

Regular Meeting
Thursday, May 15, 2025 5:30 Construction
Site/6:00 p.m. Meeting

Elementary Library-Conference Rm. 2
600 Cedar St
New Berlin, IL 62670

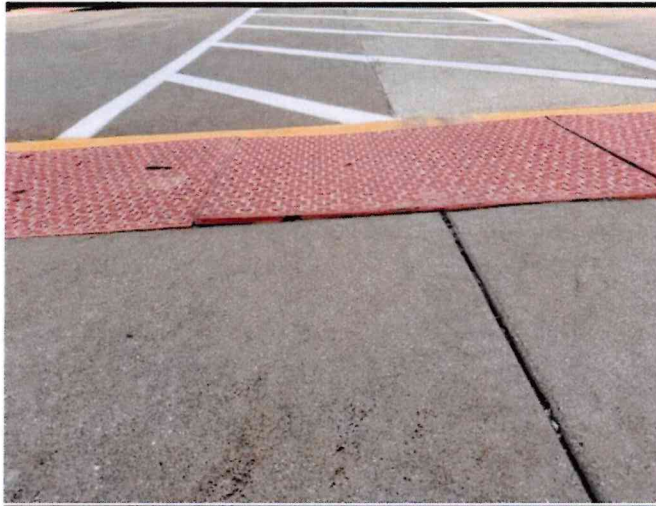
Agenda

1. Call to Order
2. Approve Candidate for Board Vacancy
3. Administration of Oath of Office to approved Board Member by the Board President
4. Hearing for Health Life Safety Amendment (6:10 p.m.)
 1. Call to Order/Roll Call
 2. Presentation
 3. Public Comment regarding amendment
 4. Adjourn Hearing
5. Pretzel Shoutouts
6. Public Comment (*Policy 2:230*)
7. Scheduled Audience Participation
 - FFA Officer Team
8. IASB Superintendent Search: Update on Survey Results
9. IASB Liaison Talking Points
10. Adjustments to Agenda
11. Reports and Recommendations
 - 11.a. Director Reports
 - 11.a.1. Transportation Director
 - 11.a.2. Food Services Director
 - 11.a.3. Facility Director
 - 11.b. Administrator(s)
 - 11.b.1. Mr. Matthew Jokisch, Elementary Principal
 - 11.b.2. Mr. Brandon Radford, JH Principal
 - 11.b.3. Mrs. Hattie Llewellyn, High School Principal
 - 11.b.4. Mr. Blake Lucas, District Athletic and Activities Director
 - 11.c. Superintendent
 - 11.c.1. Mrs. Jill Larson, Superintendent
 - Construction Update
 - Staffing 25-26
 - Celebrations-Graduation, Promotion, End of Yr Staff Recognition
 - Joint Annual Conference
 - Board Trainings
12. Consent Agenda
 - 12.a. Financial Report(s)
 - 12.a.1. Bills Payable & Imprest Fund
 - 12.a.2. Student Activity Funds
 - 12.a.3. Payroll
 - 12.a.4. Treasurer's Report
 - 12.b. Open Session Minutes of April 24, 2025 and May 12, 2025

- 12.c. Closed Session Minutes of April 24, 2025 and May 12, 2025
- 12.d. Destroying of Executive Session Tapes for the Month(s) of October 2023 and prior
- 12.e. Approve the Sr. Trip to St. Louis, Mo.
- 12.f. Approve overnight Annual FFA Officer's Retreat June 23-25
- 12.g. Approve the Title I School -Wide Plan
- 12.h. Approve Title I School-Parent-Student Compact
- 12.i. Approve Consolidated District Plan (annual for ISBE for Grant purposes)
- 12.j. First Reading of Press Policy #118
- 12.k. Move June 19, 2025 Board Meeting to Thursday, June 26, 2025
13. New Business
 - 13.a. Schedule Public Hearing for FY25 Amended Budget (June 26, 2025 at 6:00 p.m.)
 - 13.b. Approve the FY25 Tentative Amended Budget
 - 13.c. Approve the HLS Amendment #32
 - 13.d. Approve Board Meeting Dates for 2025-2026 year
 - 13.e. Approve the JH Student Handbook 25-26
 - 13.f. Approve Revised Solar Contract
 - 13.g. Approve Property, Casualty, Liability Insurance and Workers' Compensation Insurance Renewal for 2025-2026
 - 13.h. Approve the Resolution to Sell/Dispose of Surplus or Outdated Equipment/Supplies
14. Executive Session - For the purpose of:
 - 14.a. *The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(2)*
15. *Personnel Consent Agenda (Policy 5:280)
 - 15.a. Colton Middleton as 6-12 Vocal and Instrumental Music Teacher (pending proper certification)
 - 15.b. Brad Olysav as Elementary PE Teacher (pending proper certification)
 - 15.c. Lindsay Johnson as High School Student Council Sponsor
 - 15.d. Approve Fall Volunteer Coaches for 25-26 school yr
16. Approve Dillon Binkley as District Athletic and Activities Director 2025-2028
17. Approve Addendum to Superintendent J.Larson contract (vacation days roll over)
18. Resignations:
 - Earl Green-Asst. Basketball Coach and Permanent Sub
 - Sherri Behl-Food Services Cook
 - Cam Cummings-PE Teacher/Freshman Football Coach

- Blake Lucas-Athletic and Activities Director/Head Basketball Coach

19. Adjournment



LEGEND

- PROPERTY BOUNDARY
- SANITARY SEWER
- STORM SEWER
- DOMESTIC WATER MAIN
- UNDERGROUND ELECTRICAL UTILITY
- FIBER OPTIC COMMUNICATION
- GEOTHERMAL LOOP
- FIRE HYDRANT
- STORM INLET/MANHOLE
- PRECAST FLARED END SECTION (PRC FES)

date 4/30/2025
revised
drawn by DRD
checked by

BLDD ARCHITECTS



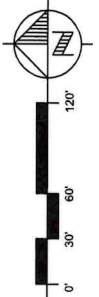
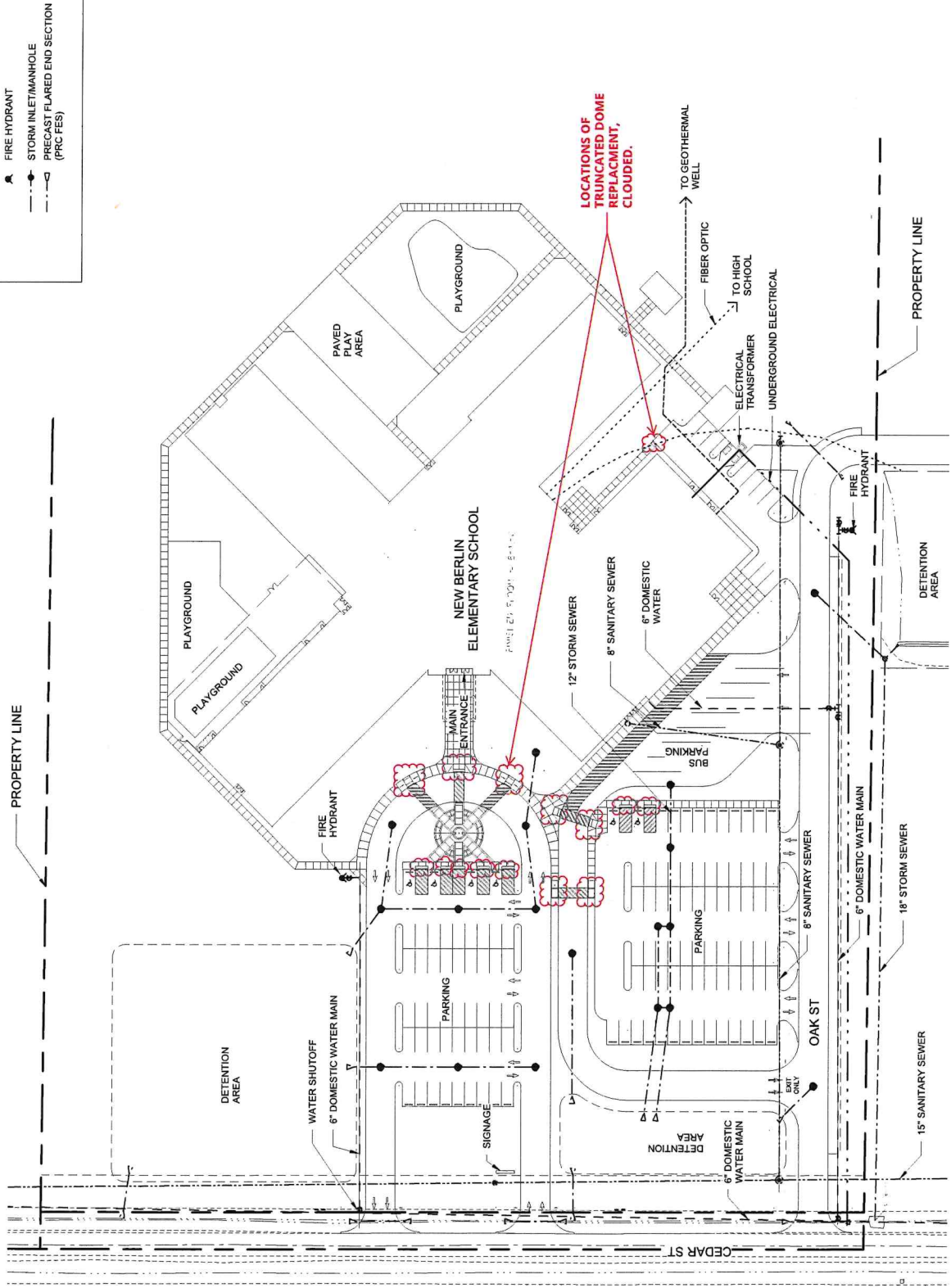
ELEMENTARY SCHOOL
NEW BERLIN CUSD #16
600 CEDAR ST

SITE PLAN

sheet

A10C

project 216EX21.400



1 SITE PLAN
1" = 60'-0"

posted 5/8/25
ISSUE of Bee

Public Notice

**LEGAL NOTICE NOTICE
OF PUBLIC HEARING
REGARDING REPAIR OF
SCHOOL GROUNDS IN NEW
BERLIN CUSD #16, NEW
BERLIN, ILLINOIS**

Notice is hereby given by the Board of Education of School District No. 16, Sangamon County, Illinois, that a Public Hearing will take place on Thursday, May 15 2025, 6:10 PM at the Elementary Building, 600 Cedar St., New Berlin, Illinois 62670.

The purpose of this hearing is for the Board of Education to determine the need to undertake repairs to the sidewalks at the ELEMENTARY SCHOOL, 600 CEDAR ST, NEW BERLIN, IL 62670 and to receive any public comments regarding such repairs.

Stephanie Neuman,
Board President
Jenny Mann,
Board Secretary
NEW BERLIN CUSD #16
Board of Education
New Berlin, Illinois 62670
NB: 5-8



May 15, 2025

Illinois State Board of Education
School Business Services Division N-330
100 North 1st Street
Springfield, Illinois 62777-0001

RE: Health/Life Safety Recommended Work Statement

New Berlin CUSD #16 has remediated, or has adequate Fire Prevention and Safety funds to remediate, all prior Health/Life Safety violations throughout the district. Therefore, New Berlin CUSD #16 seeks approval for sidewalk work at the Elementary School in amendment #4.

Jill Larson, District Superintendent

Date

Douglas Draeger, Architect, BLDD Architects

Date

IASB Liaison May Talking Points

Below are the IASB Liaison talking points for May.

1. Governing Board Meetings will be held in the first two weeks of June. During this meeting, the Division Officers for the next two years will be elected, and division planning will take place, as well as a discussion about division engagement. Everyone is welcome to attend. Use this [link](#) to find specifics about your meeting and to register.
2. The Call for Resolutions is open through June 25. This is your district's chance to submit a resolution for the membership to consider at the Delegate Assembly. Go to this [link](#) to get an understanding for the Resolutions Process.

Patrick Allen
Director, Outreach and Training
Illinois Association of School Boards
(217) 528-9688 x1150
pallen@iasb.com



SETH HILL, TRANSPORTATION DIRECTOR
NEW BERLIN CUSD16
300 E. ELLIS ST.
NEW BERLIN, IL 62670
217-488-2040 EXT. 235

May Board Report

Transportation

- Sent buses for general maintenance
- Sent buses for bi-yearly inspections
- Mechanic is working on installation of parts on buses that need work done.
- Aligning of drop off times based on improved efficiency of the route times.
- Alignment of seating charts to help with discipline
- Continued recertification of drivers
- Cinco De Mayo Staff Luncheon
- Coverage of routes and sporting events after school
- Continued organization and management of budget
- Driver Evaluations completed
- Open positions
 - Bus Driver
 - Bus Monitor
- Pretzel positives
 - Cinco De Mayo Staff Luncheon
 - Kris Neuman, Troy Sanson, and Brian Bandy for still helping in covering routes during the afternoon and morning due to need for coverage.

- Bill Talbert for working diligently on sporting events and helping with coverage for multiple co-op sporting events.



NEW BERLIN ELEMENTARY

Let's go Pretzels!

May 2025 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent

From: Matthew Jokisch, Elementary Principal

Pretzel Positives

☐ *Student Shout Outs*

- Early i-Ready results are showing that we again met goals, even with increased challenge percentages
- 5th Grade completes the Illinois Science Assessment
- Student behavior on end of the year field trips and special events has been commendable

☐ *Staff Shout Outs*

- 5th and 6th grade collaboration on Social Studies, Science, ELA, and Math
- Kindergarten backward design challenges being met and further work planned

School Improvement

☐ *Climate and Culture*

- Tough conversations with students and parents
- Building structure within our days (especially as it pertains to the end of the year)

☐ *Pretzel Learning for Staff*

- SAVVAS - Tier one supports and interventions used before SuccessMaker (black box training)
- Report Card Analysis and Rejuvenation

☐ *Administrative PD*

- ROE Director, Principal, and Asst. Principal attend "I Love U Guys" foundation training for Standard Response Protocol (SRP) and Standard Reunification Method (SRM)
- i-Ready Spring Diagnostic Training - interpreting year long data for building, grade level, and student trends

☐ *Community Engagement*

- 4th Grade hosts Wax Museum - parents and family walk through the presentations
- PTO provides a wonderful, delicious, and appreciated Teacher Appreciation Week



May Board Report

Updated May 12, 2025

TO: NBCUSD #16 Board of Education, Jill Larson, Superintendent

From: Brandon Radford , Jr. High Principal

School/Building Improvement:

- 4th, 5th, and 6th grade teachers had the opportunity to collaborate with one another and talk about what things are going well, curriculum, in addition to student transitions for next year on (04/30).
- 7th, 8th, and 9th grade teachers had the opportunity to collaborate with one another and talk about what things are going well, curriculum, in addition to student transitions for next year on (05/02).

Curriculum and Instruction

- Staff is looking at classes, inventory, and numbers to get ready for the 25-26 school year

Assessment

- Completed our Spring iReady Diagnostic (May 5-9)
- Last Round of Panorama SEL Testing coming up Next week

Pretzel Positives

- Shoutout to Mason Heironimus for being selected to represent NBJH at the IPA student breakfast on (05/07).
- Shoutout to the NBJH Track and Field athletes who qualified for the State Track meet.
- Shoutout to the 8th grade Student Council Members & Jennifer Tom on helping with our 5th Grade Preview Days
 - Students were able to have tours of the building
 - Q & A forum with Mr. Radford and Student Council Members
 - Special shoutout to Heather Pidock for having slushies ready for 5th grade students
 - Special shoutout to Tyler Berola, Jamie Brown, Stacey Maxson, and Courtney Fry with their help in making these days successful.
- 6th and 7th Grade students had their Q4 - PBIS day on the morning of (05/02)
 - 7th grade had a volleyball tournament (with an ice cream bar)
 - 6th grade did Eclipse ball and Long Ball (with an ice cream bar)
 - 8th grade day coming up on May 23.
- 8th Graders went through their Q4 PaCE Framework Day on (05/02)
 - Xello Lesson: Learning Styles & Middle School Life Check-In
 - iReady Time (shortened week / time spent in Math and ELA)
 - SEL Lesson - Analyzing Situations



Brandon Radford, Junior High Principal

New Berlin Junior High

300 E. Ellis St.
New Berlin, IL 62670
217-488-6012 ext. 240
Fax: 217-488-3107

- 8th Graders Middle School Life Check-In
 - 14% - 5 = Amazing

- 55% - 4 out of 5
- 29% - 3 out of 5 - Average
- 0% - 2 out of 5
- 0% - 1 out of 5

Recommendations:

- None at this time.

Other:

- None at this time

NEW BERLIN HIGH SCHOOL

MRS. HATTIE LLEWELLYN

High School Principal Board Report



May 2025 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent

From: Hattie Llewellyn, High School Principal

School Improvement

- Our Building Leadership, Instructional Leadership, and MTSS Teams have been very busy implementing our SIP action plans this month! Here is a list of the initiatives we have been working on:

Building Leadership Team	Instructional Leadership Team	MTSS Team
May Activities - Staffuly Appreciation Week; Senior Send-Off Week; 25.26 Student Analysis of Conditions and Handbook Meetings	May Activities - Instructional Demo Room - BEEP Best Practices; 25.26 Pretzels with a Purpose Planning	Student Attendance and Behavior Incentives/Recognition

- I have scheduled a Handbook Meeting for Parent Input for next Thursday, May 20th at 6 PM and have sent out a notification for any parents able to attend.

Assessment

- 9-11 ACT Assessment Reports have been posted. 9-11 iReady Assessments have been administered and we are finalizing the Panorama Survey this week. I will have our annual assessment report ready to share in June.

Pretzel Positives

NBHS Shout Outs

- Mr. Shafer for planning and running a HS Staff Escape Room Team Building Activity during our last 1 PM dismissal day.
- Ms. Johnson, our Prom Coordinator, and the decorations committee for an amazing Prom! Mrs. Hepperly and Mr. Kruckeberg, Mr. Cummings, and Mr. Piotrowski for the help supervising.
- Ms. Hemmerle and our SADD organization for a successful Post-Prom - hoping we can get attendance for this event back up! There were a little under 30 students there. Also Ms. Weidhuner, Ms. Julian, Mrs. Hepperly, and a great turn out of parent volunteers to help run things!
- Mrs. McClarey and Dr. Viola - For coordinating an outstanding Golden Honors Program for the Class of 2025.
- Senior Class Sponsors Ms. McGuire and Ms. Johnson and the Class of 2025 - Salute to Seniors Week has been filled with lots of fun and great memories! Mrs. McClarey and the FCCLA students for Senior Breakfast, Senior Trip, Senior Prank, Fun Dress-Up Days. Friday will be Graduation Practice, Senior Walk and Senior BBQ/Field Day.
- We had a great Staffuly Wicked Appreciation Week! A big Shout Out for the generous donations from parents, Nacho Bar for lunch from the Bauman Family, Panera Bagels for breakfast from Berlin Christian Church, a cold brew Coffee Bar from the Knepler Family, a sweets and dessert buffet from the Loami Christian Church, and Chips and Dips!



Professional Development: I will attend the RTO Summit on May 20th

- Recommendations:
- Colton Middleton - Vocal and Instrumental Teacher
 - Lindsay Johnson - HS Student Council
 - Overnight Trip - FFA Officers Retreat June 23-25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION				LQ		QTY			LINE AMOUNT
A. MAEST000	A. MAESTRANZI SONS KNIFE SERVICES,	851923	0000000000	0525	BNK5	ELEM BLDG-KNIFE SERVICE	B	04/30/2025	05/15/2025	A		\$27.00
							24-25					\$27.00
A. MAEST000	A. MAESTRANZI SONS KNIFE SERVICES,	851924	0000000000	0525	BNK5	JH/HS BLDG-KNIFE SERVICE	B	04/30/2025	05/15/2025	A		\$27.00
							24-25					\$27.00
NUMBER OF INVOICES: 2												\$54.00
AFAFLEX 000	AMERICAN FIDELITY ASSURANCE CO	20250501ADFSA	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$1,078.49
							24-25			202400405		\$1,078.49
NUMBER OF INVOICES: 1												\$1,078.49
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20250501ADHSA01	0000000000	P1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$526.76
							24-25			202400406		\$526.76
AFAHSA 000	AMERICAN FIDELITY H.S.A.	20250501ADHSA03	0000000000	P1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$588.37
							24-25			202400406		\$588.37
NUMBER OF INVOICES: 2												\$1,115.13
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20250501ADAF1	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$1,069.96
							24-25			202400404		\$1,069.96
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20250501ADAF10	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$7.27
							24-25			202400404		\$7.27
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20250501ADAF11	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$71.77
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AFASUP 000	AMERICAN FIDELITY ASSURANCE	20250501ADAF12	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$66.37
							24-25			202400404		\$66.37
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20250501ADAF2	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$673.50
							24-25			202400404		\$673.50

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH	VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
AFASUP	000	AMERICAN FIDELITY ASSURANCE	20250501ADAF5	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$279.61
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AFASUP	000	AMERICAN FIDELITY ASSURANCE	20250501ADAF6	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$287.83
								24-25			202400404		\$287.83
AFASUP	000	AMERICAN FIDELITY ASSURANCE	20250501ADAF7	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$285.77
								24-25			202400404		\$285.77
AFASUP	000	AMERICAN FIDELITY ASSURANCE	20250501ADAF8	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$273.54
								24-25			202400404		\$273.54
AFASUP	000	AMERICAN FIDELITY ASSURANCE	20250501ADAF9	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$69.65
								24-25			202400404		\$69.65
NUMBER OF INVOICES: 10													\$3,085.27
AFFOS	000	AFFORDABLE SHRED	105465	0000000000	0525	BNK5	SHRED SERVICE DISTRICT	B	04/30/2025	05/15/2025	R		\$90.00
								24-25					\$90.00
NUMBER OF INVOICES: 1													\$90.00
AFLAC	000	AMERICAN FAMILY LIFE ASSUR	20250501ADAF2	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$19.63
								24-25			202400396		\$19.63
NUMBER OF INVOICES: 1													\$19.63
AMEC	001	AMEREN CIPS	AME0089-0525	0000000000	0525	BNK5	JH/HS BLDG-NATURAL GAS	B	05/05/2025	05/15/2025	W		\$1,071.75
								24-25			890525		\$1,071.75
AMEC	001	AMEREN CIPS	AME3013-0525	0000000000	0525	BNK5	JH/HS BLDG-ELECTRICITY	B	05/12/2025	05/15/2025	W		\$10,294.71
								24-25			30130525		\$10,294.71
NUMBER OF INVOICES: 2													\$11,366.46
AREADIST000		AREADISTRIBUTORS, INC	491792	0000000000	0525	BNK5	ELEM BLDG-SOAP, TISSUE,	B	05/06/2025	05/15/2025	R		\$2,259.50

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
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	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
AREADIST000	AREADISTRIBUTORS, INC	491792		*****CONTINUED*****								
							24-25					\$2,259.50
AREADIST000	AREADISTRIBUTORS, INC	491793	0000000000	0525	BNK5	JH/HS BLDG-TISSUE	B	05/06/2025	05/15/2025	R		\$1,260.00
							24-25					\$1,260.00
AREADIST000	AREADISTRIBUTORS, INC	491810	0000000000	0525	BNK5	ELEM BLDG-FLOOR PAD	B	05/06/2025	05/15/2025	R		\$180.00
							24-25					\$180.00
NUMBER OF INVOICES: 3												\$3,699.50
AT&T MOB000	AT&T MOBILITY	28729396239804192025	0000000000	0525	BNK5	TRANS-HOT SPOTS	B	04/11/2025	05/15/2025	W		\$114.69
							24-25			23980525		\$114.69
AT&T MOB000	AT&T MOBILITY	28730168401005032025	0000000000	0525	BNK5	STUDENT HOT SPOTS	B	05/18/2025	05/15/2025	W		\$206.20
							24-25			40100525		\$206.20
NUMBER OF INVOICES: 2												\$320.89
AUTOGS 000	AUTO GLASS SYSTEMS	131939	0000000000	0525	BNK5	TRANS-GLASS	B	04/28/2025	05/15/2025	R		\$139.31
							24-25					\$139.31
NUMBER OF INVOICES: 1												\$139.31
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20250501ADAXA	0000000000	P1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$2,515.00
							24-25			202400403		\$2,515.00
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20250501ADAXA%	0000000000	P1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$3,168.57
							24-25			202400403		\$3,168.57
NUMBER OF INVOICES: 2												\$5,683.57
BLDD ARC000	BLDD ARCHITECTS	5870	0000000000	0525	BNK5	PROJECT 216EX21.400	B	04/30/2025	05/15/2025	A		\$16,989.20
							24-25					\$16,989.20

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT							
	ACH	VOID	DOWNLOAD	DISCOUNT		DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION		FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT	
	REF	CATALOG		DESCRIPTION					LQ	QTY					LINE					AMOUNT
NUMBER OF INVOICES: 1																			\$16,989.20	
BMO FINA000	BMO FINANCIAL GROUP		0221-0525-1	0000000000	BMO	0525	BNK5	SKYWARD CONF	B	04/07/2025	05/15/2025	W	\$259.88							
								24-25				202400408	\$259.88							
BMO FINA000	BMO FINANCIAL GROUP		0221-0525-2	0000000000	BMO	0525	BNK5	8101-SCHEELS-DONATION	B	04/07/2025	05/15/2025	W	\$34.98							
								24-25				202400408	\$34.98							
BMO FINA000	BMO FINANCIAL GROUP		0221-0525-3	0000000000	BMO	0525	BNK5	8113-FIVE BELOW-	B	04/11/2025	05/15/2025	W	\$530.13							
								24-25				202400408	\$530.13							
BMO FINA000	BMO FINANCIAL GROUP		0221-0525-4	3012025058	BMO	0525	BNK5	WALMART-VANVELDENHUIZEN-JH/HS	P	B	04/11/2025	05/15/2025	W	\$205.80						
								CBE TEXTBOOK SPED												
								24-25				202400408	\$205.80							
	100			VANVELDENHUIZEN-CBE TEXTBOOK SPED							1.00		\$205.80							
BMO FINA000	BMO FINANCIAL GROUP		0221-0525-5	3012025058	BMO	0525	BNK5	SAM'S-VANVELDENHUIZEN-JH/HS	P	B	04/11/2025	05/15/2025	W	\$72.55						
								CBE TEXTBOOK SPED												
								24-25				202400408	\$72.55							
	100			VANVELDENHUIZEN-CBE TEXTBOOK SPED							1.00		\$72.55							
BMO FINA000	BMO FINANCIAL GROUP		0221-0525-6	0000000000	BMO	0525	BNK5	8113-AMAZON-POP ICE	B	04/12/2025	05/15/2025	W	\$49.85							
								24-25				202400408	\$49.85							
BMO FINA000	BMO FINANCIAL GROUP		0221-0525-7	0000000000	BMO	0525	BNK5	9236-TARGET-PROM	B	04/16/2025	05/15/2025	W	\$39.50							
								24-25				202400408	\$39.50							
BMO FINA000	BMO FINANCIAL GROUP		0704-0525-1	0000000000	BMO	0525	BNK5	9294-CASEY'S-CLASS MEETING	B	04/02/2025	05/15/2025	W	\$116.58							
								24-25				202400408	\$116.58							
BMO FINA000	BMO FINANCIAL GROUP		0704-0525-2	0000000000	BMO	0525	BNK5	9296-ANDERSON'S PROM	B	04/04/2025	05/15/2025	W	\$193.14							
								24-25				202400408	\$193.14							
BMO FINA000	BMO FINANCIAL GROUP		0704-0525-3	0000000000	BMO	0525	BNK5	9202-4 AMIGOS-JUDGE PAY	B	04/11/2025	05/15/2025	W	\$72.71							
								24-25				202400408	\$72.71							

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT						
	ACH	VOID	DOWNLOAD	DISCOUNT		DESCRIPTION		DISC	AMT	ADJUSTMENT		DESCRIPTION	FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF	CATALOG		DESCRIPTION						LQ	QTY							LINE	AMOUNT
BMO FINA000	BMO	FINANCIAL GROUP		0704-0525-4	0000000000	BMO	0525	BNK5	9202-WALMART-	B	04/12/2025	05/15/2025	W						\$51.43
										24-25						202400408			\$51.43
BMO FINA000	BMO	FINANCIAL GROUP		0746-0525-1	0000000000	BMO	0525	BNK5	TRANS-NOTHING BUNDT CAKES	B	04/17/2025	05/15/2025	W						\$68.40
										24-25						202400408			\$68.40
BMO FINA000	BMO	FINANCIAL GROUP		2436-0525-1	0000000000	BMO	0525	BNK5	TRANS-CASEY'S-DONUTS	B	03/21/2025	05/15/2025	W						\$26.00
										24-25						202400408			\$26.00
BMO FINA000	BMO	FINANCIAL GROUP		2436-0525-2	0000000000	BMO	0525	BNK5	TRANS-DOLLAR GEN-SUPPLIES	B	04/01/2025	05/15/2025	W						\$31.25
										24-25						202400408			\$31.25
BMO FINA000	BMO	FINANCIAL GROUP		2436-0525-3	0000000000	BMO	0525	BNK5	TRANS-CASEYS-DONUTS	B	04/04/2025	05/15/2025	W						\$26.00
										24-25						202400408			\$26.00
BMO FINA000	BMO	FINANCIAL GROUP		2436-0525-4	0000000000	BMO	0525	BNK5	TRANS-CASEYS-DONUTS	B	04/11/2025	05/15/2025	W						\$26.00
										24-25						202400408			\$26.00
BMO FINA000	BMO	FINANCIAL GROUP		2436-0525-5	0000000000	BMO	0525	BNK5	TRANS-WALLY'S-GAS	B	04/16/2025	05/15/2025	W						\$39.51
										24-25						202400408			\$39.51
BMO FINA000	BMO	FINANCIAL GROUP		2436-0525-6	0000000000	BMO	0525	BNK5	TRANS-SHELL-GAS	B	04/16/2025	05/15/2025	W						\$69.02
										24-25						202400408			\$69.02
BMO FINA000	BMO	FINANCIAL GROUP		3061-0525-1	0000000000	BMO	0525	BNK5	AMAZON-REFUND FOR INK	B	04/08/2025	05/15/2025	W						\$-222.17
										24-25						202400408			\$-222.17
BMO FINA000	BMO	FINANCIAL GROUP		3061-0525-2	0000000000	BMO	0525	BNK5	9236-AMAZON-PROM	B	04/11/2025	05/15/2025	W						\$56.40
										24-25						202400408			\$56.40
BMO FINA000	BMO	FINANCIAL GROUP		3061-0525-3	0012025037	BMO	0525	BNK5	AMAZON-GORILLA TAPE	P	B	04/14/2025	05/15/2025	W					\$4.88
										24-25						202400408			\$4.88
	100			OPEN P.O. - SSO SUPPLIES							1.00								\$4.88

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT								
	ACH	VOID	DOWNLOAD	DISCOUNT		DESCRIPTION		DISC		AMT	ADJUSTMENT		DESCRIPTION	FY	ADJ		AMT	CHECK	NBR	INVOICE	AMOUNT
	REF	CATALOG		DESCRIPTION					LQ	QTY					LINE					AMOUNT	
BMO FINA000	BMO FINANCIAL GROUP			3061-0525-4		0000000000		BMO	0525	BNK5	9236-SAMS-PROM				B	04/16/2025	05/15/2025	W		\$198.36	
														24-25				202400408		\$198.36	
BMO FINA000	BMO FINANCIAL GROUP			3061-0525-5A		1032025037		BMO	0525	BNK5	PAPA JOHNS-COX K- CLASSROOM SUPPLIES				P	B	04/17/2025	05/15/2025	W		\$42.08
														24-25				202400408		\$42.08	
	100			COX, K - CLASSROOM SUPPLIES												1.00				\$42.08	
BMO FINA000	BMO FINANCIAL GROUP			3061-0525-5B		1032025038		BMO	0525	BNK5	PAPA JOHNS-IACONO- CLASSROOM SUPPLIES				P	B	04/17/2025	05/15/2025	W		\$65.84
														24-25				202400408		\$65.84	
	100			IACONO - CLASSROOM SUPPLIES												1.00				\$65.84	
BMO FINA000	BMO FINANCIAL GROUP			3061-0525-5C		1032025040		BMO	0525	BNK5	PAPA JOHNS-SWOROBOWICZ- CLASSROOM SUPPLIES				P	B	04/17/2025	05/15/2025	W		\$42.08
														24-25				202400408		\$42.08	
	100			SWOROBOWICZ - CLASSROOM SUPPLIES												1.00				\$42.08	
BMO FINA000	BMO FINANCIAL GROUP			3285-0525-1		0000000000		BMO	0525	BNK5	JH/HS BLDG-AMAZON-TRASH BAGS				B	03/21/2025	05/15/2025	W		\$89.90	
														24-25				202400408		\$89.90	
BMO FINA000	BMO FINANCIAL GROUP			3285-0525-10		0000000000		BMO	0525	BNK5	JH/HS BLDG-AMAZON-EXHAUST FAN COMBO				B	04/16/2025	05/15/2025	W		\$117.77	
														24-25				202400408		\$117.77	
BMO FINA000	BMO FINANCIAL GROUP			3285-0525-2		3012025036		BMO	0525	BNK5	SIGNATURE EVENT RENTAL-STAGE-LLEWELLYN-HS GRAD GEN SUPPLIES				P	B	04/02/2025	05/15/2025	W		\$1,134.70
														24-25				202400408		\$1,134.70	
	100			LLEWELLYN-HS GRAD GEN SUPPLIES												1.00				\$1,134.70	
BMO FINA000	BMO FINANCIAL GROUP			3285-0525-3		0000000000		BMO	0525	BNK5	JH/HS-AMAZON-REPAIR TAPE				B	04/03/2025	05/15/2025	W		\$60.49	
														24-25				202400408		\$60.49	

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
	ACH VOID DOWNLOAD		DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT	
	REF	CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT	
BMO FINA000	BMO FINANCIAL GROUP		3285-0525-4	0000000000	BMO	0525	BNK5	JH/HS BLDG-AMAZON-EXHAUST FAN	B	04/05/2025	05/15/2025	W	\$44.99	
								24-25			202400408		\$44.99	
BMO FINA000	BMO FINANCIAL GROUP		3285-0525-5	0000000000	BMO	0525	BNK5	ELEM BLDG-AMAZON-DETERGENT	B	04/07/2025	05/15/2025	W	\$41.94	
								24-25			202400408		\$41.94	
BMO FINA000	BMO FINANCIAL GROUP		3285-0525-6	0000000000	BMO	0525	BNK5	JH/HS BLDG-AMAZON-FLAG	B	04/08/2025	05/15/2025	W	\$78.23	
								24-25			202400408		\$78.23	
BMO FINA000	BMO FINANCIAL GROUP		3285-0525-7	0000000000	BMO	0525	BNK5	ELEM BLDG-AMAZON-LYSOL	B	04/15/2025	05/15/2025	W	\$108.98	
								24-25			202400408		\$108.98	
BMO FINA000	BMO FINANCIAL GROUP		3285-0525-8	0000000000	BMO	0525	BNK5	ELEM BLDG-AMAZON-TOILET BOWL CLEANER	B	04/15/2025	05/15/2025	W	\$50.76	
								24-25			202400408		\$50.76	
BMO FINA000	BMO FINANCIAL GROUP		3285-0525-9	0000000000	BMO	0525	BNK5	ELEM BLDG-AMAZON-POLISH	B	04/16/2025	05/15/2025	W	\$57.61	
								24-25			202400408		\$57.61	
BMO FINA000	BMO FINANCIAL GROUP		4069-0525-1	0312025074	BMO	0525	BNK5	Network connectors for High school	P	B	03/20/2025	05/15/2025	W	\$312.50
								24-25			202400408		\$312.50	
	100		Network connectors for High school							50.00			\$312.50	
BMO FINA000	BMO FINANCIAL GROUP		4127-0525-1	0000000000	BMO	0525	BNK5	9232-MEL-O-CREAM	B	04/16/2025	05/15/2025	W	\$66.79	
								24-25			202400408		\$66.79	
BMO FINA000	BMO FINANCIAL GROUP		4163-0525-1	0000000000	BMO	0525	BNK5	9216-COUNTY MARKET-CHICKEN	B	03/25/2025	05/15/2025	W	\$527.85	
								24-25			202400408		\$527.85	
BMO FINA000	BMO FINANCIAL GROUP		4163-0525-10	0000000000	BMO	0525	BNK5	9216-4 AMIGOS LIVESTOCK JUDGING	B	04/10/2025	05/15/2025	W	\$222.95	
								24-25			202400408		\$222.95	

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT				
	ACH	VOID	DOWNLOAD	DISCOUNT	DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION	FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF		CATALOG		DESCRIPTION						LQ		QTY			LINE	AMOUNT
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-11	0000000000	BMO 0525	BNK5	9110-4	AMIGOS-TEAM	DINNER	B	04/10/2025	05/15/2025	W			\$235.04
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-2	0000000000	BMO 0525	BNK5	9216-GFS-CHICKEN	DINNER		B	03/25/2025	05/15/2025	W			\$314.49
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-3	0000000000	BMO 0525	BNK5	9216-SAM'S -BANQUET			B	03/29/2025	05/15/2025	W			\$113.33
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-4	0000000000	BMO 0525	BNK5	9216-FARM AND HOME			B	03/29/2025	05/15/2025	W			\$55.20
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-5	0000000000	BMO 0525	BNK5	9216-FARM AND HOME			B	03/29/2025	05/15/2025	W			\$43.96
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-6	0000000000	BMO 0525	BNK5	9216-CORNER PUB-			B	03/30/2025	05/15/2025	W			\$234.33
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-7	0000000000	BMO 0525	BNK5	9216-FARM AND HOME			B	03/30/2025	05/15/2025	W			\$29.98
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-8	0000000000	BMO 0525	BNK5	9216-END ZONE BAR AND GRILL			B	04/05/2025	05/15/2025	W			\$214.61
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4163-0525-9	0000000000	BMO 0525	BNK5	9216-D'ARCY			B	04/09/2025	05/15/2025	W			\$161.71
																24-25	
BMO FINA000	BMO FINANCIAL GROUP			4892-0525-1	3212025002	BMO 0525	BNK5	IATD SPRING			P	B	04/08/2025	05/15/2025	W		\$100.00
																24-25	
	100			DOSS- GUIDANCE TRAVEL									1.00				\$100.00
BMO FINA000	BMO FINANCIAL GROUP			6542-0525-1	0000000000	BMO 0525	BNK5	USPS-CERT MAIL-FIRE MARSHALL			B	03/20/2025	05/15/2025	W			\$9.96
																24-25	

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT					
	ACH	VOID	DOWNLOAD	DISCOUNT		DESCRIPTION	DISC	AMT	ADJUSTMENT		DESCRIPTION	FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF	CATALOG		DESCRIPTION				LQ	QTY				LINE				AMOUNT	
BMO FINA000	BMO FINANCIAL GROUP			6542-0525-2	0000000000	BMO 0525	BNK5	IASPA-AA#3859		ESSENTIALS OF THE SCHOOL HR		B	04/14/2025	05/15/2025	W		\$200.00	
								24-25					202400408				\$200.00	
BMO FINA000	BMO FINANCIAL GROUP			6542-0525-3	0000000000	BMO 0525	BNK5	IASPA-MEMB		PROF MEMB DUES		B	04/14/2025	05/15/2025	W		\$250.00	
								24-25					202400408				\$250.00	
BMO FINA000	BMO FINANCIAL GROUP			6583-0525-1	3012025047	BMO 0525	BNK5	WALMART-MCCLAREY-		GEN SUPLIES CTE (FOOD AND FABRIC)		P	B	04/02/2025	05/15/2025	W		\$85.14
								24-25						202400408			\$85.14	
	100			MCCLAREY- GEN SUPPLIES CTE (FOOD AND FABRIC)						1.00							\$85.14	
BMO FINA000	BMO FINANCIAL GROUP			6583-0525-2	3012025047	BMO 0525	BNK5	JOANN STORES-MCCLAREY-		GEN SUPLIES CTE (FOOD AND FABRIC)		P	B	04/08/2025	05/15/2025	W		\$312.63
								24-25						202400408			\$312.63	
	100			MCCLAREY- GEN SUPPLIES CTE (FOOD AND FABRIC)						1.00							\$312.63	
BMO FINA000	BMO FINANCIAL GROUP			6673-0525-1	0000000000	BMO 0525	BNK5	9102-CHAMPION		CHEER-TEAM WORKSHOP		B	03/31/2025	05/15/2025	W		\$600.00	
								24-25						202400408			\$600.00	
BMO FINA000	BMO FINANCIAL GROUP			6930-0525-1	0000000000	BMO 0525	BNK5	SONIC-UNKNOWN		CHARGE REFUNDED		B	02/28/2025	05/15/2025	W		\$-12.56	
								24-25						202400408			\$-12.56	
BMO FINA000	BMO FINANCIAL GROUP			6930-0525-2	0000000000	BMO 0525	BNK5	9296-COMPLETE		WEDDINGS AND EVENT		B	03/31/2025	05/15/2025	W		\$795.00	
								24-25						202400408			\$795.00	
BMO FINA000	BMO FINANCIAL GROUP			7406-0525-1	0000000000	BMO 0525	BNK5	9114-ATHLETIC.NET-		B	03/24/2025	05/15/2025	W				\$135.00	
								24-25						202400408			\$135.00	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-10	0000000000	BMO	0525	BNK5	9114-MFAC LLC-DISCUS	B	04/11/2025	05/15/2025	W	\$135.95
							24-25			202400408		\$135.95
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-11	0000000000	BMO	0525	BNK5	9114-AMAZON-SIGNS FOR 8TH GRADERS	B	04/12/2025	05/15/2025	W	\$101.37
							24-25			202400408		\$101.37
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-12	7002025019	BMO	0525	BNK5	ENTRY FEE FOR NAQT-4/25/25-LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES	P B	04/17/2025	05/15/2025	W	\$760.00
	100	LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES					24-25		1.00	202400408		\$760.00
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-2	7002025019	BMO	0525	BNK5	IL TOP TIMES-INDOOR STATE TRACK MEET-LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES	P B	03/26/2025	05/15/2025	W	\$280.00
	100	LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES					24-25		1.00	202400408		\$280.00
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-3	0000000000	BMO	0525	BNK5	9229-ASPEN TAP HOUSE-COACHES CLINIC	B	03/28/2025	05/15/2025	W	\$109.67
							24-25			202400408		\$109.67
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-4	0000000000	BMO	0525	BNK5	9229-HOLIDAY INN COACHES CLINIC	B	03/29/2025	05/15/2025	W	\$485.31
							24-25			202400408		\$485.31
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-5	0000000000	BMO	0525	BNK5	9229-HOLIDAY INN COACHES CLINIC	B	03/29/2025	05/15/2025	W	\$485.31

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-5	*****CONTINUED*****				24-25			202400408		\$485.31
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-6	0000000000	BMO 0525	BNK5	9229-HOLIDAY INN COACHES CLINIC	B	03/29/2025	05/15/2025	W		\$485.31
							24-25			202400408		\$485.31
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-7	0000000000	BMO 0525	BNK5	9114-AMAZON-TAPE REELS	B	04/06/2025	05/15/2025	W		\$30.28
							24-25			202400408		\$30.28
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-8	0112025004	BMO 0525	BNK5	AMAZON-CPR MASKS	P B	04/06/2025	05/15/2025	W		\$45.74
	100	NURSE SUPPLIES					24-25			202400408		\$45.74
									1.00			\$45.74
BMO FINA000	BMO FINANCIAL GROUP	7406-0525-9	3212025001	BMO 0525	BNK5	PAPA JOHN'S-PIZZA FOR TESTING	P B	04/08/2025	05/15/2025	W		\$298.17
	100	DOSS-GUIDANCE PROF. SERVICES/TESTING					24-25			202400408		\$298.17
									1.00			\$298.17
BMO FINA000	BMO FINANCIAL GROUP	8707-0525-1	0000000000	BMO 0525	BNK5	9274-MEL O CREAM-STUDENTS	B	03/21/2025	05/15/2025	W		\$123.77
							24-25			202400408		\$123.77
BMO FINA000	BMO FINANCIAL GROUP	8707-0525-2	0000000000	BMO 0525	BNK5	9226-CHICK-FIL-A	B	04/11/2025	05/15/2025	W		\$261.64
							24-25			202400408		\$261.64
BMO FINA000	BMO FINANCIAL GROUP	9165-0525-1	0000000000	BMO 0525	BNK5	9125-SAM'S-POPCORN AND SNACKS	B	04/01/2025	05/15/2025	W		\$421.16
							24-25			202400408		\$421.16
BMO FINA000	BMO FINANCIAL GROUP	9165-0525-2	0000000000	BMO 0525	BNK5	9103-AMF STRIKE N SPARE	B	04/02/2025	05/15/2025	W		\$1,146.22
							24-25			202400408		\$1,146.22
BMO FINA000	BMO FINANCIAL GROUP	9165-0525-3	0000000000	BMO 0525	BNK5	9103-SAMS-CONCESSION STAND FOOD	B	04/10/2025	05/15/2025	W		\$345.48
							24-25			202400408		\$345.48

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION				LQ		QTY			LINE AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	9165-0525-4	0000000000	BMO 0525	BNK5	9125-PAPA JOHNS-PIZZA	B	04/15/2025	05/15/2025	W		\$265.69
							24-25			202400408		\$265.69
BMO FINA000	BMO FINANCIAL GROUP	9165-0525-5	6022025002	BMO 0525	BNK5	STUDENT BREAKFAST-RADFORD - JH PRINCIPAL IPA DUES/ADMIN ENROLLMENT/NETWORK MEMBER/SCHOOL MASTERS DUES	P	B	04/17/2025	05/15/2025	W	\$140.00
							24-25			202400408		\$140.00
	100		RADFORD - JH PRINCIPAL DUES/FEES						1.00			\$140.00
NUMBER OF INVOICES: 76												\$14,814.55
BOYMU 001	BOYD MUSIC	211604	3012025044	0525	BNK5	TENOR SAX REPAIR AND SUPPLIES-MAGRATH-JH/HS BAND GEN SUPPLIES	P	B	10/23/2024	05/15/2025	R	\$120.00
							24-25					\$120.00
	100		MAGRATH -JH/HS BAND GEN SUPPLIES						1.00			\$120.00
BOYMU 001	BOYD MUSIC	212164	3012025044	0525	BNK5	TENOR SAX NECK REPAIR-MAGRATH-JH/HS BAND GEN SUPPLIES	P	B	04/30/2025	05/15/2025	R	\$20.00
							24-25					\$20.00
	100		MAGRATH -JH/HS BAND GEN SUPPLIES						1.00			\$20.00
NUMBER OF INVOICES: 2												\$140.00
BRAY DAV000	BRAY, DAVID	140.00	0000000000	50	BNK5	VARSITY SOFTBALL-4/16/25	H	04/16/2025	04/30/2025	S		\$140.00
							24-25			61799		\$140.00
BRAY DAV000	BRAY, DAVID	95.00	0000000000	50	BNK5	GIRLS VARSITY SOFTBALL-4/9/25	H	04/09/2025	04/30/2025	S		\$95.00
							24-25			61782		\$95.00
NUMBER OF INVOICES: 2												\$235.00
BRINKDON000	BRINKLEY, DONALD	140.00	0000000000	50	BNK5	VARSITY SOFTBALL-4/17/25	H	04/17/2025	04/30/2025	S		\$140.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
BRINKDON000	BRINKLEY, DONALD	140.00		*****CONTINUED*****								
							24-25			61800		\$140.00
BRINKDON000	BRINKLEY, DONALD	140.00	0000000000	50	BNK5	VARSITY SOFTBALL-4/21/25	H	04/21/2025	04/30/2025	R		\$140.00
							24-25			61827		\$140.00
NUMBER OF INVOICES: 2												\$280.00
CAPG	001 CAPITOL GROUP, INC	S2612500.002	0000000000	0525	BNK5	ELEM BLDG-BRASS UNION	B	04/10/2025	05/15/2025	R		\$97.88
							24-25					\$97.88
NUMBER OF INVOICES: 1												\$97.88
CDWG	001 CDW GOVERNMENT, INC.	AD7834A	0312025070	0525	BNK5	Battery for verkada door controller	P	B	04/23/2025	05/15/2025	A	\$514.75
							24-25					\$514.75
	100	Battery for verkada door controller							1.00			\$514.75
CDWG	001 CDW GOVERNMENT, INC.	AD8SK8G	0312025076	0525	BNK5	Adobe renewal for 25	P	B	04/26/2025	05/15/2025	A	\$2,625.00
							24-25					\$2,625.00
	100	Adobe software renewal							1.00			\$2,625.00
NUMBER OF INVOICES: 2												\$3,139.75
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	01358584	0000000000	0525	BNK5	JH/HS BLDG-REFUND FOOD	B	04/21/2025	05/15/2025	A		\$-99.40
							24-25					\$-99.40
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	11238306	0000000000	0525	BNK5	JH/HS BLDG-FOOD	B	04/23/2025	05/15/2025	A		\$305.05
							24-25					\$305.05
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	11244635	0000000000	0525	BNK5	JH/HS BLDG-FOOD	B	04/23/2025	05/15/2025	A		\$99.40
							24-25					\$99.40
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	11265027	0000000000	0525	BNK5	JH/HS BLDG-DAIRY	B	04/28/2025	05/15/2025	A		\$901.12
							24-25					\$901.12

VEN-KEY	VENDOR NAME			INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT	
	ACH	VOID	DOWNLOAD	DISCOUNT	DESCRIPTION		DISC AMT	ADJUSTMENT	DESCRIPTION	FY	ADJ AMT	CHECK NBR	INVOICE AMOUNT	
	REF		CATALOG		DESCRIPTION					LQ	QTY		LINE AMOUNT	
CENTRAL 003	CENTRAL	IL	PRODUCE (JH/HS)	11265028		0000000000	0525	BNK5	JH/HS BLDG-FOOD	B	04/30/2025	05/15/2025	A	\$217.00
										24-25				\$217.00
CENTRAL 003	CENTRAL	IL	PRODUCE (JH/HS)	11283541		0000000000	0525	BNK5	JH/HS BLDG-DAIRY	B	05/02/2025	05/15/2025	A	\$193.80
										24-25				\$193.80
CENTRAL 003	CENTRAL	IL	PRODUCE (JH/HS)	11283542		0000000000	0525	BNK5	JH/HS BLDG-FOOD, DAIRY	B	05/05/2025	05/15/2025	A	\$167.00
										24-25				\$167.00
CENTRAL 003	CENTRAL	IL	PRODUCE (JH/HS)	11283547		0000000000	0525	BNK5	JH/HS BLDG-FOOD, DAIRY	B	05/07/2025	05/15/2025	A	\$221.22
										24-25				\$221.22
CENTRAL 003	CENTRAL	IL	PRODUCE (JH/HS)	11283548		0000000000	0525	BNK5	JH/HS BLDG-FOOD, DAIRY	B	05/09/2025	05/15/2025	A	\$238.60
										24-25				\$238.60
CENTRAL 003	CENTRAL	IL	PRODUCE (JH/HS)	11283552		0000000000	0525	BNK5	JH/HS BLDG-FOOD, DAIRY	B	05/12/2025	05/15/2025	A	\$384.67
										24-25				\$384.67
NUMBER OF INVOICES: 10														\$2,628.46
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	01356871		0000000000	0525	BNK5	ELEM BLDG-REFUND	B	04/16/2025	05/15/2025	A	\$-49.90
										24-25				\$-49.90
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	01358584		0000000000	0525	BNK5	JH/HS BLDG-REFUND	B	04/21/2025	05/15/2025	A	\$-99.40
										24-25				\$-99.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	01359127		0000000000	0525	BNK5	ELEM BLDG-REFUND	B	04/23/2025	05/15/2025	A	\$-65.50
										24-25				\$-65.50
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	01362813		0000000000	0525	BNK5	PRE-K-REFUND DAIRY	B	05/05/2025	05/15/2025	A	\$-56.40
										24-25				\$-56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	01362814		0000000000	0525	BNK5	ELEM BLDG-REFUND DAIRY	B	05/05/2025	05/15/2025	A	\$-84.60
										24-25				\$-84.60

VEN-KEY	VENDOR NAME			INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT				
	ACH VOID DOWNLOAD			DISCOUNT	DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION		FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF	CATALOG		DESCRIPTION					LQ	QTY			LINE			AMOUNT		
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11224260	0000000000	0525	BNK5	ELEM BLDG-FOOD, DAIRY	B	04/23/2025	05/15/2025	A					\$987.41	
									24-25									\$987.41
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11224265	0000000000	0525	BNK5	ELEM BLDG-FOOD, DAIRY	B	04/25/2025	05/15/2025	A					\$265.55	
									24-25									\$265.55
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11224330	0000000000	0525	BNK5	PRE-K-DAWDY-DAIRY	B	04/23/2025	05/15/2025	A					\$56.40	
									24-25									\$56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11258880	0000000000	0525	BNK5	PRE-K-STECK-DAIRY	B	04/25/2025	05/15/2025	A					\$56.40	
									24-25									\$56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11258884	0000000000	0525	BNK5	PRE-K-DAWDY-DAIRY	B	04/28/2025	05/15/2025	A					\$56.40	
									24-25									\$56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11258888	0000000000	0525	BNK5	PRE-K-RUPPEL-DAIRY	B	05/02/2025	05/15/2025	A					\$56.40	
									24-25									\$56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11258895	0000000000	0525	BNK5	PRE-K-STECK-DAIRY	B	05/05/2025	05/15/2025	A					\$56.40	
									24-25									\$56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11258901	0000000000	0525	BNK5	PRE-K-DAWDY-DAIRY	B	05/07/2025	05/15/2025	A					\$56.40	
									24-25									\$56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11258907	0000000000	0525	BNK5	PRE-K-RUPPEL-DAIRY	B	05/09/2025	05/15/2025	A					\$56.40	
									24-25									\$56.40
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11264998	0000000000	0525	BNK5	ELEM BLDG-FOOD, DAIRY	B	04/28/2025	05/15/2025	A					\$922.87	
									24-25									\$922.87
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11265011	0000000000	0525	BNK5	ELEM BLDG-FOOD, DAIRY	B	04/30/2025	05/15/2025	A					\$620.00	
									24-25									\$620.00
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11265012	0000000000	0525	BNK5	ELEM BLDG-DAIRY	B	05/02/2025	05/15/2025	A					\$193.80	
									24-25									\$193.80

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT				
	ACH	VOID	DOWNLOAD	DISCOUNT	DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION	FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF		CATALOG		DESCRIPTION						LQ		QTY			LINE	AMOUNT
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11283510		0000000000	0525	BNK5	ELEM BLDG-DAIRY		B	05/05/2025	05/15/2025	A			\$391.80
											24-25						\$391.80
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11283511		0000000000	0525	BNK5	ELEM BLDG-FOOD, DAIRY		B	05/07/2025	05/15/2025	A			\$544.03
											24-25						\$544.03
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11283514		0000000000	0525	BNK5	ELEM BLDG-DAIRY		B	05/09/2025	05/15/2025	A			\$195.90
											24-25						\$195.90
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11283520		0000000000	0525	BNK5	ELEM BLDG-DAIRY		B	05/12/2025	05/15/2025	A			\$379.20
											24-25						\$379.20
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11283563		0000000000	0525	BNK5	PRE-K-STECK-DAIRY		B	05/12/2025	05/15/2025	A			\$55.20
											24-25						\$55.20
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11297449		0000000000	0525	BNK5	ELEM BLDG-DAIRY		B	05/07/2025	05/15/2025	A			\$84.60
											24-25						\$84.60
CENTRAL 004	CENTRAL	IL	PRODUCE (NBE)	11297457		0000000000	0525	BNK5	PRE-K-STECK-DAIRY		B	05/07/2025	05/15/2025	A			\$56.40
											24-25						\$56.40
NUMBER OF INVOICES: 24																	\$4,735.76
CONNOR C000	CONNOR	CO		S011316508.001		0000000000	0525	BNK5	ELEM BLDG-FAUCET ELEMENT		B	04/23/2025	05/15/2025	A			\$297.23
											24-25						\$297.23
CONNOR C000	CONNOR	CO		S011324098.001		0000000000	0525	BNK5	JH/HS BLDG-FILTER		B	04/30/2025	05/15/2025	A			\$1,017.12
											24-25						\$1,017.12
CONNOR C000	CONNOR	CO		S01132483.001		0000000000	0525	BNK5	ELEM BLDG-FITTINGS		B	04/29/2025	05/15/2025	A			\$227.12
											24-25						\$227.12
NUMBER OF INVOICES: 3																	\$1,541.47
CORE CON000	CORE	CONSTRUCTION		702209.05		0000000000	0525	BNK5	APP 23 PROJECT-22-01-005		B	04/30/2025	05/15/2025	A			\$702,209.05

