes Temples  
Athletic Director  
Normal West High School

