



Business Meeting
Tuesday, May 20, 2025 7:00 PM

Diamond Lake School Sparkle Center
25807 Diamond Lake Road
Mundelein, IL 60060

- I. Call to Order / Roll Call
- II. Pledge of Allegiance
- III. Public Comments (Agenda Items Only)
- IV. Presentations
 - IV.A. Elle Project Student and Staff Recognition
 - IV.B. First Year Staff Recognition
 - IV.C. Sparkle Spotlight: May Core Value-NURTURE: Student and Staff Recognition
- V. Business Agenda
 - V.A. Administrative: Approve Omnibus Vote Agenda **ACTION**
 - V.B. Personnel: Approve Personnel Items: **ACTION**
 - V.B.1. New Hire(s):
Dawn Washington; WOIS; 4th Grade Teacher
Emily Cantu; WOIS; Dual Language Interventionist (LOA)
Eli Schrmaki; WOIS; 5th Grade Teacher
Jocelyn Triplett; WOMS; ELA Teacher
 - V.B.2. Resignation(s):
Elizabeth Melgoza; WOIS; Administrative Associate
Holly Youngberg; DLS; Social Worker
Rhonda L. Curley; WOMS; 7th Grade Math Teacher
 - V.C. Administrative: Approve 2025-26 Board of Education Meeting Calendar **ACTION**
 - V.D. Administrative: Approve 2025-26 Treasurer's Bond **ACTION**
 - V.E. Administrative: Approve Mindsight Service Contract **ACTION**
 - V.F. Administrative: Review and Approve 2025-2026 Insurance Rates **ACTION**
 - V.G. Administrative: Approve 2025-26 Consolidated District Plan **ACTION**
 - V.H. Administrative: Review 2024-2025 Designation of Interest Earnings for the Fiscal Year **REVIEW**
- VI. Board Discussion
- VII. Freedom of Information Requests (0)
- VIII. Notices and Communications

- VIII.A. D76 Highlight(s):
- IX. Public Comments and Petitions (Non-Agenda Items)
- X. Others
- XI. Executive Session
 - 1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1).
- XII. Adjournment



BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-A

Administrative: Approve Omnibus Vote Agenda ACTION

Items under the Omnibus Vote Agenda are considered routine and/or non-controversial and will be approved by one motion. If any one Board member, staff, administrator, or citizen wishes to have a separate vote on any item or items, that item or items will be pulled from the Omnibus Vote Agenda and voted on separately.

BE IT RESOLVED, that the Diamond Lake 76 Board of Education accepts and approves the Omnibus Vote Agenda, Items A thru D as listed:

A. Approval of Minutes	
Business Meeting	04.22.25
Committee of the Whole Meeting	05.06.25
B. Approval of Treasurer's Report:	04.2025
C. Approval of Payrolls	06.15.2025 & 06.30.25*
D. Approval of Current Bills:	
10 Education Fund	\$ 380,545.29
12 West Oak Inter Activity Fund	\$ 3,006.15
13 West Oak Middle Activity Fund	\$ 4,232.50
20 Operations & Maintenance Fund	\$ 94,736.00
40 Transportation Fund	\$ 200,312.35
Total	\$ 682,832.29

*Pre-approval of Payrolls not to exceed \$400,000.00 each.

DIAMOND LAKE SCHOOL DISTRICT # 76

Treasurer's Report

April, 2025

Fund	Cash Bal. 03/31/2025	Receipts	Disbursements	Cash Bal. 04/30/2025	Investments at Co 04/30/2025	Fund Totals
Education	\$ (19,781.45)	\$ 1,200,000.00	\$ 1,169,368.57	\$ 10,849.98	9,932,661.60	9,943,511.58
Cafeteria Plan	1,295,383.70	11,912.61	171,732.05	1,135,564.26		1,135,564.26
Total Education Fund	1,275,602.25	1,211,912.61	1,341,100.62	1,146,414.24	9,932,661.60	11,079,075.84
Building	758.26	20,000.00	116,786.16	(96,027.90)	1,989,054.18	1,893,026.28
Transportation	(25,645.99)	50,000.00	194,855.72	(170,501.71)	1,191,203.71	1,020,702.00
FICA/Medicare	66.21	20,000.00	19,310.96	755.25	3,811.15	4,566.40
I. M. R. F.	913.28	10,000.00	10,515.86	397.42	404,136.47	404,533.89
Debt Service Fund	81,695.71	0.00	475.00	81,220.71	252.53	81,473.24
Working Cash	40,376.31	0.00	0.00	40,376.31	2,064,316.67	2,104,692.98
Capital Projects Fund	1,489.50	0.00	0.00	1,489.50	3,049,930.57	3,051,420.07
Tort Fund	13,750.26	0.00	0.00	13,750.26	156,895.97	170,646.23
Life Safety	3,096.54	0.00	0.00	3,096.54	498,352.97	501,449.51
Diamond Lake Activity	30,401.50	0.00	0.00	30,401.50	0.00	30,401.50
West Oak Intermediate Activity	56,906.53	0.00	190.07	56,716.46	0.00	56,716.46
West Oak Middle Activity	48,374.81	0.00	170.85	48,203.96	0.00	48,203.96
	0.00			0.00	0.00	0.00
Total	\$ 1,527,785.17	1,311,912.61	1,683,405.24	1,156,292.54	19,290,615.82	20,446,908.36
Imprest Fund				2,500.00		2,500.00
Education-Flex Account	83,765.02	7,885.33	2,068.25	89,582.10	8,570.75	98,152.85
Insurance Coop- District Share				182,217.45		182,217.45
Petty Cash				750.00		750.00
Grand Total				1,431,342.09	19,299,186.57	20,730,528.66

As of April 2025 the School's undistributed invested funds were as follows:

	At Cost	Maturity Value	
1	16,962,220.74	16,962,220.74	PMA-Illinois School District Liquid Asset Fund
2	322,999.02	322,999.02	PMA-Illinois School District Liquid Asset Fund- Fairhaven Proceeds
3	0.00	0.00	PMA-Illinois School District Liquid Asset Fund-Series 2018 Bonds (Closed)
4	0.00	0.00	PMA-Illinois School District Liquid Asset Fund-Series 2020 Bonds (Closed)
5	1,791,409.60	1,791,409.60	Illinois Institutional Investors Trust (at cost)
6	8,570.75	8,570.75	Illinois Institutional Investors Trust-Flex Account
7	213,986.46	213,986.46	Illinois Funds/NBI Bank

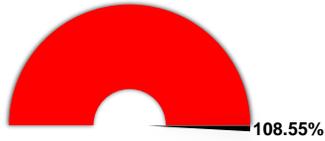
19,299,186.57

Total Investments at cost

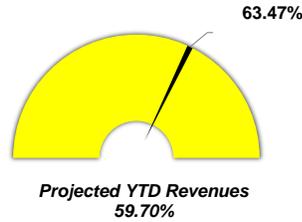

Treasurer _____

For the Period Ending April 30, 2025

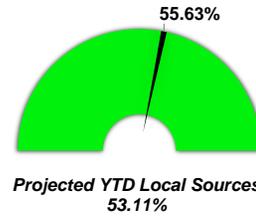
Projected Year-End Balances as % of Budgeted Revenue



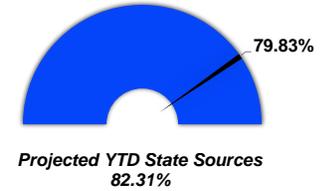
Actual YTD Revenues



Actual YTD Local Sources



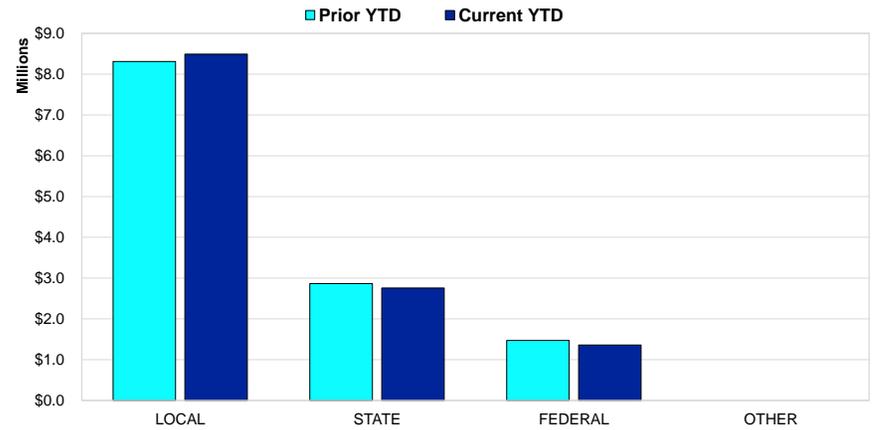
Actual YTD State Sources



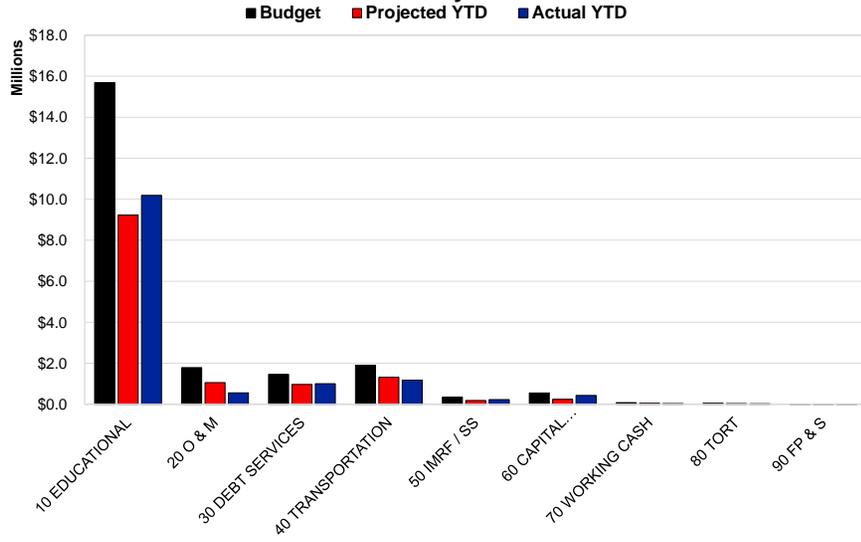
All Funds | Top 10 Sources of Revenue YTD

Ad Valorem Taxes	\$7,771,281
Unrestricted Grants-in-Aid	\$1,577,990
Restricted Grants-In-Aid Received from the Federal Govt Thru	\$874,910
State Transportation Reimbursement	\$790,362
Earnings on Investments	\$778,043
Food Service	\$367,843
Federal Special Education	\$328,681
3700s	\$267,473
Other Revenue from Local Sources	\$236,767
Transfer to Debt Service Capital Lease Principal	\$163,517
Percent of Total Revenues Year-to-Date	96.43%

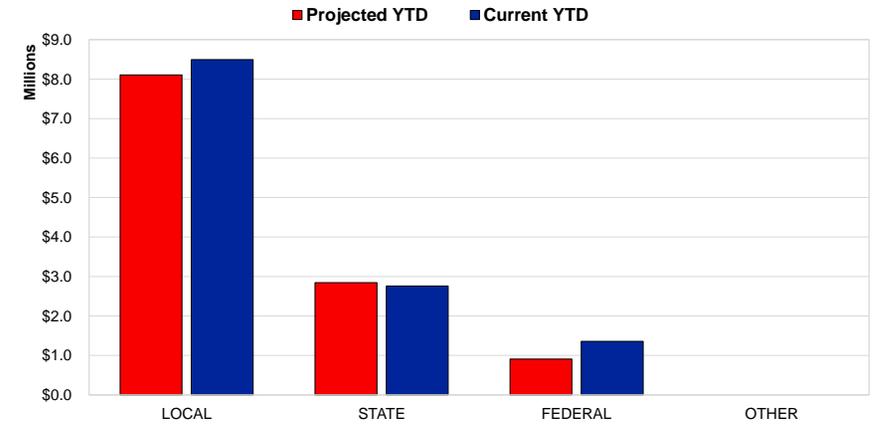
Revenues by Source



Revenues by Fund

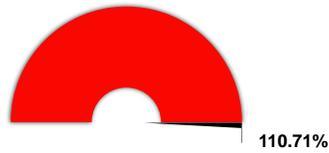


Revenues by Source

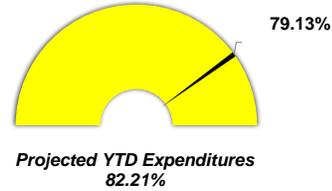


For the Period Ending April 30, 2025

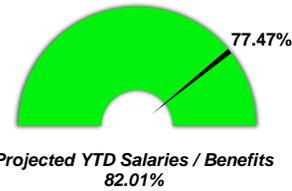
Projected Year-End Balances as % of Budgeted Expenditures



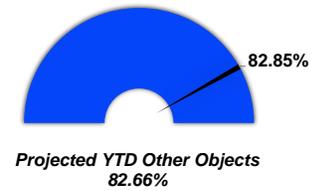
Actual YTD Expenditures



Actual YTD Salaries / Benefits



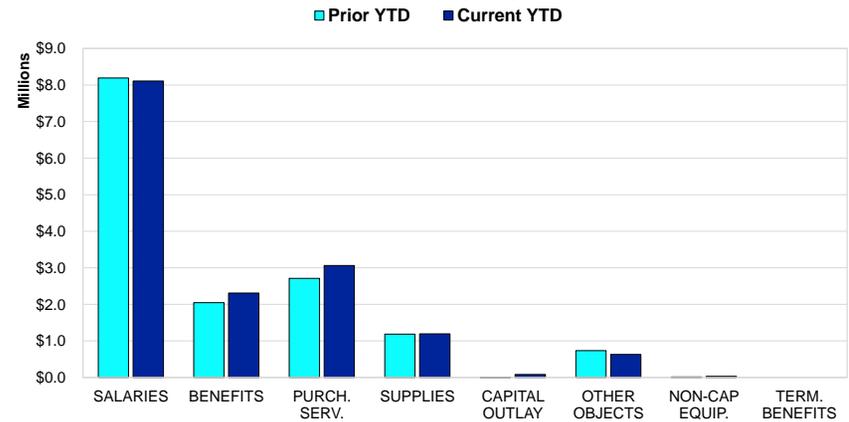
Actual YTD Other Objects



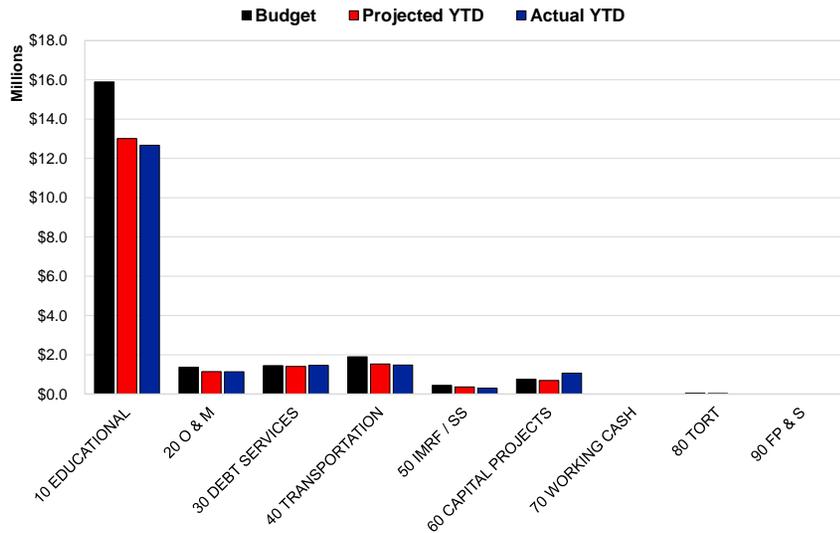
All Funds | Top 10 Expenditures by Program YTD

Regular Programs	\$4,707,100
Support Services - Business	\$4,481,069
Special Education/Remedial Programs	\$1,732,936
Bilingual Programs	\$1,200,406
Debt Services - Payments of Principal on Long-term Debt	\$1,097,442
Support Services - General Administration	\$952,955
Support Services - Pupils	\$941,181
Support Services - Instructional Staff	\$747,951
Support Services - School Administration	\$627,693
Payments to Other Govt. Units - Tuition (In-State)	\$439,321
Percent of Total Expenditures Year-to-Date	92.20%

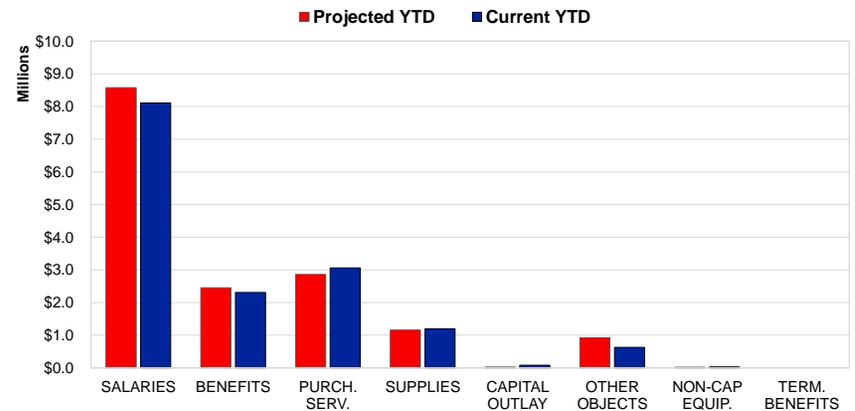
Expenditures by Object



Expenditures by Fund



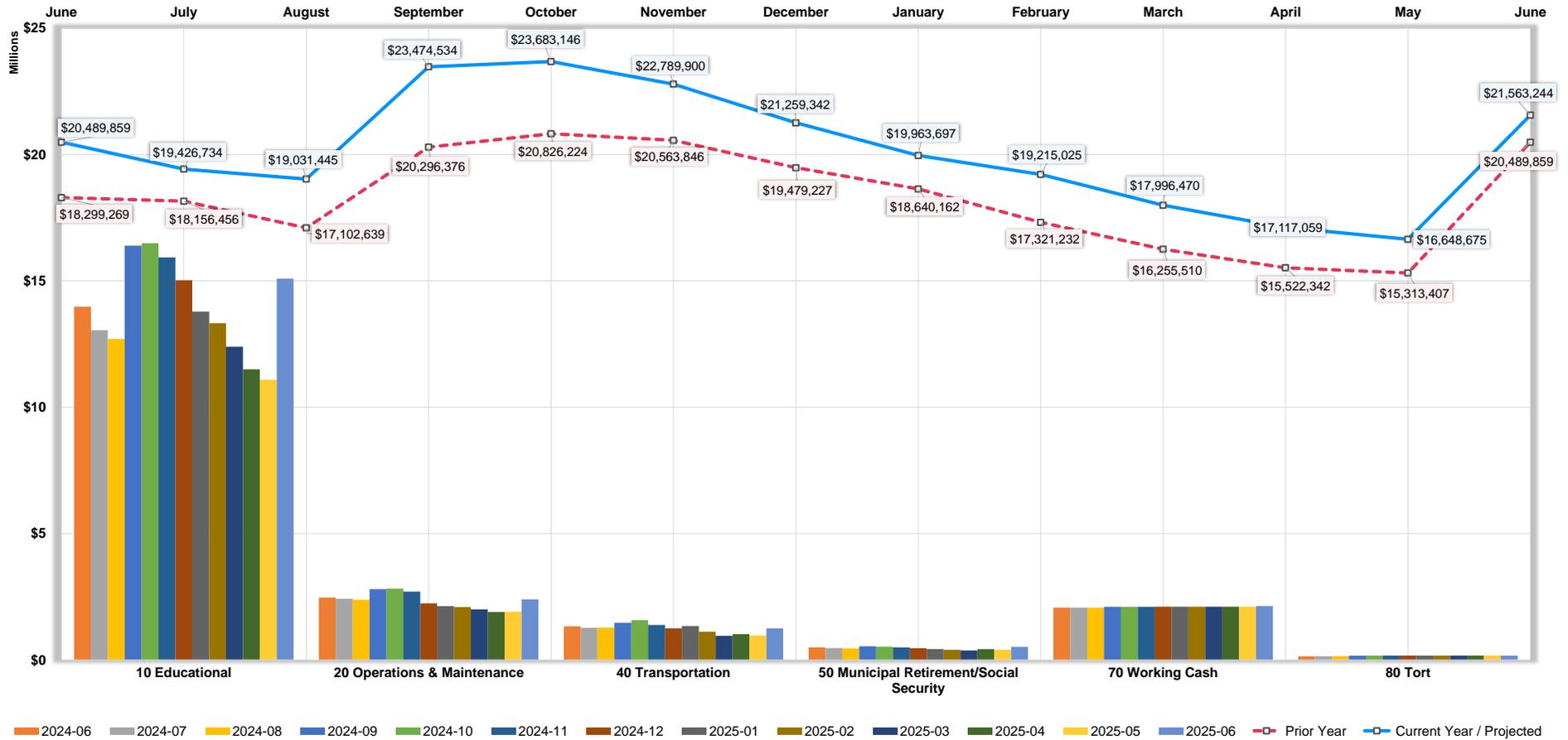
Expenditures by Object



Educational | Operations and Maintenance | Transportation | IMRF | Working Cash | Tort

For the Period Ending April 30, 2025

Month-End Fund Balances



Fund Balance

For the Month Ending April 30, 2025

FUND	Fund Balance March 31, 2025	Revenues	Expenditures	Other Sources / (Uses)	Fund Balance April 30, 2025
Educational	\$12,394,864	\$438,059	\$1,328,874	\$0	\$11,504,049
Operations and Maintenance	\$2,000,549	\$10,452	\$116,786	\$0	\$1,894,215
Debt Service	\$81,948	\$0	\$475	\$0	\$81,473
Transportation	\$953,137	\$262,420	\$194,856	\$0	\$1,020,702
IMRF	\$372,580	\$80,000	\$29,827	\$0	\$422,753
Capital Projects	\$3,051,420	\$0	\$0	\$0	\$3,051,420
Working Cash	\$2,104,693	\$0	\$0	\$0	\$2,104,693
Tort	\$170,646	\$0	\$0	\$0	\$170,646
Fire Prevention and Safety	\$501,450	\$0	\$0	\$0	\$501,450
TOTAL ALL FUNDS	\$21,631,288	\$790,931	\$1,670,818	\$0	\$20,751,401

Fund Balance

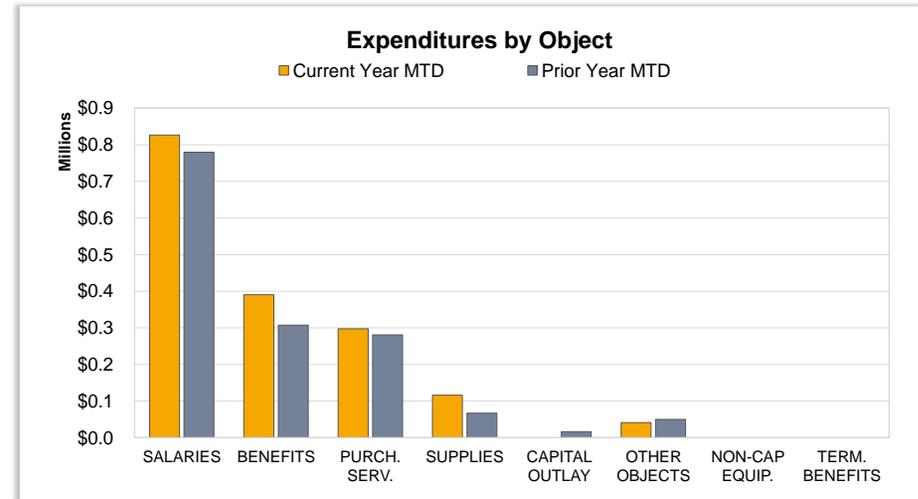
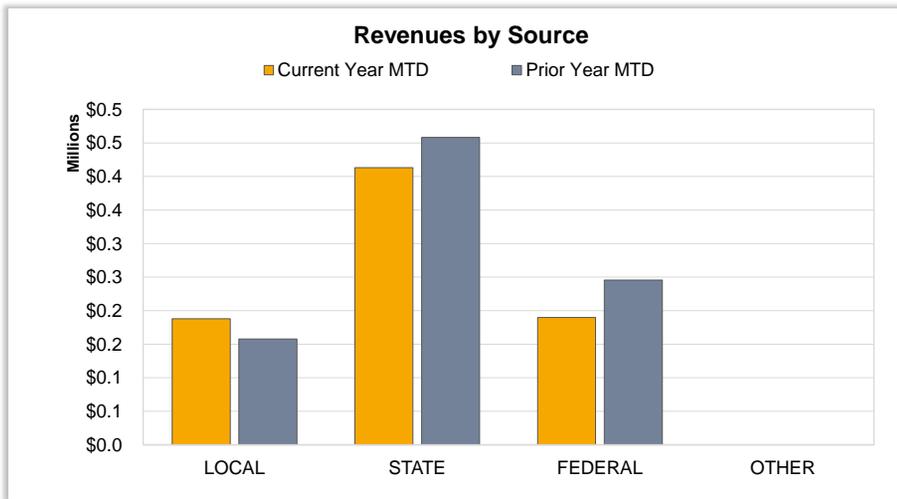
For the Period Ending April 30, 2025

FUND	Fund Balance July 1, 2024	Revenues	Expenditures	Other Sources / (Uses)	Fund Balance April 30, 2025
Educational	\$13,982,552	\$10,191,406	\$12,502,788	(\$167,121)	\$11,504,049
Operations and Maintenance	\$2,470,501	\$956,050	\$1,131,702	(\$400,634)	\$1,894,215
Debt Service	\$536,401	\$435,748	\$1,458,431	\$567,755	\$81,473
Transportation	\$1,328,519	\$1,171,035	\$1,478,852	\$0	\$1,020,702
IMRF	\$494,181	\$228,612	\$300,040	\$0	\$422,753
Capital Projects	\$3,683,751	\$431,662	\$1,063,993	\$0	\$3,051,420
Working Cash	\$2,068,284	\$36,408	\$0	\$0	\$2,104,693
Tort	\$145,821	\$24,825	\$0	\$0	\$170,646
Fire Prevention and Safety	\$500,829	\$620	\$0	\$0	\$501,450
TOTAL ALL FUNDS	\$25,210,840	\$13,476,367	\$17,935,805	\$0	\$20,751,401

All Funds Summary | Month-to-Date

For the Month Ending April 30, 2025

				90 Fire Prevention & Safety								
	Current Year MTD	Prior Year MTD	% Incr/ (Decr)	10 Educational	20 O&M	30 Debt Services	40 Transportation	50 IMRF/SS	60 Capital Projects	70 Working Cash	80 Tort	90 Fire Prevention & Safety
REVENUES												
Local	\$187,935	\$157,731	19.15%	\$97,483	\$10,452	\$0	\$0	\$80,000	\$0	\$0	\$0	\$0
State	\$413,206	\$458,245	-9.83%	\$150,785	\$0	\$0	\$262,420	\$0	\$0	\$0	\$0	\$0
Federal	\$189,790	\$245,609	-22.73%	\$189,790	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$790,931	\$861,585	-8.20%	\$438,059	\$10,452	\$0	\$262,420	\$80,000	\$0	\$0	\$0	\$0
EXPENDITURES												
Salaries	\$826,419	\$779,585	6.01%	\$810,645	\$14,487	\$0	\$1,288	\$0	\$0	\$0	\$0	\$0
Benefits	\$390,331	\$307,388	26.98%	\$356,454	\$3,893	\$0	\$158	\$29,827	\$0	\$0	\$0	\$0
Purchased Services	\$297,106	\$280,562	5.90%	\$67,239	\$51,527	\$0	\$178,340	\$0	\$0	\$0	\$0	\$0
Supplies	\$115,986	\$66,843	73.52%	\$54,037	\$46,879	\$0	\$15,070	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$16,354	-100.00%	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$40,975	\$49,676	-17.51%	\$40,500	\$0	\$475	\$0	\$0	\$0	\$0	\$0	\$0
Non-Cap Equipment	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,670,818	\$1,500,407	11.36%	\$1,328,874	\$116,786	\$475	\$194,856	\$29,827	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT)	(\$879,886)	(\$638,821)	37.74%	(\$890,815)	(\$106,334)	(\$475)	\$67,565	\$50,173	\$0	\$0	\$0	\$0
OTHER FINANCING SOURCES / (USES)												
Other Financing Sources	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT)	(\$879,886)	(\$638,821)		(\$890,815)	(\$106,334)	(\$475)	\$67,565	\$50,173	\$0	\$0	\$0	\$0
FUND BALANCE												
Beginning of Month	\$21,631,288	\$20,057,831	7.84%	\$12,394,864	\$2,000,549	\$81,948	\$953,137	\$372,580	\$3,051,420	\$2,104,693	\$170,646	\$501,450
End of Month	\$20,751,401	\$19,419,010	6.86%	\$11,504,049	\$1,894,215	\$81,473	\$1,020,702	\$422,753	\$3,051,420	\$2,104,693	\$170,646	\$501,450

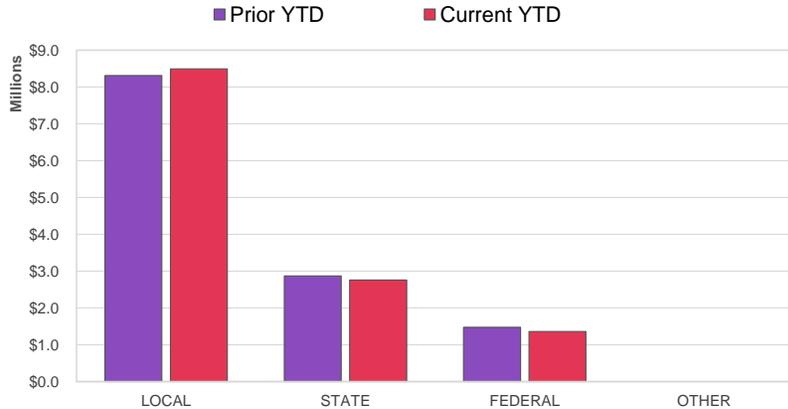


Educational | Operations and Maintenance | Transportation | IMRF | Working Cash | Tort

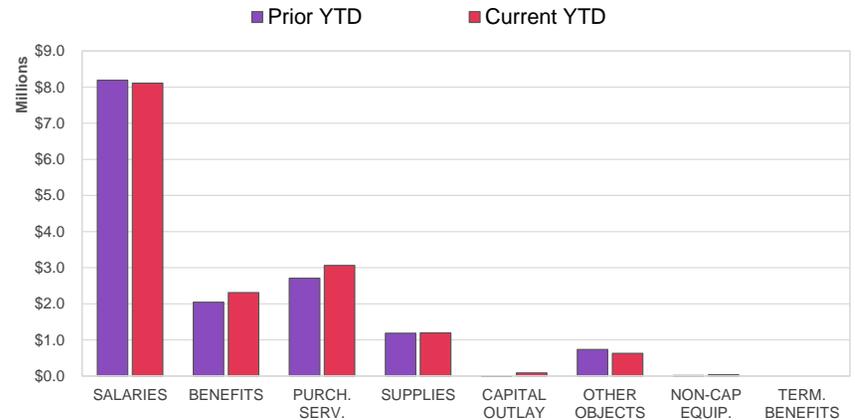
For the Period Ending April 30, 2025

	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$8,312,374	\$15,563,800	53.41%	\$8,490,996	\$15,262,653	55.63%
State	\$2,867,350	\$3,529,972	81.23%	\$2,758,778	\$3,455,977	79.83%
Federal	\$1,472,754	\$1,530,402	96.23%	\$1,358,562	\$1,146,683	118.48%
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$12,652,478	\$20,624,175	61.35%	\$12,608,336	\$19,865,313	63.47%
EXPENDITURES						
Salaries	\$8,194,251	\$9,984,692	82.07%	\$8,110,458	\$10,510,425	77.17%
Benefits	\$2,045,703	\$2,325,774	87.96%	\$2,307,756	\$2,938,425	78.54%
Purchased Services	\$2,709,461	\$3,311,375	81.82%	\$3,060,473	\$3,442,706	88.90%
Supplies	\$1,185,821	\$1,392,404	85.16%	\$1,193,871	\$1,469,428	81.25%
Capital Outlay	\$4,566	\$4,566	100.00%	\$81,966	\$25,000	327.86%
Other Objects	\$733,838	\$859,010	85.43%	\$627,431	\$1,075,735	58.33%
Non-Cap Equipment	\$13,213	\$13,213	100.00%	\$31,426	\$16,250	193.39%
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$14,886,852	\$17,891,033	83.21%	\$15,413,381	\$19,477,969	79.13%
SURPLUS / (DEFICIT)	(\$2,234,375)	\$2,733,142		(\$2,805,045)	\$387,344	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	(\$378,494)	(\$378,494)		(\$400,634)	\$0	
Other Financing Uses	(\$164,058)	(\$164,058)		(\$167,121)	(\$167,121)	
TOTAL OTHER FINANCING SOURCES / (USES)	(\$542,552)	(\$542,552)		(\$567,755)	(\$167,121)	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$2,776,927)	\$2,190,590		(\$3,372,800)	\$220,223	
ENDING FUND BALANCE	\$15,522,342	\$20,489,859		\$17,117,059	\$20,710,082	