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
CORE CON000	CORE CONSTRUCTION	702209.05		*****	CONTINUED*****							
							24-25					\$702,209.05
						NUMBER OF INVOICES: 1						\$702,209.05
DE LAGE 000	DE LAGE LANDEN PUBLIC FINANCE LLC	590077970	0000000000	0525	BNK5	COPIER LEASE 5/12/25-6/11/25	B	04/28/2025	05/15/2025	A		\$1,376.00
							24-25					\$1,376.00
						NUMBER OF INVOICES: 1						\$1,376.00
DIRECT E000	DIRECT ENERGY BUSINESS	251010056737381	0000000000	0525	BNK5	JH/HS BLDG-CONCESSION STAND	B	04/11/2025	05/15/2025	W		\$267.79
							24-25			3057269		\$267.79
DIRECT E000	DIRECT ENERGY BUSINESS	251040056740904	0000000000	0525	BNK5	ELEM BLDG-ELECTRICITY	B	04/14/2025	05/15/2025	W		\$8,470.91
							24-25			3057272		\$8,470.91
DIRECT E000	DIRECT ENERGY BUSINESS	251040056740905	0000000000	0525	BNK5	TRANS-ELECTRICITY	B	04/14/2025	05/15/2025	W		\$193.40
							24-25			3057270		\$193.40
DIRECT E000	DIRECT ENERGY BUSINESS	251040056740906	0000000000	0525	BNK5	JH/HS BLDG-BASEBALL FIELD	B	04/14/2025	05/15/2025	W		\$57.39
							24-25			3057271		\$57.39
DIRECT E000	DIRECT ENERGY BUSINESS	251080056782166	0000000000	0525	BNK5	JH/HS BLDG-ELECTRICITY	B	04/18/2025	05/15/2025	W		\$1,940.72
							24-25			3057273		\$1,940.72
DIRECT E000	DIRECT ENERGY BUSINESS	251140056812389	0000000000	0525	BNK5	JH/HS BLDG-ELECTRICITY	B	04/24/2025	05/15/2025	W		\$156.47
							24-25			3057274		\$156.47
						NUMBER OF INVOICES: 6						\$11,086.68
DUGOC 001	DUGAN OIL COMPANY	218491	0000000000	0525	BNK5	TRANS-BOLT IN TIRE	B	05/02/2025	05/15/2025	R		\$52.00
							24-25					\$52.00
						NUMBER OF INVOICES: 1						\$52.00
EISFEAR000	EISFELDER, AARON	95.00	0000000000	50	BNK5	GIRLS VARSITY	H	04/09/2025	04/30/2025	S		\$95.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
EISFEAR000	EISFELDER, AARON	95.00		*****CONTINUED*****		SOFTBALL - 4/9/25						
							24-25			61783		\$95.00
						NUMBER OF INVOICES: 1						\$95.00
ENGELROB000	ENGEL, ROBERT JR	90.00	0000000000	50	BNK5	BOYS VARSITY BASEBALL - 4/10/25	H	04/10/2025	04/30/2025	S		\$90.00
							24-25			61784		\$90.00
ENGELROB000	ENGEL, ROBERT JR	90.00	0000000000	50	BNK5	BOYS VARSITY BASEBALL - 4/17/25	H	04/17/2025	04/30/2025	S		\$90.00
							24-25			61801		\$90.00
						NUMBER OF INVOICES: 2						\$180.00
ERTOI 001	ERTHAL OIL	303496	0000000000	0525	BNK5	TRANS-DIESEL	B	04/11/2025	05/15/2025	R		\$4,891.96
							24-25					\$4,891.96
ERTOI 001	ERTHAL OIL	303530	0000000000	0525	BNK5	TRANS-DEF	B	04/18/2025	05/15/2025	R		\$759.00
							24-25					\$759.00
ERTOI 001	ERTHAL OIL	303565	0000000000	0525	BNK5	TRANS-DIESEL	B	04/25/2025	05/15/2025	R		\$3,056.00
							24-25					\$3,056.00
ERTOI 001	ERTHAL OIL	303610	0000000000	0525	BNK5	TRANS-GASOLINE AND DIESEL	B	05/06/2025	05/15/2025	R		\$4,194.65
							24-25					\$4,194.65
						NUMBER OF INVOICES: 4						\$12,901.61
FRONTIER000	FRONTIER	2171980288	0000000000	0525	BNK5	SECONDARY INTERNET CONNECTION 4/11/25-5/10/25	B	04/11/2025	05/15/2025	W		\$480.00
							24-25			2880525		\$480.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC	AMT	ADJUSTMENT DESCRIPTION	FY		ADJ	AMT	CHECK NBR	INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
FRONTIER000	FRONTIER	2174882040	0000000000	0525	BNK5	NEW BERLIN DISTRICT OFFICE PHONES - 4/16/25-5/15/25	B	04/16/2025	05/15/2025	W		\$524.85
							24-25				20400525	\$524.85
FRONTIER000	FRONTIER	2174883107	0000000000	0525	BNK5	JH FAX MACHINE -4/22/25-5/21/25	B	04/22/2025	05/15/2025	W		\$293.50
							24-25				31070525	\$293.50
FRONTIER000	FRONTIER	2174886011	0000000000	0525	BNK5	JH PHONES 4/22/25-5/21/25	B	04/22/2025	05/15/2025	W		\$674.66
							24-25				60110525	\$674.66
FRONTIER000	FRONTIER	2174886111-	0000000000	0525	BNK5	HS PRINCIPALS OFFICE PHONE-4/22/25-5/21/25	B	04/22/2025	05/15/2025	W		\$659.58
							24-25				61110525	\$659.58
FRONTIER000	FRONTIER	2174886412	0000000000	0525	BNK5	AD PHONES - 4/22/25-5/21/25	B	04/22/2025	05/15/2025	W		\$184.48
							24-25				64120525	\$184.48
FRONTIER000	FRONTIER	2174886482	0000000000	0525	BNK5	NB ELEM SCHOOL PHONE - 4/22/25-5/21/25	B	04/22/2025	05/15/2025	W		\$965.49
							24-25				64820525	\$965.49
NUMBER OF INVOICES: 7												\$3,782.56
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9021582514	0000000000	0525	BNK5	JH/HS BLDG-TT	B	04/19/2025	05/15/2025	W		\$434.96
							24-25				6469233	\$434.96
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9021637362	0000000000	0525	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP, CHEM	B	04/22/2025	05/15/2025	W		\$2,894.62
							24-25				6469233	\$2,894.62
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9021637373	0000000000	0525	BNK5	JH/HS BLDG-SLUSHIE	B	04/22/2025	05/15/2025	W		\$125.04
							24-25				6469233	\$125.04

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT			
	ACH	VOID	DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION		FY	ADJ AMT		CHECK	NBR	INVOICE	AMOUNT
	REF	CATALOG		DESCRIPTION					LQ	QTY			LINE			AMOUNT
GFS-JHHS000	GORDON	FOOD	SERVICE (JH/HS)	9021891950	0000000000	0525	BNK5	JH/HS	BLDG-FOOD, DAIRY, DISP	B	04/29/2025	05/15/2025	W			\$2,645.74
										24-25					6469233	\$2,645.74
GFS-JHHS000	GORDON	FOOD	SERVICE (JH/HS)	9021975736	0000000000	0525	BNK5	JH/HS	BLDG-TT	B	04/30/2025	05/15/2025	W			\$165.20
										24-25					6469233	\$165.20
GFS-JHHS000	GORDON	FOOD	SERVICE (JH/HS)	9022155514	0000000000	0525	BNK5	JH/HS	BLDG-FOOD, DAIRY, DISP, CHEM	B	05/06/2025	05/15/2025	W			\$2,677.84
										24-25					6469233	\$2,677.84
NUMBER OF INVOICES: 6																\$8,943.40
GFS-NBE 000	GORDON	FOOD	SERVICE (NBE)	841341385A	0000000000	0525	BNK5	PRE-K-RUPPEL	B	04/21/2025	05/15/2025	W			\$164.88	
									24-25					6469103	\$164.88	
GFS-NBE 000	GORDON	FOOD	SERVICE (NBE)	841341385B	0000000000	0525	BNK5	PRE-K-STECK	B	04/21/2025	05/15/2025	W			\$147.80	
									24-25					6469103	\$147.80	
GFS-NBE 000	GORDON	FOOD	SERVICE (NBE)	841341385C	0000000000	0525	BNK5	PRE-DAWDY	B	04/21/2025	05/15/2025	W			\$66.91	
									24-25					6469103	\$66.91	
GFS-NBE 000	GORDON	FOOD	SERVICE (NBE)	841341386	0000000000	0525	BNK5	ELEM BLDG-FOOD	B	04/21/2025	05/15/2025	W			\$21.46	
									24-25					6469164	\$21.46	
GFS-NBE 000	GORDON	FOOD	SERVICE (NBE)	841341482	0000000000	0525	BNK5	ELEM BLDG-FOOD	B	04/23/2025	05/15/2025	W			\$73.31	
									24-25					6469164	\$73.31	
GFS-NBE 000	GORDON	FOOD	SERVICE (NBE)	9021582433	0000000000	0525	BNK5	ELEM BLDG-TT	B	04/19/2025	05/15/2025	W			\$380.59	
									24-25					6469164	\$380.59	
GFS-NBE 000	GORDON	FOOD	SERVICE (NBE)	9021637320	0000000000	0525	BNK5	ELEM BLDG-FOOD, DIARY, DISP, CHEM	B	04/22/2025	05/15/2025	W			\$1,045.51	
									24-25					6469164	\$1,045.51	

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH	VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9021637324	0000000000	0525	BNK5	ELEM BLDG-DAIRY	B	04/22/2025	05/15/2025	W		\$125.04
								24-25			6469164		\$125.04
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9021891859	0000000000	0525	BNK5	PRE-K-RUPPEL-FOOD	B	04/29/2025	05/15/2025	W		\$121.12
								24-25			6469103		\$121.12
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9021891862	0000000000	0525	BNK5	PRE-K-DAWDY-FOOD	B	04/29/2025	05/15/2025	W		\$106.41
								24-25			6469103		\$106.41
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9021891863	0000000000	0525	BNK5	PRE-STECK-FOOD	B	04/29/2025	05/15/2025	W		\$100.42
								24-25			6469103		\$100.42
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9021891898	0000000000	0525	BNK5	ELEM BLDG-FOOD, DAIRY, DISP	B	04/29/2025	05/15/2025	W		\$1,648.10
								24-25			6469164		\$1,648.10
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9021930082	0000000000	0525	BNK5	ELEM BLDG-FOOD	B	04/29/2025	05/15/2025	W		\$80.08
								24-25			6469164		\$80.08
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9021975741	0000000000	0525	BNK5	ELEM BLDG-TT	B	04/30/2025	05/15/2025	W		\$165.20
								24-25			6469164		\$165.20
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9022155538	0000000000	0525	BNK5	ELEM BLDG-FOOD, DAIRY, DISP, TT	B	05/09/2025	05/15/2025	W		\$1,909.22
								24-25			6469164		\$1,909.22
GFS-NBE 000	GORDON	FOOD SERVICE (NBE)	9022192242	0000000000	0525	BNK5	ELEM BLDG-FOOD	B	05/06/2025	05/15/2025	W		\$258.72
								24-25			6469164		\$258.72
NUMBER OF INVOICES: 16													\$6,414.77
GIFFIN,W000	GIFFIN,WINNING,COHEN &	BODEWES, P. 22644	0000000000	0525	BNK5	LEGAL FEES-COMPLIANCE AND INVESTIGATION	B	05/05/2025	05/15/2025	A			\$26.00
								24-25					\$26.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	22860	0000000000	0525	BNK5	LEGAL FEES-ADMINISTRATION	B	05/05/2025	05/15/2025	A		\$1,170.00
							24-25					\$1,170.00
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	22861	0000000000	0525	BNK5	LEGAL FEES-CIVIL APPEAL	B	05/05/2025	05/15/2025	A		\$285.00
							24-25					\$285.00
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	22862	0000000000	0525	BNK5	LEGAL FEES-GENERAL LITIGATION	B	05/05/2025	05/15/2025	A		\$60.00
							24-25					\$60.00
GIFFIN,W000	GIFFIN,WINNING,COHEN & BODEWES, P.	22935	0000000000	0525	BNK5	LEGAL FEES-BUSINESS GENERAL	B	05/05/2025	05/15/2025	A		\$100.00
							24-25					\$100.00
NUMBER OF INVOICES: 5												\$1,641.00
GREENEAR000	GREEN, EARL	120.00	0000000000	50	BNK5	BOYS JV BASEBALL OFFICIAL 3/28/25	H	03/28/2025	04/30/2025	S		\$120.00
							24-25			61779		\$120.00
GREENEAR000	GREEN, EARL	120.00	0000000000	50	BNK5	BOYS JV BASEBALL OFFICIAL 4/14/25	H	04/14/2025	04/30/2025	S		\$120.00
							24-25			61802		\$120.00
NUMBER OF INVOICES: 2												\$240.00
HARMSHEN000	HARMS, HENRY	130.00	0000000000	50	BNK5	COED VARSITY TRACK-4/8/25	H	04/08/2025	04/30/2025	S		\$130.00
							24-25			61785		\$130.00
HARMSHEN000	HARMS, HENRY No	130.00	0000000000	042825	BNK5	COED VARSITY TRACK-4/29/25	H	04/29/2025	04/28/2025	V		\$130.00
							24-25			242500365		\$130.00
HARMSHEN000	HARMS, HENRY	130.00-	0000000000	50	BNK5	COED JH TRACK	H	04/09/2025	04/30/2025	S		\$130.00
							24-25			61786		\$130.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
NUMBER OF INVOICES: 3												\$130.00
HEART TE000	HEART TECHNOLOGIES, INC	79075	0000000000	0525	BNK5	JH/HS BLDG-LOCKED OUT OF VM	B	04/29/2025	05/15/2025	A		\$62.50
							24-25					\$62.50
HEART TE000	HEART TECHNOLOGIES, INC	79559	0000000000	0525	BNK5	ADDITIONAL PHONES AND LICENSES	B	05/07/2025	05/15/2025	A		\$3,331.80
							24-25					\$3,331.80
NUMBER OF INVOICES: 2												\$3,394.30
HOCKIJER000	HOCKING, JERRY	140.00	0000000000	50	BNK5	GIRLS VARSITY SOFTBALL-4/10/25	H	04/10/2025	04/30/2025	S		\$140.00
							24-25			61787		\$140.00
HOCKIJER000	HOCKING, JERRY	140.00	0000000000	50	BNK5	GIRLS VARSITY SOFTBALL-4/19/25	H	04/19/2025	04/30/2025	S		\$140.00
							24-25			61803		\$140.00
HOCKIJER000	HOCKING, JERRY	140.00	0000000000	50	BNK5	RESCHEDULE VARSITY SOFTBALL-4/14/25	H	04/14/2025	04/30/2025	S		\$140.00
							24-25			61811		\$140.00
HOCKIJER000	HOCKING, JERRY	140.00	0000000000	042825	BNK5	GIRLS VARSITY SOFTBALL-4/19/25	H	04/19/2025	04/28/2025	V		\$140.00
							24-25			61803		\$140.00
NUMBER OF INVOICES: 4												\$280.00
HOLLIRON000	HOLLIDAY, RON	140.00	0000000000	50	BNK5	VARSITY SOFTBALL-4/16/25	H	04/16/2025	04/30/2025	S		\$140.00
							24-25			61804		\$140.00
NUMBER OF INVOICES: 1												\$140.00
HOPE SCH000	HOPE SCHOOL (THE)	SINV009939	0000000000	0525	BNK5	TUITION AND TRANSPORTATION	B	04/30/2025	05/15/2025	R		\$6,389.88

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
HOPE SCH000	HOPE SCHOOL (THE)	SINV009939		*****CONTINUED*****								
							24-25					\$6,389.88
						NUMBER OF INVOICES: 1						\$6,389.88
HPS	000 HPS	LLC27851	0000000000	0525	BNK5	DUES CALCULATION FOR PREVIOUS 12 MONTHS	B		04/23/2025	05/15/2025	R	\$2,144.38
							24-25					\$2,144.38
						NUMBER OF INVOICES: 1						\$2,144.38
IAVAT	000 IAVAT	90637-A	3012025060	50	BNK5	WEIDHUNER- IAVAT CONF	P	H	03/11/2025	04/30/2025	S	\$350.00
	100	WEIDHUNER- IAVAT CONF					24-25			61771		\$350.00
									1.00			\$350.00
IAVAT	000 IAVAT	90637-B	3012025065	50	BNK5	WEIDHUNER-IAVAT DUES & AG ENTRY FEES	P	H	03/11/2025	04/30/2025	S	\$320.00
	100	WEIDHUNER- IAVAT DUES & AG ENTRY FEES					24-25			61772		\$320.00
									1.00			\$320.00
						NUMBER OF INVOICES: 2						\$670.00
IDSIGNS	000 ID SIGNS	237882	3012025049	0525	BNK5	INVITATIONS-MCCLAREY-GOLDEN HONORS SUPPLIES	P	B	04/10/2025	05/15/2025	A	\$82.00
	100	MCCLAREY-GOLDEN HONORS SUPPLIES					24-25					\$82.00
									1.00			\$82.00
						NUMBER OF INVOICES: 1						\$82.00
IESCO	001 IESA	1275.00	7002025019	0525	BNK5	25-26 IESA MEMBERSHIPS	P	B	04/25/2025	05/15/2025	R	\$1,275.00
	100	LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES					24-25					\$1,275.00
									1.00			\$1,275.00

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT			
	ACH	VOID	DOWNLOAD	DISCOUNT DESCRIPTION		DISC	AMT	ADJUSTMENT DESCRIPTION		FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF	CATALOG		DESCRIPTION				LQ		QTY					LINE	AMOUNT
NUMBER OF INVOICES: 1																\$1,275.00
ILLDPH	001	ILLINOIS DEPT OF PUBLIC HEALTH		400.00	0112025002	50	BNK5	REEVE-VISION AND HEARING COURSE TRAINING		P	H	03/21/2025	04/30/2025	R		\$400.00
										24-25				61761		\$400.00
	100			TRAVEL							1.00					\$400.00
NUMBER OF INVOICES: 1																\$400.00
ILLDQ	001	ILLINOIS DEPT OF REVENUE		20250501ADSTA	0000000000	P1	BNK5	Payroll accrual		H		05/01/2025	05/01/2025	W		\$40.00
										24-25				202400397		\$40.00
ILLDQ	001	ILLINOIS DEPT OF REVENUE		20250501ADSTX	0000000000	P1	BNK5	Payroll accrual		H		05/01/2025	05/01/2025	W		\$14,583.44
										24-25				202400397		\$14,583.44
NUMBER OF INVOICES: 2																\$14,623.44
ILLEA	001	ILLINOIS EDUCATION ASSN		20250501ADI1	0000000000	P1	BNK5	Payroll accrual		H		05/01/2025	05/01/2025	R		\$2,929.96
										24-25				61896		\$2,929.96
NUMBER OF INVOICES: 1																\$2,929.96
ILLINOIS014	ILLINOIS PLUMBING & HEATING SUPPLY		136369-00	0000000000	0525	BNK5	ELEM BLDG-URINAL GASKET		B		04/11/2025	05/15/2025	R			\$15.30
										24-25						\$15.30
NUMBER OF INVOICES: 1																\$15.30
ILMLR	001	IL MUNICIPAL RETIREMENT		20250501ADIM	0000000000	P9	BNK5	Payroll accrual		B		05/01/2025	05/01/2025	W		\$4,583.47
										24-25				202400398		\$4,583.47
ILMLR	001	IL MUNICIPAL RETIREMENT		20250501ADIMV2	0000000000	P9	BNK5	Payroll accrual		B		05/01/2025	05/01/2025	W		\$1,117.97
										24-25				202400398		\$1,117.97
ILMLR	001	IL MUNICIPAL RETIREMENT		20250501AFRM	0000000000	P9	BNK5	Payroll accrual		B		05/01/2025	05/01/2025	W		\$6,411.36
										24-25				202400398		\$6,411.36

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
NUMBER OF INVOICES: 1												\$4,970.00
JANIE'S 000	JANIE'S MILL	106398	0000000000	0525	BNK5	ELEM BLDG-FOOD	B		04/11/2025	05/15/2025	A	\$151.60
							24-25					\$151.60
NUMBER OF INVOICES: 1												\$151.60
JOHNCFP 000	JOHNSON CONTROLS FIRE PROTECTION L	24711752	0000000000	0525	BNK5	JH/HS ANNUAL BILLING FIRE ALARM	B		05/01/2025	05/15/2025	R	\$4,024.97
							24-25					\$4,024.97
NUMBER OF INVOICES: 1												\$4,024.97
JOSI 000	JOSTENS INC.	1042	3012025036	0525	BNK5	GRAD TASSEL-LLEWELLYN-HS GRAD GEN SUPPLIES	P	B	05/05/2025	05/15/2025	A	\$50.00
							24-25					\$50.00
	100	LLEWELLYN-HS GRAD GEN SUPPLIES							1.00			\$50.00
JOSI 000	JOSTENS INC.	36766305	3012025031	0525	BNK5	24-25 SR. DIPLOMAS-LLEWELLYN-CHARACTER ED GEN SUPPLIES	P	B	04/24/2025	05/15/2025	A	\$393.80
							24-25					\$393.80
	100	LLEWELLYN- PBIS/CHARACTER ED GEN SUPPLIES							1.00			\$393.80
JOSI 000	JOSTENS INC.	789341	3012025049	0525	BNK5	MEDALS-MCCLAREY-GOLDEN HONORS SUPPLIES	P	B	04/17/2025	05/15/2025	A	\$357.53
							24-25					\$357.53
	100	MCCLAREY-GOLDEN HONORS SUPPLIES							1.00			\$357.53
NUMBER OF INVOICES: 3												\$801.33
KELLMJ 001	M.J. KELLNER CO. INC.	555051	0000000000	0525	BNK5	JH/HS BLDG-FOOD	B		05/08/2025	05/15/2025	A	\$142.62
							24-25					\$142.62

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
NUMBER OF INVOICES: 1												\$142.62
KIDZEUM 000	KIDZEUM	246.00	0000000000	50	BNK5	ENTRANCE FEE FOR AFTERNOON KIDS	H		04/03/2025	04/30/2025	R	\$246.00
									24-25		61796	\$246.00
NUMBER OF INVOICES: 1												\$246.00
KOEHLWES000	KOEHLER, WESLEY	175.00	0000000000	0525	BNK5	WEBSITE SERVICES MONTHLY BILLING	B		05/05/2025	05/15/2025	R	\$175.00
									24-25			\$175.00
NUMBER OF INVOICES: 1												\$175.00
LEVIRS 000	LEVI, RAY & SHOUP, INC	341380	0000000000	0525	BNK5	LICENSE TO BACKUP SERVER	B		05/07/2025	05/15/2025	A	\$409.00
									24-25			\$409.00
NUMBER OF INVOICES: 1												\$409.00
LINCPBHC000	LINCOLN PRAIRIE BHC	2021-21312	0000000000	0525	BNK5	HOSPITAL BOUND STUDENT	B		04/23/2025	05/15/2025	R	\$75.00
									24-25			\$75.00
NUMBER OF INVOICES: 1												\$75.00
LLEWEHAT000	LLEWELLYN, HATTIE	35.70	6012025002	0525	BNK5	MILEAGE-IXL LIVE AND PARKING-LLEWELLYN- HS PRINCIPAL TRAVEL	P	B	04/28/2025	05/15/2025	A	\$35.70
									24-25			\$35.70
100		LLEWELLYN- HS PRINCIPAL TRAVEL							1.00			\$35.70
NUMBER OF INVOICES: 1												\$35.70
LOPEZOLG000	LOPEZ, OLGA	25.34	0000000000	0525	BNK5	MILEAGE FROM HOME TO GLENWOOD AND TO SCHOOL	B		05/05/2025	05/15/2025	A	\$25.34
									24-25			\$25.34

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION				LQ		QTY			LINE AMOUNT
NUMBER OF INVOICES: 1												\$25.34
MASONRYA000	MASON, RYAN	80.00	0000000000	50	BNK5	BOYS JV BASEBALL-4/9/25	H	04/09/2025	04/30/2025	S		\$80.00
							24-25			61788		\$80.00
NUMBER OF INVOICES: 1												\$80.00
MAUNECAL000	MAUNEY, CALEB	140.00	0000000000	50	BNK5	GIRLS VARSITY SOFTBALL-4/10/25	H	04/10/2025	04/30/2025	S		\$140.00
							24-25			61789		\$140.00
MAUNECAL000	MAUNEY, CALEB	140.00	0000000000	50	BNK5	GIRLS VARSITY SOFTBALL-4/19/25	H	04/19/2025	04/30/2025	S		\$140.00
							24-25			61805		\$140.00
MAUNECAL000	MAUNEY, CALEB	140.00	0000000000	50	BNK5	RESCHEDULED VARSITY SOFTBALL-4/14/25	H	04/14/2025	04/30/2025	S		\$140.00
							24-25			61812		\$140.00
MAUNECAL000	MAUNEY, CALEB	140.00	0000000000	042825	BNK5	GIRLS VARSITY SOFTBALL-4/19/25	H	04/19/2025	04/28/2025	V		\$140.00
							24-25			61805		\$140.00
NUMBER OF INVOICES: 4												\$280.00
MEDIACOM000	MEDIACOM	60090109-APR 25	0000000000	0525	BNK5	EXTRA BAN WIDTH	B	04/21/2025	05/15/2025	W		\$550.00
							24-25			1090525		\$550.00
NUMBER OF INVOICES: 1												\$550.00
MIDWEST 002	MIDWEST ENGINEERING AND TESTING, I	C47002-504	0000000000	0525	BNK5	BUILDING CODE INSPECTOR	B	04/30/2025	05/15/2025	A		\$530.00
							24-25					\$530.00
NUMBER OF INVOICES: 1												\$530.00
MORANKAT000	MORAN, KATELYNN	379.00	6032025035	0525	BNK5	INSTILLING A GROWTH	P	B	05/06/2025	05/15/2025	A	\$379.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC	AMT	ADJUSTMENT DESCRIPTION	FY		ADJ	AMT	CHECK NBR	INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
MORANKAT000	MORAN, KATELYNN	379.00		*****CONTINUED*****								
						MINDSET-TUITION REIMBURSEMENT ALLOCATION - 24-25-MORAN						
							24-25					\$379.00
	100	TUITION REIMBURSEMENT ALLOCATION - 24-25-MORAN							1.00			\$379.00
MORANKAT000	MORAN, KATELYNN	379.00-	6032025035	0525	BNK5	DEV APPROPRIATE CONTENT ACTIVITIES FOR EARLY LEARNERS-TUITION REIMBURSEMENT ALLOCATION - 24-25-MORAN	P	B	05/06/2025	05/15/2025	A	\$379.00
							24-25					\$379.00
	100	TUITION REIMBURSEMENT ALLOCATION - 24-25-MORAN							1.00			\$379.00
MORANKAT000	MORAN, KATELYNN	379.00--	6032025035	0525	BNK5	SOCIAL, EMOTIONAL, PHYSICAL WELLNESS-TUITION REIMBURSEMENT ALLOCATION - 24-25-MORAN	P	B	05/06/2025	05/15/2025	A	\$379.00
							24-25					\$379.00
	100	TUITION REIMBURSEMENT ALLOCATION - 24-25-MORAN							1.00			\$379.00
						NUMBER OF INVOICES: 3						\$1,137.00
MUSIC SH000	MUSIC SHOPPE, INC (THE)	46237	3012025044	0525	BNK5	TAMBORINE HEAD REPLACEMENT-MAGRATH-JH/HS BAND GEN SUPPLIES	P	B	04/01/2025	05/15/2025	A	\$49.00
							24-25					\$49.00
	100	MAGRATH -JH/HS BAND GEN SUPPLIES							1.00			\$49.00
						NUMBER OF INVOICES: 1						\$49.00
NEW BERL015	NEW BERLIN CUSD #16	20250501ADMISC2	0000000000	P1	BNK5	Payroll accrual	H		05/01/2025	05/01/2025	R	\$75.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
NEW BERL015	NEW BERLIN CUSD #16	20250501ADMISC2	*****CONTINUED*****				24-25			61897		\$75.00
						NUMBER OF INVOICES: 1						\$75.00
NEWBE 001	NEW BERLIN EDUCATION ASSN.	20250501ADNB	0000000000	P1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	A		\$292.50
							24-25			242500366		\$292.50
						NUMBER OF INVOICES: 1						\$292.50
NEWBW 001	NEW BERLIN WATER & SEWER DPT	0010004900	0000000000	0525	BNK5	JH/HS BLDG- WATER AND SEWER CHARGE 3/26/25-4/25/25	B	05/01/2025	05/15/2025	W		\$66.65
							24-25			49000525		\$66.65
						NUMBER OF INVOICES: 1						\$66.65
O'BRIJOS000	O'BRIEN, JOSEPH	140.00	0000000000	50	BNK5	VARISTY SOFTBALL-4/17/25	H	04/17/2025	04/30/2025	S		\$140.00
							24-25			61806		\$140.00
O'BRIJOS000	O'BRIEN, JOSEPH	140.00	0000000000	50	BNK5	VARISTY SOFTBALL-4/21/25	H	04/21/2025	04/30/2025	R		\$140.00
							24-25			61828		\$140.00
						NUMBER OF INVOICES: 2						\$280.00
PEPPJW 001	J.W. PEPPER & SON, INC.	367348514	3012025044	0525	BNK5	PICK OP THE PIECES-EPRINT-MAGRATH-JH/HS BAND GEN SUPPLIES	P	B	03/03/2025	05/15/2025	A	\$60.50
							24-25					\$60.50
	100	MAGRATH -JH/HS BAND GEN SUPPLIES							1.00			\$60.50
						NUMBER OF INVOICES: 1						\$60.50
PITBO 001	PITNEY BOWES	3107216709	0000000000	0525	BNK5	POSTAGE MACHINE LEASE	B	05/12/2025	05/15/2025	W		\$163.53
							24-25			94880525		\$163.53

VEN-KEY	VENDOR NAME			INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT			
	ACH	VOID	DOWNLOAD	DISCOUNT	DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION	FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF		CATALOG		DESCRIPTION						LQ		QTY			LINE	AMOUNT
NUMBER OF INVOICES: 1																	\$163.53
PORTSS	000	PORTABLE SANITATION SYSTEMS			I12982	0000000000	0525	BNK5	JH/HS	BLDG-5/8/25-6/4/25	B	05/08/2025	05/15/2025	A			\$1,374.00
											24-25						\$1,374.00
NUMBER OF INVOICES: 1																	\$1,374.00
PRAIRIE	001	PRAIRIE STATE PLUMBING & HEATING,			37591	0000000000	0525	BNK5	ELEM	BLDG-CONDENSER UNIT	B	04/18/2025	05/15/2025	R			\$4,223.00
											24-25						\$4,223.00
PRAIRIE	001	PRAIRIE STATE PLUMBING & HEATING,			37608	0000000000	0525	BNK5	ELEM	BLDG-REPLACE SOLENOID	B	04/24/2025	05/15/2025	R			\$384.00
										ON FREEZER							
											24-25						\$384.00
PRAIRIE	001	PRAIRIE STATE PLUMBING & HEATING,			37609	0000000000	0525	BNK5	JH/HS	BLDG-LOW VOLTAGE	B	04/24/2025	05/15/2025	R			\$2,942.00
										INTERFACE BOARD							
											24-25						\$2,942.00
NUMBER OF INVOICES: 3																	\$7,549.00
PRIDMGD	000	PRIDEMORE GARAGE DOORS			203807	0000000000	0525	BNK5	JH/HS	BLDG-GARAGE DOOR	B	04/03/2025	05/15/2025	R			\$199.00
											24-25						\$199.00
NUMBER OF INVOICES: 1																	\$199.00
PRIMOD	000	PRIMO DESIGNS			143560	0000000000	0525	BNK5	8123-KIND	GRADUATION-	B	05/02/2025	05/15/2025	W			\$716.00
											24-25			81230525			\$716.00
NUMBER OF INVOICES: 1																	\$716.00
PURT	001	PURITAN SPRING WATER			804502526	0000000000	0525	BNK5	TRANS-WATER		B	04/24/2025	05/15/2025	R			\$15.79
											24-25						\$15.79
PURT	001	PURITAN SPRING WATER			804503562	0000000000	0525	BNK5	JH/HS	BLDG-WATER	B	04/24/2025	05/15/2025	R			\$232.33
											24-25						\$232.33

VEN-KEY	VENDOR NAME			INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT				
	ACH	VOID	DOWNLOAD	DISCOUNT	DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION		FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
	REF	CATALOG		DESCRIPTION					LQ	QTY			LINE					AMOUNT
PURT	001	PURITAN	SPRING WATER	804503688		0000000000	0525	BNK5	JH/HS	BLDG-WATER	B	04/24/2025	05/15/2025	R				\$97.90
											24-25							\$97.90
PURT	001	PURITAN	SPRING WATER	804503992		0000000000	0525	BNK5	DIST	OFFICE-WATER	B	04/23/2025	05/15/2025	R				\$39.50
											24-25							\$39.50
NUMBER OF INVOICES: 4																		\$385.52
RELIES	000	RELIABLE	ENVIRONMENTAL SOLUTIONS,	15140		0000000000	0525	BNK5	JH/HS	BLDG-6 MONTH	B	04/08/2025	05/15/2025	R				\$750.00
										INSPECTION		24-25						\$750.00
NUMBER OF INVOICES: 1																		\$750.00
REPUBLIC000		REPUBLIC	SERVICES	0352-003188231		0000000000	0525	BNK5	GARBAGE	DISPOSAL SERVICE	B	04/30/2025	05/15/2025	W				\$2,025.79
											24-25			30520525				\$2,025.79
NUMBER OF INVOICES: 1																		\$2,025.79
RICHAGE0000		RICHARDS,	GEORGE (DANIEL)	170.00		0000000000	50	BNK5	VARISTY	BASEBALL-4/19/25	H	04/19/2025	04/30/2025	S				\$170.00
											24-25			61807				\$170.00
RICHAGE0000		RICHARDS,	GEORGE (DANIEL)	170.00		0000000000	042825	BNK5	VARISTY	BASEBALL-4/19/25	H	04/19/2025	04/28/2025	V				\$170.00
											24-25			61807				\$170.00
RICHAGE0000		RICHARDS,	GEORGE (DANIEL)	70.00		0000000000	50	BNK5	VARSITY	BASEBALL-4/10/25	H	04/10/2025	04/30/2025	R				\$70.00
											24-25			61797				\$70.00
RICHAGE0000		RICHARDS,	GEORGE (DANIEL)	90.00		0000000000	50	BNK5	VARISTY	BASEBALL	H	04/04/2025	04/30/2025	R				\$90.00
										OFFICIALS-4/4/25		24-25			61780			\$90.00
RICHAGE0000		RICHARDS,	GEORGE (DANIEL)	90.00		0000000000	042825	BNK5	VARISTY	BASEBALL	H	04/04/2025	04/28/2025	V				\$90.00
										OFFICIALS-4/4/25		24-25			61780			\$90.00

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
	ACH	VOID	DOWNLOAD	DISCOUNT DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION	FY	ADJ	AMT	CHECK NBR	INVOICE AMOUNT
	REF	CATALOG		DESCRIPTION				LQ	QTY			LINE AMOUNT		
NUMBER OF INVOICES: 5														\$70.00
RIVHS	000	RIVERTON HIGH SCHOOL		150.00	7002025019	50	BNK5	ENTRY FEE DON HARTLAUB	P	H	04/14/2025	04/30/2025	R	\$150.00
								INVITE 4/18/25						
									24-25				61821	\$150.00
	100			LUCAS-ATHLETIC FEES/TOURNEY FEES/IESA							1.00			\$150.00
				DUES/SCHOLASTIC BOWL/CHEERLEADING FEES										
NUMBER OF INVOICES: 1														\$150.00
RUSSESC0000	RUSSELL, SCOTT		90.00	0000000000	50	BNK5	BOYS VARSITY		H	04/10/2025	04/30/2025	S		\$90.00
								BASKETBALL-4/10/25						
									24-25				61790	\$90.00
RUSSESC0000	RUSSELL, SCOTT		90.00	0000000000	50	BNK5	BOYS VARSITY		H	04/17/2025	04/30/2025	S		\$90.00
								BASEBAL;-4/17/25						
									24-25				61808	\$90.00
NUMBER OF INVOICES: 2														\$180.00
SANDS	001	SANGAMON DIESEL SERVICE		104094	0000000000	0525	BNK5	TRANS-BUS TEST-119	B	04/02/2025	05/15/2025	R		\$45.00
									24-25					\$45.00
NUMBER OF INVOICES: 1														\$45.00
SANGCOC0000	SANGAMON COUNTY COLLECTOR		20-19.4-426-014	0000000000	0525	BNK5	FARM LAND-PROPERTY TAX 2024		B	04/14/2025	05/15/2025	R		\$970.74
								PAYABLE 2025						
									24-25					\$970.74
NUMBER OF INVOICES: 1														\$970.74
SASED	001	SANGAMON AREA SPECIAL EDUCATION		166773.47	0000000000	0525	BNK5	SASED-FY25-4TH QUARTER	B	04/28/2025	05/15/2025	R		\$166,773.47
									24-25					\$166,773.47

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC	AMT	ADJUSTMENT DESCRIPTION	FY		ADJ	AMT	CHECK NBR	INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION				LQ		QTY			LINE AMOUNT
NUMBER OF INVOICES: 1												\$166,773.47
SASEDLF 000	SASED LUNCH FUND	LUNCH-APRIL 25	0000000000	0525	BNK5	STUDENT LUNCH PROGRAM	B	05/07/2025	05/15/2025	R		\$215.00
							24-25					\$215.00
NUMBER OF INVOICES: 1												\$215.00
SECRETAR000	SECRETARY OF STATE - ILLINOIS	10.00	0000000000	50	BNK5	TRADEMARK-ORANGE/BLUE PRETZEL SHAPE	H	03/31/2025	04/30/2025	S		\$10.00
							24-25				61774	\$10.00
SECRETAR000	SECRETARY OF STATE - ILLINOIS	10.00-	0000000000	50	BNK5	TRADEMARK-MR. SALTY	H	03/31/2025	04/30/2025	S		\$10.00
							24-25				61775	\$10.00
SECRETAR000	SECRETARY OF STATE - ILLINOIS	10.00--	0000000000	50	BNK5	TRADEMARK-NEW BERLIN PRETZELS	H	03/31/2025	04/30/2025	S		\$10.00
							24-25				61776	\$10.00
SECRETAR000	SECRETARY OF STATE - ILLINOIS	10.00----	0000000000	50	BNK5	TRADEMARK FOR PRETZELPRIDE	H	03/31/2025	04/30/2025	S		\$10.00
							24-25				61777	\$10.00
SECRETAR000	SECRETARY OF STATE - ILLINOIS	10.00-----	0000000000	50	BNK5	TRADEMARK-HOME OF THE PRETZELS	H	03/31/2025	04/30/2025	S		\$10.00
							24-25				61778	\$10.00
NUMBER OF INVOICES: 5												\$50.00
SENIC 001	SENTINEL INSECT CONTROL	344557	0000000000	0525	BNK5	JH/HS BLDG-PEST CONTROL	B	05/01/2025	05/15/2025	R		\$76.00
							24-25					\$76.00
SENIC 001	SENTINEL INSECT CONTROL	344558	0000000000	0525	BNK5	ELEM BLDG-PEST CONTROL	B	05/01/2025	05/15/2025	R		\$46.00
							24-25					\$46.00
NUMBER OF INVOICES: 2												\$122.00
SMETTJAC000	SMETTERS, JACOB	910.00	3012025008	0525	BNK5	CONCERT, CONTEST, SOLOS,	P	B	05/06/2025	05/15/2025	R	\$910.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
SMETTJAC000	SMETTERS, JACOB	910.00		*****CONTINUED*****		ENSEMBLES, GRADUATION, CHARNESKI- JH/HS CHOIR-PURCHASED SERVICES						
	100	CHARNESKI- JH/HS CHOIR-PURCHASED SERVICES					24-25		1.00			\$910.00
												\$910.00
						NUMBER OF INVOICES: 1						\$910.00
SMITHBRA000	SMITH, BRADLEY	130.00	0000000000	50	BNK5	COED JH TRACK	H	04/01/2025	04/30/2025	R		\$130.00
							24-25			61773		\$130.00
SMITHBRA000	SMITH, BRADLEY	140.00	0000000000	50	BNK5	COED VARSITY TRACK	H	04/15/2025	04/30/2025	S		\$130.00
							24-25			61809		\$130.00
						NUMBER OF INVOICES: 2						\$260.00
SOUCP 001	SOUTH COUNTY PUBLICATIONS, LTD	22513	0000000000	0525	BNK5	LEGALS-ELEM PLAYGROUND REPAIRS	B	04/10/2025	05/15/2025	A		\$19.20
							24-25					\$19.20
SOUCP 001	SOUTH COUNTY PUBLICATIONS, LTD	57.00	0000000000	0525	BNK5	RENEWAL DIST OFFICE	B	05/05/2025	05/15/2025	A		\$57.00
							24-25					\$57.00
						NUMBER OF INVOICES: 2						\$76.20
T-MOBILE000	T-MOBILE	990259433-APR 25	0000000000	0525	BNK5	TRANS-TABLETS-3/21/25-4/20/25	B	04/30/2025	05/15/2025	W		\$278.80
							24-25			94330525		\$278.80
						NUMBER OF INVOICES: 1						\$278.80
TEXAS LI000	TEXAS LIFE INSURANCE CO.	20250501ADAF3	0000000000	P9	BNK5	Payroll accrual	B	05/01/2025	05/01/2025	W		\$303.57
							24-25			202400407		\$303.57

VEN-KEY			VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT			
			ACH	VOID	DOWNLOAD	DISCOUNT DESCRIPTION		DISC	AMT	ADJUSTMENT DESCRIPTION		FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
			REF	CATALOG		DESCRIPTION				LQ	QTY		LINE					AMOUNT
NUMBER OF INVOICES: 1																		\$303.57
THIS	001	THIS			20250501ADT88EE	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$1,802.12	
										24-25				202400400			\$1,802.12	
THIS	001	THIS			20250501ADT88SB	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$48.75	
										24-25				202400400			\$48.75	
THIS	001	THIS			20250501ADT88TA	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$109.96	
										24-25				202400400			\$109.96	
THIS	001	THIS			20250501ADT92SU	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$154.93	
										24-25				202400400			\$154.93	
THIS	001	THIS			20250501AFT66EE	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$1,341.68	
										24-25				202400400			\$1,341.68	
THIS	001	THIS			20250501AFT66SB	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$36.30	
										24-25				202400400			\$36.30	
THIS	001	THIS			20250501AFT66TA	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$54.25	
										24-25				202400400			\$54.25	
THIS	001	THIS			20250501AFT69SU	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$141.89	
										24-25				202400400			\$141.89	
NUMBER OF INVOICES: 8																		\$3,689.88
TRS	001	TRS STATE OF ILLINOIS			20250501ADT94SB	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$487.46	
										24-25				202400401			\$487.46	
TRS	001	TRS STATE OF ILLINOIS			20250501AFT58EE	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W				\$1,161.50	
										24-25				202400401			\$1,161.50	

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH	VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
TRS	001	TRS STATE OF ILLINOIS	20250501AFT58SB	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$31.41
								24-25			202400401		\$31.41
TRS	001	TRS STATE OF ILLINOIS	20250501AFT58SU	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$123.76
								24-25			202400401		\$123.76
TRS	001	TRS STATE OF ILLINOIS	20250501AFT58TA	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$46.96
								24-25			202400401		\$46.96
TRS	001	TRS STATE OF ILLINOIS	20250501AFT94EE	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$18,015.13
								24-25			202400401		\$18,015.13
TRS	001	TRS STATE OF ILLINOIS	20250501AFT94SU	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$1,920.18
								24-25			202400401		\$1,920.18
TRS	001	TRS STATE OF ILLINOIS	20250501AFT94TA	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$728.77
								24-25			202400401		\$728.77
TRS	001	TRS STATE OF ILLINOIS	20250501AFTFED	0000000000	T1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$199.36
								24-25			202400401		\$199.36
NUMBER OF INVOICES: 9													\$22,714.53
TRSSP	000	TRS STATE OF ILLINOIS	20250501ADSSP%	0000000000	P1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$268.66
								24-25			202400402		\$268.66
TRSSP	000	TRS STATE OF ILLINOIS	20250501ADSSPA	0000000000	P1	BNK5	Payroll accrual	H	05/01/2025	05/01/2025	W		\$650.00
								24-25			202400402		\$650.00
NUMBER OF INVOICES: 2													\$918.66
TRUG	001	TRUGREEN CHEMLAWN # 2751	207018195	0000000000	0525	BNK5	JH/HS FOOTBALL FIELD	B	05/01/2025	05/15/2025	W		\$230.15
								24-25			1999092		\$230.15

VEN-KEY	VENDOR NAME		INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH	VOID DOWNLOAD	DISCOUNT DESCRIPTION			DISC AMT	ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
	REF	CATALOG	DESCRIPTION					LQ		QTY			LINE AMOUNT
TRUG	001	TRUGREEN CHEMLAWN # 2751	207027856	0000000000	0525	BNK5	JH/HS BASEBALL FIELD	B	05/01/2025	05/15/2025	W		\$230.15
								24-25			1999053		\$230.15
TRUG	001	TRUGREEN CHEMLAWN # 2751	207032016	0000000000	0525	BNK5	JH/HS SOFTBALL FIELD	B	05/01/2025	05/15/2025	W		\$163.46
								24-25			1999119		\$163.46
TRUG	001	TRUGREEN CHEMLAWN # 2751	207058015	0000000000	0525	BNK5	ELEM LAWN SERVICE	B	05/01/2025	05/15/2025	W		\$134.55
								24-25			1999173		\$134.55
NUMBER OF INVOICES: 4													\$758.31
UMB BANK000	UMB BANK NA		219725.00	0000000000	0525	BNK5	CUSD #16 SANG MORGAN CNTY	B	04/10/2025	05/15/2025	W		\$219,725.00
								24-25			202220525		\$219,725.00
UMB BANK000	UMB BANK NA		600337.50	0000000000	0525	BNK5	CUSD#16 SANG & MORGAN CNTY	B	04/10/2025	05/15/2025	W		\$600,337.50
								24-25			202210525		\$600,337.50
NUMBER OF INVOICES: 2													\$820,062.50
VILAYTR0000	VILAYHONG, TROY		170.00	0000000000	50	BNK5	VARSITY BASEBALL-4/19/25	H	04/19/2025	04/30/2025	S		\$170.00
								24-25			61810		\$170.00
VILAYTR0000	VILAYHONG, TROY		170.00	0000000000	042825	BNK5	VARSITY BASEBALL-4/19/25	H	04/19/2025	04/28/2025	V		\$170.00
								24-25			61810		\$170.00
VILAYTR0000	VILAYHONG, TROY		80.00	0000000000	50	BNK5	BOYS JV BASEBALL-4/9/25	H	04/09/2025	04/30/2025	S		\$80.00
								24-25			61791		\$80.00
VILAYTR0000	VILAYHONG, TROY		90.00	0000000000	50	BNK5	BOYS VARSITY BASEBALL 4/4/25	H	04/02/2025	04/30/2025	R		\$90.00
								24-25			61781		\$90.00
VILAYTR0000	VILAYHONG, TROY		90.00	0000000000	042825	BNK5	BOYS VARSITY BASEBALL 4/4/25	H	04/02/2025	04/28/2025	V		\$90.00
								24-25			61781		\$90.00

L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING
P = PARTIAL LIQUIDATION F = FULL LIQUIDATION
BLANK = NO LIQUIDATION

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

Description: SBAA Entity 103 Acct. Receipt/Disbursement Summary Rpt - BOARD REPORT - MONTHLY

Account	Description	Jul. 1, 2024	Posted SBAA	Posted SBAA	Apr. 30, 2025
		Beginning Balance	Receipts	Disbursements	Ending Balance
95L103 8101 0000 00 000000	NBE GENERAL FND/NONCATE/NBE GENERAL FUND	-8,820.11	-9,075.42	5,331.20	-12,564.33
95L103 8102 0000 00 000000	NBE CONSUMBABLE/NONCATE/NBE CONSUMABLES	-120.62	0.00	0.00	-120.62
95L103 8103 0000 00 000000	NBE SHOE DONAT/NONCATE/NBE SHOE DONATION	46.80	-35.00	0.00	11.80
95L103 8104 0000 00 000000	NBE MKT DAY K-5/NONCATE/NBE MARKET DAY K-5	0.00	0.00	0.00	0.00
95L103 8105 0000 00 000000	NBE OFFICE/NONCATE/NBE OFFICE	-747.51	0.00	0.00	-747.51
95L103 8106 0000 00 000000	NBE MKT DAY LIB/NONCATE/NBE MARKET DAY LIBRARY	0.00	0.00	0.00	0.00
95L103 8107 0000 00 000000	NBE YEARKBOOK/NONCATE/NBE YEARBOOK	-1,250.22	-1,028.84	935.84	-1,343.22
95L103 8108 0000 00 000000	NBE SANG AUDITO/NONCATE/NBE SANGAMON AUDITORIUM	-6.00	0.00	0.00	-6.00
95L103 8109 0000 00 000000	NBE PEPSI/NONCATE/NBE PEPSI	-583.36	-183.51	0.00	-766.87
95L103 8110 0000 00 000000	NBE FUND & GRNT/NONCATE/NBE FALL FUNDRAISER	-10,356.38	0.00	0.00	-10,356.38
95L103 8111 0000 00 000000	NBE LOST LIB BK/NONCATE/NBE GENERAL LIBRARY	183.93	-75.00	73.58	182.51
95L103 8112 0000 00 000000	NBE AUTHOR VIST/NONCATE/NBE AUTHOR VISIT FUND	-738.07	0.00	0.00	-738.07
95L103 8113 0000 00 000000	NBE PBIS REW/BT/NONCATE/NBE PBIS REWARDS / BOX TO	-3,547.36	-2,405.15	3,127.25	-2,825.26
95L103 8114 0000 00 000000	NBE TEACH GRANT/NONCATE/NBE TEACHERS GRANT	-150.00	0.00	0.00	-150.00
95L103 8115 0000 00 000000	NBE BEHAV SUPPS/NONCATE/NBE STAFF BEHAVOIR SUPPLI	538.00	0.00	0.00	538.00
95L103 8116 0000 00 000000	NBE NURSE'S DON/NONCATE/NBE NURSE'S DONATION	-34.33	0.00	0.00	-34.33
95L103 8117 0000 00 000000	NBE SCHOOL INT/NONCATE/NBE WHOLD SCHOOL INT	-1,437.04	0.00	0.00	-1,437.04
95L103 8119 0000 00 000000	NBE MENTORING/NONCATE/NBE MENTORING	-336.41	0.00	0.00	-336.41
95L103 8120 0000 00 000000	NBE ART FUND/NONCATE/NBE ART FUND	-175.00	0.00	0.00	-175.00
95L103 8121 0000 00 000000	NBE ART DON/NONCATE/NBE ART DONATION	-4,046.66	0.00	2,305.74	-1,740.92
95L103 8122 0000 00 000000	DO SOCIAL FUND/NONCATE/NBE D.O. SOCIAL FUND	-40.00	0.00	0.00	-40.00
95L103 8123 0000 00 000000	NBE K-GRAD/NONCATE/K-GRADUATION	-1,205.29	-1,190.00	840.09	-1,555.20
95L103 8124 0000 00 000000	NBE SOC WORK/NONCATE/SOCIAL WORK/STUDENT SUPPORT	-91.11	0.00	17.49	-73.62
95L103 8125 0000 00 000000	NBE LIB BDAY/NONCATE/NBE LIBRARY BIRTHDAY BOOK CL	-225.00	-150.00	173.39	-201.61
95L103 8126 0000 00 000000	NBE LIB FINES/NONCATE/NBE LIBRARY FINES	-107.40	-29.00	0.00	-136.40
95L103 8127 0000 00 000000	NBE STUD CNCL/NONCATE/NBE STUDENT COUNCIL	0.00	-238.25	0.00	-238.25
Total Liability Accounts:		-33,249.14	-14,410.17	12,804.58	-34,854.73
Total Liability Accounts:		-33,249.14	-14,410.17	12,804.58	-34,854.73
Grand Total:		-33,249.14	-14,410.17	12,804.58	-34,854.73

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

Description: SBAA Entity 103 Account Activity Report - MONTHLY BOARD REPORT

Account: 95L103 8101 0000 00 000000

NBE GENERAL FND///NONCATE

/NBE GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		12,822.80CR	
04/07/2025	Check	200549	PRETZEL ANGEL TREE	DONATION FROM NHS-SNEAKER FUNDRAISER	16.00	12,806.80CR	L 8101 0000 00 000000
04/07/2025	Receipt	713	VARIOUS PAYORS	PRE-K FIELD TRIP-SCHAAF	6.00CR	12,812.80CR	L 8101 0000 00 000000
04/07/2025	Receipt	713	VARIOUS PAYORS	PRE-K FIELD TRIP-STECK	84.00CR	12,896.80CR	L 8101 0000 00 000000
04/07/2025	Receipt	713	VARIOUS PAYORS	PRE-K FIELD TRIP RUPPEL	84.00CR	12,980.80CR	L 8101 0000 00 000000
04/07/2025	Receipt	713	VARIOUS PAYORS	PRE-K DAWDY	96.00CR	13,076.80CR	L 8101 0000 00 000000
04/07/2025	Receipt	714	VARIOUS PAYORS	GOT SNEAKERS LLC-SNEAKER RECYCLING PROGRAM	16.00CR	13,092.80CR	L 8101 0000 00 000000
04/09/2025	Check	200550	KIDZEUM	ENTRANCE FEE FOR PARENTS/GUARDIANS	270.00	12,822.80CR	L 8101 0000 00 000000
04/21/2025	Receipt	715	VARIOUS PAYORS	2 MORAN FIELD TRIP ZOO	142.00CR	12,964.80CR	L 8101 0000 00 000000
04/21/2025	Receipt	715	VARIOUS PAYORS	2K FIELD TRIP ZOO	127.00CR	13,091.80CR	L 8101 0000 00 000000
04/21/2025	Receipt	715	VARIOUS PAYORS	2K FIELD TRIP ZOO-BIRCH	8.00CR	13,099.80CR	L 8101 0000 00 000000
04/21/2025	Receipt	715	VARIOUS PAYORS	2 COOPER FIELD TRIP ZOO	136.00CR	13,235.80CR	L 8101 0000 00 000000
04/23/2025	Receipt	718	VARIOUS PAYORS	2DAVIS-STARK	8.00CR	13,243.80CR	L 8101 0000 00 000000
04/23/2025	Receipt	718	VARIOUS PAYORS	2 DAVIS	122.00CR	13,365.80CR	L 8101 0000 00 000000
04/29/2025	Check	200552	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-SCHEELS	59.80CR	13,425.60CR	L 8101 0000 00 000000
04/29/2025	Check	200552	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-SCHEELS- DONATION	869.27	12,556.33CR	L 8101 0000 00 000000
04/29/2025	Receipt	720	VARIOUS PAYORS	DRAG00-FIELD TRIP	8.00CR	12,564.33CR	L 8101 0000 00 000000
				Ending balance		12,564.33CR	

Account: 95L103 8102 0000 00 000000

NBE CONSUMABLE///NONCATE

/NBE CONSUMABLES

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		120.62CR	
				Ending balance		120.62CR	

Account: 95L103 8103 0000 00 000000

NBE SHOE DONAT///NONCATE

/NBE SHOE DONATION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		11.80	
				Ending balance		11.80	

Account: 95L103 8104 0000 00 000000

NBE MKT DAY K-5///NONCATE

/NBE MARKET DAY K-5

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8105 0000 00 000000

NBE OFFICE///NONCATE

/NBE OFFICE

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		747.51CR	

Account: 95L103 8105 0000 00 000000 NBE OFFICE///NONCATE /NBE OFFICE

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Ending balance		747.51CR	

Account: 95L103 8106 0000 00 000000 NBE MKT DAY LIB///NONCATE /NBE MARKET DAY LIBRARY

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8107 0000 00 000000 NBE YEARKBOOK///NONCATE /NBE YEARKBOOK

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,322.22CR	
04/24/2025	Receipt		719 VARIOUS PAYORS	YEARBOOK-BEA CARLISLE	21.00CR	1,343.22CR	L 8107 0000 00 000000
				Ending balance		1,343.22CR	

Account: 95L103 8108 0000 00 000000 NBE SANG AUDITO///NONCATE /NBE SANGAMON AUDITORIUM

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		6.00CR	
				Ending balance		6.00CR	

Account: 95L103 8109 0000 00 000000 NBE PEPSI///NONCATE /NBE PEPSI

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		705.91CR	
04/23/2025	Receipt		717 SPRINGFIELD PEPSI COLA	PEPSI	60.96CR	766.87CR	L 8109 0000 00 000000
				Ending balance		766.87CR	

Account: 95L103 8110 0000 00 000000 NBE FUND & GRNT///NONCATE /NBE FALL FUNDRAISER

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		10,356.38CR	
				Ending balance		10,356.38CR	

Account: 95L103 8111 0000 00 000000 NBE LOST LIB BK///NONCATE /NBE GENERAL LIBRARY

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		182.51	
				Ending balance		182.51	

Account: 95L103 8112 0000 00 000000 NBE AUTHOR VIST///NONCATE /NBE AUTHOR VISIT FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		738.07CR	
				Ending balance		738.07CR	

Account: 95L103 8113 0000 00 000000 NBE PBIS REW/BT///NONCATE /NBE PBIS REWARDS / BOX TOPS

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,838.17CR	
04/29/2025	Check	200552	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON	12.91	2,825.26CR	L 8113 0000 00 000000
				Ending balance		2,825.26CR	

Account: 95L103 8114 0000 00 000000 NBE TEACH GRANT///NONCATE /NBE TEACHERS GRANT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		150.00CR	
				Ending balance		150.00CR	

Account: 95L103 8115 0000 00 000000 NBE BEHAV SUPPS///NONCATE /NBE STAFF BEHAVOIR SUPPLIES

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		538.00	
				Ending balance		538.00	

Account: 95L103 8116 0000 00 000000 NBE NURSE'S DON///NONCATE /NBE NURSE'S DONATION

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		34.33CR	
				Ending balance		34.33CR	

Account: 95L103 8117 0000 00 000000 NBE SCHOOL INT///NONCATE /NBE WHOLD SCHOOL INT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,437.04CR	
				Ending balance		1,437.04CR	

Account: 95L103 8118 0000 00 000000 NBE TECH FUNDRA///NONCATE /NBE TECH FUNDRAISER

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L103 8119 0000 00 000000 NBE MENTORING///NONCATE /NBE MENTORING

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		336.41CR	
				Ending balance		336.41CR	

Account: 95L103 8120 0000 00 000000 NBE ART FUND///NONCATE /NBE ART FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		175.00CR	
				Ending balance		175.00CR	

Account: 95L103 8121 0000 00 000000 NBE ART DON///NONCATE /NBE ART DONATION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,046.66CR	
04/28/2025	Check	200551	ULINE	ENCLOSED CORK BOARD	2,305.74	1,740.92CR	L 8121 0000 00 000000
				Ending balance		1,740.92CR	

Account: 95L103 8122 0000 00 000000 DO SOCIAL FUND///NONCATE /NBE D.O. SOCIAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		40.00CR	
				Ending balance		40.00CR	

Account: 95L103 8123 0000 00 000000 NBE K-GRAD///NONCATE /K-GRADUATION

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		463.99CR	
04/03/2025	Check	200548	RHYME UNIVERSITY	BLUE GRADUATION CAPS	33.84	430.15CR	L 8123 0000 00 000000
04/22/2025	Receipt	716	VARIOUS PAYORS	DONATIONS	200.00CR	630.15CR	L 8123 0000 00 000000
04/22/2025	Receipt	716	VARIOUS PAYORS	DONATIONS	990.00CR	1,620.15CR	L 8123 0000 00 000000
04/29/2025	Check	200552	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON	64.95	1,555.20CR	L 8123 0000 00 000000
				Ending balance		1,555.20CR	

Account: 95L103 8124 0000 00 000000 NBE SOC WORK///NONCATE /SOCIAL WORK/STUDENT SUPPORT

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		73.62CR	
				Ending balance		73.62CR	

Account: 95L103 8125 0000 00 000000 NBE LIB BDAY///NONCATE /NBE LIBRARY BIRTHDAY BOOK CLUB

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		201.61CR	
				Ending balance		201.61CR	

Account: 95L103 8126 0000 00 000000 NBE LIB FINES///NONCATE /NBE LIBRARY FINES

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		136.40CR	
				Ending balance		136.40CR	

Account: 95L103 8127 0000 00 000000 NBE STUD CNCL///NONCATE /NBE STUDENT COUNCIL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		238.25CR	
				Ending balance		238.25CR	

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

Description: SBAA Entity 400 Acct. Receipt/Disbursement Summary Rpt - MONTHLY BOARD REPORT

