

Regular Meeting
Thursday, December 18, 2025 Elementary
School-Conference Rm 2 6:00 P.M.

Elementary Building
600 Cedar St
New Berlin, IL 62670

Agenda

1. Call to Order
2. Tax Levy Presentation
3. Truth in Taxation Hearing
 1. Call to Order
 2. Roll Call
 3. Levy Hearing Public Comments and/or Questions
 4. Adjourn Truth in Taxation Hearing
4. Pretzel Shoutouts
5. Public Comment (*Policy 2:230*)
6. IASB Liaison Talking Points
 - Joint Conference Experiences
 - BOE Book Study-pgs 50-100
7. Adjustments to Agenda
8. Reports and Recommendations
 - 8.a. Director Reports
 - 8.a.1. Transportation Director
 - 8.a.2. Food Services Director
 - 8.a.3. Facility Director
 - 8.b. Administrator(s)
 - 8.b.1. Mr. Matthew Jokisch, Elementary Principal
 - 8.b.2. Mr. Brandon Radford, JH Principal
 - 8.b.3. Mrs. Hattie Llewellyn, High School Principal
 - 8.b.4. Mr. Dillon Binkley, District Athletic and Activities Director
 - 8.c. Superintendent
 - 8.c.1. Mrs. Jill Larson, Superintendent
 - Health Life Safety Projects
 - Matching School Maintenance Grant (\$50,000)
 - School Improvement
 - Current Staffing
 - Two Year Calendar
9. Consent Agenda
 - 9.a. Financial Report(s)
 - 9.a.1. Bills Payable & Imprest Fund
 - 9.a.2. Student Activity Funds
 - 9.a.3. Payroll
 - 9.a.4. Treasurer's Report
 - 9.b. Open Session Minutes of November 17, 2025
 - 9.c. Closed Session Minutes of November 17, 2025
 - 9.d. Destroying of Executive Session Tapes for the Month(s) of May 2024 and prior

10. New Business
 - 10.a. Approve the 2025 Tax Levy
 - 10.b. Approve the Resolution abating the taxes heretofore levied for 2025 to pay debt service on the District's General Obligation School Bonds (Alternate Revenue Source), Series 2022B
 - 10.c. Approve Second Reading of Press Policy #120
 - 10.d. Presentations and Approval of the School Improvement Plans for 2025-2026
 - 10.d.1. Elementary
 - 10.d.2. Junior High School
 - 10.d.3. High School
 - 10.e. Approve Bus Bid to Purchase One (71) Passenger Bus
 - 10.f. Approve to Seek Bids for (71) Passenger White Activity Bus
 - 10.g. Approve Board Member Expense Reimbursement
 - 10.h. Approve Scholastic Bowl Team to attend the Scholastic Bowl Small School Nationals April 24-26, 2025, in Rosemont, IL.
 - 10.i. Approve the High School Baseball Game at Busch Stadium, May 24, 2026
 - 10.j. Approve High School Scholastic Varsity Team to attend the Scholastic Bowl Nationals May 21-25, 2025, in Atlanta, GA
 - 10.k. Approve the HS Curriculum Guide for 26-27
 - 10.l. Approve Resolution to use HLS Amendment for Exterior Wood Lighting Poles on Football Field
 - 10.m. Approve Resolution to use HLS and Matching \$50,000 School Maintenance Grant for Greenhouse at High School
 - 10.n. Approve Resolution to use HLS Amendment for Two-Way/Emergency Notification System for NBE
11. Executive Session - For the purpose of:
 - 11.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)*
 - 11.b. *Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.*
ILCS 120/2(c)(11)
 - 11.c. *Student disciplinary cases. 5ILCS 120/2(c)(9)*
12. *Personnel Consent Agenda (Policy 5:280)

- 12.a. Ali Eagen as Bus Monitor
- 12.b. Karlee Garske as 6th Grade JH Volleyball Coach
- 12.c. Sean Tacke as FT Custodian
- 12.d. Mason Watson as Elementary Physical Education Teacher beginning January 2026
- 12.e. Megan Curry as PT Cook and Bus Monitor
- 13. Approve the Principal Contract for Brandon Radford 2026-2030
- 14. Leave of Absence Report
- 15. Resignations:
 - Rena Lacy-Custodian
- 16. Adjournment



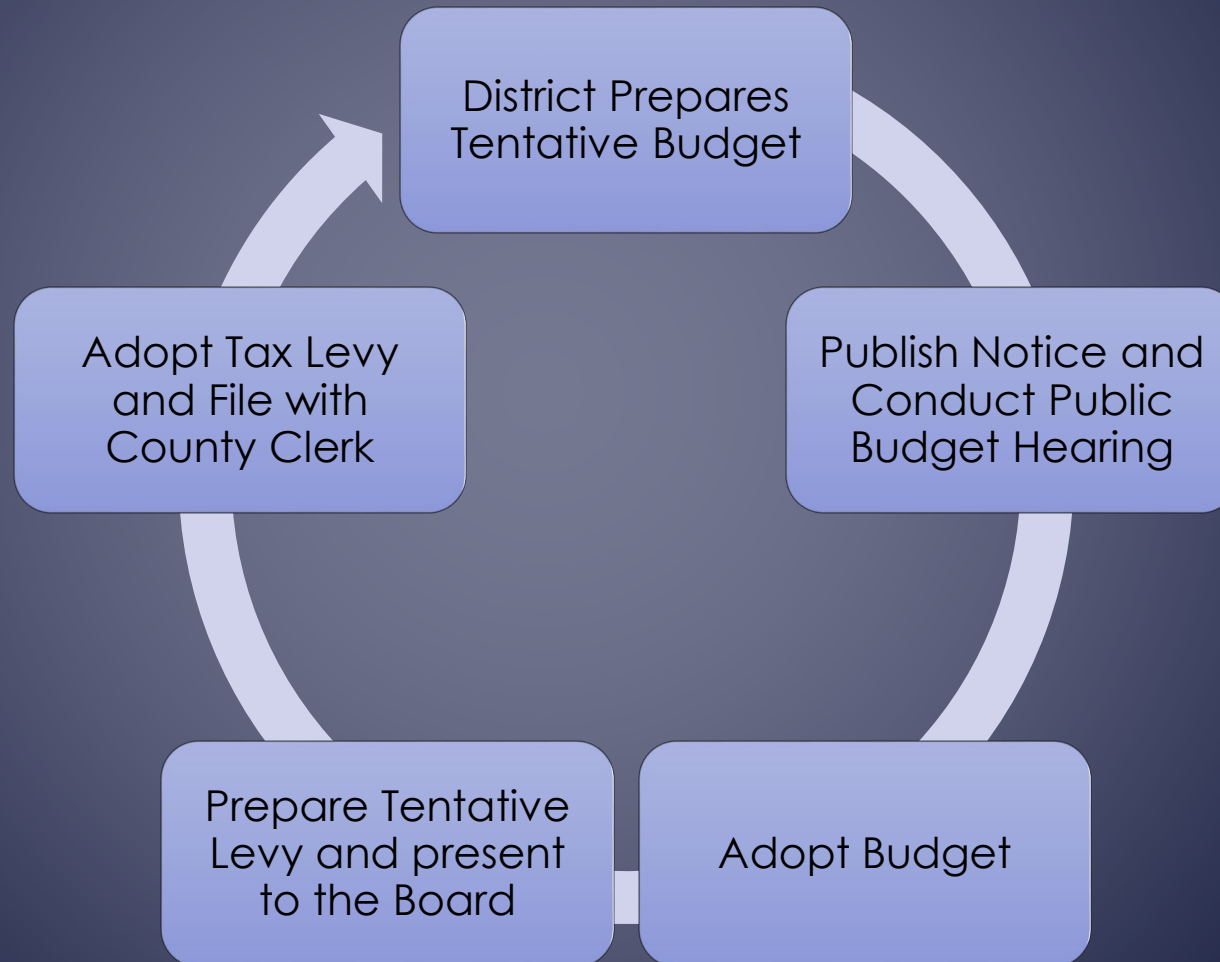
2025 Tax Levy

Thursday, December 18, 2025

Presented by:

Lori D. Niemeier, CSBO, SFO
Chief Financial Officer

Budget & Tax Levy Cycle





Tax Levy Terminology

› Tax Levy

- The amount of money the District requests from the County to meet the District's operating expenses.

› Tax Rate

- The amount of tax due stated as a percentage of the total EAV.