Revenues by Source



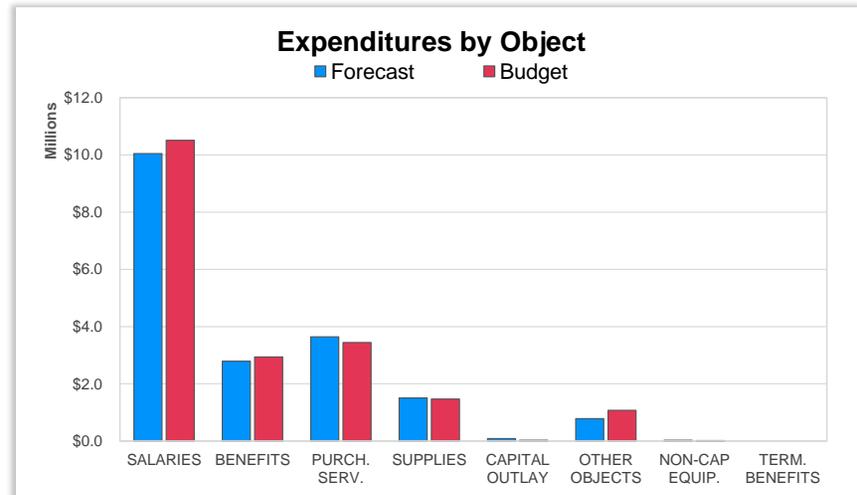
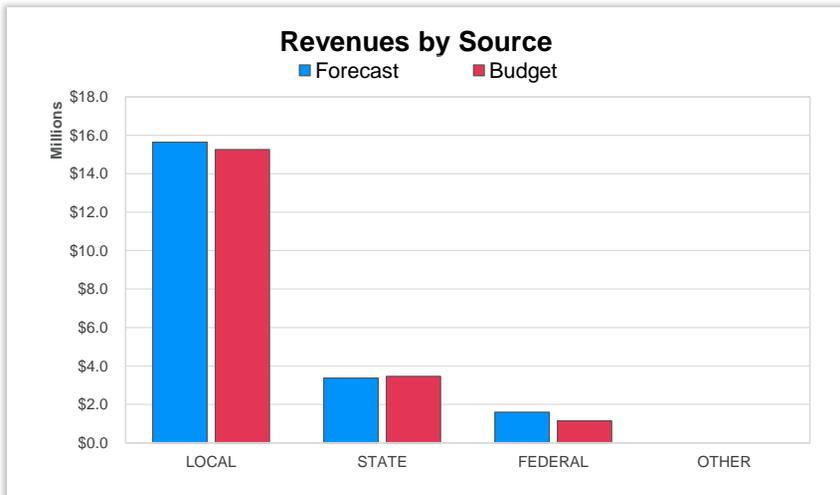
Expenditures by Object



Educational | Operations and Maintenance | Transportation | IMRF | Working Cash | Tort

For the Period Ending April 30, 2025

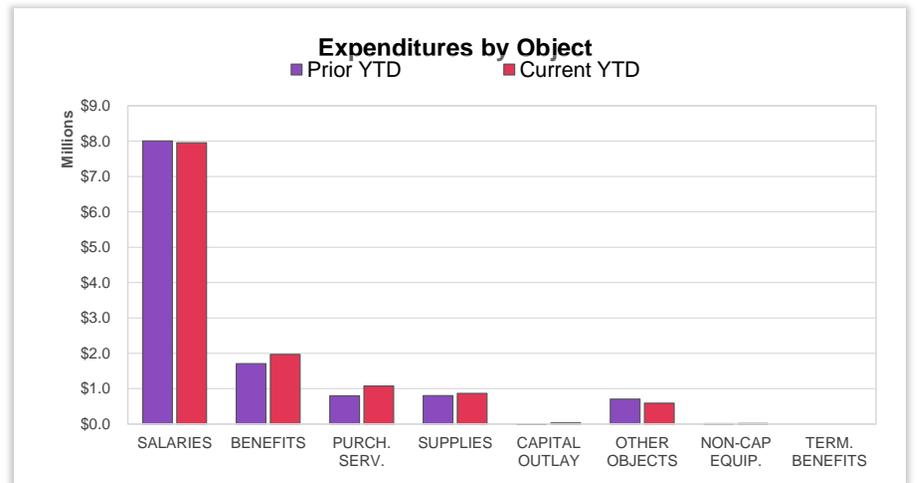
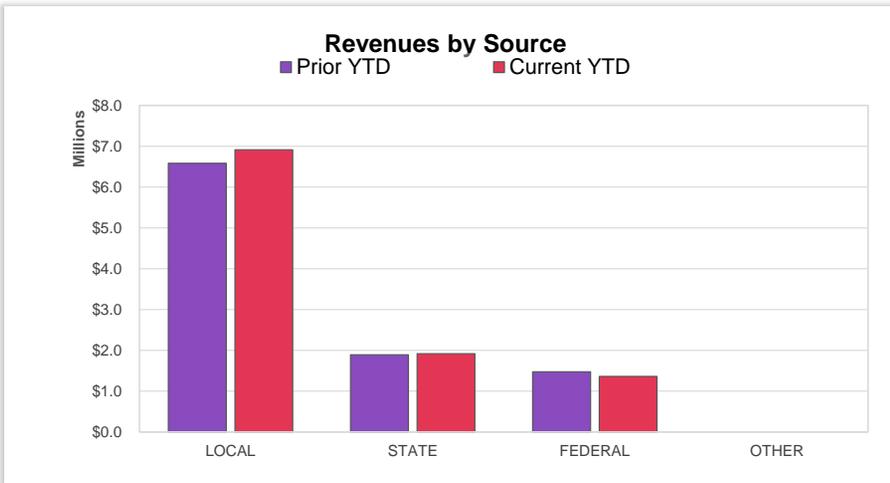
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$8,312,374	\$8,490,996	\$7,156,075	\$15,647,071	\$15,262,653	\$384,418
State	\$2,867,350	\$2,758,778	\$611,338	\$3,370,116	\$3,455,977	(\$85,861)
Federal	\$1,472,754	\$1,358,562	\$237,381	\$1,595,943	\$1,146,683	\$449,260
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$12,652,478	\$12,608,336	\$8,004,793	\$20,613,129	\$19,865,313	\$747,816
EXPENDITURES						
Salaries	\$8,194,251	\$8,110,458	\$1,934,438	\$10,044,896	\$10,510,425	\$465,529
Benefits	\$2,045,703	\$2,307,756	\$485,020	\$2,792,776	\$2,938,425	\$145,649
Purchased Services	\$2,709,461	\$3,060,473	\$584,194	\$3,644,668	\$3,442,706	(\$201,961)
Supplies	\$1,185,821	\$1,193,871	\$311,661	\$1,505,531	\$1,469,428	(\$36,103)
Capital Outlay	\$4,566	\$81,966	\$966	\$82,932	\$25,000	(\$57,932)
Other Objects	\$733,838	\$627,431	\$152,316	\$779,747	\$1,075,735	\$295,988
Non-Cap Equipment	\$13,213	\$31,426	(\$3,595)	\$27,831	\$16,250	(\$11,581)
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$14,886,852	\$15,413,381	\$3,465,000	\$18,878,381	\$19,477,969	\$599,589
SURPLUS / (DEFICIT)	(\$2,234,375)	(\$2,805,045)	\$4,539,793	\$1,734,748	\$387,344	\$1,347,405
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	(\$378,494)	(\$400,634)	\$0	(\$400,634)	\$0	(\$400,634)
Other Financing Uses	(\$164,058)	(\$167,121)	(\$93,608)	(\$260,729)	(\$167,121)	(\$93,608)
TOTAL OTHER FINANCING SOURCES / (USES)	(\$542,552)	(\$567,755)	(\$93,608)	(\$661,363)	(\$167,121)	(\$494,242)
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$2,776,927)	(\$3,372,800)		\$1,073,386	\$220,223	\$853,163
ENDING FUND BALANCE	\$15,522,342	\$17,117,059		\$21,563,244	\$20,710,082	\$853,162



Educational Fund | Financial Summary

For the Period Ending April 30, 2025

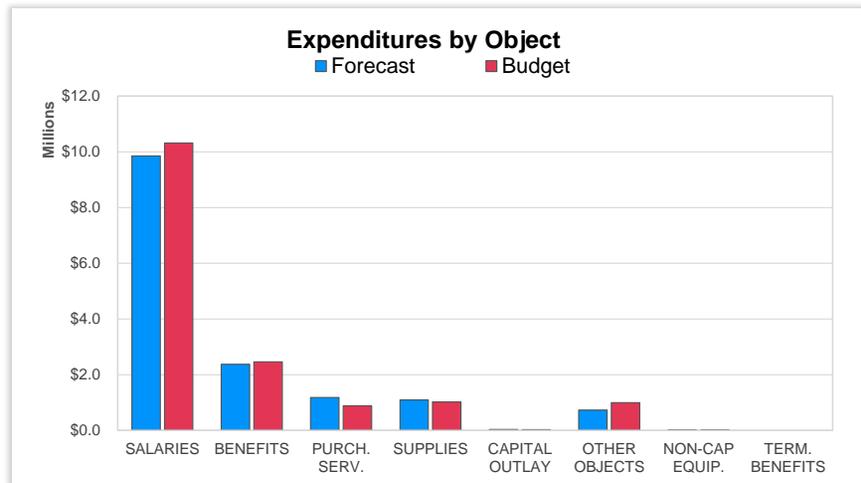
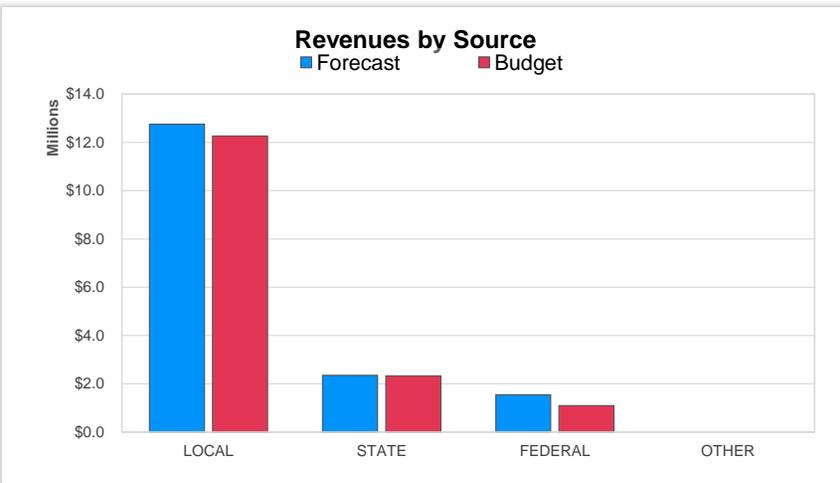
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$6,581,107	\$12,420,637	52.99%	\$6,914,428	\$12,267,440	56.36%
State	\$1,891,083	\$2,313,079	81.76%	\$1,918,416	\$2,325,764	82.49%
Federal	\$1,472,754	\$1,469,427	100.23%	\$1,358,562	\$1,098,683	123.65%
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$9,944,945	\$16,203,144	61.38%	\$10,191,406	\$15,691,887	64.95%
EXPENDITURES						
Salaries	\$8,007,777	\$9,751,064	82.12%	\$7,954,356	\$10,320,599	77.07%
Benefits	\$1,705,980	\$1,912,082	89.22%	\$1,968,175	\$2,463,590	79.89%
Purchased Services	\$798,993	\$927,520	86.14%	\$1,074,799	\$885,294	121.41%
Supplies	\$802,234	\$936,533	85.66%	\$867,814	\$1,021,928	84.92%
Capital Outlay	\$4,566	\$4,566	100.00%	\$32,563	\$25,000	130.25%
Other Objects	\$706,263	\$831,435	84.95%	\$589,037	\$996,235	59.13%
Non-Cap Equipment	\$10,213	\$10,213	100.00%	\$16,043	\$12,250	130.96%
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$12,036,025	\$14,373,412	83.74%	\$12,502,788	\$15,724,896	79.51%
SURPLUS / (DEFICIT)	(\$2,091,080)	\$1,829,731		(\$2,311,382)	(\$33,009)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$0	
Other Financing Uses	(\$164,058)	(\$164,058)		(\$167,121)	(\$167,121)	
TOTAL OTHER FINANCING SOURCES / (USES)	(\$164,058)	(\$164,058)		(\$167,121)	(\$167,121)	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$2,255,138)	\$1,665,673		(\$2,478,503)	(\$200,130)	
ENDING FUND BALANCE	\$10,061,741	\$13,982,552		\$11,504,049	\$13,782,422	



Educational Fund | Financial Forecast

For the Period Ending April 30, 2025

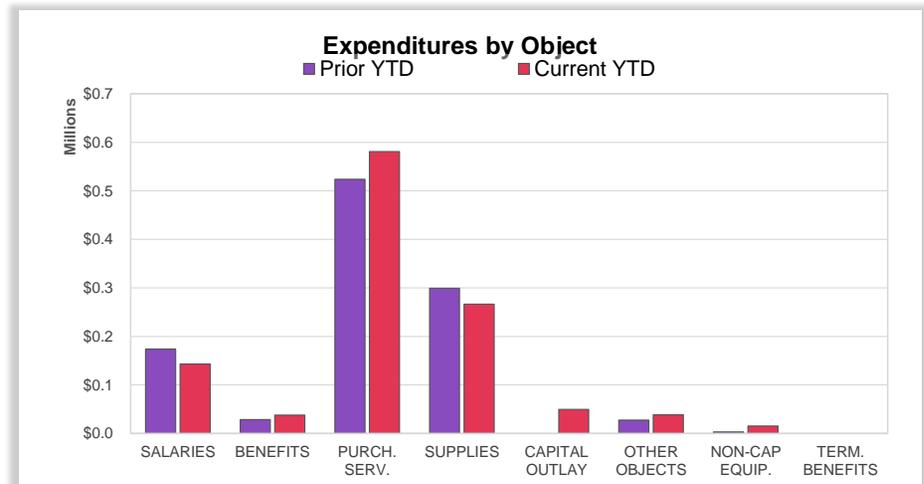
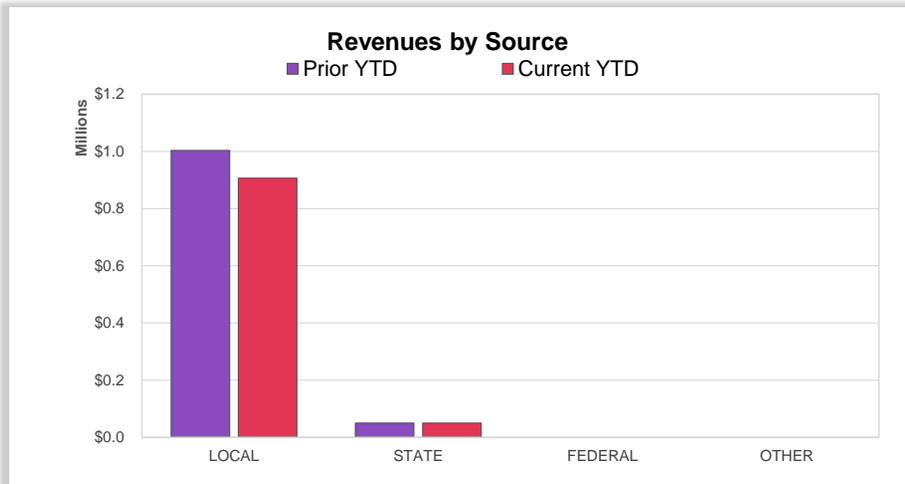
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$6,581,107	\$6,914,428	\$5,842,952	\$12,757,380	\$12,267,440	\$489,940
State	\$1,891,083	\$1,918,416	\$431,762	\$2,350,178	\$2,325,764	\$24,414
Federal	\$1,472,754	\$1,358,562	\$189,381	\$1,547,943	\$1,098,683	\$449,260
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$9,944,945	\$10,191,406	\$6,464,095	\$16,655,501	\$15,691,887	\$963,614
EXPENDITURES						
Salaries	\$8,007,777	\$7,954,356	\$1,898,637	\$9,852,993	\$10,320,599	\$467,606
Benefits	\$1,705,980	\$1,968,175	\$405,292	\$2,373,467	\$2,463,590	\$90,123
Purchased Services	\$798,993	\$1,074,799	\$108,616	\$1,183,415	\$885,294	(\$298,121)
Supplies	\$802,234	\$867,814	\$226,943	\$1,094,757	\$1,021,928	(\$72,829)
Capital Outlay	\$4,566	\$32,563	\$966	\$33,529	\$25,000	(\$8,529)
Other Objects	\$706,263	\$589,037	\$143,982	\$733,020	\$996,235	\$263,215
Non-Cap Equipment	\$10,213	\$16,043	(\$3,591)	\$12,452	\$12,250	(\$202)
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$12,036,025	\$12,502,788	\$2,780,845	\$15,283,633	\$15,724,896	\$441,263
SURPLUS / (DEFICIT)	(\$2,091,080)	(\$2,311,382)	\$3,683,250	\$1,371,868	(\$33,009)	\$1,404,877
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	(\$164,058)	(\$167,121)	(\$93,608)	(\$260,729)	(\$167,121)	(\$93,608)
TOTAL OTHER FINANCING SOURCES / (USES)	(\$164,058)	(\$167,121)	(\$93,608)	(\$260,729)	(\$167,121)	(\$93,608)
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$2,255,138)	(\$2,478,503)		\$1,111,140	(\$200,130)	\$1,311,269
ENDING FUND BALANCE	\$10,061,741	\$11,504,049		\$15,093,692	\$13,782,422	\$1,311,270



Operations and Maintenance Fund | Financial Summary

For the Period Ending April 30, 2025

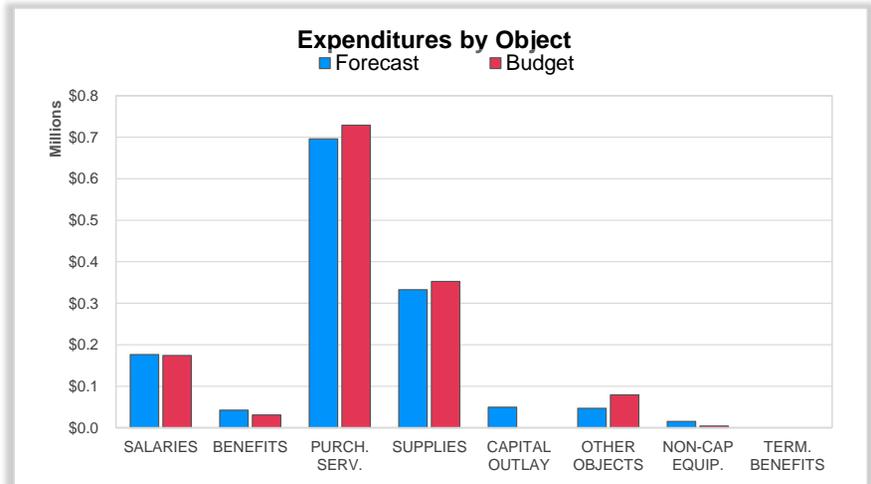
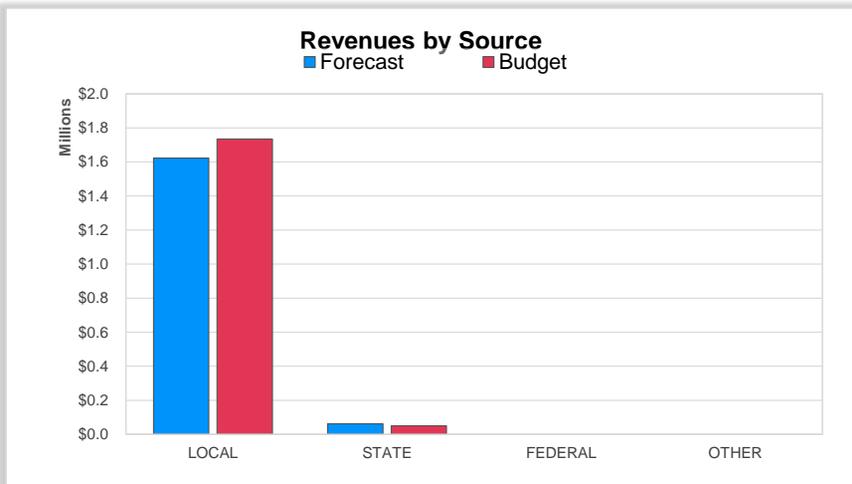
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$1,002,906	\$1,776,857	56.44%	\$906,050	\$1,734,336	52.24%
State	\$50,000	\$50,000	100.00%	\$50,000	\$50,000	100.00%
Federal	\$0	\$0		\$0	\$0	
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$1,052,906	\$1,826,857	57.63%	\$956,050	\$1,784,336	53.58%
EXPENDITURES						
Salaries	\$173,974	\$218,312	79.69%	\$143,227	\$174,050	82.29%
Benefits	\$28,560	\$35,700	80.00%	\$37,963	\$30,900	122.86%
Purchased Services	\$523,727	\$609,885	85.87%	\$580,669	\$729,062	79.65%
Supplies	\$299,116	\$348,752	85.77%	\$266,663	\$352,500	75.65%
Capital Outlay	\$0	\$0		\$49,403	\$0	
Other Objects	\$27,575	\$27,575	100.00%	\$38,394	\$79,500	48.29%
Non-Cap Equipment	\$3,000	\$3,000	100.00%	\$15,383	\$4,000	384.58%
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$1,055,953	\$1,243,223	84.94%	\$1,131,702	\$1,370,012	82.61%
SURPLUS / (DEFICIT)	(\$3,046)	\$583,634		(\$175,652)	\$414,324	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	(\$378,494)	(\$378,494)		(\$400,634)	\$0	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	(\$378,494)	(\$378,494)		(\$400,634)	\$0	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$381,540)	\$205,140		(\$576,286)	\$414,324	
ENDING FUND BALANCE	\$1,883,820	\$2,470,501		\$1,894,215	\$2,884,825	



Operations and Maintenance Fund | Financial Forecast

For the Period Ending April 30, 2025

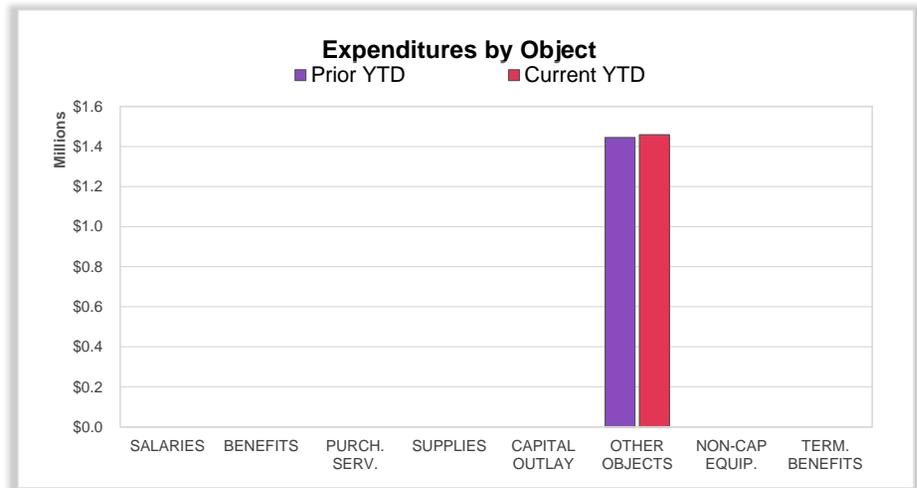
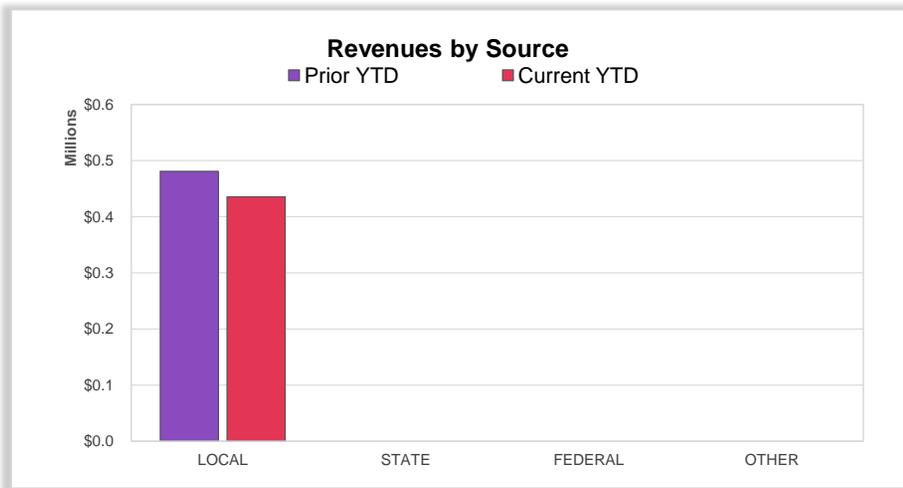
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$1,002,906	\$906,050	\$717,172	\$1,623,222	\$1,734,336	(\$111,114)
State	\$50,000	\$50,000	\$12,500	\$62,500	\$50,000	\$12,500
Federal	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$1,052,906	\$956,050	\$729,672	\$1,685,722	\$1,784,336	(\$98,614)
EXPENDITURES						
Salaries	\$173,974	\$143,227	\$32,998	\$176,225	\$174,050	(\$2,175)
Benefits	\$28,560	\$37,963	\$4,549	\$42,512	\$30,900	(\$11,612)
Purchased Services	\$523,727	\$580,669	\$115,527	\$696,196	\$729,062	\$32,866
Supplies	\$299,116	\$266,663	\$65,980	\$332,643	\$352,500	\$19,857
Capital Outlay	\$0	\$49,403	\$0	\$49,403	\$0	(\$49,403)
Other Objects	\$27,575	\$38,394	\$8,333	\$46,727	\$79,500	\$32,773
Non-Cap Equipment	\$3,000	\$15,383	(\$4)	\$15,379	\$4,000	(\$11,379)
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,055,953	\$1,131,702	\$227,383	\$1,359,085	\$1,370,012	\$10,927
SURPLUS / (DEFICIT)	(\$3,046)	(\$175,652)	\$502,289	\$326,637	\$414,324	(\$87,687)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	(378,494.00)	(\$400,634)	\$0	(\$400,634)	\$0	(\$400,634)
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	(\$378,494)	(\$400,634)	\$0	(\$400,634)	\$0	(\$400,634)
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$381,540)	(\$576,286)		(\$73,997)	\$414,324	(\$488,321)
ENDING FUND BALANCE	\$1,883,820	\$1,894,215		\$2,396,504	\$2,884,825	(\$488,321)



Debt Service Fund | Financial Summary

For the Period Ending April 30, 2025

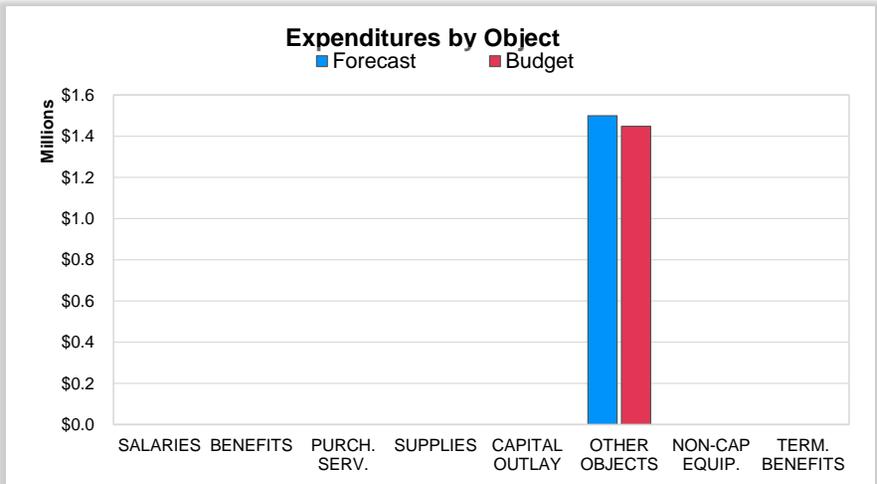
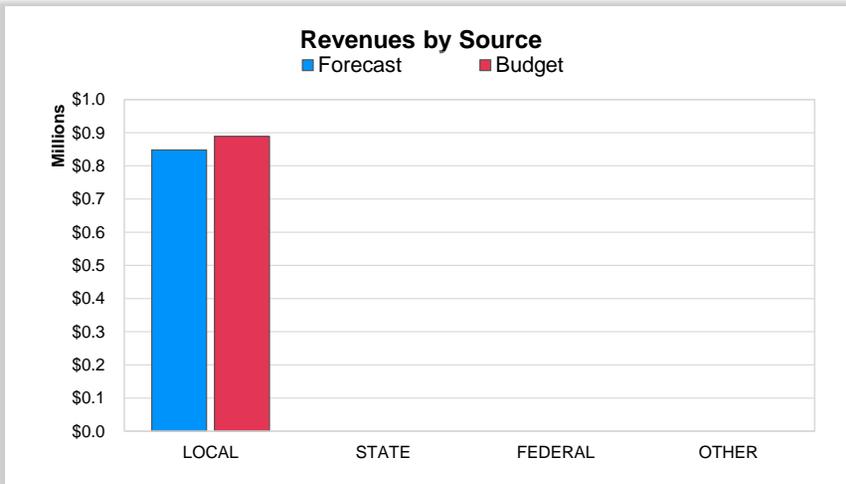
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$481,171	\$926,031	51.96%	\$435,748	\$888,714	49.03%
State	\$0	\$0		\$0	\$0	
Federal	\$0	\$0		\$0	\$0	
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$481,171	\$926,031	51.96%	\$435,748	\$888,714	49.03%
EXPENDITURES						
Salaries	\$0	\$0		\$0	\$0	
Benefits	\$0	\$0		\$0	\$0	
Purchased Services	\$0	\$0		\$0	\$0	
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Other Objects	\$1,444,965	\$1,428,165	101.18%	\$1,458,431	\$1,448,511	100.68%
Non-Cap Equipment	\$0	\$0		\$0	\$0	
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$1,444,965	\$1,428,165	101.18%	\$1,458,431	\$1,448,511	100.68%
SURPLUS / (DEFICIT)	(\$963,794)	(\$502,135)		(\$1,022,683)	(\$559,797)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$542,552	\$542,552		\$567,755	\$567,755	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$542,552	\$542,552		\$567,755	\$567,755	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$421,242)	\$40,417		(\$454,927)	\$7,958	
ENDING FUND BALANCE	\$74,741	\$536,401		\$81,473	\$544,359	



Debt Service Fund | Financial Forecast

For the Period Ending April 30, 2025

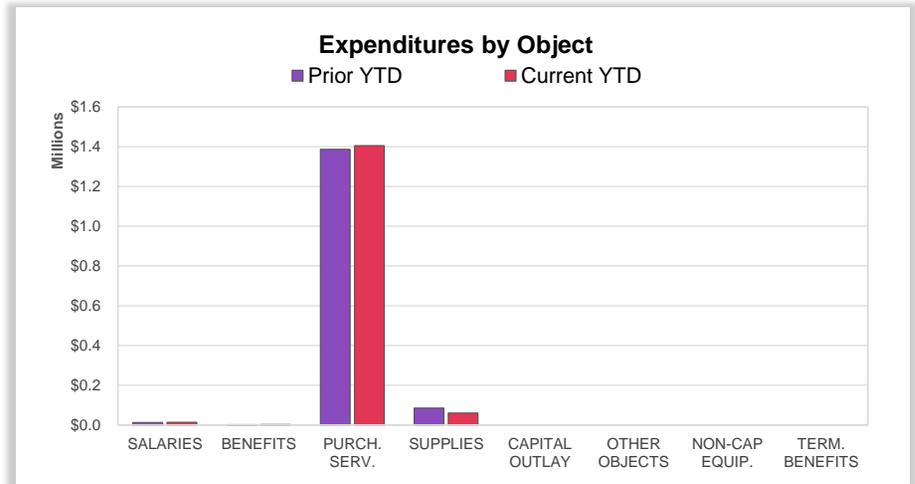
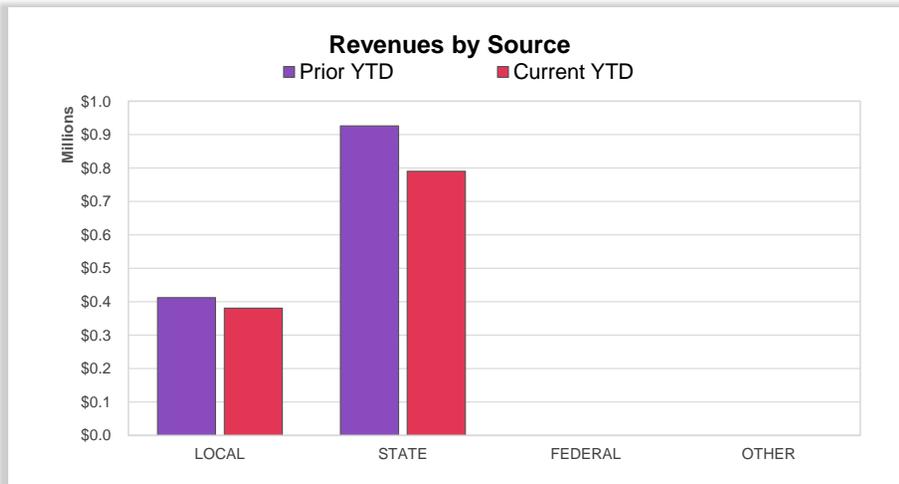
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$481,171	\$435,748	\$412,177	\$847,926	\$888,714	(\$40,788)
State	\$0	\$0	\$0	\$0	\$0	\$0
Federal	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$481,171	\$435,748	\$412,177	\$847,926	\$888,714	(\$40,788)
EXPENDITURES						
Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$1,444,965	\$1,458,431	\$41,069	\$1,499,500	\$1,448,511	(\$50,989)
Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,444,965	\$1,458,431	\$41,069	\$1,499,500	\$1,448,511	(\$50,989)
SURPLUS / (DEFICIT)	(\$963,794)	(\$1,022,683)	\$371,108	(\$651,574)	(\$559,797)	(\$91,777)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$542,552	\$567,755	\$82,126	\$649,881	\$567,755	\$82,126
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$542,552	\$567,755	\$82,126	\$649,881	\$567,755	\$82,126
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$421,242)	(\$454,927)		(\$1,693)	\$7,958	(\$9,651)
ENDING FUND BALANCE	\$74,741	\$81,473		\$534,707	\$544,359	(\$9,651)