Account	Description	Jul. 1, 2024	Posted SBAA	Posted SBAA	Apr. 30, 2025
		Beginning Balance	Receipts	Disbursements	Ending Balance
95L400 9101 0000 00 000000	JH GENERAL FUND/NONCATE/JH FUND	-614.05	-2,258.65	797.82	-2,074.88
95L400 9102 0000 00 000000	JH CHEER/NONCATE/JH CHEERLEADING	-4,653.74	-6,585.41	7,056.22	-4,182.93
95L400 9103 0000 00 000000	JH STUD COUNCIL/NONCATE/JH STUDENT COUNCIL	-9,527.15	-18,678.06	16,117.15	-12,088.06
95L400 9104 0000 00 000000	JH BOYS BASK/NONCATE/JH BOYS BASKETBALL	-2,595.67	-4,551.53	5,044.45	-2,102.75
95L400 9105 0000 00 000000	JH GIRLS BASKET/NONCATE/JH GIRLS BASKETBALL	-3,488.56	-3,855.00	4,106.47	-3,237.09
95L400 9106 0000 00 000000	JH VOLLEYBALL/NONCATE/JH VOLLEYBALL	-8,542.65	-7,785.50	5,522.85	-10,805.30
95L400 9108 0000 00 000000	JH YEARBOOK/NONCATE/JH YEARBOOK	-4,441.59	-331.92	596.90	-4,176.61
95L400 9110 0000 00 000000	JH SOFTBALL/NONCATE/JH SOFTBALL	-3,886.69	-10,199.00	12,443.86	-1,641.83
95L400 9114 0000 00 000000	JH TRACK/NONCATE/JH TRACK	-5,286.37	0.00	1,788.32	-3,498.05
95L400 9115 0000 00 000000	JH BOX TOPS/NONCATE/JH BOX TOPS	0.00	0.00	0.00	0.00
95L400 9116 0000 00 000000	JH BOYS BASE/NONCATE/JH BOYS BASEBALL	-3,102.41	-8,132.26	7,750.64	-3,484.03
95L400 9119 0000 00 000000	6TH GRADE FUNDR/NONCATE/6TH GRADE FUNDRAISING	0.00	-1,677.00	373.60	-1,303.40
95L400 9120 0000 00 000000	6TH BOYS BASKET/NONCATE/6TH BOYS BASKETBALL	-1,146.07	0.00	936.22	-209.85
95L400 9121 0000 00 000000	JH SCHOL BOWL/NONCATE/JH SCHOLASTIC BOWL	-146.19	-1,580.00	1,625.00	-101.19
95L400 9122 0000 00 000000	JH SCIENCE CLUB/NONCATE/JH SCIENCE CLUB	0.00	0.00	0.00	0.00
95L400 9123 0000 00 000000	JH PE/NONCATE/JH PE	-567.20	-180.00	0.00	-747.20
95L400 9124 0000 00 000000	JH FLOWER FUND/NONCATE/JH FLOWER FUND	33.33	0.00	0.00	33.33
95L400 9125 0000 00 000000	JH PBIS FUND/NONCATE/JH PBIS FUND	-1,873.81	0.00	570.41	-1,303.40
95L400 9201 0000 00 000000	HS YEARBOOK/NONCATE/HS YEARBOOK	-814.66	-3,888.41	6,026.35	1,323.28
95L400 9202 0000 00 000000	HS ART FUND/NONCATE/HS ART FUND	-981.99	-1,755.76	220.95	-2,516.80
95L400 9203 0000 00 000000	HS BAND/NONCATE/HS BAND	-578.07	-2,400.50	1,783.45	-1,195.12
95L400 9204 0000 00 000000	HS BRICK FUND/NONCATE/HS BRICK FUND	0.00	0.00	0.00	0.00
95L400 9205 0000 00 000000	HS FLOWER/NONCATE/HS FLOWER	0.00	0.00	0.00	0.00
95L400 9206 0000 00 000000	HS CLASS 2001/NONCATE/HS CLASS OF 2001	0.00	0.00	0.00	0.00
95L400 9207 0000 00 000000	HS PEP CLUB/NONCATE/HS PEP CLUB	0.00	0.00	0.00	0.00
95L400 9208 0000 00 000000	HS SPANISH/NONCATE/HS SPANISH CLUB	-903.35	-1,003.00	1,246.69	-659.66
95L400 9210 0000 00 000000	HS CLASS 1999/NONCATE/HS CLASS OF 1999	0.00	0.00	0.00	0.00
95L400 9211 0000 00 000000	HS CLASS 2000/NONCATE/HS CLASS OF 2000	0.00	0.00	0.00	0.00
95L400 9212 0000 00 000000	HS CLASS 2002/NONCATE/HS CLASS OF 2002	0.00	0.00	0.00	0.00
95L400 9213 0000 00 000000	HS CLASS 2003/NONCATE/HS CLASS OF 2003	0.00	0.00	0.00	0.00
95L400 9214 0000 00 000000	HS JOINT CONC/NONCATE/HS JOINT CONCESSION	0.00	0.00	0.00	0.00
95L400 9215 0000 00 000000	HS DRAMA CLUB/NONCATE/HS DRAMA CLUB	0.00	0.00	0.00	0.00
95L400 9216 0000 00 000000	HS FFA/NONCATE/HS FFA	-554.17	-27,864.76	26,557.35	-1,861.58
95L400 9217 0000 00 000000	HS HOMECOMING/NONCATE/HS HOMECOMING	-5,306.56	-1,913.05	1,807.72	-5,411.89
95L400 9218 0000 00 000000	HS FCCLA/NONCATE/HS FCCLA	-2,491.64	-5,477.48	5,649.93	-2,319.19
95L400 9219 0000 00 000000	HS CHARACT SCH/NONCATE/HS CHARACTER SCHOLARSHIP	0.00	-1,200.00	1,200.00	0.00
95L400 9220 0000 00 000000	HS PE/NONCATE/HS PE	0.00	0.00	0.00	0.00
95L400 9223 0000 00 000000	HS BASEBALL/NONCATE/HS BASEBALL	-2,776.61	-2,210.00	2,313.36	-2,673.25

Account	Description	Jul. 1, 2024	Posted SBAA	Posted SBAA	Apr. 30, 2025
		Beginning Balance	Receipts	Disbursements	Ending Balance
95L400 9224 0000 00 000000	HS STUDENT COUN/NONCATE/HS STUDENT COUNCIL	-1,436.06	-21.63	288.30	-1,169.39
95L400 9226 0000 00 000000	HS BOYS BASKETB/NONCATE/HS BOYS BASKETBALL	-42,149.39	-28,628.50	29,284.08	-41,493.81
95L400 9227 0000 00 000000	HS FB CHEERLEAD/NONCATE/HS FOOTBALL CHEERLEADING	0.00	0.00	0.00	0.00
95L400 9228 0000 00 000000	HS BB CHEERLEAD/NONCATE/HS BASKETBALL CHEERLEADIN	-195.37	-29,013.00	24,837.91	-4,370.46
95L400 9229 0000 00 000000	HS FOOTBALL/NONCATE/HS FOOTBALL	-20,636.49	-10,732.00	20,314.50	-11,053.99
95L400 9230 0000 00 000000	HS BOYS TRACK/NONCATE/HS BOYS TRACK	0.00	0.00	0.00	0.00
95L400 9231 0000 00 000000	HS VOLLEYBALL/NONCATE/HS VOLLEYBALL	-17,623.79	-10,148.88	9,151.80	-18,620.87
95L400 9232 0000 00 000000	HS GENERAL FUND/NONCATE/HS GENERAL FUND	-26,322.68	-2,017.92	2,621.10	-25,719.50
95L400 9233 0000 00 000000	HS GIRLS SOFTBA/NONCATE/HS SOFTBALL	-7,114.44	-450.00	1,699.28	-5,865.16
95L400 9236 0000 00 000000	HS SADD/NONCATE/HS SADD	-2,060.21	-4,166.52	4,556.93	-1,669.80
95L400 9239 0000 00 000000	HS ROESCH TRUST/NONCATE/HS ROESCH TRUST	0.00	0.00	0.00	0.00
95L400 9241 0000 00 000000	HS TRACK/NONCATE/HS CO-ED TRACK	-3,677.52	0.00	934.97	-2,742.55
95L400 9242 0000 00 000000	HS CHOIR/NONCATE/HS CHOIR	-124.48	-2,969.00	2,605.92	-487.56
95L400 9246 0000 00 000000	HS KEY CLUB/NONCATE/HS KEY CLUB	-898.74	-300.00	391.00	-807.74
95L400 9249 0000 00 000000	HS SCHOL BOWL/NONCATE/HS SCHOLASTIC BOWL	-855.86	-1,440.00	130.00	-2,165.86
95L400 9250 0000 00 000000	HS CLASS 2005/NONCATE/HS CLASS OF 2005	0.00	0.00	0.00	0.00
95L400 9251 0000 00 000000	HS TECH PREP/NONCATE/HS TECHNICAL PREP	0.00	0.00	0.00	0.00
95L400 9252 0000 00 000000	HS CLASS 2006/NONCATE/HS CLASS OF 2006	0.00	0.00	0.00	0.00
95L400 9255 0000 00 000000	HS DISCRETION/NONCATE/HS DISCRETIONARY	0.00	0.00	0.00	0.00
95L400 9258 0000 00 000000	HS SPORTS COMP/NONCATE/HS SPORTS COMPLEX	0.00	0.00	0.00	0.00
95L400 9260 0000 00 000000	HS CLASS 2009/NONCATE/HS CLASS OF 2009	0.00	0.00	0.00	0.00
95L400 9262 0000 00 000000	HS CLASS 2010/NONCATE/HS CLASS OF 2010	0.00	0.00	0.00	0.00
95L400 9263 0000 00 000000	HS LIBRARY FUND/NONCATE/HS LIBRARY FUND	-1,646.53	-1,415.00	1,787.99	-1,273.54
95L400 9264 0000 00 000000	HS PRETZL PRIDE/NONCATE/HS PRETZEL PRIDE	0.00	0.00	0.00	0.00
95L400 9265 0000 00 000000	HS CLASS 2011/NONCATE/HS CLASS OF 2011	0.00	0.00	0.00	0.00
95L400 9266 0000 00 000000	HS CLASS 2012/NONCATE/HS CLASS OF 2012	0.00	0.00	0.00	0.00
95L400 9267 0000 00 000000	HS CLASS 2013/NONCATE/HS CLASS OF 2013	0.00	0.00	0.00	0.00
95L400 9268 0000 00 000000	HS FLAGS/NONCATE/HS FLAGS	-748.80	0.00	0.00	-748.80
95L400 9269 0000 00 000000	HS CLASS 2014/NONCATE/HS CLASS OF 2014	0.00	0.00	0.00	0.00
95L400 9270 0000 00 000000	HS SAMSUNG GRNT/NONCATE/HS SAMSUNG GRANT	0.00	0.00	0.00	0.00
95L400 9271 0000 00 000000	POST SEASON ATH/NONCATE/POST SEASON ATHLETIC FUND	0.00	-7,222.00	7,222.00	0.00
95L400 9272 0000 00 000000	PRETZEL FESTIVA/NONCATE/PRETZEL FESTIVAL	-2,722.22	0.00	0.00	-2,722.22
95L400 9273 0000 00 000000	HS CLASS 2015/NONCATE/HS CLASS OF 2015	0.00	0.00	0.00	0.00
95L400 9274 0000 00 000000	ATH GENERAL FND/NONCATE/ATHLETICS GENERAL FUND	-22,819.96	-17,396.18	21,049.85	-19,166.29
95L400 9278 0000 00 000000	ACT PREP ACCT/NONCATE/ACT PREP ACCOUNT	0.00	0.00	0.00	0.00
95L400 9279 0000 00 000000	HS CLASS 2016/NONCATE/HS CLASS OF 2016	0.00	0.00	0.00	0.00
95L400 9280 0000 00 000000	HS CLASS 2017/NONCATE/HS CLASS OF 2017	0.00	0.00	0.00	0.00
95L400 9281 0000 00 000000	SANGAMON CONF./NONCATE/SANGAMON CONFERENCE ACCOUN	0.00	0.00	0.00	0.00
95L400 9282 0000 00 000000	GREENHOUSE ACCT/NONCATE/GREENHOUSE ACCOUNT	-5,493.84	-1,443.77	1,995.03	-4,942.58

Account	Description	Jul. 1, 2024 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Apr. 30, 2025 Ending Balance
95L400 9283 0000 00 000000	HS CLASS 2018/NONCATE/HS CLASS OF 2018	0.00	0.00	0.00	0.00
95L400 9284 0000 00 000000	CREWS SCHOLARSH/NONCATE/DAMIEN CREWS SCHOLARSHIP	-2,176.72	0.00	1,000.00	-1,176.72
95L400 9285 0000 00 000000	ROYALTIES/NONCATE/ROYALTIES	0.00	0.00	0.00	0.00
95L400 9286 0000 00 000000	HS CLASS 2019/NONCATE/HS CLASS OF 2019	0.00	0.00	0.00	0.00
95L400 9287 0000 00 000000	HS WRESTLING/NONCATE/HS WRESTLING	-2,417.04	0.00	0.00	-2,417.04
95L400 9288 0000 00 000000	HS CLASS 2020/NONCATE/CLASS OF 2020	0.00	0.00	0.00	0.00
95L400 9289 0000 00 000000	HS CLASS 2021/NONCATE/HS CLASS OF 2021	0.00	0.00	0.00	0.00
95L400 9290 0000 00 000000	THORNTON AG SCH/NONCATE/THORNTON AG SCHOLARSHIP A	0.00	0.00	0.00	0.00
95L400 9291 0000 00 000000	HS CLASS 2022/NONCATE/HS CLASS OF 2022	0.00	0.00	0.00	0.00
95L400 9292 0000 00 000000	HS CLASS 2023/NONCATE/HS CLASS OF 2023	0.00	0.00	0.00	0.00
95L400 9293 0000 00 000000	HS CLASS 2024/NONCATE/HS CLASS OF 2024	0.00	0.00	0.00	0.00
95L400 9294 0000 00 000000	CLASS OF 2025/NONCATE/HS CLASS OF 2025	-7,425.01	-2,800.50	4,654.75	-5,570.76
95L400 9295 0000 00 000000	MASCOT FUND/NONCATE/HS-MASCOT FUNDRAISER	0.00	0.00	0.00	0.00
95L400 9296 0000 00 000000	HS CLASS 2026/NONCATE/HS CLASS OF 2026	-5,134.75	-601.00	549.00	-5,186.75
95L400 9297 0000 00 000000	HS CLASS 2027/NONCATE/HS CLASS OF 2027	-2,991.01	-1,381.00	1,195.60	-3,176.41
95L400 9298 0000 00 000000	HS CLASS 2028/NONCATE/HS CLASS OF 2028	0.00	-2,506.00	668.60	-1,837.40
95L400 9299 0000 00 000000	MAINT RECYCLE/NONCATE/MAINT RECYCLE FUND	0.00	-930.00	0.00	-930.00
Total Liability Accounts:		-240,916.78	-239,110.19	248,474.32	-231,552.65
Total Liability Accounts:		-240,916.78	-239,110.19	248,474.32	-231,552.65
Grand Total:		-240,916.78	-239,110.19	248,474.32	-231,552.65

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

Description: SBAA Entity 400 Account Activity Report - MONTHLY BOARD REPORT

Account: 95L400 9101 0000 00 000000

JH GENERAL FUND///NONCATE /JH FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,074.88CR	
				Ending balance		2,074.88CR	

Account: 95L400 9102 0000 00 000000

JH CHEER///NONCATE /JH CHEERLEADING

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		3,671.93CR	
04/16/2025	Receipt	2115	VARIOUS PAYORS	CHEER-SMITH	43.00CR	3,714.93CR	L 9102 0000 00 000000
04/16/2025	Receipt	2115	VARIOUS PAYORS	CHEER-STRITZEL	29.00CR	3,743.93CR	L 9102 0000 00 000000
04/16/2025	Receipt	2115	VARIOUS PAYORS	CHEER-COWHICK	219.00CR	3,962.93CR	L 9102 0000 00 000000
04/16/2025	Receipt	2115	VARIOUS PAYORS	CHEER-CATARINICCHIA	220.00CR	4,182.93CR	L 9102 0000 00 000000
				Ending balance		4,182.93CR	

Account: 95L400 9103 0000 00 000000

JH STUD COUNCIL///NONCATE /JH STUDENT COUNCIL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		12,789.94CR	
04/16/2025	Check	305707	NEW BERLIN CUSD #16	ITEMS PURCHASED FROM CAFE-JH DANCE	33.98	12,755.96CR	L 9103 0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON	123.17	12,632.79CR	L 9103 0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-MALIBU JACKS	544.73	12,088.06CR	L 9103 0000 00 000000
				Ending balance		12,088.06CR	

Account: 95L400 9104 0000 00 000000

JH BOYS BASK///NONCATE /JH BOYS BASKETBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,102.75CR	
				Ending balance		2,102.75CR	

Account: 95L400 9105 0000 00 000000

JH GIRLS BASKET///NONCATE /JH GIRLS BASKETBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		3,237.09CR	
04/08/2025	JE	000005336		IL MASONIC FOUNDATION-1ST PLACE	400.00CR	3,637.09CR	L 9105 0000 00 000000
04/08/2025	JE	000005337		IL MASONIC FOUNDATION 1ST PLACE	400.00	3,237.09CR	L 9105 0000 00 000000
				Ending balance		3,237.09CR	

Account: 95L400 9106 0000 00 000000

JH VOLLEYBALL///NONCATE /JH VOLLEYBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		11,323.94CR	
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-OLIVE GARDEN	324.42	10,999.52CR	L 9106 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-4 AMIGOS-6TH GRADE	194.22	10,805.30CR	L 9106 0000 00 000000

Account: 95L400 9106 0000 00 000000 JH VOLLEYBALL///NONCATE /JH VOLLEYBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Ending balance		10,805.30CR	

Account: 95L400 9108 0000 00 000000 JH YEARBOOK///NONCATE /JH YEARBOOK

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		4,426.61CR	
04/02/2025	Check	305698	BANDELOW MADISON	JH PROMOTION IMAGES	250.00	4,176.61CR	L 9108 0000 00 000000
				Ending balance		4,176.61CR	

Account: 95L400 9110 0000 00 000000 JH SOFTBALL///NONCATE /JH SOFTBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,641.83CR	
				Ending balance		1,641.83CR	

Account: 95L400 9114 0000 00 000000 JH TRACK///NONCATE /JH TRACK

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		4,038.66CR	
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-ATHLETIC	95.64	3,943.02CR	L 9114 0000 00 000000
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON	54.97	3,888.05CR	L 9114 0000 00 000000
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-CCZ ENTERPRIZE	390.00	3,498.05CR	L 9114 0000 00 000000
				POLE			
				Ending balance		3,498.05CR	

Account: 95L400 9115 0000 00 000000 JH BOX TOPS///NONCATE /JH BOX TOPS

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9116 0000 00 000000 JH BOYS BASE///NONCATE /JH BOYS BASEBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		3,484.03CR	
				Ending balance		3,484.03CR	

Account: 95L400 9119 0000 00 000000 6TH GRADE FUNDR///NONCATE /6TH GRADE FUNDRAISING

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,315.35CR	
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-CUBBY HOLE	11.95	1,303.40CR	L 9119 0000 00 000000
				Ending balance		1,303.40CR	

Account: 95L400 9120 0000 00 000000 6TH BOYS BASKET///NONCATE /6TH BOYS BASKETBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		209.85CR	
				Ending balance		209.85CR	

Account: 95L400 9121 0000 00 000000 JH SCHOL BOWL///NONCATE /JH SCHOLASTIC BOWL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,581.19CR	
04/08/2025	JE	000005336		QUESTION AT BAND TRIVIA	40.00	1,541.19CR	L 9121 0000 00 000000
04/08/2025	JE	000005336		IL MASONIC FOUNDATION-1ST PLACE	400.00	1,141.19CR	L 9121 0000 00 000000
04/08/2025	JE	000005336		IL MASONIC 2ND PLACE	1,000.00	141.19CR	L 9121 0000 00 000000
04/16/2025	Receipt	2114	VARIOUS PAYORS	T-SHIRT ORDERS	85.00CR	226.19CR	L 9121 0000 00 000000
04/28/2025	Check	305712	PRIMO DESIGNS	T-SHIRTS	125.00	101.19CR	L 9121 0000 00 000000
				Ending balance		101.19CR	

Account: 95L400 9122 0000 00 000000 JH SCIENCE CLUB///NONCATE /JH SCIENCE CLUB

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9123 0000 00 000000 JH PE///NONCATE /JH PE

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		727.20CR	
04/04/2025	Receipt	2105	VARIOUS PAYORS	CLOTHES-PIPER	20.00CR	747.20CR	L 9123 0000 00 000000
				Ending balance		747.20CR	

Account: 95L400 9124 0000 00 000000 JH FLOWER FUND///NONCATE /JH FLOWER FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		33.33	
				Ending balance		33.33	

Account: 95L400 9125 0000 00 000000 JH PBIS FUND///NONCATE /JH PBIS FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,303.40CR	
				Ending balance		1,303.40CR	

Account: 95L400 9201 0000 00 000000 HS YEARBOOK///NONCATE /HS YEARBOOK

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,323.28	
				Ending balance		1,323.28	

Account: 95L400 9202 0000 00 000000

HS ART FUND///NONCATE

/HS ART FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,086.80CR	
04/16/2025	Receipt	2113	VARIOUS PAYORS	PLEASANT PLAINS	25.00CR	2,111.80CR	L 9202 0000 00 000000
04/16/2025	Receipt	2113	VARIOUS PAYORS	PLEASANT PLAINS	106.00CR	2,217.80CR	L 9202 0000 00 000000
04/16/2025	Receipt	2113	VARIOUS PAYORS	CASH	299.00CR	2,516.80CR	L 9202 0000 00 000000
				Ending balance		2,516.80CR	

Account: 95L400 9203 0000 00 000000

HS BAND///NONCATE

/HS BAND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,528.15CR	
04/03/2025	Check	305699	INSTRUMENTALIST AWARDS LLC	SOUSA COMBINATION	90.00	1,438.15CR	L 9203 0000 00 000000
04/16/2025	Check	305705	MUSIC SHOPPE INC (THE)	REEDS	109.00	1,329.15CR	L 9203 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-CHICK FIL A	134.03	1,195.12CR	L 9203 0000 00 000000
				Ending balance		1,195.12CR	

Account: 95L400 9204 0000 00 000000

HS BRICK FUND///NONCATE

/HS BRICK FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9205 0000 00 000000

HS FLOWER///NONCATE

/HS FLOWER

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9206 0000 00 000000

HS CLASS 2001///NONCATE

/HS CLASS OF 2001

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9207 0000 00 000000

HS PEP CLUB///NONCATE

/HS PEP CLUB

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9208 0000 00 000000

HS SPANISH///NONCATE

/HS SPANISH CLUB

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		659.66CR	
				Ending balance		659.66CR	

Account: 95L400 9210 0000 00 000000 HS CLASS 1999///NONCATE /HS CLASS OF 1999

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9211 0000 00 000000 HS CLASS 2000///NONCATE /HS CLASS OF 2000

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9212 0000 00 000000 HS CLASS 2002///NONCATE /HS CLASS OF 2002

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9213 0000 00 000000 HS CLASS 2003///NONCATE /HS CLASS OF 2003

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9214 0000 00 000000 HS JOINT CONC///NONCATE /HS JOINT CONCESSION

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9215 0000 00 000000 HS DRAMA CLUB///NONCATE /HS DRAMA CLUB

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9216 0000 00 000000 HS FFA///NONCATE /HS FFA

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,174.29CR	
04/08/2025	Check	305703	BRITZ JIMMY	PROFIT FROM CHICKEN DINNER	2,332.00	157.71	L 9216 0000 00 000000
04/08/2025	Check	305704	NIKA JILL	FFA WREATHS FOR SENIORS	150.00	307.71	L 9216 0000 00 000000
04/08/2025	Receipt	2107	VARIOUS PAYORS	CHICKEN DINNER FUNDRAISER	3,258.00CR	2,950.29CR	L 9216 0000 00 000000
04/16/2025	Check	305706	NEW BERLIN CUSD #16	CAFE STAFF FOR FFA BREAKFAST	100.00	2,850.29CR	L 9216 0000 00 000000
04/21/2025	Check	305709	SECTION 14 IAVAT	SECTION BANQUET	115.50	2,734.79CR	L 9216 0000 00 000000
04/28/2025	Check	305713	NELSON'S CATERING	FFA BANQUET	1,220.00	1,514.79CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-TACO BELL	78.53	1,436.26CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-BURGER BOARD	89.51	1,346.75CR	L 9216 0000 00 000000

Account: 95L400 9216 0000 00 000000

HS FFA///NONCATE

/HS FFA

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Re#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-MEL O CREAM	145.89	1,200.86CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-GRAINERY	120.45	1,080.41CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-WALMART-FARMER BRKFST	135.64	944.77CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-CASEYS	83.89	860.88CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-MCDONALDS	55.84	805.04CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-DQ	60.24	744.80CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-CORNER PUB	96.09	648.71CR	L 9216 0000 00 000000
04/29/2025	Check	305717	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-LITTLE CAESARS	75.63	573.08CR	L 9216 0000 00 000000
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-WALMART	11.50	561.58CR	L 9216 0000 00 000000
04/29/2025	Receipt	2121	VARIOUS PAYORS	FFA ALUMNI-BANQUET FOOD	900.00CR	1,461.58CR	L 9216 0000 00 000000
04/29/2025	Receipt	2121	VARIOUS PAYORS	WYS-SPONSOR	150.00CR	1,611.58CR	L 9216 0000 00 000000
04/29/2025	Receipt	2121	VARIOUS PAYORS	ADM-SPONSOR	250.00CR	1,861.58CR	L 9216 0000 00 000000
				Ending balance		1,861.58CR	

Account: 95L400 9217 0000 00 000000

HS HOMECOMING///NONCATE

/HS HOMECOMING

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		5,411.89CR	
				Ending balance		5,411.89CR	

Account: 95L400 9218 0000 00 000000

HS FCCLA///NONCATE

/HS FCCLA

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,676.58CR	
04/17/2025	Check	305708	NEW BERLIN CUSD #16	CAFE STAFF-FCCLA BREAKFAST	93.75	2,582.83CR	L 9218 0000 00 000000
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-WALMART MR SALTY BRKF	207.76	2,375.07CR	L 9218 0000 00 000000
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-SAMS-MR SALTY BRKFST	55.88	2,319.19CR	L 9218 0000 00 000000
				Ending balance		2,319.19CR	

Account: 95L400 9219 0000 00 000000

HS CHARACT SCH///NONCATE

/HS CHARACTER SCHOLARSHIP

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
04/08/2025	Receipt	2106	BURGER CHRIS	CHARACTER AWARD DONATION	1,200.00CR	1,200.00CR	L 9219 0000 00 000000
04/30/2025	Check	305720	FUCHS GRIFFIN	CHARACTER AWARD	1,200.00	0.00	L 9219 0000 00 000000
				Ending balance		0.00	

Account: 95L400 9220 0000 00 000000				HS PE///NONCATE	/HS PE			
Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account	
				Beginning balance		0.00		
				Ending balance		0.00		
Account: 95L400 9223 0000 00 000000				HS BASEBALL///NONCATE	/HS BASEBALL			
Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account	
				Beginning balance		2,989.25CR		
04/29/2025	Check	305719	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-SPORTS ATTACK	316.00	2,673.25CR	L 9223	0000 00 000000
				Ending balance		2,673.25CR		
Account: 95L400 9224 0000 00 000000				HS STUDENT COUN///NONCATE	/HS STUDENT COUNCIL			
Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account	
				Beginning balance		1,169.39CR		
				Ending balance		1,169.39CR		
Account: 95L400 9226 0000 00 000000				HS BOYS BASKETB///NONCATE	/HS BOYS BASKETBALL			
Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account	
				Beginning balance		41,845.71CR		
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-PAPA FRANKS-TEAM MEAL	351.90	41,493.81CR	L 9226	0000 00 000000
				Ending balance		41,493.81CR		
Account: 95L400 9227 0000 00 000000				HS FB CHEERLEAD///NONCATE	/HS FOOTBALL CHEERLEADING			
Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account	
				Beginning balance		0.00		
				Ending balance		0.00		
Account: 95L400 9228 0000 00 000000				HS BB CHEERLEAD///NONCATE	/HS BASKETBALL CHEERLEADING			
Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account	
				Beginning balance		4,924.93CR		
04/07/2025	Check	305700	VARSITY SPIRIT FASHIONS	SHORTS	29.95	4,894.98CR	L 9228	0000 00 000000
04/16/2025	Receipt	2112	VARIOUS PAYORS	CHEER CAMP-LITTLE GIRL	100.00CR	4,994.98CR	L 9228	0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-JIMMY JOHNS SR NIGHT	311.96	4,683.02CR	L 9228	0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-COACHES DINNER	70.25	4,612.77CR	L 9228	0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-DOUBLE TREE	155.68	4,457.09CR	L 9228	0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-SAMS-END OF SEASON	65.69	4,391.40CR	L 9228	0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-SAMS END OF SEASON	20.94	4,370.46CR	L 9228	0000 00 000000

Account: 95L400 9228 0000 00 000000 HS BB CHEERLEAD///NONCATE /HS BASKETBALL CHEERLEADING

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Ending balance		4,370.46CR	

Account: 95L400 9229 0000 00 000000 HS FOOTBALL///NONCATE /HS FOOTBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		11,456.69CR	
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-IHSFCA	402.70	11,053.99CR	L 9229 0000 00 000000
				Ending balance		11,053.99CR	

Account: 95L400 9230 0000 00 000000 HS BOYS TRACK///NONCATE /HS BOYS TRACK

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9231 0000 00 000000 HS VOLLEYBALL///NONCATE /HS VOLLEYBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		18,620.87CR	
				Ending balance		18,620.87CR	

Account: 95L400 9232 0000 00 000000 HS GENERAL FUND///NONCATE /HS GENERAL FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		25,679.59CR	
04/30/2025	JE	000005381		APR 2025 INTEREST	39.91CR	25,719.50CR	L 9232 0000 00 000000
				Ending balance		25,719.50CR	

Account: 95L400 9233 0000 00 000000 HS GIRLS SOFTBA///NONCATE /HS SOFTBALL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		7,017.44CR	
04/07/2025	Check	305701	BSN SPORTS LLC	HS SOFTBALL	466.40	6,551.04CR	L 9233 0000 00 000000
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-DICKS-NETS	219.48	6,331.56CR	L 9233 0000 00 000000
04/30/2025	Check	305722	BSN SPORTS LLC	WILSON HS SOFTBALL	466.40	5,865.16CR	L 9233 0000 00 000000
				Ending balance		5,865.16CR	

Account: 95L400 9236 0000 00 000000 HS SADD///NONCATE /HS SADD

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,610.23CR	
04/01/2025	Receipt	2102	VARIOUS PAYORS	SADD	120.00CR	2,730.23CR	L 9236 0000 00 000000
04/08/2025	Check	305702	BANDELOW RACHELLE M	PRINTED SHIRTS FOR AFTER PROM	840.00	1,890.23CR	L 9236 0000 00 000000
04/16/2025	Receipt	2111	WARREN-BOYNTON STATE BANK	DONATION TO AFTER PROM	250.00CR	2,140.23CR	L 9236 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-WALMART-PROM	67.00	2,073.23CR	L 9236 0000 00 000000

Account: 95L400 9236 0000 00 000000

HS SADD///NONCATE

/HS SADD

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Re#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-SAMS-PROM	93.64	1,979.59CR	L 9236 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON-PROM	67.17	1,912.42CR	L 9236 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON-PROM	79.99	1,832.43CR	L 9236 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON-PROM	137.65	1,694.78CR	L 9236 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-	24.98	1,669.80CR	L 9236 0000 00 000000
				Ending balance		1,669.80CR	

Account: 95L400 9239 0000 00 000000

HS ROESCH TRUST///NONCATE

/HS ROESCH TRUST

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9241 0000 00 000000

HS TRACK///NONCATE

/HS CO-ED TRACK

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,877.55CR	
04/29/2025	Check	305718	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-ATHLETIC	135.00	2,742.55CR	L 9241 0000 00 000000
				Ending balance		2,742.55CR	

Account: 95L400 9242 0000 00 000000

HS CHOIR///NONCATE

/HS CHOIR

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		487.56CR	
				Ending balance		487.56CR	

Account: 95L400 9246 0000 00 000000

HS KEY CLUB///NONCATE

/HS KEY CLUB

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		807.74CR	
				Ending balance		807.74CR	

Account: 95L400 9249 0000 00 000000

HS SCHOL BOWL///NONCATE

/HS SCHOLASTIC BOWL

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		725.86CR	
04/08/2025	JE	000005336		QUESTION AT BAND TRIVIA	40.00CR	765.86CR	L 9249 0000 00 000000
04/08/2025	JE	000005336		IL MASONIC 2ND PLACE	1,000.00CR	1,765.86CR	L 9249 0000 00 000000
04/08/2025	JE	000005337		IL MASONCI FOUNDATION 1ST PLACE	400.00CR	2,165.86CR	L 9249 0000 00 000000
				Ending balance		2,165.86CR	

Account: 95L400 9250 0000 00 000000

HS CLASS 2005///NONCATE

/HS CLASS OF 2005

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	

Account: 95L400 9250 0000 00 000000 HS CLASS 2005///NONCATE /HS CLASS OF 2005

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Re#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Ending balance		0.00	

Account: 95L400 9251 0000 00 000000 HS TECH PREP///NONCATE /HS TECHNICAL PREP

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9252 0000 00 000000 HS CLASS 2006///NONCATE /HS CLASS OF 2006

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9255 0000 00 000000 HS DISCRETION///NONCATE /HS DISCRETIONARY

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9258 0000 00 000000 HS SPORTS COMP///NONCATE /HS SPORTS COMPLEX

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9260 0000 00 000000 HS CLASS 2009///NONCATE /HS CLASS OF 2009

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9262 0000 00 000000 HS CLASS 2010///NONCATE /HS CLASS OF 2010

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9263 0000 00 000000 HS LIBRARY FUND///NONCATE /HS LIBRARY FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		1,273.54CR	
				Ending balance		1,273.54CR	

Account: 95L400 9264 0000 00 000000 HS PRETZL PRIDE///NONCATE /HS PRETZEL PRIDE

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9265 0000 00 000000 HS CLASS 2011///NONCATE /HS CLASS OF 2011

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9266 0000 00 000000 HS CLASS 2012///NONCATE /HS CLASS OF 2012

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9267 0000 00 000000 HS CLASS 2013///NONCATE /HS CLASS OF 2013

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9268 0000 00 000000 HS FLAGS///NONCATE /HS FLAGS

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		748.80CR	
				Ending balance		748.80CR	

Account: 95L400 9269 0000 00 000000 HS CLASS 2014///NONCATE /HS CLASS OF 2014

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9270 0000 00 000000 HS SAMSUNG GRNT///NONCATE /HS SAMSUNG GRANT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9271 0000 00 000000 POST SEASON ATH///NONCATE /POST SEASON ATHLETIC FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9272 0000 00 000000 PRETZEL FESTIVA///NONCATE /PRETZEL FESTIVAL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,722.22CR	
				Ending balance		2,722.22CR	

Account: 95L400 9273 0000 00 000000 HS CLASS 2015///NONCATE /HS CLASS OF 2015

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9274 0000 00 000000 ATH GENERAL FND///NONCATE /ATHLETICS GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		16,219.96CR	
04/01/2025	Receipt	2103	PLAYON SPORTS	DONATION	901.33CR	17,121.29CR	L 9274 0000 00 000000
04/04/2025	Receipt	2104	VARIOUS PAYORS	SUMMER CAMPS-HAYES	40.00CR	17,161.29CR	L 9274 0000 00 000000
04/09/2025	Receipt	2109	VARIOUS PAYORS	SUMMER CAMPS-RUBERT	70.00CR	17,231.29CR	L 9274 0000 00 000000
04/09/2025	Receipt	2109	VARIOUS PAYORS	SUMMER CAMPS-DARR	70.00CR	17,301.29CR	L 9274 0000 00 000000
04/09/2025	Receipt	2109	VARIOUS PAYORS	SUMMER CAMPS-YATES	120.00CR	17,421.29CR	L 9274 0000 00 000000
04/09/2025	Receipt	2109	VARIOUS PAYORS	SUMMER CAMPS-YATES	80.00CR	17,501.29CR	L 9274 0000 00 000000
04/14/2025	Receipt	2110	VARIOUS PAYORS	SUMMER CAMP 2025-DOKEY	140.00CR	17,641.29CR	L 9274 0000 00 000000
04/14/2025	Receipt	2110	VARIOUS PAYORS	SUMMER CAMP 2025-ALLEN	80.00CR	17,721.29CR	L 9274 0000 00 000000
04/14/2025	Receipt	2110	VARIOUS PAYORS	SUMMER CAMP 2025-HUSS	40.00CR	17,761.29CR	L 9274 0000 00 000000
04/14/2025	Receipt	2110	VARIOUS PAYORS	SUMMER CAMP 2025-KOESTER	60.00CR	17,821.29CR	L 9274 0000 00 000000
04/17/2025	Receipt	2116	VARIOUS PAYORS	SUMMER CAMP-NELSON	40.00CR	17,861.29CR	L 9274 0000 00 000000
04/17/2025	Receipt	2116	VARIOUS PAYORS	SUMMER CAMP-GALLOWAY	110.00CR	17,971.29CR	L 9274 0000 00 000000
04/17/2025	Receipt	2116	VARIOUS PAYORS	SUMMER CAMP-HULL	30.00CR	18,001.29CR	L 9274 0000 00 000000
04/22/2025	Receipt	2118	VARIOUS PAYORS	SUMMER CAMPS	120.00CR	18,121.29CR	L 9274 0000 00 000000
04/23/2025	Check	305710	FUTURE CHAMPIONS SPORTS COMP	FIELD FOR SB 4/21/25	325.00	17,796.29CR	L 9274 0000 00 000000
04/23/2025	Receipt	2119	VARIOUS PAYORS	SUMMER CAMP-LESSMAN	80.00CR	17,876.29CR	L 9274 0000 00 000000
04/23/2025	Receipt	2119	VARIOUS PAYORS	SUMMER CAMP-DIETRICH	70.00CR	17,946.29CR	L 9274 0000 00 000000
04/23/2025	Receipt	2119	VARIOUS PAYORS	SUMMER CAMP-DRAGOO	70.00CR	18,016.29CR	L 9274 0000 00 000000
04/23/2025	Receipt	2119	VARIOUS PAYORS	SUMMER CAMP-DRAGOO	40.00CR	18,056.29CR	L 9274 0000 00 000000
04/23/2025	Receipt	2119	VARIOUS PAYORS	SUMMER CAMP-GREENWOOD	70.00CR	18,126.29CR	L 9274 0000 00 000000
04/23/2025	Receipt	2119	VARIOUS PAYORS	SUMMER CAMP-DEORNELLAS	40.00CR	18,166.29CR	L 9274 0000 00 000000
04/23/2025	Receipt	2119	VARIOUS PAYORS	SUMMER CAMP-SARTORE	100.00CR	18,266.29CR	L 9274 0000 00 000000
04/29/2025	Receipt	2122	VARIOUS PAYORS	SUMMER CAMP-MENDENHALL	100.00CR	18,366.29CR	L 9274 0000 00 000000
04/29/2025	Receipt	2122	VARIOUS PAYORS	SUMMER CAMP-BLISS	70.00CR	18,436.29CR	L 9274 0000 00 000000
04/29/2025	Receipt	2122	VARIOUS PAYORS	SUMMER CAMP-KOTNER	40.00CR	18,476.29CR	L 9274 0000 00 000000
04/29/2025	Receipt	2122	VARIOUS PAYORS	SUMMER CAMP-MINETT	40.00CR	18,516.29CR	L 9274 0000 00 000000
04/30/2025	Receipt	2123	VARIOUS PAYORS	SUMMER CAMP-WHITLEY	80.00CR	18,596.29CR	L 9274 0000 00 000000
04/30/2025	Receipt	2123	VARIOUS PAYORS	SUMMER CAMP-ASHLEY NEUMAN	150.00CR	18,746.29CR	L 9274 0000 00 000000

Account: 95L400 9274 0000 00 000000 ATH GENERAL FND///NONCATE /ATHLETICS GENERAL FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Re#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
04/30/2025	Receipt	2123	VARIOUS PAYORS	SUMMER CAMP-STEPHENS	40.00CR	18,786.29CR	L 9274 0000 00 000000
04/30/2025	Receipt	2123	VARIOUS PAYORS	SUMMER CAMP-VESPA	200.00CR	18,986.29CR	L 9274 0000 00 000000
04/30/2025	Receipt	2123	VARIOUS PAYORS	SUMMER CAMP-MORRISON	180.00CR	19,166.29CR	L 9274 0000 00 000000
				Ending balance		19,166.29CR	

Account: 95L400 9278 0000 00 000000 ACT PREP ACCT///NONCATE /ACT PREP ACCOUNT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9279 0000 00 000000 HS CLASS 2016///NONCATE /HS CLASS OF 2016

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9280 0000 00 000000 HS CLASS 2017///NONCATE /HS CLASS OF 2017

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9281 0000 00 000000 SANGAMON CONF.///NONCATE /SANGAMON CONFERENCE ACCOUNT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9282 0000 00 000000 GREENHOUSE ACCT///NONCATE /GREENHOUSE ACCOUNT

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		4,320.60CR	
04/08/2025	Receipt	2108	WILLIAMSVILLE HIGH SCHOOL	GREENHOUSE	973.77CR	5,294.37CR	L 9282 0000 00 000000
04/29/2025	Check	305715	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON	199.94	5,094.43CR	L 9282 0000 00 000000
04/29/2025	Check	305716	NEW BERLIN CUSD #16	CREDIT CARD CHARGES APR-AMAZON	151.85	4,942.58CR	L 9282 0000 00 000000
				Ending balance		4,942.58CR	

Account: 95L400 9283 0000 00 000000 HS CLASS 2018///NONCATE /HS CLASS OF 2018

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9284 0000 00 000000 CREWS SCHOLARSH///NONCATE /DAMIEN CREWS SCHOLARSHIP FUND

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,176.72CR	
04/30/2025	Check	305721	FUCHS GRIFFIN	DAMIEN CREWS SCHOLARSHIP	1,000.00	1,176.72CR	L 9284 0000 00 000000
				Ending balance		1,176.72CR	

Account: 95L400 9285 0000 00 000000 ROYALTIES///NONCATE /ROYALTIES

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9286 0000 00 000000 HS CLASS 2019///NONCATE /HS CLASS OF 2019

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9287 0000 00 000000 HS WRESTLING///NONCATE /HS WRESTLING

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		2,417.04CR	
				Ending balance		2,417.04CR	

Account: 95L400 9288 0000 00 000000 HS CLASS 2020///NONCATE /CLASS OF 2020

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9289 0000 00 000000 HS CLASS 2021///NONCATE /HS CLASS OF 2021

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9290 0000 00 000000 THORNTON AG SCH///NONCATE /THORNTON AG SCHOLARSHIP AWARD

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9291 0000 00 000000 HS CLASS 2022///NONCATE /HS CLASS OF 2022

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9292 0000 00 000000 HS CLASS 2023///NONCATE /HS CLASS OF 2023

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9293 0000 00 000000 HS CLASS 2024///NONCATE /HS CLASS OF 2024

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9294 0000 00 000000 CLASS OF 2025///NONCATE /HS CLASS OF 2025

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		5,106.01CR	
04/22/2025	Receipt	2117	VARIOUS PAYORS	FUNDRAISER-BUNDT CAKE	793.25CR	5,899.26CR	L 9294 0000 00 000000
04/22/2025	Receipt	2117	VARIOUS PAYORS	FUNDRAISER-BUNDT CAKE	1,316.25CR	7,215.51CR	L 9294 0000 00 000000
04/24/2025	Receipt	2120	VARIOUS PAYORS	FUNDRAISER	549.25CR	7,764.76CR	L 9294 0000 00 000000
04/24/2025	Receipt	2120	VARIOUS PAYORS	FUNDRAISER-BIESENTHAL	47.25CR	7,812.01CR	L 9294 0000 00 000000
04/24/2025	Receipt	2120	VARIOUS PAYORS	FUNDRAISER-BARTH	40.50CR	7,852.51CR	L 9294 0000 00 000000
04/24/2025	Receipt	2120	VARIOUS PAYORS	FUNDRAISER-JULIAN	13.50CR	7,866.01CR	L 9294 0000 00 000000
04/24/2025	Receipt	2120	VARIOUS PAYORS	FUNDRAISER-BANDY	40.50CR	7,906.51CR	L 9294 0000 00 000000
04/28/2025	Check	305711	NOTHING BUNDT CAKES	FUNDRAISER	1,810.75	6,095.76CR	L 9294 0000 00 000000
04/29/2025	Check	305714	AMP UP ACTION PARK	FINAL PAYMENT FOR SR. TRIP	525.00	5,570.76CR	L 9294 0000 00 000000
				Ending balance		5,570.76CR	

Account: 95L400 9295 0000 00 000000 MASCOT FUND///NONCATE /HS-MASCOT FUNDRAISER

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		0.00	
				Ending balance		0.00	

Account: 95L400 9296 0000 00 000000 HS CLASS 2026///NONCATE /HS CLASS OF 2026

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		5,186.75CR	
				Ending balance		5,186.75CR	

Account: 95L400 9297 0000 00 000000 HS CLASS 2027///NONCATE /HS CLASS OF 2027

<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>
				Beginning balance		3,176.41CR	
				Ending balance		3,176.41CR	

Account: 95L400 9298 0000 00 000000				HS CLASS 2028///NONCATE	/HS CLASS OF 2028			
<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>	
				Beginning balance		1,837.40CR		
				Ending balance		1,837.40CR		

Account: 95L400 9299 0000 00 000000				MAINT RECYCLE///NONCATE	/MAINT RECYCLE FUND			
<u>Post Date</u>	<u>Type</u>	<u>Ck/JE/Rc#</u>	<u>Vendor/Payor</u>	<u>Description</u>	<u>Amount</u>	<u>Balance</u>	<u>Detail Account</u>	
				Beginning balance		930.00CR		
				Ending balance		930.00CR		

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

05.25.02.00.00-010008

Check Summary Report

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Check Dates 04/25/2025 through 05/15/2025 - Check Number

	EMP	CHECK		CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBURSE	TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
CHRISTOPHER CANSLER	CAF	000061876	R		74.25		3.34	70.91		3.51	5.68				61.72
JAMIE M HULETT	AIDE	000061877	R		1,253.61		104.82	1,148.79	55.43	49.03	92.20				952.13
LAUREN F HULETT	AIDE	000061878	R		1,102.30		98.01	1,004.29	64.87	49.71	80.62				809.09
ZACHARY J PEECHER	BLD	000061879	R	1,666.67			142.47	1,524.20	140.97	75.45	122.34	36.45			1,148.99
ELIZABETH L BAUMBERGER	SUB	000061880	R		240.00		23.76	216.24	35.00	10.70	3.48				167.06
KAREN E DENNIS	SUB	000061881	R		120.00		11.88	108.12			1.74				106.38
MARSHA A POHLMAN	RETTE	000061882	R		600.00			600.00	50.56	21.86	45.90				481.68
GERALD A. DENNIS SKILBEC	SUBA	000061883	R		780.00			780.00	78.00	38.61	11.31				652.08
CHRISTOPHER CANSLER	CAF	000061911	R		77.70		3.50	74.20		3.67	5.95				64.58
JAMIE M HULETT	AIDE	000061912	R		1,399.05		111.37	1,287.68	69.94	55.90	103.32				1,058.52
LAUREN F HULETT	AIDE	000061913	R		1,245.26		103.53	1,141.73	81.09	56.52	89.94				914.18
ZACHARY J PEECHER	BLD	000061914	R	1,666.67	1.40		142.53	1,525.54	141.13	75.51	122.45	36.45			1,150.00
ELIZABETH L BAUMBERGER	SUB	000061915	R		600.00		59.40	540.60	35.00	26.76	8.70				470.14
MARSHA A POHLMAN	RETTE	000061916	R		540.00			540.00	50.00	18.89	41.31				429.80
GERALD A. DENNIS SKILBEC	SUBA	000061917	R		900.00			900.00	96.67	44.55	13.05				745.73
SHEILA L BRADEN	SUBT	000061918	R		199.60			199.60		9.88	15.27				174.45
OLGA R LOPEZ	SOCIA	900074116	R	2,937.77	24.90		366.63	2,596.04	399.03	122.63	38.07	47.32			1,988.99
JODI ACREE	ASPRI	900074117	R	3,458.34			505.47	2,952.87	184.47	146.17	43.31	1215.33			1,363.59
ANGELA M ALLEN	CAF	900074118	R		1,205.13		102.64	1,102.49	15.25	54.57	88.49				944.18
BASMA ALSAMMA	PREKA	900074119	R		1,076.25		48.43	1,027.82	19.45	43.04	82.34				882.99
AMY M ANKROM	AIDE	900074120	R		466.56		46.19	420.37		12.97	6.77				400.63
ANDREW J BALL	BLD	900074121	R	1,378.34			115.90	1,262.44	66.56	56.61	101.32	9.95			1,028.00
KATHERINE BARRETT	TCH	900074122	R	2,152.70			78.26	2,074.44	185.50	96.81	30.39	82.80			1,678.94
ASHLEY C BEROLA	TCH	900074123	R	1,698.99			155.67	1,543.32	143.26	76.39	23.85	98.51			1,201.31
TYLER T BEROLA	TCH	900074124	R	2,168.99			248.42	1,920.57	188.53	95.07	30.62	90.50			1,515.85
ELIZABETH K BIRCH	TCH	900074125	R	2,407.32			53.54	2,353.78	177.08	116.51	34.48	105.66			1,920.05
MOLLY K BOOHER	TCH	900074126	R	2,879.16			82.34	2,796.82	165.74	138.44	40.97				2,451.67
JAMIE A. BROWN	TCH	900074127	R	2,670.28			293.44	2,376.84	158.35	111.78	38.72	55.40			2,012.59
VICTORRIA S CHAMBERS	PREKA	900074128	R		815.04		36.68	778.36		38.53	62.35				677.48
MICHAEL CHEEK	BLD	900074129	R	1,447.50	0.35		65.15	1,382.70	46.15	68.44	110.76	47.30			1,110.05
JULIA CONNER	TCHPT	900074130	R		1,485.54		163.24	1,322.30	48.90	65.45	21.54				1,186.41
RACHEL R. COOPER	TCH	900074131	R	3,260.29			44.04	3,216.25	486.99	159.20	47.10	156.60			2,366.36
JENNIFER MARIE COPELAND	AIDE	900074132	R		1,053.60		47.41	1,006.19		49.81	80.60	53.11			822.67
KARA L COX	TCH	900074133	R	3,261.69			57.31	3,204.38	279.15	158.62	46.93	56.60			2,663.08
GRACE CRAWFORD	TCH	900074134	R	1,666.79			259.51	1,407.28	83.94	63.78	23.78	10.08			1,225.70

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	EMP	CHECK		CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBURSE	TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
TRAVIS L CREASEY	BLD	900074135	R	1,447.50	4.00		129.14	1,322.36	73.75	65.46	106.16	23.40			1,053.59
CAMERON CUMMINGS	TCH	900074136	R	1,813.23			57.82	1,755.41	125.71	86.89	25.71	13.35			1,503.75
KEVIN M. CUMMINS	TECH	900074137	R	4,009.64			180.43	3,829.21	593.01	171.91	306.74	32.00			2,725.55
JAMES DAMBACHER	TCH	900074138	R	2,649.73			26.21	2,623.52	144.95	112.23	38.42	521.00			1,806.92
JOELLEN DANENBERGER	SEC	900074139	R		1,286.81		143.55	1,143.26	118.93	56.59	91.89	22.00			853.85
SKYLER E DAVIS	TCH	900074140	R	1,690.95			242.79	1,448.16	88.84	71.68	23.69	52.33			1,211.62
CARRIE J DAWDY	TCH	900074141	R	2,428.66			126.37	2,302.29	107.94	102.21	34.09	58.13			1,999.92
AMANDA M FLESHMAN	TCH	900074142	R	2,339.37			573.48	1,765.89	413.75	69.78	25.94	54.20			1,202.22
BRIAN L FOX	TCHPT	900074143	R		2,048.13		42.48	2,005.65	184.76	99.28	68.95				1,652.66
COURTNEY FRY	TCH	900074144	R	2,340.80	13.50		23.28	2,331.02	26.51	103.63	34.14	36.30			2,130.44
EARL GREEN	TCHPT	900074145	R		86.55		0.86	85.69		4.24	1.25				80.20
SHELLEY L HAAS	TCH	900074146	R	3,306.06			196.09	3,109.97	203.32	153.94	45.57	381.60			2,325.54
NOLAN R HART	AIDE	900074147	R		960.90		60.64	900.26	6.69	44.56	72.18	21.12			755.71
CARLI HEMPHILL	TCH	900074148	R	1,666.79			165.99	1,500.80	95.16	68.41	24.17	250.00			1,063.06
CHRISTINA L IACONO	TCH	900074149	R	2,260.36			239.49	2,020.87	157.57	100.03	32.25	54.20			1,676.82
MATTHEW JOKISCH	NBEPR	900074150	R	3,750.00			69.55	3,680.45	460.28	182.18	53.90	3.00			2,981.09
WENDY C KANLLAKAN	TCH	900074151	R	2,850.35			858.01	1,992.34	212.21	92.74	40.17	62.75			1,584.47
JENNA L KATTERHENRY	TCH	900074152	R	1,745.46			288.36	1,457.10	89.91	66.25	25.17	121.25			1,154.52
RICHARD A KING	AIDE	900074153	R		1,186.60		53.40	1,133.20		56.09	90.78				986.33
VINCENT E KING	BLD	900074154	R	1,500.00			67.50	1,432.50	72.00	70.91	114.75	12.00			1,162.84
KELSIE L KNOX	TCH	900074155	R	1,627.10			81.17	1,545.93	17.24	70.65	23.59	52.33			1,382.12
COLLIN E KRAMER	AIDE	900074156	R		992.70		44.67	948.03	11.47	46.93	75.94	18.00			795.69
TRUDY L KUNZ	CAF	900074157	R		465.75		20.96	444.79		22.02	35.63				387.14
AUDREY P LANZOTTI	TCH	900074158	R	2,084.55			60.03	2,024.52	201.00	94.34	29.65	89.95			1,609.58
JOLENE M LUCA	TCH	900074159	R	2,742.29			127.12	2,615.17	145.55	129.45	39.76	55.40			2,245.01
ANGELA M. MARR	SEC	900074160	R		1,127.31		1037.23	90.08		4.46	10.77				74.85
SAMANTHA MARTIN	AIDE	900074161	R		1,145.55		113.92	1,031.63	19.83	43.23	82.87	-12.37			898.07
TAYLOR L MAUS	TCH	900074162	R	2,339.37			279.40	2,059.97	141.82	101.97	32.38	55.40			1,728.40
STACEY R. MAXSON	TCH	900074163	R	3,014.20			86.78	2,927.42	224.42	144.91	42.88	105.88			2,409.33
KATELYNN MORAN	TCH	900074164	R	1,745.46			248.26	1,497.20	94.73	68.23	24.48	99.45			1,210.31
BRIAN K. NICKELSON	BLD	900074165	R	1,666.67	0.60		114.44	1,552.83	122.90	70.99	124.53	166.73			1,067.68
WHITNEY N PEECHER	TCH	900074166	R	2,542.44			25.14	2,517.30	243.81	118.73	36.87	55.40			2,062.49
HEATHER R PIDCOCK	DIRFS	900074167	R	2,291.67	100.23		218.60	2,173.30		107.58	174.49	41.13			1,850.10
CORINNE B PRICE	TCH	900074168	R	1,666.79			65.99	1,600.80	35.08	79.24	24.17	55.40			1,406.91
PARLEE A REEVE	NURSE	900074169	R		2,309.77		103.94	2,205.83	53.92	109.19	176.70				1,866.00

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EMPLOYEE NAME	TYPE	NUMBER	T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
MADISON D REYNOLDS	TCH	900074170	R	2,399.40			230.15	2,169.25	175.37	101.50	33.54	54.20			1,804.64
BRETT A RUPPEL	BLD	900074171	R	1,378.34	0.83		119.03	1,260.14	66.28	56.50	101.15				1,036.21
HOLLY M. RUPPEL	TCH	900074172	R	3,104.71			100.71	3,004.00	390.30	148.70	45.02	56.60			2,363.38
SARAH B SMITH	TCH	900074173	R	3,329.30			499.03	2,830.27	455.24	134.22	48.27	56.60			2,135.94
DARCI M STECK	TCH	900074174	R	2,708.10			26.78	2,681.32	174.26	116.84	39.27				2,350.95
HANNAH D STECK	AIDE	900074175	R		1,100.23		49.51	1,050.72	21.74	52.01	84.16				892.81
WHITNEY R SUTERA	PREKA	900074176	R		1,191.82		185.37	1,006.45	5.65	49.82	81.09				869.89
EMILY K SWOROBOWICZ	TCH	900074177	R	2,979.92			279.52	2,700.40	197.17	121.91	42.85				2,338.47
McKENZIE WARD	AIDE	900074178	R		1,080.76		106.03	974.73	44.14	48.25	79.94	-0.86			803.26
JESSICA R WISDOM	AIDE	900074179	R		303.00		13.64	289.36		14.32	23.18				251.86
RACHELLE M BANDELOW	SEC	900074180	R		1,363.12		61.34	1,301.78	35.18	64.44	104.28				1,097.88
MARY R BAUMAN	TCH	900074181	R	2,879.16			119.07	2,760.09	225.84	136.62	40.87	249.12			2,107.64
NICOLE M BURKE	TCH	900074182	R	3,073.10	60.00		120.14	3,012.96	392.27	149.14	44.14	58.10			2,369.31
MELISSA CHARNESKI	TCH	900074183	R	1,087.20	600.36		60.94	1,626.62	152.05	74.07	61.35	132.59			1,206.56
REBECCA CURRY	AIDE	900074184	R		1,159.68		189.06	970.62	2.06	48.05	78.24	38.04			804.23
TONYA K. DELANEY	TCH	900074185	R	3,764.56			104.08	3,660.48	269.38	181.19	53.62	57.87			3,098.42
MARY M DILLON	TCH	900074186	R	2,631.28			494.20	2,137.08		88.15	32.23	93.35			1,923.35
KIRSTIN E GEBHARDT	TCH	900074187	R	2,434.91			292.35	2,142.56	172.17	106.06	32.50	104.01			1,727.82
DANIEL HIRST	BLD	900074188	R	1,447.50	1.12		205.08	1,243.54	64.29	55.68	100.12	19.44			1,004.01
OLIVIA R KILLION	TCH	900074189	R	2,062.85			29.68	2,033.17	159.04	94.76	29.78	44.92			1,704.67
SARAH L KNEPLER	TCH	900074190	R	2,625.27	90.00		56.55	2,658.72	314.34	131.61	38.94	155.40			2,018.43
ANNA K LLEWELLYN	AIDE	900074191	R		745.45		174.96	570.49	15.38	28.24	46.21				480.66
LUANNE M. LOVING	AIDE	900074192	R		1,612.74		72.33	1,540.41	101.60	68.41	123.37				1,247.03
ABIGAIL MAGRATH	TCH	900074193	R	2,040.76			383.26	1,657.50	156.96	82.05	28.76	431.62			958.11
RYAN L MCDONALD	TCH	900074194	R	2,075.58			141.82	1,933.76	168.61	89.84	28.34				1,646.97
JENNIFER D OGDEN-TOM	TCH	900074195	R	3,013.52			888.70	2,124.82	213.04	99.30	40.67	56.60			1,715.21
BREANN N OSWALD	TCH	900074196	R	1,544.88			72.25	1,472.63	91.78	67.02	21.57	102.03			1,190.23
BRANDON J RADFORD	JHPRI	900074197	R	3,631.25			56.57	3,574.68	409.09	171.07	52.35				2,942.17
ZACH REUSCHEL	AIDE	900074198	R		954.02		78.71	875.31	4.20	43.33	70.24	-12.37			769.91
AMANDA J ROBINSON	AIDE	900074199	R		1,077.08		96.88	980.20		48.52	78.70				852.98
JENNIFER M SPANN	SEC	900074200	R		1,511.06		316.91	1,194.15	100.57	59.11	96.55	44.57			893.35
HOLLY A VANVELDHUIZEN	TCH	900074201	R	1,682.81			730.79	952.02	75.00	29.49	21.37	52.33			773.83
MALLORY R. WAINMAN	TCH	900074202	R	2,774.72			82.85	2,691.87	321.63	133.25	39.43	94.05			2,103.51
EMILY R YATES	TCH	900074203	R	1,144.55			230.86	913.69	28.87	45.23	16.34	52.33			770.92
BRIAN K BANDY	TCH	900074204	R	3,750.93	705.60		92.68	4,363.85	641.09	209.96	106.17	63.87			3,342.76