› “Tax Cap”

- Property Tax Extension Limitation Law (PTELL)
 - › Limits annual extension of taxes to the CPI or 5% whichever is less (excluding new property)
 - Caps the rate of the increase
 - Allows additional taxes for new property
 - › Does not cap property assessments
 - › Does not cap individual tax bills

› Tax Extension

- The process by which the county clerk calculates a government agency's tax rate.
- Tax Rate x EAV is equal to the amount billed to taxpayers

› Truth in Taxation

- If the proposed levy is beyond 5%, a Truth in Taxation notice must be published and a public hearing must be conducted.
- A minimum of 20 days between the presentation of a tentative levy and its adoption is required if we levy beyond the customary 5%.

Timetable for Tax Levy Process

Date	Task
November 14, 2025	Presentation and Approval of Tentative Tax Levy
November 26, 2025	Publish notice of Truth in Taxation Hearing in local newspaper (if necessary)
December 19, 2025	Board Holds Public Hearing for Tax Levy (if necessary)
December 19, 2025	Board Approves Final Tax Levy
Prior to December 31, 2025 (last Tuesday in December)	File Levy with County Clerks (Sangamon and Morgan Counties)
March/April, 2026	Verify Levy and Extension
May 2026	County sends out tax bills
June/July 2026	Collections begin and 1 st payment received

Calculating the Levy Request

What data is needed to calculate the levy?

Data Description	Known at levy preparation?	Data
Prior Year Aggregate Levy Extension	Yes	\$9,744,536
Prior Year growth in CPI	Yes	2.9%
Current Levy Year EAV	NO – Must be estimated	\$281,070,963
Current Levy Year New Property	No – Must be estimated	\$1,073,006



Things We Know

- › CPI for 2025 is 2.9%; District will be limited to 2.9% over prior year's extension
- › Based on PTELL, Estimated EAV and New Construction, we expect to see an increase in tax extension of 3.29% (Total=\$321,017)*
- › Levy request represents 27.28% increase over last year's extension (\$2,657,947)*
- › This levy request allows the district to account for unforeseen circumstances that may affect final calculations

* Does not include Bond & Interest

Estimating the 2025 Levy Extension

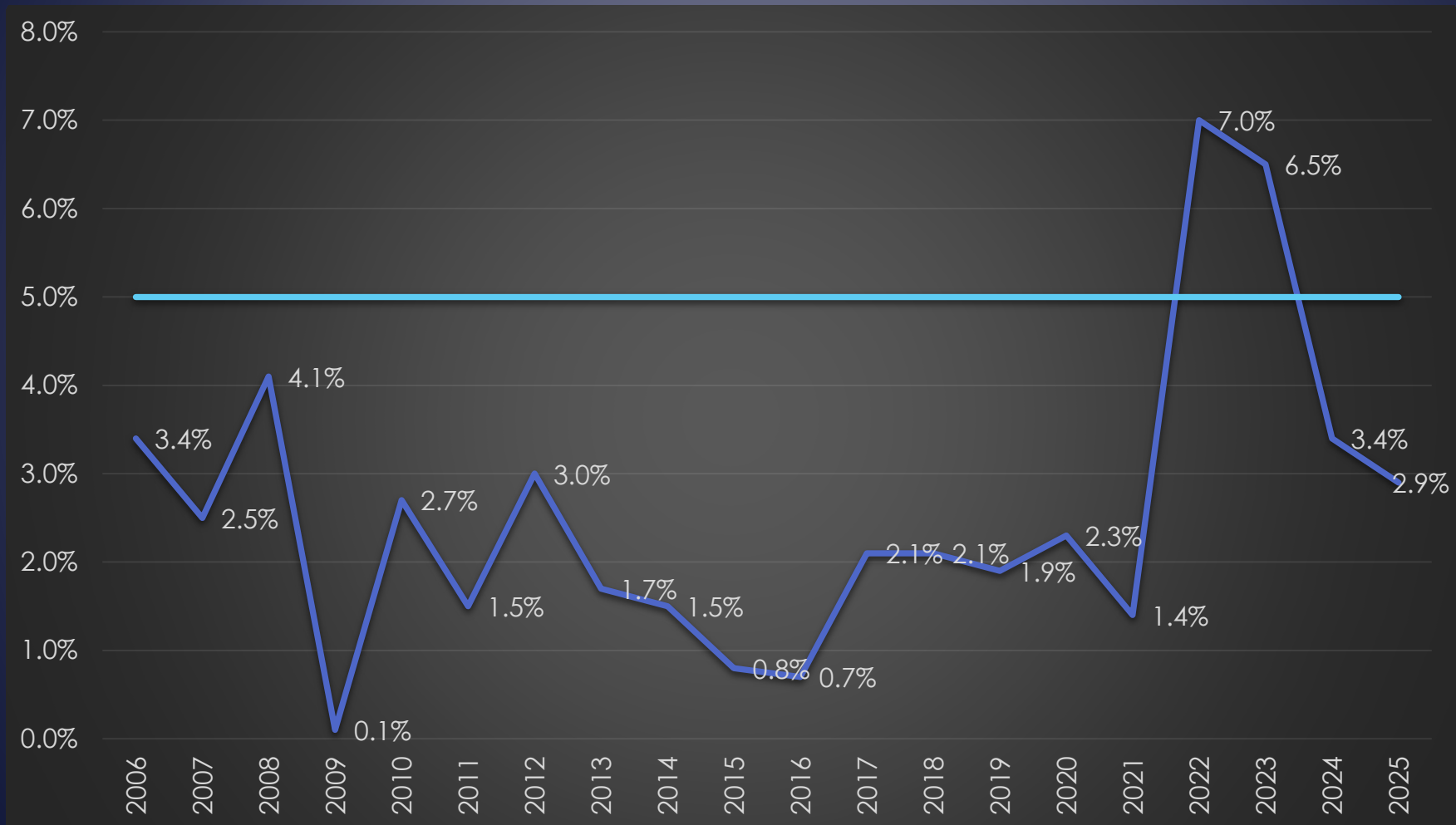
Limiting Rate:
$$\frac{(\text{Prior Year Extension} \times (1 + \text{Lesser of 5\% or CPI}))}{(\text{Total EAV} - \text{New Construction})}$$

Limiting Rate	$\$9,744,535.66 \times 1.029$	= 3.5811
	$\$279,995,957$	
Est. Capped Extension	Total EAV x Limiting Rate	
	$\$281,070,963 \times 0.035811$	=\$10,065,553
* Represents 3.29% increase over 2024 Tax Extension		

Historical Data

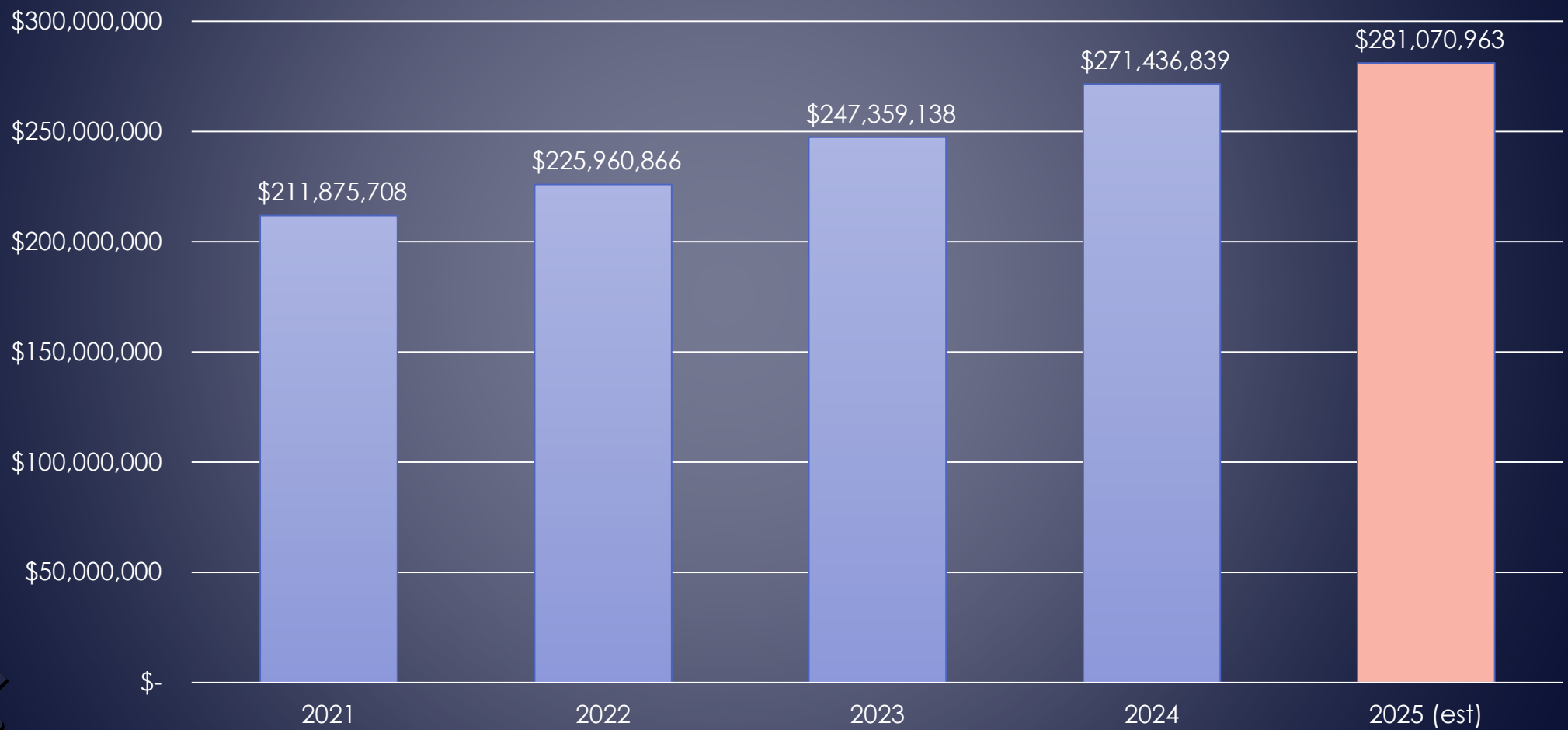


CPI History (20 year Average = 2.6%)