Transportation Fund | Financial Summary

For the Period Ending April 30, 2025

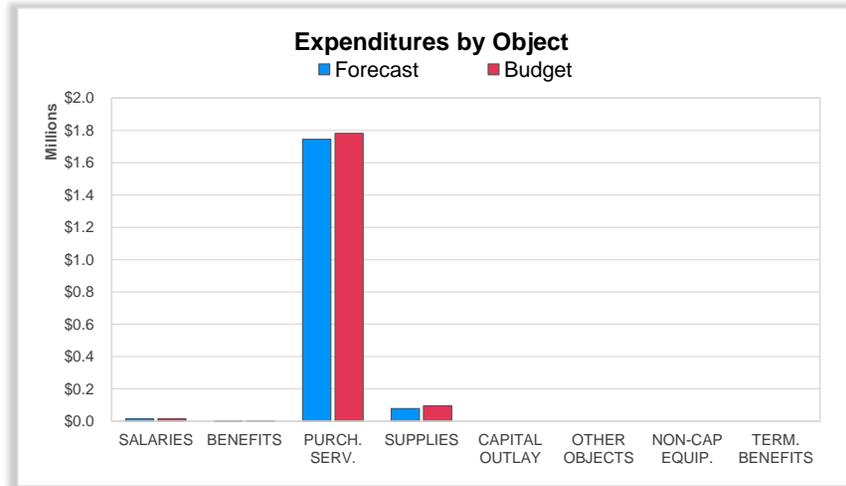
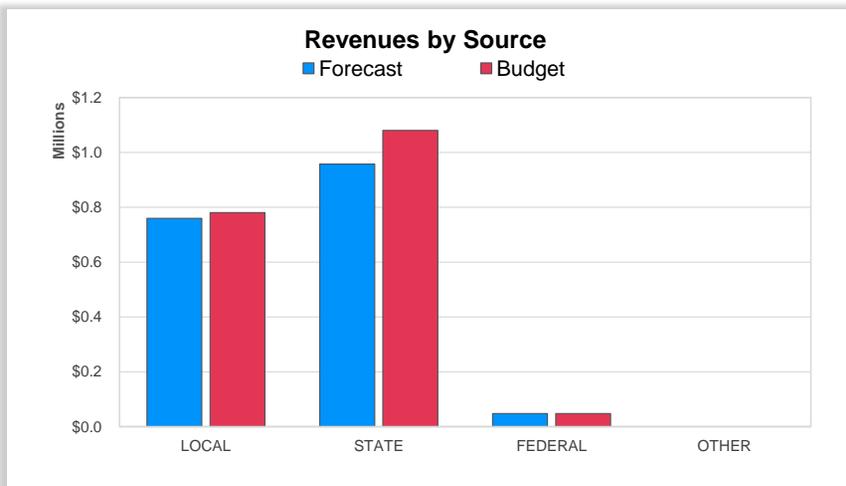
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$412,192	\$800,891	51.47%	\$380,673	\$780,192	48.79%
State	\$926,267	\$1,166,893	79.38%	\$790,362	\$1,080,213	73.17%
Federal	\$0	\$60,975	0.00%	\$0	\$48,000	0.00%
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$1,338,459	\$2,028,759	65.97%	\$1,171,035	\$1,908,405	61.36%
EXPENDITURES						
Salaries	\$12,500	\$15,316	81.61%	\$12,875	\$15,776	81.61%
Benefits	\$1,531	\$1,876	81.61%	\$1,578	\$2,450	64.39%
Purchased Services	\$1,386,741	\$1,773,971	78.17%	\$1,405,006	\$1,780,850	78.90%
Supplies	\$84,470	\$107,119	78.86%	\$59,393	\$95,000	62.52%
Capital Outlay	\$0	\$0		\$0	\$0	
Other Objects	\$0	\$0		\$0	\$0	
Non-Cap Equipment	\$0	\$0		\$0	\$0	
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$1,485,243	\$1,898,283	78.24%	\$1,478,852	\$1,894,076	78.08%
SURPLUS / (DEFICIT)	(\$146,784)	\$130,476		(\$307,817)	\$14,329	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$0	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$146,784)	\$130,476		(\$307,817)	\$14,329	
ENDING FUND BALANCE	\$1,051,259	\$1,328,519		\$1,020,702	\$1,342,848	



Transportation Fund | Financial Forecast

For the Period Ending April 30, 2025

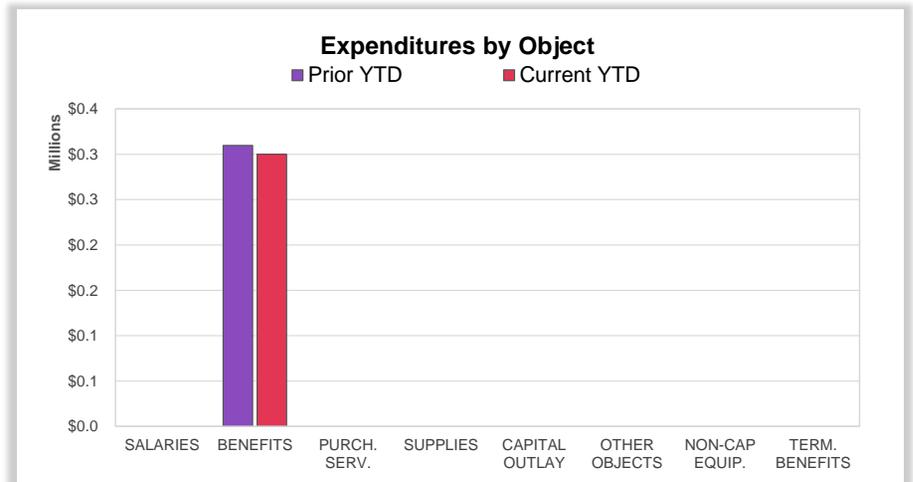
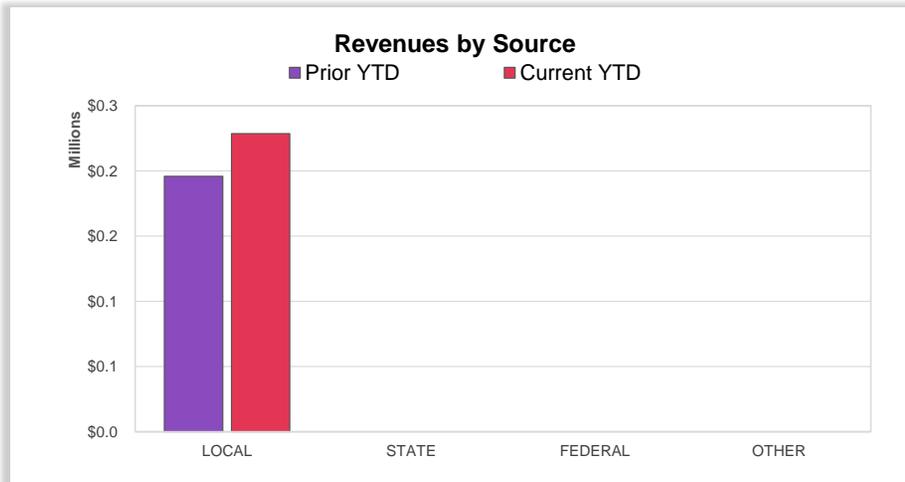
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$412,192	\$380,673	\$378,630	\$759,303	\$780,192	(\$20,889)
State	\$926,267	\$790,362	\$167,076	\$957,438	\$1,080,213	(\$122,775)
Federal	\$0	\$0	\$48,000	\$48,000	\$48,000	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$1,338,459	\$1,171,035	\$593,706	\$1,764,740	\$1,908,405	(\$143,665)
EXPENDITURES						
Salaries	\$12,500	\$12,875	\$2,803	\$15,678	\$15,776	\$98
Benefits	\$1,531	\$1,578	\$398	\$1,976	\$2,450	\$474
Purchased Services	\$1,386,741	\$1,405,006	\$339,271	\$1,744,276	\$1,780,850	\$36,574
Supplies	\$84,470	\$59,393	\$18,738	\$78,131	\$95,000	\$16,869
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0	\$0	\$0
Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$1,485,243	\$1,478,852	\$361,210	\$1,840,062	\$1,894,076	\$54,015
SURPLUS / (DEFICIT)	(\$146,784)	(\$307,817)	\$232,495	(\$75,322)	\$14,329	(\$89,650)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$146,784)	(\$307,817)		(\$75,322)	\$14,329	(\$89,650)
ENDING FUND BALANCE	\$1,051,259	\$1,020,702		\$1,253,197	\$1,342,848	(\$89,651)



Municipal Retirement / Social Security Fund | Financial Summary

For the Period Ending April 30, 2025

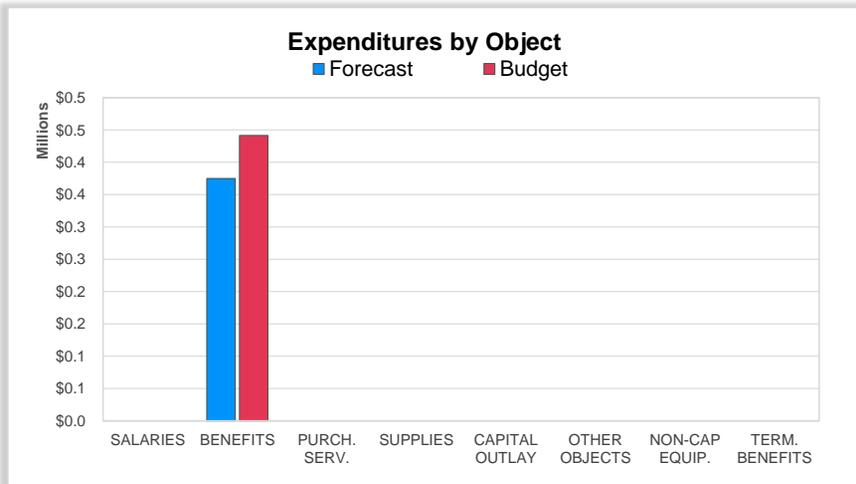
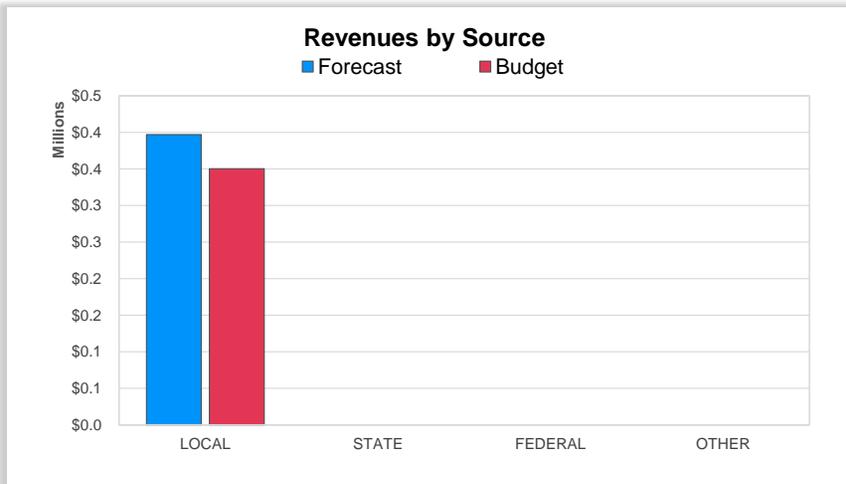
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$195,926	\$382,652	51.20%	\$228,612	\$350,206	65.28%
State	\$0	\$0		\$0	\$0	
Federal	\$0	\$0		\$0	\$0	
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$195,926	\$382,652	51.20%	\$228,612	\$350,206	65.28%
EXPENDITURES						
Salaries	\$0	\$0		\$0	\$0	
Benefits	\$309,632	\$376,115	82.32%	\$300,040	\$441,485	67.96%
Purchased Services	\$0	\$0		\$0	\$0	
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Other Objects	\$0	\$0		\$0	\$0	
Non-Cap Equipment	\$0	\$0		\$0	\$0	
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$309,632	\$376,115	82.32%	\$300,040	\$441,485	67.96%
SURPLUS / (DEFICIT)	(\$113,706)	\$6,537		(\$71,428)	(\$91,279)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$0	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$113,706)	\$6,537		(\$71,428)	(\$91,279)	
ENDING FUND BALANCE	\$373,937	\$494,181		\$422,753	\$402,902	



Municipal Retirement / Social Security Fund | Financial Forecast

For the Period Ending April 30, 2025

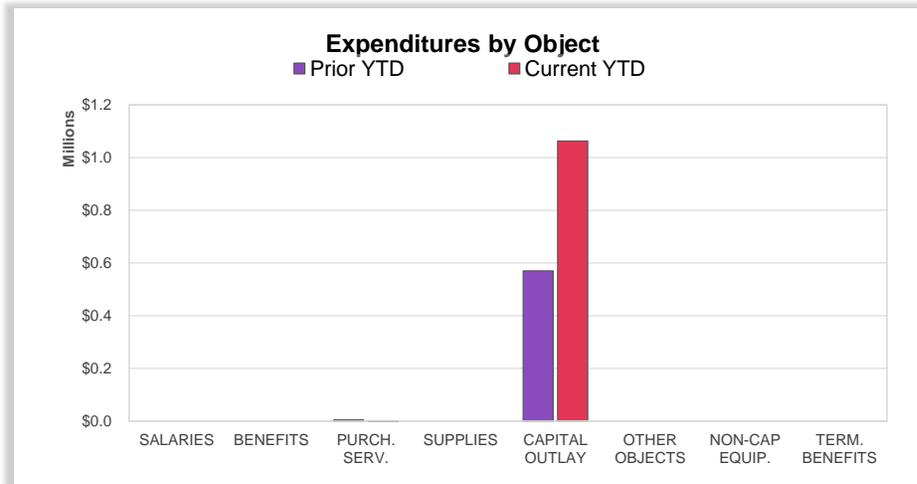
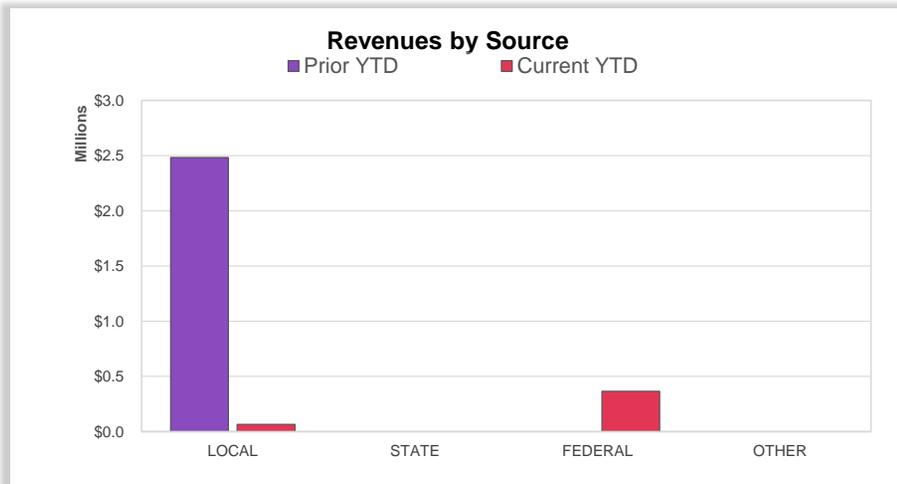
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$195,926	\$228,612	\$168,300	\$396,912	\$350,206	\$46,706
State	\$0	\$0	\$0	\$0	\$0	\$0
Federal	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$195,926	\$228,612	\$168,300	\$396,912	\$350,206	\$46,706
EXPENDITURES						
Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Benefits	\$309,632	\$300,040	\$74,781	\$374,821	\$441,485	\$66,664
Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0	\$0	\$0
Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$309,632	\$300,040	\$74,781	\$374,821	\$441,485	\$66,664
SURPLUS / (DEFICIT)	(\$113,706)	(\$71,428)	\$93,518	\$22,091	(\$91,279)	\$113,370
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	(\$113,706)	(\$71,428)		\$22,091	(\$91,279)	\$113,370
ENDING FUND BALANCE	\$373,937	\$422,753		\$516,272	\$402,902	\$113,370



Capital Projects Fund | Financial Summary

For the Period Ending April 30, 2025

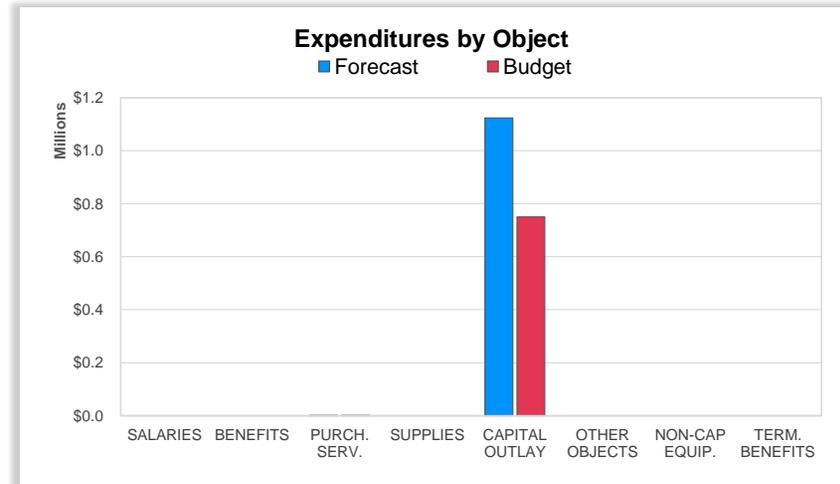
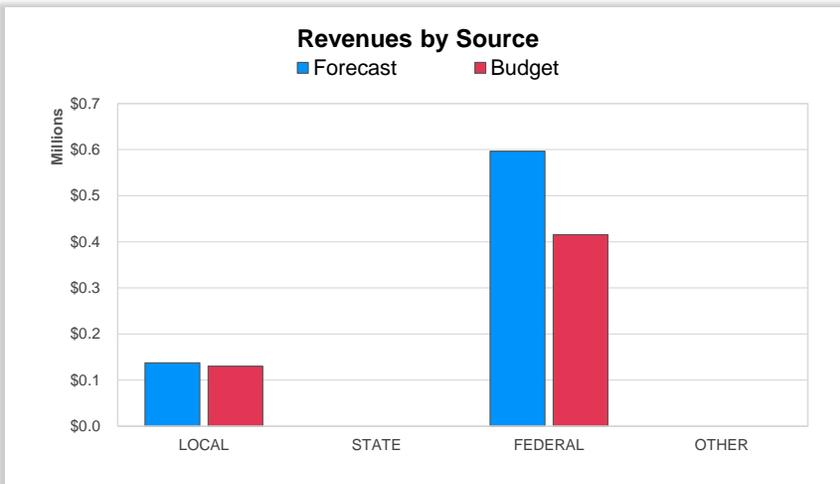
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$2,482,254	\$3,117,490	79.62%	\$66,412	\$130,000	51.09%
State	\$0	\$0		\$0	\$0	
Federal	\$0	\$133,993	0.00%	\$365,250	\$415,250	87.96%
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$2,482,254	\$3,251,483	76.34%	\$431,662	\$545,250	79.17%
EXPENDITURES						
Salaries	\$0	\$0		\$0	\$0	
Benefits	\$0	\$0		\$0	\$0	
Purchased Services	\$4,200	\$4,200	100.00%	\$1,328	\$1,000	132.84%
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$569,845	\$977,054	58.32%	\$1,062,665	\$750,000	141.69%
Other Objects	\$0	\$0		\$0	\$0	
Non-Cap Equipment	\$0	\$0		\$0	\$0	
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$574,045	\$981,254	58.50%	\$1,063,993	\$751,000	141.68%
SURPLUS / (DEFICIT)	\$1,908,209	\$2,270,230		(\$632,331)	(\$205,750)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$0	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$1,908,209	\$2,270,230		(\$632,331)	(\$205,750)	
ENDING FUND BALANCE	\$3,321,731	\$3,683,751		\$3,051,420	\$3,478,001	



Capital Projects Fund | Financial Forecast

For the Period Ending April 30, 2025

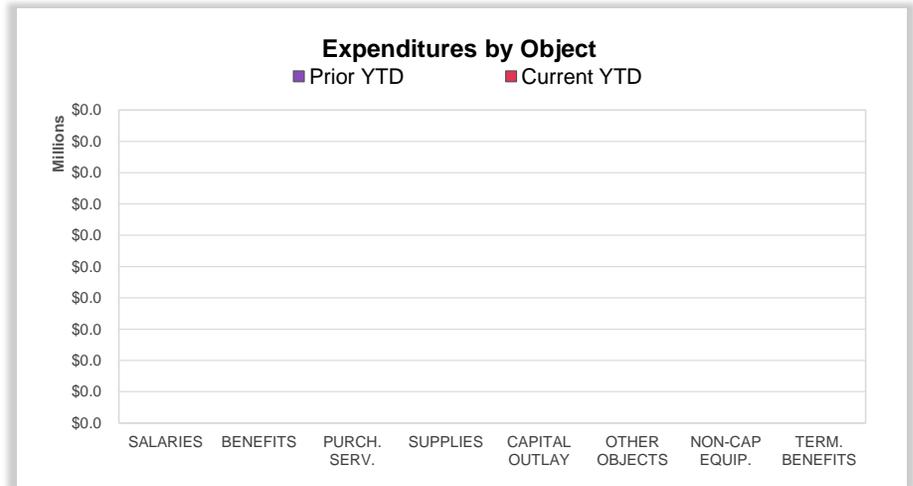
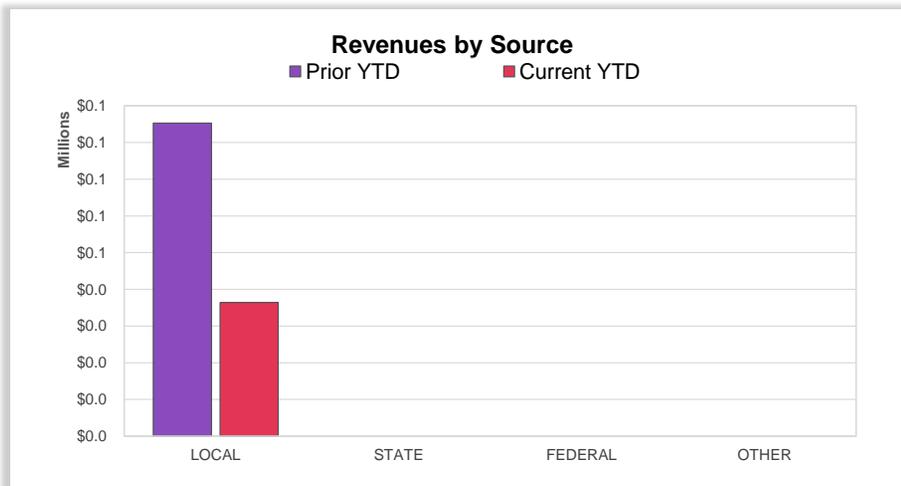
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$2,482,254	\$66,412	\$70,818	\$137,230	\$130,000	\$7,230
State	\$0	\$0	\$0	\$0	\$0	\$0
Federal	\$0	\$365,250	\$231,073	\$596,323	\$415,250	\$181,073
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$2,482,254	\$431,662	\$301,891	\$733,553	\$545,250	\$188,303
EXPENDITURES						
Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Purchased Services	\$4,200	\$1,328	\$0	\$1,328	\$1,000	(\$328)
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$569,845	\$1,062,665	\$61,239	\$1,123,903	\$750,000	(\$373,903)
Other Objects	\$0	\$0	\$0	\$0	\$0	\$0
Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$574,045	\$1,063,993	\$61,239	\$1,125,232	\$751,000	(\$374,231)
SURPLUS / (DEFICIT)	\$1,908,209	(\$632,331)	\$240,652	(\$391,679)	(\$205,750)	(\$185,928)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$1,908,209	(\$632,331)	\$240,652	(\$391,679)	(\$205,750)	(\$185,928)
ENDING FUND BALANCE	\$3,321,731	\$3,051,420		\$3,292,072	\$3,478,001	(\$185,929)



Working Cash Fund | Financial Summary

For the Period Ending April 30, 2025

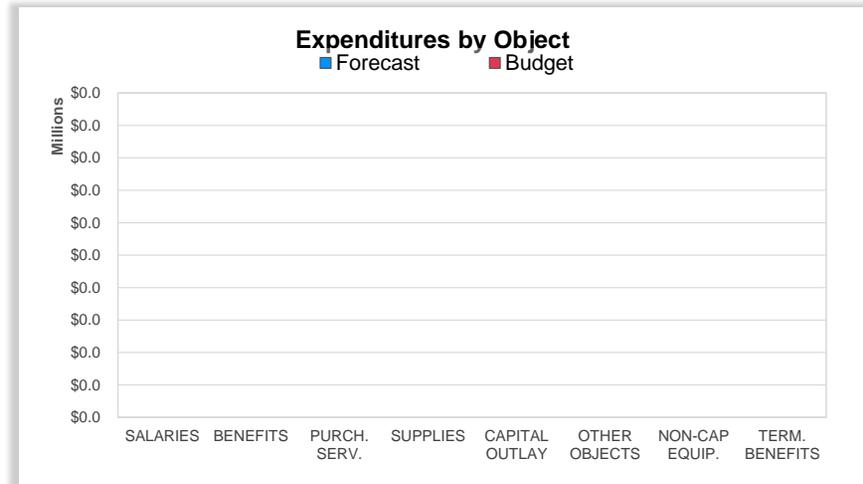
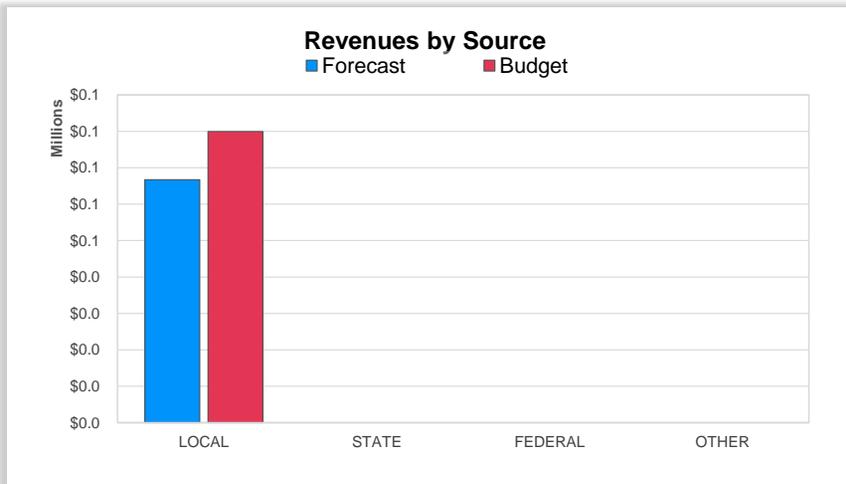
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$85,290	\$122,466	69.64%	\$36,408	\$79,910	45.56%
State	\$0	\$0		\$0	\$0	
Federal	\$0	\$0		\$0	\$0	
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$85,290	\$122,466	69.64%	\$36,408	\$79,910	45.56%
EXPENDITURES						
Salaries	\$0	\$0		\$0	\$0	
Benefits	\$0	\$0		\$0	\$0	
Purchased Services	\$0	\$0		\$0	\$0	
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Other Objects	\$0	\$0		\$0	\$0	
Non-Cap Equipment	\$0	\$0		\$0	\$0	
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT)	\$85,290	\$122,466		\$36,408	\$79,910	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$0	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$85,290	\$122,466		\$36,408	\$79,910	
ENDING FUND BALANCE	\$2,031,108	\$2,068,284		\$2,104,693	\$2,148,194	



Working Cash Fund | Financial Forecast

For the Period Ending April 30, 2025

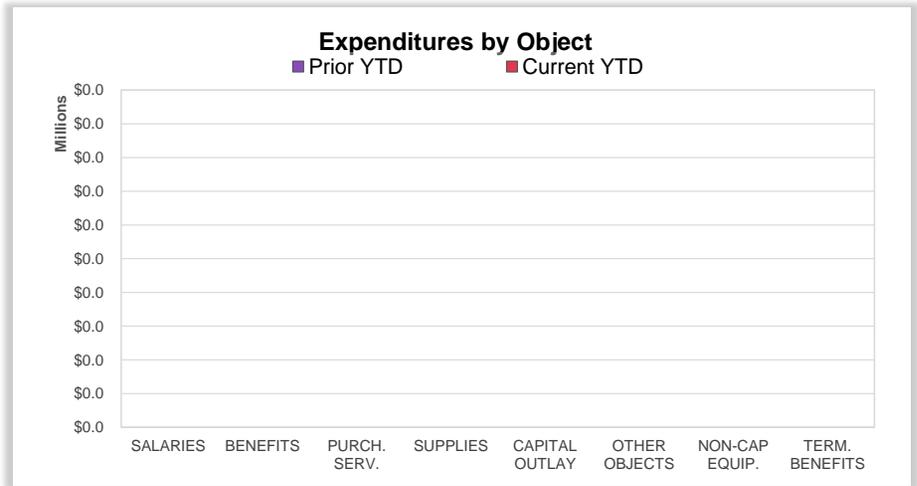
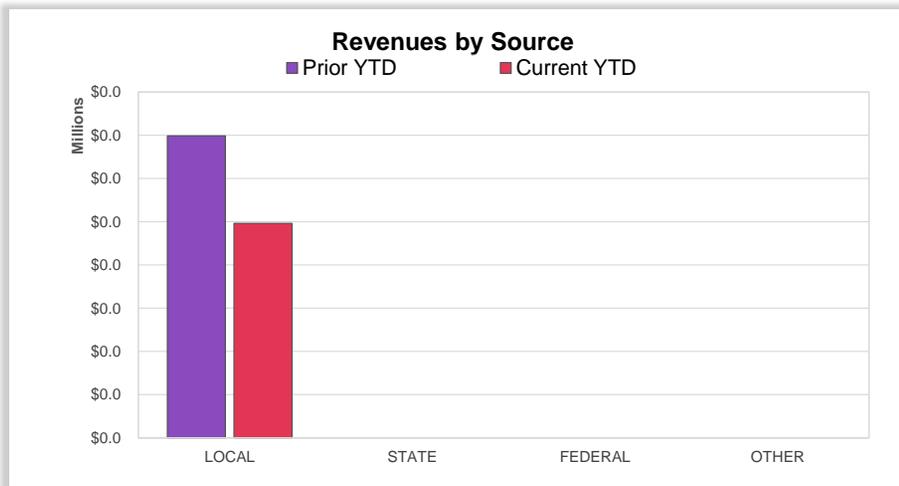
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$85,290	\$36,408	\$30,312	\$66,720	\$79,910	(\$13,190)
State	\$0	\$0	\$0	\$0	\$0	\$0
Federal	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$85,290	\$36,408	\$30,312	\$66,720	\$79,910	(\$13,190)
EXPENDITURES						
Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0	\$0	\$0
Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT)	\$85,290	\$36,408	\$30,312	\$66,720	\$79,910	(\$13,190)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$85,290	\$36,408		\$66,720	\$79,910	(\$13,190)
ENDING FUND BALANCE	\$2,031,108	\$2,104,693		\$2,135,005	\$2,148,194	(\$13,190)



Tort Fund | Financial Summary

For the Period Ending April 30, 2025

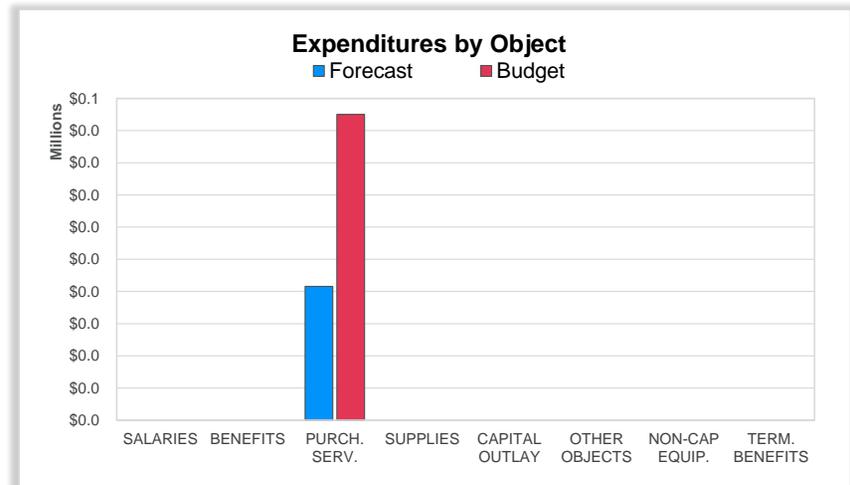
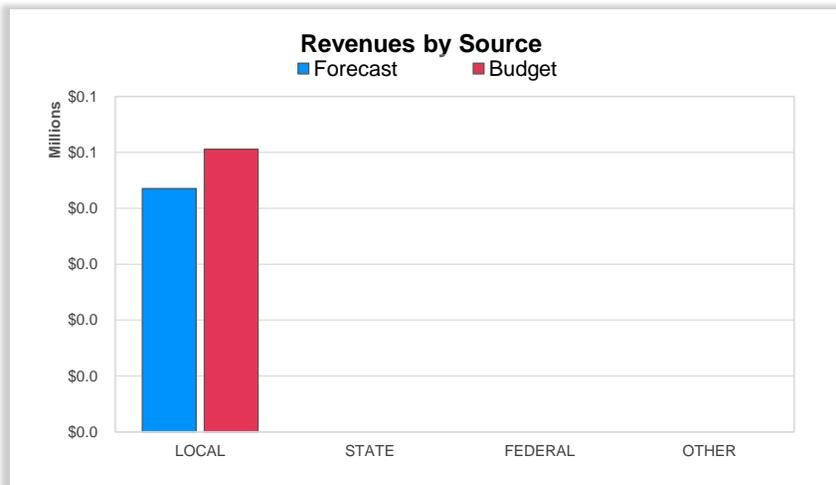
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$34,952	\$60,297	57.97%	\$24,825	\$50,569	49.09%
State	\$0	\$0		\$0	\$0	
Federal	\$0	\$0		\$0	\$0	
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$34,952	\$60,297	57.97%	\$24,825	\$50,569	49.09%
EXPENDITURES						
Salaries	\$0	\$0		\$0	\$0	
Benefits	\$0	\$0		\$0	\$0	
Purchased Services	\$0	\$0		\$0	\$47,500	0.00%
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Other Objects	\$0	\$0		\$0	\$0	
Non-Cap Equipment	\$0	\$0		\$0	\$0	
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$0	\$0		\$0	\$47,500	0.00%
SURPLUS / (DEFICIT)	\$34,952	\$60,297		\$24,825	\$3,069	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$0	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$34,952	\$60,297		\$24,825	\$3,069	
ENDING FUND BALANCE	\$120,477	\$145,821		\$170,646	\$148,890	