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SHERRY V BEHL	CAF	900074205	R		789.75		35.54	754.21	15.98	37.33	60.41				640.49
MIGUEL T BOHRER	AIDE	900074206	R		847.80		104.12	743.68		28.97	59.81	23.47			631.43
HEATHER J BROWN	CAF	900074207	R		1,022.04		149.12	872.92	3.96	35.37	70.29	73.28			690.02
MATTHEW A BROWN	DIRBL	900074208	R	3,281.25			168.32	3,112.93	453.68	174.09	249.44				2,235.72
JOSEPH K COULTON	TCH	900074209	R	2,117.41			20.94	2,096.47	84.65	103.78	30.70				1,877.34
TASHA L CREASEY	BLD	900074210	R	1,447.50			226.43	1,221.07	61.59	60.44	98.40	25.05			975.59
MEGAN DELAI	TCH	900074211	R	2,173.59			65.80	2,107.79	84.66	92.58	30.87	46.12			1,853.56
CASSIE A. DORSEY	ATHTR	900074212	R	2,127.42	319.48		183.78	2,263.12	186.64	106.15	181.55	174.70			1,614.08
ALIXANDRA M EAGAN	CAF	900074213	R		1,037.10		180.24	856.86	46.20	42.41	69.12	8.00			691.13
CHAD D FORNOFF	TCHPT	900074214	R		1,492.12		14.76	1,477.36		65.29	21.64				1,390.43
AIMEE K. GRAY	TCH	900074215	R	3,047.54	60.00		750.59	2,356.95	134.46	99.03	34.91	74.20			2,014.35
JEFFREY HARRES	RETTE	900074216	R		240.00			240.00		4.04	3.48				232.48
LAUREN M HEMMERLE	TCH	900074217	R	2,663.42			26.34	2,637.08	231.51	130.54	38.62	52.33			2,184.08
KIMBERLY A. HEPPEPLY	TCH	900074218	R	3,415.05			33.77	3,381.28	473.30	167.37	49.52	56.60			2,634.49
NEIL HOLDERREAD	TCH	900074219	R	1,698.99	22.50		74.00	1,647.49	112.76	81.55	24.14	54.20			1,374.84
DAWN M HUDDLESTON	TCHPT	900074220	R		1,570.35		15.53	1,554.82		76.96	22.77				1,455.09
LINDSAY E. JOHNSON	TCH	900074221	R	2,073.34	34.50		90.72	2,017.12	178.62	93.97	29.55	81.95			1,633.03
TAYLEE K JULIAN	TCH	900074222	R	1,699.34			183.49	1,515.85	96.96	69.16	24.64	52.33			1,272.76
SHELLY J KENNEDY	TCH	900074223	R	3,166.27			211.33	2,954.94	227.72	140.39	43.30	56.60			2,486.93
STACEY R. KILLION	NURSE	900074224	R		3,327.30		488.62	2,838.68	93.31	109.16	236.26	7.63			2,392.32
ALEX KRUCKEBERG	TCH	900074225	R	1,764.17	13.65		204.42	1,573.40	103.69	77.88	25.80	52.33			1,313.70
BRITTANY L LANE	TRN	900074226	R		1,461.42		137.58	1,323.84	49.05	65.53	106.31	535.20			567.75
HATTIE LLEWELLYN	HSPRI	900074227	R	4,999.59			213.34	4,786.25	1072.73	213.41	70.12	22.10			3,407.89
BLAKE J LUCAS	ATHDI	900074228	R	3,910.35			116.31	3,794.04	524.69	181.93	55.57				3,031.85
MAGGIE M MCCLAREY	TCH	900074229	R	3,016.93			86.81	2,930.12	159.18	139.16	42.92	55.40			2,533.46
KRISTEN D. MCGUIRE	TCH	900074230	R	3,064.89			154.64	2,910.25	369.67	144.06	43.36	368.29			1,984.87
CATHERINE A. MILLS	SEC	900074231	R		1,542.54		271.76	1,270.78	108.87	62.90	102.52	26.84			969.65
JAMES S MOORE	BLDS	900074232	R		893.02			893.02	26.80	44.20	68.32				753.70
BRAD A OWENS	BLD	900074233	R	1,662.50	0.40		131.80	1,531.10	173.79	75.79	122.86				1,158.66
KARA J. PECORARO	TCH19	900074234	R	2,618.19	116.10		177.04	2,557.25	283.90	114.83	39.65	55.40			2,063.47
DINA G PEECHER	SEC	900074235	R		1,120.78		142.75	978.03	14.47	48.41	78.68				836.47
LINDSEY PRATHER	AIDE	900074236	R	-781.01	1,001.38		9.92	210.45		10.42	16.86				183.17
JONATHAN D. REES	TCH	900074237	R	3,034.26			97.80	2,936.46	396.60	145.35	43.01	104.27			2,247.23
KAYLIE M ROWLAND	CAF	900074238	R		865.80		38.96	826.84		33.09	66.23				727.52
TANNER W SHAFER	TCH	900074239	R	2,083.83			99.48	1,984.35	153.18	92.35	29.43	78.73			1,630.66

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CASEY R SPEARS	TCH	900074240	R	2,459.27			156.29	2,302.98	51.55	108.12	34.83	169.01			1,939.47
JAMES R SPIELMAN	BLD	900074241	R	1,500.00			124.47	1,375.53	123.13	68.09	110.39	209.95			863.97
JOSEPH VIOLA	COUNS	900074242	R	3,654.18			36.14	3,618.04	264.29	179.09	52.99	55.40			3,066.27
KRISTY L WEIDHUNER	TCH	900074243	R	2,298.67			156.13	2,142.54	167.49	106.06	32.39	57.32			1,779.28
GORDON A WELLS	TCHPT	900074244	R		1,045.04		10.34	1,034.70	67.54	51.22	15.15				900.79
ARTHUR T ARISMAN	SUB	900074245	R		240.00		23.76	216.24			3.48				212.76
LOUIS R BEHL	SUB	900074246	R		120.00		11.88	108.12	15.00	5.35	1.74				86.03
ZACHARY L BREWER	SUB	900074247	R		840.00		83.16	756.84		29.63	12.18				715.03
KYLIE M BUCHANAN	SUBA	900074248	R		741.43			741.43		36.70	56.72				648.01
MARY C CODY	RETTE	900074249	R		240.00			240.00		11.88	3.48				224.64
SUSAN L CODY	SUB	900074250	R		240.00		23.76	216.24		2.87	3.48				209.89
DARRIN R. CUMMINGS	SSO	900074251	R		2,238.80		100.75	2,138.05	300.65	105.83	171.27	111.94			1,448.36
DONALD L EDWARDS	SSO	900074252	R		1,008.42		45.38	963.04	108.94	47.67	77.14				729.29
SIERRA FOSTER	SUB	900074253	R		1,995.40		197.55	1,797.85	13.12	88.99	28.93				1,666.81
HAILEE C HAMILTON	SUB	900074254	R		314.21		31.11	283.10		14.01	4.56				264.53
PAIGE M HIGH	SUB	900074255	R		360.00		23.76	336.24		16.64	12.66				306.94
DANIEL J HILL	SUBA	900074256	R		600.00			600.00		21.86	45.90				532.24
PEYTON N KIRKPATRICK	SOCIA	900074257	R	2,499.85			144.19	2,355.66	197.74	110.73	34.52	55.40			1,957.27
KENNETH D KISSEL	SSO	900074258	R		724.76			724.76	25.00	35.88	55.45				608.43
JILINDA LARSON	ADM	900074259	R	7,034.44			69.57	6,964.87	1223.53	344.76	102.00				5,294.58
SARAH D LAWHORN	SUBA	900074260	R		720.00			720.00		35.64	55.08				629.28
GAVIN MOLLOY	SUB	900074261	R		1,080.00			1,080.00	24.67	53.46	82.62				919.25
CYNTHIA D MOORE	DOS	900074262	R	1,670.53	18.33		121.00	1,567.86	85.54	77.61	129.20	168.89			1,106.62
LORI D NIEMEIER	CSBO	900074263	R	5,062.09			285.15	4,776.94	701.51	236.46	71.44	75.00			3,692.53
LIESL L PIEPER	SUB	900074264	R		540.00		41.58	498.42		24.67	15.27				458.48
LARRY R PIOTROWSKI	SSO	900074265	R		2,131.43		95.91	2,035.52	161.89	100.76	163.06				1,609.81
JANELLE L. ROGERS	SUBN	900074266	R		171.25			171.25		8.48	13.10				149.67
RONDA SCHEERER	SUB	900074267	R		720.00		17.82	702.18		34.76	43.92				623.50
SARAH E SEASOCK	NSC	900074268	R	4,295.53				4,295.53		212.62	328.61				3,754.30
DENISE TALBERT	DOS	900074269	R	1,688.03	213.67		147.39	1,754.31	125.58	86.84	140.75	202.19			1,198.95
TERRI L VANTINE	DOS	900074270	R	1,330.00	93.57		106.94	1,316.63	148.06	65.17	105.62	142.36			855.42
THOMAS J WILSEY	TECHA	900074271	R	1,378.34	2.81		62.15	1,319.00	73.34	65.29	105.66	500.00			574.71
NITA RAYE GONDEK	TRN	900074272	R	900.05				900.05	18.89	44.55	68.85				767.76
MARK A. BALLENGER	TRN	900074273	R		1,590.44		71.57	1,518.87	336.25	67.35	121.67				993.60
ROBERT BARTH	TRN	900074274	R		831.45		37.42	794.03	85.42	39.30	63.61				605.70

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MELISSA M COMBS	TRMON	900074275	R		987.30		44.43	942.87	20.95	46.67	75.53	33.20			766.52
KENNETH HILL	TRN	900074276	R		958.03		43.11	914.92	8.16	45.29	73.29				788.18
SETH C HILL	TRND	900074277	R	3,100.80			671.37	2,429.43	263.89	120.26	196.53				1,848.75
SHELLY M KAUFMAN	TRN	900074278	R		1,672.79		151.23	1,521.56	126.67	75.32	122.15	32.40			1,165.02
TECIA L KERR	TRN	900074279	R		1,340.40		203.98	1,136.42	30.31	48.42	91.55	56.37			909.77
REBECCA KAY MENDENHALL	TRN	900074280	R		1,297.18		217.34	1,079.84	73.66	53.45	87.07				865.66
KRIS C. NEUMAN	SUBT	900074281	R		129.72			129.72		6.42	9.92				113.38
RODGER R PERRY	TRN	900074282	R		600.71			600.71		14.06	45.95				540.70
RODERICA H SANDHAAS	TRMON	900074283	R		726.75			726.75	25.00	35.97	55.60				610.18
RONALD E. SANDHAAS	TRN	900074284	R		848.54		38.18	810.36	60.00	40.11	64.91				645.34
TROY L SANSON	TRNM	900074285	R	2,532.50	675.87		228.43	2,979.94	406.17	167.51	239.01	29.21			2,138.04
WILLIAM R TALBERT	TRNFT	900074286	R		3,949.33		234.69	3,714.64	626.76	176.93	297.77	483.85			2,129.33
SUSAN L TURNER	TRMON	900074287	R		475.20			475.20		23.52	36.35				415.33
OLGA R LOPEZ	SOCIA	900074288	R	2,937.77	27.60		366.66	2,598.71	399.67	122.76	38.11	-9.28			2,047.45
JODI ACREE	ASPRI	900074289	R	3,458.34			505.47	2,952.87	184.47	146.17	43.31	1215.33			1,363.59
ANGELA M ALLEN	CAF	900074290	R		1,466.42		114.40	1,352.02	26.89	66.92	108.48				1,149.73
BASMA ALSAMMA	PREKA	900074291	R		1,127.25		50.73	1,076.52	24.32	45.45	86.24				920.51
AMY M ANKROM	AIDE	900074292	R		181.51		1.80	179.71		1.06	2.63				176.02
ANDREW J BALL	BLD	900074293	R	1,378.34			115.90	1,262.44	66.56	56.61	101.32	9.95			1,028.00
KATHERINE BARRETT	TCH	900074294	R	2,152.70			78.26	2,074.44	185.50	96.81	30.39	28.60			1,733.14
ASHLEY C BEROLA	TCH	900074295	R	1,698.99			155.67	1,543.32	143.26	76.39	23.85	46.18			1,253.64
TYLER T BEROLA	TCH	900074296	R	2,168.99			248.42	1,920.57	188.53	95.07	30.62	36.30			1,570.05
ELIZABETH K BIRCH	TCH	900074297	R	2,407.32			53.54	2,353.78	177.08	116.51	34.48	50.26			1,975.45
MOLLY K BOOHER	TCH	900074298	R	2,879.16			82.34	2,796.82	165.74	138.44	40.97				2,451.67
JAMIE A. BROWN	TCH	900074299	R	2,670.28			293.44	2,376.84	158.35	111.78	38.72				2,067.99
VICTORRIA S CHAMBERS	PREKA	900074300	R		811.20		36.50	774.70		38.35	62.05				674.30
MICHAEL CHEEK	BLD	900074301	R	1,447.50	10.07		65.59	1,391.98	48.19	68.90	111.50	47.30			1,116.09
JULIA CONNER	TCHPT	900074302	R		1,612.99		177.25	1,435.74	60.24	71.07	23.39				1,281.04
RACHEL R. COOPER	TCH	900074303	R	3,260.29			44.04	3,216.25	486.99	159.20	47.10	100.00			2,422.96
JENNIFER MARIE COPELAND	AIDE	900074304	R		1,177.60		52.99	1,124.61		55.67	90.09	53.11			925.74
KARA L COX	TCH	900074305	R	3,261.69	30.00		57.60	3,234.09	282.72	160.09	47.37				2,743.91
GRACE CRAWFORD	TCH	900074306	R	1,666.79			259.51	1,407.28	83.94	63.78	23.78	10.08			1,225.70
TRAVIS L CREASEY	BLD	900074307	R	1,447.50			128.96	1,318.54	73.29	65.27	105.85	23.40			1,050.73
CAMERON CUMMINGS	TCH	900074308	R	1,813.23			57.82	1,755.41	125.71	86.89	25.71	13.35			1,503.75
KEVIN M. CUMMINS	TECH	900074309	R	4,009.64			180.43	3,829.21	593.01	171.91	306.74	32.00			2,725.55

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	EMP	CHECK		CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBURSE	TAXABLE	NET
EMPLOYEE NAME	TYPE	NUMBER	T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
JAMES DAMBACHER	TCH	900074310	R	2,341.99			23.16	2,318.83	108.38	97.15	33.96	521.00			1,558.34
JOELLEN DANENBERGER	SEC	900074311	R		1,447.27		150.77	1,296.50	138.64	64.18	104.16	22.00			967.52
SKYLER E DAVIS	TCH	900074312	R	1,690.95			242.79	1,448.16	88.84	71.68	23.69				1,263.95
CARRIE J DAWDY	TCH	900074313	R	2,428.66			126.37	2,302.29	107.94	102.21	34.09	2.73			2,055.32
AMANDA M FLESHMAN	TCH	900074314	R	2,339.37			573.48	1,765.89	413.75	69.78	25.94				1,256.42
BRIAN L FOX	TCHPT	900074315	R		2,048.93		41.42	2,007.51	184.98	99.37	67.07				1,656.09
COURTNEY FRY	TCH	900074316	R	2,340.80			23.15	2,317.65	24.91	102.97	33.94	36.30			2,119.53
EARL GREEN	TCHPT	900074317	R		432.75		4.28	428.47		21.21	6.27				400.99
SHELLEY L HAAS	TCH	900074318	R	3,306.06			196.09	3,109.97	203.32	153.94	45.57	425.00			2,282.14
NOLAN R HART	AIDE	900074319	R		1,083.00		66.14	1,016.86	18.35	50.33	81.52	21.12			845.54
CARLI HEMPHILL	TCH	900074320	R	1,666.79			165.99	1,500.80	95.16	68.41	24.17	250.00			1,063.06
CHRISTINA L IACONO	TCH	900074321	R	2,260.36	180.00		255.68	2,184.68	177.22	108.14	34.86				1,864.46
MATTHEW JOKISCH	NBEPR	900074322	R	3,750.00			69.55	3,680.45	460.28	182.18	53.90	3.00			2,981.09
WENDY C KANLLAKAN	TCH	900074323	R	2,850.35			858.01	1,992.34	212.21	92.74	40.17	6.15			1,641.07
JENNA L KATTERHENRY	TCH	900074324	R	1,745.46	30.00		288.66	1,486.80	93.48	67.72	25.61	68.92			1,231.07
RICHARD A KING	AIDE	900074325	R		1,395.79		58.64	1,337.15		66.19	99.40				1,171.56
VINCENT E KING	BLD	900074326	R	1,500.00	-0.36		67.48	1,432.16	71.97	70.89	114.72	12.00			1,162.58
KELSIE L KNOX	TCH	900074327	R	1,627.10			81.17	1,545.93	17.24	70.65	23.59				1,434.45
COLLIN E KRAMER	AIDE	900074328	R		1,093.50		49.21	1,044.29	21.10	51.69	83.66	18.00			869.84
TRUDY L KUNZ	CAF	900074329	R		168.00		7.56	160.44		7.94	12.86				139.64
AUDREY P LANZOTTI	TCH	900074330	R	2,084.55	75.00		60.77	2,098.78	209.92	98.01	30.74	35.75			1,724.36
JOLENE M LUCA	TCH	900074331	R	2,742.29	75.00		127.86	2,689.43	158.92	133.13	40.85				2,356.53
ANGELA M. MARR	SEC	900074332	R		1,276.62		1243.95	32.67		1.62	6.90				24.15
SAMANTHA MARTIN	AIDE	900074333	R		1,277.04		119.84	1,157.20	32.39	49.44	92.92	-12.37			994.82
TAYLOR L MAUS	TCH	900074334	R	2,339.37			279.40	2,059.97	141.82	101.97	32.38				1,783.80
STACEY R. MAXSON	TCH	900074335	R	3,014.20			86.78	2,927.42	224.42	144.91	42.88	49.28			2,465.93
KATELYNN MORAN	TCH	900074336	R	1,745.46			248.26	1,497.20	94.73	68.23	24.48	47.12			1,262.64
BRIAN K. NICKELSON	BLD	900074337	R	1,666.67	1.60		114.48	1,553.79	123.02	71.03	124.61	166.83			1,068.30
WHITNEY N PEECHER	TCH	900074338	R	2,542.44			25.14	2,517.30	243.81	118.73	36.87				2,117.89
HEATHER R PIDCOCK	DIRFS	900074339	R	2,291.67			214.09	2,077.58		102.84	166.82	211.26			1,596.66
CORINNE B PRICE	TCH	900074340	R	1,666.79			65.99	1,600.80	35.08	79.24	24.17				1,462.31
PARLEE A REEVE	NURSE	900074341	R		2,445.25		110.04	2,335.21	66.85	115.59	187.07				1,965.70
MADISON D REYNOLDS	TCH	900074342	R	2,399.40			250.81	2,148.59	172.89	100.48	33.24				1,841.98
BRETT A RUPPEL	BLD	900074343	R	1,378.34	5.21		119.23	1,264.32	66.78	56.71	101.49				1,039.34
HOLLY M. RUPPEL	TCH	900074344	R	3,104.71			100.71	3,004.00	390.30	148.70	45.02				2,419.98

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EMPLOYEE NAME	EMP TYPE	CHECK NUMBER	T	CONTRACT PAY	OTHER + PAY	TAXABLE + BENS	FED TAX - SHELTER	FED TAX = GROSS	FEDERAL - TAX	STATE - TAX	SOC SEC - TAX	OTHER REIMBURSE - DEDS	TAXABLE + DEDS	TAXABLE - BENS	NET = PAY
SARAH B SMITH	TCH	900074345	R	3,329.30			499.03	2,830.27	455.24	134.22	48.27				2,192.54
DARCI M STECK	TCH	900074346	R	2,708.10			26.78	2,681.32	174.26	116.84	39.27				2,350.95
HANNAH D STECK	AIDE	900074347	R		1,230.76		55.38	1,175.38	34.20	58.18	94.16				988.84
WHITNEY R SUTERA	PREKA	900074348	R		1,280.22		187.56	1,092.66	14.27	54.09	84.69				939.61
EMILY K SWOROBOWICZ	TCH	900074349	R	2,979.92	180.00		281.30	2,878.62	218.56	130.74	45.46				2,483.86
McKENZIE WARD	AIDE	900074350	R		1,236.92		116.18	1,120.74	58.74	55.48	91.89	-0.86			915.49
JESSICA R WISDOM	AIDE	900074351	R		688.65		30.99	657.66		32.55	52.69				572.42
RACHELLE M BANDELOW	SEC	900074352	R		1,503.23		67.65	1,435.58	48.56	71.06	115.00				1,200.96
MARY R BAUMAN	TCH	900074353	R	2,879.16			119.07	2,760.09	225.84	136.62	40.87	192.52			2,164.24
NICOLE M BURKE	TCH	900074354	R	3,073.10			119.54	2,953.56	379.20	146.20	43.27	1.50			2,383.39
MELISSA CHARNESKI	TCH	900074355	R	1,087.20	764.60		68.33	1,783.47	169.39	81.73	73.93	95.56			1,362.86
REBECCA CURRY	AIDE	900074356	R		1,162.76		185.59	977.17	2.72	48.37	72.12	38.04			815.92
TONYA K. DELANEY	TCH	900074357	R	3,764.56	352.50		107.57	4,009.49	311.26	198.47	58.73				3,441.03
MARY M DILLON	TCH	900074358	R	2,631.28			494.20	2,137.08		88.15	32.23	37.95			1,978.75
KIRSTIN E GEBHARDT	TCH	900074359	R	657.16			274.77	382.39		18.93	6.73	48.61			308.12
DANIEL HIRST	BLD	900074360	R	1,447.50	0.34		205.04	1,242.80	64.20	55.64	100.06	19.44			1,003.46
OLIVIA R KILLION	TCH	900074361	R	2,062.85			29.68	2,033.17	159.04	94.76	29.78	-9.28			1,758.87
SARAH L KNEPLER	TCH	900074362	R	2,625.27	167.70		57.32	2,735.65	331.26	135.41	40.07	100.00			2,128.91
ANNA K LLEWELLYN	AIDE	900074363	R		1,124.39		192.01	932.38	55.26	46.15	75.19				755.78
LUANNE M. LOVING	AIDE	900074364	R		1,747.82		78.65	1,669.17	117.05	74.79	133.70				1,343.63
ABIGAIL MAGRATH	TCH	900074365	R	2,040.76	31.50		388.30	1,683.96	160.14	83.36	29.22	388.02			1,023.22
RYAN L MCDONALD	TCH	900074366	R	2,075.58	19.40		141.82	1,953.16	170.78	90.79	29.82				1,661.77
JENNIFER D OGDEN-TOM	TCH	900074367	R	3,013.52			888.70	2,124.82	213.04	99.30	40.67				1,771.81
BREANN N OSWALD	TCH	900074368	R	1,544.88			72.25	1,472.63	91.78	67.02	21.57	49.70			1,242.56
BRANDON J RADFORD	JHPRI	900074369	R	3,631.25			56.57	3,574.68	409.09	171.07	52.35				2,942.17
ZACH REUSCHEL	AIDE	900074370	R		920.46		77.20	843.26	0.99	41.74	67.68	-12.37			745.22
AMANDA J ROBINSON	AIDE	900074371	R		1,142.58		99.83	1,042.75		51.62	83.71				907.42
JENNIFER M SPANN	SEC	900074372	R		1,714.40		326.06	1,388.34	123.18	68.72	112.11	44.57			1,039.76
HOLLY A VANVELDHUIZEN	TCH	900074373	R	1,682.81			730.79	952.02	75.00	29.49	21.37				826.16
MALLORY R. WAINMAN	TCH	900074374	R	2,774.72			82.85	2,691.87	321.63	133.25	39.43	38.65			2,158.91
EMILY R YATES	TCH	900074375	R	1,679.41			236.15	1,443.26	88.25	71.44	24.10				1,259.47
BRIAN K BANDY	TCH	900074376	R	3,750.93	501.00		92.46	4,159.47	599.55	199.91	91.91	6.00			3,262.10
SHERRY V BEHL	CAF	900074377	R		773.85		34.82	739.03	14.46	36.58	59.20				628.79
MIGUEL T BOHRER	AIDE	900074378	R		971.55		109.69	861.86		34.82	69.28	23.47			734.29
HEATHER J BROWN	CAF	900074379	R		940.28		145.44	794.84		31.51	64.04	73.28			626.01

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MATTHEW A BROWN	DIRBL	900074380	R	3,281.25			168.32	3,112.93	453.68	174.09	249.44				2,235.72
JOSEPH K COULTON	TCH	900074381	R	2,117.41			20.94	2,096.47	84.65	103.78	30.70				1,877.34
TASHA L CREASEY	BLD	900074382	R	1,447.50	5.20		226.66	1,226.04	62.19	60.69	98.80	25.05			979.31
MEGAN DELAI	TCH	900074383	R	1,611.33			60.24	1,551.09	17.86	65.02	22.72	-9.28			1,454.77
CASSIE A. DORSEY	ATHTR	900074384	R	2,127.42	190.37		177.97	2,139.82	171.84	100.04	171.68	174.70			1,521.56
ALIXANDRA M EAGAN	CAF	900074385	R		1,221.38		188.53	1,032.85	67.31	51.13	83.21	8.00			823.20
CHAD D FORNOFF	TCHPT	900074386	R		1,575.21		15.58	1,559.63		69.36	22.84				1,467.43
AIMEE K. GRAY	TCH	900074387	R	3,047.54	37.50		750.37	2,334.67	131.79	97.93	34.58	17.60			2,052.77
LAUREN M HEMMERLE	TCH	900074388	R	2,663.42			26.34	2,637.08	231.51	130.54	38.62				2,236.41
KIMBERLY A. HEPPEPLY	TCH	900074389	R	3,415.05	29.40		34.07	3,410.38	479.70	168.81	49.94				2,711.93
NEIL HOLDERREAD	TCH	900074390	R	1,698.99	112.50		74.89	1,736.60	123.45	85.96	25.44				1,501.75
DAWN M HUDDLESTON	TCHPT	900074391	R		1,667.75		16.49	1,651.26		81.74	24.18				1,545.34
LINDSAY E. JOHNSON	TCH	900074392	R	2,073.34	36.90		90.74	2,019.50	178.90	94.09	29.59	27.75			1,689.17
TAYLEE K JULIAN	TCH	900074393	R	1,699.34			183.49	1,515.85	96.96	69.16	24.64				1,325.09
SHELLY J KENNEDY	TCH	900074394	R	3,166.27	30.00		211.63	2,984.64	231.28	141.86	43.74				2,567.76
STACEY R. KILLION	NURSE	900074395	R		3,305.74		487.65	2,818.09	91.25	108.15	234.61	7.63			2,376.45
ALEX KRUCKEBERG	TCH	900074396	R	1,764.17	122.10		205.63	1,680.64	116.74	83.19	26.52				1,454.19
BRITTANY L LANE	TRN	900074397	R		2,020.45		162.74	1,857.71	109.68	91.96	149.08	535.20			971.79
HATTIE LLEWELLYN	HSPRI	900074398	R	4,999.59			213.34	4,786.25	1072.73	213.41	70.12	22.10			3,407.89
BLAKE J LUCAS	ATHDI	900074399	R	3,910.35			116.31	3,794.04	524.69	181.93	55.57				3,031.85
MAGGIE M MCCLAREY	TCH	900074400	R	3,016.93			86.81	2,930.12	159.18	139.16	42.92				2,588.86
KRISTEN D. MCGUIRE	TCH	900074401	R	3,064.89			154.64	2,910.25	369.67	144.06	43.36	317.35			2,035.81
CATHERINE A. MILLS	SEC	900074402	R		1,686.35		285.16	1,401.19	124.15	69.36	113.00	26.84			1,067.84
JAMES S MOORE	BLDS	900074403	R		975.56			975.56	35.06	48.29	74.63				817.58
BRAD A OWENS	BLD	900074404	R	1,662.50	-0.40		131.76	1,530.34	173.70	75.75	122.79				1,158.10
KARA J. PECORARO	TCH19	900074405	R	2,618.19			175.89	2,442.30	284.03	109.14	37.96				2,011.17
DINA G PEECHER	SEC	900074406	R		1,258.27		148.93	1,109.34	27.60	54.91	89.20				937.63
JONATHAN D. REES	TCH	900074407	R	3,034.26	30.00		98.10	2,966.16	403.14	146.82	43.45	47.67			2,325.08
KAYLIE M ROWLAND	CAF	900074408	R		864.16		38.89	825.27		33.01	66.11				726.15
TANNER W SHAFER	TCH	900074409	R	2,083.83	95.33		99.48	2,079.68	164.62	97.07	36.73	26.40			1,754.86
CASEY R SPEARS	TCH	900074410	R	2,459.27	34.80		156.63	2,337.44	54.99	109.82	35.36	113.61			2,023.66
JAMES R SPIELMAN	BLD	900074411	R	1,500.00			124.47	1,375.53	123.13	68.09	110.39	209.95			863.97
JOSEPH VIOLA	COUNS	900074412	R	3,654.18			36.14	3,618.04	264.29	179.09	52.99				3,121.67
KRISTY L WEIDHUNER	TCH	900074413	R	2,298.67	21.00		156.33	2,163.34	170.03	107.09	32.69	4.99			1,848.54
GORDON A WELLS	TCHPT	900074414	R		557.77		5.52	552.25	13.56	27.34	8.09				503.26

Check Dates 04/25/2025 through 05/15/2025 - Check Number

	EMP	CHECK	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER REIMBURSE	TAXABLE	NET		
EMPLOYEE NAME	TYPE	NUMBER	T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
ARTHUR T ARISMAN	SUB	900074415	R		120.00		11.88	108.12			1.74				106.38
ZACHARY L BREWER	SUB	900074416	R		540.00		53.46	486.54		16.25	7.83				462.46
KYLIE M BUCHANAN	SUBA	900074417	R		960.00			960.00	12.67	47.52	73.44				826.37
MARY C CODY	RETTE	900074418	R		240.00			240.00		11.88	10.92				217.20
SUSAN L CODY	SUB	900074419	R		180.00		17.82	162.18		0.19	2.61				159.38
DARRIN R. CUMMINGS	SSO	900074420	R		2,922.07		131.49	2,790.58	378.95	138.13	223.54	146.10			1,903.86
BREANNA P DION	SUBA	900074421	R		480.00			480.00		23.76	36.72				419.52
DONALD L EDWARDS	SSO	900074422	R		1,098.82		49.45	1,049.37	119.30	51.94	84.06				794.07
KATHLEEN M FORD	SUB	900074423	R		120.00			120.00		55.94	9.18				54.88
SIERRA FOSTER	SUB	900074424	R		1,855.60		183.70	1,671.90	0.52	82.76	26.91				1,561.71
HAILEE C HAMILTON	SUB	900074425	R		660.00		65.34	594.66		29.44	9.57				555.65
PAIGE M HIGH	SUB	900074426	R		180.00		17.82	162.18		8.03	2.61				151.54
DANIEL J HILL	SUBA	900074427	R		1,080.00			1,080.00		45.62	82.62				951.76
PEYTON N KIRKPATRICK	SOCIA	900074428	R	2,499.85			144.19	2,355.66	197.74	110.73	34.52				2,012.67
KENNETH D KISSEL	SSO	900074429	R		920.59			920.59	25.00	45.57	70.43				779.59
JILINDA LARSON	ADM	900074430	R	7,034.44			69.57	6,964.87	1223.53	344.76	102.00				5,294.58
SARAH D LAWHORN	SUBA	900074431	R		1,080.00			1,080.00	24.67	53.46	82.62				919.25
GAVIN MOLLOY	SUB	900074432	R		600.00			600.00		29.70	45.90				524.40
CYNTHIA D MOORE	DOS	900074433	R	1,670.53	91.64		124.30	1,637.87	92.54	81.07	134.80	176.22			1,153.24
LORI D NIEMEIER	CSBO	900074434	R	5,062.09			285.15	4,776.94	701.51	236.46	71.44	25.00			3,742.53
LIESL L PIEPER	SUB	900074435	R		480.00		47.52	432.48		21.41	6.96				404.11
LARRY R PIOTROWSKI	SSO	900074436	R		2,581.59		116.17	2,465.42	204.88	122.04	197.49				1,941.01
JANELLE L. ROGERS	SUBN	900074437	R		171.25			171.25		8.48	13.10				149.67
RONDA SCHEERER	SUB	900074438	R		780.00		23.76	756.24		37.43	44.79				674.02
MADELYN SHAWGO	NSC	900074439	R		47.00			47.00			3.59				43.41
DENISE TALBERT	DOS	900074440	R	1,688.03	208.35		147.15	1,749.23	124.97	86.59	140.34	201.82			1,195.51
TERRI L VANTINE	DOS	900074441	R	1,330.00	94.48		47.92	1,376.56	153.86	68.14	110.21	142.45			901.90
THOMAS J WILSEY	TECHA	900074442	R	1,378.34	0.74		62.06	1,317.02	73.10	65.19	105.50	500.00			573.23
NITA RAYE GONDEK	TRN	900074443	R	900.05				900.05	18.89	44.55	68.85				767.76
MARK A. BALLENGER	TRN	900074444	R		1,676.31		75.43	1,600.88	358.97	71.41	128.24				1,042.26
ROBERT BARTH	TRN	900074445	R		918.45		41.33	877.12	98.08	43.42	70.26				665.36
MELISSA M COMBS	TRMON	900074446	R		1,179.60		53.08	1,126.52	39.32	55.76	90.24	33.20			908.00
KENNETH HILL	TRN	900074447	R		1,290.99		58.09	1,232.90	39.96	61.03	98.76				1,033.15
SETH C HILL	TRND	900074448	R	3,100.80			671.37	2,429.43	263.89	120.26	196.53				1,848.75
SHELLY M KAUFMAN	TRN	900074449	R		1,707.39		152.78	1,554.61	130.64	76.95	124.81	32.40			1,189.81

Check Dates 04/25/2025 through 05/15/2025 - Check Number

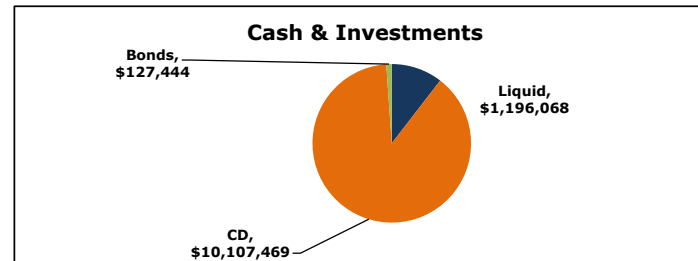
	EMP	CHECK		CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER REIMBURSE	TAXABLE		NET
EMPLOYEE NAME	TYPE	NUMBER	T	PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
TECIA L KERR	TRN	900074450	R		1,319.03		203.02	1,116.01	28.27	47.40	89.91	56.37			894.06
REBECCA KAY MENDENHALL	TRN	900074451	R		1,394.32		221.71	1,172.61	84.80	58.04	94.50				935.27
KRIS C. NEUMAN	SUBT	900074452	R		51.24			51.24		2.54	3.92				44.78
RODGER R PERRY	TRN	900074453	R		659.19			659.19		16.95	50.43				591.81
RODERICA H SANDHAAS	TRMON	900074454	R		721.35			721.35	25.00	35.71	55.18				605.46
RONALD E. SANDHAAS	TRN	900074455	R		945.44		42.54	902.90	66.96	44.69	72.33				718.92
TROY L SANSON	TRNM	900074456	R	2,532.50	507.97		220.87	2,819.60	370.90	159.57	226.17	29.21			2,033.75
WILLIAM R TALBERT	TRNFT	900074457	R		4,157.88		244.07	3,913.81	667.24	186.59	313.72	504.71			2,241.55
SUSAN L TURNER	TRMON	900074458	R		601.65			601.65		29.78	46.02				525.85
Summary Totals				\$486,028.53				\$614,758.29		\$29,388.20		\$19,153.82			
					\$179,241.10		\$50,511.34		\$50,661.60		\$23,253.16				\$492,301.51
16	Check(s) Reported														
343	Deposit(s) Reported														

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

NEW BERLIN C.U.S.D. #16
TREASURER'S REPORT
April 30, 2025

FUND	Beginning Cash Balance	Receipts	Disbursements		Misc. Transactions	Ending Cash Balance
			Payroll	Accounts Payable		
10 Education	(988,847.74)	375,931.67	436,411.04	345,177.36	-	(1,394,504.47)
20 Building	1,349,483.08	408.69	29,734.09	110,572.86	-	1,209,584.82
30 Bond & Interest	375,730.18	84.56	-	-	-	375,814.74
40 Transportation	90,019.13	117,942.90	40,409.84	42,421.56	-	125,130.63
50 IMRF	111,951.92	25.19	-	38,561.30	-	73,415.81
60 Capital Projects Fund	5,452,013.94	-	-	675,921.52	20,419.22	4,796,511.64
61 Sales Tax Fund	2,916,800.77	70,849.51	-	-	-	2,987,650.28
70 Working Cash Fund	2,799,570.44	145.26	-	-	-	2,799,715.70
80 Tort Immunity	(154,972.64)	-	-	40,861.32	-	(195,833.96)
90 Fire Prevention & Safety	652,773.92	43.93	-	-	678.44	653,496.29
TOTAL	\$ 12,604,523.00	\$ 565,431.71	\$ 506,554.97	\$ 1,253,515.92	\$ 21,097.66	\$ 11,430,981.48

	CASH			INVESTMENTS					BONDS			
FUND	UCB - General Fund	UCB MM	WBSB MM	WBSB #1	WBSB #3	CSB #1	CSB #2	CSB #3			Griggsville-Perry Bonds	TOTAL
	4.1300%	2.5300%	1.6400%	4.5000%	4.5% - 7/25/25	2.23% - 5/21/26	2.23% - 5/21/26	5.0000%			2.5000%	
10 Education	(1,520,848.70)	-	(1,100.00)	-	-	-	-	-	-	-	127,444.23	(1,394,504.47)
20 Operations & Maintenance	1,209,584.82	-	-	-	-	-	-	-	-	-	-	1,209,584.82
30 Bond & Interest	375,814.74	-	-	-	-	-	-	-	-	-	-	375,814.74
40 Transportation	125,130.63	-	-	-	-	-	-	-	-	-	-	125,130.63
50 IMRF / Social Security	73,415.81	-	-	-	-	-	-	-	-	-	-	73,415.81
60 Capital Projects Fund	(3,248,121.63)	219.44	123,329.35	-	5,000,000.00	-	2,953,767.07	-	-	-	-	4,829,194.23
61 Capital Projects Fund - Sales Tax	2,987,650.28	-	-	-	-	-	-	-	-	-	-	2,987,650.28
70 Working Cash	645,601.38	0.86	-	-	-	864,486.53	1,289,215.46	-	-	-	-	2,799,304.23
80 Tort	(195,833.96)	-	-	-	-	-	-	-	-	-	-	(195,833.96)
90 Fire Prevention & Safety	620,266.65	67.39	891.13	-	-	-	-	-	-	-	-	621,225.17
TOTAL	\$ 1,072,660.02	\$ 287.69	\$ 123,120.48	\$ -	\$ 5,000,000.00	\$ 864,486.53	\$ 4,242,982.53	\$ -	\$ -	\$ -	\$127,444.23	\$ 11,430,981.48
	\$1,196,068.19			\$10,107,469.06					\$127,444.23			\$ 11,430,981.48



NEW BERLIN C.U.S.D. #16
Snapshot of District Budget

April, 2025 83.33% of Budget Year

FUND Year to Date	EDUC (10)	O/M (20)	DEBT SERV (30)	TRANS (40)	IMRF/SS (50)	CAP. PROJ (60)	SALES TAX (61)	WC (70)	TORT (80)	HLS (90)	TOTAL

EXPENDED	8,963,272	2,098,255	1,467,588	1,026,560	327,563	15,330,718	738,325	-	452,897	416,941	30,822,120
% EXPENDED	75.47%	66.22%	71.51%	80.50%	77.92%	76.37%	79.36%	0.00%	119.99%	86.47%	75.81%
EXPENSE BUDGET	11,877,330	3,168,375	2,052,215	1,275,180	420,360	20,075,000	930,325	-	377,440	482,160	40,658,385

REVENUE	5,877,007	701,485	1,368,872	571,343	164,576	451,229	821,038	86,316	296,218	151,982	10,490,067
% RECEIVED	57.60%	34.31%	59.63%	58.94%	45.29%	75.20%	81.29%	38.29%	71.10%	62.95%	57.11%
REVENUE BUDGET	10,202,602	2,044,560	2,295,645	969,435	363,420	600,000	1,010,000	225,455	416,650	241,450	18,369,217

Projected Surplus/(Deficit)	(1,674,728.00)	(1,123,815.00)	243,430.00	(305,745.00)	(56,940.00)	(19,475,000.00)	79,675.00	225,455.00	39,210.00	(240,710.00)	(22,289,168.00)
Current Surplus/(Deficit)	(3,086,265.00)	(1,396,769.90)	(98,716.40)	(455,217.55)	-	(14,879,488.66)	82,712.89	86,316.29	(156,678.68)	(264,958.62)	(20,332,052.81)

NOTES:	Fund
REVENUE	ALL Received 99% of tax revenue
EXPENSE	40 Payments for new buses was made for \$213,439 60 Construction project 80 Liability & Workers' Comp insurance was paid in full in July, 2024 90 Payment for half of the track project

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street, N-242
 Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN
Section 1114, Every Student Succeeds Act

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	New Berlin Elementary School		
RCDT:	510840160262001		
Principal:	Matthew Jokisch		
Address:	mjokisch@pretzepride.com		
City, ZIP code:	New Berlin Elementary, 62670		
Telephone:	217-488-6054		
Email address:			
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2024/2025	32%	Y	

DISTRICT INFORMATION

District Name/Number :	New Berlin CUSD 16
Superintendent:	Mrs. Jill Larson
Telephone:	217-488-2040
Email address:	jl Larson@pretzelpride.com

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Jill Larson	District Superintendent
Amanda Fleshman	Reading Interventionist
Peyton Kirkpatrick	School Social Worker
Matthew Jokisch	Elementary Principal
Ashley Berola	4th Grade Teacher
Tyler Berola	5th Grade Teacher
Renee Cooper	2nd Grade Teacher/Parent
James Dambacher	PE Teacher
Skyler Davis	2nd Grade Teacher
Courtney Fry	Special Education Teacher
Whitney Peecher	Kindergarten Teacher/Parent
Sarah Smith	1st Grade Teacher
Emily Sworobowicz	3rd Grade Teacher

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title I, Part A- Academic Interventions and instructional resources
2. Title II, Part A- Professional development and teacher support
3. IDEA Part B-Special Education Services
4. Illinois Comprehensive Literacy Plan Grant- Guides instructional decisions, assessment use, and literacy-focused professional development
5. ISBE Pre-K Grant: Pre-k instruction aligned to school readiness and early literacy

3. Conduct a comprehensive needs assessment of the entire school:

- a. Teacher survey conducted in May 2025. Link to survey: [Teacher Survey](#)
- b. Parent/Community survey conducted in May 2025. Link to survey: [Parent/ Community Survey](#)

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

New Berlin Elementary School is committed to the development of all students from kindergarten through fifth grade, with a schoolwide focus on both academic achievement and social-emotional growth. Schoolwide reform strategies are designed to provide opportunities for all students, including those in each defined subgroup under Section 1111(c)(2) of the Every Student Succeeds Act (ESSA)—to meet or exceed the challenging Illinois Learning Standards.

Equitable Access to Challenging Academic Standards:

All students at New Berlin Elementary receive instruction aligned to the Common Core State Standards in English Language Arts and Mathematics. High-quality, grade-level core instruction is provided to all students, supported by in-class interventions and instructional differentiation. Teachers use universal screeners administered three times per year to assess academic strengths and areas for growth. Data from these assessments are analyzed and used to guide individualized instruction and determine necessary supports.

Through a schoolwide Multi-Tiered System of Supports (MTSS), which was created in May 2024, students are grouped by need and provided with targeted instruction. Teachers collaborate with interventionists and administrators to interpret student data and develop learning plans tailored to each student's academic profile.

Instructional Strategies that Strengthen the Academic Program:

New Berlin Elementary utilizes a variety of research-based instructional strategies to improve the quality and quantity of instructional time and to offer an enriched, well-rounded educational experience. These include:

- Systematic and explicit phonics instruction
- Shared reading and comprehension-focused strategies
- Small group instruction in reading and math targeting specific skills
- Explicit writing instruction with modeling and scaffolded support
- Title I reading and math interventions (push-in and pull-out)
- Technology integration to reinforce targeted skill development
- Social-Emotional Learning (SEL) lessons co-taught by classroom teachers and a school social worker

To ensure continuous learning and maximize instructional time, the school schedule includes a daily 30-minute intervention block for all K–5 students. During this block, students receive small-group instruction aligned to their learning needs, as determined by formative and summative data.

Instruction is supported by high-quality curriculum resources, including:

- i-Ready Tools for Instruction
- HMH Into Reading intervention resources

- SAVVAS myView resources
- SAVVAS Successmaker
- University of Florida Literacy Institute (UFLI) Foundations program
- Foundations (Wilson Language Training Corporation)

Addressing the Needs of All Students, Especially Those Most At Risk

Through the MTSS process, students demonstrating risk of not meeting academic standards are identified and provided with additional, targeted instructional support. These interventions include:

- Daily Tier 2b small-group instruction (20–30 minutes outside of Tier 1 core time)
- Targeted lessons using research-based instructional programs
- Continued progress monitoring through AimswebPlus and instructional adjustment based on individual student needs.

Students' needs are identified using data from benchmark assessments, classroom performance, and teacher observations. Intervention plans are individualized and delivered by trained, highly qualified staff to ensure instructional growth. New Berlin Elementary's schoolwide reform strategies reflect the school's commitment to meeting the diverse learning needs of all students. The coordinated approach, based on data and evidence-based practices, ensures that all children, particularly those at risk, are provided meaningful opportunities to succeed academically and socially.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

The goal of New Berlin Elementary is to provide a safe and positive learning environment for the students, teachers, and staff. Each grade level participates in classroom social-emotional learning during the school year. Classroom guidance series are age-appropriate and universal lessons that every student experiences. Weekly, students participate in SEL lessons guided by the classroom teacher using the curriculum *Purposeful People*; these lessons are aligned to the Illinois Social Emotional Standards. In addition, students participate in classroom SEL daily during community time. By the time a student has completed K-5th grades at NBE, they will have met all age-appropriate learning standards. In addition to each grade level series, the social worker and other school staff does one theme week per quarter during which every classroom will have an additional lesson related to the theme (1st Q- Expectation Stations (PBIS); 2nd Q-Red Ribbon Week; 3rd Q-Friendship Week; 4th Q-(Career Day). The social worker may also teach additional lessons throughout the year to address specific classroom needs. Additional classroom guidance topics often include: Personal Safety, Focus and Attention, Conflict Resolution, Character Education, Test Anxiety, Personal Space, Tattling, Emotion Regulation, and other lessons as requested by teachers. Finally, the social worker works with the high school National Honor Society to coordinate a mentoring program for students needing a positive role model.

The implementation of the Positive Behavior Interventions and Supports (PBIS) System provides New Berlin Elementary with a Tier 1, schoolwide system that guides consistency in expected behaviors that result in

students being safe and prepared to learn. As a part of the PBIS program, there is a schoolwide token economy system used to reinforce positive behavior. The following are the MTSS Behavior Strategies and/or Interventions:

Tier 1 Behavior Strategies
Whole Class Visual schedule
Specific praise connected to desired behavior
Emotional check ins using zones of regulation or emotion elements
Explicit directions with modeling
Positive correction
Calm down corner (with and without sensory items for different student needs)
“If ____ /then _____” statements
“You wanted _____” Sentence stems connected to behavior
Line up spots, seat spots for designated appropriate areas
Teacher proximity
Controlled choice
Brain breaks/ frequent movement
Preferential seating
Specific classroom jobs that are specific to students’ skills that contribute to classroom community
Brag tags

Tier 2A Behavior Interventions
Scheduled breaks associated with an individual student visual schedule
Rewards for asking for help
Token/collection chart with desired incentive
Teacher CICO at few designated times associated with behavior (transitions, beginning, middle and end of day, etc)
Any strategy listed in Tier 1 that is connected to the student's documented behavior
Brag tags

Tier 2B Behavior Interventions
Scheduled breaks associated with the visual schedule
<u>Meaningful work</u> opportunities for students to engage in non-academic activities to have an “accomplished and productive” feeling that is not related to academics or learning. This is pre-arranged with another adult in the building for the student to engage in a “community service type activity” that is their choice and aligns to their strengths. <i>ex) Wiping tables with custodian, cutting salty dough in the office, etc</i>
Token/collection chart with desired incentive more specific
Social worker or other adult CICO
Group and/or individual social group sessions with social worker
Any strategy listed in Tier 1 and Tier 2A that is connected to the student's documented behavior

6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

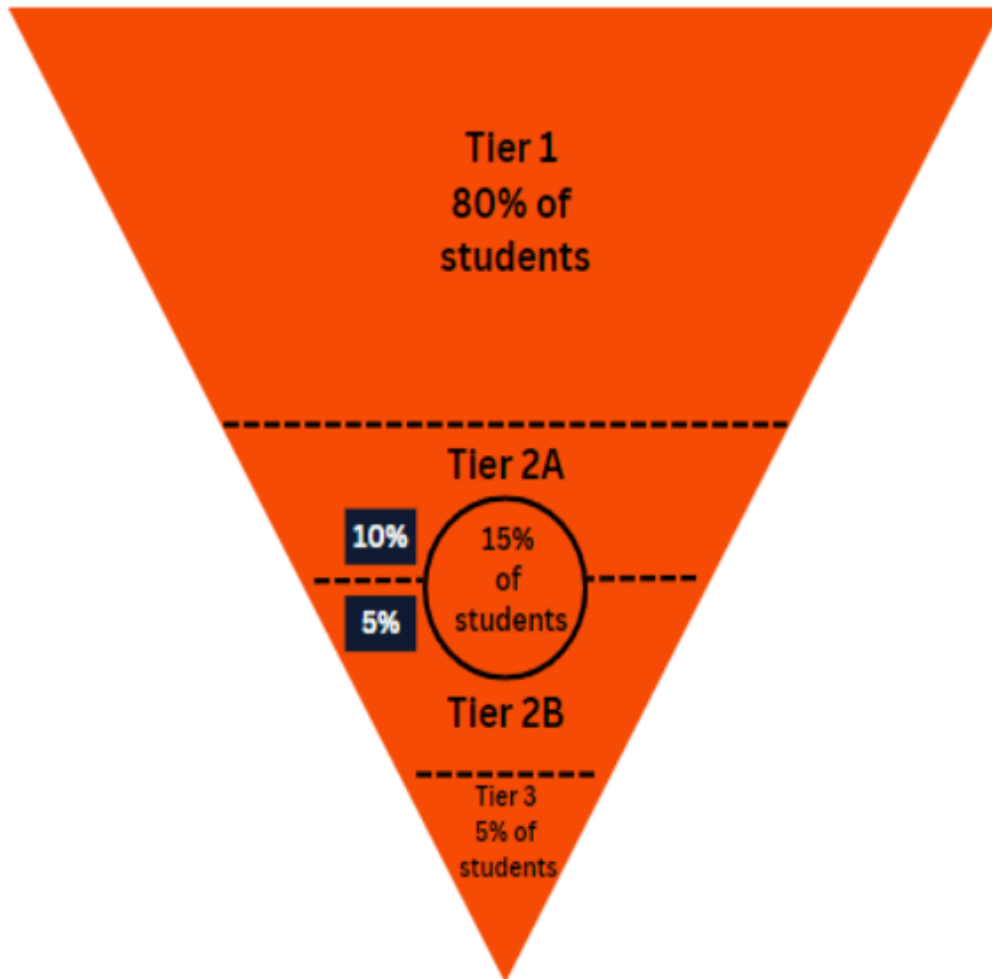
Not applicable. New Berlin concentrates all Title I funding and supports to our K-5 students only.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

New Berlin Elementary School uses a Multi-Tiered Systems of Support (MTSS) to prevent and respond to student behavior. Social-Emotional Learning Standards, Positive Behavior Interventions and Supports (PBIS), and restorative practices are components of the system. MTSS provides three tiers of intervention and problem-solving processes for students, both academically and behaviorally. The tiers provide a layered approach to intervening with additional evidence-based interventions and progress monitoring.

Tier I provides prevention and core curriculum/instruction for all students. Tier II (A&B) interventions are in place for those needing more opportunities and supports than provided to all students. Tier III is for those few students who need more intensive support in addition to receiving Tier I and Tier II (A&B). These systems utilize a proactive approach to establish support for all students in school to achieve social-emotional and academic success.

New Berlin Elementary MTSS Model



8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects. Through Professional Learning Communities and School Improvement Days, New Berlin Elementary School provides ongoing professional development and activities for teachers, paraprofessionals, and other school personnel to improve instruction and use data from academic assessments that align to the cycles outlined in the MTSS plan. Through the School Improvement Planning process, New Berlin Elementary has outlined three goals: 1.)Strengthen the school-wide social-emotional environment, 2.) Increase student growth and achievement in literacy, 3.)Increase student growth and achievement in numeracy.

The school improvement days (4 half day training and 8 - 2 ¼ hour early dismissals plus 4 TI days), as well as team time meetings, grade level meetings, and mentor training are all designed to guide the professional development of all teachers. The following outlines professional development topics/trainings that have been an area of focus for the 2025 - 26 school year:

- Follow up trainings for i-Ready (second year implementation)
- 2-5 Savvas Literacy Implementation Check Year 5
- School-wide Savvas Realize Math curriculum training Year 2
- School-wide Savvas Successmaker training Year 2
- Math consultant on math practices and extended response - Year 4
- Monthly Grade Level meetings
- Weekly teacher collaboration
- KIDS training for Kindergarten teachers
- Common Core Standards: Prioritizing, Unwrapping, and Developing Learning Progressions
- Data Review Days
- Teachers Student Accountability/ Engagement/ and Discussions
- Data Analysis plan based on universal screeners and curriculum assessments
- Vertical alignment of Math and ELA Standards
- End of Year Data Review and Celebrations
- Implementing and sustaining the system for the MTSS plan developed in the 2024/2025 school year
- Math fluency - Understanding, assessing, and practicing in the classroom
- Math Practices: C-R-A (Concrete - Representational - Abstract)
- Small group reading curriculum support
- Updated BEEP model for informal observations
- Whole Brain Teaching
- Technology Integration
- Improving consistent communication with parents

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

The following activities will be conducted in an effort to support the district's Early Childhood programs:

The PreK Parent Coordinator will network with other programs in the state to find resources for parents. (May or may not have due to grant funding)

During Kindergarten Orientation night, parents will receive a list of kindergarten readiness skills and suggestions about how parents can help prepare children for Kindergarten.

All incoming kindergarten students will be screened in order to balance classrooms and ensure the most appropriate classroom placement along with input if the student attends our Pre-K program.

For incoming kindergarten students, the staff will provide orientation opportunities for incoming kindergarten students. Pre-K students will visit Kindergarten classrooms in their building so they can better transition the following year.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.

New Berlin Elementary School Title 1 School-Parent-Student Compact

Goals

We, the New Berlin Elementary School, establish this school Community compact so that:

- **Goal 2: Independent Learning:** Every student will become a confident and engaged reader through classroom instruction and supportive family involvement that encourages regular reading and a lifelong love of books.
- **Goal 2: Independent Learning**
Every student will develop independence and responsibility as a learner through instruction that builds essential skills, promotes critical thinking, and is supported by encouragement and guidance at home.
- **Goal 3: School Community**
The school will thrive as a connected and inclusive community where students, families, teachers, and staff work together to support learning, growth, and mutual respect.

Responsibilities:

School Responsibilities

- Create a welcoming and positive learning environment for students and parents.
- Involve parents in the planning, review, and improvement of the school's parental involvement policy, Title I Site Plan, and schoolwide improvement plan through feedback from surveys.
- Hold meetings to inform parents and teachers about the school's participation in Title I-A, including program requirements, family engagement opportunities, and training activities—such as sessions on understanding new school-wide benchmark assessments and how to interpret and use student data to support learning.
- Frequently assess students and provide ongoing feedback to parents, in formats easy to understand and at reasonable intervals, on how the student is progressing academically.
- Provide opportunities for parents to participate in decisions about the education of their child.
- Ensure that all certified and classified Title I staff are highly qualified.

Parent & Family Responsibilities

- Make school attendance a priority by helping my child arrive on time each day and contacting the school when an absence is necessary.
- Support healthy habits and routines that help my child be ready to learn each day.
- Join us for conferences and family events, stay engaged with your child's schoolwork, and reach out anytime with questions or to discuss your child's progress.
- Check with my child daily for information sent home from school, read it and respond, if necessary.
- Spend time reading with my child regularly to support a love of learning and literacy at home.

Student Responsibilities

- Arrive at school each day prepared to learn, with a positive attitude and a commitment to doing my best.
- Complete all assignments on time and seek help when I do not understand something.
- Engage in daily reading outside of school to strengthen my literacy skills.
- Communicate important information from school to my parent(s) or guardian(s) in a timely manner.
- Take responsibility for completing both classwork and homework, and ask questions when I need support.

eGrant Management System

Printed Copy of Application

Applicant: NEW BERLIN CUSD 16

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NEW BERLIN CUSD 16

Date Generated: 5/15/2025 8:00:04 AM

Generated By: jlarson49

1. Contact Information for Person Completing This Form

Last Name*

Larson

Phone*

217 480 2040

Extension

First Name*

Jilinda

Middle Initial

Email*

jlarson@pretzelpride.com

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)

Equitable access in ESSA programs is provided for students, teachers, and program beneficiaries without regard to gender, race, national origin, color, disability, or age through the selection and needs assessment processes developed by the district. No barriers have been identified at this time, and each ESSA program has been designed to offer services and equitable access to all. A periodic evaluation of the barriers is completed. New Berlin will utilize all available resources to mitigate any barriers to educational opportunities.