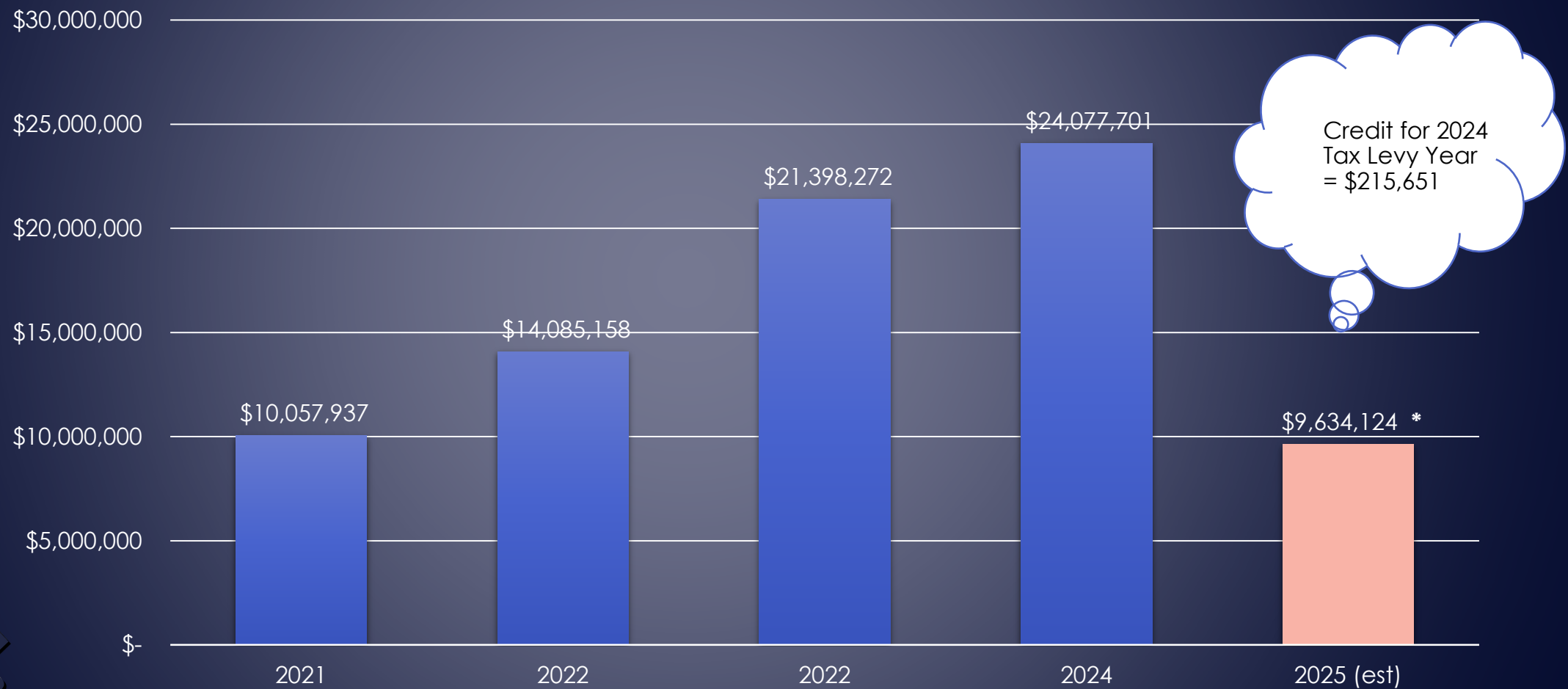


3 Year Avg. = 4.27%
5 Year Avg. = 4.24%
10 Year Avg. = 3.03%

EAV History



Growth in EAV

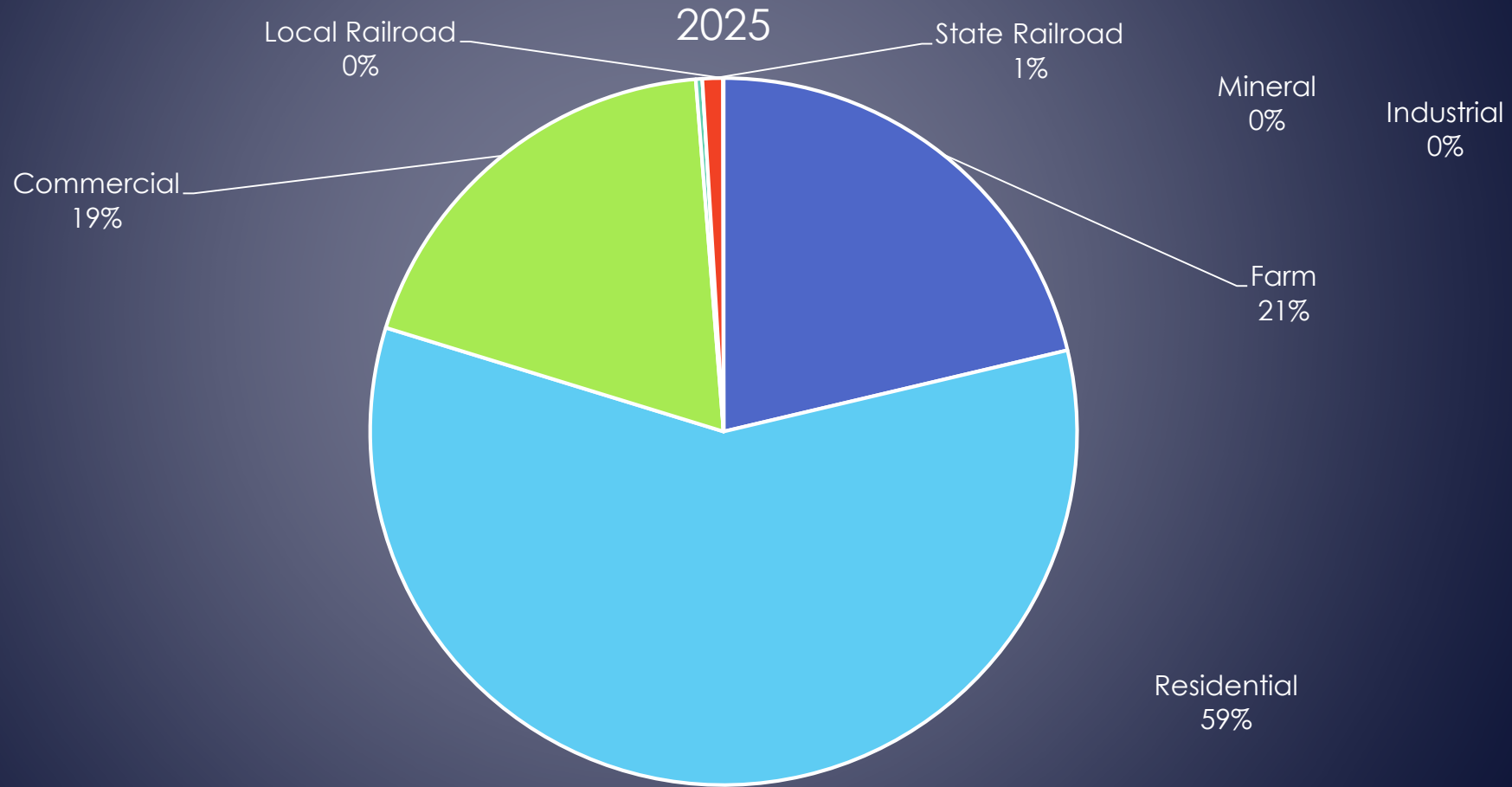


* EAV Adjustments by the County Board resulted in a decrease in values by \$5,143,050