Tort Fund | Financial Forecast

For the Period Ending April 30, 2025

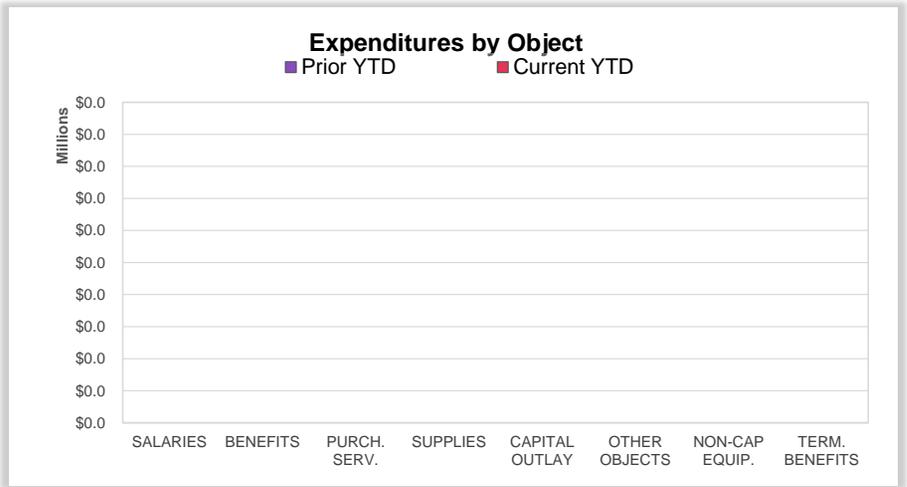
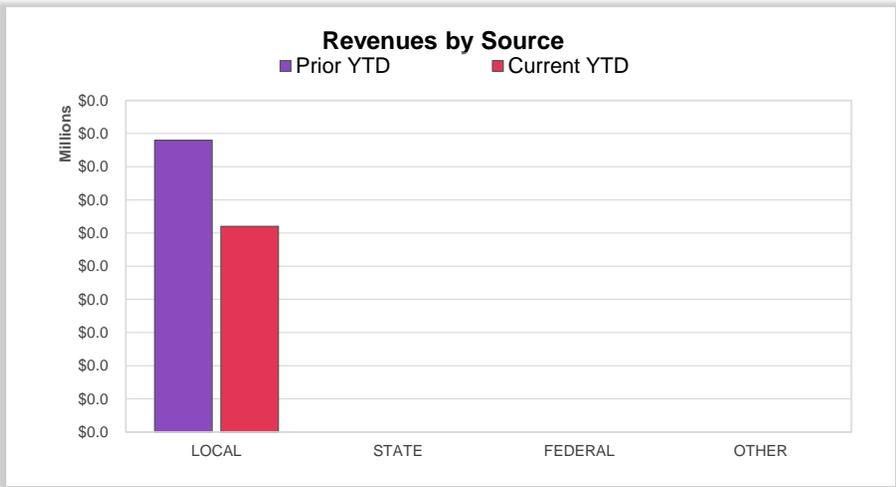
	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$34,952	\$24,825	\$18,709	\$43,534	\$50,569	(\$7,035)
State	\$0	\$0	\$0	\$0	\$0	\$0
Federal	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$34,952	\$24,825	\$18,709	\$43,534	\$50,569	(\$7,035)
EXPENDITURES						
Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Purchased Services	\$0	\$0	\$20,780	\$20,780	\$47,500	\$26,720
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0	\$0	\$0
Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$20,780	\$20,780	\$47,500	\$26,720
SURPLUS / (DEFICIT)	\$34,952	\$24,825	(\$2,072)	\$22,753	\$3,069	\$19,685
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$34,952	\$24,825		\$22,753	\$3,069	\$19,685
ENDING FUND BALANCE	\$120,477	\$170,646		\$168,575	\$148,890	\$19,684



Fire Prevention & Safety Fund | Financial Summary

For the Period Ending April 30, 2025

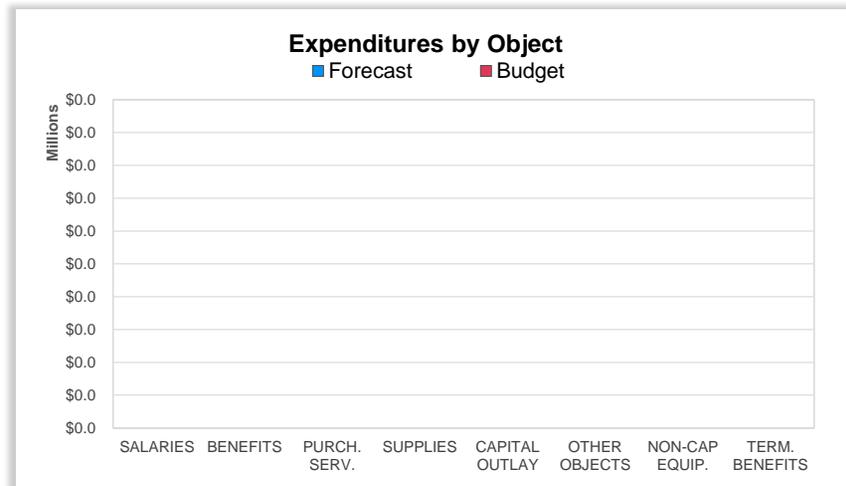
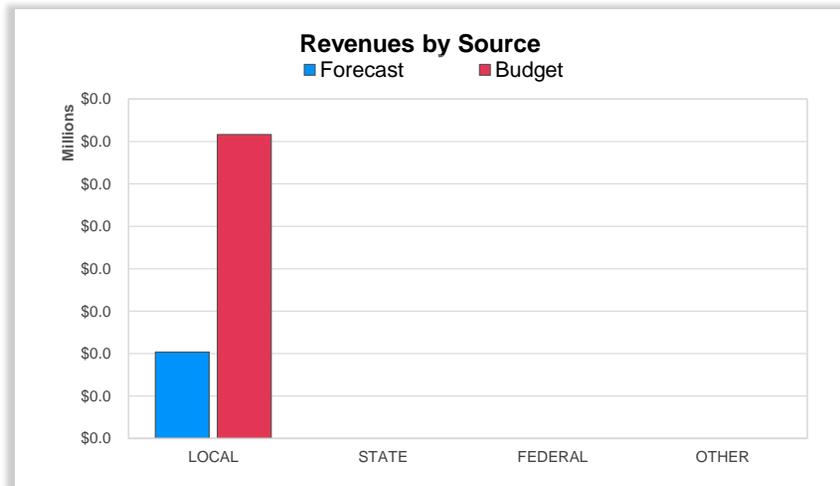
	Prior YTD	Prior Year Actual	Prior YTD % of Actual	Current YTD	Current Year Budget	Current YTD % of Budget
REVENUES						
Local	\$880	\$1,513	58.15%	\$620	\$1,433	43.28%
State	\$0	\$0		\$0	\$0	
Federal	\$0	\$0		\$0	\$0	
Other	\$0	\$0		\$0	\$0	
TOTAL REVENUE	\$880	\$1,513	58.15%	\$620	\$1,433	43.28%
EXPENDITURES						
Salaries	\$0	\$0		\$0	\$0	
Benefits	\$0	\$0		\$0	\$0	
Purchased Services	\$0	\$0		\$0	\$0	
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Other Objects	\$0	\$0		\$0	\$0	
Non-Cap Equipment	\$0	\$0		\$0	\$0	
Termination Benefits	\$0	\$0		\$0	\$0	
TOTAL EXPENDITURES	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT)	\$880	\$1,513		\$620	\$1,433	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$0	
Other Financing Uses	\$0	\$0		\$0	\$0	
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0		\$0	\$0	
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$880	\$1,513		\$620	\$1,433	
ENDING FUND BALANCE	\$500,196	\$500,829		\$501,450	\$502,262	



Fire Prevention & Safety Fund | Financial Forecast

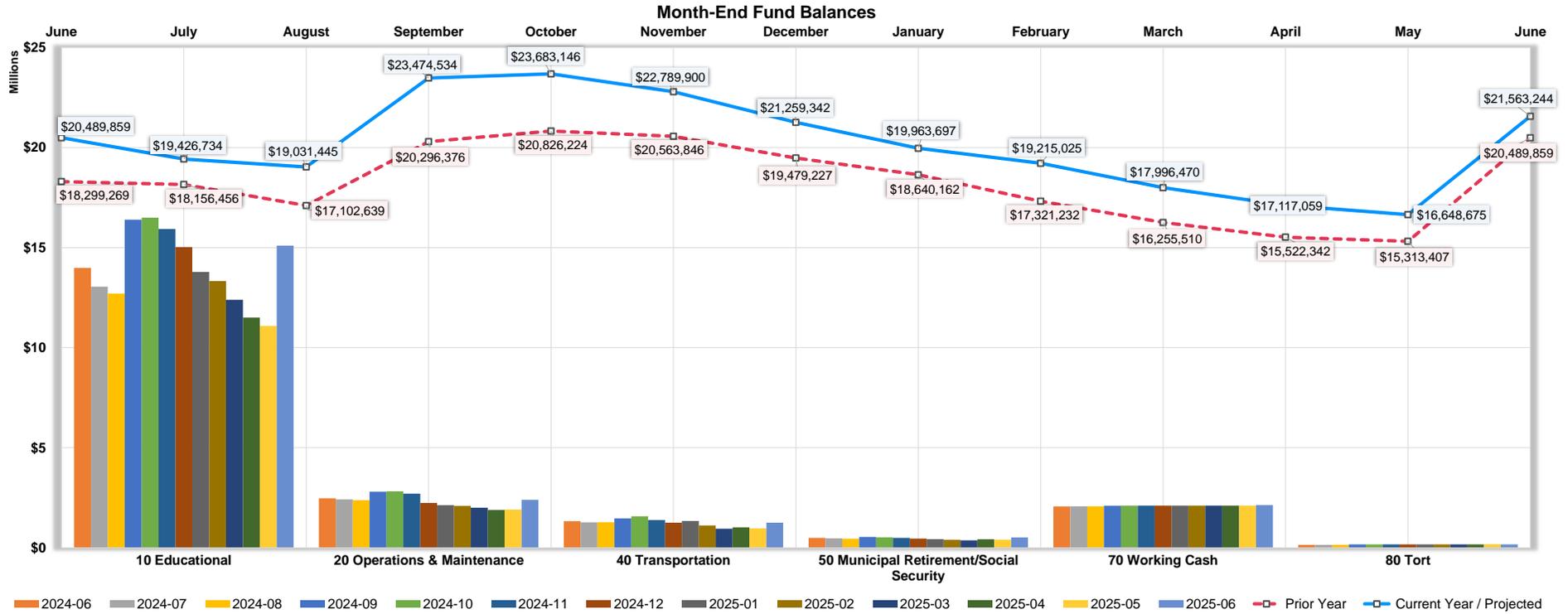
For the Period Ending April 30, 2025

	Prior YTD	Current YTD	Add: Anticipated Revenues / Expenses	Annual Forecast	Annual Budget	Variance Favorable / (Unfavorable)
REVENUES						
Local	\$880	\$620	(\$213)	\$407	\$1,433	(\$1,026)
State	\$0	\$0	\$0	\$0	\$0	\$0
Federal	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$880	\$620	(\$213)	\$407	\$1,433	(\$1,026)
EXPENDITURES						
Salaries	\$0	\$0	\$0	\$0	\$0	\$0
Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0
Other Objects	\$0	\$0	\$0	\$0	\$0	\$0
Non-Cap Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Termination Benefits	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT)	\$880	\$620	(\$213)	\$407	\$1,433	(\$1,026)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$0	\$0	\$0	\$0
Other Financing Uses	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL OTHER FINANCING SOURCES / (USES)	\$0	\$0	\$0	\$0	\$0	\$0
SURPLUS / (DEFICIT) INCL. OTHER SOURCES / (USES)	\$880	\$620		\$407	\$1,433	(\$1,026)
ENDING FUND BALANCE	\$500,196	\$501,450		\$501,236	\$502,262	(\$1,026)



Educational | Operations and Maintenance | Transportation | IMRF | Working Cash | Tort

For the Period Ending April 30, 2025



95387 Ace Hardware	5/20/2025
95388 Albertsons / Safeway	5/20/2025
95389 Vendor Continued Check	5/20/2025
95390 Vendor Continued Check	5/20/2025
95391 Vendor Continued Check	5/20/2025
95392 Vendor Continued Check	5/20/2025
95393 Vendor Continued Check	5/20/2025
95394 Vendor Continued Check	5/20/2025
95395 Amazon	5/20/2025
95396 Amsterdam Printing	5/20/2025
95397 Anderson Lock	5/20/2025
95398 Apex Landscaping Inc	5/20/2025
95399 Vendor Continued Check	5/20/2025
95400 Arbor Management Inc	5/20/2025
95401 AT & T Long Distance	5/20/2025
95402 Brown, Vasoula	5/20/2025
95403 Burris Equipment Co.	5/20/2025
95404 Campbell, Larz	5/20/2025
95405 Carrero, Hiram	5/20/2025
95406 CDW Government	5/20/2025
95407 Center for Psychological Services	5/20/2025
95408 Citicare Services LLC	5/20/2025
95409 Connections Academy East	5/20/2025
95410 Constellation NewEnergy-Gas Division, LLC	5/20/2025
95411 Constellation New Energy, Inc.	5/20/2025
95412 Countryside Industries, Inc.	5/20/2025
95413 The Cove School, Inc.	5/20/2025
95414 Demco	5/20/2025
95415 Vendor Continued Check	5/20/2025
95416 Diamond Lake School Self Ins	5/20/2025
95417 Dieter Plowgian, Claire Diane	5/20/2025
95418 Fun and Function LLC	5/20/2025
95419 Gordon Flesch Company, Inc.	5/20/2025
95420 Gorski, Emily M	5/20/2025
95421 Grafton Integrated Health Network	5/20/2025
95422 Groot, Inc.	5/20/2025
95423 Gsf Usa Inc.	5/20/2025
95424 Hawthorn School District #73	5/20/2025
95425 Hinckley Springs	5/20/2025
95426 Hodges Loizzi Eisenhammer LLP	5/20/2025
95427 Holton Brothers, Inc.	5/20/2025
95428 Home Depot Credit Services	5/20/2025
95429 IASB	5/20/2025
95430 Imprest	5/20/2025
95431 Instrumentalist Awards LLC	5/20/2025
95432 Integrated Systems Corporation	5/20/2025
95433 International Fire Equipment Corporation	5/20/2025

95434 J.W. Pepper & Son, Inc	5/20/2025
95435 Kaplan Early Learning Co.	5/20/2025
95436 Kaufman, Robyn Michelle	5/20/2025
95437 Kriha Boucek LLC	5/20/2025
95438 Kroeschell Engineering Co	5/20/2025
95439 Kuznetsov, Yekaterina	5/20/2025
95440 Lake County Public Works	5/20/2025
95441 Lake Street Rental	5/20/2025
95442 Lakeshore Learning Materials	5/20/2025
95443 Vendor Continued Check	5/20/2025
95444 Vendor Continued Check	5/20/2025
95445 Lakeside Transportation	5/20/2025
95446 Mandro, Megan M	5/20/2025
95447 Monroy balderas, Mitzy	5/20/2025
95448 Mundelein School Dist. 75	5/20/2025
95449 Music & Arts Center Inc	5/20/2025
95450 Nambo, Vanessa	5/20/2025
95451 NCS Pearson, Inc	5/20/2025
95452 Nordlund, Kristine M	5/20/2025
95453 North American	5/20/2025
95454 Novotney, Heather D	5/20/2025
95455 Office Depot, Inc	5/20/2025
95456 Phonak, Llc	5/20/2025
95457 Project Lead The Way	5/20/2025
95458 Quench USA, Inc.	5/20/2025
95459 Quill Corporation	5/20/2025
95460 Rastrelli, Candice A	5/20/2025
95461 Safeway Transportation Services Corp	5/20/2025
95462 Special Education District Lake County	5/20/2025
95463 Squirrels Llc	5/20/2025
95464 Staples Credit Plan	5/20/2025
95465 Telesolutions Consultants LLC	5/20/2025
95466 Terminix Anderson	5/20/2025
95467 The Stepping Stones Group Llc	5/20/2025
95468 Topline Transportation Co.	5/20/2025
95469 Ultimate Screen Printing	5/20/2025
95470 Universal Taxi Dispatch Inc	5/20/2025
95471 Utj Holdco Inc	5/20/2025
95472 Varsity Yearbook	5/20/2025
95473 West Music Co	5/20/2025
95474 Western Psychological Svcs	5/20/2025
95475 Wonderland Enterprises Llc	5/20/2025
95476 Vendor Continued Check	5/20/2025
95477 BMO Financial Group	5/20/2025
95478 Vendor Continued Check	5/20/2025
95479 Vendor Continued Check	5/20/2025
95480 BMO Financial Group	5/20/2025

	94 Computer	
	0 Manual	
	0 Wire Transfer	
	0 ACH	
	94 Computer	
Total For	94 Manual, Wire Tran, ACH & Computer Checks	
Less	0 Voided	
10 Education Fund		0
12 West Oak Inter Activity Fund		141
13 West Oak Middle Activity Fund		0
20 Operations & Maintenance Fund		0
40 Transportation Fund		0

128.12
502.95
0
0
0
0
0
0
11,768.06
462.5
3,044.55
4,342.50
0
53,276.29
1,326.39
150
396.74
1,136.15
61.88
974.5
2,741.40
8,663.40
7,253.80
3,883.97
15,705.23
7,309.50
11,705.90
17.55
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179,237.97
1,216.00
103.38
5,018.40
1,358.16
628.7
2,523.81
36,826.98
141
235.14
408.1
8,740.00
1,109.73
8,505.00
1,532.00
214
393.75
1,935.54

128.69
435.79
809
1,563.50
804.67
26.96
90
20
750.4
0
0
171,351.99
150
30.52
38,398.27
664.21
150
21
150
1,251.60
150
148.74
188.99
3,750.00
190.59
1,697.94
150
1,035.69
29,874.06
750
833.26
325
201.38
7,762.50
4,585.00
336
1,200.00
1,620.00
5,717.78
117.94
353.1
330
0
4,548.88
0
0
15,189.80

Check(s) For a Total of	682,832.29	
Checks For a Total of	0	
Checks For a Total of	0	
Checks For a Total of	0	
Checks For a Total of	682,832.29	
	682,832.29	
Checks For a Total of	0	
Net Amount	682,832.29	
	0	380,545.29
	0	2,865.15
	0	4,232.50
	0	94,736.00
	0	200,312.35

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
AMAZON 000	Amazon	11CQ-99R6-HKY9	General supplies	05/01/2025	R		119.50			
**L000 4310 0000 00 000000		3002500249	052025	05/15/2025	Y		119.50			
10E003 1110 4110 00 000000		119.50								
AMAZON 000	Amazon	12K6L-L3YP-FRYL	Pre-k Supplies	05/01/2025	R		29.75			
**L000 4310 0000 00 000000		1002500103	052025	05/15/2025	Y		29.75			
10E001 1125 4100 00 000000		29.75								
AMAZON 000	Amazon	13GL-GG11-KFVJ	salazar	05/01/2025	R		128.82			
**L000 4310 0000 00 000000		2002500116	052025	05/15/2025	Y		128.82			
10E002 1650 4100 00 000000		128.82								
AMAZON 000	Amazon	13GM-HYG7-GFF7	WOIS- Occupational Therapist Supplies	05/01/2025	R		12.99			
**L000 4310 0000 00 000000		4502500055	052025	05/15/2025	Y		12.99			
10E000 2130 4100 00 000000		12.99								
			*****Vendor Cont Void			95389				
AMAZON 000	Amazon	14RM-1Y9Y-JMTF	Steam materials	05/01/2025	R		810.45			
**L000 4310 0000 00 000000		2002500096	052025	05/15/2025	Y		810.45			
10E002 1110 4930 00 000000		810.45								
AMAZON 000	Amazon	17T9-7XY7-GGMD	DMA Supplies	05/01/2025	R		259.74			
**L000 4310 0000 00 000000		3002500213	052025	05/15/2025	Y		259.74			
10E003 1110 4108 00 000000		259.74								
AMAZON 000	Amazon	17T9-7XY7-GYTD	P.E Supplies	05/01/2025	R		453.95			
**L000 4310 0000 00 000000		4002500726	052025	05/15/2025	Y		453.95			
10E002 1500 4100 00 000000		453.95								
AMAZON 000	Amazon	17T9-7XY7-H3WY	Book- It's Your Ship	05/01/2025	R		14.54			
**L000 4310 0000 00 000000		3002500211	052025	05/15/2025	Y		14.54			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
AMAZON 000	Amazon	1JCK-YNVX-FW3Q	Kitchen Supplies	05/01/2025	R		37.98			
**L000 4310 0000 00 000000		4002500682	052025	05/15/2025	Y		37.98			
10E000 2560 4100 00 000000							37.98			
AMAZON 000	Amazon	1JCK-YNVX-KXKF	Science Supplies	05/01/2025	R		203.69			
			*****Vendor Cont Void			95391				
**L000 4310 0000 00 000000		3002500227	052025	05/15/2025	Y		203.69			
10E003 1110 4140 00 000000							203.69			
AMAZON 000	Amazon	1JYH-VRN1-L9Y6	24-25 Summer School Supplies	05/01/2025	R		1,304.69			
**L000 4310 0000 00 000000		4502500054	052025	05/15/2025	Y		1,304.69			
10E000 1600 4100 00 000000							1,304.69			
AMAZON 000	Amazon	1LGN-9HDK-GHQL	Choir/Music	05/01/2025	R		602.76			
**L000 4310 0000 00 000000		3002500232	052025	05/15/2025	Y		602.76			
10E003 1110 4910 00 000000							602.76			
AMAZON 000	Amazon	1LQW-MC71-GG19	3rd grade supplies	05/01/2025	R		77.88			
**L000 4310 0000 00 000000		2002500107	052025	05/15/2025	Y		77.88			
10E002 1110 4101 00 000000							77.88			
AMAZON 000	Amazon	1LQW-MC71-J4YG	24-25 Summer School Supplies	05/01/2025	R		134.95			
**L000 4310 0000 00 000000		4502500051	052025	05/15/2025	Y		134.95			
10E000 1600 4100 00 000000							134.95			
AMAZON 000	Amazon	1M,JQ-CN7Y-GNX6	Tech supply	05/01/2025	R		8.01			
**L000 4310 0000 00 000000		4002500680	052025	05/15/2025	Y		8.01			
10E002 1110 4800 00 000000							8.01			
AMAZON 000	Amazon	1M3R-47TY-LFFL	OT supplies- Personal Budget	05/01/2025	R		159.78			
**L000 4310 0000 00 000000		2002500099	052025	05/15/2025	Y		159.78			
10E000 2131 4100 00 000000							159.78			
			*****Vendor Cont Void			95392				

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
AMAZON 000	Amazon	1MJQ-CN7Y-KQLK	Innovation 24-25 books	05/01/2025	R		425.99			
**L000 4310 0000 00 000000		3002500251	052025	05/15/2025	Y		425.99			
10E003 2220 4100 00 000000							425.99			
AMAZON 000	Amazon	1NHX-1PGV-G6N9	Library	05/01/2025	R		14.50			
**L000 4310 0000 00 000000		3002500206	052025	05/15/2025	Y		14.50			
10E003 2220 4100 00 000000							14.50			
AMAZON 000	Amazon	1RLH-DDTC-L76H	Kitchen Supplies	05/01/2025	R		49.99			
**L000 4310 0000 00 000000		4002500727	052025	05/15/2025	Y		49.99			
10E000 2560 4100 00 000000							49.99			
AMAZON 000	Amazon	1T9P-PP44-FT73	24-25 Summer School Supplies	05/01/2025	R		418.87			
**L000 4310 0000 00 000000		4502500053	052025	05/15/2025	Y		418.87			
10E000 1600 4100 00 000000							418.87			
AMAZON 000	Amazon	1TMG-XVHJ-J9XN	DO Conference Snacks	05/01/2025	R		66.66			
**L000 4310 0000 00 000000		4002500723	052025	05/15/2025	Y		66.66			
10E000 2310 4100 00 000000							66.66			
AMAZON 000	Amazon	1V6C-7MQY-FRW6	Library	05/01/2025	R		42.02			
**L000 4310 0000 00 000000		3002500212	052025	05/15/2025	Y		42.02			
10E003 2220 4100 00 000000							42.02			
AMAZON 000	Amazon	1V77-QTMM-HQJ7	Amazon Order	05/01/2025	R		27.97			
			*****Vendor Cont Void			95393				
**L000 4310 0000 00 000000		4302500027	052025	05/15/2025	Y		27.97			
10E000 2210 4100 00 000000							27.97			
AMAZON 000	Amazon	1VXX-C7MW-J977	24-25 Summer School Supplies	05/01/2025	R		142.48			
**L000 4310 0000 00 000000		4502500056	052025	05/15/2025	Y		142.48			
10E000 1600 4100 00 000000							142.48			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
AMAZON 000 Amazon		1WYJ-FNPX-J4DL	Dia de los Ninos (PTO Grant)	05/01/2025	R		67.38			
**L000 4310 0000 00 000000		4402500005	052025	05/15/2025	Y		67.38			
10E000 3000 4100 00 000000							67.38			
AMAZON 000 Amazon		1WYJ-FNPX-LJGT	24-25 Summer School Supplies	05/01/2025	R		816.95			
**L000 4310 0000 00 000000		4502500052	052025	05/15/2025	Y		816.95			
10E000 1600 4100 00 000000							816.95			
AMAZON 000 Amazon		1XTX-HPXM-K9HK	Math	05/01/2025	R		48.97			
**L000 4310 0000 00 000000		3002500245	052025	05/15/2025	Y		48.97			
10E003 1110 4230 00 000000							48.97			
AMAZON 000 Amazon		1Y4Q-46GV-FT7K	24-25 Summer School Supplies	05/01/2025	R		1,493.57			
**L000 4310 0000 00 000000		4502500049	052025	05/15/2025	Y		1,493.57			
10E000 1600 4100 00 000000							1,493.57			
AMAZON 000 Amazon		1Y4Q-FPDV-JWXR	Supplies	05/01/2025	R		247.49			
**L000 4310 0000 00 000000		1002500101	052025	05/15/2025	Y		247.49			
10E001 1110 4180 00 000000							247.49			
			*****Vendor Cont Void			95394				
AMAZON 000 Amazon		1Y9F-149W-KF3J	Office Supplies	05/01/2025	R		87.46			
**L000 4310 0000 00 000000		4002500713	052025	05/15/2025	Y		87.46			
10E000 2210 4100 00 000000							87.46			
						95395			11,768.06	
AMSTERDA000 Amsterdam Printing		7841726	Kindergarten tote bags	04/25/2025	R		462.50			
**L000 4310 0000 00 000000		1002500104	052025	05/20/2025	Y		462.50			
10E001 1110 4180 00 000000							462.50			
						95396			462.50	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
ANDERSON001	Anderson Lock	1169729	Anderson Lock door access control maintenance and standard plan	04/16/2025	R		3,044.55			
**L000 4310 0000 00 000000		4002500684	052025	05/20/2025	Y		3,044.55			
20E000 2540 3232 00 000000		3,044.55								
						95397			3,044.55	
APEX LAN000	Apex Landscaping Inc	12667	Landscaping Service	05/01/2025	R		2,850.00			
**L000 4310 0000 00 000000		5002500206	052025	05/20/2025	Y		2,850.00			
20E000 2540 3202 00 000000		2,850.00								
APEX LAN000	Apex Landscaping Inc	12697	Landscaping Service	05/01/2025	R		1,492.50			
**L000 4310 0000 00 000000		5002500206	052025	05/20/2025	Y		1,492.50			
20E000 2540 3202 00 000000		1,492.50								
						95398			4,342.50	
ARBOR MA000	Arbor Management Inc	CAT45230	DW Snacks	02/05/2025	R		-471.98			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		-471.98			
10E000 2560 4100 00 000000		-471.98								
ARBOR MA000	Arbor Management Inc	CAT45230A	DW Snacks	02/05/2025	R		566.34			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		566.34			
10E000 2560 4100 00 000000		566.34								
ARBOR MA000	Arbor Management Inc	CAT45241	DW Snacks	02/03/2025	R		577.79			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		577.79			
10E000 2560 4100 00 000000		577.79								
ARBOR MA000	Arbor Management Inc	CAT45527	DW Snacks	02/06/2025	R		150.00			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		150.00			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
ARBOR MA000	Vendor Continued....									
10E000 2560 4100 00 000000		150.00								
ARBOR MA000	Arbor Management Inc	CAT46143	DW Snacks	03/10/2025	R		188.78			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		188.78			
10E000 2560 4100 00 000000		188.78								
ARBOR MA000	Arbor Management Inc	CAT46487	DW Snacks	03/12/2025	R		116.03			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		116.03			
10E000 2560 4100 00 000000		116.03								
ARBOR MA000	Arbor Management Inc	CAT47219	DW Snacks	04/06/2025	R		127.75			
			*****Vendor Cont Void			95399				
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		127.75			
10E000 2560 4100 00 000000		127.75								
ARBOR MA000	Arbor Management Inc	CAT47307	DW Snacks	04/10/2025	R		42.83			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		42.83			
10E000 2560 4100 00 000000		42.83								
ARBOR MA000	Arbor Management Inc	CAT47637	DW Snacks	04/23/2025	R		169.33			
**L000 4310 0000 00 000000		4002500740	052025	05/20/2025	Y		169.33			
10E000 2560 4100 00 000000		169.33								
ARBOR MA000	Arbor Management Inc	CAT48328	DW Snacks	05/01/2025	R		42.83			
**L000 4310 0000 00 000000		4002500783	052025	05/20/2025	Y		42.83			
10E000 2560 4100 00 000000		42.83								
ARBOR MA000	Arbor Management Inc	inv00000000001624	Meal Service	04/30/2025	R		51,766.59			
**L000 4310 0000 00 000000		4002500796	052025	05/15/2025	Y		51,766.59			
10E000 2560 4100 00 000000		51,766.59								
						95400			53,276.29	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount				
Accrual		PO #	Batch	Due Date	Detail		Net Amount				
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq	
AT & T L000	AT & T Long Distance	5862671015		AT & T Long Distance		05/01/2025	R				788.67
**L000 4310 0000 00 000000		5002500215		052025		05/15/2025	Y				788.67
20E000 2540 3400 00 000000											788.67
AT & T L000	AT & T Long Distance	7898431017		AT & T Long Distance		05/01/2025	R				537.72
**L000 4310 0000 00 000000		5002500215		052025		05/15/2025	Y				537.72
20E000 2540 3400 00 000000											537.72
								95401			1,326.39
BMO FINA000	BMO Financial Group	52364000000333700000		One Card Credit Card Payment		05/05/2025	R				4,548.88
				AP Invoice.04/06/25 -							
				05/05/25 5236400000033370							
BMO FINA000	BMO Financial Group			ASSOCIATED INVOICE VENDOR FOR CREDIT CARD PAYMENT							
**L000 4310 0000 00 000000				052025		05/20/2025	Y				4,548.88
10E000 2310 3000 00 000000		29.49				10E000 2321 4100 00 000000					63.31
10E000 2310 4100 00 000000		64.34				10E000 2310 3000 00 000000					1,010.41
10E000 2310 3000 00 000000		177.35				10E000 2310 3000 00 000000					14.23
10E000 2310 3000 00 000000		-38.85				10E000 2310 3000 00 000000					96.00
10E000 2310 3000 00 000000		23.89				10E000 2310 3000 00 000000					111.90
10E000 2321 4100 00 000000		120.04				10E000 2310 3000 00 000000					300.00
10E000 2310 3000 00 000000		-18.46				10E000 2310 3000 00 000000					38.50
10E000 2310 3000 00 000000		90.44				10E000 2310 3000 00 000000					16.39
10E000 2310 3000 00 000000		600.32				10E000 2310 3000 00 000000					495.96
10E000 2310 3000 00 000000		129.23				10E000 2310 3000 00 000000					235.66
						*****Vendor Cont Void					
								95476			
10E000 2310 3000 00 000000		300.00				10E000 2310 4100 00 000000					9.15
10E000 2310 3000 00 000000		18.55				10E000 2510 3320 00 000000					5.60
10E000 2510 3320 00 000000		499.32				10E000 2510 4100 00 000000					7.27
10E000 2510 6400 00 000000		51.13				10E000 2510 3320 00 000000					20.00
10E000 2510 4100 00 000000		46.41				10E000 2510 4100 00 000000					31.30
								95477			4,548.88

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
BMO FINA000	BMO Financial Group	52364000000333800000	Department Card Credit Card	05/05/2025	S		15,189.80			
			Payment AP Invoice.04/06/25 -							
			05/05/25 5236400000033388							
BMO FINA000	BMO Financial Group	ASSOCIATED INVOICE VENDOR FOR CREDIT CARD PAYMENT								
**L000 4310 0000 00 000000			052025	05/20/2025	Y		15,189.80			
10E000 2630 6400 00 000000		360.00		10E000 1110 4800 00 000000			-10.26			
10E000 2630 3320 00 000000		31.99		10E000 2630 3320 00 000000			31.99			
10E000 2630 3320 00 000000		696.32		10E000 2630 3320 00 000000			794.00			
10E000 1110 3100 00 000000		705.99		10E000 1110 4800 00 000000			10.26			
10E000 2210 6400 00 000000		250.00		10E000 1110 3320 00 000000			142.20			
10E000 1110 3320 00 000000		170.73		10E000 1110 3320 00 000000			362.97			
10E000 1110 3320 00 000000		641.97		10E000 1110 3320 00 000000			695.00			
10E003 2190 4100 00 000000		1,249.50		10E003 1110 4910 00 000000			739.89			
10E003 2190 4100 00 000000		20.00		10E003 2410 4100 00 000000			44.94			
10E003 1110 4160 00 000000		270.00		10E003 2410 4100 00 000000			21.64			
				*****Vendor Cont Void		95478				
10E003 2410 3320 00 000000		499.00		10E000 3000 4100 00 430000			476.00			
10E000 3000 4100 00 430000		210.00		10E001 1110 4180 00 000000			52.42			
10E001 1110 4180 00 000000		16.49		20E000 2540 4100 00 000000			341.00			
20E000 2540 4100 00 000000		24.90		20E000 2540 4100 00 000000			366.00			
20E000 2540 4100 00 000000		341.00		10E000 1205 3100 00 462000			500.00			
10E000 1205 3100 00 462000		205.31		10E000 1205 3100 00 462000			681.96			
10E000 1205 3100 00 462000		1,395.00		10E000 1205 4100 00 000000			4.85			
10E000 1205 4100 00 000000		101.10		10E000 2560 4100 00 000000			71.57			
10E000 2210 4100 00 000000		-5.25		10E000 2210 4105 00 000000			57.47			
10E000 2210 4105 00 000000		15.98		10E000 2210 4105 00 000000			388.21			
40E002 2550 3390 00 000000		78.00		12E002 1110 4960 00 000000			1,379.87			
10E000 1600 4100 00 000000		2.00		10E000 3000 4100 00 000000			146.85			
10E002 2190 4100 00 000000		136.77		10E000 2520 4110 00 000000			192.50			
				*****Vendor Cont Void		95479				
10E000 2210 4100 00 000000		-0.28		10E000 2210 4100 00 000000			-0.05			
10E000 2560 4100 00 000000		32.00		10E000 2210 6400 00 000000			250.00			
						95480				15,189.80