3. Bilingual Program Director Assurance

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

7

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

Viola

First Name

Joe

Middle Initial

Phone

217 480 2040

Extension

Email

jviola@pretzelpride.com

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)

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

Response from the approved prior year Consolidated District Plan.

By making systemic changes that braid together services funded from a variety of sources into a comprehensive framework, schools have a better chance of increasing the academic achievement of all students. Despite the flexibilities that schoolwide programs offer LEAs and schools when using Federal funds, we understand that schools participating in a schoolwide program may still only use funds to supplement the amount of funds that would be made available for the school from State and local sources in the absence of Federal funds. (ESEA sections 1114(a)(2)(B), 1118(b)).

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

Braiding of Funds

☐ Yes ☒ No

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

Transfer of Funds

☒ Yes ☐ No

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

☐ Title II to Title I	☐ Transfer Partial Funds	☐ Transfer All Funds
☒ Title IV to Title I	☐ Transfer Partial Funds	☒ Transfer All Funds
☐ Title II to Title IV	☐ Transfer Partial Funds	☐ Transfer All Funds
☐ Title IV to Title II	☐ Transfer Partial Funds	☐ Transfer All Funds

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)

The district utilizes the Title I needs assessment, Pre-K assessments, 5Essential Data, Special Education audits, and local surveys to determine the needs of students and staff. Benchmark assessments, IAR, SAT, and classroom formative and summative assessments to assess student achievement throughout the district. This data analysis assists with establishing a systematic MTSS process to align all resources, materials, and staffing to benefit every student group and ensure a comprehensive review of teaching and learning. The needs assessment also provides areas for improvement and student populations that need additional support to ensure academic success. These funds ensure equitable educational opportunities are provided to all students in need.

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.

Local stakeholder meetings and surveys have been conducted over multiple school years on topics including technology integration needs, ELA and Math PD needs, high-quality instructional practices, new program offerings, new teacher induction & mentoring supports. Survey data, sign-in sheets, agendas, and SIP evaluations are on file with each building administrator. With new teachers hired at New Berlin Elementary, the need to provide initial training, as well as the need to re-train existing teachers was identified. Refresher courses will be provided in the Fountas & Pinnell Literacy curriculum. Small group guided reading instruction continues to be a focus for all staff members.

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.

New Berlin Elementary School's needs assessment revealed a need for increased support in mathematics instruction and intervention. Teachers identified gaps in foundational math skills, limited Tier 1 and Tier 2 math intervention knowledge, and for further training in resources.. Additional concerns included inconsistent implementation of reading supports, behavioral challenges, and a need for building wide consistency in instructional expectations and accountability.The ILT committee has strengthened its Multi-Tiered System of Supports (MTSS), which was created spring of the 2024 school year, to guide instruction, intervention, and resource allocation. All K-5 students participate in universal screening three times a year, with data used to determine tier placement and instruction. The daily schedule includes a 30-minute intervention block, where students receive targeted, small-group instruction aligned to individual learning goals. Teachers work collaboratively with interventionists and administrators to review data and determine appropriate supports, ensuring that academic decisions are student-centered and data-driven.To address reading and math gaps, the MTSS framework incorporates evidence-based resources, including UFLI Foundations, Foundations, i-Ready Tools for Instruction, HMH Into Reading, SAVVAS myView, and FCRR materials. Math interventions, aligned to the new 2024-2025 SAVVAS curriculum, will be implemented following district-led summer training. Instructional strategies within MTSS include reteaching, explicit small-group instruction, and technology integration to reinforce key skills. Professional development supports MTSS implementation through ongoing training in literacy frameworks, i-Ready, behavior management, and upcoming SAVVAS math training. Teachers identified the need for clearer data systems, improved instructional fidelity, and more consistent expectations. Future PD will directly on supporting teachers in the understanding and implementation of the MTSS plan at New Berlin Elementary.

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.

New Berlin Elementary conducted a recent needs assessment, which identified mathematics instruction and intervention as the most pressing areas for improvement. Staff responses emphasized gaps in foundational math skills, limited intervention services, inconsistent Tier 1 instruction, and a need for greater schoolwide alignment in both math and reading practices. As a result, professional development will be aligned to address these areas. Key training opportunities include district-led summer sessions focused on implementing the new SAVVAS math curriculum, with an emphasis on integrating Tier 1 and Tier 2 math interventions into the MTSS framework. Additionally, literacy support will continue through training in UFLI Foundations, Foundations, and i-Ready Tools for Instruction.Teachers review universal screening and progress monitoring data three times per year to determine tier placement and guide instruction. Collaborative planning with grade level teams and administrators are held to discuss Tier supports, including push-in and pull-out services as needed.Professional development also supports leadership development and instructional coaching focused on alignment to MTSS, classroom management strategies including Whole Brain Teaching, and consistency in instructional practices, building-wide. New Teachers will continue to do book studies and work with assigned lead mentors. Opportunities to work with the math consultant through ROE 51 will continue to support state assessments and good instructional strategies.

G. Title III - LIEP

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.

New Berlin Elementary uses Title IV, Part A funds to support the whole child through activities that promote differentiated education, safe and supportive learning environments, and effective use of technology. Based on needs assessment results, including staff input and student data, the school prioritized enhanced math intervention and training to support technology-based math interventions. Funds support social-emotional learning (SEL) lessons co-led by the school social worker and classroom teachers, integration of digital tools such as i-Ready to personalize instruction, and professional development aligned to MTSS priorities. These efforts are guided by both the PBIS Committee and the ILT Committee and outlined in the school's MTSS framework as a reference.

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

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

The district needs assessment and the SASD PD survey outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASD provide instructional strategies, behavioral strategies and data-driven progress monitoring for staff development relative to the MTSS model. In addition, ROE 51 has conducted a professional development survey to determine the needs to the region as it relates to good instructional strategies for literacy and numeracy, as well as social and emotional learning.

L. IDEA, Part B - Preschool

The district needs assessment and the SASD PD survey outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASD provide instructional strategies, behavioral strategies and data-driven progress monitoring for staff development relative to the MTSS model.

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.

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

Check all that apply.

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

Program Footnotes:

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

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

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

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

((count) of 7500 maximum characters used)

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder and community member input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, PreK and prevention initiative coordinators, early intervention program chief; early intervention parent educator; SLP, local School Board members, superintendent.

Response from the prior year Consolidated District Plan.

Agendas, sign-in sheets, and all other documentation have been filed for reference. Stakeholder input took place in the following ways: at monthly faculty meetings; during whole-staff SIP release time; during academic and behavior problem solving meetings held approximately every 6-8 weeks over the school year; in curriculum team meetings held each term; with the Transition Advisory Board formed in collaboration with the Preschool for All program; through surveys offered to staff and parents as appropriate for the topic; and through district administrative meetings. Stakeholders involved in the review and updating of the schoolwide plan included: principal, classroom teachers, reading specialists, behavior specialist and social worker, parents, PreK and prevention initiative coordinators, early intervention program chief; early intervention parent educator; SLP, local School Board members, superintendent.

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)

Based on feedback from the recent parent and community needs assessment, the district will take a proactive approach to improving communication and reducing barriers to participation. Common barriers identified by parents include work schedules, lack of communication, and inconsistent information sharing. To address these challenges, the district will ensure that important updates are communicated through multiple platforms, such as email, phone, and district newsletters, rather than relying solely on Facebook or single-item emails.

Response from the prior year Consolidated District Plan.

A needs assessment survey was offered to all families for the purpose of seeking input. The results were reviewed by the planning committee and incorporated into the plan. Common themes were to maintain small student to teacher ratios, provide one-on-one or small group instruction when needed, and to increase in-class supports for students. Results also indicated a favorable view of current parent/school collaboration while encouraging a continuation of positive relationships. During the 2023-24 school year, we began reviewing feedback from parents during parent-teacher conferences and after all parent education events held at the school. Feedback will be reviewed by the planning committee for each event and considered for future implementation.

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)

The district is committed to improving parent and family engagement through communication, flexible involvement opportunities, and inclusive strategies for all families, including English Learners (EL) and families. Based on parent feedback, the district will provide regular updates via email, phone, and newsletters. To address time conflicts, virtual meetings and other options catered to parents' specific schedules will be offered. For EL students and their families, the district will provide specific outreach efforts, if necessary, to focus on engaging these families in academic interventions and enrichment programs, supporting both their children's learning and their overall school involvement.

Response from the prior year Consolidated District Plan.

Beginning in FY22, the elementary parent night was reimplemented to engage families. This event continues to receive positive feedback annually. New Berlin administration collaborate with the local PTO to host 2 book fairs per year with the 2 family night events. Beginning in FY24, New Berlin Elementary offered 2 family

hlights in coordination with our Pre-K events.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Private School Participation

File Upload instructions are linked below. Click here for general page instructions.

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

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

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

Will Private Schools participate in the Program?
☐ Yes ☒ No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
	☐	☐ Yes ☐ No Number of Low-Income Student(s):	☐ Yes ☐ No Total Enrollment Number Student(s):	☐ Yes ☐ No Total Enrollment Number Student(s):	Choose File No file chosen

Comments:

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

ISBE Goals:

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

District Goal(s):

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

All students exiting our PreK program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, and again after new student registration in late July, we schedule all students who are new to our building to be screened using a modified version of the same tool. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

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)

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers for distribution. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. The district meets with the Birth to 3 coordinator once a year to provide updates to the district as well as providing relevant information in the K Night folders for all incoming kindergartners. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened with the same instrument. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

Response from the approved prior year Consolidated District Plan.

Our pre-K program is housed in the same building as our K-5. Therefore, students are included in all routines of the school, as appropriate for their day. In the early spring, we host an evening event to "Get Ready for Kindergarten!" All families are invited to attend, and information about the event is distributed through email, the local newspaper, on social media, and through paper flyers sent to local childcare providers for distribution. Students and their families are able to see the kindergarten classrooms, meet current kindergarten teachers, and begin the registration paperwork. Using the B-3 continuum as guidance, we established a collaborative, cross-organizational board comprised of the following members: the pre-K program coordinator, the pre-K parent coordinator, a kindergarten teacher from the district, the chief of the county health department's division of early intervention, an early intervention service coordinator, as well as the building administrator. The board will meet a minimum of three times per year. Our goal for the year will be to critique our current transitional practices (strategy #4 on the B-3 continuum) to identify additional practices that will support smooth transitions from pre-K into kindergarten, and from kindergarten beyond. Potential additional practices will include: revising all forms to be consistent across programs and classrooms, providing additional time for collaboration between pre-K and kindergarten teachers, the use of a brief academic/developmental screening and a parent questionnaire for all new students K-3 that will provide critical information for meeting new children's academic, social-emotional, and family needs, and helping parents to read and understand the reporting systems for kindergarten - 3rd grade. The governing board will be responsible for reviewing proposed practices, developing additional practices, and implementing and monitoring of new practices to evaluate their success or need for change. All students exiting our pre-K program are given an informal entrance/exit screening where teachers note acquisition of kindergarten readiness skills. In the spring, we schedule all students who are new to our building to be screened using a modified version of the same tool. The information gathered will assist in developing balanced class lists for kindergarten. Also based on the screening information, parents will be given a short list of specific activities they can do with their children to prepare for the start of kindergarten.

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

Student Achievement and Timely Graduation	Instructions
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.	
Ninety percent or more of third grade students are reading at or above grade level and ninety percent or more of fifth grade students meet or exceed expectations in mathematics.All freshmen are on track to graduate at the end of their freshmen year. This will be demonstrated by passing 5 credits and not failing more than a half a credit in any academic area.All students will complete the College & Career Readiness survey to document their academic and career experiences. This survey will be given annually in the fall to sophomores, juniors, and seniors. Counselors will update each student response periodically throughout the year (after completing successful criteria of activities, etc.).	
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. <i>DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.</i> ([count] of 7500 maximum characters used) The district's instructional programs aim to meet the academic and language needs of all students through a robust Multi-Tiered System of Supports (MTSS). Tier 1 includes high-quality, differentiated core instruction for all students, supported by universal screening data collected via the I-Ready Benchmarking System. For students not making adequate progress with Tier 1 instruction, Tier 2A offers small group supplemental instruction, while Tier 2B and Tier 3 provide more intensive interventions for those with greater academic needs. These interventions are data-driven and aimed at supporting both academic skills and language proficiency, particularly for English Learners (ELs). The district will also use differentiated reading programs, including HMH, Tara West, and Savvas, aligned to students' needs. Response from the prior year Consolidated District Plan. Math and ELA. This approach will provide additional in-class instruction and supports for both at-risk students and for those who may struggle with isolated skills within these content areas. Research validated computer-based interventions, including Sound Reading Solutions, Reading Plus, Moby Max, and Raz Kids will be used to supplement classroom instruction. Time engaged in computer interventions will be supervised by a licensed teacher. Data will be monitored by the classroom teachers and the reading specialists. Pull-out small group or individual instruction will be provided for the students at greatest risk. Research validated curriculum and methods will be used, including the Reading Recovery protocol and the Leveled Literacy Intervention program by Heineman.For Math, the following options will be used as best fits student needs: Focused, small group instruction with the classroom teacher will be provided in addition to any whole group instruction. Computer-based programs that provide both practice and reteaching options will be used to support any individual deficit areas identified through the NWEA/MAP and performance on classroom assessments. Programs to be used include IXL, MobyMax, TouchMath, and Khan Academy. All teachers use both whole group and small group guided instruction for Math and Reading serving all students at both grade level and individual reading and/or math level. Co-teaching for selected sections of Math and ELA will serve both at-risk students, as well as benefit all students in these sections by providing access to additional instruction and supports. Research validated core curricula are being used for Math (Everyday Math, 4th ed.) and ELA/Reading (Fountas & Pinnell Classroom components, Really Great Reading Phonics, and SmeKens Literacy for both reading and writing instruction). All leveled instruction for Reading is based on each student's individual reading level as determined by the Fountas & Pinnell BAS. Individualized math supports are determined and guided by NWEA/MAP results. All students have access to computer-based resources to individualize and supplement classroom instruction for both at-risk and accelerated individuals. Programs include MobyMax, Headsprouts, Raz Kids, IXL, Reading Plus, and Sound Reading Solutions. Trade books for literacy instruction are available, as well as an extensive library of leveled texts for use in guided reading.	
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. <i>DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.</i> ([count] of 7500 maximum characters used) The district uses a variety of criteria to identify students at risk of failure, including academic performance data from i-Ready screenings and teacher assessments. Specific criteria include low-income status, EL designation, and special education needs. Students showing performance gaps compared to their peers are considered for targeted interventions, starting with Tier 2A and progressing to Tier 2B or Tier 3 if necessary. The district uses benchmark data, progress monitoring, and teacher documentation to inform decisions. The Student Success Team (SST) collaborates to ensure appropriate interventions are designed for each student, with regular progress checks to ensure effectiveness. Response from the prior year Consolidated District Plan. The Fountas & Pinnell Benchmark Assessment and the NWEA/MAP are administered to all students K - 5th within the first 12 weeks of school in order to establish baseline data for reading. For kindergarten, the Aimsweb initial literacy benchmark assessments was given as well. The Fountas & Pinnell assessment is given at the end of each term to monitor progress and inform continued instruction. The NWEA/MAP or Aimsweb Plus are given at the recommended intervals to provide additional data to inform instruction. The Everyday Math 4th edition benchmark and units assessments are used K-5 for baseline and progress data in math. For grade K - 5th the NWEA/MAP is administered at the beginning of the school year and at recommended benchmark intervals. Computer-based programs, including Sound Reading Solutions and Reading Plus provide on-going, real-time data for monitoring student progress. Students at highest risk of failure to meet standards are progress monitored by a reading specialist using Aimsweb Plus, and/or Reading Recovery progress monitoring tools and protocols. The NWEA/MAP fall, winter, and spring benchmark assessments are administered to all K- 5th grade students in the areas of ELA and Math. The Fountas & Pinnell Benchmark Assessment System (BAS) will also be given to all 1st - 5th grade students at the beginning of the school year, as well as at the end of each trimester. Kindergarten will administer letter identification and naming inventory at all benchmark windows, as well as give the Fountas & Pinnell BAS in the spring. Students identified as at risk for failing to meet standards or make adequate progress are in ELA and Reading: scoring at a Fountas & Pinnell BAS level 2 below the grade level expectation whose graphed progress trend line does not show progress toward intersecting the aim line; receiving a 1 or 2 on the standards report card for grades K - 3 in at least 3 of the following areas: literature, informational text; foundational skills, and independent reading level; scoring at or below the 15th percentile on the NWEA/MAP ELA benchmark for two consecutive testing benchmarks in the current or previous grade (for direct teacher services) and between the 15th-25th percentile (for computer-based intervention).Students at risk for failing to meet standards or make adequate progress in Math are: scoring at or below the 15th percentile on the NWEA/MAP benchmark as indicated by the trend line for two or more consecutive testing benchmarks in the current or previous grade (for direct teacher services) and between the 15th - 25th percentile (for computer-based interventions); receiving a 1 on the standards report card in at least three of the following areas: Operations and Algebraic Thinking, Measurement and Data, Numbers and Operations, and Geometry.Additional focus is placed on Freshman coursework. The district has a goal to have all Freshman be on track to graduate at the conclusion of their Freshman year.	
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]	
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. <i>DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.</i> ([count] of 7500 maximum characters used) To support students in meeting state academic and language standards, the district offers additional instructional assistance in the form of small group interventions, with focused support for ELs and immigrant students. These students will receive language development support through supplemental materials and targeted instructional strategies. Tier 2 and 3 interventions involve individualized, intensive instruction designed to address specific gaps in knowledge and skills. Additional supports, such as after-school programs and academic clubs, will also be used to help students gain extra practice and enrichment. Response from the prior year Consolidated District Plan. Push-in instruction for small groups, including those identified at risk for meeting standards; co-teaching for selected sections of math and ELA; research validated computer-based interventions (Sound Reading Solutions, Reading Plus, IXL). For Reading/ELA, pull out small group instruction using research validated methods (Reading Recovery protocol, Really Great Reading Phonics, and Leveled Literacy Intervention by Heineman). Students will be progress monitored after every 10 intervention sessions. For those students not showing expected growth, a referral for special education services will be considered by the problem solving team. For math, students not showing appropriate progress with small group instruction and computer-based interventions will be progress monitored for potential referral for special education services.	
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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{count} of 7500 maximum characters used)

The district strengthens academic and language programs by implementing data-informed interventions and strategies across all tiers of support. For EL students, this includes language development resources and tailored small group instruction. The district also emphasizes social-emotional learning and behavioral interventions to foster a positive learning environment. Regular teacher collaboration ensures that strategies are aligned and tailored to meet students' diverse needs. Teacher professional development will also focus on best practices for working with ELs and other at-risk populations.

Response from the prior year Consolidated District Plan.

Teachers will be supported through PD in the following areas that align with the goals of our school-wide plan: Special Populations - Autism training, CPI and de-escalation of behavior training; Mental Health & Behavior Supports - Panorama Student Success Program, SEL curriculum, PD for interventionist, PBIS school-wide refreshers and ongoing training, local offerings as available through the ROE, IPA, IASA, IEA, etc.; ELA/Reading - Smekens Literacy (reading and writing) online training and off-site conferences, Fountas & Pinnell Benchmark Assessment Program training; guided reading and math extended response training, other local offerings as available Data Analysis and Use - NWEA workshops, Reading Plus and Sound Reading PD as available, Fountas & Pinnell administration and Interpretation PD; AIMSWeb Plus Implementation; BEEP (High Quality Instructional Practices). All new staff are provided training appropriate to assignment, including Smekens Literacy for classroom teachers and instructional practices for students with autism for both special ed and classroom teachers as appropriate.

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)

To address disparities where low-income and minority students may be taught by ineffective or inexperienced teachers, the district will use data from teacher evaluations and student performance to identify and address areas of need. Professional development opportunities will target areas where there are gaps in teacher effectiveness, and the district will prioritize high-quality mentorship and support for new and struggling teachers. Monitoring and addressing teacher turnover is part of the broader goal to ensure equitable access to effective instruction for all students.

Response from the prior year Consolidated District Plan.

Currently, all teachers at New Berlin Elementary have classroom experience. The majority of teachers have 3 or more years of experience teaching in their field. Class lists are created by the administrator and balanced for gender and academic needs. Our student population is highly homogeneous, with only 7% of students identified as other than white. These students are distributed across all grades PK-5th.

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)

The district will support school libraries by providing resources that promote digital literacy and improve academic achievement. This will include investment in technology resources, e-books, and online learning platforms. Library staff will be trained in strategies to integrate digital literacy skills into the curriculum, helping students access academic content and improving their ability to use technology effectively in their learning.

Response from the prior year Consolidated District Plan.

The district has employed a licensed school librarian and a paraprofessional to provide services to students. All K-5 students have library time once a week with the librarian. In addition to checking out books to read, students receive instruction in the area of digital literacy, including the following topics and activities: database searching through World Book online; internet searching and finding resources online; website evaluation and how to discern which sources are credible and which are not; research projects with use of internet, respecting intellectual property and appropriate ways to cite credit for information, and using Google Slides for presentation; online library catalog searches; introduction to coding through Hour of Code and other coding activities.

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)

To identify and serve gifted and talented students, the district will use objective criteria such as standardized test scores, teacher recommendations, and performance data. Students who meet the criteria will be provided with differentiated enrichment activities and opportunities for accelerated learning. Additionally, the district will ensure that teachers are trained in recognizing and supporting the needs of gifted students.

Response from the prior year Consolidated District Plan.

Reading: Literature circles (teacher facilitated); instructional level text job roles; produce synthesis project to demonstrate learning; project-based learning; essential question to engage in larger world view concepts; integrates meaningful text, vocabulary, multimedia; Words Their Way: derivational rootsMath: MAP to Khan Academy feature to guide individualized programming; enrichment activity provided by Everyday Math (Differentiation Options); progress at an independent rate through MobyMax skill sets; gifted students collaborate on math talk to explain a vocabulary word or strategy through technology as review, can be used as a reteaching component for struggling students Science/Social Studies: compacted unit to allow students to work through the chapter at their own pace (includes learning contract) with menu board of enrichment application projects to extend their learning and allow them to teach to the rest of the class.

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.

Ninety percent or more of students will graduate from high school.

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)

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior High. We will continue to improve this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and plans to address these. A Pretzel Success Day for students to transition from 5th to 6th grade as well as 8th to 9th grade will occur in July/August before school starts.

Response from the approved prior year Consolidated District Plan.

New Berlin Elementary serves the district population through grade 5. We have worked to facilitate a smooth transition from 5th grade at the elementary to 6th grade at New Berlin Junior High. We will continue to improve this transition through common professional development opportunities and time for staff at both buildings to collaborate and identify areas of struggle and plans to address these. A Pretzel Success Day for students to transition from 5th to 6th grade as well as 8th to 9th grade will occur in August before school starts.

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)

As an elementary attendance center, we provide students STEM learning opportunities through Makerspace activities that challenge students followed up by careers that utilize science, technology, engineering, and math. We have 1:1 use of Chromebooks district wide. Technical education focuses on the development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results offer valid information. Students demonstrate their technology skills on a daily basis as assignments are completed. The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content embedded throughout the 6-8 Science Curriculum. Monthly career opportunities are provided to students called "Pretzels with a Professional" where guest speakers talk about their careers relating back to the importance of school as well as how the core subjects as well as electives are used on the job. The 8th graders tour Capital Area Career Center and Lincoln Land Community College. The JH staff continues to develop and revise the PACE framework to ensure educational opportunities are available to all students. The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Engineering), Family and Consumer Science Courses, and Business Education. We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of their choice in the afternoon. All students will utilize an online career platform that is connected to the PACE Framework. "Pretzel with a Purpose" days are scheduled throughout the year to complete the CCR requirements. The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

Response from the approved prior year Consolidated District Plan.

As an elementary attendance center, we have not provided specific coursework for career and technical education. We have implemented 1:1 use of Chromebooks district wide. Technical education focuses on the development of basic tech literacy, including keyboarding, navigating an operating system to open, use, and save programs, and using internet search engines and discerning which results offer valid information. The junior high school provides career and technical education content through the following electives: Grade 6 - 8 - Technology, Digital Citizenship; Grade 7/8 - Makers I/II, STEM content embedded throughout the 6-8 Science Curriculum. Monthly career opportunities are provided to students called "Pretzels with a Professional" where guest speakers talk about their careers relating back to the importance of school as well as how the core subjects as well as electives are used on the job. The 8th graders tour Capital Area Career Center and Lincoln Land Community College. The JH staff continues to develop and revise the PACE framework to ensure educational opportunities are available to all students. The high school provides career and technical education content through CTE courses in Agriculture, Project Lead the Way (Introduction to Engineering and Design and Principles of Engineering), Family and Consumer Science Courses, and Business Education (as of 2022-23). We co-op with Capital Area Career Center and students in Grades 11-12 have the opportunity to attend the vocation program of their choice in the afternoon. All students will utilize a career platform and the PACE framework. The HS staff continues to implement and monitor the PACE framework that will then ultimately lead to developing a Portrait of a Graduate. Our special education students enroll in the STEP program to obtain skills necessary for success post-graduation. The Director of Student Services arranges college visits weekly, students 6-12 participate in Career Fairs, District Career Day, and College Fairs.

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.

All students are supported by highly prepared and effective teachers and school leaders.

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

For the 2025-2026 school year, the district plans to use Title I, Part A funding to provide professional development that aligns with the goals of improving academic outcomes for all students, particularly those from low-income backgrounds. This will include training focused on differentiated instruction, data-driven decision-making, and effective intervention strategies for struggling students. Specific professional development will be provided for teachers in Tier 1 (core instruction) to improve the quality of instruction and ensure that all students have access to high-quality, inclusive learning experiences. MTSS implementation and effective use of the i-Ready diagnostic assessments will be key components of this training. Additionally, the district will provide professional development in social-emotional learning and behavior management strategies, such as Whole Brain Teaching.

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

Title II, Part A funding will support professional development activities, such as LETRS training aimed at improving teacher effectiveness, students with special needs, and other at-risk populations. This includes specialized training in strategies for differentiated instruction and methods to support language development. Mentorship programs will be developed to support new teachers, with a focus on improving instructional practices and reducing teacher turnover. The district will also provide training on using data to monitor student progress and inform instructional decisions, particularly about MTSS interventions.

G. Title III - LIEP

H. Title III - ISEP

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

To ensure a safe and productive learning environment for all students, as well as to meet the mental, emotional, physical, and academic needs of all students, we are in the process of PBIS implementation 9various stages-. In addition, Panorama (social and emotional screener) and Panorama Student Success Platform will be utilized. Both PBIS focuses on supports to students as they develop and strengthen the skill of self-regulation (controlling their thoughts and emotions) by taking responsibility for their behavior. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support student self-regulation in order to avoid potential consequences. New staff will be trained. Problem Solving Teams are established at all three buildings in addition to Train the Trainer model. The elementary staff (K - 5) implement the Character Strong SEL curriculum in 2023.

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

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

Professional development is offered through the local cooperative, Sangamon Area Special Education District, or SASED. All staff who work with special populations are trained in safe de-escalation techniques through the Crisis Prevention Institute curriculum. Additional workshops on topics including autism, social-emotional learning, speech and language, and various reading and math intervention programs offered.

L. IDEA, Part B - Preschool

Professional development is offered through the local cooperative, Sangamon Area Special Education District, or SASED. All staff who work with special populations are trained in safe de-escalation techniques through the Crisis Prevention Institute curriculum. Additional workshops on topics including autism, social-emotional learning, speech and language, and various reading and math intervention programs offered.

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

Safe and Healthy Learning Environment	Instructions

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 schools in New Berlin school District offer safe and healthy learning environments for all students.

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)

All three buildings have moved to PBIS for discipline. The incorporation of whole brain teaching will be emphasized K - 8. The ability of the student to respond in a manner that can create lasting change and correct a problem he/she may have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment. When educators begin to address a student's behavior, sometimes it becomes evident that the student is not capable of self-regulation at that moment, is not yet ready to receive corrective feedback regarding their behavior or is unwilling to propose a reasonable solution to change the behavior. The PBIS process trains educators to recognize when students are not capable of self-regulation or not ready to discuss an issue and offers those students time to cool off and gain control over his/her emotions to that he/she can prepare to move forward with a solution. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support self-regulation in order to avoid potential consequences.

Response from the prior year Consolidated District Plan.

All three buildings have moved to PBIS for discipline. PBIS focuses on responsibility, respect, and safety. The ability of the student to respond in a manner that can create lasting change and correct a problem he/she may have created. The response includes the student coming up with a reasonable solution to change their behavior so that they can make a positive contribution to the learning environment. When educators begin to address a student's behavior, sometimes it becomes evident that the student is not capable of self-regulation at that moment, is not yet ready to receive corrective feedback regarding their behavior or is unwilling to propose a reasonable solution to change the behavior. The PBIS process trains educators to recognize when students are not capable of self-regulation or not ready to discuss an issue and offers those students time to cool off and gain control over his/her emotions to that he/she can prepare to move forward with a solution. All students will be given the opportunity to be redirected and coached by their teacher to remain in the classroom. Educators will use various strategies to support self-regulation in order to avoid potential consequences.

2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]
[\(42 U.S.C. 11301 et seq.\):*](#)

For your convenience, the prior year Consolidated District Plan approved response is provided below.It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
([count] of 7500 maximum characters used)

The district social workers are our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

Response from the prior year Consolidated District Plan.

The district social worker is our homeless liaison. The district has revised the student residency questionnaire to make it less confusing and to use language that is more accessible to families. Student rights are outlined on the form. Additionally, funds are allocated to assist students and families with emergency needs for food and clothing, and to ensure all children have the necessary supplies for school.

[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)

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - NEW BERLIN HIGH SCHOOL	☐	☐	☒	☐	
1001 - NEW BERLIN JR HIGH SCHOOL	☐	☐	☒	☐	
2001 - NEW BERLIN ELEMENTARY SCHOOL	☒	☐	☐	☐	05/15/2025

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.

☐

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)

All New Berlin Schools have been commendable since 2019. On RC23, New Berlin Junior High was exemplary. Thus, none of the schools are eligible for "comprehensive" or "targeted" support.

Response from the approved prior year Consolidated District Plan.

All New Berlin Schools have been commendable since 2019. On RC23, New Berlin Junior High was exemplary. Thus, none of the schools are eligible for "comprehensive" or "targeted" support.

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

- ☐ Yes
- ☒ No

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

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

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

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

[Section 1114 and 1115](#)

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

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

([count] of 7500 maximum characters used)

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods will be used with students at the highest risk for not meeting state standards.

Response from the approved prior year Consolidated District Plan.

Our schoolwide plan will address both academic and behavior/social-emotional learning standards for all students. Push-in instruction for small groups, including those identified at risk for meeting standards will be provided by reading specialists; co-teaching for selected sections of math and ELA will provide additional instruction and supports to all students; research validated computer-based interventions (Sound Reading Solutions, Reading Plus, Moby Max, ST Math) are used as supplemental instruction for any student performing below standards. Pull out small group instruction using research validated methods (Really Great Reading Phonics, Reading Recovery protocol, Leveled Literacy Intervention by Heineman) will be used with students at the highest risk for not meeting state standards.

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

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.

☐

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

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

([count] of 7500 maximum characters used)

The needs assessment and the SASSED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASSED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASSED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASSED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

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)

The needs assessment and the SASSED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASSED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

Response from the approved prior year Consolidated District Plan.

The needs assessment and the SASSED Personnel Development Plan outline the expenditures for staff development activities and in-service of existing staff, parents and administrators. SASSED provides instruction to our district in instructional strategies, behavioral strategies and data-driven progress monitoring and staff development relative to the RtI/MTSS model.

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 changes to the scope or nature of the services.

Response from the approved prior year Consolidated District Plan.

There are no changes to the scope or nature of the services.

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)

SPP Indicator 12: A compliance indicator that measures the percentage of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays. Goal: The goal of Indicator 12 is to ensure seamless transitions for children and families as they move from IDEA Part C to IDEA Part B so they can access appropriate services by their third birthdays. New Berlin coordinates with all Birth to 3 programs to ensure transition from those programs to the Pre-K program. New Berlin reviews data from the State Performance Plan Indicators to ensure all students receive FAPE and the services necessary for their education.

*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*
Viola	Joe	Student Services Coordinator	jviola@pretzelpride.com

☐ 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*
Hill	Seth	Transportation Director	shill@pretzelpride.com

☐ 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 personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: Preferences of the child's parent(s) or education decision maker(s) The child's attachment to the school, including meaningful relationships with staff and peers. Placement of the child's sibling(s) Influence of the school climate on the child, including safety The availability and quality of the services in the school to meet the child's educational and socioemotional needs. History of school transfers and how they have impacted the child. How the length of the commute would impact the child, based on the child's developmental stage Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. Then the school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. Next, the child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. Then the best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. Finally, the child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. The district personnel involved in these decisions are (and not limited to) the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. The factors that will be considered in determining whether remaining in a child's school of origin is in his or her best interest are as follows: Preferences of the child's parent(s) or education decision maker(s) The child's attachment to the school, including meaningful relationships with staff and peers. Placement of the child's sibling(s) Influence of the school climate on the child, including safety The availability and quality of the services in the school to meet the child's educational and socioemotional needs. History of school transfers and how they have impacted the child. How the length of the commute would impact the child, based on the child's developmental stage Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

Response from the approved prior year Consolidated District Plan.

All students with an IEP or a 504 will receive special consideration in this process. These special considerations and legal requirements will be taken into account for children with disabilities under IDEA and students with disabilities under Section 504 as it pertains to the process and for determining the best interest of the affected child.

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.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner; Provide EL students with a language assistance program that is educationally sound and proven successful; Sufficiently staff and support the language assistance programs for EL students; Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities; Avoid unnecessary segregation of EL students; Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services; Meet the needs of EL students who opt out of language assistance programs; Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content; exit EL students from language assistance programs when they are proficient in English; and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied; Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and Ensure meaningful communication with limited English proficient (LEP) parents. The district will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

Response from the approved prior year Consolidated District Plan.

Some children in foster care are also English learners (ELs). Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) require public schools to ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs. In order to meet their obligations under Title VI and the EEOA, LEAs must: Identify and assess all potential EL students in a timely, valid, and reliable manner; Provide EL students with a language assistance program that is educationally sound and proven successful; Sufficiently staff and support the language assistance programs for EL students; Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities; Avoid unnecessary segregation of EL students; Ensure that EL students with disabilities are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in these evaluations and delivery of services; Meet the needs of EL students who opt out of language assistance programs; Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content; exit EL students from language assistance programs when they are proficient in English; and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied; Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program was reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and Ensure meaningful communication with limited English proficient (LEP) parents. The district will consider all of these factors and ensure we are following Title VI and the Equal Educational Opportunities Act of 1974 (EEOA) as prescribed.

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.

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. Steps in the Process: 1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID. 3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

Response from the approved prior year Consolidated District Plan.

The District recognizes that the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. If after a best interest determination decision is made, any party can challenge the decision within three business days of receiving the notice by submitting a request for an appeal of the decision and the reasons for it, in writing, within three business days after the decision has been made and communicated. If there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination (unless in the future State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency

goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions.Steps in the Process:1. When a student is placed in foster care or changes residence while in foster care, the child welfare agency worker assigned to the student, notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact is notified and invited to participate in the Best Interest Determination (BID). 2. The child welfare agency worker, foster care point of contact, and other essential members of BID share information on the appropriateness of the current educational setting. The child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision-making process. The school of origin transportation designee identifies potential ways that the child could be transported (see list of options below). This information is given to the foster care point of contact to include in the BID.3. If the BID decision is that the student will remain in the current school, the foster care point of contact notifies the school of origin transportation designee, who then assists the child welfare agency worker in arranging transportation to and from school.

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.

No schools are identified for improvement. If identified for ESSA funding, professional development will be provided on the requirements of ESSA and coordinate with students identified as Youth in Care to ensure they receive equitable educational opportunities.

*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 personnel involved in this process can include the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations. The following factors should be considered when developing the Transportation Procedures for a foster care student: - Safety - Duration - Time of placement change - Type of transportation available - Traffic patterns - Flexibility in school schedule - Impact of extracurricular activities on transportation options - Maturity and behavioral capacity.

Response from the approved prior year Consolidated District Plan.

The district personnel involved in this process can include the Transportation Director, Principal, Assistant Principal, Social Worker, Psychologist, Homeless Liaison, a Teacher, Special Education Coordinator, and Superintendent. STEP 1: Identify which students in foster care require transportation to maintain school stability. STEP 2: Document how transportation will be provided, arranged and funded. STEP 3: Clarify the district's obligation to provide transportation when minimal or no additional costs will be incurred. STEP 4: Document how "additional costs" will be addressed. STEP 5 (if needed): Dispute resolution process to address transportation issues. While disputes over cost are pending or being addressed, the district will ensure that the child remains in his or her school of origin, which may include providing or arranging transportation if necessary. STEP 6: Other considerations. The following factors should be considered when developing the Transportation Procedures for a foster care student: - Safety - Duration - Time of placement change - Type of transportation available - Traffic patterns - Flexibility in school schedule - Impact of extracurricular activities on transportation options - Maturity and behavioral capacity.

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.

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

Response from the approved prior year Consolidated District Plan.

In addition to State and local funds that may be available for providing transportation, certain Federal funds may be available to cover additional transportation costs to maintain children in foster care in their schools of origin. Title IV-E Federal funds are available to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Specifically, the cost of reasonable travel for a child in foster care to remain in his or her school of origin may be included in the Title IV-E foster care maintenance payment. Child welfare agencies receiving Title IV-E funds have discretion in determining what is considered reasonable travel, and may take into account factors such as cost, distance, and duration of travel. As with any cost enumerated in the definition of foster care maintenance payments, the child welfare agency may decide which of the enumerated costs to include in a child's foster care maintenance payment. In addition, transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. In addition, an LEA may use Title I funds to pay for additional costs needed to transport children in foster care to their schools of origin.

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 the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision.

Response from the approved prior year Consolidated District Plan.

If the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need, a written notice shall be provided with the following components. 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision.

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.

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

Response from the approved prior year Consolidated District Plan.

An LEA must ensure that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner. (ESEA section 1112(c)(5)(B)(i)). Therefore, the LEA must provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved. While any dispute is being resolved the District will follow the following guidelines, the school of origin is responsible for the transportation.

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.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

Response from the approved prior year Consolidated District Plan.

Each child in our school district has a transportation plan that is communicated to all parties that need to know said information. Any child with a foster care transportation plan will also be part of that system. To ensure that all school personnel including support staff, the district will disseminate this information via SKYWARD with all of our other required communications that require the employee to review material.

*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

7 English Learners (ELs) are in the district

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

Last Name*

Viola

Phone*

217 480 2040

First Name*

Joe

Middle
Initial

Email*

jviola@pretzelpride.com

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.

The district was able to secure a staff member (MB) that is EL certified as of October 2023. This person left the district and moved out of state (May 2024).Until a qualified person is located, the EL Director will coordinate with area schools to elicit resources, instructional needs, and provide opportunities to all EL students.

*Required field

Attendance Center Enrollment Information

Instructions

7 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.	New Berlin Elementary	PK-5	☐	☒	☐	☐	☐	☐	☐	☒	☐	0	0	0	0	001
2.	New Berlin Middle School	6-8	☐	☒	☐	☐	☐	☐	☐	☒	☐	0	0	0	0	001
3.	New Berlin High School	9-12	☐	☒	☐	☐	☐	☐	☐	☒	☐	0	1	0	0	001
4.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
5.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
6.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
7.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
8.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
9.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
10.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
11.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
12.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
13.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
14.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
15.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
16.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
17.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
18.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
19.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
20.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
21.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
22.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
23.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
24.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
25.			☐	☐	☐	☐	☐	☐	☐	☐	☐					

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)

All students will be received counseling services on educational opportunities and needs from the bilingual director. In turn, the director will work with area school district personnel to ensure every student has equitable educational opportunities. We will also enlist the assistance of an interpreter if necessary and work with all available agencies to ensure all students receive the necessary instructional supports for them to have equitable educational opportunities.

*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.

7 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
☐ Current Research in the Teaching of EL Students		☐	☐	
☐ Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☒ Language Assessment	09/01/2025	☒	☒	10
☐ Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐ Issues Related to EL Students with Disabilities		☐	☐	
☐ Program Standards		☐	☐	
☐ District Identification Assessment		☐	☐	
☐ Program Design		☐	☐	
☐ Basic Instructional Techniques for Teachers of EL Students		☐	☐	
☐ Spanish Language Arts		☐	☐	
☐ Others (Specify):		☐	☐	

Comments:

*Required field

BSP TBE Requirements

Instructions

7

English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes☐No☒

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

7

English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes☐No☒

☒ 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.

05/15/2025

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

- 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;
- 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;
- 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));
- 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;
- collaborate with the State or local child welfare agency to
 - 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
 - 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
 - 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))
 - 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
 - The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - the local educational agency agrees to pay for the cost of such transportation; or
 - the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
- 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
- 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)).
- 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;
- 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;
- 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
- 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.
- 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.
- 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.
- 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.
- 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.

☒ 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:

- 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](#)
[JILL LARSON](#)

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 05/10/2025
RCDT when agreed to: 51-084-0160-26

Attention!

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

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

Application was created on:	4/14/2025
Assurances were agreed to on:	5/10/2025
Consistency Check was run on:	5/14/2025
District Data Entry	
Business Manager	
District Administrator	
ISBE Program Administrator #1	
ISBE Program Administrator #2	
ISBE Program Administrator #3	
ISBE Program Administrator #4	
ISBE Program Administrator #5	

[Submit to ISBE](#)

Status Change	UserId	Action Date
Consistency Check	jlarrison49	05-14-2025 10:35 PM

Page Review Status Instructions

☒ Expand All

Consolidated District Plan

Page Status

Open Page
for editing

[Consolidated District Plan](#)

Contact Information	OPEN	☐
Needs Assessment and Programs	OPEN	☐

[Plan Specifics](#)

Needs Assessment Impact	OPEN	☐
Stakeholders	OPEN	☐
Private Schools Participation	OPEN	☐
Preschool Coordination	OPEN	☐
Student Achievement	OPEN	☐
College and Career	OPEN	☐
Professional Development	OPEN	☐
Safe Learning Environment	OPEN	☐

[Title I Specific Pages](#)

Title I Specific - Part One	OPEN	☐
Title I Specific - Part Two	OPEN	☐
IDEA Specific Requirements	OPEN	☐

[Youth in Care Stability Plan](#)

Youth in Care Stability Plan Contacts	OPEN	☐
Best Interest Determination Plan	OPEN	☐
Youth In Care Transportation Plan	OPEN	☐

[Bilingual Service Plan](#)

[BSP Plan Specifics](#)

BSP Program Contact	OPEN	☐
Attendance Center Enrollment Information	OPEN	☐
BSP Professional Development	OPEN	☐
BSP TBE Requirements	OPEN	☐
BSP Parent Advisory Committee	OPEN	☐

[Assurance Pages](#)

Plan Assurances	OPEN	☐
State Assurances	OPEN	☐
Debarment	OPEN	☐
Lobbying	OPEN	☐
GEPA 442	OPEN	☐
AssurancesText	OPEN	☐

Save

Selectable Application Print

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

Request Print Job
 _Consolidated District Plan
Requested Print Jobs
Requested by ilarson49 on 5/15/2025
Completed Print Jobs
Completed - ilarson49 on 5/10/2025 3:01:14 PM
Completed - ilarson49 on 5/10/2025 3:02:12 PM
Completed - ilarson49 on 5/14/2025 11:02:02 PM

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 et seq.
2. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, Title IX Grievance Procedure [PRESSPlus1](#)
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
16. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this

grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), the Title IX Coordinator or designee shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement,

(2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request a specific extension of time from the Superintendent (but no longer than 14 days).

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager.

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

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers [PRESSPlus2](#)

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

The ~~Nondiscrimination Coordinator also serves as the District's~~ Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus3](#)

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

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

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

jl Larson@pretzelpride.com

217-488-2040

Complaint Managers:

Brandon Radford, JH Principal

300 Ellis St., New Berlin, IL 62670

bradford@pretzelpride.com

217-488-6012

Lori Niemeier, CSBO

600 N. Cedar, New Berlin, IL 62670

lniemeier@pretzelpride.com

217-488-2040

LEGAL REF.:

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

20 U.S.C. §1232g, Family Education Rights Privacy Act.

20 U.S.C. §1400, The Individuals with Disabilities Education Act.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973.

29 U.S.C. §2612, Family and Medical Leave Act.

42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act.

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

42 U.S.C. §12101 et seq., Americans With Disabilities Act; 28 C.F.R. Part 35.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, Ill. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, Ill. False Claims Act.

775 ILCS 5/, Ill. Human Rights Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: September 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

PRESSPlus 2. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact

information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:15 Identity Protection

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

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

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

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

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

Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes cybersecurity and other measures to safeguard

information including: [PRESSPlus1](#) (1) *protected personally identifiable information*, (2) other *types of* information that a federal *awarding* agency, pass-through *agency entity*, or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

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

LEGAL REF.:

2 C.F.R. §200.303(e).

5 ILCS 179/, Identity Protection Act.

30 ILCS 708/, Grant Accountability and Transparency Act.

50 ILCS 205/3, Local Records Act.

105 ILCS 10/, Illinois School Student Records Act.

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

Adopted: July 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for *personally identifiable information* and *protected personally identifiable information*.

Personally Identifiable Information (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some PII is available in public sources such as telephone books and websites. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not attached to any single category of information or technology. Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

Protected personally identifiable information (Protected PII) means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics,

date and place of birth, mother's maiden name, criminal records, medical records, financial records, and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, available at PRESS Online by logging in at www.iasb.com. Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:80 Accounting and Audits

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

Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Annual Financial Report

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

Inventories

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

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$510,000^{PRESSPlus1} and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board

may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention [PRESSPlus2](#) of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$5,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

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

Internal Controls

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

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

LEGAL REF.:

2 C.F.R. §200 et seq.

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

seq.

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

23 Ill.Admin.Code Part 100.

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

Adopted: July 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. A minimum threshold of \$10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus1](#)

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

Nondiscrimination Coordinator:

Jill Larson, Supt

Jim Larson, Capt.

600 N. Cedar, New Berlin, IL 62670

jlarrison@pretzelpride.com

217-488-2040

Complaint Managers:

Lori Niemeier, CSBO

600 N. Cedar, New Berlin, IL 62670

lniemeier@pretzelpride.com

217-488-2040

Brandon Radford, JH Principal

300 Ellis St., New Berlin, IL 62670

bradford@pretzelpride.com

217-488-6012

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

Minority Recruitment

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

LEGAL REF.:

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §218d, Fair Labor Standards Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §701 et seq., Rehabilitation Act of 1973.

38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 et seq., Civil Rights Act of 1991.

42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.

42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.

42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.

42 U.S.C. §2000e(k), Pregnancy Discrimination Act.

42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.

Ill. Constitution, Art. I, §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/, Religious Freedom Restoration Act.

820 ILCS 55/10, Right to Privacy in the Workplace Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 75/, Job Opportunities for Qualified Applicants Act.

820 ILCS 112/, Ill. Equal Pay Act of 2003.

820 ILCS 180/30, Victims' Economic Security and Safety Act.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities, reproductive health decisions, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, and 7:185, *Teen Dating Violence Prohibited*.

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

Sexual Harassment Prohibited

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

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

Making a Report or Complaint

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

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

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, [Title IX Coordinator](#), and/or a Complaint Manager. An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus1](#) and Complaint Managers. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

jl Larson@pretzelpride.com

217-488-2040

Complaint Managers:

Lori Niemeier, CFO

600 N. Cedar, New Berlin, IL 62670

lniemeier@pretzelpride.com

217-488-2040

Brandon Radford, JH Principal

300 Ellis St., New Berlin, IL 62670

bradford@pretzelpride.com

217-488-6012

Investigation Process

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

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

For any report or complaint alleging sexual-based [PRESSPlus2](#) harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the ~~Nondiscrimination~~ [Title IX Coordinator](#) or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board

policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

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

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/).

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

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

Recourse to State and Federal Fair Employment Practice Agencies

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

Commission.

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

LEGAL REF.:

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.

56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.

Vance v. Ball State Univ., 570 U.S. 421 (2013).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).

Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).

Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).

Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).

Faragher v. City of Boca Raton, 524 U.S. 775 (1998).

Harris v. Forklift Systems, 510 U.S. 17 (1993).

Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).

Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:60 Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible,

employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will

be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official *travel status* for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance, whichever is less.
8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

2 C.F.R. §200.4754. [PRESSPlus1](#)

30 ILCS 708/130, Grant Accountability and Transparency Act.

50 ILCS 150/, Local Government Travel Expense Control Act.

105 ILCS 5/10-22.32.

820 ILCS 115/9.5, Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Adopted: May 14, 2020

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
 - a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to

everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11.
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for ~~teachers, administrators,~~ all school personnel and school resource officers, and staff regarding on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b). [PRESSPlus1](#) the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall

document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. ~~§Part 106-8(d)~~ (see Board policy 2:265, *Title IX Grievance Procedure*).
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
12. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*). [PRESSPlus2](#)

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.

105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, ~~and 5/24-5,~~ and 5/26A.

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 145/25, Care of Students with Diabetes Act

105 ILCS 150/25, Seizure Smart School Act.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/4, Abused and Neglected Child Reporting Act.

745 ILCS 49/, Good Samaritan Act.

775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.

77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: September 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, which requires each designated Article 26A Resource Person to either (1) be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence, including training in the subjects set forth in 105 ILCS 5/26A-35(b)(i), or (2) have participated in an in-service training program under 105 ILCS 5/10-22.39(d) that includes training on the rights of minors to consent to counseling services and psychotherapy under the Mental Health and Developmental Disabilities Code within 12 months prior to designation. However, 105 ILCS 5/10-22.39(d) was deleted by P.A. 103-542 and its training contents are in 105 ILCS 5/10-22.39(b-25).

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requires employees whose duties include resolution of Article 26A complaints to initially complete at least eight hours of training on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete six hours of training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. See sample administrative procedures 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual*

Violence, and 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.

See pp. 28-30 of the June 2024 report of the second ESS Task Force for existing training requirements that may be suitable to fulfill Article 26A training requirements, at:

www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

Document Status: Draft Update

INSTRUCTION

6:150 Home and Hospital Instruction

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

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: [PRESSPlus1](#)

1. ~~(1) b~~ Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction. ~~and (2) f~~
2. For up to three months after the child's birth or a miscarriage. [PRESSPlus2](#)
3. When a student must care for his or her ill child if:
 - a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition [PRESSPlus3](#) that would require the student to be absent from school for two or more consecutive weeks; and
 - b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

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

LEGAL REF.:

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

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

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence).

Adopted: July 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Number 2 does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. **Issue 118, April 2025**

PRESSPlus 3. *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. **Issue 118, April 2025**

Document Status: Draft Update

INSTRUCTION

6:235 Access to Electronic Networks

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

The term *electronic networks* includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Use of Artificial Intelligence (AI)-Enabled Tools [PRESSPlus1](#)

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies 1:30, *School District Philosophy*, and 7:345, *Use of Educational Technologies*.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Violations

The failure of any user to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.:

20 U.S.C. §7131, Elementary and Secondary Education Act.

47 U.S.C. §254(h) and (l), Children's Internet Protection Act.

47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.

115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

720 ILCS 5/26.5.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

A Statewide Generative AI and Natural Language Processing Taskforce issued a report to the General Assembly in December 2024 (<https://doit.illinois.gov/content/dam/soi/en/web/doit/meetings/ai-taskforce/reports/2024-gen-ai-task-force-report.pdf>) that recommended the Ill. State Board of Education provide guidance on the use of AI in schools, best practices, and educator training. The U.S. Dept. of Education released a toolkit to assist education leaders with the safe, ethical, and equitable integration of AI within education systems, available at: http://downloads.microscribepub.com/il/press/federal_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24_20250221.pdf. Note: This resource may no longer be available on a federal government website but is being maintained at PRESS Online to provide consistent subscriber access.

Adopting policy language that addresses AI provides (a) a way for boards to monitor how this technology is being used in the district, and (b) an opportunity for the board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this subhead, the board may want to have a conversation with the superintendent to determine how local conditions, resources, and current practices will support the full implementation of a policy that addresses AI and its goals. The use of AI will be most effective when the policy reflects local conditions and circumstances. Consult the board attorney about these issues. See sample administrative procedure 6:235-AP3, *Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, available at PRESS Online by logging in at www.iasb.com, for a

suggested framework for developing an AI plan and guidelines. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, immigration status, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or 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 Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Any student may file a sexual harassment discrimination [PRESSPlus1](#) complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, ~~who also serves as the District's~~ [and a](#) Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

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

Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

III. Constitution, Art. I, §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60, 5/10-20.63, 5/10-22.5, 5/26A, and 5/27-1.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

775 ILCS 35/5, Religious Freedom Restoration Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee, 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; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the student is comfortable speaking. ~~A student may choose to report to an employee of the student's same gender.~~ [PRESSPlus1](#)

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus2](#) and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

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

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670
jlarson@pretzelpride.com
217-488-2040

Complaint Managers:

Lori Niemeier, CSB	Brandon Radford, JH Principal
600 N. Cedar, New Berlin, IL 62670	300 Ellis St., New Berlin, IL 62670
lniemeier@pretzelpride.com	bradford@pretzelpride.com
217-488-2040	217-488-6012

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

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

Investigation Process

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

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

For any report or complaint alleging sexual-based PRESSPlus3 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Title IX Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

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

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

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

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

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

LEGAL REF.:

20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 *et seq.*, Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/26A, 5/27-1, and 5/27-23.7.

775 ILCS 5/1-101 *et seq.*, Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

Adopted: September 18, 2024

PRESSPlus Comments

PRESSPlus 1. This sentence is stricken because the preceding sentence already states that students are encouraged to report to any employee with whom the student is comfortable speaking. **Issue 118, April 2025**

PRESSPlus 2. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:60 Residence

Resident Students

Only students who are residents of the District may attend the District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with 105 ILCS 5/14-1.11, 5.14-1.11a, and 5/14-1.11b.

Requests for Nonresident Student Admission

The District does not accept non-resident tuition students.

Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district

determine that the student's health and safety will be served by such attendance.

2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A. [PRESSPlus1](#)
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board of Education policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the Board of Education shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, 105 ILCS 5/10-20.12b.

LEGAL REF.:

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

105 ILCS 5/10-20.12a, 5/10-20.12b, 5/10-22.5, 5/10-22.5a, 5/14-1.11, 5/14-1.11a, ~~and 5/14-1.11b,~~
and 5/26A.

105 ILCS 45/, Education for Homeless Children Act.

105 ILCS 70/, Educational Opportunity for Military Children Act.

23 Ill.Admin.Code §1.240.

Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200, 235 Ill.App.3d 652 (5th Dist. 1992).

Joel R. v. Board of Education of Manheim School District 83, 292 Ill.App.3d 607 (1st Dist. 1997).

Kraut v. Rachford, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. Nonresident students may include students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *Ensuring Success in School Law*, eff. 7-1-25. Interdistrict transfer is not required by Article 26A, but including language about it in this policy is recommended in the 2024 Ensuring Success in School (ESS) Task Force Report to the Governor and the General Assembly, available here: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. For further information about the 2024 ESS Task Force, see footnote 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), [PRESSPlus1](#) observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. [PRESSPlus2](#) Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.

5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, ~~or~~ and information about available community ~~agency~~ services relevant to such students' needs. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to ~~teachers, administrators~~ all school personnel, Board members, ~~and~~ school resource officers, ~~and staff~~ PRESSPlus3 on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring/Updating

Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

105 ILCS 5/22-92 and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, ~~and 5/26-18,~~ and 5/26A.

705 ILCS 405/3-33.5, Juvenile Court Act of 1987.

23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Discipline), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

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

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

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

Definitions from 105 ILCS 5/27-23.7

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

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

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

meant to be illustrative and non-exhaustive.

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

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

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

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus1](#) Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670

jlarrison@pretzelpride.com

217-488-2040

Complaint Managers:

Lori Niemeier, CSBO

600 N. Cedar, New Berlin, IL 62670

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Brandon Radford, JH Principal

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217-488-6012

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

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

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

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

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

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

12. The District's bullying prevention plan must be consistent with other Board policies.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual discrimination, including sex-based harassment, [PRESSPlus1](#) in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.

3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: September 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing an electronic paging device.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ [PRESSPlus1](#) Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending,

sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law. [PRESSPlus2](#)

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended shall also be restricted

from being on school grounds and at school activities.

12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. [PRESSPlus3](#) It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33 ~~needed to maintain safety for students, staff, or other persons, or for the purpose of self defense or defense of property.~~

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look alikes* of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior

request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents involving battery against staff members to the Ill. State Board of Education ISBE through its web-based School Incident Reporting System as they occur during the year and no later than August 1 July 31 PRESSPlus4 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33 PRESSPlus5 needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4, (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. §7971, Pro-Children Act of 2004.

20 U.S.C. §7961 et seq., Gun Free Schools Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/24-24, 5/26-12, 5/27-23.7, and 5/31-3.

105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

23 Ill.Admin.Code §§ 1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. This text is moved to #7, below. **Issue 118, April 2025**

PRESSPlus 2. This definition of sexting is adapted from Merriam-Webster's definition at www.merriam-webster.com/dictionary/sexting, and it incorporates offenses under State law that

address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, available at PRESS Online by logging in at www.iasb.com, for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-100, added by P.A. 103-806. **Issue 118, April 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-27.1A and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). **Issue 118, April 2025**

PRESSPlus 5. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
 - a) A threat to school safety, or

b) A disruption to other students' learning opportunities.

ii. For a suspension of 4 or more school days, an explanation:

a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,

b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and

c) That the student's continuing presence in school would either:

i) Pose a threat to the safety of other students, staff, or members of the school community, or

ii) Substantially disrupt, impede, or interfere with the operation of the school.

d) ~~Of~~ For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.

6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.

- a. At the review, the student s and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus1](#)
- b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus2](#)
- c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
- d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

Goss v. Lopez, 419 U.S. 565 (1975).

105 ILCS 5/10-20.14, 5/10-22.6.

23 Ill.Admin.Code §1.280.

CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. For the definition of *support person*, see sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:210 Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. [PRESSPlus1](#)
 - e. Inform the student and parent(s)/guardian(s) that a support person [PRESSPlus2](#) of their choice and at their expense is permitted to accompany the student throughout the proceedings.
 - f. List the student's prior suspension(s).
 - g. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - h. Ask that the student or parent(s)/guardian(s) ~~or attorney~~ inform the Superintendent or Board Attorney if the student will ~~be represented by an attorney~~ appear with a representative and/or support person and, if so, provide the ~~attorney's~~ name(s) and contact information for the representative and/or support person.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
 - a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student.

- b. The student and his or her parent(s)/guardian(s) may ~~be represented by counsel~~ appear with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus3](#)
 - c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus4](#)
5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
 6. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.