Tax Rate History



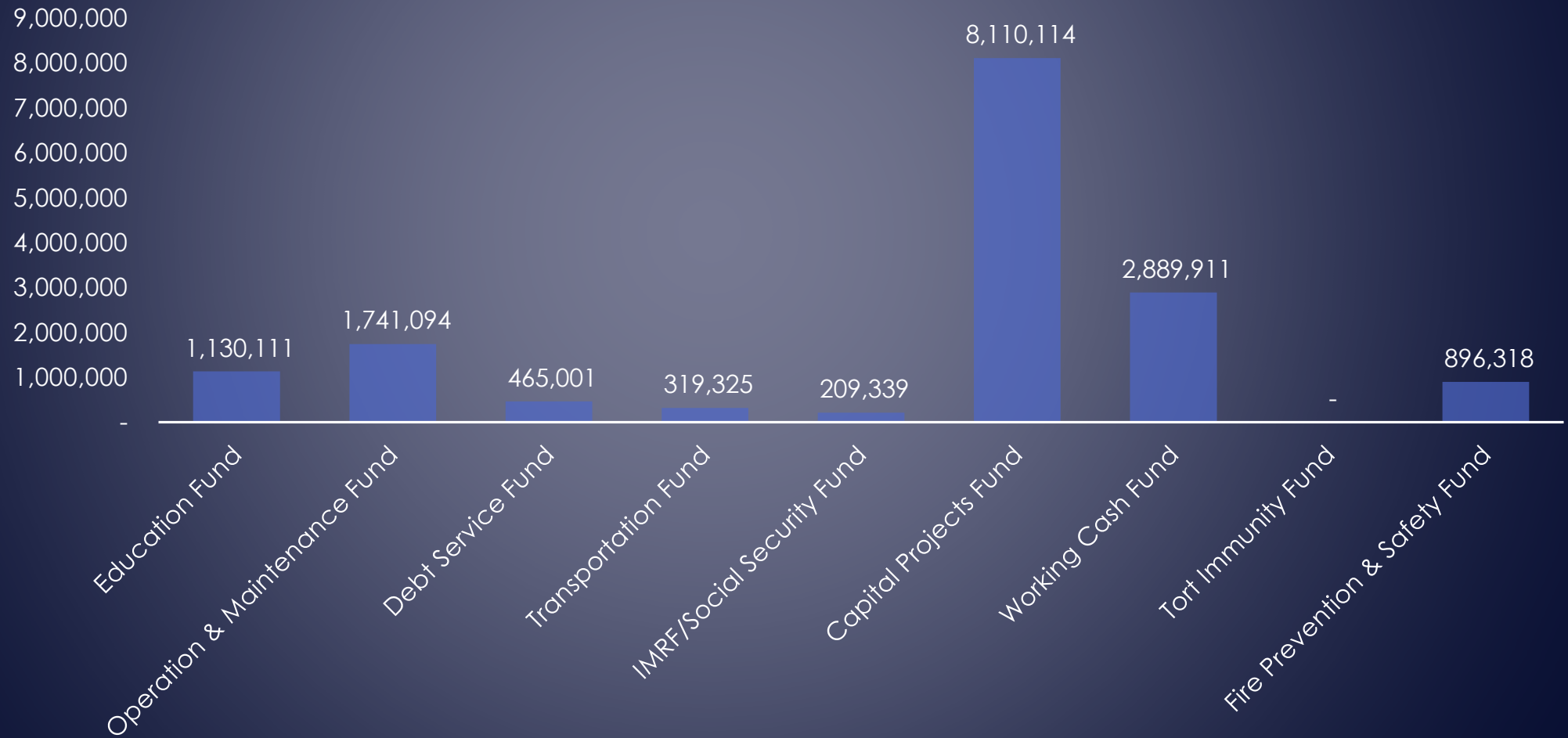
Breakdown of EAV



Current Fund Balances

As per required by 17-1.3 of the Illinois School Code

Per the 6/30/25 Audited Financial Statements



2025 Tax Levy

2025 Tax Levy

2025 Estimated EAV \$281,070,963
 2025 Estimated New Property \$ 1,073,006
 Limiting Rate: 3.58110

	2024 Rate	2024 Extension	2025 Calculated Rate	Calculated 2025 Tax Extension	2025 Proposed Rate	Proposed 2025 Levy Request	Increase
Transportation	0.22923	\$ 644,306	0.23678	\$ 665,531	0.28416	\$ 798,700	\$ 154,394
Education	1.72796	\$ 4,856,783	1.78488	\$ 5,016,782	2.14181	\$ 6,020,000	\$ 1,163,217
Building	0.47423	\$ 1,332,927	0.48985	\$ 1,376,838	0.75000	\$ 2,108,033	\$ 775,106
IMRF	0.04111	\$ 115,540	0.04246	\$ 119,346	0.05159	\$ 145,000	\$ 29,460
Working Cash	0.04111	\$ 115,540	0.04246	\$ 119,346	0.05000	\$ 140,536	\$ 24,996
Tort Immunity	0.09488	\$ 266,691	0.09801	\$ 275,477	0.11761	\$ 330,575	\$ 63,884
Social Security	0.08860	\$ 249,017	0.09151	\$ 257,220	0.11029	\$ 310,000	\$ 60,983
Special Education	0.66390	\$ 1,866,044	0.68578	\$ 1,927,518	0.80000	\$ 2,248,568	\$ 382,524
Fire Prevention & Safety	0.02370	\$ 66,608	0.02448	\$ 68,802	0.00712	\$ 20,000	\$ (46,608)
Lease	0.08221	\$ 231,080	0.08492	\$ 238,692	0.10000	\$ 281,071	\$ 49,992
Bond & Interest	0.55892	\$ 1,570,970	0.58257	\$ 1,637,425	0.58257	\$ 1,637,425	\$ 66,455
Total Tax Extension	4.02585	\$ 11,315,506	4.16371	\$ 11,702,978	4.99515	\$ 14,039,908	\$ 2,724,402

2025 Certificate of Levy

Original: ☒
Amended: ☐

ILLINOIS STATE BOARD OF EDUCATION

School Business and Support Services Division
(217) 785-8779

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the County Clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name	District Number	County
NEW BERLIN CUSD	16	SANGAMON, MORGAN

Amount of Levy

Educational	\$ 6,020,000	Fire Prevention & Safety *	\$ 20,000
Operations & Maintenance	\$ 2,108,033	Tort Immunity	\$ 330,575
Transportation	\$ 798,700	Special Education	\$ 2,248,568
Working Cash	\$ 140,536	Leasing	\$ 281,071
Municipal Retirement	\$ 145,000		\$ 0
Social Security	\$ 310,000	Other	\$ 0
		Total Levy	\$ 12,402,483

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of	6,020,000	dollars to be levied as a special tax for educational purposes; and
the sum of	2,108,033	dollars to be levied as a special tax for operations and maintenance purposes; and
the sum of	798,700	dollars to be levied as a special tax for transportation purposes; and
the sum of	140,536	dollars to be levied as a special tax for a working cash fund; and
the sum of	145,000	dollars to be levied as a special tax for municipal retirement purposes; and
the sum of	310,000	dollars to be levied as a special tax for social security purposes; and
the sum of	20,000	dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and
the sum of	330,575	dollars to be levied as a special tax for tort immunity purposes; and
the sum of	2,248,568	dollars to be levied as a special tax for special education purposes; and
the sum of	281,071	dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and
the sum of	0	dollars to be levied as a special tax for _____; and
the sum of	0	dollars to be levied as a special tax for _____
on the taxable property of our school district for the year	2025	

Signed this 18th day of December 2025.

(President)

(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full

1



ANY
QUESTIONS?



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

December Board Report

Transportation

- Sent buses for general maintenance
- Sent buses for bi-yearly inspections
- Mechanic is working on issues on buses
- Continued recertification of drivers
- Routes are still evolving based on riders.
- Training and certification of new drivers.
- Alignment of seating charts to help with discipline
- Thanksgiving Luncheon for Staff
- Coverage of routes and sporting events after school
- Continued organization and management of budget
- Collecting and Reading of Annual Bids for trading and purchasing new buses.
- Recommendation submitted for Annual Bus Bid purchase of new buses.
- Set up bid for purchasing a used 71 passenger white bus.

Open positions

- Bus Driver
- Bus Monitor

Pretzel positives

- Thanksgiving Luncheon for Staff

- Huge Thank you to Brian Bandy and Jenn Spann and Kris Neuman for helping us cover routes while getting the new drivers trained.



NEW BERLIN ELEMENTARY

Let's go Pretzels!