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
BROWNVAS000	Brown, Vasoula	05072025	Classroom Supplies	05/07/2025	R		150.00			
**L000 4310 0000 00 000000		4002500782	052025	05/20/2025	Y		150.00			
10E001 1110 4100 00 000000		150.00								
						95402			150.00	
BURRIS E000	Burris Equipment Co.	RC2009690-1	BG Supplies	04/25/2025	R		396.74			
**L000 4310 0000 00 000000		5002500203	052025	05/20/2025	Y		396.74			
20E000 2540 4100 00 000000		396.74								
						95403			396.74	
CAMPBLAR000	Campbell, Larz	030825	Mile Reimbursement	03/08/2025	R		79.66			
**L000 4310 0000 00 000000		4002500806	052025	05/15/2025	Y		79.66			
10E000 1110 3141 00 000000		79.66								
CAMPBLAR000	Campbell, Larz	04142025	Wrestling Tournament Rea reimbursement	04/14/2025	R		1,056.49			
**L000 4310 0000 00 000000		4002500807	052025	05/15/2025	Y		1,056.49			
10E003 1500 4110 00 000000		1,056.49								
						95404			1,136.15	
CARREHIR000	Carrero, Hiram	05092025	Mile Reimbursement	05/09/2025	R		61.88			
**L000 4310 0000 00 000000		4002500797	052025	05/15/2025	Y		61.88			
10E000 1110 3141 00 000000		61.88								
						95405			61.88	
CDW GOVE000	CDW Government	AD6ZU7H	Sophos EDR renewal	04/14/2025	R		974.50			
**L000 4310 0000 00 000000		4002500706	052025	05/20/2025	Y		974.50			
10E000 1110 3100 00 000000		974.50								
						95406			974.50	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
CONSTELL003	Constellation New Energy, I	70707344301	Monthly Electrict	05/07/2025	R		2,950.87			
**L000 4310 0000 00 000000		5002500216	052025	05/15/2025	Y		2,950.87			
20E000 2540 4660 00 000000							2,950.87			
						95411			15,705.23	
COUNTRYS000	Countryside Industries, Inc	27611	Landscaping Service	04/01/2025	R		5,333.24			
**L000 4310 0000 00 000000		5002500208	052025	05/20/2025	Y		5,333.24			
20E000 2540 3202 00 000000							5,333.24			
COUNTRYS000	Countryside Industries, Inc	27751	Landscape Service	04/23/2025	R		1,976.26			
**L000 4310 0000 00 000000		5002500214	052025	05/20/2025	Y		1,976.26			
20E000 2540 3202 00 000000							1,976.26			
						95412			7,309.50	
COVE SCH000	The Cove School, Inc.	SD76-0125	Monthly Tuition	01/31/2025	R		5,544.90			
**L000 4310 0000 00 000000		4002500739	052025	05/20/2025	Y		5,544.90			
10E000 1912 6700 00 000000							5,544.90			
COVE SCH000	The Cove School, Inc.	SD76-0425	Monthly Tuition	04/30/2025	R		6,161.00			
**L000 4310 0000 00 000000		4002500758	052025	05/20/2025	Y		6,161.00			
10E000 1912 6700 00 000000							6,161.00			
						95413			11,705.90	
DEMCO 000 Demco		7640190	Library Supplies	04/29/2025	R		17.55			
**L000 4310 0000 00 000000		3002500252	052025	05/20/2025	Y		17.55			
10E003 2220 4100 00 000000							17.55			
						95414			17.55	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount
Accrual		PO #	Batch	Due Date	Detail		Net Amount
Account Number		Detail Amount	1099 Asset Lq Account Number			Detail Amount	1099 Asset Lq
DIASELF 000	Diamond Lake School Self In	05012025	Self Insurance	05/01/2025	R		179,237.97
**L000 4310 0000 00 000000		4002500780	052025	05/20/2025	Y		179,237.97
10E003 1205 2200 00 000000		4,173.33	10E002 1205 2200 00 000000			4,839.99	
10E001 1205 2200 00 000000		8,346.66	10E000 2210 2200 00 000000			5,786.66	
10E000 2321 2200 00 000000		1,280.00	10E000 2330 2200 00 000000			2,714.95	
10E000 2510 2200 14 000000		768.29	10E000 2520 2200 00 000000			2,893.33	
10E000 2610 2110 00 000000		1,434.95	10E000 2630 2200 00 000000			3,226.66	
10E000 3000 2200 00 499800		1,280.00	10E001 1110 2200 00 000000			20,919.97	
10E001 1125 2200 00 370500		2,560.00	10E001 1205 2200 00 000000			2,560.00	
10E001 1255 2200 00 000000		2,560.00	10E001 1800 2200 00 000000			8,346.66	
10E001 2130 2200 00 000000		1,280.00	10E001 2150 2200 00 000000			2,560.00	
10E001 2410 2200 00 000000		4,173.33	10E002 1110 2200 00 000000			22,146.65	
10E002 1205 2200 00 000000		3,840.00	10E002 1255 2200 00 000000			1,280.00	
10E002 1800 2200 00 000000		8,346.66	10E002 2150 2200 00 000000			1,280.00	
			*****Vendor Cont Void		95415		
10E002 2410 2200 00 000000		2,560.00	10E003 1110 2200 00 000000			23,050.02	
10E003 1205 2200 00 000000		6,786.65	10E003 1255 2200 00 000000			2,560.00	
10E003 1800 2200 00 000000		4,173.33	10E001 2110 2200 00 000000			1,280.00	
10E002 2110 2200 00 000000		1,280.00	10E003 2110 2200 00 000000			2,560.00	
10E003 2130 2200 00 000000		1,613.33	10E003 2150 2200 00 000000			1,613.33	
10E003 2410 2200 00 000000		3,994.95	10E003 2130 2200 00 000000			1,280.00	
10E000 2210 2200 00 000000		2,714.95	10E003 2130 2200 00 000000			1,280.00	
20E000 2540 2200 00 000000		3,893.32					
					95416		179,237.97
DIETECLA000	Dieter Plowgian, Claire Dia	5,2025	Bilingual Speech Language Evaluation 03/06/25 - 04/10/25	04/29/2025	R		1,216.00
**L000 4310 0000 00 000000		4002500750	052025	05/20/2025	Y		1,216.00
10E000 1205 3230 00 000000		1,216.00	NONEM				
					95417		1,216.00

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
GROOT, I000	Groot, Inc.	14438558T096	Monthly Disposal	05/01/2025	R		1,657.33			
**L000 4310 0000 00 000000		5002500207	052025	05/20/2025	Y		1,657.33			
20E000 2540 3210 00 000000		1,657.33								
						95422			2,523.81	
GSF USA 000	Gsf Usa Inc.	INR076875	Monthly Janitorial Service	05/01/2025	R		36,826.98			
**L000 4310 0000 00 000000		5002500205	052025	05/20/2025	Y		36,826.98			
20E000 2540 3220 00 000000		36,826.98								
						95423			36,826.98	
HAWTHORN002	Hawthorn School District #7	BPac	BPAC Summit Transportation	04/25/2025	R		141.00			
**L000 4310 0000 00 000000		4402500006	052025	05/15/2025	Y		141.00			
12A000 1210 0000 00 000000		141.00								
						95424			141.00	
HINCKLEY000	Hinckley Springs	14045563 042325	DO Water Service	04/23/2025	R		33.59			
**L000 4310 0000 00 000000		4002500741	052025	05/20/2025	Y		33.59			
10E000 1110 4100 00 000000		33.59								
HINCKLEY000	Hinckley Springs	14801676 050125	DO Water Service	05/01/2025	R		201.55			
**L000 4310 0000 00 000000		4002500756	052025	05/20/2025	Y		201.55			
10E000 1110 4100 00 000000		201.55								
						95425			235.14	
HODGES L000	Hodges Loizzi Eisenhammer L	65204	Legal Service	03/31/2025	R		408.10			
**L000 4310 0000 00 000000		4002500748	052025	05/20/2025	Y		408.10			
10E000 2310 3180 00 000000		408.10 NONEM								
						95426			408.10	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
HOLTON B000	Holton Brothers, Inc.	17153	BG Repairs	04/28/2025	R		8,740.00			
**L000 4310 0000 00 000000		5002500202	052025	05/20/2025	Y		8,740.00			
20E000 2540 3232 00 000000		8,740.00								
						95427			8,740.00	
HOME DEP000	Home Depot Credit Services	3204404	BG Supplies	04/18/2025	R		137.31			
**L000 4310 0000 00 000000		5002500210	052025	05/20/2025	Y		137.31			
20E000 2540 4100 00 000000		137.31								
HOME DEP000	Home Depot Credit Services	5014872	BG Supplies	04/16/2025	R		622.97			
**L000 4310 0000 00 000000		5002500210	052025	05/20/2025	Y		622.97			
20E000 2540 4100 00 000000		622.97								
HOME DEP000	Home Depot Credit Services	6014766	BG Supplies	04/15/2025	R		153.52			
**L000 4310 0000 00 000000		5002500210	052025	05/20/2025	Y		153.52			
20E000 2540 4100 00 000000		153.52								
HOME DEP000	Home Depot Credit Services	8423024	24-25 Summer School Supplies	05/02/2025	R		195.93			
**L000 4310 0000 00 000000		4502500060	052025	05/20/2025	Y		195.93			
10E000 1600 4100 00 000000		195.93								
						95428			1,109.73	
IASB 000 IASB		461796	BoardBook Subscription	05/02/2025	R		8,505.00			
**L000 4310 0000 00 000000		4002500772	052025	05/20/2025	Y		8,505.00			
10E000 2310 3000 00 000000		8,505.00								
						95429			8,505.00	
IMPREST 000 Imprest		050120205	imprest	05/01/2025	R		1,532.00			
**L000 4310 0000 00 000000		4002500786	052025	05/15/2025	Y		1,532.00			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
IMPREST 000	Vendor Continued....									
10E001 2220 4100 00 000000		403.00				10E000 2310 3000 00 000000	125.00			
10E000 2520 3230 00 000000		504.00				10E000 1500 3151 00 000000	500.00			
						95430			1,532.00	
INSTRUME000	Instrumentalist Awards LLC	60060W 2503	Chorus Award	04/16/2025	R		214.00			
**L000 4310 0000 00 000000		4002500766	052025	05/20/2025	Y		214.00			
10E003 1110 4910 00 000000		214.00								
						95431			214.00	
INTEGRAT000	Integrated Systems Corporat	0746312	Skyward Hosting	05/01/2025	R		393.75			
**L000 4310 0000 00 000000		4002500745	052025	05/20/2025	Y		393.75			
10E000 2524 3110 00 000000		393.75								
						95432			393.75	
INTERNAT001	International Fire Equipmen	114824-1	Annual Maintenance of Fire Extinguishers	04/18/2025	R		543.77			
**L000 4310 0000 00 000000		5002500209	052025	05/20/2025	Y		543.77			
20E000 2540 3232 00 000000		543.77								
INTERNAT001	International Fire Equipmen	114825-1	Annual Maintenance of Fire Extinguishers	04/18/2025	R		1,391.77			
**L000 4310 0000 00 000000		5002500209	052025	05/20/2025	Y		1,391.77			
20E000 2540 3232 00 000000		1,391.77								
						95433			1,935.54	
J.W. PEP000	J.W. Pepper & Son, Inc	367529178	Choir Music	05/06/2025	R		128.69			
**L000 4310 0000 00 000000		4002500790	052025	05/15/2025	Y		128.69			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq

J.W. PEP000 Vendor Continued....

10E003 1110 4910 00 000000 128.69

95434 128.69

KAPLAN E000 Kaplan Early Learning Co. 0007110585 Double Sand and Water Table 02/04/2025 R 360.95

***** Adjustment Shipping *****54.14 415.09

**L000 4310 0000 00 000000 1002500076 052025 05/20/2025 Y 415.09

10E001 1125 4100 00 370500 415.09

KAPLAN E000 Kaplan Early Learning Co. 0007158254 3rd grade supplies 04/15/2025 R 20.70

**L000 4310 0000 00 000000 2002500106 052025 05/20/2025 Y 20.70

10E002 1110 4101 00 000000 20.70

95435 435.79

KAUFMROB000 Kaufman, Robyn Michelle 278 EducateHer Shirts 03/04/2025 R 155.00

**L000 4310 0000 00 000000 4002500731 052025 05/20/2025 Y 155.00

10E000 2310 4100 00 000000 155.00 NONEM

KAUFMROB000 Kaufman, Robyn Michelle 292 Graduation Stoles and Gift 05/06/2025 R 654.00

Canvases

**L000 4310 0000 00 000000 4002500785 052025 05/15/2025 Y 654.00

10E000 2310 4100 00 000000 654.00 NONEM

95436 809.00

KRIHA B0000 Kriha Boucek LLC 8516 Legal Service 05/06/2025 R 1,563.50

**L000 4310 0000 00 000000 4002500779 052025 05/20/2025 Y 1,563.50

10E000 2310 3180 00 000000 1,563.50 NONEM

95437 1,563.50

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
LAKESHOR000	Lakeshore Learning Material	90705079	4th grade	04/26/2025	R		151.98			
**L000 4310 0000 00 000000		2002500111	052025	05/20/2025	Y		151.98			
10E002 1110 4102 00 000000							151.98			
						95442			750.40	
LAKESIDE000	Lakeside Transportation	INV1023217	DW Trips	04/25/2025	R		208.64			
**L000 4310 0000 00 000000		4002500773	052025	05/20/2025	Y		208.64			
40E000 2550 3390 00 000000							208.64			
LAKESIDE000	Lakeside Transportation	INV1023687	DW Trips	04/17/2025	R		208.64			
**L000 4310 0000 00 000000		4002500773	052025	05/20/2025	Y		208.64			
40E000 2550 3390 00 000000							208.64			
LAKESIDE000	Lakeside Transportation	INV1024453	DW Trips	04/15/2025	R		208.64			
**L000 4310 0000 00 000000		4002500773	052025	05/20/2025	Y		208.64			
40E000 2550 3390 00 000000							208.64			
LAKESIDE000	Lakeside Transportation	INV1025003	Sport Buses	04/09/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025004	Sport Buses	04/10/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025005	Sport Buses	04/15/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025006	Sport Buses	04/16/2025	R		270.44			
			*****Vendor Cont Void			95443				

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Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
LAKESIDE000	Vendor Continued....									
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025007	Sport Buses	04/16/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025008	Sport Buses	04/23/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025009	Sport Buses	04/28/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025010	Sport Buses	04/28/2025	R		275.31			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		275.31			
40E000 2550 3101 00 000000							275.31			
LAKESIDE000	Lakeside Transportation	INV1025011	Sport Buses	04/29/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	INV1025012	Sport Buses	04/30/2025	R		282.96			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		282.96			
40E000 2550 3101 00 000000							282.96			
			*****Vendor Cont Void			95444				
LAKESIDE000	Lakeside Transportation	INV1025169	DW Trips	04/15/2025	R		208.64			
**L000 4310 0000 00 000000		4002500773	052025	05/20/2025	Y		208.64			
40E000 2550 3390 00 000000							208.64			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
LAKESIDE000	Lakeside Transportation	INV1025234	Sport Buses	04/15/2025	R		270.44			
**L000 4310 0000 00 000000		4002500791	052025	05/15/2025	Y		270.44			
40E000 2550 3101 00 000000							270.44			
LAKESIDE000	Lakeside Transportation	RTINV1005804	Monthly Reg-Ed	04/30/2025	R		115,064.35			
**L000 4310 0000 00 000000		4002500778	052025	05/20/2025	Y		115,064.35			
40E000 2550 3310 00 000000							115,064.35			
LAKESIDE000	Lakeside Transportation	RTINV1005806	April MVS	04/30/2025	R		21,511.04			
**L000 4310 0000 00 000000		4002500788	052025	05/15/2025	Y		21,511.04			
40E000 2550 3300 00 000000							21,511.04			
LAKESIDE000	Lakeside Transportation	RTINV1005819	Monthly Sped Bill	04/30/2025	R		30,949.81			
**L000 4310 0000 00 000000		4002500777	052025	05/15/2025	Y		30,949.81			
40E000 2550 3300 00 000000							30,949.81			
						95445			171,351.99	
MANDRMEG000	Mandro, Megan M	04142025	Teacher Supplies	04/14/2025	R		150.00			
**L000 4310 0000 00 000000		4002500792	052025	05/15/2025	Y		150.00			
10E003 1110 4110 00 000000							150.00			
						95446			150.00	
MONROMIT000	Monroy balderas, Mitzy	04162025	Mile Reimbursement	04/16/2025	R		30.52			
**L000 4310 0000 00 000000		4002500798	052025	05/15/2025	Y		30.52			
10E000 1110 3141 00 000000							30.52			
						95447			30.52	
MUNDELEI001	Mundelein School Dist. 75	2,071	Feece Oil	04/30/2025	R		13,398.27			
**L000 4310 0000 00 000000		4002500751	052025	05/20/2025	Y		13,398.27			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq

MUNDELEI001 Vendor Continued....

40E000 2550 4640 00 000000 13,398.27

MUNDELEI001 Mundelein School Dist. 75 2,073 Kitchen Lease 04/16/2025 R 25,000.00

**L000 4310 0000 00 000000 4002500800 052025 05/15/2025 Y 25,000.00

10E000 2560 4100 00 000000 25,000.00

95448 38,398.27

MUSIC & 000 Music & Arts Center Inc INV050678573 instrument Repair 04/16/2025 R 100.00

**L000 4310 0000 00 000000 4002500793 052025 05/15/2025 Y 100.00

10E003 1110 4160 00 000000 100.00

MUSIC & 000 Music & Arts Center Inc INV050981062 instrument Repair 05/01/2025 R 274.00

**L000 4310 0000 00 000000 4002500793 052025 05/15/2025 Y 274.00

10E003 1110 4160 00 000000 274.00

MUSIC & 000 Music & Arts Center Inc INV051084925 Instrument Repair 05/06/2025 R 30.21

**L000 4310 0000 00 000000 4002500794 052025 05/15/2025 Y 30.21

10E003 1110 4160 00 000000 30.21

MUSIC & 000 Music & Arts Center Inc INV051105931 Instrument Repair 05/07/2025 R 260.00

**L000 4310 0000 00 000000 4002500794 052025 05/15/2025 Y 260.00

10E003 1110 4160 00 000000 260.00

95449 664.21

NAMBOVAN000 Nambo, Vanessa 04172025 Classroom Supplies 04/17/2025 R 150.00

**L000 4310 0000 00 000000 4002500781 052025 05/20/2025 Y 150.00

10E002 1110 4100 00 000000 150.00

95450 150.00

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
NCS PEAR000	NCS Pearson, Inc	28604391	WOIS- Social Worker tests	05/05/2025	R		21.00			
**L000 4310 0000 00 000000		4502500058	052025	05/20/2025	Y		21.00			
10E002 1205 4100 00 000000							21.00			
						95451			21.00	
NORDLKRI001	Nordlund, Kristine M	04222025	Teacher Supplies	04/22/2025	R		150.00			
**L000 4310 0000 00 000000		4002500770	052025	05/20/2025	Y		150.00			
10E001 1110 4100 00 000000							150.00			
						95452			150.00	
NORTH AM000	North American	D849953	BG Supplies	04/16/2025	R		247.04			
**L000 4310 0000 00 000000		5002500204	052025	05/20/2025	Y		247.04			
20E000 2540 4100 00 000000							247.04			
NORTH AM000	North American	D856346	BG Supplies	04/21/2025	R		1,004.56			
**L000 4310 0000 00 000000		5002500204	052025	05/20/2025	Y		1,004.56			
20E000 2540 4100 00 000000							1,004.56			
						95453			1,251.60	
NOVOTHEA001	Novotney, Heather D	04152025	Teacher Supplies	04/15/2025	R		127.00			
**L000 4310 0000 00 000000		4002500768	052025	05/20/2025	Y		127.00			
10E001 1110 4100 00 000000							127.00			
NOVOTHEA001	Novotney, Heather D	04162024	Teacher Supplies	04/16/2025	R		23.00			
**L000 4310 0000 00 000000		4002500767	052025	05/20/2025	Y		23.00			
10E001 1110 4100 00 000000							23.00			
						95454			150.00	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
OFFICE D000	Office Depot, Inc	35115128	3rd grade supplies	04/30/2025	R		84.87			
**L000 4310 0000 00 000000		2002500108	052025	05/20/2025	Y		84.87			
10E002 1110 4101 00 000000							84.87			
OFFICE D000	Office Depot, Inc	35115128B	advance order	04/30/2025	R		63.87			
**L000 4310 0000 00 000000		2002500115	052025	05/20/2025	Y		63.87			
10E002 1650 4100 00 000000							63.87			
						95455			148.74	
PHONAK 000	Phonak, Llc	5403375544	SPED -SEDOL RMS Device repair	04/22/2025	R		188.99			
**L000 4310 0000 00 000000		4502500046	052025	05/20/2025	Y		188.99			
10E000 1205 4100 00 000000							188.99			
						95456			188.99	
PROJECT 000	Project Lead The Way	485081	PLTW Gateway Customized Kit	05/13/2025	R		3,750.00			
**L000 4310 0000 00 000000		4002500810	052025	05/15/2025	Y		3,750.00			
10E000 1110 3000 00 440000							3,750.00			
						95457			3,750.00	
QUENCH U000	Quench USA, Inc.	INV08999266	DL/WOIS/WOM Water Services	05/12/2025	R		190.59			
			05/12/2025 - 06/11/2025							
**L000 4310 0000 00 000000		4002500804	052025	05/15/2025	Y		190.59			
10E001 2410 4100 00 000000						10E002 2410 4100 00 000000	63.53			
10E003 2410 4100 00 000000							63.53			
						95458			190.59	
QUILL C0000	Quill Corporation	43765459	Classroom Supplies	04/17/2025	R		1,697.94			
**L000 4310 0000 00 000000		2002500100	052025	05/20/2025	Y		1,697.94			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
QUILL CO000	Vendor Continued....									
10E002 1205 4100 00 000000		1,697.94								
						95459			1,697.94	
RASTRCAN000	Rastrelli, Candice A	04222025	Teacher Supplies	04/22/2025	R		150.00			
**L000 4310 0000 00 000000		4002500769	052025	05/20/2025	Y		150.00			
10E001 1110 4100 00 000000		150.00								
						95460			150.00	
SAFEWAY 000	Safeway Transportation Serv	4051	Sp. Ed Transportation	03/31/2025	R		1,035.69			
**L000 4310 0000 00 000000		4002500755	052025	05/20/2025	Y		1,035.69			
40E000 2550 3300 00 000000		1,035.69								
						95461			1,035.69	
SPECIAL 000	Special Education District	05072025	Monthly Tuition	05/07/2025	R		20,698.56			
**L000 4310 0000 00 000000		4002500775	052025	05/20/2025	Y		20,698.56			
10E000 4220 6700 00 000000		20,698.56								
SPECIAL 000	Special Education District	2025-04-16-ITIN-076	ELL Itinerant Service	04/14/2025	R		8,005.50			
**L000 4310 0000 00 000000		4002500743	052025	05/20/2025	Y		8,005.50			
10E000 4220 6700 00 000000		8,005.50								
SPECIAL 000	Special Education District	2025-04-25-EVAL-076	Service Eval	04/25/2025	R		1,170.00			
**L000 4310 0000 00 000000		4002500746	052025	05/20/2025	Y		1,170.00			
10E000 4220 6700 00 000000		1,170.00								
						95462			29,874.06	
SQUIRREL000	Squirrels Llc	3847	Digital signage solution	04/10/2025	R		750.00			

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
SQUIRREL000	Vendor Continued....									
			renewal							
**L000 4310 0000 00 000000		4002500681	052025	05/20/2025	Y		750.00			
10E001 1110 4800 00 000000		0.00	NONEM			10E003 1110 4800 00 000000	750.00	NONEM		
						95463			750.00	
STAPLES 000	Staples Credit Plan	6029407962	3rd grade supplies	04/15/2025	R					203.05
**L000 4310 0000 00 000000		2002500104	052025	05/20/2025	Y					203.05
10E002 1110 4101 00 000000							203.05			
STAPLES 000	Staples Credit Plan	6029544122	3rd grade supplies	04/17/2025	R					42.78
**L000 4310 0000 00 000000		2002500104	052025	05/20/2025	Y					42.78
10E002 1110 4101 00 000000							42.78			
STAPLES 000	Staples Credit Plan	6030409840	4th grade supplies	04/26/2025	R					587.43
**L000 4310 0000 00 000000		2002500110	052025	05/20/2025	Y					587.43
10E002 1110 4102 00 000000							587.43			
						95464			833.26	
TELESOLU000	Telesolutions Consultants L	DIAMONDLK76-50125	Month 1 Retainer	05/01/2025	R					325.00
**L000 4310 0000 00 000000		4002500747	052025	05/20/2025	Y					325.00
20E000 2540 3400 00 000000							325.00			
						95465			325.00	
TERMINIX000	Terminix Anderson	77580981	Pest Service	05/05/2025	R					201.38
**L000 4310 0000 00 000000		5002500213	052025	05/20/2025	Y					201.38
20E000 2540 3232 00 000000							201.38			
						95466			201.38	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
THE STEP000	The Stepping Stones Group L	M0216711	School Psychologist	09/20/2025	R		7,762.50			
**L000 4310 0000 00 000000		4002500754	052025	05/20/2025	Y		7,762.50			
10E000 2140 3230 00 000000		7,762.50	NONEM							
						95467			7,762.50	
TOPLINE 000	Topline Transportation Co.	103832	Sp. Ed Transportation	05/01/2025	R		4,585.00			
**L000 4310 0000 00 000000		4002500765	052025	05/20/2025	Y		4,585.00			
40E000 2550 3300 00 000000		4,585.00								
						95468			4,585.00	
ULTIMATE000	Ultimate Screen Printing	151581	Band T-Shirts	05/12/2025	R		336.00			
**L000 4310 0000 00 000000		4002500805	052025	05/15/2025	Y		336.00			
10E003 1110 4160 00 000000		336.00								
						95469			336.00	
UNIVERSA000	Universal Taxi Dispatch Inc	INV-25220	HL Transportation	04/25/2025	R		640.00			
**L000 4310 0000 00 000000		4002500738	052025	05/20/2025	Y		640.00			
40E000 2550 3300 00 000000		640.00								
UNIVERSA000	Universal Taxi Dispatch Inc	INV-25270	HL Transportation	05/01/2025	R		560.00			
**L000 4310 0000 00 000000		4002500764	052025	05/20/2025	Y		560.00			
40E000 2550 3300 00 000000		560.00								
						95470			1,200.00	
UTJ HOLD000	Utj Holdco Inc	INV215227	Gold - Online Assessment	05/06/2025	R		1,620.00			
**L000 4310 0000 00 000000		4002500736	052025	05/20/2025	Y		1,620.00			
10E000 1205 3100 00 000000		1,620.00								
						95471			1,620.00	

Check Date 05/20/2025 Posting Date 05/20/2025

Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq
VARSITY 000	Varsity Yearbook	25206-200-2025	WOIS Yearbooks	04/24/2025	R		1,485.28			
**L000 4310 0000 00 000000		4002500760	052025	05/20/2025	Y		1,485.28			
12E002 1110 4940 00 000000		1,485.28	NONEM							
VARSITY 000	Varsity Yearbook	8116-200-2025	WOMS 2024-25 Yerabooks	04/19/2025	R		4,232.50			
**L000 4310 0000 00 000000		4002500784	052025	05/15/2025	Y		4,232.50			
13E003 1110 4940 00 000000		4,232.50	NONEM							
						95472			5,717.78	
WEST MUS000	West Music Co	SI2514801	Music Supplies	04/21/2025	R		117.94			
**L000 4310 0000 00 000000		1002500099	052025	05/20/2025	Y		117.94			
10E001 1110 4910 00 000000		117.94								
						95473			117.94	
WESTERN 001	Western Psychological Svcs	WPS-512332	Speech-Language Pathologist - Supplies	04/17/2025	R		353.10			
**L000 4310 0000 00 000000		4502500048	052025	05/20/2025	Y		353.10			
10E000 2140 4100 00 000000		353.10								
						95474			353.10	
WONDERLA000	Wonderland Enterprises Llc	1004	Choir Accompanist	05/02/2025	R		330.00			
**L000 4310 0000 00 000000		4002500789	052025	05/15/2025	Y		330.00			
10E003 1110 4110 00 000000		330.00	NONEM							
						95475			330.00	
							Grand Total		682,778.15	
							Total Adjustments		54.14	
							Total Discounts		0.00	

Check Date 05/20/2025 Posting Date 05/20/2025
Due Date 05/20/2025 Batches 052025 Thru 052025 Bank Cash Code Cash

Vendor	Name	Invoice #	Description	Inv Date	C	Check	Invoice Amount			
Accrual		PO #	Batch	Due Date	Detail		Net Amount			
Account Number		Detail Amount	1099	Asset	Lq	Account Number	Detail Amount	1099	Asset	Lq

Totals Continued....

Net Total 682,832.29

94 Computer Check(s)	682,832.29
0 Manual Check(s)	0.00
0 Void Check(s)	0.00
0 Negative/Minimum Check(s)	0.00
0 Zero Check(s)	0.00
0 Wire Transfer Check(s)	0.00
0 ACH Deposit(s)	0.00

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

POSTING DATE: May 20, 2025 FISCAL YEAR: 2024-2025 SOURCE: APCHECKS FUND: 10

ACCOUNT	SS BATCH	DATE	DESCRIPTION	DEBIT AMT	CREDIT AMT	NET AMT
10A000 1120 0000 00 000000	CD 052025	05/20/25	CASH TOTAL	545.13	381,090.42	-380,545.29C
10L000 4310 0000 00 000000	AP 052025	05/20/25	REVERSAL AP	381,090.42	545.13	380,545.29
**TOTAL FUND 10	BALANCE SHEET		COUNT 2	381,635.55	381,635.55	0.00
***TOTAL FUND 10	OPERATING STATEMENT		COUNT 0	0.00	0.00	0.00

POSTING DATE: May 20, 2025 FISCAL YEAR: 2024-2025 SOURCE: APCHECKS FUND: 13

ACCOUNT	SS BATCH	DATE	DESCRIPTION	DEBIT AMT	CREDIT AMT	NET AMT
13A000 1120 0000 00 000000	CD 052025	05/20/25	CASH TOTAL	0.00	4,232.50	-4,232.50C
13L000 4310 0000 00 000000	AP 052025	05/20/25	REVERSAL AP	4,232.50	0.00	4,232.50
**TOTAL FUND 13	BALANCE SHEET		COUNT 2	4,232.50	4,232.50	0.00
***TOTAL FUND 13	OPERATING STATEMENT		COUNT 0	0.00	0.00	0.00

POSTING DATE: May 20, 2025 FISCAL YEAR: 2024-2025 SOURCE: APCHECKS FUND: 20

ACCOUNT	SS BATCH	DATE	DESCRIPTION	DEBIT AMT	CREDIT AMT	NET AMT
20A000 1120 0000 00 000000	CD 052025	05/20/25	CASH TOTAL	0.00	94,736.00	-94,736.00C
20L000 4310 0000 00 000000	AP 052025	05/20/25	REVERSAL AP	94,736.00	0.00	94,736.00
**TOTAL FUND 20	BALANCE SHEET		COUNT 2	94,736.00	94,736.00	0.00
***TOTAL FUND 20	OPERATING STATEMENT		COUNT 0	0.00	0.00	0.00

POSTING DATE: May 20, 2025 FISCAL YEAR: 2024-2025 SOURCE: APCHECKS FUND: 40

ACCOUNT	SS BATCH	DATE	DESCRIPTION		DEBIT AMT	CREDIT AMT	NET AMT
40A000 1120 0000 00 000000	CD 052025	05/20/25	CASH TOTAL		0.00	200,312.35	-200,312.35
40L000 4310 0000 00 000000	AP 052025	05/20/25	REVERSAL AP		200,312.35	0.00	200,312.35
**TOTAL FUND 40	BALANCE SHEET		COUNT	2	200,312.35	200,312.35	0.00
***TOTAL FUND 40	OPERATING STATEMENT		COUNT	0	0.00	0.00	0.00
****GRAND TOTAL	BALANCE SHEET		COUNT	10	683,922.55	683,922.55	0.00
****GRAND TOTAL	OPERATING STATEMENT		COUNT	0	0.00	0.00	0.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
95387	Ace Hardware	05/20/2025	128.12
95388	Albertsons / Safeway	05/20/2025	502.95
95389	Vendor Continued Check	05/20/2025	0.00
95390	Vendor Continued Check	05/20/2025	0.00
95391	Vendor Continued Check	05/20/2025	0.00
95392	Vendor Continued Check	05/20/2025	0.00
95393	Vendor Continued Check	05/20/2025	0.00
95394	Vendor Continued Check	05/20/2025	0.00
95395	Amazon	05/20/2025	11,768.06
95396	Amsterdam Printing	05/20/2025	462.50
95397	Anderson Lock	05/20/2025	3,044.55
95398	Apex Landscaping Inc	05/20/2025	4,342.50
95399	Vendor Continued Check	05/20/2025	0.00
95400	Arbor Management Inc	05/20/2025	53,276.29
95401	AT & T Long Distance	05/20/2025	1,326.39
95402	Brown, Vasoula	05/20/2025	150.00
95403	Burris Equipment Co.	05/20/2025	396.74
95404	Campbell, Larz	05/20/2025	1,136.15
95405	Carrero, Hiram	05/20/2025	61.88
95406	CDW Government	05/20/2025	974.50
95407	Center for Psychological Servi	05/20/2025	2,741.40
95408	Citicare Services LLC	05/20/2025	8,663.40
95409	Connections Academy East	05/20/2025	7,253.80
95410	Constellation NewEnergy-Gas Di	05/20/2025	3,883.97
95411	Constellation New Energy, Inc.	05/20/2025	15,705.23
95412	Countryside Industries, Inc.	05/20/2025	7,309.50
95413	The Cove School, Inc.	05/20/2025	11,705.90
95414	Demco	05/20/2025	17.55
95415	Vendor Continued Check	05/20/2025	0.00
95416	Diamond Lake School Self Ins	05/20/2025	179,237.97
95417	Dieter Plowgian, Claire Diane	05/20/2025	1,216.00
95418	Fun and Function LLC	05/20/2025	103.38
95419	Gordon Flesch Company, Inc.	05/20/2025	5,018.40