7. Upon expulsion, the District may refer the student to appropriate and available support services.

LEGAL REF.:

Goss v. Lopez, 419 U.S. 565 (1975).

105 ILCS 5/10-20.14, 5/10-22.6.

CROSS REF.: 5:100 (Staff Development); 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities)

Adopted: January 19, 2022

PRESSPlus Comments

PRESSPlus 1. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. For the definition of support person, see sample administrative procedure 7:255-AP1, *Supporting Students who are Parents, Expectant Parents, or Victims of Sexual or Domestic*

Violence, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. ~~Guidance and~~ School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550. [PRESSPlus1](#)

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

Article 26A Domestic or Sexual Violence and Parenting Resource Personnel [PRESSPlus2](#)

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255. *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy ~~shall be~~ is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their

confidentiality protected in accordance with Board policy and District procedures. [PRESSPlus3](#)

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, ~~and 5/21B-25(G)~~, and 5/26A.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease), 7:220 (Bus Conduct)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan. [PRESSPlus1](#)

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school

nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.

105 ILCS 145/, Care of Students with Diabetes Act.

105 ILCS 150/, Seizure Smart School Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

720 ILCS 550/, Cannabis Control Act.

23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 145/30; 105 ILCS 150/30. This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:310 Restrictions on Publications; Elementary Schools

School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy 7:190, Student Behavior, PRESSPlus1 and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material

to be distributed or accessed is primarily prepared by students.

Accessing or distributing "on-campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing publications that cause: (1) substantial disruption or a foreseeable risk of substantial disruption to school operations or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

105 ILCS 5/27-23.7.

Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:315 (Restrictions on Publications; High Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: January 19, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior*. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:315 Restrictions on Publications; High Schools

Definitions

Libel means the willful or negligent publication of provably false and unprivileged statements of fact that do demonstrable harm to a living person's reputation.

Obscene means lewd; impure; indecent; calculated to shock the moral sense of humans by a disregard of chastity or modesty. Objectionable or offensive to accepted standards of decency.

School official means a Building Principal or designee.

School-sponsored media means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

Slander means the speaking of false statements of fact that seriously harm a living person's reputation.

Student journalist means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

Student media adviser means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and Board of Education policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate in 105 ILCS 5/27-20.08; and

6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties; or
4. Incites students to:
 - a. Commit an unlawful act;
 - b. Violate any of the District's policies; or
 - c. Materially and substantially disrupt the orderly operation of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Superintendent or designee and/or student media adviser may review, edit, and delete such media material before publication or distribution of the media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy.

Non-School Sponsored Publications Accessed or Distributed On Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

6. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
7. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
8. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy [7:190, Student Behavior](#), [PRESSPlus1](#) and/or Student Handbooks;
9. Is reasonably viewed as promoting illegal drug use;
10. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
11. [Encourages or](#) incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

105 ILCS 5/27-20.08 and 5/27-23.7.

105 ILCS 80/, Speech Rights of Student Journalists Act.

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).

Morse v. Frederick, 551 U.S. 393 (2007).

Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:310 (Restrictions on Publication; Elementary Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: January 19, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior*. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. A student or the student's parent/guardian may request, in writing, that scores received on college entrance examinations be included on the student's academic transcript. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is

strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18).

Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.:

20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.

50 ILCS 205/7, Local Records Act.

105 ILCS 5/10-20.12b, 5/10-20.40, ~~and 5/14-1.01 et seq.~~ and 5/26A-30. [PRESSPlus1](#)

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

105 ILCS 85/, Student Online Personal Protection Act.

325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.

750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.

23 Ill.Admin.Code Parts 226 and 375.

Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).

Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. . **Issue 118, April 2025**

Document Status: Draft Update - New

7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

New/Unpublished Section

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, [PRESSPlus1](#) or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A). [PRESSPlus2](#)

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year. [PRESSPlus3](#)
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35. [PRESSPlus4](#)
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person. [PRESSPlus5](#)
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45. [PRESSPlus6](#)
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40. [PRESSPlus7](#)
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25. [PRESSPlus8](#)
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f). [PRESSPlus9](#) Confidentiality procedures will: [PRESSPlus10](#)
 - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
 - b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-

20(c).[PRESSPlus11](#)

10. Complies with State and federal law and aligns with Board policies.[PRESSPlus12](#)

Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students,[PRESSPlus13](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.[PRESSPlus14](#)

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers.[PRESSPlus15](#)

Nondiscrimination Coordinator:

Name

Address

Email

Telephone

Title IX Coordinator:

Name

Address

Email

Telephone

Complaint Managers:

Name

Address

Email

Telephone

Name

Address

Email

Telephone

Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc.

This policy does not increase or diminish the ability of the District or the parties to exercise any other

rights under existing law.

Policy Review [PRESSPlus16](#)

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

Retaliation Prohibited [PRESSPlus17](#)

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension or expulsion, with regard to students.

LEGAL REF.:

105 ILCS 5/26A.

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

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. **Issue 118, April 2025**

PRESSPlus 2. This policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in

place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: www.isbe.net/Documents/ess-task-force-final-report0610.pdf.

105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.

Issue 118, April 2025

PRESSPlus 3. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. See footnote 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for further information about training requirements. **Issue 118, April 2025**

PRESSPlus 5. 105 ILCS 5/26A-40(e), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Agents* is not defined and who is considered an agent for the district is fact-specific; consult the board attorney for guidance. **Issue 118, April 2025**

PRESSPlus 6. 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 7. 105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. Providing accommodations to ensure equal educational opportunities for students who are parents and expectant parents is also required by federal regulations implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) and ISBE sex equity regulations. 34 C.F.R. §106.40 and 49 C.F.R. §25.445; 23 Ill.Admin.Code §200.50. See policy 7:10, *Equal Educational Opportunities*, and sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, available at PRESS Online by logging in at www.iasb.com. Reasonable accommodations for breastfeeding students are also required by 105 ILCS 5/10-20.60. **Issue 118, April 2025**

PRESSPlus 8. 105 ILCS 5/26A-25 and 5/26A-20(c), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-

1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Sample administrative procedures are available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 9. 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The ESS Law amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. **Issue 118, April 2025**

PRESSPlus 10. Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

The policy text is based on recommendations of the second ESS Task Force. See p. 14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. The Ill. School Student Records Act (ISSRA) permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance. Issue 118, April 2025**

PRESSPlus 11. 105 ILCS 5/26A-20(c)(1)-(6), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, states elements that must be in a district's "policy on the procedures" that a student or their parent/guardian may follow if he or she chooses to report an incident of alleged domestic or sexual violence. Having a "policy on the procedures" is a misnomer because the board does not adopt procedures but rather, through policy, directs the superintendent to establish procedures to implement policy. Only the required element at 105 ILCS 5/26A-20(c)(6), to establish a complaint resolution procedure, appears in this policy's text because the remaining elements are not board work and therefore inappropriate to include in board policy. Instead, required elements from 105 ILCS 5/26A-20(c)(1)-(5) appear in sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 12. See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for a list of board policies implicated by the ESS Law and that may interact with this policy. **Issue 118, April 2025**

PRESSPlus 13. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District

Edits." **Issue 118, April 2025**

PRESSPlus 14. By including “any employee” in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 118, April 2025**

PRESSPlus 15. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 16. 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 17. 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update - Rewritten

BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) [PRESSPlus1](#) and its implementing regulations (34 C.F.R. Part 106) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(11), *domestic violence* as defined in 34 U.S.C. §12291(a)(12), or *stalking* as defined in 34 U.S.C. §12291(a)(36).

Examples of sexual harassment include, but are not limited to, touching, rape, sexual battery, sexual abuse, sexual coercion, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus2](#) or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus3](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus4](#)

Title IX Coordinator:

Name

Address

Email

Telephone

Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, the Title IX Coordinator and/or designee will promptly contact the Complainant to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the

Complainant of the availability of supportive measures with or without the filing of a Formal Title IX Sexual Harassment Complaint, and (4) explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics*; *Code of Professional Conduct*; and *Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a Formal Title IX Sexual Harassment Complaint is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training [PRESSPlus5](#) on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard. [PRESSPlus6](#)
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

PRESSPlus Comments

PRESSPlus 1. Rewritten in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. See the sample policy 2:265's footnotes, available at PRESS Online by logging in at www.iasb.com, for more information. **Issue 118, April 2025**

PRESSPlus 2. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 3. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 4. While the name and contact information is required by law to be listed, it is not part of the adopted policy and does not require board action. It is important for the updated name and contact information to be inserted into this policy and regularly monitored. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. If the district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. The Title IX Coordinator with ultimate oversight should be listed in this policy.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 5. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney** if the board wants the district to use a live hearing in its grievance process.

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: "Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant." After inserting the underscored text, use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 6. 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of proof it will use to determine responsibility of the respondent. The standard of proof selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. *Preponderance of evidence* is a standard of proof used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*. *Preponderance of evidence* is the standard of proof used in sample policy 2:260, *Uniform Grievance Procedure*.

Clear and convincing is a higher standard of proof, requiring more than *preponderance of evidence* but less than proof beyond a reasonable doubt. It means “evidence indicating that the thing to be proved is highly probable or reasonably certain.” See *Black’s Law Dictionary*, 11th ed. 2019. **Consult the board attorney regarding the appropriate standard of proof for the district, as well as implications if a different standard of proof is used in this policy than in 2:260, *Uniform Grievance Procedure*.** For boards that choose the *clear and convincing evidence* standard of proof, delete “~~*preponderance of*~~” and insert “*clear and convincing*.” Ensure the same standard of proof is used in 2:265-AP2, *Formal Title IX Complaint Grievance Process*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY given by the Board of Education of School District No. 16 in the County of Sangamon/Morgan, State of Illinois, that the tentative amended budget for Fiscal Year 2025 for Community Unit School District No. 16, New Berlin, Illinois, shall be on file for public inspection in the District Office, 600 N. Cedar, New Berlin Elementary School, New Berlin, IL., from the hours of 8:00 a.m. thru 4:00 p.m. from Friday, May 16, 2025 thru Thursday, June 26, 2025.

NOTICE IS FURTHER given that the Public Hearing for the adoption of a permanent amended budget for Fiscal Year 2025 shall be held at 6:00 p.m., Thursday, June 26, 2025, at the New Berlin Elementary Library, 600 N. Cedar St., New Berlin, IL.

Dated this 15th day of May, 2025.

Board of Education of School District No. 16 in the County of Sangamon/Morgan, State of Illinois.

BUDGET AMENDMENT

July 1, 2023 through June 30, 2024

Presented 09/18/2024

FUND	FY24 ENDING FUND BALANCE (Unaudited)	FY25 REVENUES (Proposed)	FY25 EXPENDITURES (Proposed)	SURPLUS/ (DEFICIT)	FY25 ENDING FUND BALANCE (Proposed)	FY25 REVENUES (Proposed)	FY25 EXPENDITURES (Proposed)	SURPLUS/ (DEFICIT)	FY25 ENDING FUND BALANCE (Proposed)
EDUCATION *	\$ 1,757,360	10,202,602	11,871,130	(1,668,528)	\$ 88,832	10,202,602	11,871,130	(1,668,528)	\$ 88,832
OPERATIONS & MAINTENANCE *	\$ 2,607,184	2,044,560	3,168,375	(1,123,815)	\$ 1,483,369	2,044,560	3,168,375	(1,123,815)	\$ 1,483,369
DEBT SERVICE	\$ 474,531	2,295,645	2,052,215	243,430	\$ 717,961	2,295,645	2,052,215	243,430	\$ 717,961
TRANSPORTATION *	\$ 578,908	969,435	1,257,180	(287,745)	\$ 291,163	969,435	1,275,180	(305,745)	\$ 273,163
IMRF / SOCIAL SECURITY *	\$ 235,367	363,420	420,360	(56,940)	\$ 178,427	382,000	406,566	(24,566)	\$ 210,801
CAPITAL PROJECTS	\$ 19,676,000	600,000	20,075,000	(19,475,000)	\$ 201,000	481,230	16,716,155	(16,234,925)	\$ 3,441,075
SALES TAX	\$ 2,904,937	1,010,000	930,325	79,675	\$ 2,984,612	965,000	930,325	34,675	\$ 2,939,612
WORKING CASH	\$ 2,713,400	225,455	-	225,455	\$ 2,938,855	144,450	-	144,450	\$ 2,857,850
TORT	\$ (39,156)	416,650	377,440	39,210	\$ 54	580,015	524,815	55,200	\$ 16,044
FIRE PREVENTION & SAFETY	\$ 918,454	241,450	482,160	(240,710)	\$ 677,744	185,545	436,945	(251,400)	\$ 667,054
TOTAL	\$ 31,826,987	\$ 18,369,217	\$ 40,634,185	\$ (22,264,968)	\$ 9,562,019	\$ 18,250,482	\$ 37,381,706	\$ (19,131,224)	\$ 12,695,763
* OPERATING FUNDS	\$ 7,656,852	\$ 13,442,052	\$ 16,296,685	(2,854,633)	\$ 4,802,219	\$ 13,361,047	\$ 16,314,685	(2,953,638)	\$ 4,703,214

* (Ed, O & M, Trans, & Working Cash)

RESOLUTION - HLS AMENDMENT #32

WHEREAS, the New Berlin Board of Education discussed the New Berlin existing detectable warning (truncated domes) deterioration and in need of replacement due to the heavy use by staff, parents, students, and the community. It has been determined that therefore substantial, immediate, and unavoidable threat to the health, safety, and/or welfare of pupils due to the truncated domes deterioration, being loose and causing a tripping hazard. All previous Health/Life Safety projects have been completed and are in compliance.

WHEREAS, BLDD architects have determined that the bridge is in need of Replacement in kind.

WHEREAS, it is the recommendation of the Superintendent to utilize the health life safety money in order to replace the New Berlin Elementary Playground hanging bridge.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education approve the work the certified estimate from the Architect in the amount of \$8,000 for the replacement of the bridge.

ADOPTED this 15th of May, 2025, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

ABSTAIN: _____

Board of Education President

Board of Education Secretary

Board Meeting Dates and Times For Fiscal Year 25/26

<u>Date</u>	<u>Time</u>
July 17, 2025	(3 rd Thursday at 6:00 PM)
August 14, 2025	(3 rd Thursday at 6:00 PM)
September 18, 2025	(3 rd Thursday at 6:00 PM)
October 16, 2025	(3 rd Thursday at 6:00 PM)
November 17, 2025	(2 nd Monday at 6:00 PM)
December 18, 2025	(3 rd Thursday at 6:00 PM)
January 22, 2026	(3 rd Thursday at 6:00 PM)
February 19, 2026	(3 rd Thursday at 6:00 PM)
March 19, 2026	(3 rd Thursday at 6:00 PM)
April 16, 2026	(3 rd Thursday at 6:00 PM)
May 21, 2026	(3 rd Thursday at 6:00 PM)
June 25, 2026	(3 rd Thursday at 6:00 PM)

2024-25 Student Handbook

Commented [1]: 2025-26



New Berlin Junior High
Home of Pretzel Pride

300 E. Ellis St.
New Berlin, IL 62670
Office (217) 488-6012

FAX (217) 488-3107
Attendance (217) 488-6012 ext. 221
<http://www.pretzelpride.com>

Commented [2]: 3207

Commented [3]: ext. 1072

This 2024-25 Student Handbook Belongs to:

Commented [4]: 2025-26

Name: _____

Homeroom (1st hour) Teacher: _____

**This handbook is subject to change due to any new laws passed by the general assembly. The online

version of this handbook will be the most current version for parents and students to review. It can be

revised at any time throughout the school year.**

Commented [5]: New addition per the superintendent

Pretzels Prepared for Life!

Commented [6]: Are we using these with fidelity? This was an initiative we implemented years ago that aligned with our Back to School Boot Camp.

This handbook contains all information pertinent to being a successful student at New Berlin Junior High School.

Tardy - You are allowed 3 tardy passes for each semester. If you are late, present this form to your teacher and they will sign off on the box to excuse your tardy. If you are tardy, your teacher will notify you that you will receive a penalty. Penalties for tardies are as follows. . .

1st Offense: 6th tardy for the semester = 1 hour detention and loss of cell phone privileges for semester

2nd Offense: 9th tardy for the semester= Saturday detention

3rd Offense: 12th tardy for the semester = 1 day ISS suspension

4th Offense and additional offenses: Students that are chronically tardy to school may be required to serve after school detention each day they are tardy to school/class. The tardy policy is based on a semester. Students will have a clean slate at the beginning of a new semester.

Commented [7]: We will continue to use the Prepared for Life for one more year (this will allow us to determine if they are useful or not for students)

Semester 1 Tardies		

Semester 2 Tardies		

Not Prepared for Class				
Q1			Q2	

Homework - 24 Hour Extension				
Q1			Q2	

iReady Scores						
	Fall RIT	Lexile Winter RIT	Lexile	Spring RIT	Lexile	Growth Goal
Reading						
Language						
Math						
Science						

Commented [8]: Seems redundant since they see it on homepage in iReady and we fill this out multiple times with them on PACE days.

Commented [9]: Removing

Commented [10]: Removing

Commented [11]: Removing

Commented [12]: Removing

Commented [13]: Removing

Expectations for Being Prepared for Class

Period	Tardy Policy	Chromebook	Prepared for Class
1			
2			
3			
4			
5			
6			
7			
8			

Commented [14]: This is the same as about. Not sure if we are doing this anymore.

Commented [15]: Similar to above, we will leave for one more year to see if removing them is warranted. Feel like it could be more beneficial to our incoming 6th graders than 7-8

Student Signature: _____

Parent Signature: _____

HALL PASSES

Date	Destination	Leaving Time	Teacher's Signature	Arrival Time	Destination Signature

Commented [16]: If we are utilizing EHall Pass- do we need this?

Commented [17]: Reduced this down from 4 pages to 1 (utilizing E-Hallpass) - already reflecting this change.

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NB Junior High School Event Calendar

Date Event

August 2 - JH Pretzel Academy (6th Grade and New Students) 8:15-3:30

August 12th & 13th - Teacher Institute (No Student Attendance)

August 14th - First Student Attendance Day (2:21 Dismissal)

August 15th & 16th (2:21 Dismissal)

August TBA - BENCHMARK TESTING

September 2nd - Labor Day (No School)

September 3rd - Pretzels with a Professional (Advisory - 6th & 7th Grade)

September 5th - Monthly Teachers Professional Development (1:00 Dismissal)

September 6th - Picture Day

September 13th - School Improvement 11:45 / Q1 Midterm

September 25th-26th - Parent-Teacher Conferences 5:00-8:00pm (2:21 Dismissal)

September 27th - Not in Attendance

October 1st - Pretzels with a Professional (Advisory - 6th & 7th Grade)

October 3rd - Monthly Professional Development (1:00 Dismissal) / Fannie Mae Fundraiser Begins

October 4th - Fall Dance

October 11th - End of Q1

October 14th - Columbus Day (No School)

October 23 - Fall Band/Choir Concert 6pm - NBE

October 24th - Monthly Professional Development (1:00 Dismissal)

October 25th - Picture Retake day

October 29th - Pretzels with a Professional (Advisory - 6th & 7th Grade)

November 10th - Veterans Day Assembly 10am - HS Gym

November 8th - School Improvement 11:45 Dismissal

November 11th - Not in Attendance/Armistice Day

November 15th - Q2 Midterm / School Improvement (11:45 Dismissal)

November 19th - Pretzels with a Professional (Advisory - 6th & 7th Grade)

November 21st - Monthly Professional Development (1:00 Dismissal)

November 26th - 2:21 Dismissal

November 27th-29th - Thanksgiving Break

December TBA - BENCHMARK TESTING

December 12th - Monthly Teachers Professional Development (1:00 Dismissal)

December 10 - Winter Concert (Band & Choir) 6pm - NBE

December 20th - End of Q2 / 2:21 Dismissal / Q2 PBIS Rewards Day

Commented [18]: July 28 - JH Pretzel Academy (6th Grade & New Students 8:15-2:45)

Commented [19]: 11, 12, & 13 - Teacher Institute (No Student Attendance)

Commented [20]: 14th & 15th

Commented [21]: 1st - Labor Day

Commented [22]: New Date

Commented [23]: 4th

Commented [24]: 12th

Commented [25]: 24th & 25th

Commented [26]: 26th

Commented [27]: New Date

Commented [28]: 2nd

Commented [29]: 10th

Commented [30]: 13th

Commented [31]: 15th @ HS New Gym

Commented [32]: 23rd

Commented [33]: 24th

Commented [34]: New Date

Commented [35]: New Addition

Commented [36]: 14th

Commented [37]: New Date

Commented [38]: 25th

Commented [39]: 26th-28th

Commented [40]: 9th

Commented [41]: 11th @ HS New Gym

Commented [42]: 19th

Dec. 23rd – Jan. 2nd - Christmas Break (No School)
 January 3rd & 6th - Teacher Institute (No Student Attendance)
 January 7th - First Day of Attendance Semester 2
 January 14th - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 January 16th - Monthly Teachers Professional Development (1:00 Dismissal)
 January 20th - Not in Attendance
 January 30th - Monthly Teachers Professional Development (1:00 Dismissal)
 February 4th - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 February 7th - Q3 Midterm
 February 14th - School Improvement 11:45 Dismissal
 February 17th - Presidents Day (No School)
 February 27th - Monthly Teachers Professional Development (1:00 Dismissal)
 March 4th - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 March 13th - Monthly Teachers Professional Development (1:00 Dismissal)
 March 14th - End of Q3
 March 21st - Q3 PBIS Rewards Day
 March 24th-28th - Spring Break
 April TBA - IAR Testing
 April 4th - Pretzels with a Professional (Advisory - 6th & 7th Grade)
 April 17th - Q4 Midterm / 2:21 Dismissal
 April TBA - ISA Testing
 April 18th - Not in Attendance
 April 30th - Spring Concert (Band & Choir) 6pm - NBA / Monthly Teachers Professional Development (1:00 Dismissal)
 May 2nd - School Improvement (11:45 Dismissal)
 May 5th - Teacher Appreciation Week
 May TBA - BENCHMARK TESTING
 May 8th - Emergency Day #1 (No School if Emergency Days Not Used)
 May 15th - Emergency Day #2 (No School if Emergency Days Not Used)
 May 16th - Q4 PBIS Rewards Day
 May 22nd - End of Q4 / 2:21 Dismissal
 May TBA - 8th Grade Promotion (depends on snow days utilized)
 May 26th - Emergency Day #3 (No School if Emergency Days Not Used)
 May 27th - Emergency Day #4 (No School if Emergency Days Not Used)
 May 28th - Emergency Day #5 (No School if Emergency Days Not Used)

Commented [43]: 22nd-Jan. 4th

Commented [44]: 5th

Commented [45]: 6th

Commented [46]: New Date

Commented [47]: 15th

Commented [48]: 19th

Commented [49]: 29th

Commented [50]: New Date

Commented [51]: 6th

Commented [52]: 13th

Commented [53]: 16th

Commented [54]: 25th

Commented [55]: New Date

Commented [56]: 12th

Commented [57]: 13th

Commented [58]: 30th-April 5

Commented [59]: New Date

Commented [60]: 24th

Commented [61]: May 6th @ HS New Gym

Commented [62]: 1st

Commented [63]: 4th

Commented [64]: New Addition

Commented [65]: New Addition

Commented [66]: New Addition

Commented [67]: New Addition

Commented [68]: New Addition

DAILY SCHEDULE

New Berlin Junior High School opens for the day at 7:30 AM. Junior High School students should report to the Cafeteria if they are participating in the school breakfast program. Junior High School students not eating breakfast should report to the Dome. At 8:10 AM students will be released to their locker and should make their way to their first hour classroom.

Commented [69]: 8:05 AM

Period	Start	Finish
0	7:20	8:05
1	8:15	9:00
2	9:04	9:49
3	9:53	10:38
4	10:42	11:27
HS Lunch	11:30	12:00
JH 5	11:30	12:15
HS 5	12:04	12:49
JH Lunch	12:19	12:49
6	12:53	1:38
7	1:42	2:27

8	2:31	Bus: 3:10/3:16
Bus Departure		3:21
2:21 Dismissal		
0	7:25	8:05
1	8:15	8:57
2	9:01	9:38
3	9:42	10:19
4	10:23	11:00
HS Lunch	11:07	11:34
JH 5	11:04	11:41
Jr. High Lunch	11:45	12:15
HS 5	11:38	12:15
6	12:19	12:56
7	1:00	1:37
8	1:41	Bus: 2:10/2:16
Bus Bell		2:16
11:40 Dismissal		
0	7:40	8:05
1	8:15	8:42
2	8:45	9:07
3	9:10	9:32
4	9:35	9:57
5	10:00	10:22
6	10:25	10:47
7	10:50	11:12
8	11:15	Bus: 11:35/11:40
Bus Departure		11:40

1:00 Dismissal		
Period	Start	Finish
Zero Hour	7:20	8:05
1	8:15	8:45
2	8:49	9:19
3	9:23	9:53
4	9:57	10:27
HS Lunch	10:31	11:01
JH Period 5	10:31	11:01
JH Lunch	11:05	11:35
HS Period 5	11:05	11:35
6	11:39	12:09
7	12:13	12:43
8	12:47	1:00
**Bus Bell - Bus Riders Do Not Report to Advisory		12:47

Introduction

Welcome to New Berlin Junior High School where invaluable academic, extra-curricular and social experiences will help shape the rest of your life. Our goal is to help provide a solid foundation for learning while providing opportunities for you to learn and grow toward being the best you can be in all facets of your school life. Our faculty aims to use technology and proven teaching strategies to provide meaningful and interesting experiences that you will always remember.

To assist you, the handbook was developed by the Board of Education, Staff, Students, Administration, and Community members to provide school rules, regulations, procedures, and important information. You will find that the rules and regulations that govern our lives at school make it possible for all of us to live, learn, and work together.

This handbook is not intended to create a contractual relationship with the student; rather, it is intended to describe the school, its current practices, procedures, rules, and regulations. The principal may establish additional rules, and regulations. Such rules and regulations will be consistent with those established by the Board of Education and the Superintendent of Schools. A student handbook will be distributed to the student and/or parent/guardians within 15 days of the beginning of the school year or the student's enrollment. The school handbook may be amended during the school year without notice.

Our school will be what we make it. Be proud of it. Take good care of it. Become part of it. We have the power to determine our successes or failures. Pretzel Pride means being your best and giving your best effort all of the time.

Every student is responsible for knowing and abiding by the policies contained in the school handbook. If you have questions, please contact the Principal within 15 school days of receiving this handbook. The provisions of this handbook are not considered to be irrevocable and can be modified and supplemented as needed by the school. **Athletes and students involved in extracurricular activities will be held to additional standards as stated in the Extra Curricular Handbook and as determined by individual coaches and sponsors. Students participating in sports and Extra Curricular activities will be responsible for knowing and abiding by the policies contained in the Extra Curricular Handbook and set forth by coaches and sponsors.**

Contacting the Junior High School
 Address: 300 E. Ellis Street, New Berlin, IL, 62670.
 Office Hours: 8:00 am – 4:00 pm through the school year.
 Phone: (217) 488-6012.
 Fax: (217) 488-3107.
 Website: www.pretzelpride.com
 Principal: Mr. Brandon Radford

If you need to share any information that threatens your safety or the safety of others, please contact the following resources: the [National Suicide Prevention Lifeline \(988\)](https://www.national suicide prevention lifeline.org/), the [Crisis Text Line](https://www.crisistextline.com/), and either the [Safe2Help Illinois](https://www.safe2help.org/) helpline or a local suicide prevention hotline.



10

Student Rights and Responsibilities

The School Board, in support of the aims of public education, believes that behavior of students attending public schools shall reflect standards of good citizenship demanded of members of a democratic society. Self-discipline is one of the ultimate goals of education.

Chapter 1: Introductory Information & General Notices

1.00 Pandemic Preparedness: Management and Recovery
School Operations During a Pandemic or Other Health Emergency
 A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges to infect individuals and, because there is little to no pre-existing immunity against the new virus, it spreads sustainably. Your child's school and district play an essential role, along with the local health department and emergency management agencies, in protecting the public's health and safety during a pandemic or other health emergency.
 During a pandemic or other health emergency, you will be notified in a timely manner of all changes to the school environment and schedule that impact your child. Please be assured that even if school is not physically in session, it is the goal of the school and district to provide your child with the best educational opportunities possible. Additionally, please note the following:

- All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the superintendent in consultation with and, if necessary, at the direction of the Governor, Illinois Department of Public Health, local health department, emergency management agencies, and/or Regional Office of Education.
- Available learning opportunities may include remote and/or blended learning. Blended learning may require your child to attend school on a modified schedule. • Students will be expected to participate in blended and remote instruction as required by the school and district. Parents are responsible for assuring the participation of their child. Students who do not participate in blended or remote learning will be considered truant.

- All school disciplinary rules remain in effect during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment to the same extent that discipline would be imposed for disruption of the traditional classroom.
- Students and parents will be required to observe all public health and safety measures implemented by the school and district in conjunction with state and local requirements.
- During a pandemic or other health emergency, the school and district will ensure that educational opportunities are available to all students. • School personnel will work closely with students with disabilities and other vulnerable student populations to minimize the impact of any educational disruption. • Students who have a compromised immune system, live with an individual with a compromised immune system, or have a medical condition that may impact their ability to attend school during a pandemic or other public health emergency should contact school officials.
- During a pandemic or other health emergency, teachers and school staff will receive additional training on health and safety measures. • In accordance with school district or state mandates, the school may need to conduct a daily health assessment of your child. Parents and students will be notified of the exact assessment procedures if this becomes necessary.
- Parents should not send their child to school if their child exhibits any symptoms consistent with the pandemic or other health emergency. • Please do not hesitate to contact school or district officials if you have any concerns regarding your child's education, health or safety.

PRESS 4-180, Pandemic Preparedness, Management, and Recovery.

1.20 Student/Parent Handbook Acknowledgement and Pledge

Electronic access to the Student/Parent Handbook and School Board policies on student behavior are available at NBCUSD #16 Board Policy Manual . The Student/Parent Handbook and School District policies may be amended during the year. Such changes are available on the School District website or in the school office. All students and parents will be provided with a copy of an acknowledgement and pledge to sign and return to the high school office by the 5th day of school. A copy of this acknowledgement and pledge is included on the last page of this handbook. Failure to return this acknowledgement and pledge will not relieve a student from being responsible for knowing or complying with School and School District rules, policies and procedures. **1.30**

General School Information

This handbook is a summary of the school's rules and expectations, and is not a comprehensive statement of school procedures. The Board's comprehensive policy manual is available for public inspection through the Board Policy Manual Link at <http://newberlinil.apptegy.us/district/browse/37543> or at the Board office, located at 600 N. Cedar, New Berlin, IL. The School Board governs the school district, and is elected by the community. Current School Board members are:

Stephanie Neuman, President	Jenny Mann, ~~Member-Secretary~~	Josh Beard, Member
~~Holly Kotner, Member~~ ~~Jason Amidi, Member~~	Bill Marr, ~~Secretary~~ Vice President	Board member contact information is available on the school's website.
~~Chris Gordon, Vice President~~ ~~Abby Griffith, Member~~	Jerry Bishoff, Member	

Citizenship and Moral Responsibilities

1. Students shall respect constitutional authority.
2. Citizenship in a democracy requires respect for the rights of others.
3. High personal standards of courtesy, decency, morality, clean language, honesty and wholesome relationships with others shall be maintained.
4. Every student who gives evidence of a sincere desire to remain in school, to be diligent in studies and to profit by the educational experiences provided will be given opportunities to do so and will be assisted in achieving scholastic success to the limit of individual ability.

Rights

1. To attend school.
2. To express opinions respectfully verbally or in writing.
3. To expect that the school will be a safe place.
4. To be represented, when appropriate, by an active student government selected by free school elections.

Responsibilities

1. To become informed of and adhere to reasonable rules and regulations.
2. To respect the rights and individuality of other students and school administrators and faculty.
3. To refrain from libel, slanderous remarks and obscenity in verbal and written expression.
4. To dress and groom in a manner that meets reasonable standards of health, cleanliness, safety, and is free from distraction.
5. To be punctual and present in the regular or assigned school program.
6. To refrain from disobedience or misconduct of behavior that disrupts the educational process.
7. To maintain the best possible level of academic achievement.
8. To respect the exercise of authority by school administrators and teachers in maintaining discipline in the school and at school-sponsored activities.

VISITORS (1.40)

1.40 Visitors

All visitors, including parents and siblings, are required to enter through the front door of the building and proceed immediately to the main office. Visitors should identify themselves and inform office personnel of their reason for being at school. Visitors must sign in, identifying their name, the date and time of arrival, and the classroom or location they are visiting. Approved visitors must take a tag identifying themselves as a guest and place the tag to their outer clothing in a clearly visible location. Visitors are required to proceed immediately to their location in a quiet manner. All visitors must return to the main office and sign out before leaving the school. Any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period. Visitors are expected to abide by all school rules during their time on school property. A visitor who fails to conduct himself or herself in a manner that is appropriate will be asked to leave and may be subject to criminal penalties for trespass and/or disruptive behavior.

No person on school property or at a school event shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. **11**
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law or municipal, local or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.

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Commented [70]: Will need updated after election.

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Commented [71]: Will update new members before sending off

Commented [72]: Abby Griffith, Member

10. Use or possess medical cannabis, unless he or she has complied with Illinois' Compassionate Use of Medical Cannabis Act and district policies.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized district employee's directive.
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other district policies or regulations, or a directive from an authorized security officer or district employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the district or a school function.

Cross-reference: PRESS 8:30, *Visitors to and Conduct on School Property*

Equal Educational Opportunities and Sex Equity

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, physical or mental disability, status as homeless, immigration status, order of protection status, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student or parent/guardian with a sex equity or equal opportunity concern should contact the building principal.

Cross-Reference:
PRESS 7:10, *Equal Educational Opportunities*
PRESS 2:260, *Uniform Grievance Procedure*

ANIMALS ON SCHOOL PROPERTY (1.60)

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the building principals in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

SCHOOL VOLUNTEERS (1.70)

All school volunteers must complete the "Volunteer Information Form" and be approved by the school principal prior to assisting at the school. Forms are available in the school office. Some teachers utilize parent volunteers in the classroom. The individual teachers make this decision. Teachers who desire parent volunteers will notify parents. For school-wide volunteer opportunities, please contact the building principal. Volunteers are required to check in and out at the main office and receive a visitor badge before going to their destination.

Cross-Reference: PRESS 6:250, *Community Resource Persons and Volunteers*

INVITATIONS & GIFTS

Party invitations or gifts for classmates should not be brought to school to be distributed. Items such as these are of a personal nature and should be mailed home using the list in the school directory. The office is unable to release addresses and phone numbers of students who are not listed in the school directory.

TREATS & SNACKS

Due to health concerns and scheduling, treats for any occasion must be arranged in advance with the classroom teacher. **All treats and snacks must be store bought and prepackaged in individual servings.** No homemade treats are allowed at school. Snacks are no longer allowed to be kept in lockers.

EMERGENCY SCHOOL CLOSINGS (1.80)

When snow or other emergency conditions force either the cancellation or early dismissal of school, notice will be given as early as possible through the district's notification program. Notice will also be given on radio stations WTAX, WMAY, WCVS, WDBR, WQQL, and WNNB. Cancellations will also be posted on the school website, www.pretzelpride.com. Additionally, school cancellations are made on the New Berlin Community Schools Facebook Page. For your child's safety, make certain your child knows ahead of time where to go in case of an early dismissal. If we dismiss early for an emergency, it doesn't necessarily mean all after-school functions are canceled.

Activities When Schools Are Closed

All home activities will be canceled if the school is closed for inclement weather or safety conditions. Please note that occasional exceptions may occur if conditions improve or if the event is a County and/or tournament. Listen to local radio stations, visit the school website and an announcement regarding any information for activities will be sent through our automated School Reach system.

Cross-Reference: PRESS 4:170, *Safety*

VIDEO & AUDIO MONITORING SYSTEMS (1.100)

A video and/or audio monitoring system is in use on school buses and a video monitoring system is in use in public areas of the school building. These systems have been put in place to protect students, staff, visitors and school property. If a discipline problem is captured on audiotape or videotape, these recordings may be used as the basis for imposing student discipline. Only school personnel and/or school board members may view the tape. Parents cannot review the recording when other students are involved as this would violate student privacy rights. With the approval of the superintendent, if criminal actions are recorded a copy of it may also be viewed by or released to authorized law enforcement.

Cross-Reference: PRESS 4:110, *Transportation*

ACCOMMODATING INDIVIDUALS WITH DISABILITIES (1.110)

Individuals with disabilities will be provided an opportunity to participate in all school-sponsored services, programs, or activities. Individuals with disabilities should notify the superintendent or building principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Special Education Services

The Sangamon Area Special Education Cooperative provides services to eligible students in District 16. To access information regarding these services please contact the building principal. The Sangamon Area Special Education office can be reached at 217-786-3250. Behavioral management guidelines are established and available. Contact the high school principal for additional information. The district's Policy for Behavioral Interventions for Students with Disabilities is available upon request at the junior high school office.

Cross Reference: PRESS 8:70, *Accommodating Individuals with Disabilities*

Commented [73]: Updating to reflect other areas of the handbook.

STUDENTS WITH FOOD ALLERGIES (1.120)

State law requires our school district to annually inform parents of students with life-threatening allergies or life-threatening chronic illnesses of the applicable provisions of Section 504 of the Rehabilitation Act of 1973 and other applicable federal statutes, state statutes, federal regulations and state rules. If your student has a life-threatening allergy or life-threatening chronic illness, please notify the building principal at (217) 488-6012.

Federal law protects students from discrimination due to a disability that substantially limits a major life activity. If your student has a qualifying disability, an individualized Section 504 Plan will be developed and implemented to provide the needed support so that your student can access his or her education as effectively as students without disabilities. Not all students with life-threatening allergies and life-threatening chronic illnesses may be eligible under Section 504. Our school district also may be able to appropriately meet a student's needs through other means.

Cross Reference: PRESS 7:285, *Food Allergy Management Program*

CARE OF STUDENTS WITH DIABETES (1.130)

If your child has diabetes and requires assistance with managing this condition while at school and school functions, a Diabetes Care Plan must be submitted to the school principal. Parents/guardians are responsible for and must:

- Inform the school in a timely manner of any change which needs to be made to the Diabetes Care Plan on file with the school for their child.
- Inform the school in a timely manner of any changes to their emergency contact numbers or contact numbers of health care providers.
- Sign the Diabetes Care Plan.
- Grant consent for and authorize designated School District representatives to communicate directly with the health care provider whose instructions are included in the Diabetes Care Plan.

For further information, please contact the School Nurse.

SUICIDE AND DEPRESSION AWARENESS AND PREVENTION (1.140)

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important goals of the school district.

The school district maintains student and parent resources on suicide and depression awareness and prevention. Much of this information, including a copy of the school district's policy, is posted on the school district website. Information can also be obtained from the school office.

Cross-Reference: PRESS 7:290, *Suicide and Depression Awareness and Prevention*

Student Appearance MSH (1.170)

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The school does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists. The school will not prohibit students from wearing or accessorizing the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or any other protected characteristic or category identified in the Illinois Human Rights Act. Students who disrupt the educational process or compromise standards of health and safety must modify their appearance.

P.A. 102-360 prohibits discrimination based on student hairstyles that are historically associated with race, ethnicity, or hair texture.

Cross Reference:
PRESS 7:160, *Student Appearance*

Sexual Abuse Response and Prevention Resource Guide MSH (1.200)

The Illinois State Board of Education (ISBE) maintains a resource guide on sexual abuse response and prevention. The guide contains information on and the location of children's advocacy centers, organizations that provide medical evaluations and treatment to victims of child sexual abuse, organizations that provide mental health evaluations and services to victims and families of victims of child sexual abuse, and organizations that offer legal assistance to and provide advocacy on behalf of victims of child sexual abuse. This guide can be accessed through the ISBE website at www.isbe.net or you may request a copy of this guide by contacting the school's office.

Cross Reference: None

Free and Reduced-Price Food Services; Meal Charge Notifications (1.210 MSH)

The following notification is provided to all households of students at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, Free and Reduced-Price Food Services, and 4:140, Waiver of Student Fees. This notification is also provided to households of students transferring to the District during the school year. For more information, see www.fns.usda.gov/school-meals/unpaid-meal-charges, and/or contact the Building Principal or designee.

Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Il. State Board of Education.

Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30th.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, Insufficient Fund Checks and Debt Recovery and the Hunger-Free Students' Bill of Rights Act (105 ILCS 123). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, Free and Reduced-Price Food Services. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during

the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money when the amount owed is more than the amount of five lunches [or insert lower amount]. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to

apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

Cross Reference:

PRESS 4:130-E, Exhibit – Free and Reduced-Price Food Services; Meal Charge Notifications

Cross-reference:

PRESS 8:30, Visitors to and Conduct on School Property

Chapter 2: Attendance, Promotion & Graduation

PROCEDURES FOR ARRIVING AND LEAVING SCHOOL (2.00)
~~Official school hours are 8:15-3:15. The building is open for students at 7:30 a.m. There will be no admittance prior to 7:30 a.m. Parents should drop their students off in the circle by the junior high office. Students who report prior to 8:10 must report to the cafeteria for breakfast or to the Pretzel Dome. Students not eating breakfast must report to the Pretzel Dome. No food is allowed in the Pretzel Dome during school hours. Students will not be allowed in the circle area unless they have permission from a staff member prior to being dismissed from the Pretzel Dome for 1st hour.~~

Students must clear the building by 3:26 p.m., unless involved in a supervised activity. A student who is involved in a supervised activity must remain in the activity's designated area with the supervisor. All other students are expected to leave promptly at school's close.

PROCEDURES FOR CHECKING IN AND OUT OF THE BUILDING
Students arriving late to school while the day is in progress should report directly to the office to sign in. If leaving before the end of the day, it is necessary to be signed out in the office. Students will not be released from school without parent permission. It is encouraged that such arrangements be made in advance by a parent/guardian phone call or a note signed by parent/guardian.

ATTENDANCE (2.10)
Absences should be kept to a minimum. Success in school is dependent upon regular attendance. Students with excessive absences miss class instruction and discussion, which are necessary for achieving that success. Illinois law requires that whoever has custody or control of any child between six (by September 1st) and seventeen years of age shall assure that the child attends school in the district in which he or she resides, during the entire time school is in session (unless the child has already graduated from high school). Illinois law also requires that whoever has custody or control of a child who is enrolled in the school, regardless of the child's age, shall assure that the child attends school during the entire time school is in session. There are certain exceptions to the attendance requirement for children who: attend private school, are physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), are lawfully and necessarily employed, are between the ages of 12 and 14 while in confirmation classes, have a religious reason requiring absence, or are 16 or older and employed and enrolled in a graduation incentive program.

Home and Hospital Instruction
A student who is absent from school, or whose physician, physician assistant or licensed advanced practice registered nurse anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital.
Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from a physician, physician assistant, or licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.
A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician, physician assistant, or licensed advanced practice nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

For information on home or hospital instruction, contact the building Principal.

TARDY TO SCHOOL
Students are tardy if they arrive at class after the 8:15 a.m. bell. Students who are tardy to school must sign in and obtain a pass at the junior high school office. If the tardy is not approved, an unexcused absence or tardy will be given.
TARDY TO CLASS
There is a four (4) minute passing time between each academic period. Classroom teachers will assign a tardy to students who are not in class when the bell rings. If a student is more than 5 minutes late, that student must present a signed pass to be admitted. Students are expected to bring all necessary materials to class with them. If a student is unprepared for class and needs to return to their locker to get class materials after the bell rings, a teacher may assign a disciplinary referral for not being prepared for class and a consequence will be assigned.

Non-Compliance with Being on Time for School/Class
Tardies are cumulative for all classes and will accrue on a semester basis only. The following consequences are put into place following the use of tardy slips on page 2.
Count as absent if not in before 8:40 am**
1st Offense: 6th tardy for the semester = 1 hour detention and loss of cell phone privileges for semester
2nd Offense: 9th tardy for the semester= Saturday detention
3rd Offense: 12th tardy for the semester = 1 day ISS suspension
4th Offense and additional offenses: Students that are chronically tardy to school may be required to serve after school detention each day they are tardy to school/class. The tardy policy is based on a semester. Students will have a clean slate at the beginning of a new semester.

STUDENT ABSENCES (2.20)
Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

Commented [74]: Official school hours are 8:15-3:16. The building is open at 7:30 a.m. There will be no admittance prior to 7:30 a.m. Parents should drop their students off in the front circle drive of the building. Students who report prior to 8:05 must report to the cafeteria for breakfast or to the Pretzel Dome. Students not eating breakfast must report to the dome. No food is allowed in the Pretzel Dome during school hours. Students will not be allowed upstairs unless they have permission from a staff member prior to being dismissed from the Pretzel Dome for 1st hour.

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For students who are required to attend school there are two types of absences: excused and unexcused. Excused absences include: illness (including up to 5 days per school year for mental or behavioral health of the student), observance of a religious holiday or event, death in the immediate family, family emergency, situations beyond the control of the student as determined by the administration, circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, attending a military honors funeral to sound TAPS, attend a civic event, or other reason as approved by the building principal. Students eligible to vote are also excused for up to two hours to vote in a primary, special, or general election. Additionally, a student will be excused for up to 5 days in cases where the student's parent/guardian is an active-duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support postings. The Board of Education, in its discretion, may excuse a student for additional days relative to such leave or deployment. A student and the student's parent/guardian are responsible for obtaining assignments from the student's teachers prior to any excused absences and for ensuring that such assignments are completed by the student prior to his or her return to school.

Students who are excused from school will be given a reasonable timeframe to make up missed homework and classwork assignments. All other absences are considered unexcused. Pre-arranged excused absences must be approved by the building principal.

The school may require documentation explaining the reason for the student's absence.

In the event of any absence, the student's parent/guardian is required to call the school at [phone number] before 8:00 a.m. to explain the reason for the absence. If a call has not been made to the school by 10:00 a.m. on the day of a student's absence, a school official will call the home to inquire why the student is not at school. If the parent/guardian cannot be contacted, the student will be required to submit a signed note from the parent/guardian explaining the reason for the absence. Failure to do so shall result in an unexcused absence. Upon request of the parent/guardian, the reason for an absence will be kept confidential.

Students are much more likely to succeed in academics if they have consistent school attendance.

If a student is absent, it is the responsibility of the parent/guardian to call Mrs. Peecher, Jr/Sr HS Attendance Secretary, at 217-488-6012 by 8am to report the student's absence. Any student absent from school without a call from a parent will be contacted before 10 AM to confirm the student's absence and reason for the absence. Student absences will be designated as excused, excused and exempt from truancy reporting, or unexcused as outlined in the table below. Student absences will be limited to 4 days verified by parents in addition to 5 days for Mental Health as per the Illinois School Code. After the fourth absence, a doctor's note or legal document (from court, etc.) will be required. If at any time during the school year, a student's absence is more than 4 days, a doctor's note will be required to excuse any absence to be considered excused. The doctor's note must state that the student was unable to attend school and give exact times when the student was seen in the doctor's office or it will not be considered an excused absence. After the 4 days, all absences are considered unexcused without verification from a doctor or legal document. The Illinois State Board of Education considers any student that is absent over 9 days - excused or unexcused - as a chronically absent student.

Excused/Parent Request - Up to 4 Days
- Illness - personal or family - Doctor appointments accompanied by a doctor's note within 48 hours of returning to school. Students will be excused for the specific time of the appointment and travel time - Attendance at a funeral for someone that is not an immediate family member
Excused as per School Code and Exempt from Truancy Reporting
- Mental/Behavioral Health (5) - not allowed to participate in after school activities - Observance of a religious holiday or event not provided by the school calendar - parent must provide written notice 5 calendar days prior to the absence - Attending a Civic Event 5 days in cases where the student's parent/guardian is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support postings. - Attending a military honors funeral to sound TAPS
Unexcused
Parent approval to miss school does not necessarily mean that the school will approve the absence.
- Any parent request over the allotted 4 days that does not fall into the exempt category - Any mental health day over the allotted 5 days - Any planned absence day over the allotted 5 days - Any doctors appointment occurring over the 4 days that are not accompanied by a doctor's note within 48 hours of the student returning to school - Any religious holiday taken without 5 days written notice by the parent - Oversleeping, missing the bus, and/or parental tardiness - Car trouble or repair - Skip Day - Any student participating in an outing will be subject to the consequences of unexcused absences
Students who are excused from school are expected to check Google Classroom to complete the work during the absence. They will be given a reasonable timeframe to make up missed homework and classwork assignments (1 day per day of absence). Students who are unexcused from school cannot make up missing assessments, assignments, or activities for credit. There will be no additional preparation time given for work or exams due on the day of their return.
Pre-Arranged Absences: It is the responsibility of students to present the pre-arranged absence form to appropriate faculty members and obtain classroom work. Faculty members must be given at least 48 hours notice to provide the student work. Work is due when students return to school. Additional time will be provided for the student to complete work that was not provided by the teacher prior to the absence.

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Diagnostic Procedures for Identifying Student Absences and Support Services to Truant or Chronically Truant Students

State law requires every school district to collect and review its chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. This review must include an analysis of chronic absence data from each attendance center.

Furthermore, State law provides that school districts are encouraged to provide a system of support to students who are at risk of reaching or exceeding chronic absence levels with strategies and are also encouraged to make resources available to families such as those available through the State Board of Education's Family Engagement Framework to support and engage students and their families to encourage heightened school engagement and improved daily school attendance.

"Chronic absence" means absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, and out-of-school suspensions.

The School and District use the following diagnostic procedures for identifying the causes of unexcused student absences: Interviews with the student, his or her parent/guardian and any school officials who may have information about the reasons for the student's attendance problems.

Supportive services to truant or chronically truant students include: parent conferences, student counseling, family counseling, and information about existing community services.

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Cross-reference:
PRESS 7:70, Attendance and Truancy

APPOINTMENTS

Parents are encouraged to make all student medical and dental appointments so that students arrive at school before 9:54am, or leave after 2:15pm, to ensure that students are present at school for an entire school day. Parents must pick students up in the office for appointments. *Any absence, including absences for appointments will count against perfect attendance.

EXCUSED ABSENCES

An EXCUSED absence will be allowed for personal health or family illness or death in the family. If a student's absence is excused, he/she will be permitted to make up any missed work, including homework and tests. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. The student is responsible for obtaining assignments from his/her teachers. Students that are excused on a Friday from school will be allowed to participate in extracurricular activities on Friday night and Saturday.

UNEXCUSED ABSENCES

If at any time during the entire school year, a student is absent more than ~~1(4)~~ days, a doctor's note will be required for any subsequent absences to be considered excused. All absences without a doctor's excuse are considered unexcused. Doctor's notes must state that the student was unable to attend school and give exact times when the student was seen in the doctor's office. Students who receive unexcused absences will be required to complete all missed work, including quizzes and tests.- Upon returning to school the student will be assigned to the lunch detention (behavior) to complete all missing work. **Parental approval to miss school does not necessarily mean that the school will approve the absence.** Severe illness or injury which causes a student to be absent for an extended period, may be counted as one day at the principal's discretion. Students whose absences reach more than 10% of the prior 180 days of school will have their names reported to the county truant officer. After excessive unexcused absences, the student may be referred to the Sangamon County Truant's Alternative Optional Educational Program. **Note: Attending funerals for family members will not be counted against the ten absences.**

Examples of Unexcused Absences include, but are not limited to:

1. A student refuses to come to school. Even if a parent calls this in, the absence is still unexcused.
2. A student has no clean clothes to wear to school.
3. Parents or student have overslept.
4. Student has missed the bus.
5. Parents or student state the weather was too cold, snowy, hot, etc. If school is in session, all students are expected to be in attendance.
6. Student reports staying home to babysit for a family member.
7. Parents or student say they have no transportation.

PRE-ARRANGED ABSENCES

A PRE-ARRANGED absence is one approved by the school administration in advance of the absence. Some examples of pre-arranged absences might be Take Your Child to Work Day or a previously scheduled appointment. **There will be no excused pre-arranged absences during achievement testing or special testing days for ISBE.** A pre-arranged absence form needs to be signed by the student's classroom teacher, signed by the parent(s), and approved by the principal 48 hours in advance. These forms may be picked up in the office. When requested 48 hours in advance, assignments can be requested. All work missed during the absence must be turned in upon the first day back to school. **PARENTS ARE STRONGLY ENCOURAGED TO TAKE VACATIONS DURING THE REGULARLY SCHEDULED SCHOOL VACATION TIME!** Excused absences for vacations will be limited to **5 days per school year.** It is not possible to re-create lessons and activities missed. The missed assignment(s) must be submitted by the deadline. If the above stated conditions are met, all work completed within the time allotment will be graded and recorded. Failure to meet these conditions will result in the absence being treated as an unexcused absence. Students with an F in any class will not be approved for a pre-arranged absence.

RELEASE TIME FOR RELIGIOUS INSTRUCTION/OBSERVANCE (2.30)

A student will be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the building principal at least 5 calendar days before the student's anticipated absence(s).

Students excused for religious reasons will be given an opportunity to make up any examination, study, or work requirement.

Cross Reference: PRESS 7:80, *Release Time for Religious Instruction/Observation*

MAKE-UP WORK (2.40)

Excused Absences: A student that is absent from school will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. It is the responsibility of the student to obtain the missed assignments by emailing their teacher, or accessing their teacher's planbook link from the junior high school webpage. The student will be permitted the same number of days as he/she was absent to turn in the make-up work. Failure to meet the deadline for turning in make-up work will result in loss of credit as determined by the grading policy for assessing late work. Parents/students are responsible for finding a valid courier for any materials that need to be picked up from the office.

For suspensions: A student that is suspended from school will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. All missed work must be turned in the day the student returns from the suspension. All tests/quizzes must be taken the day the student returns from the suspension. Failure to meet the deadline for turning in missing work will result in loss of credit as determined by the grading policy for assessing late work. During the suspension, it is the responsibility of the student to obtain assignments by emailing their teacher, or accessing their teacher's planbook link from the junior high school webpage. Parents/students are responsible for finding a valid courier for any materials that need to be picked up from the office.

Unexcused Absences: a student with an unexcused absence from school will be required to complete all missed work, including quizzes and tests. Upon returning to school the student will be assigned to the lunch detention (behavior) to complete all missing work.

TRUANCY (2.50)

Student attendance is critical to the learning process. Truancy is therefore a serious issue and will be dealt with in a serious manner by the school and district. Students who miss more than 1% but less than 5% of the prior 180 regular school days without valid cause (a recognized excuse) are truant. Students who miss 5% or more of the prior 180 regular school days without valid cause are chronic truants. Students who are chronic truants will be offered support services and resources aimed at correcting the truancy issue.

If chronic truancy persists after support services and other resources are made available, the school and district will take further action, including:

- Referral to the truancy officer
- Reporting to officials under the Juvenile Court Act
- Referral to the State's Attorney

Appropriate school discipline

A student who misses 15 consecutive days of school without valid cause and who cannot be located or, after exhausting all available support services, cannot be compelled to return to school is subject to expulsion from school. A parent or guardian who knowingly and willfully permits a child to be truant is in violation of State law.

Cross-references: PRESS 7:70, *Attendance and Truancy*

GRADING & PROMOTION (2.60)

School report cards are issued to students on a quarterly basis. For questions regarding grades, please contact the classroom teacher.

The decision to promote a student to the next grade level is based on successful completion of the curriculum, attendance, performance on standardized tests and other testing. A student will not be promoted based upon age or any other social reason not related to academic performance. School board policy states that students must pass all of their academic classes to be promoted to the next grade. Students may NOT fail one academic subject for the year.

CONFERENCES

Parent-Teacher conferences are held each fall. Junior High Parent-Teacher conferences will be held in the Junior High circle and the cafeteria. Appointments are required. Information is sent out to parents via School Messenger email approximately 1 month prior to provide ample opportunity to sign up.

PLACEMENT

Students new to the district will be placed by grade level and in classes by the former public school's permanent records or by staff testing. Transfer students are subject to benchmark testing to determine if there is a need for intervention upon entering New Berlin Schools. All transfer students are expected to meet our academic standards in order to be promoted to the next grade. Students enrolling from a homeschool program are subject to benchmark testing to determine grade level placement.

PARTICIPATION IN PROMOTION

Any eighth grade student with credit or course deficiencies will not participate in promotion exercises. Participation in the promotion ceremony may be denied, on an individual basis, at the

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Commented [79]: When we say "subsequent" do we consecutive? Or do we mean that if a student is out for an illness 4 non-consecutive days first semester, they have to submit a doctor's note for every sick-day in second semester?

Commented [80]: checking Google Classroom, or the teacher's Planbook page. (updated to more accurately reflect places to check)

Commented [81]: checking Google Classroom, or the teacher's Planbook page. (updated to more accurately reflect places to check - same as above)

Commented [82]: No longer do this - updating policy

Commented [83]: hallways classrooms. (reflected to new building)

discretion of the school administration. **Students must pay all dues and fees owed to the school and return all uniforms, equipment, or other school items before they will be allowed to practice for or participate in promotion.** Students are required to practice for promotion unless they have a valid and prearranged permission to be absent from the principal. Professional attire is expected for participation in promotion ceremonies. The following are not allowed: shorts, T-shirts, jeans, tennis shoes, flip flops. Shirts with collars are preferred.

GRADING SCALE

The grade scale used in CUSD #16 Schools to determine final grades is as follows:

A 92-100	C 72-77
A- 90-91	C- 70-71
B+ 88-89	D+ 68-69
B 82-87	D 62-67
B- 80-81	D- 60-62
C+ 78-79	F 0-59

HONOR ROLL

The honor roll consists of students who attain at least a 3.0 grade point average:
High Honors- 3.75 & Above
Honor Roll- 3.25 to 3.74
Honorable Mention- 3.0 to 3.24

JH Eligibility for Athletics and Extracurricular Activities (IESA 2.043)

For all IESA activities, athletic as well as non-athletic, passing work shall be checked weekly on Friday mornings. Passing grade is 60% or above. Eligibility will be applied to the Monday through Saturday following the week that was checked. Students must be passing each subject each week to be eligible. Grades shall be cumulative for the school's grading period.

FINAL GRADES

Credit is granted based on the average of the T1, T2, T3, and Term 4 grades to create an annual grade for promotion. This is labeled "fin" in Skyward. Credit will be earned based on passing each class per semester. In order to be promoted to high school, students will need to pass both semesters of all core classes in their 8th grade year. Students being promoted to 7th and 8th grades will need to pass both semesters of all core classes in those individual grades.

REPORT CARDS

Report cards are issued to students at the end of the first week following the close of each nine week grading period. Report cards will be sent via the United States Postal Service. Mid-term progress reports can be sent upon written request by the parent. Family Access will provide you with up to date information about your child's progress. Upon receipt of the report, parents are encouraged to contact the school if any questions arise concerning the notice. The main purpose of the report is to notify parents about student progress so that parents, students, and teachers might work more closely to implement corrective measures that will improve that progress. Grades will be posted for all students on a weekly basis to family access. Any person(s) who does not have access to electronic grading via Family Access may request in writing that weekly grades of D or F be sent via hard copy through the USPS.