December 18, 2025 Board Report

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

From: Matthew Jokisch, Elementary Principal

Pretzel Positives

☐ *Student Shout Outs*

- Balloon Parade Walk
- Salty Store Going out of Business Sale
- Student Council Food Drive
- Ag Reading Day(s)
- Fifth Grade Band shadows JH/HS Band

☐ *Staff Shout Outs*

- Pre-K Winter Party
- Family Reading Night
- Thank you to SASSED for orientation / Energy Room
- Fifth and Sixth Grade Collaboration
- Whole Brain Pods Functional and Training
- Faculty turn out for Cookies with Santa

School Improvement

☐ *Climate and Culture*

- Collaboration and Compromise
- Pod Culture
- Pretzel Priorities and Ownership

☐ *Pretzel Learning for Staff*

- Whole Brain learning pods formed and scheduled
- SRM and SRP small group trainings
- Whole Brain Literature - Five Steps Toward Teaching Heaven

☐ *Administrative PD*

- Elementary School Masters
- CPI Refresher Course (Administrator's Perspective)
- Illinois Report Card Training
- SASSED Visit - Structured Orientation
- IPA Breakout Sessions - Para Shortage
- LETRS Training



December Board Report

Updated Dec 15, 2025

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

From: Brandon Radford, Jr. High Principal

School/Building Improvement:

- Attended the LETAC Conference on December 3 with Mrs. Larsen, looking forward to sharing some of this information with the fellow administrators and staff in the coming months.
- 12/09/2025 - 1pm Dismissal Professional Development
 - ELA, Math, Dr. Viola, and Mr. Radford - in Youth Mental Health First Aid Training with Christine Craddock
 - Science, SS, Band, and PE - worked in their Departments Individually

Curriculum and Instruction

- Looking at iReady Data, students with Improved Placement (My Path)
 - Math
 - 6th Grade = 47%
 - 7th Grade = 29%
 - 8th Grade = 36%
 - ELA
 - 6th Grade = 52%
 - 7th Grade = 44%
 - 8th Grade = 57%
- Following the Winter iReady Diagnostic, we have had several students test out of iReady Lessons and move into our Exact Path program
 - Currently
 - 7 - 8th Graders
 - 1 - 7th Grader

Assessment

- Winter iReady & Panorama Testing went well. We have started to look at data, will analyze more in the coming months.
- NBJH had Final Exams to wrap up Semester 1 (this was a new addition this year) to help better prepare students for High School.

Pretzel Positives

- Shout out to our staff and students for a Great first semester!



Brandon Radford, Junior High Principal

New Berlin Junior High

300 E. Ellis St.

New Berlin, IL 62670

217-488-6012 ext. 1140

Fax: 217-488-3107

- Shout out to November Annalise C. & Zoey O. (1st for A Fine Line) - Recognised by Illinois State Senate
- Shout out to Matt Brown and our Custodian staff
- Shout out to our SSOs Larry Piotrowski & Darrin Cummings
- Shout out to Shelly Bandelow

Recommendations:

- None at this time.



December 2025 Board Report

TO: NBCUSD #16 Board of Education, Mrs. Jill Larson, Superintendent
From: Hattie Llewellyn, High School Principal

School Improvement

- Our building leadership team has completed the draft of our SIP, Goals, and Action Plan.

Assessment

- All students in grades 9-11 have taken the iReady Assessment in Reading and Math. We have made some gains at all grade levels in the number of students Meeting/Exceeding in Reading and Math!
- Panorama Surveys have also been completed by all students in grades 9-12. I will report out the findings in January.

Pretzel Positives

NBHS Staff Shout Outs

- Shout out to the office staff for keeping things running smoothly each and every day! We hope to see Ms. Peecher back at the beginning of the new year!
- Congratulations to Mr. Fornoff for being awarded the NBHS Student Council Staff Member of the Month for November!

NBHS Student Shout Outs

- Shout Out to the following students on being recognized as NBHS Illinois State Scholars: Max Baumberger, Carter Clair, Aydin Littig, Michael Pecoraro, and Alexander Steger. We will recognize them at the January Board meeting!
- The NBHS Student Council and Ms. Johnson for all of the fun planning and organizing for our “Waiting For Winter Break” Themed Holiday Celebration. The students and staff participated in dress up days, Gingerbread Decorating Contest by Advisory, Hallway Decorating by grades, and other fun activities.

Recommendations:

NBHS School Improvement Plan

26.27 NBHS Curriculum Guide for Course Selections



New Berlin Athletic Department

Mr. Dillon Binkley
Athletic and Activities Director

December Board Report

Updates:

- Boys Basketball placed 2nd in the Turkey Tournament
- JH Cheer and HS Cheer qualified for ICCA State!
- HS Scholastic Bowl are the Sangamo Conference Champs!

Pretzel Positives:

- Football All-conference
 - 1st Team
 - Cash Thomas(OL, DL, P)
 - 2nd Team
 - Charlie Neuman (TE)
 - Michael Pecoraro (RB)
 - Nolan Robinson (K)
 - Blake Hermes (DL)
 - Connor Stinson (OLB)
 - Wyatt Peters (ILB)
 - Evan Spencer (S)
 - Honorable Mention
 - Brady Crews (QB)
 - Charlie Neuman (ILB)
- Pep Band sounds great in the Pretzel Arena!
- Matthew Kapninus was the National Academic Quiz Tournament player of the week!

Items to Approve

- Karlee Garkse 6th grade volleyball coach
- NAQT @ Rosemont
- NAQT @ Atlanta, GA
- Baseball @ Busch Stadium

Member School Administrators,

Voting in the IHSA's annual legislative process concluded at midnight last night, and the votes were independently certified this morning.

All 12 of the proposals that were on the ballot passed based on over 90% percent of the membership casting ballots, [view the full results here](#).

There are a number of significant changes among the dozen proposals, some of which will not be applied until next school year, but there are many that could potentially impact member schools in a matter of days, weeks, or months.

I can recall from my time as an Athletic Director that it can be jarring to go from talking about these proposals with colleagues over coffee at a town hall meeting, to suddenly having to implement them in the middle of the school year.

As a result, while you can find a full recap of each proposal below, I have provided a list of the five proposals that are the most timely for our schools:

BY-LAW CHANGES FOR THIS WINTER/SPRING/SUMMER

A. Proposal 11 is the by-law in response to the "Right To Play Act". Its passage means that after January 14, in-season student-athletes can now participate in two non-school events in that sport during the high school season. Students can participate in a third non-school event if the event is sanctioned by the sport's national governing body. Registration in the schools center for all non-school competitions will remain a requirement for participation. Students remain prohibited from practicing with their non-school during the high school season.

B. Proposal 12 is the football combine by-law. Its passage means that after January 14, schools can begin to organize free high school football combines. Each school and each student may only attend one combine. Schools may bring up to 20 players to that combine. Coaches/schools can provide transportation to the combine they attend and coaches can be involved in conducting the combine drills.

C. The IHSA no-contact week will move to the week of the Fourth of July this summer. As a result, from June 29 through July 5, 2026, all of your athletic programs are essentially shut down. No practices, contests, open gyms, weight lifting or agility training, etc. may be conducted during this time.

D. The football playoff expansion (from 32 teams to 48 teams per class) goes into effect next fall for the 2026 season, but has immediate scheduling ramifications, as Week One of the regular-season will be moved up one week to **August 20, 2026**. This means that your Week 0 scrimmage is eliminated. If you have contracted a game with an out-of-state opponent in 2026, please take immediate action in connecting with them, as the intended date may no longer matchup as a result of this change.

E. The softball season change goes into effect for the 2026 season, meaning practices may now begin on February 23, 2026 and contests on March 9, 2026.

Some of these by-law changes will take work on our end and Board interpretations before we can fully institute, be it the expansion of the Board of Directors, or use of replay for flagrant contact ejections in football. As a result, there will be more to come on these items as we progress into 2026. With that said, feel free to follow-up with me or our staff members with any questions and we will do our best to guide and advise you.

I hope you enjoy a peaceful holiday season and prosperous beginning to the New Year!

FULL RECAP BY-LAW VOTING RECAP

- **Proposal 1:** Expands the IHSA Board of Directors to include four additional seats reserved for a Superintendent, President, CEO or Head of School.
- **Proposal 2:** Allows IHSA to revise, amend, or supplement any ruling based upon information gathered during legal discovery. Also requires that all obtainable information be presented at the time of the appeal to the

Hearing Board, while clarifying that the Executive Director cannot provide a new ruling following an appeal to the Hearing Board.