Check Nbr	Vendor Name	Check Date	Check Amount
95420	Gorski, Emily M	05/20/2025	1,358.16
95421	Grafton Integrated Health Netw	05/20/2025	628.70
95422	Groot, Inc.	05/20/2025	2,523.81
95423	Gsf Usa Inc.	05/20/2025	36,826.98
95424	Hawthorn School District #73	05/20/2025	141.00
95425	Hinckley Springs	05/20/2025	235.14
95426	Hodges Loizzi Eisenhammer LLP	05/20/2025	408.10
95427	Holton Brothers, Inc.	05/20/2025	8,740.00
95428	Home Depot Credit Services	05/20/2025	1,109.73
95429	IASB	05/20/2025	8,505.00
95430	Imprest	05/20/2025	1,532.00
95431	Instrumentalist Awards LLC	05/20/2025	214.00
95432	Integrated Systems Corporation	05/20/2025	393.75
95433	International Fire Equipment C	05/20/2025	1,935.54
95434	J.W. Pepper & Son, Inc	05/20/2025	128.69
95435	Kaplan Early Learning Co.	05/20/2025	435.79
95436	Kaufman, Robyn Michelle	05/20/2025	809.00
95437	Kriha Boucek LLC	05/20/2025	1,563.50
95438	Kroeschell Engineering Co	05/20/2025	804.67
95439	Kuznetsov, Yekaterina	05/20/2025	26.96
95440	Lake County Public Works	05/20/2025	90.00
95441	Lake Street Rental	05/20/2025	20.00
95442	Lakeshore Learning Materials	05/20/2025	750.40
95443	Vendor Continued Check	05/20/2025	0.00
95444	Vendor Continued Check	05/20/2025	0.00
95445	Lakeside Transportation	05/20/2025	171,351.99
95446	Mandro, Megan M	05/20/2025	150.00
95447	Monroy balderas, Mitzy	05/20/2025	30.52
95448	Mundelein School Dist. 75	05/20/2025	38,398.27
95449	Music & Arts Center Inc	05/20/2025	664.21
95450	Nambo, Vanessa	05/20/2025	150.00
95451	NCS Pearson, Inc	05/20/2025	21.00
95452	Nordlund, Kristine M	05/20/2025	150.00

Check Nbr	Vendor Name	Check Date	Check Amount
95453	North American	05/20/2025	1,251.60
95454	Novotney, Heather D	05/20/2025	150.00
95455	Office Depot, Inc	05/20/2025	148.74
95456	Phonak, Llc	05/20/2025	188.99
95457	Project Lead The Way	05/20/2025	3,750.00
95458	Quench USA, Inc.	05/20/2025	190.59
95459	Quill Corporation	05/20/2025	1,697.94
95460	Rastrelli, Candice A	05/20/2025	150.00
95461	Safeway Transportation Service	05/20/2025	1,035.69
95462	Special Education District Lak	05/20/2025	29,874.06
95463	Squirrels Llc	05/20/2025	750.00
95464	Staples Credit Plan	05/20/2025	833.26
95465	Telesolutions Consultants LLC	05/20/2025	325.00
95466	Terminix Anderson	05/20/2025	201.38
95467	The Stepping Stones Group Llc	05/20/2025	7,762.50
95468	Topline Transportation Co.	05/20/2025	4,585.00
95469	Ultimate Screen Printing	05/20/2025	336.00
95470	Universal Taxi Dispatch Inc	05/20/2025	1,200.00
95471	Utj Holdco Inc	05/20/2025	1,620.00
95472	Varsity Yearbook	05/20/2025	5,717.78
95473	West Music Co	05/20/2025	117.94
95474	Western Psychological Svcs	05/20/2025	353.10
95475	Wonderland Enterprises Llc	05/20/2025	330.00
95476	Vendor Continued Check	05/20/2025	0.00
95477	BMO Financial Group	05/20/2025	4,548.88
95478	Vendor Continued Check	05/20/2025	0.00
95479	Vendor Continued Check	05/20/2025	0.00
95480	BMO Financial Group	05/20/2025	15,189.80
94	Computer	Check(s) For a Total of	682,832.29

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	94	Computer	Checks For a Total of	682,832.29
Total For	94	Manual, Wire Tran, ACH & Computer	Checks	682,832.29
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	682,832.29

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
10	Education Fund	0.00	0.00	380,545.29	380,545.29
12	West Oak Inter A	141.00	0.00	2,865.15	3,006.15
13	West Oak Middle	0.00	0.00	4,232.50	4,232.50
20	Operations & Mai	0.00	0.00	94,736.00	94,736.00
40	Transportation F	0.00	0.00	200,312.35	200,312.35

ACE HARD000	Ace Hardware	
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ACE HARD000	Ace Hardware	
**L000 4310 0000 00 000000		5002500201
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ACE HARD000	Ace Hardware	
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20E000 2540 4100 00 000000		61.16
		95387
ALBERTSO000	Albertsons / Safeway	
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10E000 2210 4106 00 000000		52.95
ALBERTSO000	Albertsons / Safeway	
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		95388
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AMAZON 000	Amazon	
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AMAZON 000	Amazon	
**L000 4310 0000 00 000000		1002500103
10E001 1125 4100 00 000000		29.75
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AMAZON 000	Amazon	

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AMAZON 000	Amazon	
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**L000 4310 0000 00 000000		3002500214
10E003 1110 4230 00 000000		245.88
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**L000 4310 0000 00 000000		4002500725
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**L000 4310 0000 00 000000		2002500107
10E002 1110 4101 00 000000		77.88
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AMAZON 000	Amazon	
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AMAZON 000	Amazon	

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		95395
AMSTERDA000	Amsterdam Printing	
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10E001 1110 4180 00 000000		462.5
		95396
ANDERSON001	Anderson Lock	
**L000 4310 0000 00 000000		4002500684
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		95397
APEX LAN000	Apex Landscaping Inc	
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APEX LAN000	Apex Landscaping Inc	
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ARBOR MA000	Arbor Management Inc	
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**L000 4310 0000 00 000000		4002500740
10E000 2560 4100 00 000000		169.33
ARBOR MA000	Arbor Management Inc	
**L000 4310 0000 00 000000		4002500783
10E000 2560 4100 00 000000		42.83
ARBOR MA000	Arbor Management Inc	
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10E000 2560 4100 00 000000		51,766.59
		95400
AT & T L000	AT & T Long Distance	
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AT & T L000	AT & T Long Distance	
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BMO FINA000	BMO Financial Group	
BMO FINA000	BMO Financial Group	
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10E000 2310 3000 00 000000		177.35
10E000 2310 3000 00 000000		-38.85
10E000 2310 3000 00 000000		23.89
10E000 2321 4100 00 000000		120.04
10E000 2310 3000 00 000000		-18.46
10E000 2310 3000 00 000000		90.44
10E000 2310 3000 00 000000		600.32
10E000 2310 3000 00 000000		129.23
*****Vendor Cont Void		95476
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10E000 2310 3000 00 000000		18.55
10E000 2510 3320 00 000000		499.32
10E000 2510 6400 00 000000		51.13
10E000 2510 4100 00 000000		46.41
		95477
BMO FINA000	BMO Financial Group	
BMO FINA000	BMO Financial Group	
**L000 4310 0000 00 000000		
10E000 2630 6400 00 000000		360
10E000 2630 3320 00 000000		31.99
10E000 2630 3320 00 000000		696.32
10E000 1110 3100 00 000000		705.99

10E000 2210 6400 00 000000		250
10E000 1110 3320 00 000000		170.73
10E000 1110 3320 00 000000		641.97
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10E003 1110 4160 00 000000		270
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10E000 3000 4100 00 430000		210
10E001 1110 4180 00 000000		16.49
20E000 2540 4100 00 000000		24.9
20E000 2540 4100 00 000000		341
10E000 1205 3100 00 462000		205.31
10E000 1205 3100 00 462000		1,395.00
10E000 1205 4100 00 000000		101.1
10E000 2210 4100 00 000000		-5.25
10E000 2210 4105 00 000000		15.98
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10E000 1600 4100 00 000000		2
10E002 2190 4100 00 000000		136.77
*****Vendor Cont Void		95479
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10E000 2560 4100 00 000000		32
		95480
BROWNVAS000	Brown, Vasoula	
**L000 4310 0000 00 000000		4002500782
10E001 1110 4100 00 000000		150
		95402
BURRIS E000	Burriss Equipment Co.	
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20E000 2540 4100 00 000000		396.74
		95403
CAMPBLAR000	Campbell, Larz	
**L000 4310 0000 00 000000		4002500806
10E000 1110 3141 00 000000		79.66
CAMPBLAR000	Campbell, Larz	
**L000 4310 0000 00 000000		4002500807
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		95404
CARREHIR000	Carrero, Hiram	
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10E000 1110 3141 00 000000		61.88
		95405
CDW GOVE000	CDW Government	
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		95406
CENTER F003	Center for Psychological Services	
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CENTER F003	Center for Psychological Services	
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		95407
CITICARE000	Citicare Services LLC	
**L000 4310 0000 00 000000		4002500761
40E000 2550 3300 00 000000		8,663.40
		95408
CONNECTI001	Connections Academy East	
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10E000 1912 6700 00 000000		7,253.80
		95409
CONSTELL002	Constellation NewEnergy-Gas Division, LLC	
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CONSTELL003	Constellation New Energy, Inc.	
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CONSTELL003	Constellation New Energy, Inc.	
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		95411
COUNTRYS000	Countryside Industries, Inc.	
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20E000 2540 3202 00 000000		5,333.24
COUNTRYS000	Countryside Industries, Inc.	
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COVE SCH000	The Cove School, Inc.	
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COVE SCH000	The Cove School, Inc.	
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DEMCO 000	Demco	
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10E003 2220 4100 00 000000		17.55
		95414
DIASELF 000	Diamond Lake School Self Ins	
**L000 4310 0000 00 000000		4002500780

10E003 1205 2200 00 000000	4,173.33
10E001 1205 2200 00 000000	8,346.66
10E000 2321 2200 00 000000	1,280.00
10E000 2510 2200 14 000000	768.29
10E000 2610 2110 00 000000	1,434.95
10E000 3000 2200 00 499800	1,280.00
10E001 1125 2200 00 370500	2,560.00
10E001 1255 2200 00 000000	2,560.00
10E001 2130 2200 00 000000	1,280.00
10E001 2410 2200 00 000000	4,173.33
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*****Vendor Cont Void	95415
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10E003 1205 2200 00 000000	6,786.65
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10E002 2110 2200 00 000000	1,280.00
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10E003 2410 2200 00 000000	3,994.95
10E000 2210 2200 00 000000	2,714.95
20E000 2540 2200 00 000000	3,893.32
	95416

DIETECLA000 Dieter Plowgian, Claire Diane

**L000 4310 0000 00 000000	4002500750
10E000 1205 3230 00 000000	1,216.00
	95417

FUN AND 000	Fun and Function LLC
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GORDON F000	Gordon Flesch Company, Inc.
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10E000 2540 3231 00 000000	3,360.00

GORDON F000	Gordon Flesch Company, Inc.
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	95419

GORSKEMI000	Gorski, Emily M
**L000 4310 0000 00 000000	4002500787
10E000 1110 2300 00 000000	1,358.16
	95420

GRAFTON 000	Grafton Integrated Health Network
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10E001 1205 4100 00 000000	628.7
	95421

GROOT, I000	Groot, Inc.	
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GROOT, I000	Groot, Inc.	
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20E000 2540 3210 00 000000		1,657.33
		95422
GSF USA 000	Gsf Usa Inc.	
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20E000 2540 3220 00 000000		36,826.98
		95423
HAWTHORN002	Hawthorn School District #73	
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12A000 1210 0000 00 000000		141
		95424
HINCKLEY000	Hinckley Springs	
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HINCKLEY000	Hinckley Springs	
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HODGES L000	Hodges Loizzi Eisenhammer LLP	
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10E000 2310 3180 00 000000		408.1
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HOLTON B000	Holton Brothers, Inc.	
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20E000 2540 3232 00 000000		8,740.00
		95427
HOME DEP000	Home Depot Credit Services	
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HOME DEP000	Home Depot Credit Services	
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HOME DEP000	Home Depot Credit Services	
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HOME DEP000	Home Depot Credit Services	
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IASB 000	IASB	
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IMPREST 000	Imprest	
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IMPREST 000	Vendor Continued.....	
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INSTRUME000	Instrumentalist Awards LLC	
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10E003 1110 4910 00 000000		214
		95431
INTEGRAT000	Integrated Systems Corporation	
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10E000 2524 3110 00 000000		393.75
		95432
INTERNAT001	International Fire Equipment Corporation	
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INTERNAT001	International Fire Equipment Corporation	
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J.W. PEP000	J.W. Pepper & Son, Inc	
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J.W. PEP000	Vendor Continued.....	
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		95434
KAPLAN E000	Kaplan Early Learning Co.	
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KAPLAN E000	Kaplan Early Learning Co.	
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KAUFMROB000	Kaufman, Robyn Michelle	
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KAUFMROB000	Kaufman, Robyn Michelle	
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KRIHA BO000	Kriha Boucek LLC	
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KROESCHE000	Kroeschell Engineering Co	
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KUZNEYEK000	Kuznetsov, Yekaterina	
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LAKE COU007	Lake County Public Works	
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LAKE COU007	Lake County Public Works	
**L000 4310 0000 00 000000		5002500212
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LAKE STR000	Lake Street Rental	
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LAKESHOR000	Lakeshore Learning Materials	
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LAKESIDE000	Lakeside Transportation	
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*****Vendor Cont Void		95444
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MANDRMEG000	Mandro, Megan M	
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MONROMIT000	Monroy balderas, Mitzy	
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MUSIC & 000	Music & Arts Center Inc	
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**L000 4310 0000 00 000000		4002500794
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MUSIC & 000	Music & Arts Center Inc	
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NAMBOVAN000	Nambo, Vanessa	
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NCS PEAR000	NCS Pearson, Inc	
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NORDLKRI001	Nordlund, Kristine M	
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NORTH AM000	North American	
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NOVOTHEA001	Novotney, Heather D	
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NOVOTHEA001	Novotney, Heather D	
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		95454

OFFICE D000	Office Depot, Inc	
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OFFICE D000	Office Depot, Inc	
**L000 4310 0000 00 000000		2002500115
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		95455
PHONAK 000	Phonak, Llc	
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		95456
PROJECT 000	Project Lead The Way	
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QUENCH U000	Quench USA, Inc.	
**L000 4310 0000 00 000000		4002500804
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10E003 2410 4100 00 000000		63.53
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QUILL CO000	Quill Corporation	
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QUILL CO000	Vendor Continued.....	
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RASTRCAN000	Rastrelli, Candice A	
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SAFEWAY 000	Safeway Transportation Services Corp	
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SPECIAL 000	Special Education District Lake County	
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SPECIAL 000	Special Education District Lake County	
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SQUIRREL000	Squirrels Llc	
SQUIRREL000	Vendor Continued.....	

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STAPLES 000	Staples Credit Plan	
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TELESOLU000	Telesolutions Consultants LLC	
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TERMINIX000	Terminix Anderson	
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THE STEP000	The Stepping Stones Group Llc	
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TOPLINE 000	Topline Transportation Co.	
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ULTIMATE000	Ultimate Screen Printing	
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UNIVERSA000	Universal Taxi Dispatch Inc	
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UNIVERSA000	Universal Taxi Dispatch Inc	
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40E000 2550 3300 00 000000		560
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UTJ HOLD000	Utj Holdco Inc	
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VARSITY 000	Varsity Yearbook	
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VARSITY 000	Varsity Yearbook	
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13E003 1110 4940 00 000000		4,232.50
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WEST MUS000	West Music Co	
**L000 4310 0000 00 000000		1002500099
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WESTERN 001	Western Psychological Svcs	
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WONDERLA000	Wonderland Enterprises Llc	
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Grand Total		682,778.15
Total Adjustments		54.14
Total Discounts		0
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Net Total		682,832.29

94 Computer Check(s)
 0 Manual Check(s)
 0 Void Check(s)
 0 Negative/Minimum Check(s)
 0 Zero Check(s)
 0 Wire Transfer Check(s)
 0 ACH Deposit(s)

086777/6	BG Supplies	52025	5/20/2025
86694/6	Bg Supplies	52025	5/20/2025
86728/6	Bg Supplies	52025	5/20/2025
	128.12		
	6.65057E+11 Food for ILT	52025	5/20/2025
	6.73429E+11 Parent Survey	52025	5/15/2025
	502.95		
1164-MTC1-J4HF	Office cardstock	52025	5/15/2025
1164-MTC1-JN3L	5th grade supplies	52025	5/15/2025
11CQ-99R6-HKY9	General supplies	52025	5/15/2025
12K6L-L3YP-FRYL	Pre-k Supplies	52025	5/15/2025
13GL-GG11-KFVJ	salazar	52025	5/15/2025
13GM-HYG7-GFF7	WOIS- Occupational Therapist Supplies	52025	5/15/2025
14RM-1Y9Y-JMTF	Steam materials	52025	5/15/2025
17T9-7XY7-GGMD	DMA Supplies	52025	5/15/2025
17T9-7XY7-GYTD	P.E Supplies	52025	5/15/2025
17T9-7XY7-H3WY	Book- It's Your Ship		

	52025	5/15/2025
19DM-YT6X-FL94	24-25 Summer School Supplies	
	52025	5/15/2025
19DM-YT6X-GHXP	Office Snacks	
	52025	5/15/2025
19DM-YT6X-LJ33	Graduation	
	52025	5/15/2025
1CYV-H9VN-KD1C	advance supplies	
	52025	5/15/2025
1G9V-4WGT-G6NN	Math	
	52025	5/15/2025
1GHF-XMLW-JNCY	Teacher Appreciation Gift Bags	
	52025	5/15/2025
1HY6-HD43-L7YX	Staff Appreciation Books	
	52025	5/15/2025
1JCK-YNVX-FW3Q	Kitchen Supplies	
	52025	5/15/2025
1JCK-YNVX-KXKF	Science Supplies	
	52025	5/15/2025
1JYH-VRN1-L9Y6	24-25 Summer School Supplies	
	52025	5/15/2025
1LGN-9HDK-GHQL	Choir/Music	
	52025	5/15/2025
1LQW-MC71-GG19	3rd grade supplies	
	52025	5/15/2025
1LQW-MC71-J4YG	24-25 Summer School Supplies	
	52025	5/15/2025
1M,JQ-CN7Y-GNX6	Tech supply	
	52025	5/15/2025

1M3R-47TY-LFFL	OT supplies- Personal Budget	52025	5/15/2025
1MJQ-CN7Y-KQLK	Innovation 24-25 books	52025	5/15/2025
1NHX-1PGV-G6N9	Library	52025	5/15/2025
1RLH-DDTC-L76H	Kitchen Supplies	52025	5/15/2025
1T9P-PP44-FT73	24-25 Summer School Supplies	52025	5/15/2025
1TMG-XVHJ-J9XN	DO Conference Snacks	52025	5/15/2025
1V6C-7MQY-FRW6	Library	52025	5/15/2025
1V77-QTMM-HQJ7	Amazon Order	52025	5/15/2025
1VXX-C7MW-J977	24-25 Summer School Supplies	52025	5/15/2025
1WYJ-FNPX-J4DL	Dia de los Ninos (PTO Grant)	52025	5/15/2025
1WYJ-FNPX-LJGT	24-25 Summer School Supplies	52025	5/15/2025
1XTX-HPXM-K9HK	Math	52025	5/15/2025
1Y4Q-46GV-FT7K	24-25 Summer School Supplies	52025	5/15/2025
1Y4Q-FPDV-JWXR	Supplies	52025	5/15/2025
1Y9F-149W-KF3J	Office Supplies		

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	11,768.06	
	7841726 Kindergarten tote bags	
	52025	5/20/2025
	462.5	
	1169729 Anderson Lock door access control maintenance and standard plan	
	52025	5/20/2025
	3,044.55	
	12667 Landscaping Service	
	52025	5/20/2025
	12697 Landscaping Service	
	52025	5/20/2025
	4,342.50	
CAT45230	DW Snacks	
	52025	5/20/2025
CAT45230A	DW Snacks	
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CAT45241	DW Snacks	
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CAT45527	DW Snacks	
	52025	5/20/2025
CAT46143	DW Snacks	
	52025	5/20/2025
CAT46487	DW Snacks	
	52025	5/20/2025
CAT47219	DW Snacks	
	52025	5/20/2025
CAT47307	DW Snacks	
	52025	5/20/2025
CAT47637	DW Snacks	

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CAT48328	DW Snacks	
	52025	5/20/2025
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	52025	5/15/2025
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	7898431017 AT & T Long Distance	
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	05/05/25 5236400000033370	
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	Payment AP Invoice.04/06/25 -	
	05/05/25 5236400000033388	
ASSOCIATED INVOICE VENDOR FOR CREDIT CARD PAYMENT CHECK		
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	5072025 Classroom Supplies		
	52025		5/20/2025
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RC2009690-1	BG Supplies		
	52025		5/20/2025
	396.74		
	30825 Mile Reimbursement		
	52025		5/15/2025
	4142025 Wrestling Tournament		
	Reaimbursement		
	52025		5/15/2025
	1,136.15		
	5092025 Mile Reimbursement		
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	61.88		
AD6ZU7H	Sophos EDR renewal		
	52025		5/20/2025

	974.5		
	3109 Contracted OT		
NONEM	52025		5/20/2025
	3119 Contracted OT		
NONEM	52025		5/15/2025
	2,741.40		
	6143 HL Transportation		
	52025		5/20/2025
	8,663.40		
	14554 Monthly Tuition		
	52025		5/20/2025
	7,253.80		
	4289088 BG - Gas Service		
	52025		5/20/2025
	3,883.97		
	70707212901 Monthly Electri		
	52025		5/15/2025
	70707344301 Monthly Electri		
	52025		5/15/2025
	15,705.23		
	27611 Landscaping Service		
	52025		5/20/2025
	27751 Landscape Service		
	52025		5/20/2025
SD76-0125	7,309.50	Monthly Tuition	
	52025		5/20/2025
SD76-0425		Monthly Tuition	
	52025		5/20/2025
	11,705.90		
	7640190 Library Supplies		
	52025		5/20/2025
	17.55		
	5012025 Self Insurance		
	52025		5/20/2025

	179,237.97		
	52,025	Bilingual Speech Language Evaluation 03/06/25 -	4/10/2025
	52025		5/20/2025
NONEM			
	1,216.00		
	920452	DLS - SPED supplies	
	52025		5/20/2025
	103.38		
	101016894	Printing Service	
	52025		5/20/2025
IN15124862		Printing Service	
	52025		5/20/2025
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	5072025	Tuition Reimbursement	
	52025		5/20/2025
	1,358.16		
gihn-inv-006156		Crisis Trainig	
	52025		5/15/2025
NONEM			
	628.7		

14438441T096	Monthly Disposal	52025	5/20/2025
14438558T096	Monthly Disposal	52025	5/20/2025
INR076875	2,523.81 Monthly Janitorial Service	52025	5/20/2025
BPac	36,826.98 BPAC Summit Transportation	52025	5/15/2025
14045563 042325	141 DO Water Service	52025	5/20/2025
14801676 050125	DO Water Service	52025	5/20/2025
NONEM	235.14 65204 Legal Service	52025	5/20/2025
	408.1 17153 BG Repairs	52025	5/20/2025
	8,740.00 3204404 BG Supplies	52025	5/20/2025
	5014872 BG Supplies	52025	5/20/2025
	6014766 BG Supplies	52025	5/20/2025
	8423024 24-25 Summer School Supplies	52025	5/20/2025
	1,109.73 461796 BoardBook Subscription	52025	5/20/2025
	8,505.00		

	50120205 imprest	
	52025	5/15/2025
60060W 2503	1,532.00	
	Chorus Award	
	52025	5/20/2025
	214	
	746312 Skyward Hosting	
	52025	5/20/2025
114824-1	393.75	
	Annual Maintenance of Fire Extinguishers	
	52025	5/20/2025
114825-1		
	Annual Maintenance of Fire Extinguishers	
	52025	5/20/2025
	1,935.54	
	367529178 Choir Music	
	52025	5/15/2025
	128.69	
	7110585 Double Sand and Water Table ***** Adjustment	
	52025	5/20/2025
	7158254 3rd grade supplies	
	52025	5/20/2025
	435.79	
	278 EducateHer Shirts	
NONEM	52025	5/20/2025
	292 Graduation Stoles and Gift Canvases	
NONEM	52025	5/15/2025
	809	
	8516 Legal Service	
NONEM	52025	5/20/2025

	1,563.50		
	39229	BAS Service Agreement	
	52025		5/20/2025
	804.67		
	4042025	Spred Insentive Supplies	
	52025		5/20/2025
	26.96		
	480055571	Monthly IEPA Water System Sampling	
	52025		5/20/2025
	480055637	total Coliform	
	52025		5/20/2025
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		BG Supplies Supplies	
	52025		5/20/2025
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	90703494	4th grade	
	52025		5/20/2025
	90705079	4th grade	
	52025		5/20/2025
INV1023217	750.4		
		DW Trips	
	52025		5/20/2025
INV1023687		DW Trips	
	52025		5/20/2025
INV1024453		DW Trips	
	52025		5/20/2025
INV1025003		Sport Buses	
	52025		5/15/2025
INV1025004		Sport Buses	
	52025		5/15/2025
INV1025005		Sport Buses	
	52025		5/15/2025
INV1025006		Sport Buses	

	52025	5/15/2025
INV1025007	Sport Buses	
	52025	5/15/2025
INV1025008	Sport Buses	
	52025	5/15/2025
INV1025009	Sport Buses	
	52025	5/15/2025
INV1025010	Sport Buses	
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INV1025011	Sport Buses	
	52025	5/15/2025
INV1025012	Sport Buses	
	52025	5/15/2025
INV1025169	DW Trips	
	52025	5/20/2025
INV1025234	Sport Buses	
	52025	5/15/2025
RTINV1005804	Monthly Reg-Ed	
	52025	5/20/2025
RTINV1005806	April MVS	
	52025	5/15/2025
RTINV1005819	Monthly Sped Bill	
	52025	5/15/2025
	171,351.99	
	4142025 Teacher Supplies	
	52025	5/15/2025
	150	
	4162025 Mile Reimbursement	
	52025	5/15/2025
	30.52	

	2,071 Feece Oil	
	52025	5/20/2025
	2,073 Kitchen Lease	
	52025	5/15/2025
	38,398.27	
INV050678573	instrument Repair	
	52025	5/15/2025
INV050981062	instrument Repair	
	52025	5/15/2025
INV051084925	Instrument Repair	
	52025	5/15/2025
INV051105931	Instrument Repair	
	52025	5/15/2025
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	4172025 Classroom Supplies	
	52025	5/20/2025
	150	
	28604391 WOIS- Social Worker tests	
	52025	5/20/2025
	21	
	4222025 Teacher Supplies	
	52025	5/20/2025
D849953	150	
	BG Supplies	
	52025	5/20/2025
D856346	BG Supplies	
	52025	5/20/2025
	1,251.60	
	4152025 Teacher Supplies	
	52025	5/20/2025
	4162024 Teacher Supplies	
	52025	5/20/2025
	150	

	35115128 3rd grade supplies	5/20/2025
	52025	
35115128B	advance order	
	52025	5/20/2025
	148.74	
	5403375544 SPED -SEDOL RMS Device repair	
	52025	5/20/2025
	188.99	
	485081 PLTW Gateway Customized Kit	
	52025	5/15/2025
	3,750.00	
INV08999266	DL/WOIS/WOM Water Services	
	05/12/2025 - 06/11/2025	
	52025	5/15/2025
	190.59	
	43765459 Classroom Supplies	
	52025	5/20/2025
	1,697.94	
	4222025 Teacher Supplies	
	52025	5/20/2025
	150	
	4051 Sp. Ed Transportation	
	52025	5/20/2025
	1,035.69	
	5072025 Monthly Tuition	
	52025	5/20/2025
2025-04-16-ITIN-076	ELL Itinerant Service	
	52025	5/20/2025
2025-04-25-EVAL-076	Service Eval	
	52025	5/20/2025
	29,874.06	
	3847 Digital signage solution	
	renewal	

	52025		5/20/2025
NONEM			
	750		
	6029407962	3rd grade supplies	
	52025		5/20/2025
	6029544122	3rd grade supplies	
	52025		5/20/2025
	6030409840	4th grade supplies	
	52025		5/20/2025
	833.26		
DIAMONDLK76-50125		Month 1 Retainer	
	52025		5/20/2025
	325		
	77580981	Pest Service	
	52025		5/20/2025
	201.38		
M0216711		School Psychologist	
	52025		5/20/2025
NONEM			
	7,762.50		
	103832	Sp. Ed Transportation	
	52025		5/20/2025
	4,585.00		
	151581	Band T-Shirts	
	52025		5/15/2025
	336		
INV-25220		HL Transportation	
	52025		5/20/2025
INV-25270		HL Transportation	
	52025		5/20/2025
	1,200.00		
INV215227		Gold - Online Assessment	
	52025		5/20/2025
	1,620.00		
25206-200-2025		WOIS Yearbooks	
	52025		5/20/2025
NONEM			

8116-200-2025		WOMS 2024-25 Yerabooks	
	52025		5/15/2025
NONEM			
	5,717.78		
SI2514801		Music Supplies	
	52025		5/20/2025
	117.94		
WPS-512332		Speech-Language Pathologist - Supplies	
	52025		5/20/2025
	353.1		
	1004	Choir Accompanist	
	52025		5/15/2025
NONEM			
	330		

682,832.29

0

0

0

0

0

0

5/6/2025 R		28.98
Y	28.98	
4/22/2025 R		37.98
Y	37.98	
4/28/2025 R		61.16
Y	61.16	
4/30/2025 R		52.95
Y	52.95	
4/14/2025 R		450
Y	450	
5/1/2025 R		25.98
Y	25.98	
5/1/2025 R		75.6
Y	75.6	
5/1/2025 R		119.5
Y	119.5	
5/1/2025 R		29.75
Y	29.75	
5/1/2025 R		128.82
Y	128.82	
5/1/2025 R		12.99
Y	12.99	
5/1/2025 R		810.45
Y	810.45	
5/1/2025 R		259.74
Y	259.74	
5/1/2025 R		453.95
Y	453.95	
5/1/2025 R		14.54

Y	14.54	
5/1/2025 R		2,161.56
Y	2,161.56	
5/1/2025 R		57.78
Y	57.78	
5/1/2025 R		62.05
Y	62.05	
5/1/2025 R		89.99
Y	89.99	
5/1/2025 R		245.88
Y	245.88	
5/1/2025 R		55.64
Y	55.64	
5/1/2025 R		683.8
Y	683.8	
5/1/2025 R		37.98
Y	37.98	
5/1/2025 R		203.69
Y	203.69	
5/1/2025 R		1,304.69
Y	1,304.69	
5/1/2025 R		602.76
Y	602.76	
5/1/2025 R		77.88
Y	77.88	
5/1/2025 R		134.95
Y	134.95	
5/1/2025 R		8.01
Y	8.01	

5/1/2025 R		159.78
Y	159.78	
5/1/2025 R		425.99
Y	425.99	
5/1/2025 R		14.5
Y	14.5	
5/1/2025 R		49.99
Y	49.99	
5/1/2025 R		418.87
Y	418.87	
5/1/2025 R		66.66
Y	66.66	
5/1/2025 R		42.02
Y	42.02	
5/1/2025 R		27.97
Y	27.97	
5/1/2025 R		142.48
Y	142.48	
5/1/2025 R		67.38
Y	67.38	
5/1/2025 R		816.95
Y	816.95	
5/1/2025 R		48.97
Y	48.97	
5/1/2025 R		1,493.57
Y	1,493.57	
5/1/2025 R		247.49
Y	247.49	
5/1/2025 R		87.46

Y	87.46	
4/25/2025 R		462.5
Y	462.5	
4/16/2025 R		3,044.55
Y	3,044.55	
5/1/2025 R		2,850.00
Y	2,850.00	
5/1/2025 R		1,492.50
Y	1,492.50	
2/5/2025 R		-471.98
Y	-471.98	
2/5/2025 R		566.34
Y	566.34	
2/3/2025 R		577.79
Y	577.79	
2/6/2025 R		150
Y	150	
3/10/2025 R		188.78
Y	188.78	
3/12/2025 R		116.03
Y	116.03	
4/6/2025 R		127.75
Y	127.75	
4/10/2025 R		42.83
Y	42.83	
4/23/2025 R		169.33

Y	169.33	
5/1/2025 R		42.83
Y	42.83	
4/30/2025 R		51,766.59
Y	51,766.59	
5/1/2025 R		788.67
Y	788.67	
5/1/2025 R		537.72
Y	537.72	
5/5/2025 R		4,548.88

Y	4,548.88	
10E000 2321 4100 00 000000	63.31	
10E000 2310 3000 00 000000	1,010.41	
10E000 2310 3000 00 000000	14.23	
10E000 2310 3000 00 000000	96	
10E000 2310 3000 00 000000	111.9	
10E000 2310 3000 00 000000	300	
10E000 2310 3000 00 000000	38.5	
10E000 2310 3000 00 000000	16.39	
10E000 2310 3000 00 000000	495.96	
10E000 2310 3000 00 000000	235.66	
10E000 2310 4100 00 000000	9.15	
10E000 2510 3320 00 000000	5.6	
10E000 2510 4100 00 000000	7.27	
10E000 2510 3320 00 000000	20	
10E000 2510 4100 00 000000	31.3	

5/5/2025 S		15,189.80
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Y	15,189.80	
10E000 1110 4800 00 000000	-10.26	
10E000 2630 3320 00 000000	31.99	
10E000 2630 3320 00 000000	794	
10E000 1110 4800 00 000000	10.26	

10E000 1110 3320 00 000000	142.2
10E000 1110 3320 00 000000	362.97
10E000 1110 3320 00 000000	695
10E003 1110 4910 00 000000	739.89
10E003 2410 4100 00 000000	44.94
10E003 2410 4100 00 000000	21.64
10E000 3000 4100 00 430000	476
10E001 1110 4180 00 000000	52.42
20E000 2540 4100 00 000000	341
20E000 2540 4100 00 000000	366
10E000 1205 3100 00 462000	500
10E000 1205 3100 00 462000	681.96
10E000 1205 4100 00 000000	4.85
10E000 2560 4100 00 000000	71.57
10E000 2210 4105 00 000000	57.47
10E000 2210 4105 00 000000	388.21
12E002 1110 4960 00 000000	1,379.87
10E000 3000 4100 00 000000	146.85
10E000 2520 4110 00 000000	192.5
10E000 2210 4100 00 000000	-0.05
10E000 2210 6400 00 000000	250