CREDIT RECOVERY

1. Students may be placed into Edgenuity during the school year to make-up core credits.
 2. Summer school courses must be taken through accredited programs.
 3. A summer school course will only be allowed if the student previously failed the course at New Berlin.
 4. The student assumes responsibility for all fees.
 5. The course will not count towards a student's GPA.
 6. The building principal approves the course in advance.
- Cross Reference: PRESS 6:280, *Grading & Promotion*

HOMEWORK (2.70)

Homework is used as a way for students to practice what they have learned in the classroom. The time requirements and the frequency of homework will vary depending on a student's teacher, ability and grade level. Students who are absent from school for a valid cause (an excused absence) will receive one day for each excused absence.

LATE WORK POLICY/ZERO POLICY

Assessments and Quizzes MUST be completed by all students. Zeros are not accepted.

Assignments or Homework turned in on time are graded and eligible for up to full credit

Assignments or Homework not submitted on the original due date will be entered as zero in Skyward and marked as missing.

If a student is given a referral for not completing their homework, the following procedures will be in place:

- A homework detention will be issued for the first lunch period following the incident. The student will have 24 hours to complete the assignment. The students' teacher will grade what was completed and submitted. If a student does not turn an assignment in at the end of 24 hours, the student may receive a zero for the assignment, unless an approved pass is used to turn it in before the next class session.
- If the detention is not served due to an excused absence, the student may receive a zero if the assignment is not turned in to the teacher at the beginning of the next class session the student is in attendance for. The homework detention will still have to be served if the assignment is already turned in.

Homework Detentions are cumulative for all classes and will accrue on a semester basis only. The following consequences are put into place following cumulative homework detentions.

1st Offense: 3rd homework detention for the semester = 1 hour detention and loss of cell phone privileges for semester

2nd Offense: 6th homework detention for the semester= Saturday detention

3rd Offense: 9th homework detention for the semester = 1 day ISS suspension

Exemption for Physical Education Requirement (2.80)

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request. Upon written notice from a student's parent/guardian, a student will be excused from engaging in the physical activity components of physical education during a period of religious fasting.

- A student in grades 7-8 may submit a written request to the building principal requesting to be excused from physical education courses because of the student's ongoing participation in an interscholastic or extracurricular athletic program. The building principal will evaluate requests on a case-by-case basis.
- Students with an Individualized Education Program may also be excused from physical education courses for reasons stated in Handbook Procedure 10.30.

Special activities in physical education will be provided for a student whose physical or emotional condition, as determined by a person licensed under the Medical Practices Act, prevents his or her participation in the physical education course. State law prohibits the School District from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District. Students who have been excused from physical education shall return to the course as soon as practical. The following considerations will be used to determine when a student shall return to a physical education course: The time of year when the student's participation ceases; and the student's class schedule.

Commented [84]: Aligned with curriculum guide

Cross Reference:
PRESS 7.260, *Exemption from Physical Education*

Credit for Proficiency, Non-District Experiences, Course Substitutions, and Accelerated Placement MSH (2.90)

[Credit for Proficiency, Non-District Experiences,](#)

[Course Substitutions, and Accelerated Placement](#)

[Credit for Non-District Experiences](#)

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course.
2. Courses in an accredited foreign exchange program.
3. Summer school or community college courses.
4. College or high school courses offering dual credit at both the college and high school level. ¹
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education.
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program.
7. Credit earned in a Vocational Academy.

Students must receive pre-approval from the building principal or designee to receive credit for any non-District course or experience. The building principal or designee will determine the amount of credit and whether a proficiency examination is required before the credit is awarded. Students assume responsibility for any fees, tuition, supplies, and other expenses. Students are responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The building principal or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities.

Students who do not otherwise meet a community college's academic eligibility to enroll in a dual credit course taught at the high school may enroll in the dual credit course, but only for high school credit.

[Proficiency Credit](#)

Proficiency credit is available in limited subjects where a student demonstrates competency. Contact the building principal for details.

[Substitutions for Required Courses](#)

Vocational or technical education. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The building principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

Registered Apprenticeship Program. A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program listed by the school district. Students may find a registered, but not listed, apprenticeship program with a business or organization if a registered apprenticeship program is not offered in the school district.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

[Accelerated Placement](#) ²

The District provides for an Accelerated Placement Program (APP) for qualified students. It provides students with an educational setting with curriculum options that are usually reserved for students who are older or in higher grades than the student. Accelerated placement includes but may not be limited to: early entrance to kindergarten or first grade, accelerating a student in a single subject and grade acceleration. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted or talented.

For each student who exceeds State standards in English language arts, mathematics, or science on a State assessment, the school district is required by State law to automatically enroll the student in the following school year in the next most rigorous level of advanced coursework offered by the high school as follows:

a.

A student who exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.

b.

A student who exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.

c.

A student who exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science. ^{6, 7}

Cross Reference:
PRESS 6:135, Accelerated Placement Program PRESS 6:135-AP, Accelerated Placement Program Procedures PRESS 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

HOME AND HOSPITAL INSTRUCTION (2.100) A student who is absent from school, or whose physician anticipates his or her absence from school, because of a medical condition may be eligible for instruction in the student's home or hospital. A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before (1) the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage. For information on home or hospital instruction, contact the superintendent. Cross Reference: PRESS 6:150, Home and Hospital Instruction

Complaints About Curriculum, Instructional Materials, and Programs MSH (2.130)

Parents or guardians have the right to inspect all instructional materials used as a part of their child's education. If you believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy, you may file a complaint under the District's uniform grievance policy.

Parents or guardians with other suggestions or complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form, which is available from the school office. A parent or guardian may also request that their child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form.

Cross Reference: PRESS 6:260, Complaints About Curriculum, Instructional Materials, and Programs PRESS 6:260-AP-E, Exhibit – Curriculum Objection Form

Chapter 3: Student Fees and Meal Costs

3.10 Fines, Fees, and Charges; Waiver of Student Fees

The school establishes fees and charges to fund certain school activities. Students will not be denied the opportunity to participate in curricular and extracurricular programs of the school district. Students whose parent or guardian is unable to afford student fees may receive a fee waiver. A fee waiver does not exempt a student from charges for lost and damaged books, locks, materials, supplies, and/or equipment.

Applications for fee waivers may be obtained from the school office and may be submitted by a parent or guardian of a student who has been assessed a fee. A student is eligible for a fee waiver if at least one of the following prerequisites is met: The student currently lives in a household that meets the same income guidelines, with the same limits based on the household size, that are used for the federal free meals program; The student's parent is a veteran or active-duty military personnel with income at or below 200% of the federal poverty line; the student is homeless, as defined by the Mc-Kinney-Vento Homeless Assistance Act.

The building principal will give additional consideration where one or more of the following factors are present:

- An illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Seasonal employment;
- Emergency situations; or
- When one or more of the parents/guardians are involved in a work stoppage.

Within 30 days, the building principal will notify the parent/guardian if the fee waiver request has been denied, along with the appropriate appeal process. If you have questions regarding the fee waiver process, you may contact the building principal at 217-488-6012.

Pursuant to the Hunger-Free Student's Bill of Rights Act, the school is required to provide a federally reimbursable meal or snack to a student who requests one, regardless of whether the student has the ability to pay for the meal or snack or owes money for earlier meals or snacks. Students may not be provided with an alternative meal or snack and the school is prohibited from publicly identifying or stigmatizing a student who cannot pay for or owes money for a meal or snack.

Fines for loss or damage to school property are waived for students who meet certain eligibility guidelines.

PRESS 4:110, Transportation PRESS 4:140, Waiver of Student Fees, PRESS 4:140-AP, Fines, Fees, and Charges – Waiver of Student Fees, PRESS 4:140-E1, Application for Fee Waivers, PRESS 4:140-E2, Response to Application for Fee Waiver, Appeal, and Response to Appeal

Debts to School

Students and parents are responsible for any debts owed to the school, including school organizations. Initial (non-threatening) letters will be sent by individual teachers or the high school office. Additional requests from the office will require immediate response from the debtor, with possible notification to our collection agency. All debts must be paid prior to behind the wheel driving in driver's education and graduation ceremonies.

REGISTRATION FEES Registration fees are due and should be paid when you register your child. Registration fees for students at New Berlin Junior High School are \$100 and can be sent to the school office at 300 Ellis Street or the district office at 600 Cedar Street. All Junior High students will be required to purchase and wear a school issued t-shirt and shorts for PE class. The cost is \$15. Students who qualify for free lunches also qualify for a waiver of school fees. PE uniforms are included in fees that are waived when a student qualifies for free lunch. The school will purchase a PE uniform one time for a junior high student. If it is lost or needs to be replaced the parent is responsible for purchasing any additional shorts or shirts throughout the student's high school career. See the section for Food Services for more information about the application for free and reduced lunches.

BOOKS AND SCHOOL PROPERTY The textbooks checked out from the school are the students' responsibility. If they are lost or damaged, students will be expected to make the appropriate restitution. Books will be checked and damages assessed at the end of the school year.

LOCKS/LOCKERS Hall lockers will be assigned to all students. Students must use the lockers assigned to them, and are not permitted to put their belongings in lockers that they are not assigned to. Open food and drink containers or anything of value should never be left in a locker for an extended period of time. The school will assume no responsibility for any items that are lost or stolen. Bags, backpacks, purses, and other carrier items should be left in lockers during the school day. Lockers are the property of the school district and the school administration has the right to make general inspections or searches for specific items at any time.~~If a student chooses to secure their locker, locks are available to rent for \$5.00 in the junior high school office. If a personal lock is placed on a locker, the key or combination must be turned into the junior high school office or it will be cut off.~~ PE locks are provided by the school yearly at no charge. PE Lockers/Locks are shared by students. Students will be charged a replacement fee of \$5.50 for any school lock that is lost or damaged.

CHROMEBOOK/ELECTRONIC CHARGES Chromebook Full Replacement (broken or lost) \$275, Chromebook Screen \$50, Chromebook Charger \$35, Chromebook Bag \$20 (added costs)

Commented [85]: All lockers in new building are equipped with a lock/combination.

SCHOOL LUNCH PROGRAM (3.20)

Junior High students must eat lunch in the cafeteria. Food is not to be eaten in classrooms, gym or hallways. School breakfast and lunch will be served daily. Breakfast is served from 8:00 - 8:20 a.m. Meals should be paid for in advanced either by check, made payable to CUSD #16 or through Family Access . All family members may be included on a single check, even if they attend different attendance centers. ~~The cost of breakfast is \$1.65 and the cost of lunch is \$2.86. Each student will be given a lunch card/ ID which can be scanned by the computer. All students will be responsible for their lunch card. Students who fail to present their lunch card will be required to go to the end of the lunch line.~~ Account information is posted on Family Access. In addition, a courtesy call through School Messenger will be made as well as an email reminder when the student's account balance reaches \$1.00. If the balance remains negative, the parent or guardian will receive a letter in the mail from the Food Service Department. Please keep your student's lunch account up to date! Free lunch and reduced lunches are available by application to those families who meet the Federal guidelines. The forms must be completed annually and are available through Family Access. The forms are to be filled out completely before returning them to the school office. If you have any questions regarding your child's lunch balances or any questions concerning the cafeteria, please contact the Food Service Director at (217) 488-6054 ext. 518.

Cross Reference: PRESS 4:130, *Free and Reduced-Price Food Services*

Chapter 4: Transportation

BUS TRANSPORTATION (4.10)

Only regularly scheduled bus passengers are permitted to ride the bus. The district provides bus transportation to and from school for all students. A list of bus stops will be published at the beginning of the school year before student registration. Parents must, at the beginning of the school year, select one bus stop at which a student is to be picked up, and one stop at which a student is to be dropped off. Students are not permitted to ride a bus other than the bus to which they are assigned. Exceptions must be approved in advance by the building principal. While students are on the bus, they are under the supervision of the bus driver. In most cases, bus discipline problems can be handled by the bus driver. In the case of a written disciplinary referral, student bus problems will be investigated and handled by the building principal. Students are expected to follow all school rules while on the bus. Students may be suspended from riding the school bus for up to 10 consecutive school days for violating school rules or for engaging in other gross disobedience or misconduct. The school board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The district's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus. A student who is suspended from riding the school bus and who does not have alternative transportation to school shall be allowed the opportunity to make up all missed work for equivalent academic credit. It is the responsibility of the student's parent or guardian to notify the school that the student does not have alternative transportation to school. In the interest of the student's safety and in compliance with State law, students are also expected to observe the following:

- Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
- Stay away from the bus until it stops completely and the driver signals you to board. Enter a single file without pushing. Always use the handrail.
- Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, iPads®, smart phones, and other electronic devices are allowed and must be silenced on the bus unless a student uses headphones.
- Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or 16 other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
- Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
- Never run back to the bus, even if you dropped or forgot something.



Each District #16 School Bus is equipped with a camera, which makes a film record of each student's behavior. The purpose of this monitoring is to limit misbehavior on each bus and provide safer bus transportation. Should a student problem occur on a bus, the transportation director and/or the principal or his/her designee, may review the film record to determine the cause of the problem. Due to privacy issues of all students, only authorized school personnel shall view tapes. For questions regarding school transportation issues, contact Seth Hill at 217-488-6011 ext. 235 or by email at shill@pretzelpride.com.

BOARD POLICY ON BUS CONDUCT (4.15)

Students are expected to follow all schools when riding the school bus. A student may be suspended from riding the bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Violating any school rule or school district policy.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the building principal deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation. The following is the CUSD #16 Board of Education Policy regarding bus Conduct:

1. The student may be suspended by the Superintendent, Building Principal, the Assistant Building Principal or Dean of Students for a period of ten (10) school days or, for safety reasons, a period in excess of ten (10) days.
2. The Superintendent or his designee shall inform the parents/guardian of the suspension, giving a full statement of the reasons for the suspension and their entitlement to a hearing on the matter.
3. Should the parents/guardian request a hearing, the School Board or a hearing officer, appointed by the Board, shall review the action taken by the Superintendent. Suspension of the student shall continue until the hearing is completed and the School Board acts on the matter.
4. The student shall be provided an opportunity to present his/her side of the matter during the hearing.
5. In cases when a hearing officer is used, the hearing officer shall provide the School board with a written summary of the hearing.
6. Following the completion of the hearing, the School Board may take appropriate action.

PRESS 4:110, *Transportation*, PRESS 7:220, *Bus Conduct*, PRESS 4:170-AP3, *School Bus Safety Rules*, PRESS 7:220, *Bus Conduct*. PRESS 7:220-AP, *Electronic Recordings on School Buses*

Commented [86]: Are the costs the same? Should their be language about the new ala carte items?

Commented [87]: Breakfast - \$1.75
Lunch - \$3.75
Ala Carte Prices - \$0.25-\$2.00
Staff Breakfast - \$1.75
Staff Lunch - \$4.00

School Bus Safety Rules (4.14E MSH)

Exhibit - School Bus Safety Rules1

- 1. Be aware of moving traffic and pay attention to your surroundings.
- 2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
- 3. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
- 4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
- 5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
- 6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, computers, smart phones, smart watches, and other electronic devices must be silenced on the bus unless a student uses headphones.
- 7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
- 8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
- 9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
- 10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
- 11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
- 12. Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

- National Highway Traffic Safety Administration - School Bus Safety https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html
- U.S. Department of Transportation - School Bus Safety Campaign Material www.trafficssafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material
- National Safety Council - Tips for a Safe Ride www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus
- Ill. State Police - School Bus Safety <https://isp.illinois.gov/StaticFiles/docs/TrafficResources/5-542.pdf>
- Ill. State Board of Education - School Bus Safety What Parents Should Know www.isbe.net/Documents/bus_safety_parents.pdf
- Ill. State Board of Education - Instructions To School Bus Riders www.isbe.net/Documents/bus_ride_instruct.pdf

Cross-references: PRESS 4:110-AP3, Administrative Procedure – School Bus Safety Rules

PARKING (4.20)
The school has one location available for school visitor parking. All visitors should park on the East side (where the school offices are located) and enter through the JH office entrance. Those dropping off and picking up children may do so in the same location outside of the junior high office during the following hours: 7:55-8:20AM. Dropoff and pickup is strictly prohibited on the dome side of the building. Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked. Vehicles located in these locations may be ticketed and/or towed by the police.

Chapter 5: Health and Safety

WELLNESS POLICY
The Board of Education of Community Unit School District #16 is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle. Furthermore, the Board recognizes the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition, and regular physical activity. **EMERGENCY INFORMATION**
It is necessary that there is current emergency information on file for each child. This information is of great value to the child in the event he or she becomes ill or is injured at school. This information is included on the CUSD #16 registration form. This information must include emergency phone numbers.

ILLNESS AT SCHOOL
Illness or injury at school may require that a student returns home. If this is the case, parents will be contacted by school authorities to explain the circumstances. The parents should then make timely arrangements for getting the student home. In case the parents cannot be reached, the school will only contact the person or persons listed on the student's registration form. Parents are to give this information to the school when they register. It is imperative that the student's emergency card be kept updated. If you know of any reason for a change, please notify the office.

ILLNESS AT HOME

Commented [88]: The school has visitor parking accessible in the south front drive. Visitors should park here and enter through the main entrance to the Junior/Senior High School. Those dropping off and picking up children may also do so in the south front drive to the building during the hours of 7:55-8:15. Dropoff and pickup is strictly prohibited to the South side of the building in the front drive. Vehicles MAY NOT be parked or located in the bus lanes or fire lanes at ANY TIME. Bus lanes and fire lanes are clearly marked (on the west side of the building). Vehicles in these locations may be ticketed and/or towed by the police.

If your child has a fever, please keep them home until they have been fever free for 24 hours without fever reducers. If they have been vomiting or have diarrhea, they should also remain at home until they have been retaining food and without diarrhea for over 24 hours. Please stress to your child the importance of good hand washing to prevent the spread of germs.

ACCIDENTS

Every accident in the school building, on the school grounds, or at any event sponsored by the school must be reported immediately to the adult in charge. Accident reports are available in the office. The school will make every effort to inform the parents of any accident or illness occurring at school that may need care of observation at home; and, for safety reasons, no student will be sent home unless a responsible adult is contacted and arrangements made.

IMMUNIZATION, HEALTH, EYE AND DENTAL EXAMINATIONS (5.10)

REQUIRED HEALTH EXAMINATIONS AND IMMUNIZATIONS

All students are required to present appropriate proof of a health examination and up-to-date immunizations prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school for the first time, regardless of the student's grade.

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. A diabetes screening must be included as part of the health exam (though diabetes testing is not required). Students between the age of one and seven must provide a statement from a physician assuring that the student was "risk-assessed" or screened for lead poisoning.

Failure to comply with the above requirements by October 15th will result in the student's exclusion from school until the required health forms are presented to the school, subject to certain exceptions. New students who register mid-term have 30 days following registration to comply with the health examination and immunization requirements. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by an appropriate medical professional.

EYE EXAMINATION

All students entering kindergarten or an Illinois school for the first time must present proof by October 15 of the current school year of an eye examination performed within one year. Failure to present proof by October 15, allows the school to hold the student's report card until the student presents: (1) proof of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15.

DENTAL EXAMINATION

All students entering kindergarten, second, sixth and ninth grades must present proof by May 15 of the current school year of having been examined by a licensed dentist within the last 18 months. Failure to present proof allows the school to hold the child's report card until the student presents: (1) proof of a dental examination or (2) that a dental examination will take place within 60 days after October 15.

A student will be exempt from the above requirements:

1. On medical grounds if the student's parent/guardian presents to the school nurse either a Physician Statement of Immunity or a Medical Objection signed by a physician. 2.

On religious grounds if the student's parent/guardian presents to the school nurse completed Illinois Certificate of Religious Exemption signed by a physician. 3. Eye

examination requirement if the student's parent/guardian completes the State of Illinois Eye Exam Waiver.

4. Dental examination requirement if the student's parent/guardian completes the State of Illinois Dental Exam Waiver.

Cross Reference:

PRESS 7-100, *Health, Eye and, Dental Examinations; Immunizations; and Exclusion of Students*

VISION AND HEARING SCREENING

CUSD#16 students will be screened annually in the required grades as stated in Section 675.110 of the Title 77 Illinois Administrative Code. Screening is not a substitute for a complete examination by a doctor. Students are not required to undergo screening (vision or hearing) if a physician signs a report indicating that a complete examination, eye and vision/ear and audiological evaluation, has been administered within the previous 12 months. Parents or legal guardians of a student may object to screening for their children on religious grounds. If a religious objection is made, a written and signed statement from the parent or legal guardian detailing such objection must be presented to the local school authority.

STUDENT MEDICATION (5.20)

Taking medication during school hours or during school-related activities is prohibited unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child by completing a "School Medication Authorization Form."

No school or district employee is allowed to administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed School Medication Authorization Form is submitted by the student's parent/guardian. No student is allowed to possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this procedure.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector (e.g., EpiPen®) and/or an asthma inhaler or medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

Students who are diabetic may possess and self-administer diabetic testing supplies and insulin if authorized by the student's diabetes care plan, which must be on file with the school.

Students with epilepsy may possess and self-administer supplies, equipment and medication, if authorized by the student's seizure action plan, which must be on file with the school.

Students may self-administer (but not possess on their person) other medications required under a qualified plan, provided the student's parent/guardian has completed and signed a School Medication Authorization Form.

The school district shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the school district and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

Administration of Medical Cannabis

Administration of Medical Cannabis in accordance with the Compassionate Use of Medical Cannabis Program, qualifying students are allowed to utilize medical cannabis infused products while at school and school events. Please contact the building principal for additional information. Discipline of a student for being administered a product by a designated caregiver pursuant to this procedure is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Undesignated Medications

The school may maintain the following undesignated prescription medications for emergency use: (1) Asthma medication; (2) Epinephrine injectors; (3) Opioid antagonists; and (4) Glucagon. No one, including without limitation, parents/guardians of students, should rely on the school or district for the availability of undesignated medication. This procedure does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s). **Emergency Aid to**

Students

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

Cross-References: PRESS 7:270, *Administering Medicines to Students*; PRESS 7:270-AP, *Dispensing Medication*; PRESS 7:270-E, *School Medication Authorization*

MEDICATION PROCEDURES

1. Medications are administered at school in accordance with the Recommended Practices and Procedures Manual from the Illinois State Board of Education. Administering medications at school is discouraged. However, some pupils with long-term chronic illness or disability may require medication during the day. Only in exceptional cases in which failure to take medication could jeopardize the child's health and/or education, should medication be administered at school. **All medications** that are brought to school must be sent to the nurse's office upon arrival. This medication will be stored in a locked cabinet. It is recommended that medications be delivered to the school by the parent.
2. All medications given at school, prescription and over the counter medication and supplements (which include essential oils), must be prescribed by a licensed prescriber. The medication must be brought to school in the original most up-to-date container as dispensed by the pharmacy or in the original over the counter packaging. No medication in "baggies" will be accepted. The CUSD#16 "Authorization For Administration of Medication" form must be completed by both the parent and the physician. Any change in the dosage or administration must have written authorization from the prescriber.
3. The morning doses of medications should be given at home.
4. The school reserves the right to have the time of medication administration at school adjusted to meet the schedule and availability of the nurse.
5. Questions concerning medications will be referred to your physician.
6. Self-managed and emergency medications will be evaluated individually by the school nurse (i.e. asthma inhalers, epi-pens, and medication to manage diabetes). It is recommended that spare medications and supplies be kept in the nurse's office for emergency use.
7. CUSD #16 Medication and Health Forms are available on the website, in either school office or in the nurse's office.
8. The school not only has the right, but also the responsibility to refuse to administer any medication at school if properly qualified individuals are not available.
9. The school will ascertain from the parent and/or the physician the necessity for administering medication during school hours and will retain the discretion to reject requests that do not meet the medication guidelines. **Medication sent to school without proper documentation will NOT be given.**
10. Noon medication is not routinely given at school on early dismissals at 11:45 or on field trips.

Prevention of Anaphylaxis

While it is not possible for the School or District to completely eliminate the risks of an anaphylactic emergency, the District maintains a comprehensive policy on anaphylaxis prevention, response, and management in order to reduce these risks and provide accommodations and proper treatment for anaphylactic reactions. Parent(s)/guardian(s) and students who desire more information or who want a copy of the District's policy may contact the Building Principal.

Cross Reference:
PRESS 7:285, Anaphylaxis Prevention, Response, and Management Program
PRESS 7:285-AP, Administrative Procedure – Anaphylaxis Prevention, Response, and Management Program

Targeted School Violence Prevention Program (5.70)

This new procedure is optional, however, P.A. 101-455, as amended by P.A. 102-791 and P.A. 103-175, requires school districts to implement a threat assessment procedure.

Safety Drill Procedures and Conduct

Safety drills will occur at times established by the school board. Students are required to be silent and shall comply with the directives of school officials during emergency drills. There will be a minimum of three (3) evacuation drills, a minimum of one (1) severe weather (shelter-in-place) drill, a minimum of one (1) law enforcement lockdown drill to address a school shooting incident, and a minimum of one (1) bus evacuation drill each school year. There may be other drills at the direction of the administration. The law enforcement lockdown drill will be announced in advance and a student's parent/guardian may elect to exclude their child from participating in this drill. All other drills will not be preceded by a warning to students.

Cross-References:
PRESS 4:170, *Safety*
PRESS 4:170-AP1, *Comprehensive Safety and Crisis Program*

Chapter 6: Discipline and Conduct

An orderly school environment is essential to a good school and **student learning**. Rules and procedures are designed to create a sense of security among students. The New Berlin Junior High School has identified behaviors that are not acceptable in the school situation, and has determined a range of consequences for those who violate school rules. Please read this section carefully.

GENERAL BUILDING CONDUCT (6.10)

Students shall not arrive at school before 7:30 a.m. and classes begin at 8:15 a.m. and students are dismissed at 3:16p.m. each day. The following conduct expectations apply at all times:

- Students must have a properly completed pass in their planners/Securely Pass to be in the hallway during class time. Students will be expected to carry the handbook as a pass when leaving class during non-passing times (if using a planned pass). Teachers will initial the passbook.
- Students must leave phones in their school lockers. The cell phones must remain in the locker during the instructional period. Students are permitted to have their cell phones out and use them in the hallways and during lunch but not during class time, unless permission has been granted by the teacher to take the cell phone out of the locker to use it in the hallway.
- Students shall not run, talk loudly or yell in the hallways nor shall they push, shove or hit others.
- Drink containers that close and are filled with water are permitted in the classroom and in the hallways. **All other beverages are not permitted** in the hallways, classrooms, or lockers.
- ~~Unopened snacks may be kept in lockers (see snack guidelines).~~ **Vending machine food/drink may only be purchased before or after school.**
- Hats and bandanas shall not be worn in the building. Any hat brought to school shall be removed before entering.

HALLWAY/PASSING TO CLASS EXPECTATIONS

Students change class at the end of each period. Cooperation and courtesy are expected during passing periods. Students have a four (4) minute passing time. The teacher, not the bell, dismisses students. To assist in getting to class on time, students should use the most direct route possible, keep to the right, walk at all times, keep noise to a minimum, and keep hands and feet to themselves.

LIBRARY MEDIA CENTER

The Library Media Center, and its materials and resources, exists primarily for the purpose of student-use. Students are encouraged to make full use of the facility for all their information needs. If there is some item that you feel the LMC might need in its collection, let the Library Media Specialist know. To insure that our Library Media Center is and will remain available for all students to use, patrons of the LMC must abide by the following rules intended to protect everyone's rights and privileges.

1. ~~Students coming from class must SIGN-IN and present the Media Center Supervisor with a PASS from his or her classroom teacher.~~
2. Books may be checked out for THREE (3) WEEKS and must be returned by the date due.
3. Students with unpaid fines or overdue books may be prohibited from checking out any other resources.
4. Students' behavior in the LMC shall be regulated as it is in any classroom.

DRESS CODE (6.20)

Commented [89]: New E-Hallway Pass System

Commented [90]: Cleaned up

Commented [91]: Snacks no longer allowed in lockers

Commented [92]: 1. Have permission from their classroom teacher and a pass to be able to attend (in Planner/Securely Pass).

We are committed to preparing students for the next steps in their lives such as high school, college, career, and post-secondary life success. Part of navigating the world is understanding the importance of context. Choosing the right attire for different contexts is an important life skill. Clothing shall not be of a style nor shall it contain words or depictions that create a clear and present likelihood that it will cause material and substantial disruption of the proper and orderly operation and discipline of the school or school activities. Words or messages that are so offensive to any individual or group as to create an immediate reaction disruptive to the orderly operation of the school or school activities are prohibited. The "Dress for Success Norms" encourages students to keep their focus on learning, maintaining age-appropriate expectations, and providing an environment that allows students to feel comfortable and express their individuality appropriately. New Berlin staff has taken great strides to ensure that these straightforward Dress for Success Norms apply equally to both male and female students. We strive to enforce these rules respectfully and without judgment.

DRESS FOR SUCCESS WHAT TO WEAR

All students must follow these norms at school and all school-sponsored events. This includes, but is not limited to, school activities, field trips, and school-sponsored after-school programs.

- Students should dress appropriately for school, wearing clothing that is well-suited for a school environment.
- Clothing will completely cover the torso through the top of chest, including the backside in non-see-through materials.
- The front and back of a shirt (or top of any kind) go over both shoulders.
- Clothing must cover all undergarments.
- The length of shorts and skirts must be appropriate for the school environment (must extend past thumbs with hands down to sides), this also includes rips in clothing.
- Head and face will be uncovered. Appropriate headgear may be worn for warmth and protection outdoors and inside for religious reasons(Examples of unacceptable headgear: hats, sunglasses, and bandanas). Coats and gloves should be removed upon entering the building and remain in lockers during the school day.
- Clothing and accessories that display or promote negative messages are not permitted. These could include, but are not limited to, illegal or prescription drugs, gangs, weapons, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, plainly offensive subject material, or disruptive activities.
- Safety is paramount. Footwear (sneakers, boots, sandals, etc.) must be worn at all times. State law specifies that safety glasses must be worn in shops and labs when working with machinery and/or chemicals. Pierced jewelry that presents a safety hazard, spiked apparel, spike accessories, animal collars, or chains that can be used as weapons are prohibited.

Examples of prohibited attire:

- Students are to use discretion in their dress and are not permitted to wear apparel that causes a substantial disruption in the school environment. Words or messages that are so offensive to any individual or group as to create an immediate reaction disruptive to the orderly operation of the school or school activities are prohibited. ● Headcover of any type: caps, hats, hoods, or bandanas. (unless approved on dress up/spirit days) Religious headwear is the only exception.
- Hair styles, dress, and accessories that pose a safety hazard are not permitted in the shop, laboratories, or during physical education.
- Pierced jewelry that presents a safety hazard, spiked apparel, spike accessories, animal collars, or chains that can be used as weapons are prohibited. ● Student dress (including accessories) may not advertise, promote, or picture alcoholic beverages or names, illegal drugs, drug paraphernalia, tobacco ads, sexual innuendo, profane language, vulgar statements, gang or satanic symbols, hate messages, death, suicide, violent behavior, or other inappropriate images.
- Thick/bulky jackets, coats, or other types of outdoor apparel such as sunglasses are not allowed to be worn in the building except when arriving or leaving; they are to remain in the students' lockers at all times.
- Clothing with holes, rips, tears, above mid-thigh, and clothing that is otherwise poorly fitting, showing skin and/or undergarments may not be worn at school.

New Berlin staff will address non-compliance with the Dress for Success Norms in a respectful and professional manner; our intent is not to shame individual students for their wardrobe choices. We would expect that no student should need to be asked more than once, in one year, to adjust their attire to meet the norms. If a student needs to be asked more than once it becomes an issue of disrespect rather than an issue about dress. (1st offense=Warning, 2nd offense=Lunch Detention, 3rd Offense=ASD)
We appreciate parent and student cooperation in our efforts to make our Dress for Success Norms and their enforcement fair, balanced, and gender-neutral. If there is any doubt about dress and appearance, the building principal will make the final decision.

Cross Reference: PRESS 7:160, *Student Appearance*

STUDENT DISCIPLINE (6.30)

PROHIBITED STUDENT CONDUCT

Students may be disciplined for varying levels of Misconduct for infractions including but not limited to the following:

1. Using, possessing, distributing, purchasing, selling or offering for sale tobacco or nicotine materials, including electronic cigarettes, e-cigarettes, vapes, vape pens or other vaping related products.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana, medical cannabis and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance or other substance that is prohibited by this policy.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.
 - h. Any substance inhaled, injected, smoked, consumed or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in a tablet or powdered form.Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they have the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling or transferring a "weapon" or violating the procedures listed below under the Weapons Prohibition section of this handbook procedure. 5. Using a cellular telephone, smartphone, video recording device, or similar electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating and sending, sharing, viewing, receiving or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device or cellular telephone, commonly known as "sexting." Unless otherwise banned under this policy or by the building principal, all cellular phones, smartphones and other electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period; or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a staff member's request to stop, present school identification or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards and

wrongfully obtaining test copies or scores.

9. Engaging in bullying, hazing or any kind of aggressive behavior that does physical or psychological harm to a staff person or another student or encouraging other students to engage in such behavior. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning) and sexual assault.
11. Engaging in teen dating violence.
12. Causing or attempting to cause damage to, stealing, or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (calling 9-1-1); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus or at any school activity.
15. Being absent without a recognized excuse.
16. Being involved with any public school fraternity, sorority, or secret society.
17. Being involved in a gang or engaging in gang-like activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism and hazing.
19. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
20. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the building principal.

For purposes of these rules, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; (d) at any location on school property or at a school-sponsored event; or (e) in the case of drugs and alcohol, substances ingested by the person. Efforts, including the use of positive interventions and supports shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

WHEN AND WHERE SCHOOL CONDUCT RULES APPLY

The grounds for disciplinary action also apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.
5. During Periods of Remote Learning.

DISCIPLINARY MEASURES

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop-out of school voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following measures (not necessarily in the following order):

- Notifying parents/guardians.
 - Disciplinary conference.
 - Withholding of privileges.
 - Temporary removal from the classroom.
 - Return of property or restitution for lost, stolen or damaged property.
 - Directed Study Room
 - After-school study or Saturday study provided the student's parent/guardian has been notified. (If transportation arrangements cannot be made in advance, an alternative disciplinary measure will be assigned to the student.)
 - Community service.
 - Seizure of contraband; confiscation and temporary retention of the personal property that was used to violate school rules.
 - Suspension of bus riding privileges.
 - Suspension from school and all school activities for up to 10 days. A suspended student is prohibited from being on school grounds.
 - Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years. An expelled student is prohibited from being on school grounds. •
- Transfer to an alternative program if the student is expelled or otherwise qualifies for transfer under State law.
- Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, such as, illegal drugs (controlled substances), "look-alikes," alcohol or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension or expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

DISCIPLINARY INFRACTIONS AND CONSEQUENCES

Appropriate disciplinary action will be taken when students do not follow expectations for conduct. School rules apply at all school activities, even when they occur outside the regular school day or away from school grounds at any type of school sponsored trip. The principal shall take into consideration the age of the student and the discipline history when determining consequences. The principal may determine a more stringent consequence after considering all circumstances of a situation.

Student misconduct falls into three categories: Minor, MAJOR, or GROSS Misconduct. Progressive discipline steps are designed to discourage students from making decisions that negatively impact themselves and others and are set up to respond to student misbehavior on a graduated basis based on both frequency and severity.

EXAMPLES OF MISCONDUCT

Minor Misconduct • Tardy to Class • Failure to Complete Homework • Talking in Class • Dress Code Violations • Defacing School/Private Property • Public Display of Affection • Refusal to Work • Throwing/Projecting Objects • Disruption of School Setting • Use of Inappropriate Language (verbal or written) • Electronic Device Violation • Disrespect • Out of Bounds • Pranks/Practical Jokes • Bus Misconduct • Computer Violation *After-School Detentions for tardies and/or failure to complete homework will result in a loss of cell phone privileges for the remainder of the semester. Student will begin with clean slate at the beginning of a new semester.	Major Misconduct • Truancy • Harassment/Bullying/or Threats • Profanity/Inappropriate Language (verbal or written) • Defacing School/Private Property • Theft • Possession of Smoking Materials • Out of Bounds/Leaving School Property • Cheating/Academic Dishonesty/Misrepresentation of Truth/Forgery • Gang, Drug, or Alcohol related dress, drawings, or gestures • Disruption of School Setting • Insubordination • Computer Violation • Unacceptable use of Network • Pranks/Practical Jokes • Encouraging a Fight • Bus Misconduct • Repeated Minor Misconduct Offenses *3rd offense for cell phone violation will result in loss of privileges for the remainder of the semester.	Gross Misconduct • Verbal assault or threats to harm faculty, staff, or students • Physical aggression (fighting) resulting in harm to faculty, staff, students, or destruction of property • Theft • Setting a fire or use of any types of explosives • Use of tobacco (all types) • Possession, Use of Alcohol, Drugs or Drug Paraphernalia, Under the Influence of Alcohol or Drugs • Sale of Alcohol, Drugs, or Drug Paraphernalia • Unapproved Organizations - Gangs • False Fire Alarm / Bomb Threat • Extortion • Possession and/or use of Weapons • Vandalism and/or destruction of school property. • Cheating • Disruption of School Setting • Bus Misconduct • Gross Misconduct • Repeated Minor/Major Misconduct

RESPONSES TO MINOR MISCONDUCT (Step 1 & 2)
Step #1 Classroom Interventions

Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.	1. Rule Presentation and Posting 2. Verbal Warning 3. Proximity Control 4. Selected Seating 5. Other Logical Consequences

Step #2 Disciplinary Report(s)/Referral to Administration

Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.	1. Verbal Reprimand/Warning 2. Removal from Classroom 3. Detention (HW/Lunch or After School) 4. Saturday Detention 5. Directed Study Room/Alternative Classroom Setting - # of days based on severity of misconduct

RESPONSES TO MAJOR MISCONDUCT

Each teacher will have a list of classroom rules, which will be presented, posted, and distributed the first week of school/quarter/trimester, then reviewed throughout the school year.	1. Removal from Classroom 2. Detention (After School) 3. Saturday Detention 4. Directed Study Room/Alternative Classroom Setting - # of days based on severity of misconduct

RESPONSES TO GROSS MISCONDUCT

Suspensions, expulsions and disciplinary removals to alternative and disciplinary interventions have been exhausted and a determination has been made that the student's continuing presence would pose a threat to safety and other students, staff, or members of the school community, or substantially disrupt, impede, or interfere with the operation of the school. Such determinations will be made on a case by case basis. School officials shall make all reasonable efforts to resolve such threats, address such disruptions, and minimize the length of student exclusions to the greatest extent possible.	1. Directed Study Room/Alternative Classroom Setting- #of days based on severity of misconduct schools will only be used if other appropriate and available behavior 2. Removal from the school setting for a period of 1-3 Days 3. Removal from the school setting for a period of 4-10 Day 4. Recommendation for Expulsion 5. Police may be notified

Any and all other conduct that is prohibited by Board policy or the discipline code shall be addressed and appropriate consequences given.

CORRECTIVE MEASURES

WARNING

When appropriate, staff will give a verbal warning to a student the first time an inappropriate behavior occurs indicating to the student that a reoccurrence of the behavior will result in the issue of a detention.

OFFICE REFERRALS

An office referral is a notice from the teacher that the action is so disruptive as to require teacher intervention beyond a warning to stop and is significant to the extent that the action violates specific stated expectations as outlined in the section titled "Disciplinary Actions". An Office Referral may include the student being sent from the room to the office in order for the teacher to maintain an appropriate learning environment. Consequences will be given according to the handbook policies. Parental notification for disciplinary action will also be made by mail and, when possible, by email/phone. Depending on the severity of the offense, parent conferences may be requested. Law enforcement authorities may be notified in all incidents where criminal activity is indicated. Restitution will be required in cases where property is damaged or missing. **SEVERE CLAUSE** Staff will issue an immediate disciplinary report to the office for any student who exhibits behavior of a totally unacceptable and disruptive nature to the learning environment. Consequences as per the handbook will be applied. Parental notification for disciplinary action will also be made by mail and, when possible, by email/phone. Depending on the severity of the offense, parent conferences may be requested. Law enforcement authorities may be notified in all incidents where criminal activity is indicated. Restitution will be required in cases where property is damaged or missing.

DETENTION

Parents must be notified before a student serves detention. If the student rides a bus, the student and parent shall be given one-day advance notice of the detention. Detention is offered on Tuesday, Wednesday, Thursday, and Saturday. Weekday evening detentions will begin at 3:30 PM and conclude at 4:30 PM. Saturday detentions will be served from 8:00 to 10:00 AM. Students in detention are responsible for their own transportation. If a scheduled detention of any type is not served, or if the student is tardy to detention, it doubles. If a student fails to serve a rescheduled detention, he/she will be assigned to DSR for at least 1 day. Unless otherwise noted, any second or subsequent offense will result in a higher consequence level as deemed appropriate by school administration. Violations of some expected behaviors will result in the potential loss of privileges. Students may appeal the assignment of a detention with a verbal or written request to the principal. Appeals should be held from 8:10 to 8:25 AM or from 3:20 to 3:45 PM on school days and made within 2 days of receiving the notice. **An automated email will be sent to parents when Office Referrals are written.**

GUIDELINES FOR DETENTION:

- 1. Detentions may be issued to students in accordance with our disciplinary guidelines. Students will be assigned to the next scheduled Tuesday, Wednesday, Thursday or Saturday detention and will be notified of the date and place.
- 2. Students are to arrive at detentions on time. Students arriving late will have additional time assigned and will be turned away
- 3. For detentions lasting more than one hour students will have a restroom break lasting 5 minutes between each hour.
- 4. Students must bring school assignments and school books with them. No magazines will be allowed. No drawing or doodling will be permitted. Students must be actively engaged in schoolwork.
- 5. No talking is allowed.
- 6. Students may not sleep or put their heads down on their desks.
- 7. No candy, food or drinks are allowed.
- 8. Students will have assigned seating.
- 9. If the guidelines are not followed, students will be warned once. Problems after that will result in dismissal from that detention session with additional consequences.
- 10. Students who miss Saturday detentions or who are removed from Saturday detentions will receive an in-school suspension.
- 11. Students are to be picked up promptly after detention. Students are responsible to make arrangements for rides home ahead of time and should not expect to use the school phone for obtaining rides.
- 12. No electronic devices or cellular telephones may be utilized during detention.
- 13. Only students assigned to detention will be allowed.

EXCLUSION FROM CLASS

Teachers have the authority to exclude from class students who are disruptive, discourteous, disrespectful, or who interfere with the educational process. Students may be excluded from class for one (1) day per incident. Failure to report to the office shall be considered insubordination and appropriate disciplinary action shall be taken. Students who are removed from class will receive zeroes for grades taken during that time.

DIRECTED STUDY ROOM

Students placed in Directed Study Room (formerly known as in-school suspension) will report to the office in the morning. Students will be segregated from the student population for the entirety of the school day. Students will be allowed to make up homework and quizzes/tests. Students will forfeit participation points and points for in-class activities for that day. Students on in-school detention will not be allowed to participate in extracurricular activities for the day they are on in-school detention. This would be considered an unexcused absence from extracurricular activities.

SUSPENSION – OUT OF SCHOOL

Students placed on out-of-school suspension must not appear on school property, nor attend any school activity in which CUSD #16 is participating, until the suspension has been completed. Students will be permitted to make up all missed work, including homework and tests, for equivalent academic credit. **Out-of-school suspensions will be counted as unexcused absences. Students will receive full credit for assignments turned in upon the first day back from suspension.** Failure to abide by the above rules will cause additional out-of-school suspension time to be assigned. Repeated suspensions may result in a recommendation for expulsion. Parents will be notified of out-of-school suspensions by telephone or by mail. The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. The following behavioral and disciplinary interventions have been exhausted. *(List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources; e.g., any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FBA), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.)* If you would like to discuss or appeal any aspect of suspension with the principal, assistant principal, or teachers please schedule a conference by contacting the principal. If the appeal is not satisfactory, the Illinois State School Code, Chapter 122 Section 10-22.6, provides for parents/guardians or suspended students an opportunity to appear before the school board for a review of the suspension. Please contact the district secretary to appeal an out-of-school suspension in order to appear before the Board of Education.

Cross Reference:
PRESS 7:200-E1, Short Term Out-of-School Suspension (1-3 Days) Reporting Form
PRESS 7:200-E2, Long Term Out-of-School Suspension (4-10 Days) Reporting Form

RE-ENGAGEMENT OF RETURNING STUDENTS

The building principal or designee shall meet with a student returning to school from an out-of-school suspension, expulsion or alternative school setting. The goal of this meeting shall be to support the student's ability to be successful in school following a period of exclusion and shall include an opportunity for students who have been suspended to complete or make-up missed work for equivalent academic credit.

EXPULSION

Expulsion is the total separation of a student from school. This action must be made by the Board of Education. Expulsion is the final alternative in attempting to correct a problem. Parents will be notified of the procedure and their rights in expulsion proceedings. Expulsion may be justified in any of the following:
a. A single serious violation of a school rule.
b. The continuous violation of established school rules, interference with the educational process, or disregard for authority.
c. The endangerment of the health, safety, or welfare of students, faculty, or other school personnel.
d. Any of the episodes listed in other sections of the handbook that would call for expulsion.

Isolated Time Out, Time Out and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The school may not use isolated time out, time out, and physical restraint as discipline or punishment, convenience for staff, retaliation, a substitute for appropriate educational or behavioral support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited.

CORPORAL PUNISHMENT

Corporal punishment is illegal and will not be used. Corporal punishment means a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt the offense, prevent its recurrence, or set an example for others.

WEAPONS PROHIBITION

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of not less than one year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon as defined by Section 921 of Title 18 of the United States Code, firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act, or firearm as defined in Section 24-1 of the Criminal Code of 1961. The expulsion period may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.
 2. A knife, brass knuckles or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.
- The expulsion requirement may be modified by the superintendent, and the superintendent's determination may be modified by the board on a case-by-case basis.

GANG & GANG RELATED ACTIVITY

"Gang" is defined as any group, club or organization of two or more persons whose purposes include the commission of illegal acts. No student on or about school property or at any school activity or whenever the student's conduct is reasonably related to a school activity, shall: (1) wear, possess, use, distribute, display, or sell any clothing, jewelry, paraphernalia or other items which reasonably could be regarded as gang symbols; commit any act or omission, or use either verbal or non-verbal gestures, or handshakes showing membership or affiliation in a gang; or (2) use any speech or commit any act or omission in furtherance of the interest of any gang or gang activity, including, but not limited to, soliciting others for membership in any gangs; (3) request any person to pay protection or otherwise intimidate, harass or threaten any person; (4) commit any other illegal act or other violation of district policies, (5) or incite other students to act with physical violence upon any other person.

Cross-references: PRESS 7:190, *Student Discipline*, PRESS 7:190-AP2, *Gang Activity Prohibited*

Cross-references:
PRESS 7:190, *Student Behavior*
PRESS 7:190-AP2, *Gang Activity Prohibited*

Prevention of and Response to Bullying, Intimidation, and Harassment (6.40 MSH)

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

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

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school.

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

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

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

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

Students are encouraged to immediately report bullying. A report may be made orally or in writing to the building principal, nondiscrimination coordinator, district complaint manager or any staff member with whom the student is comfortable speaking. All school staff members are available for help with a bully or to make a report about bullying. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the district complaint manager or any staff member. Anonymous reports are also accepted by phone call or in writing.

Reporting procedures concerning claims of "bullying" are as follows:

1. Students who believe in good faith that they are a victim of bullying or harassment are encouraged to report, orally or in writing, such conduct to any member of the school staff the student feels comfortable talking with or report to the Principal's Office. Submit a report electronically using the [Incident Reporting Form](#)

2. Any school personnel who observes bullying or harassing conduct or who acquires information, even anonymously, about actual or threatened bullying directed toward a student shall report such conduct to the building Principal. School personnel shall take reasonable immediate action to prevent imminent harm to a student who is subject to observed bullying or harassing conduct.
3. The building Principal, or his/her designee, shall promptly investigate and address reports of bullying and/or harassment. The Superintendent shall be promptly informed of any such reports and investigations. All investigations shall be concluded within 10 school days with a written report to the Superintendent. As circumstances deem appropriate, Parents of a student who is a victim of such conduct or who is the perpetrator of such conduct shall be reasonably informed of any investigation and/or discipline or interventions imposed. Any such communications with Parent shall be consistent with student privacy rights as allowed by law and reasonable given the totality of the circumstances surrounding any incident or report of bullying/harassment.
4. Interventions used to address bullying and/or harassment behavior may include, but shall not be limited to, school social work services, restorative measures, social-emotional skill building, and school psychological services as appropriate to address specific acts and circumstances of bullying/harassment complaints.
5. No one reporting or supplying information about acts of bullying/harassment shall be retaliated against or punished.
6. Annually, the Superintendent shall direct all students, their parents and school personnel shall be informed of the District Policy on bullying/harassment and this Prevention Plan.
7. This Prevention Plan shall be posted on the District's website and evaluated by the Board of Education every two years. The Board evaluation shall assess the outcomes and effectiveness of this Prevention Plan based upon data that shall include, but not be limited to, the following:
 - Frequency of victimization;
 - Identification of areas at school where bullying/harassing conduct occurs;
 - Types of bullying/harassing behaviors/acts committed;
 - Intervention/restorative measures employed;
 - Student/parent/staff surveys on school safety.
8. The Principal, or his/her designee, shall maintain a written record of all reports of bullying/harassing behavior received. This record shall include:
 - Names of the perpetrator(s) and victim(s);
 - The frequency of victimization;
 - Student, staff, and family observations/reports of bullying and other safety concerns;
 - The location of alleged incidents in order to identify any bullying "hot spots";
 - The type of bullying; and,
 - Whether there was bystander participation.

Anonymous reports are also accepted by phone call or in writing to:

Nondiscrimination Coordinator: Junior High School Director of Student Services	Complaint Manager: Junior High School Principal
300 Ellis Street	300 Ellis Street
New Berlin, IL 62670	New Berlin, IL 62670
217-488-6012 ext 7440	217-488-6012 ext 8440

Commented [93]: 1110

Commented [94]: 1140

A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions.

A student will not be punished for reporting bullying or supplying information, even if the school's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. Cross-references: PRESS 7:20, *Harassment of Students Prohibited*, PRESS 7:180, *Prevention of and Response to Bullying, Intimidation and Harassment*, PRESS 7:190, *Student Discipline*, PRESS 2:260, *Uniform Grievance Procedure*

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited (6.42 MSH)

Discrimination and harassment on the basis of race, color, or national origin negatively affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District and School goal. The District and School do not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities and comply with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidents of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports will be processed under the District's Uniform Grievance Procedure.

HARASSMENT & TEEN DATING VIOLENCE PROHIBITED (6.45)

Harassment Prohibited

No person, including a school district employee, 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; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the

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

Sexual Harassment Prohibited (Title IX)

The School and District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Sex discrimination includes discrimination on the basis of sex, stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sexual harassment of students is prohibited. New Berlin Schools believes that a school environment where sexual harassment is tolerated fosters disrespect, interferes with a student's opportunity to learn, and creates an intimidating, hostile learning environment. Accordingly, our schools shall not tolerate sexual harassment of students by other students, or by employees of Community Unit School District #16. Students will receive instruction about recognizing, avoiding, and reporting sexual abuse. A person who engages in sexual harassment whenever he or she makes sexual advances, request sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. No person, including a school or school district employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Awareness and Prevention of Child Sexual Abuse, Grooming Behaviors, and Boundary Violations

Child sexual abuse, grooming behaviors, and boundary violations harm students, their parent/guardian, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn.

Warning Signs of Child Sexual Abuse

Physical signs:

- Sexually transmitted infections (STIs) or other genital infections
- Signs of trauma to the genital area, such as unexplained bleeding, bruising, or blood on the sheets, underwear, or other clothing
- Unusual weight gain or loss

Behavioral signs:

- Excessive talk about or knowledge of sexual topics
- Keeping secrets
- Not talking as much as usual
- Not wanting to be left alone with certain people or being afraid to be away from primary caregivers
- Regressive behaviors or resuming behaviors that the child had grown out of, such as thumb sucking or bedwetting
- Overly compliant behavior
- Sexual behavior that is inappropriate for the child's age
- Spending an unusual amount of time alone
- Trying to avoid removing clothing to change or bathe

Emotional signs:

- Change in eating habits or unhealthy eating patterns, like loss of appetite or excessive eating
- Signs of depression, such as persistent sadness, lack of energy, changes in sleep or appetite, withdrawing from normal activities, or feeling "down"
- Change in mood or personality, such as increased aggression
- Decrease in confidence or self-image
- Anxiety, excessive worry, or fearfulness
- Increase in unexplained health problems such as stomach aches and headaches
- Loss or decrease in interest in school, activities, and friends
- Nightmares or fear of being alone at night
- Self-harming behaviors or expressing thoughts of suicide or suicidal behavior
- Failing grades
- Drug or alcohol use

Warning Signs of Grooming Behaviors

School and District employees are expected to maintain professional and appropriate relationships with students based upon students' ages, grade levels, and developmental levels. Prohibited grooming is defined as (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples of grooming behaviors include, but are not limited to, the following behaviors:

- Sexual or romantic invitations to a student
- Dating or soliciting a date from a student
- Engaging in sexualized or romantic dialog with a student
- Making sexually suggestive comments that are directed toward or with a student
- Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
- Sexual, indecent, romantic, or erotic contact with a student
- Failing to respect boundaries or listening when a student says "no"
- Engaging in touching that a student or student's parents/guardians have indicated is unwanted
- Trying to be a student's friend rather than filling an adult role in the student's life
- Failing to maintain age-appropriate relationships with students
- Talking with students about personal problems or relationships
- Spending time alone with a student outside of their role in the student's life or making up excuses to be alone with a student
- Expressing unusual interest in a student's sexual development, such as commenting on sexual characteristics or sexualizing normal behaviors
- Giving a student gifts without occasion or reason
- Spending a lot of time with a student

- Restricting a student's access to other adults

Warning Signs of Boundary Violations

School and District employees breach employee-student boundaries when they misuse their position of power over a student in a way that compromises the student's health, safety, or general welfare. Examples of boundary violations include:

- Favoring a certain student by inviting the student to "hang out" or by granting special privileges
- Engaging in peer-like behavior with a student
- Discussing personal issues with a student
- Meeting with a student off-campus without parent/guardian knowledge and/or permission
- Dating, requesting, or participating in a private meeting with a student (in person or virtually) outside of a professional role
- Transporting a student in a school or private vehicle without administrative authorization
- Giving gifts, money, or treats to an individual student
- Sending a student on personal errands
- Intervening in a serious student problem instead of referring the student to an appropriately trained professional
- Sexual or romantic invitations toward or from a student
- Taking and using photos/videos of students for non-educational purposes
- Initiating or extending contact with a student beyond the school day in a one-on-one or non-group setting
- Inviting a student to an employee's home
- Adding a student on personal social networking sites as contacts when unrelated to a legitimate educational purpose
- Privately messaging a student
- Maintaining intense eye contact with a student
- Making comments about a student's physical attributes, including excessively flattering comments
- Engaging in sexualized or romantic dialog
- Making sexually suggestive comments directed toward or with a student
- Disclosing confidential information
- Self-disclosure of a sexual, romantic, or erotic nature
- Full frontal hugs
- Invading personal space

If you believe you are a victim of child sexual abuse, grooming behaviors, or boundary violations, or you believe that your child is a victim, you should immediately contact the Building Principal, a school counselor, or another trusted adult employee of the School.

Additional Resources include:

National Sexual Assault Hotline at 800.656.HOPE (4673)

National Sexual Abuse Chatline at online.rainn.org

Illinois Department of Children and Family Services Hotline at 1.800.25.ABUSE (2873)

Cross Reference:

PRESS 4.165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

PRESS 5.120-AP2, Employee Conduct Standards

PRESS 5.120-AP2,E, Expectations and Guidelines for Employee-Student Boundaries

TEEN DATING VIOLENCE PROHIBITED

Engaging in teen dating violence that takes place at school, on school property, at-school sponsored activities, or in vehicles used for school-provided transportation is strictly prohibited. For purposes of this policy, the term *teen dating* violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the relationship.

MAKING A COMPLAINT: ENFORCEMENT

A student who feels he/she is being sexually harassed is encouraged to bring the complaint to the attention of the Principal. If the Principal is allegedly involved in the harassment, the complaint should be taken to the Superintendent. Such a report shall be made in writing, detailing the specifics of the charges. The Principal will investigate the report and determine a resolution of the case including any necessary and/or appropriate disciplinary action. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to discipline.

If the student is dissatisfied with the decision of the Principal, the matter may be appealed in writing to the Superintendent. If the student is dissatisfied with the decision of the Superintendent, the matter may be appealed in writing to the Community Unit #16 School Board President.

Cross-references: PRESS 7.20, Harassment of Students Prohibited, PRESS 7.185, Teen Dating Violence Prohibited

CAFETERIA RULES (6.50)

- Students shall not save seats for other students.
- Students shall walk to lunch and shall be orderly and quiet during lunch.
- Trays shall be stacked neatly after placing silverware in its proper container. No food shall leave the cafeteria.
- Loud talking, yelling, screaming, and other disruptions are prohibited.
- Students shall not throw food, milk cartons or other items.
- Students shall not trade food.
- Students shall follow the instructions of the lunchroom aides and show proper respect toward all cafeteria personnel.
- Students shall remain seated while in the cafeteria except to return to the lunch line or return trays.
- Students shall immediately become silent when staff or presenters make announcements in the cafeteria.
- Students shall report spills and broken containers to cafeteria staff immediately.
- Students shall be dismissed from the cafeteria by the lunchroom supervisor.

Misbehavior will result in disciplinary action according to the school's disciplinary procedures.

FIELD TRIPS (6.60)

Field trips are a privilege for students. Students must abide by all school policies during transportation and during field-trip activities, and shall treat all field trip locations as though they are school grounds. Failure to abide by school rules and/or location rules during a field trip may subject the student to discipline.

All students who wish to attend a field trip must receive written permission from a parent or guardian with authority to give permission. Students may be prohibited from attending field trips for any of the following reasons:

- Failure to receive appropriate permission from parent/guardian or teacher;
- Failure to complete appropriate coursework;
- Behavioral or safety concerns;
- Denial of permission from administration;
- Other reasons as determined by the school.

Those students who misbehave may be excluded from participating in future trips. Students who are not permitted to go on field trips will be provided with school work that will only be permitted to be completed on that day. Completion of this work can only benefit the student's grade.

Parents are not allowed to transport children to and/or from a field trip. By law, all students must ride school transportation.

Cross-references: PRESS 6.240, Field Trips, PRESS 6.240-AP, Field Trip Guidelines

Positive Behavioral Interventions and Supports (PBIS)

New Berlin Junior High wants to promote positive behavior by rewarding those students who consistently make good choices with quarterly field trips. Quarterly field trip destinations are set

each year. PBIS Characteristics: Polite, Responsible, Inclusive, Determined, Engaged. Students will receive Pride Points throughout each quarter when staff members see students meeting our PBIS expectations. When a student receives a Pride Point, they become eligible to attend the Quarter Trips. They can also deposit their points to use in the Pride Store that opens at the end of each quarter.