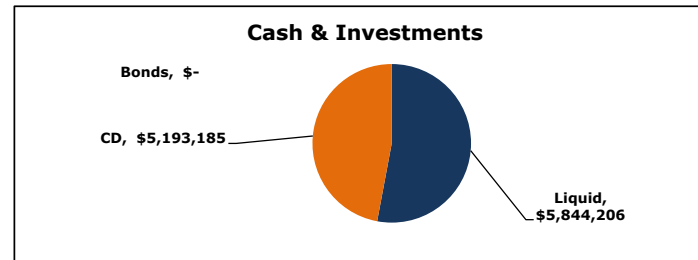
- **Proposal 5:** Prevents a cooperative agreement between two or more schools that exceeds 3,500 students from competing for team awards in the IHSA State Series.
- **Proposal 10:** Adds language to the IHSA recruitment by-laws that affirm that the rules apply to prospective student-athletes.
- **Proposal 11:** Provides students with the ability to compete in two non-school competitions in that sport during the high school season. A third non-school competition is also allowed if the competition is sanctioned by the National Governing Body of that sport. ***This proposal goes into effect in 30 days on January 14, 2026.***
- **Proposal 12:** Allows each school to participate in one football combine that is free of charge to attendees. Schools may organize and transport up to 20 students to attend the combine. ***This proposal goes into effect in 30 days on January 14, 2026.***
- **Proposal 13:** Establishes an IHSA “No Contact Week” that will annually fall during the Fourth of July week. Schools may not practice, compete, hold open gyms, provide conditioning or weight training during this week. ***This change will be in place this summer, with the no-contact week occurring from June 29 - July 5, 2026. This also eliminates the previous no-contact week in early August.***
- **Proposal 19:** Moves the start of IHSA Football games up one week (eliminating Week 0 scrimmage) and adds 16 teams per classification to the playoffs. ***This change will be in place for the 2026 IHSA Football season and Playoffs.***

- **Proposal 21:** Moves the boys volleyball season start and end date up one week. This proposal will go into effect for the 2027 season.
- **Proposal 22:** Moves the start of the softball season up one week. ***This change will go into effect for the 2026 season. Practices may now begin on February 23, 2026 and contests on March 9, 2026.***
- **Proposal 23:** Moves the start and end of the girls wrestling season up multiple weeks. This proposal will go into effect for the 2026-27 season.
- **Proposal 24:** Modifies the suspension for ejection by players in tackle football for flagrant contact to have a video review process to clarify the accuracy of the judgment call. IHSA Staff will review video sent by a school and make a recommendation to the Executive Director to affirm the call on the field or overturn and return a student to their next contest.

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

FUND	Beginning Cash Balance	Receipts	Disbursements		Misc. Transactions	Ending Cash Balance
			Payroll	Accounts Payable		
10 Education	1,348,645.21	276,505.14	431,809.20	544,059.59	(800.19)	648,481.37
20 Building	1,912,379.70	90,086.40	27,598.96	77,391.09	-	1,897,476.05
30 Bond & Interest	1,118,482.61	31,318.01	-	1,030,973.50	-	118,827.12
40 Transportation	127,282.20	11,525.37	35,207.38	34,550.02	(818.44)	68,231.73
50 IMRF	245,518.82	7,020.42	-	37,384.91	1,618.63	216,772.96
60 Capital Projects Fund	1,376,375.72	3,436.48	-	570,934.16	223.14	809,101.18
61 Sales Tax Fund	3,518,498.68	91,774.20	-	8,595.26	-	3,601,677.62
70 Working Cash Fund	2,954,957.88	4,202.13	-	-	-	2,959,160.01
80 Tort Immunity	(203,110.95)	4,619.08	-	8,406.15	-	(206,898.02)
90 Fire Prevention & Safety	920,760.05	3,799.40	-	-	1.14	924,560.59
TOTAL	\$ 13,319,789.92	\$ 524,286.63	\$ 494,615.54	\$ 2,312,294.68	\$ 224.28	\$ 11,037,390.61

FUND	CASH			INVESTMENTS					BONDS			TOTAL
	UCB - General Fund	UCB MM	WBSB MM	WBSB #1	WBSB #3	CSB #1	CSB #2	CSB #3			Griggsville-Perry Bonds	
	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	648,481.37	-	-	-	-	-	-	-	-	-	-	648,481.37
20 Operations & Maintenance	1,897,476.05	-	-	-	-	-	-	-	-	-	-	1,897,476.05
30 Bond & Interest	118,827.12	-	-	-	-	-	-	-	-	-	-	118,827.12
40 Transportation	68,231.73	-	-	-	-	-	-	-	-	-	-	68,231.73
50 IMRF / Social Security	216,772.96	-	-	-	-	-	-	-	-	-	-	216,772.96
60 Capital Projects Fund	627,124.13	-	181,992.01	-	-	-	3,003,307.84	52.61	-	-	-	3,812,476.59
61 Capital Projects Fund - Sales Tax	598,369.78	-	-	-	-	-	-	-	-	-	-	598,369.78
70 Working Cash	769,335.96	-	-	-	-	878,985.76	1,310,838.29	-	-	-	-	2,959,160.01
80 Tort	(206,898.02)	-	-	-	-	-	-	-	-	-	-	(206,898.02)
90 Fire Prevention & Safety	923,561.66	-	931.36	-	-	-	-	-	-	-	-	924,493.02
TOTAL	\$ 5,661,282.74	\$ -	\$ 182,923.37	\$ -	\$ -	\$ 878,985.76	\$ 4,314,146.13	\$ 52.61	\$ -	\$ -	\$ -	\$ 11,037,390.61
	\$5,844,206.11			\$5,193,184.50					\$0.00			\$ 11,037,390.61



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

October, 2025

33.33% 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	4,262,509	540,539	1,030,974	634,977	148,392	2,769,127	29,322	-	305,420	7,750	9,729,010
% EXPENDED	39.30%	25.61%	44.82%	44.47%	35.48%	77.68%	3.16%	0.00%	70.59%	13.42%	44.05%
EXPENSE BUDGET	10,845,138	2,110,746	2,300,450	1,427,780	418,195	3,565,000	928,325	-	432,660	57,750	22,086,044

REVENUE	3,869,938	709,129	684,800	386,905	157,704	46,160	473,739	69,249	111,381	35,992	6,544,996
% RECEIVED	39.75%	33.51%	29.77%	34.79%	42.39%	16.49%	47.14%	54.30%	25.74%	53.08%	37.30%
REVENUE BUDGET	9,734,660	2,115,955	2,300,450	1,112,230	372,060	280,000	1,005,000	127,540	432,660	67,810	17,548,365

Projected Surplus/(Deficit)	(1,110,478.00)	5,209.00	-	(315,550.00)	(46,135.00)	(3,285,000.00)	76,675.00	127,540.00	-	10,060.00	(4,537,679.00)
Current Surplus/(Deficit)	(392,570.92)	168,590.01	(346,173.39)	(248,072.58)	-	(2,722,966.99)	444,416.77	69,249.30	(194,039.70)	28,242.30	(3,184,013.57)

NOTES:	Fund
REVENUE	ALL Received 95% of tax YTD. Will receive another payment in December for the rest of the 2024 levy.
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, 2025

[illegible]

[illegible]

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF1				*****CONTINUED*****					
	40L000 4581 0000 00 000000										\$51.63
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF10	0000000000	P9	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$7.27
	20L000 4581 0000 00 000000						25-26		202500325		\$7.27
											\$7.27
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF11	0000000000	P9	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$68.97
	10L000 4581 0000 00 000000						25-26		202500325		\$68.97
	20L000 4581 0000 00 000000				AM FIDELITY SUPPLEMENTAL W/H						\$66.72
											\$2.25
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF12	0000000000	P9	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$53.10
	20L000 4581 0000 00 000000						25-26		202500325		\$53.10
	40L000 4581 0000 00 000000										\$19.90
											\$33.20
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF2	0000000000	P9	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$676.65
	10L000 4581 0000 00 000000						25-26		202500325		\$676.65
	20L000 4581 0000 00 000000				AM FIDELITY SUPPLEMENTAL W/H						\$503.90
	40L000 4581 0000 00 000000										\$47.40
											\$125.35
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF5	0000000000	P9	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$252.96
	10L000 4581 0000 00 000000						25-26		202500325		\$252.96
	20L000 4581 0000 00 000000				AM FIDELITY SUPPLEMENTAL W/H						\$243.01
											\$9.95
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF6	0000000000	P9	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$169.57
	10L000 4581 0000 00 000000						25-26		202500325		\$169.57
	40L000 4581 0000 00 000000				AM FIDELITY SUPPLEMENTAL W/H						\$161.40
											\$8.17
AFASUP 000	AMERICAN FIDELITY ASSURANCE	20251215ADAF7	0000000000	P9	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$229.13
							25-26		202500325		\$229.13

[illegible]