5/7/2025 R		150
Y	150	
4/25/2025 R		396.74
Y	396.74	
3/8/2025 R		79.66
Y	79.66	
4/14/2025 R		1,056.49
Y	1,056.49	
5/9/2025 R		61.88
Y	61.88	
4/14/2025 R		974.5
Y	974.5	

4/29/2025 R Y	1,827.60	1,827.60
5/12/2025 R Y	913.8	913.8
4/7/2025 R Y	8,663.40	8,663.40
4/30/2025 R Y	7,253.80	7,253.80
4/16/2025 R Y	3,883.97	3,883.97
5/7/2025 R Y	12,754.36	12,754.36
5/7/2025 R Y	2,950.87	2,950.87
4/1/2025 R Y	5,333.24	5,333.24
4/23/2025 R Y	1,976.26	1,976.26
1/31/2025 R Y	5,544.90	5,544.90
4/30/2025 R Y	6,161.00	6,161.00
4/29/2025 R Y	17.55	17.55
5/1/2025 R Y	179,237.97	179,237.97

10E002 1205 2200 00 000000	4,839.99
10E000 2210 2200 00 000000	5,786.66
10E000 2330 2200 00 000000	2,714.95
10E000 2520 2200 00 000000	2,893.33
10E000 2630 2200 00 000000	3,226.66
10E001 1110 2200 00 000000	20,919.97
10E001 1205 2200 00 000000	2,560.00
10E001 1800 2200 00 000000	8,346.66
10E001 2150 2200 00 000000	2,560.00
10E002 1110 2200 00 000000	22,146.65
10E002 1255 2200 00 000000	1,280.00
10E002 2150 2200 00 000000	1,280.00
10E003 1110 2200 00 000000	23,050.02
10E003 1255 2200 00 000000	2,560.00
10E001 2110 2200 00 000000	1,280.00
10E003 2110 2200 00 000000	2,560.00
10E003 2150 2200 00 000000	1,613.33
10E003 2130 2200 00 000000	1,280.00
10E003 2130 2200 00 000000	1,280.00

4/29/2025 R		1,216.00
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Y	1,216.00	
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5/1/2025 R		103.38
Y	103.38	

5/1/2025 R		3,360.00
Y	3,360.00	

4/15/2025 R		1,658.40
Y	1,658.40	

5/7/2025 R		1,358.16
Y	1,358.16	

4/25/2025 R		628.7
Y	628.7	

5/1/2025 R Y	866.48	866.48
5/1/2025 R Y	1,657.33	1,657.33
5/1/2025 R Y	36,826.98	36,826.98
4/25/2025 R Y	141	141
4/23/2025 R Y	33.59	33.59
5/1/2025 R Y	201.55	201.55
3/31/2025 R Y	408.1	408.1
4/28/2025 R Y	8,740.00	8,740.00
4/18/2025 R Y	137.31	137.31
4/16/2025 R Y	622.97	622.97
4/15/2025 R Y	153.52	153.52
5/2/2025 R Y	195.93	195.93
5/2/2025 R Y	8,505.00	8,505.00

5/1/2025 R			1,532.00
Y		1,532.00	
	10E000 2310 3000 00 000000		125
	10E000 1500 3151 00 000000		500
4/16/2025 R			214
Y		214	
5/1/2025 R			393.75
Y		393.75	
4/18/2025 R			543.77
Y		543.77	
4/18/2025 R			1,391.77
Y		1,391.77	
5/6/2025 R			128.69
Y		128.69	
2/4/2025 R			360.95
Shipping	*****54.14	415.09	
Y		415.09	
4/15/2025 R			20.7
Y		20.7	
3/4/2025 R			155
Y		155	
5/6/2025 R			654
Y		654	
5/6/2025 R			1,563.50
Y		1,563.50	

5/2/2025 R Y	804.67	804.67
4/4/2025 R Y	26.96	26.96
4/21/2025 R Y	65	65
5/5/2025 R Y	25	25
4/18/2025 R Y	20	20
4/26/2025 R Y	598.42	598.42
4/26/2025 R Y	151.98	151.98
4/25/2025 R Y	208.64	208.64
4/17/2025 R Y	208.64	208.64
4/15/2025 R Y	208.64	208.64
4/9/2025 R Y	270.44	270.44
4/10/2025 R Y	270.44	270.44
4/15/2025 R Y	270.44	270.44
4/16/2025 R		270.44

Y	270.44	
4/16/2025 R		270.44
Y	270.44	
4/23/2025 R		270.44
Y	270.44	
4/28/2025 R		270.44
Y	270.44	
4/28/2025 R		275.31
Y	275.31	
4/29/2025 R		270.44
Y	270.44	
4/30/2025 R		282.96
Y	282.96	
4/15/2025 R		208.64
Y	208.64	
4/15/2025 R		270.44
Y	270.44	
4/30/2025 R		115,064.35
Y	115,064.35	
4/30/2025 R		21,511.04
Y	21,511.04	
4/30/2025 R		30,949.81
Y	30,949.81	
4/14/2025 R		150
Y	150	
4/16/2025 R		30.52
Y	30.52	

4/30/2025 R Y	13,398.27	13,398.27
4/16/2025 R Y	25,000.00	25,000.00
4/16/2025 R Y	100	100
5/1/2025 R Y	274	274
5/6/2025 R Y	30.21	30.21
5/7/2025 R Y	260	260
4/17/2025 R Y	150	150
5/5/2025 R Y	21	21
4/22/2025 R Y	150	150
4/16/2025 R Y	247.04	247.04
4/21/2025 R Y	1,004.56	1,004.56
4/15/2025 R Y	127	127
4/16/2025 R Y	23	23

4/30/2025 R		84.87
Y	84.87	
4/30/2025 R		63.87
Y	63.87	
4/22/2025 R		188.99
Y	188.99	
5/13/2025 R		3,750.00
Y	3,750.00	
5/12/2025 R		190.59
Y	190.59	
	10E002 2410 4100 00 000000	63.53
4/17/2025 R		1,697.94
Y	1,697.94	
4/22/2025 R		150
Y	150	
3/31/2025 R		1,035.69
Y	1,035.69	
5/7/2025 R		20,698.56
Y	20,698.56	
4/14/2025 R		8,005.50
Y	8,005.50	
4/25/2025 R		1,170.00
Y	1,170.00	
4/10/2025 R		750

Y	750	
	10E003 1110 4800 00 000000	750 NONEM
4/15/2025 R		203.05
Y	203.05	
4/17/2025 R		42.78
Y	42.78	
4/26/2025 R		587.43
Y	587.43	
5/1/2025 R		325
Y	325	
5/5/2025 R		201.38
Y	201.38	
9/20/2025 R		7,762.50
Y	7,762.50	
5/1/2025 R		4,585.00
Y	4,585.00	
5/12/2025 R		336
Y	336	
4/25/2025 R		640
Y	640	
5/1/2025 R		560
Y	560	
5/6/2025 R		1,620.00
Y	1,620.00	
4/24/2025 R		1,485.28
Y	1,485.28	

4/19/2025 R		4,232.50
Y	4,232.50	

4/21/2025 R		117.94
Y	117.94	

4/17/2025 R		353.1
Y	353.1	

5/2/2025 R		330
Y	330	



BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-B

Personnel: Approve Resolution for Personnel Items: ACTION

BE IT RESOLVED, the Diamond Lake 76 Board of Education accepts and approves the Personnel Items as depicted on the Agenda:

1. New Hire(s):

Employee	School	Position
Dawn Washington	WOIS	4 th Grade Teacher
Emily Cantu	WOIS	Dual Language Interventionist (LOA)
Eli Schramko	WOIS	5 th Grade Teacher

2. Resignation(s):

Employee	School	Position
Elizabeth Melgoza	WOIS	Administrative Associate
Holly Youngberg	DLS	Social Worker
Rhonda L. Curley	WOMS	7 th Grade Math Teacher



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-C

Administrative: Approve 2025-26 Board Meeting Dates ACTION

WHEREAS, the Open Meetings Act requires each public body to give public notice of its schedule of dates, times and places for regular meetings at the beginning of each calendar or fiscal year;

THEREFORE, BE IT RESOLVED, the Diamond Lake 76 Board of Education approves their 2025-26 calendar allowing for meetings to be held twice a month at the Diamond Lake School, 25807 Diamond Lake Road, Mundelein, IL 60060. With the exception of the following months:

- July 2025
- September 2025
- November 2025
- December 2025
- January 2026



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

2025-26 Board of Education Meeting Schedule

Date	Meeting Type
July 22, 2025	Combined Meeting
August 5, 2025	Committee of the Whole Meeting
August 19, 2025	Business Meeting
September 16th, 2025	Combined Meeting
October 7, 2025	Committee of the Whole Meeting
October 21, 2025	Business Meeting
November 18, 2025	Combined Meeting
December 16, 2025	Combined Meeting
January 20, 2026	Combined Meeting
February 3, 2026	Committee of the Whole Meeting
February 17, 2026	Business Meeting
March 3, 2026	Committee of the Whole Meeting
March 17, 2026	Business Meeting
April 7, 2026	Committee of the Whole Meeting
April 21, 2026	Business Meeting
May 5, 2026	Committee of the Whole Meeting
May 19, 2026	Business Meeting
June 2, 2026	Committee of the Whole Meeting
June 16, 2026	Business Meeting



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-D

Administrative: Approve Appointment of Treasurer *ACTION*

WHEREAS, the School Code (105 ILCS 5/8-1) instructs the trustees of schools to appoint a treasurer who shall be the custodian of school funds and responsible for all receipts, disbursements, and investments of the school funds, and pays orders issued by the School Board;

AND WHEREAS, Mr. Eric Rogers, will assume the position of Director of Finance and Operation on **07/01/25** and possesses the qualifications set forth in Section 5-1(b) of the School Code;

THEREFORE, BE IT RESOLVED, the Diamond Lake School District Board of Education appoints Mr. Eric Rogers to serve as Treasurer for Diamond Lake School District 76 for a one-year period, beginning on **07/01/25** for the annual compensation of \$3,000.00.

Resolution Appointing School Treasurer

WHEREAS, pursuant to the School Code (105 ILCS 5/5-1), the Board of Education may appoint a non-School Board Member to Serve as School Treasurer; and,

WHEREAS, the Board of Education has determined that the responsibilities of “School Treasurer” shall be met by the Chief Financial Officer.

NOW, THEREFORE, Be It Resolved by the Board of Education of School District No. 76, Lake County, Illinois, that Eric Rogers be appointed as School Treasurer effective 07/01/2025.

Member _____ moved and Member _____ seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the members voted as follows:

AYE: _____

NAY: _____

ABSENT/ABSTAIN: _____

Whereupon the President declared the motion carried and said resolution adopted _____, 2025

BOARD OF EDUCATION OF DIAMOND LAKE
SCHOOL DISTRICT NO. 76 LAKE COUNTY,
ILLINOIS

By: _____ (Board President)

Attest: _____ (Board Secretary)

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATION OF RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education (the "Board") of Diamond Lake School District Number 76 Lake County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing is a full, true and complete copy of a resolution entitled:

APPOINTMENT OF SCHOOL TREASURER

Which resolution was adopted at a meeting of the Board held on the 21 day of May 2024.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* of the State of Illinois, as amended, the *School Code* of the State of Illinois, as amended and that the Board has complied with all the provisions of said Acts and said Codes and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 21 day of May 2024.

Secretary, Board of Education
Diamond Lake School District
76

DIAMOND LAKE SCHOOL DISTRICT 76
RESOLUTION APPROVING SURETY BOND OF
TREASURER

WHEREAS, the attached School Treasurer’s Surety Bond (“Surety Bond”) was executed by the authorized agent of Diamond Lake School District 76, as surety on or about July 1, 2025;

WHEREAS, the Surety Bond was executed under oath by _____ as Principal on May 20, 2025;

WHEREAS, the Surety Bond was fully executed at the time this Board passed a resolution on May 20, 2025, confirming Eric Rogers appointment as District Treasurer, effective _____;

NOW, THEREFORE, Be It Resolved by the Board of Education of Diamond Lake School District 76, Lake County, Illinois, as follows:

Section 1: This Board adopts as findings of fact all of the recitals above and incorporates them herein by reference.

Section 2: A majority of the members of this Board hereby expressly approves the Surety Bond.

Adopted this May 20, 2025, by the following roll call vote:

AYES: _____
NAYS: _____
ABSTAIN/ABSENT: _____

BOARD OF EDUCATION OF Diamond Lake
School District 76 _____
LAKE COUNTY, ILLINOIS

By: _____ (Board President)

Attest: _____ (Board Secretary)

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATION OF RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education (the "School Board") of Diamond Lake School District 76, Lake County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I do further certify that the foregoing is a full, true and complete copy of a resolution entitled:

RESOLUTION APPROVING SURETY BOND OF TREASURER

Which said resolution was adopted at a meeting of the Board held on the 20 day of May, 2025.

I do further certify that the deliberations of the Board on adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended and that the Board has complied with all of the provisions of said Acts and said Codes and with all the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 20 day of May, 2025.

Secretary, Board of Education
Diamond Lake School District 76

State of Illinois)
)SS
County of LAKE)

No Petition Certificate

I, the undersigned, do hereby certify that I am the duly qualified and acting Regional Superintendent of Schools for the Regional Office of Education serving the Educational Service Region including Lake County, Illinois, and as such official I do further certify that the records of my office do evidence that School District Number 76, Lake County, Illinois (the "District"), or any part thereof, is not involved in any manner whatsoever in any proceedings for the conversion or combination of the District or the formation of a combined elementary district, a combined high school district, a combined unit district, a unit district, a combined high school-unit district, a new elementary district or an optional elementary unit district or to dissolve and establish a new school district or districts or become part of an optional elementary unit district pursuant to the provisions of Article 11E of the School Code of the State of Illinois, as amended, or of any other provision of said Code.

I do further certify that as such Regional Superintendent I am also ex-officio Secretary of the Regional Board of School Trustees of said Region (including said County), and as such official I do further certify that the records of my office do evidence that there has not been filed in my office nor is there now pending any petition or petitions affecting in any manner whatsoever the present boundaries of the District as the District is now constituted.

In Witness Whereof, I hereunto affix my official signature, this ____ day of _____, 2025

Regional Superintendent of Schools and
Ex-officio Secretary of the Regional Board
of School Trustees

DIAMOND LAKE SCHOOL DISTRICT 76
RESOLUTIONS APPROVING TREASURER SPECIAL SURETY BOND FOR SERIES
2022 GENERAL OBLIGATION BONDS

WHEREAS, on _____, 2025, this Board adopted a Resolution providing for the issue of not to exceed \$ _____ in General Obligation School Building Bonds and \$ _____ in Taxable General Obligation Refunding School Bonds (the “Bonds”) of _____ School District Number _____, Lake County, Illinois, for the purposes of improving the site of and building and equipping a new school building and refunding outstanding bonds of the District, providing for the levy of a direct annual tax sufficient to pay the principal and interest on said bonds, and authorizing the sale of said bond to the purchaser thereof (“Bond Resolution”);

WHEREAS, in Section 8 of the Bond resolution, this Board provided that the special surety bond executed by the School Treasurer in connection with the issuance of the Bonds as required by Section 19-6 of the School Code “is hereby approved”;

WHEREAS, the attached School Treasurer’s Bond Covering Special Bond Issue (“Special Surety Bond”) was executed by the authorized agent of Underwriter’s at - _____, as surety on or about _____, 2025;

WHEREAS, the Special Surety Bond was executed under oath by _____ as Principal on May 20, 2025

NOW, THEREFORE, Be It Resolved by the Board of Education of Diamond Lake School District 76, Lake County, Illinois, as follows:

Section 1: This Board adopts as findings of fact all of the recitals above and incorporates them herein reference.

Section 2: This Board hereby ratifies its approval of the Special Surety Bond on 2025 and hereby approves the Special Surety Bond.

Adopted this 20 day of May 2025, by the following roll call vote:

AYES: _____

NAYS: _____

ABSTAIN/ABSENT: _____

BOARD OF EDUCATION OF Diamond Lake
SCHOOL DISTRICT NO. 76
LAKE COUNTY, ILLINOIS

By: _____ (Board President)

Attest: _____ (Board Secretary)

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATION OF RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Diamond Lake School District 76, Lake County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I do further certify that the foregoing is a full, true and complete copy of a resolution entitled:

**RESOLUTION APPROVING TREASURER SPECIAL SURETY BOND FOR SERIES
2022 GENERAL OBLIGATION BONDS**

Which said resolution was adopted at a meeting of the Board held on 20 day of May, the 2025

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all the new media requesting such notice, that said meeting was called an held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended and that the Board has complied with all of the provisions of said Acts and said Codes and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 20 day of May, 2025.

Secretary, Board of Education
Diamond Lake School District 76

Lake County Regional Office of Education

Treasurer Bond Calculation Form

Date:

District Name:
Address:

Treasurer's Name:

Treasurer's date of election or appointment:
Treasurer's date of expiration (if applicable):

School Treasurer's Bond (105 ILCS 5/8-2)

No less than 10% of the amount of all bonds, notes, mortgages, moneys and effects of which he is to have the custody as measured on the final day of the school district's most recent fiscal year.

* For example, if a bond is taken out May 1 2025, the final day of the most recent FY, would be June 30, 24. If the bond is taken out on July 1, 24, the final day of the most recent FY would be June 30, 25.

	\$	<input type="text" value="25,374,725.00"/>	Enter Sum Total
Multipied by 10%	x	10%	
Anticipated Surety Bond Issue Amount	=	\$ 2,537,472.50	

The amount of the Bond listed on State of Illinois School Treasurer's Bond - Surety Bond Form.	\$	<input type="text" value="2,537,473.00"/>	Enter treasurer's surety bond amount
		\$0.50	Properly Funded

Surety Company: Lyndon Southern Insurance Company **Issuance Date:** 7/1/2022 **Expiration Date:** Until Cancelled

An original of the Bond must be on file in the Regional Superintendent's Office, as well as an original Rider when applicable.

We affirm that the above information is accurate and current.

School Board President

School Board Secretary

**Lake County Regional Office of Education
Finance Department
300 Center Drive, Suite 100
Vernon Hills, IL 60061
847-665-0594**



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-E

Administrative: Approve Mindsight Service Contract *ACTION*

BE IT RESOLVED, that the Diamond Lake 76 Board of Education accepts and approves the Mindsight Service Contract as presented.



Diamond Lake School District 76
Embrace Empower Excel Each Child Each Day

As part of our ongoing Technology Obsolescence Plan, we routinely assess our infrastructure to ensure it meets current and future operational demands. Our existing server infrastructure, critical to the daily functioning of the District's technology services, has been in service for nearly a decade. These servers have now reached their manufacturer-declared End of Life (EOL) status. Given the critical nature of these systems to instructional and administrative functions, replacing these servers is a necessary and time-sensitive priority to maintain service reliability, security, and support for evolving technology needs.

In alignment with district purchasing procedures, we solicited and received three competitive quotes from reputable vendors. Each quote was evaluated based on technical specifications, total cost of ownership, implementation timeline, available services, and alignment with project needs. Of the three quotes, Mindsight offered the most competitive pricing, making them the recommended vendor for this purchasing and installation.

We respectfully request the Board's approval to proceed with the purchase of the new server infrastructure at a cost of \$43,688.88, along with associated migration, configuration, and installation services provided by our managed service partner, Mindsight, at a cost of \$18,950.98. It is important to note that up to \$4,700 may potentially be deducted from the services cost based on collaboration and support provided by the D76 IT Department.

Approval at this time will allow for timely procurement and deployment during the upcoming summer break, ensuring minimal disruption to instructional and administrative operations.



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-F

Administrative: Approve 2025-26 Insurance Rates *ACTION*

BE IT RESOLVED, that the Diamond Lake 76 Board of Education accepts and approves the 2025-26 Insurance Rates as presented.



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

TO: Dr. Bhavna Sharma-Lewis
FROM: Eric Rogers
RE: FY26 Health Insurance Rates

The Insurance Committee met on April 13, 2025 to discuss the financial status of health/dental insurance plan for the FY25 school year, as well as to review the FY26 insurance rate recommendation from our consultant, Horton. In attendance was Eric Rogers, Deanna Fischer, Diana Enriquez, Hope Sohn, Katie Levy, and Carly Sklar.

This year has marked a significant period of transition for the Lake Region Benefits Cooperative, of which Diamond Lake is a participating member. The cooperative is concluding its first year under a new third-party administrator, USI, which has been instrumental in evaluating the district's medical, dental, prescription, and vision plans with the goal of modernizing the overall benefits platform. One major improvement has been the implementation of a new open enrollment portal, enabling employees to make benefit elections online. This system enhances transparency around pricing and consolidates plan information in a single, user-friendly location. Another key initiative has been the reassessment of the district's insurance offerings to support greater consolidation across the cooperative. Currently, each member district maintains different plans, which limits the cooperative's ability to achieve economies of scale and operate as a true shared-risk model. USI has recommended standardizing dental coverage across all districts, which will not only reduce costs for Diamond Lake but also introduce a more comprehensive secondary dental plan. Additionally, a new vision insurance plan has been proposed to offer improved coverage for participating employees.

Because we are self-insured, the insurance rates are primarily a product of the actual claims the district experiences year to year. The cooperative uses the Blue Cross/Blue Shield network which has some of the most aggressive discounts as compared to other networks.

As part of the underwriting, the claims experience from the current year and last year were blended in order to estimate a projected claims experience for next year. The district currently has an 89.9% loss ratio YTD compared to a 102% from the prior year. The District has experienced a good claims history compared to the prior year, but RX costs are on the rise. Because of this, the insurance committee has recommended a 3.0% increase to insurance premiums to bring the district insurance reserves to maintain a 90 day level. Dental rates will decrease substantially across the board with the new plan options.

Affordable Care Act Fees (PCORI and Transitional Reinsurance) are included as a part of the estimated costs for FY26. The rates recommended below take into consideration these fees for FY26.

The recommendation from the insurance committee is on the following page:



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

	BCBS Effective 7-1-24 – 6-30-25 Monthly 24-25	BCBS Effective 7-1-24 - 6-30-25 Annual 24-25	BCBS Effective July 1, 2025 Monthly 25-26	BCBS Effective July 1, 2025 Annual 25-26
Regular PPO Plan				
Single	770.74	9,248.88	793.86	9,526.32
Single+Child(ren)	1,656.75	19,881.00	1,706.45	20,477.40
Single+Spouse	1,755.17	21,062.04	1,807.83	21,693.96
Family	2,214.59	26,575.08	2,281.03	27,372.36
High Option PPO Plan				
Single	934.82	11,217.84	962.86	11,554.32
Single+Child(ren)	1,925.92	23,111.04	1,983.70	23,804.40
Single+Spouse	2,165.38	25,984.56	2,230.34	26,764.08
Family	2,739.64	32,875.68	2,821.83	33,861.96
Dental - Regular				
Single	53.14	637.70	34.42	413.04
Single+Child(ren)	98.31	1,179.81	78.64	943.68
Single+Spouse	98.31	1,179.81	68.84	826.08
Family	165.69	1,988.39	113.52	1,362.24
Dental - High Option				
Single	N/A	N/A	48.80	585.60
Single+Child(ren)	N/A	N/A	121.48	1,457.76
Single+Spouse	N/A	N/A	97.60	1,171.20
Family	N/A	N/A	170.73	2,048.76

The committee is recommending that the board approve the above rates for the plan year beginning July 1, 2025.



Diamond Lake School District 76

Embrace Empower Excel Each Child Each Day

BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-G

Administrative: Approve 2025-26 Consolidated District Plan *ACTION*

BE IT RESOLVED, that the Diamond Lake 76 Board of Education accepts and approves the 2025-26 Consolidated District Plan as presented.

eGrant Management System

Printed Copy of Application

Applicant: DIAMOND LAKE SD 76

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: DIAMOND LAKE SD 76

Date Generated: 5/15/2025 3:02:47 PM

Generated By: pjcunning

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
<input type="text" value="Cunningham"/>		<input type="text" value="Peter"/>	<input type="text"/>
Phone*	Extension	Email*	
<input type="text" value="847"/> <input type="text" value="566"/> <input type="text" value="9221"/>	<input type="text"/>	<input type="text" value="pcunningham@dist76.org"/>	

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

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

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

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

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

((count) of 2500 maximum characters used)

Diamond Lake SD has no barriers to its educational programs. All programs (including Title Grants) are available to students without consideration of the race, gender, national origin, color, disability or age. D76 employs a comprehensive system of supports along with research based methods of student needs identification. D76 identifies student needs based upon our comprehensive assessment system and determines student needs in accordance with RTI and SPED guidelines irrespective of race, gender, national origin, color, disability or age. BOARD POLICY: Equal Educational Opportunities Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, Community Use of School Facilities. Any student may file a discrimination grievance by using Board policy 2:260, Uniform Grievance Procedure.

3. Bilingual Program Director Assurance

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

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

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
<input type="text" value="Cunningham"/>	<input type="text" value="Peter"/>	<input type="text"/>
Phone	Extension	Email
<input type="text" value="847"/> <input type="text" value="566"/> <input type="text" value="9221"/>	<input type="text"/>	<input type="text" value="pcunningham@dist76.org"/>

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

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

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

*Required field, applicable for all funding sources

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

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

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

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

Diamond Lake SD will identify programs, personnel and resources to provide a high quality education for all student and appropriately align and appropriate income streams to meet those ends. Local Funds are aligned with Federal resources to staff intervention programs and personnel to ensure that student academic needs are addressed both individually and for district students as a whole. Aligned Funds support teaching staff, educational resources and student evaluation tools allowing us to prescribe tier I, II and III academic programs to our students. Additionally, local and federal funds are aligned to support our IEP students with the individualized resource needs prescribed in their individual IEPs. Staffing and instructional resources are supplied to meet these ends.

Response from the approved prior year Consolidated District Plan.

Diamond Lake SD will identify programs, personnel and resources to provide a high quality education for all student and appropriately align and appropriate income streams to meet those ends. Local Funds are aligned with Federal resources to staff intervention programs and personnel to ensure that student academic needs are addressed both individually and for district students as a whole. Aligned Funds support teaching staff, educational resources and student evaluation tools allowing us to prescribe tier I, II and III academic programs to our students. Additionally, local and federal funds are aligned to support our IEP students with the individualized resource needs prescribed in their individual IEPs. Staffing and instructional resources are supplied to meet these ends.

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

Braiding of Funds

- Yes No

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

Transfer of Funds

- Yes No

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

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

([count] of 7500 maximum characters used)

The District has used student assessment data along with data related to our under-resourced populations to identify our district needs and supports. We use the Star Reading and Math assessment along with our F&P reading assessments to monitor student growth and progress. These data sets allow us to identify our needs and direct our system of supports. Additionally, we use our F/R lunch numbers to identify students who may be in need of more intensive supports.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

We coordinate the efforts of two major committees i.e. the Instructional Leadership Team and the Professional Advisory Council to regularly assess programs and student needs. Assessments used include: F&P, Star Reading and Math, Fastbridge, IAR, ACCESS, LLI and local assessments. Each school implements our RtI/MTSS Process which includes a six week data review cycle which evaluates student progress. Students identified as below the 29th %ile are provided additional reading and/or math supports along with EL resource supports if necessary.

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

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

A. Title I, Part A - Improving Basic Programs

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

Through our needs assessment we have identified the need for additional instructional supports for our Low Income Students in the areas of literacy and math. We complete our needs assessment by analyzing student assessment data on several measures ie. STAR, IAR, Fastbridge, ACCESS, F&P and then provide appropriate intervention and support minutes in either push-in, pull-out or after-school/summer school reading and math programs.

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

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

We utilize human resource data to plan our mentor programs, provide instructional coaching and provide professional development opportunities to our teaching staff based on Drago- Severson's (2013) pillars of adult learning. We offer regular professional development opportunities related to resource usage, instructional technology, SEL, and curriculum development and implementation. In terms of closing the achievement gap, we utilize the assessment data related to the assessments listed above to identify our minority, EL and underachieving students performing below the 29th %ile and provide those students with Reading, Math and EL supports.

G. Title III - LIEP

We use ACCESS data along with other local measures listed above to assess student needs and provide appropriate language services through our EL Resource program and our two-way dual language program. In the past our Low-income and EL populations have performed below state averages which require us to provide reading, math, and language supports in terms of additional minutes of instruction provided by our reading and math interventionists, after-school and summer school programing and EL resource supports.

H. Title III - ISEP

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

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

Using the STAR assessment, we were able to identify the resources needed to support our students at all Tiers of instruction. The district will be using Envision 2.0 and Magma Math resources to support Tier I students while also using assessment results to identify and support students in need of intervention with after-school services.

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

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

Through our needs assessment, we identified professional development opportunities to support students with special needs throughout the district. We provide professional development opportunities for our special education teachers that targets supporting student needs and also to our general teaching staff to ensure a positive school experience for students that have been identified as needing special education support and are in the least restrictive environment, the general education classroom.

L. IDEA, Part B - Preschool

Our needs assessment allows us to consider how we partner with community organizations in order to complete child find requirements.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

It is our goal to improve student outcomes through targeted support which will include: reading and math intervention support, and after school reading programs and summer programs. Additionally, monies will be used to support teacher growth and efficacy through ongoing professional development and professional collaboration.

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

Check all that apply.

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

Program Footnotes:

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

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Describe how stakeholders' input impacted the final plan submission, as well as references to particular meetings. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]**

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

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

((count) of 7500 maximum characters used)

DLT : District Leadership met to discuss the parameters of the Consolidated District Plan. The Leadership Team includes: Superintendent, Principals, District Coordinators and Directors. The Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative. ILT : The Instructional Leadership Team (ILT) met on 4.30.25 to discuss the parameters of the District Consolidated Plan. The ILT includes grade level leaders, instructional specialists in special education, advanced programs, transitional bilingual education and reading intervention. The Instructional Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative. Parents: The parents were surveyed to identify regarding how well the school informs the parents regarding their progress of their child. Based on the parent response, the district has made sure to send timely information home about student progress in any intervention provided and with regard to any standardized assessment. The district also worked closely with the PTO and the BPAC to arrive at collaborative decisions related to curriculum, instruction and community outreach. Based on the feedback, the district offers several "Parent Universities" to bridge the communication gap by educating parents on topics around curriculum, instruction, assessment, technology, health, wellness and others. BOE : The BOE which consists of parents and community members reviewed the plan and approved on 5.20.25

Response from the prior year Consolidated District Plan.

DLT : District Leadership met to discuss the parameters of the Consolidated District Plan. The Leadership Team includes: Superintendent, Principals, District Coordinators and Directors. The Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative. ILT : The Instructional Leadership Team (ILT) met on 5.1.24 to discuss the parameters of the District Consolidated Plan. The ILT includes grade level leaders, instructional specialists in special education, advanced programs, transitional bilingual education and reading intervention. The Instructional Leadership Team reviewed the parameters of the plan and included information necessary for the above narrative. Parents: The parents were surveyed to identify regarding how well the school informs the parents regarding their progress of their child. Based on the parent response, the district has made sure to send timely information home about student progress in any intervention provided and with regard to any standardized assessment. The district also worked closely with the PTO and the BPAC to arrive at collaborative decisions related to curriculum, instruction and community outreach. Based on the feedback, the district offers several "Parent Universities" to bridge the communication gap by educating parents on topics around curriculum, instruction, assessment, technology, health, wellness and others. BOE : The BOE which consists of parents and community members reviewed the plan and approved on 6.4.24

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

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

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((count) of 7500 maximum characters used)

The District regularly includes both the Parent Teacher Organization and Bilingual Parent Advisory Council in collaborative decisions related to curriculum, instruction and community outreach. The district administration and teachers meet with the PTO on a monthly basis to discuss district topics and receive input from parents and community members. Additionally, yearly Title plans and District/School Improvement Plans are approved by the district's Board of Education. The District Administration also holds several "Parent Universities" throughout the school year. Parent universities are designed to bridge the communication gap between parents and the school by educating parents on topics around curriculum, instruction, assessment, technology, health, wellness and others. Additionally, each school conducts school specific events that are focused on community outreach such as reading nights, curriculum nights, cultural events and others.

Response from the prior year Consolidated District Plan.

The District regularly includes both the Parent Teacher Organization and Bilingual Parent Advisory Council in collaborative decisions related to curriculum, instruction and community outreach. The district administration and teachers meet with the PTO on a monthly basis to discuss district topics and receive input from parents and community members. Additionally, yearly Title plans and District/School Improvement Plans are approved by the district's Board of Education. The District Administration also holds several "Parent Universities" throughout the school year. Parent universities are designed to bridge the communication gap between parents and the school by educating parents on topics around curriculum, instruction, assessment, technology, health, wellness and others. Additionally, each school conducts school specific events that are focused on community outreach such as reading nights, curriculum nights, cultural events and others.

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

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

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((count) of 7500 maximum characters used)

We have utilize a multi-pronged approach to include parents and engage families. Our school community sponsors several outreach events and communications including: weekly and monthly newsletters, district web communications, parent teacher conferences, open team meetings, PTO events, Dual Language Events (ie, Dia De Los Muertos, Dual Language Family Night), parent universities, and others. Additionally, the district has employed a Family Community Liaison to provide information and resources to underserved students and families.

Response from the prior year Consolidated District Plan.

We have utilize a multi-pronged approach to include parents and engage families. Our school community sponsors several outreach events and communications including: weekly and monthly newsletters, district web communications, parent teacher conferences, open team meetings, PTO events, Dual Language Events (ie, Dia De Los Muertos, Dual Language Family Night), parent universities, and others. Additionally, the district has employed a Family Community Liaison to provide information and resources to underserved students and families.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Private School Participation

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

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

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

Will Private Schools participate in the Program?

Yes No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
St. John Lutheran School	<input type="checkbox"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s):	Choose File No file chosen Title I Collab.pdf

Comments:

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

ISBE Goals:

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

District Goal(s):

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

To provide funds for early childhood and family education programs and services that will help young children enter school ready to learn.The program funded for three to five year olds by this initiative is the Preschool for All Children Program. This program provides screening and educational programs for 3-5 year olds based on the following priorities: 1) children who have been identified as being at risk of academic failure, 2) children whose family's income is less than four times the poverty guidelines, and 3) other children.

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

District 76 provides early childhood education to both 3 year old and 4 year old students. Students are provided a play based curriculum in developing their pre operational skills. Students receiving early childhood education are screened for appropriate educational supports upon entering Kindergarten. It should be noted that the D76 Preschool center is housed in the same facility as Kindergarten and led by the same administration for transitional ease. In order to create a seamless transition, preschool students visit Kindergarten classrooms where they meet the teachers at the end of the school year prior to entering Kindergarten. They are also invited to a Back-to-School event where they have an opportunity to tour the building, visit their classroom, and meet the teacher.