Cross-references: PRESS 7:140, *Search and Seizure*, PRESS 7:190-AP7,E1 *Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting*

ELECTRONIC DEVICES/TECHNOLOGY/CELL PHONES (6.80)

The use of electronic devices and other technology at school is a **privilege**, not a right that may be revoked at any time. Students are prohibited from using electronic devices, except as provided herein. An electronic device includes, but is not limited to, the following: cell phone, smart phone, audio or video recording device, personal digital assistant (PDA), ipod®, ipad®, laptop computer, tablet computer or other similar electronic device. Pocket pagers and other paging devices are not allowed on school property at any time, except with the express permission of the building principal.

During instructional time, electronic devices must be kept in their locker unless: (a) permission is granted by an administrator, teacher or school staff member; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals. Students are allowed to use electronic devices during non-instructional time, which is defined as before and after school, during the student's lunch period and during pass periods. Electronic devices may never be used in any manner that disrupts the educational environment, violates student conduct rules or violates the rights of others. This includes, but is not limited to, the following: (1) using the device to take photographs and/or videos at school or on the school bus (to include any type of social media posts); (2) cheating; and (3) creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction or non-consensual dissemination of private images. The school and school district are not responsible for the loss, theft or damage to any electronic device brought to school.

Students who are sick should see the nurse and should NOT contact parents prior to being evaluated by the nurse/office. Any violation of this policy will result in a loss of privilege. In this case students will be responsible to check their phone into the office prior to the start of the school day each day during the time frame they have lost privileges. Failure to do so will be treated as insubordination. Additionally, **students who accumulate their sixth tardy and beyond will lose their cell phone privileges at school.** School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination. Students in violation of this procedure are subject to discipline consequences.

Non-Compliance with Electronic Device Policy

Students in violation of this procedure are subject to the following consequences:
1st Offense – The device will be confiscated by school personnel. The student will receive the device back at the end of the day in the school office.
2nd Offense – The device will be confiscated. The student's parent/guardian will be notified and required to pick up the device in the school office.
3rd and subsequent offenses – The device will be confiscated. The student's parent/guardian will be notified and required to pick up the device in the school office. Additionally, the student will be prohibited from bringing the device to school for the remainder of the school year. If the student is found in possession of the device, the student will also face consequences for insubordination.

Cross-references: PRESS 7:190-AP5, *Student Handbook, Electronic Devices*

Appeal Process

When a student is disciplined, according to the terms of this policy, parents/guardians will be notified about the disciplinary action. Students and their parents/guardians are entitled to an appeal of disciplinary action. Such appeals should be directed to the Principal.

Chapter 7: Internet, Technology, and Publications

INTERNET ACCEPTABLE USE (7.10)

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.

Terms and Conditions

The term electronic networks includes all of the District's technology resources, including, but not limited to:
The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-provided Wi-Fi hotspots, and any District servers or other networking infrastructure;
Access to the Internet or other online resources via the District's networking infrastructure or to any District-issued online account from any computer or device, regardless of location;
District-owned and District-issued computers, laptops, tablets, phones, or similar devices.

Acceptable Use

Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges

Use of the District's electronic networks is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges, disciplinary action, and/or appropriate legal action. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use

The user is responsible for his or her actions and activities involving the electronic networks. Some examples of unacceptable uses are:
Using the electronic networks for any illegal activity, including violation of copyright or other intellectual property rights or contracts, or transmitting any material in violation of any State or federal law;
Using the electronic networks to engage in conduct prohibited by board policy;
Unauthorized downloading of software or other files, regardless of whether it is copyrighted or scanned for malware;
Unauthorized use of personal removable media devices (such as flash or thumb drives);
Downloading of copyrighted material for other than personal use;
Using the electronic networks for private financial or commercial gain;
Wastefully using resources, such as file space;
Hacking or attempting to hack or gain unauthorized access to files, accounts, resources, or entities by any means;
Invading the privacy of individuals, including the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature, such as a photograph or video; Using another user's account or password;
Disclosing any network or account password (including your own) to any other person, unless requested by the system administrator;
Posting or sending material authored or created by another without his/her consent;
Posting or sending anonymous messages;
Creating or forwarding chain letters, spam, or other unsolicited messages;
Using the electronic networks for commercial or private advertising;
Accessing, sending, posting, publishing, or displaying any abusive, obscene, profane, sexual, threatening, harassing, illegal, or knowingly false material;
Misrepresenting the user's identity or the identity of others; and
Using the electronic networks while access privileges are suspended or revoked.

Network Etiquette

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:
Be polite. Do not become abusive in messages to others.
Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
Recognize that the District's electronic networks are not private. People who operate District technology have access to all email and other data. Messages or other evidence relating to or in support of illegal activities may be reported to the authorities.
Do not use the networks in any way that would disrupt its use by other users.
Consider all communications and information accessible via the electronic networks to be private property.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

By using the District's electronic networks, the user agrees to indemnify the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify or suspect a security problem on the network, the user must promptly notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep user account(s) and password(s) confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism

Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of malware, such as viruses and spyware.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, texting or data use charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules

Copyright law and District policy prohibit the re-publishing of text or graphics found on the Internet or on District websites or file servers/cloud storage without explicit written permission. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
Students engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of public domain documents must be provided.
The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
The fair use rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email

The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the District. The District provides email to aid students in fulfilling their duties and responsibilities, and as an education tool.
The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student to an email account is strictly prohibited.
Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
Electronic messages transmitted via the District's Internet gateway carry with them an identification of the user's Internet domain. This domain is a registered name and identifies the author as being with the District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
Any message received from an unknown sender via the Internet, such as spam or potential phishing emails, should either be immediately deleted or forwarded to the system administrator.
Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted. Use of the District's email system constitutes consent to these regulations.
Internet Safety
Internet access is limited to only those acceptable uses as detailed in these procedures. Internet safety is supported if users will not engage in unacceptable uses, as detailed in these procedures, and otherwise follow these procedures.
Staff members will supervise students while students are using District Internet access to ensure that the students abide by the Terms and Conditions for Internet access contained in these procedures.
Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.
The system administrator and Building Principals shall monitor student Internet access.

Cross Reference:
PRESS 6:235, Access to Electronic Networks

Email Etiquette

Email etiquette refers to the principles of behavior that students should use when writing and answering emails. Email etiquette is important because you want your message to be understood in a positive manner as well as taken seriously. The expectation is for students to understand the importance of having proper email etiquette. Please follow the following rules in regards to email etiquette:

- a. Format: Use proper structure and layout - clear subject, body (complete sentences, correct spelling and grammar, professional font) and salutation.
- b. Opening: Begin your email with a proper greeting.
- c. Content: Be respectful and courteous. Be clear and to the point. Remember to say please and thank you.
- d. Tone: Think about the impression the tone of your email will make.
- e. Wait period: Allow proper time for a response from your teacher (24 hours).

PUBLICATIONS (7.20)

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:
1. The student(s) must notify the building principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the building principal before the beginning or ending of classes at a central location inside the building.
3. The building principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;

- b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
- c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbook;
- d. Is reasonably viewed as promoting illegal drug use; or
- e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed as long as the material to be distributed or accessed is primarily prepared by students; or
- f. Incites students to violate any Board policy.

7. A student may use the School District's Uniform Grievance Procedure to resolve a complaint.

8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7. Students are prohibited from accessing and/or distributing at school any pictures, written material, or electronic material, including material from the Internet or from a blog, that:

- 1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
- 2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
- 3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, or contains indecent and vulgar language;
- 4. Is primarily intended for the immediate solicitation of funds; or

The distribution of non-school-sponsored written material must occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the material is endorsed by the school district.

Cross Reference: PRESS 7:310, *Restrictions on Publications*

Access to Non-School Sponsored Publications

Non-School Sponsored Publications Accessed or Distributed On Campus

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

- 1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
- 2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
- 3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and the Student Handbook;
- 4. Is reasonably viewed as promoting illegal drug use;
- 5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students ; or
- 6. Incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Cross Reference:

PRESS 7:315 Restrictions on Publications; High Schools

7.40 Annual Notice to Parents About Educational Technology Vendors Under the Student Online Personal Protection Act (SOPPA)

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data. Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law. In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
 - Demographic information
 - Enrollment information
 - Assessment data, grades, and transcripts
 - Attendance and class schedule
 - Academic/extracurricular activities
 - Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
 - Conduct/behavioral data
 - Health information
 - Food purchases
 - Transportation information
 - In-application performance data
 - Student-generated work
 - Online communications
 - Application metadata and application use statistics
 - Permanent and temporary school student record information
- Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:
- Instruction in the classroom or at home (including remote learning)
 - Administrative activities
 - Collaboration between students, school personnel, and/or parents/guardians
 - Other activities that are for the use and benefit of the school district

Cross Reference:

PRESS 7:345-AP, E2, *Student Data Privacy; Notice to Parents About Educational Technology Vendors*

7.50 Use of Artificial Intelligence

"Artificial intelligence" or "AI" is intelligence demonstrated by computers, as opposed to human intelligence. "Intelligence" encompasses the ability to learn, reason, generalize, and infer meaning. Examples of AI technology include ChatGPT and other chatbots and large language models.

AI is not a substitute for schoolwork that requires original thought. Students may not claim AI generated content as their own work. The use of AI to take tests, complete assignments, create multimedia projects, write papers, or complete schoolwork without permission of a teacher or administrator is strictly prohibited. The use of AI for these purposes constitutes cheating or plagiarism.

In certain situations, AI may be used as a learning tool or a study aid. Students who wish to use AI for legitimate educational purposes must have permission from a teacher or an administrator. Students may use AI as authorized in their Individualized Education Program (IEP).

Students may not use AI, including AI image or voice generator technology, to violate school rules or school district policies.

In order to ensure academic integrity, tests, assignments, projects, papers, and other schoolwork may be checked by AI content detectors and/or plagiarism recognition software.

Cross Reference: None

Chapter 8: Search and Seizure

SEARCH AND SEIZURE (8.10)
In order to maintain order safety and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left There by Students
School authorities (including SSO's) may inspect and search school property and equipment owned or controlled by the school (such as: lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. The building principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Student Searches
School authorities (including SSO's) may search a student and/or the student's personal effects in the student's possession (such as: purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the school or district's student rules and policies. The search will be conducted in a manner that is reasonably related to its objective of the search and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. School officials may require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates the school's disciplinary rules or school district policy. In the course of the investigation, the student may be required to share the content that is reported in order for the school to make a factual determination. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.

Seizure of Property
If a search produces evidence that the student has violated or is violating either the law or the school or district's policies or rules, evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, evidence may be transferred to law enforcement authorities.

Questioning of Students Suspected of Committing Criminal Activity
Before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the building principal or designee will: (a) Notify or attempt to notify the student's parent/guardian and document the time and manner in writing; (b) Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that a school employee (including, but not limited to, a social worker, psychologist, nurse, guidance counselor, or any other mental health professional) is present during the questioning; and (c) If practicable, make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.

Cross-reference: PRESS 7:140, *Search and Seizure*

Chapter 9: Extracurricular and Athletic Activities and Awards

REQUIREMENTS FOR PARTICIPATION IN ATHLETIC ACTIVITIES

A student must meet all academic eligibility requirements and have the following fully executed documents on file in the school office before being allowed to participate in any athletic activity:

1. A current certificate of physical fitness issued by a licensed physician, an advanced practice nurse or physician assistant. The preferred certificate of physical fitness is the Illinois High School Association's "Pre-Participation Physical Examination Form."
2. A permission slip to participate in the specific athletic activity signed by the student's parent/guardian.
3. Proof the student is covered by medical insurance.
4. A signed agreement by the student not to ingest or otherwise use any drugs on the IHSA's most current banned substance list (without a written prescription and medical documentation provided by a licensed physician who performed an evaluation for a legitimate medical condition) and a signed agreement by the student and the student's parent/guardian agreeing to IHSA's Performance-Enhancing Substance Testing Program.
5. A signed agreement by the student and the student's parent/guardian authorizing compliance with the School District's Extracurricular Drug and Alcohol Testing Policy; and
6. Signed documentation agreeing to comply with the School District's policies and procedures on student athletic concussions and head injuries.

Modification of Athletic or Team Uniform
Students may modify their athletic or team uniform for the purpose of modesty in clothing or attire that is in accordance with the requirements of the student's religion or the student's cultural values or modesty preferences.

IESA
Eligibility for most athletics is also governed by the rules of the IESA and, if applicable, these rules will apply in addition to this Extracurricular and Athletic Activities Code of Conduct. In the case of a conflict between IESA and this Code, the most stringent rule will be enforced.

Academic Eligibility
Selection of members or participants in extracurricular and athletic activities is at the discretion of the designated teachers, sponsors, and coaches. In order to be eligible to participate in extracurricular and athletic activities, a student must maintain an overall passing grade (60%) in all classes.

Absence from School on Day of Extracurricular or Athletic Activity

A student who is absent from school after noon is ineligible for any extracurricular or athletic activity on that day unless the absence has been approved in writing by the principal. Exceptions may be made by the designated teacher, sponsor or coach for justifiable reasons, including: 1) a pre-arranged medical absence; 2) a death in the student's family; or 3) a religious ceremony or event. A student who has been suspended from school is also suspended from participation in all extracurricular and athletic activities for the duration of the suspension. A student who is absent from school on a Friday before a Saturday event may be withheld from Saturday extracurricular or athletic activities at the sole discretion of the designated teacher, sponsor or coach.

Travel

All students must travel to extracurricular and athletic activities and return home from such activities with his or her team by use of school approved transportation. A written waiver of this rule may be issued by the teacher, sponsor or coach in charge of the extracurricular or athletic activity upon advance written request of a student's parent/guardian and provided the parent/guardian appears and accepts custody of the student. Oral requests will not be honored and oral permissions are not valid.

Cross-References:

PRESS 6:190, *Extracurricular and Co-Curricular Activities*
PRESS 6:190-AP, *Eligibility for Participation in Extracurricular Activities*
PRESS 7:240, *Conduct Code for Participants in Extracurricular Activities*
PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*
PRESS 7:300, *Extracurricular Athletics*

AWARDS

Students will be recognized for their accomplishments throughout the school year. Those awards might include, but are not limited to:

- Daughters of the American Revolution Award
- Top Honors Student
- High Honors Award
- Honor Roll Award
- PBIS Student(s) of the year
- Lead Conference Recipient
- Leadership
- Prestigious Pretzel (0 tardies, referrals, unexcused absences)
- Spelling Bee
- Athletics Participation

NBJH CLUBS AND ORGANIZATIONS

NBJH students are encouraged to participate in extra-curricular activities. The junior high has the following clubs and organizations:

- Student Council (must be elected)
- Yearbook
- Library

CODE OF CONDUCT (9.10)

This information can be found in our Athletic & Extracurricular Code of Conduct Policy Manual (on website)

ATTENDANCE AT SCHOOL-SPONSORED DANCES (9.20)

Attendance at school-sponsored dances is a privilege. Dances are sponsored for New Berlin Junior High students only. Visitors will not be allowed to attend any dance. All school rules, including the school's discipline and dress code are in effect during school-sponsored dances. No dances are considered formal. Students are required to remain at the dance and cannot leave until a parent arrives. Specific criteria for attendance may be established prior to each dance. Such criteria may be based on behavior, attendance, or grades. Consistent with the athletic participation policy, attendance at school on the day of the dance is required to attend the dance. Students who violate the school's discipline code will be required to leave the dance immediately and the student's parent/guardian will be contacted. The school may also impose other discipline as outlined in the school's discipline code.

Cross-references: PRESS 6:190, *Extracurricular and Co-Curricular Activities*, PRESS 7:240-AP1, *Code of Conduct for Extracurricular Activities*

STUDENT ATHLETE CONCUSSIONS AND HEALTH INJURIES (9.30)

This information can be found in our Athletic & Extracurricular Code of Conduct Policy Manual (on website).

Cross Reference: PRESS 7:305, *Student Athlete Concussions and Head Injuries*

Chapter 10: Special Education

Once a student has progressed through all 3 Tiers of interventions with RtI, a referral may be made by parents, teachers, or other concerned individuals. After a comprehensive diagnostic evaluation, a committee of educational personnel determines the child's eligibility for programs and services. When a child is eligible for special education, an Individual Education Program (IEP) is written which sets goals and recommends services specific to the child's unique needs. Parent/guardian consent is required prior to the evaluation and for special education placement. Parent participation is encouraged at every step. Additional services provided through Sangamon Area Special Education District include: Child Find Services, School Social Work Services, School Psychological Services, Psychiatric Diagnostic Services, Vocational Education Services, Physical and Occupational Therapy, Orientation and Mobility Training, and Audiologist Services.

EDUCATION OF CHILDREN WITH DISABILITIES (10.10)

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act are identified, evaluated and provided with appropriate educational services.

The School, in cooperation with the Sangamon Area Special Education District (SASED), provides a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the school. The term "children with disabilities" means children between ages 3 and the day before their 22nd birthday for whom it is determined that special education services are needed, except those children with disabilities who turn 22 years of age during the school year are eligible for special education services through the end of the school year. It is the intent of the school to ensure that students with disabilities are identified, evaluated, and provided with appropriate educational services. A copy of the publication "Explanation of Procedural Safeguards Available to Parents of Students with Disabilities" may be obtained from the school district office.

Students with disabilities who do not qualify for an individualized education program, as required by the federal Individuals with Disabilities Education Act and implementing provisions of this Illinois law, may qualify for services under Section 504 of the federal Rehabilitation Act of 1973 if the student (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of a physical or mental impairment, or (iii) is regarded as having a physical or mental impairment.

For further information, please contact:

Junior High Principal
488-6012

Commented [95]: New Berlin schools require that a student must be in school for the full day before participating in any practice or activity. This means a student must be in attendance for all classes in order to participate in an athletic contest. If a student is not in school for the entire day, he/she cannot practice or play a game that night, unless one of the following conditions have been met and approved by the building principal and/or athletic director.
Doctor's note or appointment
Funeral
Court appointment (verified)
Other emergencies at the discretion of principal (reflects last years addition to athletic handbook)

PRESS 6:120, *Education of Children with Disabilities* PRESS 6:120-AP1,E1 – Exhibit – Notice to Parents/Guardians Regarding Section 504 Rights

DISCIPLINE OF STUDENTS WITH DISABILITIES (10.20)

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

Isolated Time Out, Time Out, and Physical Restraint

Isolated time out, time out, and physical restraint shall only be used if the student's behavior presents an imminent danger of serious physical harm to the student or others, and other less restrictive and intrusive measures were tried and proven ineffective in stopping it. The School may not use isolated time out, time out, or physical restraint as discipline or punishment, convenience for staff, retaliation, as a substitute for appropriate educational or behavior support, a routine safety matter, or to prevent property damage in the absence of imminent danger of serious physical harm to the student or others. The use of prone restraint is prohibited

Cross Reference:
PRESS 7:190-AP4, *Administrative Procedure- Use of Isolated Time Out, Time Out, and Physical Restraint*
PRESS 7:230, *Misconduct by Students with Disabilities*

EXEMPTION FROM PHYSICAL EDUCATION REQUIREMENT (10.30)

Illinois students are required to take part in physical education class on a daily basis. A student may be exempt from some or all physical activities when the appropriate excuses are submitted to the school by a parent/guardian (for one day only) or by a person licensed under the Medical Practice Act (for periods of more than 1 day). Alternative activities and/or units of instruction will be provided for students who are unable to participate.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education will receive that service in accordance with the student's Individualized Education Program.

Cross Reference: PRESS 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*

REQUEST TO ACCESS CLASSROOM (10.50)

The parent/guardian of a student receiving special education services, or being evaluated for eligibility, is afforded reasonable access to educational facilities, personnel, classrooms, and buildings. This same right of access is afforded to an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child.

For further information, please contact the school principal.

Cross Reference: PRESS 6:120, *Education of Children with Disabilities*, PRESS 6:120-AP2,E1 – Exhibit – *Request to Access Classroom(s) or Personnel for Special Education Evaluation/Observation Purposes*

Related Service Logs

10.60 For a child with an individualized education program (IEP), the school district must create related service logs that record the type of related services administered under the child's IEP and the minutes of each type of related service that has been administered. The school will provide a child's parent/guardian a copy of the related service log at the annual review of the child's IEP and at any other time upon request.

PRESS 7:340-AP1, *School Student Records*

PUNS Database Information for Students and Parents or Guardians (10.70 MSH)

The Illinois Department of Human Services (IDHS) maintains a statewide database known as the PUNS database (Prioritization of Urgency of Need for Services) that records information about individuals with intellectual disabilities or developmental disabilities who are potentially in need of services.

IDHS uses the data on PUNS to select individuals for services as funding becomes available, to develop proposals and materials for budgeting, and to plan for future needs. The PUNS database is available for children with intellectual disabilities or developmental disabilities with unmet service needs.

Registration to be included on the PUNS database is the first step toward receiving developmental disabilities services in this State. A child who is not on the PUNS database will not be in the queue for State developmental disabilities services.

For more information and to sign up for PUNS, see the Illinois Department of Human Services PUNS information page at <https://www.dhs.state.il.us/page.aspx?item=41131>.

Information on PUNS can be found on the SASED website at:

[SASED Website](#)

[PUNS Trained Personnel for New Berlin CUSD #16](#)

 Jenny Mendenhall, Special Education Administrator, New Berlin CUSD #16 and Pleasant Plains CUSD #8

mendenhall@sased.com

 Mark Strawn, Director of SASED Central

strawn@sased.com

Commented [96]: New Addition

Cross Reference:

None

Chapter 11: Student Records and Privacy

STUDENT PRIVACY PROTECTIONS (11.10)

SURVEYS

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives, or assist student's career choices. This applies to all surveys regardless of whether the student answering the questions can be identified or who created the survey.

SURVEYS BY THIRD PARTIES

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent/guardian may inspect the survey or evaluation, upon their request and within a reasonable time of their request. This applies to every survey: (1) that is created by a person or entity other than a district official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions. Parents who object to disclosure of information concerning their child to a third party may do so in writing to the building principal.

SURVEYS REQUESTING PERSONAL INFORMATION

School officials and staff members will not request, nor, disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the school or district) containing one or more of the following items:

- Political affiliations or beliefs of the student or the student's parent/guardian
- Mental or psychological problems of the student or the student's family
- Behavior attitudes about sex
- Illegal, anti-social, self-recriminating, or demeaning behavior
- Critical appraisals of other individuals with whom students have close relationships
- Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers
- Religious practices, affiliations, or beliefs of the students or the student's parent/guardian
- Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program or for receiving financial assistance under such program

The student's parent/guardian may inspect the survey or evaluation upon, and refuse to allow their child to participate in the survey. The school will not penalize any student whose parent/guardian exercised this option.

INSTRUCTIONAL MATERIAL

A student's parent/guardian may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

Prohibition on Selling or Marketing Students' Personal Information

No school official or staff member may market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term personal information means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

Unless otherwise prohibited by law, The above paragraph does not apply: (1) if the student's parent/guardian have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions., such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools. §11.10 Page 2 of 3 © 2022 IPA School Handbook Subscription Service To be used in conjunction with the Illinois Association of School Board's PRESS Service. Please review this material with your school board attorney before use.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's personal information to a business organization or financial institution that issues credit or debit cards. A parent/guardian who desires to opt their child out of participation in activities provided herein or who desires a copy or access to a survey or any other material described herein may contact the Building Principal. A complete copy of the District's Student and Family Privacy Rights policy may be obtained from the Superintendent's office or accessed on the District's website.

Cross-References: PRESS 7:15, *Student and Family Privacy Rights*, PRESS 7:15-E, *Notification to Parents of Family Privacy Rights*

STUDENT RECORDS (11.20)

A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 15 school days of the day the District receives a request for access. The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent/guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. The principal will make arrangements for access and notify the parent/guardian or student of the time and place where the records may be inspected. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost. These rights are denied to any person against whom an order of protection has been entered concerning the student.
2. The right to have one or more scores received on college entrance examinations included on the student's academic transcript. Parents/guardians or eligible students may have one or more scores on college entrance examinations included on the student's academic transcript. The District will include scores on college entrance examinations upon the written request of the parent/guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.
3. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent/guardian or eligible student may ask the District to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent/guardian or eligible student wants changed and the specific reason a change is being sought. If the District decides not to amend the record, the District will notify the parent/guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois

School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians or eligible student will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records. Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent/guardian can be identified; to another school district that overlaps attendance boundaries with the District, if the District has entered into an intergovernmental agreement that allows for sharing of student records and information with the other district any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after 5 years, be transferred to the parent/guardian or to the student, if the student has succeeded to the rights of the parent/guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.

Throughout the school year, the District may release directory information regarding students, limited to:

- Name, address, gender, grade level, birth date and place, parent/guardian names, addresses, electronic mail addresses, and telephone numbers, • Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parent/guardian, or student who is 18 years of age or older, request that the information not be disclosed without prior written consent. If you wish to exercise this option, notify the building principal.

8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through

the exercise of any right secured under State law.

9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

Cross-reference: PRESS 7:340, *Student Records*

STUDENT BIOMETRIC INFORMATION (11.30)

Before collecting biometric information from students, the school must seek the permission of the student's parent/guardian or the student, if over the age of 18. Biometric information means information that is collected from students based on their unique characters, such as a fingerprint, voice recognition or retinal scan.

Cross-reference: PRESS 7:340, *Student Records*

Chapter 12: PARENTAL RIGHT NOTIFICATIONS

Sex Offender Notification Law (12.110 MSH)

State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

1. To attend a conference at the school with school personnel to discuss the progress of their child.
2. To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
3. To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board.

Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children.

A violation of this law is a Class 4 felony.

Information about sex offenders or violent offenders against youth is available to the public on the Illinois State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, <https://isp.illinois.gov/Sor/Disclaimer>

Illinois Murderer and Violent Offender Against Youth Registry, <https://isp.illinois.gov/MVOAY/Disclaimer>

Frequently Asked Questions Concerning Sex Offenders, <https://isp.illinois.gov/Sor/FAQs>

Cross-References:

PRESS 4:175-AP1, Criminal Offender Notification Laws; Screening

PRESS 4:175-AP1, E1, Exhibit – Informing Parents/Guardians About Offender Community Notification Laws

STANDARDIZED TESTING (12.20)

Students and parents/guardians should be aware that students in grades 6-8 will take standardized tests throughout the school year. Parents are encouraged to cooperate in preparing students for the standardized testing, because the quality of the education the school can provide is partially dependent upon the school's ability to continue to prove its success in the state's standardized tests. Parents can assist their students achieve their best performance by doing the following:

1. Encourage students to work hard and study throughout the year;
2. Ensure students get a good night's sleep the night before exams;
3. Ensure students eat well the morning of the exam, particularly ensuring they eat sufficient protein;
4. Remind and emphasize for students the importance of good performance on standardized testing;
5. Ensure students are on time and prepared for tests, with appropriate materials;
6. Teach students the importance of honesty and ethics during the performance of these and other tests;

7. Encourage students to relax on testing day.

Cross-Reference: PRESS 6:340, *Student Testing and Assessment Programs*

iReady - i-Ready is an online program for reading and/or mathematics that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.

Illinois Assessment of Readiness (IAR) is the state required series of tests given to students in grades 3-8. Tests are given in the areas of English Language Arts (ELA) and mathematics at all of these grade levels. All testing will be completed electronically via a computer. The results will show how well our schools and districts are doing in meeting the adopted Illinois Learning Standards, also known as the Common Core State Standards, for learning. Individual student results of the IAR assessment will be reported to parents, and school results will appear on the district report card.

Illinois Science Assessment (ISA) - In compliance with federal testing requirements, Illinois will administer a science assessment to students enrolled in a public school district in grades 5, 8 and once at the high school level. The high school assessment utilizes a course-based model with content aligned to Biology I. The assessment will be administered in an online format and is aligned to the Illinois Learning Standards for Science incorporating the Next Generation Science Standards (NGSS), which were adopted in 2014.

RESPONSE TO INTERVENTION (RTI)

RTI is the process of providing interventions to students who are at risk for academic and social-emotional/behavioral problems. The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning and behavior in the school setting at increasing levels of intensity. All students are screened in reading fluency and comprehension, math, and science in the fall, winter and spring. In addition, students are screened for risk-factors related to social-emotional behaviors. All students who do not meet the set expectations on the screenings, or who are referred by their classroom teacher are given further testing to determine if they are in need of interventions. If interventions are needed, students will receive these interventions during the regular school day, and parents will be informed of the interventions being provided. The progress made by students at each stage of intervention is closely monitored. The information gained from an RTI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program. New Berlin Junior High will enroll students that qualify for RTI into a specific class instead of their regularly scheduled elective classes. This will be for the quarter or until the student reaches the threshold for academic standings (40th percentile on MAP testing).

HOMELESS CHILD'S RIGHT TO EDUCATION (12.30)

When a child loses permanent housing and becomes a homeless person as defined at law, or when a homeless child changes his or her temporary living arrangements, the parent or guardian of the homeless child has the option of either:

1. Continuing the child's education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or
2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Assistance and support for homeless families can be provided by the District Homeless Liaison, Olga Lopez. She can be reached at 488-6054 ext. 419 or at olopez@pretzelpride.com

Cross-References: PRESS 6:140, *Education of Homeless Children*, PRESS 6:140-AP, *Education of Homeless Children*

Family Life & Sex Education Classes (12.40)

Students will not be required to take or participate in any class or courses in comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS; family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS; instruction on diseases; recognizing and avoiding sexual abuse; or instruction on donor programs for organ/tissue, blood donor, and transplantation, if his or her parent or guardian submits a written objection. The parent or guardian's decision will not be the reason for any student discipline, including suspension or expulsion. Nothing in this Section prohibits instruction in sanitation, hygiene or traditional courses in biology.

Parents or guardians may examine the instructional materials to be used in any district sex education class or course.

PRESS 6:60-AP, *Comprehensive Health Education Program*

PRESS 6:60-E, *Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes*

ENGLISH LEARNERS (12.60)

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet.

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

For questions related to this program or to express input in the school's English Learners program, contact the building principal.

PRESS 6:160, *English Learners*

SCHOOL VISITATION RIGHTS (12.70)

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work under certain conditions to attend necessary school functions such as parent-teacher conferences, academic meetings and behavioral meetings. Letters verifying participation in this program are available from the school office upon request.

PRESS 8:95-E1, *Letter Notifying Parents/Guardians of School Visitation Rights*, PRESS 8:95-E2, *Verification of School Visitation*

PESTICIDE APPLICATION NOTICE (12.80)

The district maintains a registry of parents/guardians of students who have registered to receive written or telephone notification prior to the application of pesticides to school grounds. To be added to the list, please contact the district office.

Notification will be given before application of the pesticide. Prior notice is not required if there is imminent threat to health or property.

PRESS 4:160-AP, *Environmental Quality of Buildings and Grounds*

ASBESTOS POLICY

This notice is to inform building occupants of the potential hazard and locations of asbestos containing materials. It has been determined by the Illinois Department of Public Health and the United States EPA that asbestos is a potential health hazard, and precautions should be taken to avoid disturbing any asbestos containing

Commented [97]: JH/HS - per Social Worker

Commented [98]: 488-6012, ext. 1410 - Per Social Worker

materials.
Materials containing asbestos have been found in New Berlin Jr/Sr High School. Any evidence of disturbance or change in condition will be documented in the management Plan as required by law.
Cleaning and maintenance personnel who recognize the danger of asbestos are taking special precautions during work to properly guard against disturbance of the asbestos containing materials. All asbestos containing materials are inspected and evaluated periodically and additional measures will be taken when needed to protect the health of building occupants.
Reliable Environmental Solutions, Inc.
4211 Westgate Dr.
Springfield, IL 62711
CHILD ABUSE/MANDATED REPORTERS (12.90)
All school personnel, including teachers and administrators, are required by law to immediately report any and all suspected cases of child abuse or neglect to the Illinois Department of Children and Family Services.

PRESS 5:90, *Abused and Neglected Child Reporting*

UNSAFE SCHOOL CHOICE OPTION (12.100)

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because the District has only one school or attendance center. A student, who would otherwise have qualified for the choice option, or the student's parent/guardian, may request special accommodations from the building principal.

PRESS 4:170, *Safety*

STUDENT PRIVACY (12.105)

The District has adopted and uses several policies and procedures regarding student privacy, parental access to information and administration of certain physical examinations to students. Copies of these policies are available upon request.

PRESS 6:170-AP2, *Notice to Parents Required by ESSA, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*

SEXUAL OFFENDER NOTIFICATION LAW (12.110)

State law requires that all school districts provide parents/guardians with information about sex offenders and violent offenders against youth. State law prohibits a convicted child sex offender from being present on school property when children under the age of 18 are present, except for in the following circumstances as they relate to the individual's child(ren):

- To attend a conference at the school with school personnel to discuss the progress of their child.
- To participate in a conference in which evaluation and placement decisions may be made with respect to their child's special education services.
- To attend conferences to discuss issues concerning their child such as retention or promotion.

In all other cases, convicted child sex offenders are prohibited from being present on school property unless they obtain written permission from the superintendent or school board. Anytime that a convicted child sex offender is present on school property – including the three reasons above - he/she is responsible for notifying the principal's office upon arrival on school property and upon departure from school property. It is the responsibility of the convicted child sex offender to remain under the direct supervision of a school official at all times he/she is in the presence or vicinity of children. A violation of this law is a Class 4 felony.

PRESS 4:170-AP2, *Criminal Offender Notification Laws*

SEX OFFENDER AND VIOLENT OFFENDER COMMUNITY NOTIFICATION LAW (12.120)

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following: Illinois Sex Offender Registry, www.isp.state.il.us/sor/
Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/
Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

Cross Reference:
PRESS 4:175-AP1.E1, *Informing Parents/Guardians About Offender Community Notification Laws*

Parent Notices Required by the Every Student Succeeds Act (12.130)

I. Teacher Qualifications

A parent/guardian may request, and the District will provide in a timely manner, the professional qualifications of your student's classroom teachers, including, at a minimum, whether:

- The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- The teacher is teaching under emergency or other provisional status.
- The teacher is teaching in the field of discipline of the certification of the teacher.
- Paraprofessionals provide services to the student and, if so, their qualifications.

II. Testing Transparency

The State and District requires students to take certain standardized tests. For additional information, see handbook procedure 12:20. A parent/guardian may request, and the District will provide in a timely manner, information regarding student participation in any assessments mandated by law or District policy, which shall include information on any applicable right you may have to opt your student out of such assessment.

III. Annual Report Card

Each year, the District is required to disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: student achievement on academic assessments (designated by category), graduation rates, district performance, teacher qualifications, and certain other information required by federal law. When available, this information will be placed on the District's website at www.pretzelpride.com

IV. Parent & Family Engagement Compact

V. Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District under certain circumstances. For additional information, see handbook procedure 12:100.

VI. Student Privacy: Students have certain privacy protections under federal law. For additional information, see handbook procedure 12:105.

VII. English Learners

The school offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State standards that all children are expected to meet. For additional information, see handbook procedure 12:60.

VIII. Homeless Students: For information on supports and services available to homeless students, see handbook procedure 12:30.

For further information on any of the above matters, please contact the building principal.

Cross Reference:

PRESS 6:170-AP2, *Notice to Parents Required by ESSA, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*



2025-2026

Prairie State Insurance Cooperative (PSIC)
New Berlin Community Unit School District #16
Member Cost Comparison

Coverage Description	Additional Description	2024-2025	2025-2026	% Change
Variable Cost (PC/WC Combined)				
Total Variable Costs %				45%
Variable Cost % above is your districts contribution into the programs Loss Fund. Depending on program performance, those contributions can be returned in the form of Member Equity or Surplus in future years.				

Total PSIC Program Costs (*)				
Property/Casualty Costs		\$188,641.98	\$230,138.98	22%
Worker's Compensation Costs		\$47,872.83	\$47,625.15	-1%
Total PSIC Cost 2025-2026		\$236,514.81	\$277,764.13	17%

(*) Subject to individual district property exposure, student exposure, auto exposure and payrolls, if applicable

Member Equity Summary

Total PSIC Net Position for Property Casualty is:

\$8,448,256

The net position is also known as the 'member equity' or 'surplus' of the program.

Total PSIC Net Position for Workers Compensation is:

\$7,558,464

The net position is also known as the 'member equity' or 'surplus' of the program.

The net positions displayed above for both PSIC programs show potential future equity that your district may be entitled to receive in the form of a loyalty return.



2025-2026 P&C Pricing Sheet

Prairie State Insurance Cooperative (PSIC) New Berlin Community Unit School District #16 Member Cost Comparison

Coverage Description	Additional Description	2024-2025	2025-2026	% Change
Fixed Costs:				
Package Policy	includes actuarial debit/credit in [] (1)	\$33,563 [10.0%]	\$40,100 [0%]	
Excess Property		\$24,824	\$44,035	
Boiler & Machinery		\$1,683	\$2,871	
Pollution Liability		\$2,030	\$2,933	
Excess Liability	(\$8,000,000 xs \$2,000,000)	\$6,432	\$10,869	
Student Accident - Mandatory	(\$25,000)	\$4,030	\$4,541	
Student Accident - Catastrophic	(\$7,000,000 xs \$25,000)	\$1,290	\$1,310	
Cyber Liability	(Expiring \$3,000,000) (Renewal \$3,000,000)	\$13,281	\$11,676	
Deadly Weapons/Crisis Advisory		\$1,279	\$807	
Administration/Brokerage Fee		\$5,820	\$6,299	
Local Agents' Fee		\$5,820	\$6,299	
Claims Administration Fee		\$3,461	\$3,702	
Loss Control Fee		\$1,072	\$1,072	
Loss Control Fee - Cyber		\$500	\$500	
Operating Expense Fee		N/A	N/A	
Total Fixed Cost		\$105,087.98	\$137,014.98	30%

Variable Costs:				
Loss Fund - Package	Funded amount (86.33% for 2025) includes actuarial debit/credit in [] (1)	\$83,554 [10.0%]	\$93,124 [0%]	
Property & Casualty Program Contribution:		\$188,641.98	\$230,138.98	22%
Auditable Loss Fund (based on exposures listed below)	This figure should be budgeted under your Tort Fund.	\$6,114	\$14,748	

Statistical Information				
Total Insured Values	includes APD	\$46,697,728	\$77,453,592	66%
Pre-K/Elementary/Junior Students		612	612	0%
High School Students		237	250	5%
Teachers		78	75	-4%
All Other Vehicles		5	5	0%
Buses		22	22	0%
Property & Casualty Program Contribution:		\$188,641.98	\$230,138.98	22%

(1) Please note, the actuarial debit/credit system for the 2025/2026 renewal is based on 2024/2025 individual member annual contribution. This system is based on 5 years of incurred losses by member as well as 2025/2026 exposures by member.



2025-2026 WC Pricing Sheet

Prairie State Insurance Cooperative (PSIC) New Berlin Community Unit School District #16 Member Cost Comparison

Coverage Description	Additional Description	2024-2025	2025-2026	% Change
Fixed Costs:				
Worker's Compensation Premium		\$5,034	\$5,332	
CRS Claims Administration Fee (WC)		\$3,771	\$4,143	
Administration/Brokerage Service Fee (WC)		\$2,283	\$2,352	
Local Agents' Fee (WC)		\$2,283	\$2,352	
Operating Expense Fee (WC)		N/A	N/A	
Loss Control Service Units (WC)		\$1,072	\$1,072	
Loss Control Service Unit Days		1 Day	1 Day	
Total Fixed Cost		\$14,442.83	\$15,250.15	6%

Variable Costs:				
Loss Fund - Workers' Compensation	Funded amount (100% for 2025) includes actuarial debit/credit in [] (1)	\$33,430 [-14.4%]	\$32,375 [-15.0%]	
Worker's Compensation Program Contribution		\$47,872.83	\$47,625.15	-1%
Auditable Loss Fund (based on payrolls listed below)	This figure should be budgeted under your Tort Fund.	\$838	N/A	

Payroll Information				
Drivers		\$549,195	\$560,214	2%
Professional Employees		\$6,138,776	\$6,246,343	2%
Cafeteria		\$127,201	\$144,347	13%
All Other (Maintenance)		\$406,616	\$455,212	12%
Total Payroll		\$7,221,788	\$7,406,116	3%
Experience Modification Factor (MOD)		0.72	0.72	
Modified Premium		\$45,507	\$45,597	
Worker's Compensation Program Contribution:		\$47,872.83	\$47,625.15	-1%

(1) Please note, the actuarial debit/credit system for the 2025/2026 renewal is based on 2024/2025 individual member annual contribution. This system is based on 5 years of incurred losses by member as well as 2025/2026 exposures by member.

RESOLUTION TO SELL/DISPOSE OF SURPLUS OR OUTDATED EQUIPMENT/SUPPLIES

WHEREAS, certain equipment or supplies owned by New Berlin C.U.S.D. #16 are no longer necessary for its operation;

RESOLVED, to list for sale of certain supplies or equipment described below:

Computers and Other Technology Equipment

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary of New Berlin C.U.S.D. #16, a public school district formed pursuant to the laws of the state of Illinois, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Education and that said meeting was held in accordance with state law on May 15, 2025, and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary this 15th day of May of 2025.

Secretary
Board of Education
May 15, 2025



REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	Replacement	Employee Category:	Certified	Employment Status:	Full-time (FT)
Certified Position:	Teacher	Subject/Grade/Activity/Sport:	Vocal and Instrumental Music Teacher	If PT, No. of Hrs/Day:	
ESP Position:		ESP Position:		Choose an item.	

NEW EMPLOYEE INFORMATION / PLACEMENT

Name:	Middleton, Colton	Certified Degree:	BA	Hourly/Daily Rate of Pay:	Click or tap here to enter text.
Location:	JR/SR High School	Step:	0	Additional Hours:	Click or tap here to enter text.
Salary Schedule Placement	Choose an item.	Placement:	Click or tap here to enter text.	Annual Rate of Pay:	Click or tap here to enter text.
Extra-curricular assignment:	All HS Organizational	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	All JH Organizational	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Pep Band and Marching Band	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Incumbent Name:	Magrath, Abigail	Desired Beginning Date:	8/1/2025		
Position Supervisor:	Hattie Llewellyn				
Action Requested by:	Hattie Llewellyn	Date:	5/6/2025		

(Placement – indicate the location of the employee on the extra-curricular salary schedule: i.e. 3yrs=col. 2; salary from Appendix C)

APPOINTMENT AUTHORIZATION SIGNATURES

Chief Financial Officer:		Superintendent:	
President:		Secretary	

Routing: Original to Chief Financial Officer – Attach resume/application/transcripts/certificates



REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	Replacement	Employee Category:	Certified	Employment Status:	Full-time (FT)
Certified Position:	Teacher	Subject/Grade/Activity/Sport:		If PT, No. of Hrs/Day:	
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Bradley Olysav			Hourly/Daily Rate of Pay:	Click or tap here to enter text.
Location:	Elementary School	Certified Degree:	BA	Additional Hours:	Click or tap here to enter text.
Salary Schedule Placement	Choose an item.	Step:	Choose an item.	Annual Rate of Pay:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Incumbent Name:	Click or tap here to enter text.	Desired Beginning Date:	8/11/2025		
Position Supervisor:	Jokisch				
Action Requested by:	Jokisch	Date:	5/13/2025		

(Placement – indicate the location of the employee on the extra-curricular salary schedule: i.e. 3yrs=col. 2; salary from Appendix C)

APPOINTMENT AUTHORIZATION SIGNATURES			
Chief Financial Officer:		Superintendent:	
President:		Secretary	

Routing: Original to Chief Financial Officer – Attach resume/application/transcripts/certificates



REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	Replacement	Employee Category:	Certified	Employment Status:	Extra Duty
				If PT, No. of Hrs/Day:	
Certified Position:	Teacher	Subject/Grade/Activity/Sport:	Click or tap here to enter text.	ESP Position:	Choose an item.
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Johnson, Lindsay			Hourly/Daily Rate of Pay:	Click or tap here to enter text.
Location:	Senior High School	Certified Degree:	Choose an item.	Additional Hours:	Click or tap here to enter text.
Salary Schedule Placement	Choose an item.	Step:	Choose an item.	Annual Rate of Pay:	Click or tap here to enter text.
Extra-curricular assignment:	Student Council	Placement:	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Extra-curricular assignment:	Click or tap here to enter text.	Placement	Click or tap here to enter text.	Salary:	Click or tap here to enter text.
Incumbent Name:	McClarey, Maggie	Desired Beginning Date:	25.26 School Year		
Position Supervisor:	Hattie Llewellyn				
Action Requested by:	Hattie Llewellyn	Date:	5/6/2025		

(Placement – indicate the location of the employee on the extra-curricular salary schedule: i.e. 3yrs=col. 2; salary from Appendix C)

APPOINTMENT AUTHORIZATION SIGNATURES			
Chief Financial Officer:		Superintendent:	
President:		Secretary	

Routing: Original to Chief Financial Officer – Attach resume/application/transcripts/certificates

High School Volunteer Coaches

Board Approval - 05/15/25

Fall

Varsity Football

Name			
Charles Ruble			
Caleb Wellman			
Jeff Harres			
Joe Krall			
Brian Tobin			

Football Cheer

Name			
Stacey Killion			
Olivia Killion			
Peyton Kirkpatrick			

Volleyball

Name			
Ali Hunter			

Junior High Volunteer Coaches

Fall

JH Baseball

Name			
Bill Talbert			
Billy Gum			

JH Softball

Name			
Sarah Knepler			

JH Girls Basketball

Name			
Nick Morrison			

**COMMUNITY UNIT SCHOOL DISTRICT NO. 16
DISTRICT ATHLETICS AND ACTIVITIES DIRECTOR'S EMPLOYMENT
CONTRACT 2025-2028 SCHOOL YEAR**

Whereas, the Board of Education, New Berlin Community Unit School District No. 16, hereinafter referred to as "the Board" and Dillon Binkley, hereinafter referred to as "District Athletics and Activities Director" do hereby agree to memorialize the terms and conditions for the employment of the District Athletics and Activities Director for a three-year period.

Now, therefore, on this 15^h day of May, 2025, the Board and District Athletics and Activities Director, in consideration of the mutual promises contained herein, do hereby enter into this Employment Contract on the following terms and conditions as approved by the Board at a duly convened public meeting as prescribed by law.

1. **EMPLOYMENT:** District Athletics and Activities Director is hereby retained for a three (3) year period commencing on July 1, 2025, and terminating on June 30, 2028 (working 200 days a fiscal year), to serve as a District Athletic and Activities Director within Community Unit School District No. 16, Sangamon and Morgan Counties, Illinois. This Contract replaces any prior employment contract between the parties.
2. **DUTIES:** The duties and responsibilities of the District Athletics and Activities Director shall be all those duties incident to the office of District Athletic and Activities Director as set forth in Board policy and the job description of the District Athletics and Activities Director, those obligations set forth in the Illinois School Code, and, such other duties normally performed by an District Athletics and Activities Director, and as from time to time may be assigned by the Board. The District Athletics and Activities Director is responsible for the planning, operation, and evaluation of athletics and extracurricular programs, including the educational progress and performance of student-athletes, and all other administrative matters as assigned by the Superintendent or Board. The District Athletics and Activities Director may be responsible for teaching duties less than 50% of time, including substituting during the school day, as may be assigned by the Superintendent or Board. His conduct shall always be reflective of the highest standards of integrity and good character.
3. **PERFORMANCE GOALS:** In accordance with 105 ILCS 5/10-23.8(a), the parties will established Performance Goals for the District Athletics and Activities Director for the term of this contract, including indicators that will be used by the Board to measure the District Athletics and Activities Director's achievement of these Goals. (See attached)
 - A. The Board, in consultation with the Superintendent, has the sole exclusive right to set the final Performance Goals.
 - B. Final determination as to whether or not the District Athletics and

Activities Director has met the Performance Goals of this contract shall be within the sole exclusive discretion of the Board.

C. The Performance Goals and Indicators for the District Athletics and Activities Director are set forth as follows:

- i. The District's Athletics and Activities programs will be compliant with all Board policies and laws;
- ii. The District's Athletics and Activities programs will make continuous improvement, including improvements of student performance and academic eligibility; and
- iii. The District's Athletics and Activities programs will enhance the District's overall image in the community and beyond.

4. **SALARY AND BENEFITS:**

A. **SALARY.** In consideration of the District Athletics and Activities Director's services listed herein, the Board of Education will pay to his annual salary of Eighty Thousand dollars and 00 cents (\$80,000) for the 2025-2026 fiscal year (July 1 to June 30). In consideration of the salary listed herein, the District Athletics and Activities Director hereby agrees to devote such time, skill, labor, and attention to this employment during the term of this Agreement, and to perform faithfully the duties of a District Athletics and Activities Director for this District as set forth in this Agreement. The annual salary herein provided shall be paid in equal installments in accordance with the policy of the Board governing payment of salary to other certificated members of the professional staff. The Board retains the right to adjust the annual salary of District Athletics and Activities Director during the term of this Agreement, provided that any salary and benefit adjustment does not reduce the annual salary and benefits provided in the previous fiscal year. Any adjustment in salary made during the life of this Agreement shall be in the form of a written amendment executed by both parties and shall become a part of this Agreement. However, by so doing, it shall not be considered that the Board has entered into a new Agreement with District Athletics and Activities Director or that the termination date of this Agreement has been in any way extended.

B. **PENSION SYSTEM.** In addition to the annual salary set forth above, the Board shall pay on behalf of the District Athletics and Activities Director to the Illinois Teachers' Retirement System and the Teachers' Health Insurance Security Fund the District Athletics and Activities Director's required contributions to said pension system. The District Athletics and Activities Director does not have any right or claim to said amount except as it may become available at the time of retirement or resignation from the State of Illinois Teachers' Retirement System. Both parties acknowledge that the District Athletics and Activities Director did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions made as a condition of employment to secure the District

Athletics and Activities Director's future services, knowledge, and experience.

- C. **INSURANCE.** The Board will provide the District Athletics and Activities Director with the following insurance benefits:
1. Full single employee hospitalization and medical insurance as provided under any group program effective in the District during the term of this Agreement. In the event that any health reform legislation or other law shall prohibit or otherwise restrict the Board from providing the insurance benefit herein described, the Board retains the right to limit participation of the employee and her beneficiaries in the district Health Plans to the same terms and conditions provided to other certified employees. In such event, the monetary equivalent of the difference in premium cost for the employee's elected coverage shall be paid to the employee as salary to the extent that any such additional payment does not result in a penalty or other cost to the Board from TRS. To the extent possible, the Board and employee will work together to avoid any TRS conversion issues.
 2. Term Life Insurance policy totaling Twenty-five thousand dollars and no cents (\$25,000.00).
- D. **VACATION.** The District Athletics and Activities Director shall receive ten (10) workdays of vacation annually, exclusive of legal holidays and student vacation days scheduled during the school attendance year. Vacation days shall be taken subject to the approval of the Superintendent. Vacation days must be taken within twelve (12) months of the year in which it is earned and shall not be cumulative.
- E. **SICK LEAVE.** The District Athletics and Activities Director shall be granted sick leave, as defined in Section 24-6 of the Illinois School Code, of TEN (10) working days per year and may accumulate to a maximum of THREE HUNDRED FORTY (340) days and shall be subject to such other provisions as may be contained in the Illinois School Code, District policies, and rules and regulations.
- F. **PERSONAL LEAVE.** At the beginning of each fiscal year, District Athletics and Activities Director shall be granted THREE (3) personal leave days. All unused personal leave days may be converted to sick leave days, except when District Athletics and Activities Director has reached the maximum amount of days listed above.
- G. **OTHER BENEFITS.** The District Athletics and Activities Director shall be

entitled to all the benefits normally given to other staff and employees in the District.

5. **PROFESSIONAL ORGANIZATION.** The Board encourages the District Athletics and Activities Director to participate in this professional organization in the interest of promoting a better understanding of his role in the District and its concerns. The Board will reimburse the District Athletics and Activities Director for dues and membership fees to an Association if said membership is approved by the Superintendent prior to participation.
6. **PROFESSIONAL ORGANIZATION MEETING ATTENDANCE.** The District Athletics and Activities Director is expected to attend appropriate professional meetings at the local and state levels as authorized by the Superintendent. The Board will reimburse the District Athletics and Activities Director for all reasonable expenses incurred as a result of his attendance at these meetings.
7. **EVALUATION.** The Superintendent shall conduct annual evaluations of the District Athletics and Activities Director. The evaluation shall include a description of the District Athletics and Activities Director's duties and responsibilities and standards to which the District Athletics and Activities Director is to conform. The evaluation shall be in writing and shall consider the District Athletics and Activities Director's specific duties, responsibilities, management and competence as an District Athletics and Activities Director. A copy of the evaluation shall, upon completion, be delivered to the District Athletics and Activities Director and another copy placed in the District Athletics and Activities Director's personnel file. Nothing herein shall be construed to extend the contract terms beyond its agreed termination date.
8. **CERTIFICATION.** District Athletics and Activities Director shall furnish to the Board evidence of his possession of a valid teaching certificate with at least four (4) years of teaching experience and holding a Type 75 PEL OR have relevant post graduate degree or experience in accordance with the laws of the State of Illinois and as directed by the Board and shall be able to pass the criminal background check as provided by law for certified school employees.
9. **MEDICAL EXAMINATION.** The Board of Education may direct the District Athletics and Activities Director, when job-related and consistent with business necessity, to undergo a complete medical examination by a physician of the Board's choice. The reasonable costs of the medical examination shall be reimbursed by the Board. Any report of the medical examination shall be given directly and exclusively by the examining physician to District Athletics and Activities Director. The District Athletics and Activities Director shall cause the physician to provide the Board with a written certification of District Athletics and Activities Director's continued fitness for duty, which shall remain confidential to the Board.

10. **DISCHARGE FOR CAUSE DURING TERM OF AGREEMENT.** Throughout the term of this Agreement, District Athletics and Activities Director shall be subject to discharge for just cause. The Board shall not arbitrarily or capriciously call for dismissal of the District Athletics and Activities Director and the District Athletics and Activities Director shall have the right to service written charges, notice of hearing, and a closed hearing before the Board. If District Athletics and Activities Director chooses to be accompanied by counsel at such hearing, all such personal expenses shall be paid by District Athletics and Activities Director. The Parties agree that just cause is defined for the purposes of this Contract as (1) the District Athletics and Activities Director's material breach of any express condition of this Contract, Board policies, and/or other rules applicable to the District Athletics and Activities Director which is incorporated herein; (2) any action by the District Athletics and Activities Director that causes substantial prejudice to or is harmful to the best interests of this school district; (3) any action or conduct that constitutes moral turpitude; and (4) conviction of a felony. The Parties agree that the decision of the Board on dismissal for cause shall be final.

This employment contract may be terminated for the following other reasons:

- A. Mutual, written agreement of the parties; or
- B. Death of District Athletics and Activities Director.

11. **TERMINATION BY AGREEMENT.** During the term of this Agreement, the Board and District Athletics and Activities Director may mutually agree, in writing, to terminate this Agreement.
12. **NOTICE.** Any notice or communication permitted or required under this Agreement shall be in writing and shall become effective on the day of mailing hereof by registered or certified mail, addressed:

If to the Board, to:

President, Board of Education
Community Unit School District #16
600 N. Cedar
New Berlin, IL 62670

If to the Athletics and Activities Director, to:

Address is on File in the District Office

13. **GOVERNING LAW.** This Agreement has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect.
14. **MULTIPLE PARTS.** This Agreement may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.
15. **COMPLETE AGREEMENT.** This Agreement contains all of the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements. Any amendments must be in writing signed by both parties.
16. **SEVERABILITY.** If any provision of this Agreement is deemed void or unenforceable, the remainder of this Agreement shall not be affected.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective names and in the case of the Board, by its President, on the day and year first written above.

Community Unit School District No. 16.
Board of Education

Attest:

By: _____
President, Board of Education

Secretary, Board of Education

Dillon Binkley

By: _____
District Athletics and Activities Director



DISTRICT Athletics & Activities Director Goals

1. Increase student athletic and extra-curricular participation

Measurement: Track sign-ups and rosters at the beginning and end of the year across all activities.

Baseline: Determine current participation rates.

Actions: (1) Promote inclusive intramural programs and develop strategies for recruiting underrepresented student groups. (2) In cooperation with coaches and sponsors, recruit students to be involved in a minimum of one team, club, or organization.

2. Hire, retain qualified, effective coaches and extracurricular sponsors who are committed to student success

Measurements: (1) Track attendance at training sessions (workshops/clinics) or certification courses. (2) Track performances, retention rates, and uphold the athletic handbook. (3) Provide students opportunities to engage in community and leadership events.

Actions: (1) Provide coaches with opportunities to attend coaching clinics and workshops throughout the year. (2) Evaluate coaches and provide feedback upon completion of each season. (3) Evaluate retention rates of coaches and sponsors. (4) Track opportunities for students to participate in leadership and/or community service.

3. Secure at least three new sponsorships or grants for the athletic program within the school year

Measurement: Document funds or resources received through community partners, grants, or boosters

Action: (1) Apply to small grants, engage local businesses, and create opportunities for programs to gain revenue.

RESOLUTION FOR AMENDMENT TO SUPERINTENDENT CONTRACT

WHEREAS, the New Berlin CUSD #16 Board of Education (herein "Board of Education") is a party to the *Agreement for Superintendent Between Board of Education of New Berlin CUSD #16 and Jilinda Larson* (herein "Agreement") for the employment of Jilinda Larson (herein "Superintendent") from July 1, 2020 through and including June 30, 2025, which was extended an additional year through June 30, 2026.

WHEREAS, the Superintendent has twenty (20) vacation days remaining to be used in the 2024-2025 contract year.

WHEREAS, the Board of Education wishes to allow the Superintendent to carry over up to twenty (20) vacation days to the 2025-2026 contract year.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education:

1. Approves of the May 15, 2025, Amendment to the *Agreement for Superintendent Between Board of Education of New Berlin CUSD #16 and Jilinda Larson* attached hereto and incorporated by reference as **Exhibit A**.

Adopted this 15th of May, 2025, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

ABSTAIN: _____

President

Secretary

Exhibit A

**MAY 15, 2025 AMENDMENT TO AGREEMENT FOR SUPERINTENDENT
BETWEEN BOARD OF EDUCATION OF NEW BERLIN CUSD #16 AND
JILINDA LARSON**

This MAY 15, 2025 AMENDMENT TO AGREEMENT (hereinafter "Amendment") made this 15th day of May 2025, by and between the BOARD OF EDUCATION, NEW BERLIN COMMUNITY UNIT SCHOOL DISTRICT NO. 16, New Berlin, Illinois (hereinafter referred to as "the Board") and JILINDA LARSON (hereinafter referred to as "Superintendent"), ratified by resolution at the regular meeting of the Board held on May 15, 2025 and as found in the minutes of that meeting.

IT IS AGREED:

1. The Superintendent may carry over up to twenty (20) vacation days from the 2024-2025 contract year to the 2025-2026 contract year.
2. Paragraph 15 of the Agreement shall remain in full effect.

IN WITNESS WHEREOF, the parties have caused this Amendment to be executed in their respective names and in the case of the Board, by its President, on the day and year first written above.

MRS. JILINDA LARSON

BOARD OF EDUCATION,
NEW BERLIN CUSD #16

Superintendent

President

ATTEST:

Secretary