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	
	ACCOUNT NUMBER(S)						QUICK KEY	ACCOUNT LEVEL DESCRIPTION		1099					ACCT AMOUNT	
AMEC	001	AMEREN CIPS					AME0089-1225	*****CONTINUED*****								
		20E301	2542	4650	00 000000			JH/HS SM NATURAL GAS							\$813.65	
AMEC	001	AMEREN CIPS					AME3013-1225	0000000000	1225	BNK5	JH/HS BLDG-ELECTRICITY	B	11/10/2025	12/18/2025	W	\$11,793.32
											25-26			30131225	\$11,793.32	
		20E301	2542	4660	00 000000			NBHS BLDGS ELECTRICITY							\$11,793.32	
NUMBER OF INVOICES: 2															\$12,606.97	
AMERCEN 000	AMERICAN CENTRAL INSURANCE					2025-06	0000000000	50	BNK5	HRA DISBURSEMENT-C. DAWDY	H	10/15/2025	11/30/2025	R	\$3,000.00	
											25-26			62314	\$3,000.00	
		10E000	2311	3910	00 000000			BD SERVICES PS HRA REIMB		NONEM					\$3,000.00	
AMERCEN 000	AMERICAN CENTRAL INSURANCE					2025-07	0000000000	50	BNK5	HRA DISBURSEMENT-GLYNN	H	10/31/2025	11/30/2025	R	\$1,798.89	
											25-26			62376	\$1,798.89	
		10E000	2311	3910	00 000000			BD SERVICES PS HRA REIMB		NONEM					\$1,798.89	
NUMBER OF INVOICES: 2															\$4,798.89	
AREADIST000	AREADISTRIBUTORS, INC					502236	0000000000	1225	BNK5	ELEM BLDG-TISSUE	B	12/16/2025	12/18/2025	R	\$1,614.00	
											25-26				\$1,614.00	
		20E103	2542	4100	00 000000			NBE CARE/UPKEEP GEN SUPPLIES							\$1,614.00	
AREADIST000	AREADISTRIBUTORS, INC					502237	0000000000	1225	BNK5	JH/HS BLDG-TISSUE	B	12/16/2025	12/18/2025	R	\$974.50	
											25-26				\$974.50	
		20E301	2542	4100	00 000000			NBHS BLDG SM GEN SUPPLIES							\$974.50	
NUMBER OF INVOICES: 2															\$2,588.50	
ASBIN	001	ASBO INTERNATIONAL					821798	0000000000	1225	BNK5	MEMBERSHIP DUES (L. NIEMEIER)	B	12/04/2025	12/18/2025	R	\$299.00
											25-26				\$299.00	
		10E000	2520	6400	00 000000			FS DUES & FEES							\$299.00	

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
NUMBER OF INVOICES: 1												\$299.00
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20251201ADAXA	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W		\$2,797.50
	10L000 4590 0000 00 000000						25-26			202500301		\$2,797.50
												\$2,797.50
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20251201ADAXA%	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W		\$2,008.76
	10L000 4590 0000 00 000000						25-26			202500301		\$2,008.76
												\$2,008.76
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20251215ADAXA	0000000000	P1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$2,797.50
	10L000 4590 0000 00 000000						25-26			202500324		\$2,797.50
												\$2,797.50
AXA EQUI000	AXA EQUITABLE LIFE INSURANCE COMPA	20251215ADAXA%	0000000000	P1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$2,015.81
	10L000 4590 0000 00 000000						25-26			202500324		\$2,015.81
												\$2,015.81
NUMBER OF INVOICES: 4												\$9,619.57
BE THE T000	BE THE THERMOSTAT CONSULTING, LLC	1000.00	3012026012	50	BNK5	GRAY-CAREER DAY-PURCHASED SERVICES	P	H	11/05/2025	11/30/2025	R	\$1,000.00
	10E301 1117 3900 00 000000						25-26			62383		\$1,000.00
						NBHS OTHER PURCHASED SERVICES						\$1,000.00
NUMBER OF INVOICES: 1												\$1,000.00
BISHOJER000	BISHOFF, JERRY	507.68	0000000000	1225	BNK5	IASB JOINT CONFERENCE	B	12/12/2025	12/18/2025	R		\$507.68
	10E000 2311 3320 00 000000						25-26					\$507.68
						SCH BD TRAVEL						\$507.68
NUMBER OF INVOICES: 1												\$507.68
BLICK 000	BLICK ART MATERIALS	6654330	1032026011	1225	BNK5	CRAWFORD- ART SUPPLIES	P	B	11/10/2025	12/18/2025	A	\$154.42
							25-26					\$154.42

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT
BLICK 000	BLICK ART MATERIALS	6654330	*****CONTINUED*****								
	10E103 1113 4100 00 000000				NBE SM GENERAL SUPPLIES						\$154.42
BLICK 000	BLICK ART MATERIALS	6723178	1032026011	1225	BNK5	SCISSORS-CRAWFORD- ART SUPPLIES	P B	11/19/2025	12/18/2025	A	\$7.38
							25-26				\$7.38
	10E103 1113 4100 00 000000				NBE SM GENERAL SUPPLIES						\$7.38
BLICK 000	BLICK ART MATERIALS	7977695	3012026008	1225	BNK5	REFUND FOR BROKEN ITEMS-DELA I -ART CLASS & PHOTOGRAPHY CURRICULUM SUPPLIES	P B	07/30/2025	12/18/2025	A	\$-26.45
							25-26				\$-26.45
	10E301 1117 4100 00 000000				NBHS GENERAL SUPPLIES						\$-26.45
NUMBER OF INVOICES: 3											\$135.35
BLUE KEL000	BLUE, KELLY	90.85	0000000000	50	BNK5	REIMB FOR GLASSES	H	10/24/2025	11/30/2025	R	\$90.85
							25-26			62365	\$90.85
	10E600 2900 4100 00 000000				TITLE I SM HOMELESS SET ASIDE						\$90.85
NUMBER OF INVOICES: 1											\$90.85
BMO FINA000	BMO FINANCIAL GROUP	0221-1225-1	6032026034	BMO 1225	BNK5	CULTURAL STUDIES-TUITION REIMBURSEMENT ALLOCATION -25-26-FLESHMAN	P B	10/31/2025	12/18/2025	W	\$600.00
							25-26			202500310	\$600.00
	10E103 1113 2300 00 000000				NBE BEN TUITION REIMB						\$600.00
BMO FINA000	BMO FINANCIAL GROUP	0221-1225-2	0000000000	BMO 1225	BNK5	8111-SAMS CLUB	B	11/18/2025	12/18/2025	W	\$54.20
							25-26			202500310	\$54.20
	10A000 1200 0000 00 000000										\$54.20
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-1	0000000000	BMO 1225	BNK5	9202-AMAZON-PAINT	B	10/21/2025	12/18/2025	W	\$47.72
							25-26			202500310	\$47.72

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL		DESCRIPTION	1099				ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-1	*****	CONTINUED	*****						
	10A000 1200 0000 00 000000										\$47.72
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-2	0000000000	BMO 1225	BNK5	9202-AMAZON-CLAY, PAINT	B	10/23/2025	12/18/2025	W	\$180.62
	10A000 1200 0000 00 000000						25-26		202500310		\$180.62
											\$180.62
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-3	0000000000	BMO 1225	BNK5	9296-AMAZON-TEACHERS TAPE	B	10/29/2025	12/18/2025	W	\$79.80
	10A000 1200 0000 00 000000						25-26		202500310		\$79.80
											\$79.80
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-4	0000000000	BMO 1225	BNK5	9202-MICHAELS-CLAY	B	10/29/2025	12/18/2025	W	\$33.43
	10A000 1200 0000 00 000000						25-26		202500310		\$33.43
											\$33.43
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-5	0000000000	BMO 1225	BNK5	9217-AMAZON-TEACHERS TAPE	B	11/04/2025	12/18/2025	W	\$109.79
	10A000 1200 0000 00 000000						25-26		202500310		\$109.79
											\$109.79
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-6	3012026044	BMO 1225	BNK5	WALMART-ANKROM-JH/HS CBE CURRICULUM SUPPLIES	P B	11/15/2025	12/18/2025	W	\$105.78
	10E301 1200 4100 00 000000						25-26		202500310		\$105.78
						NBHS SP. ED. GEN SUPPLIES					\$105.78
BMO FINA000	BMO FINANCIAL GROUP	0704-1225-7	3012026013	BMO 1225	BNK5	TPT-67 GRAPHING-GRAY-NATIONAL HONOR SOCIETY SUPPLIES	P B	11/19/2025	12/18/2025	W	\$2.00
	10E301 1117 4100 00 000000						25-26		202500310		\$2.00
						NBHS GENERAL SUPPLIES					\$2.00
BMO FINA000	BMO FINANCIAL GROUP	0746-1225-1	0000000000	BMO 1225	BNK5	AMAZON-5 GALLON BCKTS	B	10/22/2025	12/18/2025	W	\$609.63
	40E000 2552 4100 00 000000						25-26		202500310		\$609.63
						TRANS SM GEN SUPPLIES					\$609.63