Response from the approved prior year Consolidated District Plan.

District 76 provides early childhood education to both 3 year old and 4 year old students. Students are provided a play based curriculum in developing their pre operational skills. Students receiving early childhood education are screened for appropriate educational supports upon entering Kindergarten. It should be noted that the D76 Preschool center is housed in the same facility as Kindergarten and led by the same administration for transitional ease. In order to create a seamless transition, preschool students visit Kindergarten classrooms where they meet the teachers at the end of the school year prior to entering Kindergarten. They are also invited to a Back-to-School event where they have an opportunity to tour the building, visit their classroom, and meet the teacher.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

Our District 76 Strategic plan is created with the goals of increasing student growth and attainment. We seek to have a student growth percentile about the 50th %ile and all of our students at or above grade level on state and local standardized assessments.

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

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

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([count] of 7500 maximum characters used)

Diamond Lake School District 76 provides a comprehensive standards based education in the areas of Math, Science, English Language Arts, Social Studies, Fine Arts, Music and STEM. The District has built its academic foundation on the utilization of our professional learning communities (PLCs). Each academic area and grade level include a professional learning community aimed at the development of a consistent and viable curriculum inclusive of common assessments, interventions and enrichment. The PLCs operate in accordance with a 5 year curriculum cycle designed for regular monitoring and improvement of curriculum, instruction and assessment. The grade level and curricular PLCs are responsible for developing curricula that align to the Illinois State Standards. PLCs develop curricula in accordance with Marzano Resources Unit Plan format in which each standard is dissected to produce essential question, relevant standards, required vocabulary, resources, common assessment and learning plans. Curriculum is developed by the grade and subject matter PLC for the purpose of greater understanding, effective implementation, and ownership both collectively and individually.

Response from the prior year Consolidated District Plan.

Diamond Lake School District 76 provides a comprehensive standards based education in the areas of Math, Science, English Language Arts, Social Studies, Fine Arts, Music and STEM. The District has built its academic foundation on the utilization of our professional learning communities (PLCs). Each academic area and grade level include a professional learning community aimed at the development of a consistent and viable curriculum inclusive of common assessments, interventions and enrichment. The PLCs operate in accordance with a 5 year curriculum cycle designed for regular monitoring and improvement of curriculum, instruction and assessment. The grade level and curricular PLCs are responsible for developing curricula that align to the Illinois State Standards. PLCs develop curricula in accordance with Wiggins and McTighe's Understanding By Design format in which each standard is dissected to produce essential question, enduring understandings, required knowledge, applications, common assessment and learning plans. Curriculum is developed by the grade and subject matter PLC for the purpose of greater understanding, effective implementation, and ownership both collectively and individually.

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

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

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([count] of 7500 maximum characters used)

District 76 utilizes a balanced assessment system including STAR, F&P, IAR, Fastbridge, ACCESS, and local reading and math assessments, dependent on triangulated student data to assess and monitor student achievement. Students who perform in the 29th%ile and below on state and local assessments are identified for additional instructional minutes in their area of deficit. Students identified for needing interventions or additional instructional minutes received further diagnostic assessment to greater clarify the area of deficit. Student interventions are provided specifically to the student's area of deficit i.e., reading comprehension, reading fluency, math skill fluency or number sense. While students are receiving such targeted interventions they are continuously monitored for academic progress and growth. Interventions and progress monitoring are maintained on a continual and ongoing basis while the student presents academic deficiencies.

Response from the prior year Consolidated District Plan.

District 76 utilizes a balanced assessment system including STAR, F&P, IAR, ACCESS, and local reading and math assessments, dependent on triangulated student data to assess and monitor student achievement. Students who perform in the 29th%ile and below on state and local assessments are identified for additional instructional minutes in their area of deficit. Students identified for needing interventions or additional instructional minutes received further diagnostic assessment to greater clarify the area of deficit. Student interventions are provided specifically to the student's area of deficit i.e., reading comprehension, reading fluency, math skill fluency or number sense. While students are receiving such targeted interventions they are continuously monitored for academic progress and growth. Interventions and progress monitoring are maintained on a continual and ongoing basis while the student presents academic deficiencies.

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

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([count] of 7500 maximum characters used)

Students needing additional educational services are identified utilizing the District's Balanced Assessment System which is a portion of our overall Response to Intervention Program (RTI). Once students are identified as needing additional educational resources within our RTI program, they are provided additional educational minutes aimed at their individual deficits. Our trained interventionists provide additional services in language arts (ex: fluency, comprehension, vocabulary acquisition, phonemic awareness and phonics) and math (ex: fluency, number sense, algebra, geometry) at the specified level of need and deficit. In accordance with our RTI program, students needing RTI services are provided a tertiary system of supports. Students needing RTI level I supports receive in class interventions aimed at their individual need. Students needing RTI Level II supports receive approximately 30 additional educational minutes per day specifically aimed at their unique deficits. Students needing RTI Level III supports are provided intensive interventions, at approximately 60 mins per day, aimed more specifically at their area of deficit. Student progress is monitored every 4-6 weeks to gauge student progress and determine programming. The District provides comprehensive services to our EL students funded by Title III. Students receive both push-in and pull out EL resource supports. Additionally, student receive language supports through our Spanish Dual language Immersion Programs. We offer a Spanish two-way dual immersion program, which goes beyond state requirements and is supported in best practice, that supports EL language learning. Also, D76 offers a Summer Spanish Camp which supports students language and content acquisition. Further, D76 offers a Spanish language intervention program designed to assist those in our Dual language programs. Our Spanish Language Interventionists offer both push in and pull out services for those students performing below grade level.

Response from the prior year Consolidated District Plan.

Students needing additional educational services are identified utilizing the District's Balanced Assessment System which is a portion of our overall Response to Intervention Program (RTI). Once students are identified as needing additional educational resources within our RTI program, they are provided additional educational minutes aimed at their individual deficits. Our trained interventionists provide additional services in language arts (ex: fluency, comprehension, vocabulary acquisition, phonemic awareness and phonics) and math (ex: fluency, number sense, algebra, geometry) at the specified level of need and deficit. In accordance with our RTI program, students needing RTI services are provided a tertiary system of supports. Students needing RTI level I supports receive in class interventions aimed at their individual need. Students needing RTI Level II supports receive approximately 30 additional educational minutes per day specifically aimed at their unique deficits. Students needing RTI Level III supports are provided intensive interventions, at approximately 60 mins per day, aimed more specifically at their area of deficit. Student progress is monitored every 4-6 weeks to gauge student progress and determine programming. The District provides comprehensive services to our EL students funded by Title III. Students receive both push-in and pull out EL resource supports. Additionally, student receive language supports through our Spanish Dual language Immersion Programs. We offer a Spanish two-way dual immersion program, which goes beyond state requirements and is supported in best practice, that supports EL language learning. Also, D76 offers a Summer Spanish Camp which supports students language and content acquisition. Further, D76 offers a Spanish language intervention program designed to assist those in our Dual language programs. Our Spanish Language Interventionists offer both push in and pull out services for those students performing below grade level.

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

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

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Our RTI program is founded on the principle of individualized intervention set in individual or small group settings. Teachers who provide intervention design their instruction and intervention programs around the unique needs of the individual student. The primary focus

for our reading program is to increase student comprehension. In doing so, our interventionists focus on the four domains of language acquisition i.e., reading, writing, speaking and listening while addressing the building blocks of reading such as phonemic awareness, phonics, reading fluency, vocabulary acquisition and comprehension. We utilize several tools such as the Fountas and Pinnell Leveled Literacy Intervention, Foundations, Making Meaning, Being a Reader and others. Our RTI Math program is founded on the same principles of individualized instruction in an individual or small group setting. Interventionists design their instruction and interventions to support the specific need of the child. Our RTI Math intervention programs are designed to address the Standard for Math Practice at the individual student's grade level. We utilize several intervention programs including Magma Math, Successmaker, Khan Academy, Number Worlds and others. Our RTI Interventionists utilize many strategies when working with students such as: utilizing mnemonic cues, short instructional sessions, frequent opportunities for movement, clear and concise directions, reading partners, differentiated instruction according to Depths of Knowledge, chunking assignments, direct instruction, technological tools, increased practice, multi-sensory techniques, visuals, charts, concept mapping, varied questioning techniques, repetition, anchoring knowledge, note taking, paraphrasing, summarizing and many others. The District provides comprehensive services to our EL students funded by Title III. Students receive both push-in and pull out EL resource supports. Additionally, student receive language supports through our Spanish Dual language Immersion Programs. We offer a Spanish two-way dual immersion program, which goes beyond state requirements and is supported in best practice, that supports EL language learning. Also, D76 offers a Summer Spanish Camp which supports students language and content acquisition. Further, D76 offers a Spanish language intervention program designed to assist those in our Dual language programs. Our Spanish Language Interventionists offer both push in and pull out services for those students performing below grade level.

Response from the prior year Consolidated District Plan.

Our RTI program is founded on the principle of individualized intervention set in individual or small group settings. Teachers who provide intervention design their instruction and intervention programs around the unique needs of the individual student. The primary focus for our reading program is to increase student comprehension. In doing so, our interventionists focus on the four domains of language acquisition i.e., reading, writing, speaking and listening while addressing the building blocks of reading such as phonemic awareness, phonics, reading fluency, vocabulary acquisition and comprehension. We utilize several tools such as the Fountas and Pinnell Leveled Literacy Intervention, Foundations, Making Meaning, Being a Reader and others. Our RTI Math program is founded on the same principles of individualized instruction in an individual or small group setting. Interventionists design their instruction and interventions to support the specific need of the child. Our RTI Math intervention programs are designed to address the Standard for Math Practice at the individual student's grade level. We utilize several intervention programs including iXL, Origo Math, Khan Academy, Academy of Math, Number Worlds and others. Our RTI Interventionists utilize many strategies when working with students such as: utilizing mnemonic cues, short instructional sessions, frequent opportunities for movement, clear and concise directions, reading partners, differentiated instruction according to Depths of Knowledge, chunking assignments, direct instruction, technological tools, increased practice, multi-sensory techniques, visuals, charts, concept mapping, varied questioning techniques, repetition, anchoring knowledge, note taking, paraphrasing, summarizing and many others. The District provides comprehensive services to our EL students funded by Title III. Students receive both push-in and pull out EL resource supports. Additionally, student receive language supports through our Spanish Dual language Immersion Programs. We offer a Spanish two-way dual immersion program, which goes beyond state requirements and is supported in best practice, that supports EL language learning. Also, D76 offers a Summer Spanish Camp which supports students language and content acquisition. Further, D76 offers a Spanish language intervention program designed to assist those in our Dual language programs. Our Spanish Language Interventionists offer both push in and pull out services for those students performing below grade level.

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

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

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([count] of 7500 maximum characters used)

Diamond Lake School District is designed into grade level centers that contain heterogeneous student populations to ensure that students receive the same quality education independent of race or socioeconomic background. All of our teachers are appropriately certified and receive professional learning opportunities to grow their skill sets in meeting student educational needs. Additionally, all teachers are provided mentorship in their first two years of teaching with the district. Further, the teachers and the administration have collaboratively developed the teacher evaluation program to assist and grow teacher skill sets in the areas of planning, preparation, instruction, assessment and professional learning.

Response from the prior year Consolidated District Plan.

Diamond Lake School District is designed into grade level centers that contain heterogeneous student populations to ensure that students receive the same quality education independent of race or socioeconomic background. All of our teachers are appropriately certified and receive professional learning opportunities to grow their skill sets in meeting student educational needs. Additionally, all teachers are provided mentorship in their first two years of teaching with the district. Further, the teachers and the administration have collaboratively developed the teacher evaluation program to assist and grow teacher skill sets in the areas of planning, preparation, instruction, assessment and professional learning.

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

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

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([count] of 7500 maximum characters used)

District 76 is a 1:1 Student:Device district. Each of our Instructional Media Arts Specialists serve to expose the student population to content across multiple mediums. Our Instructional Media Art Specialists work together with grade level curricular teams to ensure the infusion of technology into classroom instruction across all curricular areas. Students receive 1 hour of instruction per week with the Instructional Media Arts Specialist in which students are exposed to the library and media services. Additionally, Our District Instructional Technology Committee has worked to develop an Instructional Technology framework that provides teachers and staff the learning standard as they relate to instructional technology and how those standards are implemented in the regular classroom setting. Our IT committee is well versed in the SAMR model and provides suggested IT implementation strategies for all teachers and grade levels.

Response from the prior year Consolidated District Plan.

District 76 is a 1:1 Student:Device district. Each of our Instructional Media Arts Specialists serve to expose the student population to content across multiple mediums. Our Instructional Media Art Specialists work together with grade level curricular teams to ensure the infusion of technology into classroom instruction across all curricular areas. Students receive 1 hour of instruction per week with the Instructional Media Arts Specialist in which students are exposed to the library and media services. Additionally, Our District Instructional Technology Committee has worked to develop an Instructional Technology framework that provides teachers and staff the learning standard as they relate to instructional technology and how those standards are implemented in the regular classroom setting. Our IT committee is well versed in the SAMR model and provides suggested IT implementation strategies for all teachers and grade levels.

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

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

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([count] of 7500 maximum characters used)

District 76 identifies students for our Advanced Programs by utilizing several data points including the STAR Assessment, Fountas and Pinnell Literacy Assessments, IAR Assessments, Local Assessment and Behavioral Assessments. Students identified for our Advanced Program receive enriched instruction in the areas of Math, ELA and STEM. The curriculum is aligned to challenging state standards and exposes student to in-depth and extended content.

Response from the prior year Consolidated District Plan.

District 76 identifies students for our Advanced Programs by utilizing several data points including the STAR Assessment, Fountas and Pinnell Literacy Assessments, IAR Assessments, Local Assessment and Behavioral Assessments. Students identified for our Advanced Program receive enriched instruction in the areas of Math, ELA and STEM. The curriculum is aligned to challenging state standards and exposes student to in-depth and extended content.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

D76 goals are focused on ensuring all students are achieving at grade level in ELA and Math in order to appropriately prepared for their high school academic programs.

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

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

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

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

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([count] of 7500 maximum characters used)

Diamond Lake School District is a PK-8th grade school district. 8th grade students transition to one of two high school districts. With either district we coordinate transition plans utilizing student assessment data and placement procedures. Additionally, each of our feeder high schools conduct transitional events allowing students and families to gain an understanding of the instructional programs, activities and student life.

Response from the approved prior year Consolidated District Plan.

Diamond Lake School District is a PK-8th grade school district. 8th grade students transition to one of two high school districts. With either district we coordinate transition plans utilizing student assessment data and placement procedures. Additionally, each of our feeder high schools conduct transitional events allowing students and families to gain an understanding of the instructional programs, activities and student life.

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

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

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

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

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

([count] of 7500 maximum characters used)

D76 offers several STEM opportunities to facilitate student inquiry in Science, Technology, Engineering and Math. Students in grades 2nd-8th are exposed to STEM based curriculum which embeds problem and project-based learning. District 76 implements a digital media arts curricula as well as a Project Lead the Way curricula related for computer science, design, media technology, robotics and innovation.

Response from the approved prior year Consolidated District Plan.

D76 offers several STEM opportunities to facilitate student inquiry in Science, Technology, Engineering and Math. Students in grades 2nd-8th are exposed to STEM based curriculum which embeds problem and project-based learning. District 76 implements a digital media arts curricula as well as a Project Lead the Way curricula related for computer science, design, media technology, robotics and innovation.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

We have in place a high quality comprehensive professional development plan based on Marzano's High-Reliability Schools and Charlotte Danielson's Framework for Teaching.

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

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

We have a plan that supports teacher leadership, professional learning communities and high quality curriculum development. Teachers attend the summer professional development institute that offers courses in balanced literacy and guided reading. Additionally teachers attend the raising student achievement conference along with other literacy, math and SEL based PD opportunities.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

We have in place a strong 2 year mentoring program that includes mentorship, instructional coaching and, peer observations.

G. Title III - LIEP

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Additionally our EL teachers attend the annual bilingual conference along with our summer professional development institute which offers bilingual specific PD focused on curriculum and instructional methodologies.

H. Title III - ISEP

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

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Teachers attend the summer professional development institute that offers courses in balanced literacy and guided reading. Additionally teachers attend the raising student achievement conference along with other literacy, math and SEL based PD opportunities.

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

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

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Teachers regularly attend district SPED trainings related to SPED and behavior management. Additionally our goals serve to prepare all SPED and regular ed teachers with the professional competencies that support the various individual needs presented in IEPs.

L. IDEA, Part B - Preschool

Our PD plan supports all teachers in the development and understanding of sound instructional design and implementation. Teachers regularly attend district SPED trainings related to SPED and behavior management.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

Our approach to our a safe and healthy learning environment includes our PBIS program and our student health and wellness programs.

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

i. reduce incidences of bullying and harassment;

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

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

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

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

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

([count] of 7500 maximum characters used)

District 76 implements the Positive Behavioral Interventions and Supports (PBIS) framework which serves to provide behavioral interventions void of aversive practices. The PBIS framework includes the SWIS data management system that allows district administration to input and track student behavioral data that is disaggregated by race, gender, SES, IEP and migrant status. Further, the district handbook and BOE Policy manuals include harassment and bullying policies (7:20) which states: "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."

Response from the prior year Consolidated District Plan.

District 76 implements the Positive Behavioral Interventions and Supports (PBIS) framework which serves to provide behavioral interventions void of aversive practices. The PBIS framework includes the SWIS data management system that allows district administration to input and track student behavioral data that is disaggregated by race, gender, SES, IEP and migrant status. Further, the district handbook and BOE Policy manuals include harassment and bullying policies (7:20) which states: "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."

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]

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

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

([count] of 7500 maximum characters used)

Diamond Lake School District provides comprehensive services to students identified as homeless. In each building, we have the appropriate information and signage informing homeless individuals of their rights. We have removed all barriers to registration and allow homeless students to register accordingly. We have included transportation plans for homeless students to ensure regular attendance. Our district supports the needs of homeless children by providing school supplies, backpacks and other necessary items such as home supplies, clothing, food, etc. Homeless students immediately receive free lunch. Academically speaking, homeless students receive the same foundational educational services in accordance with our tertiary RTI Program. Student academic records are promptly acquired to ensure seamless continuation of necessary academic services and interventions.

Response from the prior year Consolidated District Plan.

Diamond Lake School District provides comprehensive services to students identified as homeless. In each building, we have the appropriate information and signage informing homeless individuals of their rights. We have removed all barriers to registration and allow homeless students to register accordingly. We have included transportation plans for homeless students to ensure regular attendance. Our district supports the needs of homeless children by providing school supplies, backpacks and other necessary items such as home supplies, clothing, food, etc. Homeless students immediately receive free lunch. Academically speaking, homeless students receive the same foundational educational services in accordance with our tertiary RTI Program. Student academic records are promptly acquired to ensure seamless continuation of necessary academic services and interventions.

Title I Requirement:

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

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
 [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
 [3] Title I, Part A, Section 1112(b)(6)

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1003 - WEST OAK MIDDLE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2021
2003 - DIAMOND LAKE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2021
2004 - FAIRHAVEN SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2021

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

- All Kindergarten Students are assessed under the KIDS assessment. Our Tier I, II and III programs are dedicated to student literacy and meeting the needs of each individual child through our student specific educational programs and services. Our Tiered approach to math and math intervention supports our drive to have all K-5th grade students meeting expectations in math.

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

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

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

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

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

No schools identified under this part

((count) of 7500 maximum characters used)

No schools identified under this part

Response from the approved prior year Consolidated District Plan.

No schools identified under this part.

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

- Yes
 No

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

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

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

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

[Section 1114 and 1115](#)

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

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((count) of 7500 maximum characters used)

The intervention program provided within D76 aligns with the RTI intervention model and is implemented in each of our three school buildings. The District RTI program aligns to our District and School Improvement Plans as described in Part 2. At Diamond Lake Elementary (DLS), which is grades K-2, students are identified as being in need of intervention based on local assessments in math and reading. Student identified and needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At DLS interventionists use F&P's Level Literacy interventions, STAR, Foundations, Being a Reader, Envisions, and others to support intervention minutes. At West Oak Intermediate (WOIS), which is 3-5, students are identified as being in need of intervention based on local assessments in math and reading. Students are exposed to several assessments including F&P, STAR, EDL and IAR. Student identified as needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At WOIS interventionists use F&P's Leveled Literacy intervention, Wilson Reading, Being a Reader, Envisions, SuccessMaker, Math Edge, Reading Edge and others to support intervention minutes. At West Oak Middle School, which is grade 6-8, students are identified as being in need of intervention based on local assessments in math and reading. Students are assessed using several assessments including F&P, STAR, F&P BAS and IAR. Student identified as needing interventions are provided 50 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At West Oak Middle School interventionists use Academy of Math, MCI, Number World, Magma Math, Math Edge, LLI and others to support intervention minutes.

Response from the approved prior year Consolidated District Plan.

The intervention program provided within D76 aligns with the RTI intervention model and is implemented in each of our three school buildings. The District RTI program aligns to our District and School Improvement Plans as described in Part 2. At Diamond Lake Elementary (DLS), which is grades K-2, students are identified as being in need of intervention based on local assessments in math and reading. Student identified and needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At DLS interventionists use F&P's Level Literacy interventions, STAR, Foundations, Being a Reader, Envisions, and others to support intervention minutes. At West Oak Intermediate (WOIS), which is 3-5, students are identified as being in need of intervention based on local assessments in math and reading. Students are exposed to several assessments including F&P, STAR, EDL and IAR. Student identified as needing interventions are provided 30 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At WOIS interventionists use F&P's Leveled Literacy intervention, Wilson Reading, Being a Reader, Envisions, SuccessMaker, Math Edge, Reading Edge and others to support intervention minutes. At West Oak Middle School, which is grade 6-8, students are identified as being in need of intervention based on local assessments in math and reading. Students are assessed using several assessments including F&P, STAR, F&P BAS and IAR. Student identified as needing interventions are provided 50 additional minutes each day in their area of deficit with a trained interventionist utilizing research based interventions. At West Oak Middle School interventionists use Academy of Math, MCI, Number World, IXL, Math Edge, LLI and others to support intervention minutes.

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

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

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

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

([count] of 7500 maximum characters used)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

- All Kindergarten Students are assessed under the KIDS assessment. Our Tier I, II and III programs are dedicated to student literacy and meeting the needs of each individual child through our student specific educational programs and services. Our Tiered approach to math and math intervention supports our drive to have all K-5th grade students meeting expectations in math.

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

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

([count] of 7500 maximum characters used)

D76 examined the Special education needs assessment and determined that continued support in creating a LRE was necessary. Therefore, we are continuing the usage of in class teachers aides to support the needs of our students with special needs.

Response from the approved prior year Consolidated District Plan.

D76 examined the Special education needs assessment and determined that continued support in creating a LRE was necessary. Therefore, we are continuing the usage of in class teachers aides to support the needs of our students with special needs.

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

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

([count] of 7500 maximum characters used)

IDEA monies will be used to support the use of in class teacher aides as well as continued professional development in best instructional and SEL practices in education.

Response from the approved prior year Consolidated District Plan.

IDEA monies will be used to support the use of in class teacher aides as well as continued professional development in best instructional and SEL practices in education.

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

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

([count] of 7500 maximum characters used)

There are no intended changes from prior fiscal year.

Response from the approved prior year Consolidated District Plan.

There are no intended changes from prior fiscal year.

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

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

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

([count] of 7500 maximum characters used)

District 76 has used IDEA funding to provide specialized equipment, sensory tools, staff professional development, academic and Social emotional curriculum, bilingual assessments, behavior consultant, professional salaries, and providing supports to students to ensure they are in the least restrictive environment. The professional salaries, behavioral consultant, sensory items, and professional development assist in supporting our students in being in the least restrictive environment and align to indicator 5 and 6. The purchase of ELA curriculums align to indicator 17. We have purchased additional ELA curriculums to meet our students educational needs in ELA and improve their literacy skills. The district has collaborated with the Special Education District of Lake County to complete our bilingual cognitive and communication assessments. This aligns to indicator 9 and 10, the district is ensuring we are using culturally responsive assessments to evaluate bilingual students and are not misidentifying student needs.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

5. Local funds

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Klipp"/>	<input type="text" value="Robyn"/>	<input type="text" value="Director of Student Services"/>	<input type="text" value="rklipp@dist76.org"/>

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

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Rogers"/>	<input type="text" value="Eric"/>	<input type="text" value="Assistant Superintendent of Finance and Operations"/>	<input type="text" value="erogers@dist76.org"/>

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

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

The District 76 Director of Student Services and the Principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

Response from the approved prior year Consolidated District Plan.

The District 76 Director of Student Services and the Principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

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

See IDEA legislation here See Section 504 here

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

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

If the child has an IEP or 504 plan, the child's plan including goals, accommodations, and program and services will be considered as well as the need for door to door transportation.

Response from the approved prior year Consolidated District Plan.

If the child has an IEP or 504 plan, the child's plan including goals, accommodations, and program and services will be considered as well as the need for door to door transportation.

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

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

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

Students that are English learners will be recommended for programs that support their transitional bilingual education needs.

Response from the approved prior year Consolidated District Plan.

Students that are English learners will be recommended for programs that support their transitional bilingual education needs.

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

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

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

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

DCFS has the final say in the BID. The GAL can be part of the dispute process, but they do not have the final say.

Response from the approved prior year Consolidated District Plan.

DCFS has the final say in the BID. The GAL can be part of the dispute process, but they do not have the final say.

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

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

Diamond Lake School District 76 will provide professional development to train staff on ESSA requirements for students identified as Youth in Care, including school of origin, importance of minimizing school changes, procedures for immediate enrollment and record transfer, collaboration with child welfare agencies, and the best interest determination process for school transitions. Important information will also be disseminated through faculty meetings.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

The District 76 Director of Student Services and the Principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

Response from the approved prior year Consolidated District Plan.

The District 76 Director of Student Services and the Principal of the school the child will complete a file review and discuss possible options with the child's support team (Foster Parent and/or Guardian and/or Guardian Ad Litem). Decisions will be based on individual student needs in regards to safety, the duration of the need for service, the time/length of travel for the student, the time of the placement change, the type of transportation available, extra curricular activities and the impact of transportation, and the maturity of the student.

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

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

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

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

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

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

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

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

Our transportation department will cooperate with partner districts as necessary to use any or all of the following general funds, grant funding and transportation, to provide transportation based on the student needs.

Response from the approved prior year Consolidated District Plan.

Our transportation department will cooperate with partner districts as necessary to use any or all of the following general funds, grant funding and transportation, to provide transportation based on the student needs.

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

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

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

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, if needed, DCFS will be consulted to make final decisions on best interest determination.

Response from the approved prior year Consolidated District Plan.

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, if needed, DCFS will be consulted to make final decisions on best interest determination.

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

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

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

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

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, while disputes are being resolved the School of Origin will maintain responsibility for transportation until such time as a resolution can be made.

Response from the approved prior year Consolidated District Plan.

If there is a dispute among decision makers about recommendations about the best interest for the child, the decision makers will follow the BOE policy for settling disputes. Additionally, while disputes are being resolved the School of Origin will maintain responsibility for transportation until such time as a resolution can be made.

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

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

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

The D76 Student Services Director will inform all staff (certified and non-certified) of the foster care plan and services during via email the first week of school. The plan will also be available in the school handbook, and the building level admin associates and principals will be informed explicitly so the process can be initiated as soon as one becomes aware of a student eligible for services.

Response from the approved prior year Consolidated District Plan.

The D76 Student Services Director will inform all staff (certified and non-certified) of the foster care plan and services during via email the first week of school. The plan will also be available in the school handbook, and the building level admin associates and principals will be informed explicitly so the process can be initiated as soon as one becomes aware of a student eligible for services.

*Required field

BSP Overview

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

BSP Contact Information

369 English Learners (ELs) are in the district

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

Last Name*

Phone*

First Name*

Middle Initial

Email*

EL Program Director Requirements:

Administrative Endorsement



ESL/Bilingual Endorsement

[Administrator Requirements](#)

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

*Required field

369 English Learners (ELs) are in the district

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

Key: Types of Instructional Design

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

	Attendance Center Name	Grade Span	Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs Language Codes Alphabetical
			TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	
1.	Diamond Lake School	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13	2	6	0	001; 009
2.	West Oak Intermediate School	3-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	13	3	3	0	001
3.	West Oak Middle School	6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7	0	3	0	001
4.	John Powers Center (SEDOL)	K-8	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1	0	0	0	
5.	Fairhaven School (SEDOL)	K-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	1	0	0	001
6.	COVE School	K-12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

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

The Director of Student Services is in contact with COVE, John Powers Center and Fairhaven School to discuss ways to support ESL students in the schools through collaboration. The most likely option for the fall is to have the EL Resource Teacher from the home school work with the students and to measure their progress using the ELL Report Card that all ELL students receive each trimester. The ELL Report card will measure student progress in Reading, Writing, Listening and Speaking as defined in the WIDA standards. Stepping Stone Therapeutic Day School and Educational Life Skills no longer have students placed there.

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

369 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

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

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
<input type="checkbox"/> Current Research in the Teaching of EL Students		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL	08/04/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30
<input checked="" type="checkbox"/> Language Assessment	11/05/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	02/11/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input type="checkbox"/> District Identification Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Design	09/16/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students	08/13/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input checked="" type="checkbox"/> Spanish Language Arts	04/16/2025	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

Comments:

*Required field

BSP TBE Requirements

Instructions

369 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes No

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

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

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

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

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

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

D76 uses a variety of resources to support both the SLA and our Dual Language Program: To begin we use the Spanish F&P program to provide reading resources and assessment. Additionally, we use Benchmark Spanish Resources ie, Phentica y gramatica, and Taller. Beyond those resources, we support small group and independent reading with Okapi reading lessons and Spanish reading libraries. The Standards-Based Report Cards for SLA uses the Illinois SLA Standards as the foundation.

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

Each school will be using STAR Reading in Spanish to assess student progress in Spanish based on units created using the SLA Standards. Additionally, grades 3-8 will use the AAPPL Assessment to measure progress in Reading, Writing, Speaking and Listening and to benchmark progress and adjust instruction using the SLA Standards.

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

369 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes
No

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

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

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

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

Committee Chairperson	Samira Calderon	Role	Comm. Liaison	Language(s)	Spanish, English	Telephone	847 566 9221
Street	26156 N. Acorn Lane	City	Mundelein	State	IL	Zip+4	60060
Committee Member	Nereida Arteaga	Role	P	Language(s)	Spanish, English	Telephone	224 715 5589
Street	26265 N Hwy 83	City	Mundelein	State	IL	Zip+4	60031
Committee Member	Mitzy Monroy	Role	P	Language(s)	Spanish, English	Telephone	224 715 5344
Street	26105 N. Acorn Lane	City	Mundelein	State	IL	Zip+4	60060

Committee Member Street	Elizabeth Reyes 905 Noel Dr.	Role City	P Mundelein	Language(s) State	Spanish, English IL	Telephone Zip+4	847 922 9830 60060
Committee Member Street	Maria Jaime 37 S. Chicago Ave.	Role City	P Mundelein	Language(s) State	Spanish, English IL	Telephone Zip+4	847 664 0394 60060
Committee Member Street	Araceli Hurtado 26265 IL-83	Role City	P Mundelein	Language(s) State	Spanish, English IL	Telephone Zip+4	224 730 2421 60060
Committee Member Street	Dora Baron 18920 W. Oak Ave.	Role City	CM Mundelein	Language(s) State	Spanish, English IL	Telephone Zip+4	224 730 2421 60060
Committee Member Street	Rachel Johnson 26156 N. Acorn Lane	Role City	Director, T Mundelein	Language(s) State	Spanish, English IL	Telephone Zip+4	847 566 9221 60060
Committee Member Street	Sunny Morley 26156 N. Acorn Lane	Role City	Principal Mundelein	Language(s) State	English IL	Telephone Zip+4	847 566 9221 60060
Committee Member Street	Brandon Pedersen 26156 N. Acorn Lane	Role City	Principal Mundelein	Language(s) State	English IL	Telephone Zip+4	847 566 9221 60060
Committee Member Street	Peter Cunningham 26156 N. Acorn Lane	Role City	Director Mundelein	Language(s) State	English IL	Telephone Zip+4	847 566 9221 60060
Committee Member Street	Erica Berger 26156 N. Acorn Lane	Role City	Director Mundelein	Language(s) State	English IL	Telephone Zip+4	847 566 9221 60060
Committee Member Street	Hiram Carrero 26156 N. Acorn Lane	Role City	Admin Associate Mundelein	Language(s) State	Spanish, English IL	Telephone Zip+4	847 566 9221 60060
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	
Committee Member Street		Role City		Language(s) State		Telephone Zip+4	

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

Name of Committee Chairperson:

Samira Calderon

Date: 05/15/2025

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

Name of Committee Chairperson:

Samira Calderon

Date: 05/15/2025

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

Meeting	Projected Dates	Activity
1.	09/18/2025	Bilingual Advisory Committee Training (required activity).
2.	10/17/2025	Children's Mental Health Support
3.	10/22/2025	Day of the Dead Planning
4.	05/02/2026	BPAC Summit

Comments:

The purpose of this comment is to address the need for the majority of BPAC members to be parents of EL students. The current BPAC are working with Samira Calderon to recruit families at various outreach events, including the Day of the Dead celebration. Additionally, the district was awarded the Full Service Community Support Grant in partnership with the University Center of Lake County. The members of the grant team are actively bringing in outside agencies and services to support the parents of our multilingual students while recruiting them to join BPAC.

Board Approval, Certification, and Assurances

Instructions

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

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

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

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

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

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

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

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

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.01.10.2025

Certification Regarding Lobbying

Instructions

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

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

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

v.04.23.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

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

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

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

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

v.09.08.2021

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

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

Application was created on:

3/12/2025

Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

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

Save

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by picunning on 5/15/2025](#)

Completed Print Jobs



BOARD OF EDUCATION
BUSINESS MEETING
Tuesday, May 20th, 2025

The resolution is being submitted for approval at the Business Meeting on May 20th, 2025.

AGENDA ITEM V-H

Administrative: Review 2024-2025 Designation of Interest Earnings for the Fiscal Year
REVIEW

BE IT RESOLVED, that the Diamond Lake 76 Board of Education accepts and approves the 2024-2025 Designation of Interest Earnings for the Fiscal Year as presented.