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	
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT	
BMO FINA000	BMO FINANCIAL GROUP	2671-1225-3	0000000000	BMO	1225	BNK5	9226-SAMS-TURKEY TOURN	B	11/16/2025	12/18/2025	W	\$250.93	
								25-26		202500310		\$250.93	
	10A000 1200 0000 00 000000											\$250.93	
BMO FINA000	BMO FINANCIAL GROUP	2671-1225-4	0000000000	BMO	1225	BNK5	9226-PRICE ADJUSTED	B	11/18/2025	12/18/2025	W	\$-37.00	
								25-26		202500310		\$-37.00	
	10A000 1200 0000 00 000000											\$-37.00	
BMO FINA000	BMO FINANCIAL GROUP	2671-1225-5	0000000000	BMO	1225	BNK5	9226-GFS-TURKEY TOURN	B	11/18/2025	12/18/2025	W	\$13.79	
								25-26		202500310		\$13.79	
	10A000 1200 0000 00 000000											\$13.79	
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-1	0000000000	BMO	1225	BNK5	DEEP SPACE SPARKLE-REFUND	B	10/22/2025	12/18/2025	W	\$-379.00	
								25-26		202500310		\$-379.00	
	10E103 1113 4100 00 000000			NBE SM GENERAL SUPPLIES								\$-379.00	
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-2	0212026001	BMO	1225	BNK5	AMAZON-PECORARO - LIBRARY SUPPLIES - LIBRARY GRANT	P	B	11/02/2025	12/18/2025	W	\$31.98
								25-26		202500310		\$31.98	
	10E000 2220 4310 00 000000			EDU MEDIA LIBR. GRANT								\$31.98	
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-3	1032026013	BMO	1225	BNK5	AMAZON-OLYSAV-CLASSROOM SUPPLIES	P	B	11/04/2025	12/18/2025	W	\$35.96
								25-26		202500310		\$35.96	
	10E103 1113 4100 00 000000			NBE SM GENERAL SUPPLIES								\$35.96	
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-4	1032026013	BMO	1225	BNK5	AMAZON-OLYSAV-CLASSROOM SUPPLIES	P	B	11/05/2025	12/18/2025	W	\$221.51
								25-26		202500310		\$221.51	
	10E103 1113 4100 00 000000			NBE SM GENERAL SUPPLIES								\$221.51	
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-5	1032026056	BMO	1225	BNK5	AMAZON-BEAN BAG CHAIR-EXCELLENCE IN EDUCATION GRANT	P	B	11/06/2025	12/18/2025	W	\$106.99
								25-26		202500310		\$106.99	

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-5	*****CONTINUED*****									
	10E103 1200 4101 00 000000				NBE SPEC ED SM DONATIONS							\$106.99
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-6	0000000000	BMO 1225	BNK5	8101-AMAZON-B-DAY CARDS	B	11/06/2025	12/18/2025	W		\$85.91
							25-26			202500310		\$85.91
	10A000 1200 0000 00 000000											\$85.91
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-7	1032026056	BMO 1225	BNK5	AMAZON-EXCELLENCE IN EDUCATION GRANT	P	B	11/07/2025	12/18/2025	W	\$161.07
							25-26			202500310		\$161.07
	10E103 1200 4101 00 000000				NBE SPEC ED SM DONATIONS							\$161.07
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-8	1032026021	BMO 1225	BNK5	WHOLE BRAIN-AMAZON-OKISCH-EXTRA TEXTBOOKS/TEACHER MANUALS & CURRICULUM	P	B	11/12/2025	12/18/2025	W	\$119.60
							25-26			202500310		\$119.60
	10E103 1113 4200 00 000000				NBE TEXTBOOKS							\$119.60
BMO FINA000	BMO FINANCIAL GROUP	3061-1225-9	0000000000	BMO 1225	BNK5	8111-AMAZON-POPSICKLE STICKES, PIPE CLEANERS	B	11/13/2025	12/18/2025	W		\$58.69
							25-26			202500310		\$58.69
	10A000 1200 0000 00 000000											\$58.69
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-1	0000000000	BMO 1225	BNK5	AMAZON-ROLLING TOOL CHEST	B	10/21/2025	12/18/2025	W		\$288.99
							25-26			202500310		\$288.99
	20E301 2542 5400 00 000000				NBHS BLDG EQUIPMENT							\$288.99
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-11	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON SUPPLIES	B	10/30/2025	12/18/2025	W		\$196.15
							25-26			202500310		\$196.15
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES							\$196.15
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-12	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	10/30/2025	12/18/2025	W		\$14.48
							25-26			202500310		\$14.48
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES							\$14.48

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-13	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-TABLE	B	10/31/2025	12/18/2025	W	\$109.74
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES		25-26		202500310		\$109.74
											\$109.74
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-14	0000000000	BMO 1225	BNK5	JH/HS BLDG-SHELL OIL	B	11/06/2025	12/18/2025	W	\$50.00
	20E301 2542 3230 00 000000				NBHS CARE/UPKEEP REPAIR/MAINT.		25-26		202500310		\$50.00
											\$50.00
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-15	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	11/06/2025	12/18/2025	W	\$14.48
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES		25-26		202500310		\$14.48
											\$14.48
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-16	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	11/07/2025	12/18/2025	W	\$14.48
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES		25-26		202500310		\$14.48
											\$14.48
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-17	0000000000	BMO 1225	BNK5	ELEM BLDG-AMAZON-GLASS CLEANER	B	11/08/2025	12/18/2025	W	\$89.28
	20E103 2542 4100 00 000000				NBE CARE/UPKEEP GEN SUPPLIES		25-26		202500310		\$89.28
											\$89.28
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-18	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-	B	11/08/2025	12/18/2025	W	\$26.99
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES		25-26		202500310		\$26.99
											\$26.99
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-19	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	11/12/2025	12/18/2025	W	\$76.69
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES		25-26		202500310		\$76.69
											\$76.69
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-2	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	10/21/2025	12/18/2025	W	\$19.18
	20E301 2542 4100 00 000000				NBHS BLDG SM GEN SUPPLIES		25-26		202500310		\$19.18
											\$19.18
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-3	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	10/22/2025	12/18/2025	W	\$18.99
							25-26		202500310		\$18.99

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL		DESCRIPTION						ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-3	*****	CONTINUED*****								
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES								\$18.99
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-4	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	10/25/2025	12/18/2025	W		\$40.46
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES			25-26		202500310			\$40.46
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-5	0000000000	BMO 1225	BNK5	JH/HS BLDG-SUPPLIES	B	10/26/2025	12/18/2025	W		\$224.09
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES			25-26		202500310			\$224.09
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-6	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	10/26/2025	12/18/2025	W		\$47.30
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES			25-26		202500310			\$47.30
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-7	0000000000	BMO 1225	BNK5	ELEM AND JH/HS BLDG-SAMS TRASH BAGS	B	10/28/2025	12/18/2025	W		\$719.20
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES			25-26		202500310			\$719.20
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES								\$359.60
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-8	0000000000	BMO 1225	BNK5	ELEM BLDG-DOLLAR GENERAL	B	10/28/2025	12/18/2025	W		\$25.90
	20E103 2542 4100 00 000000			NBE CARE/UPKEEP GEN SUPPLIES			25-26		202500310			\$25.90
BMO FINA000	BMO FINANCIAL GROUP	3285-1225-9	0000000000	BMO 1225	BNK5	JH/HS BLDG-AMAZON-SUPPLIES	B	10/29/2025	12/18/2025	W		\$43.63
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES			25-26		202500310			\$43.63
BMO FINA000	BMO FINANCIAL GROUP	4009-1225-1	0000000000	BMO 1225	BNK5	SAM'S CLUB-WATER FOR SUP INTERVIEWS	B	11/04/2025	12/18/2025	W		\$23.84
	10E000 2311 4100 00 000000			SCH BD GEN SUPPLIES			25-26		202500310			\$23.84

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	4069-1225-1	0312026039	BMO 1225	BNK5	Amazon Signage Sticks for risevision for HS	P	B	10/26/2025	12/18/2025	W	\$391.96
	10E000 2225 4100 00 000000				TECH SM GEN SUPPLIES			25-26		202500310		\$391.96
												\$391.96
BMO FINA000	BMO FINANCIAL GROUP	4069-1225-2	0312026038	BMO 1225	BNK5	Risevision renewal(signage Software)	P	B	10/29/2025	12/18/2025	W	\$999.00
	10E000 2225 4700 00 000000				TECH SM SOFTWARE			25-26		202500310		\$999.00
												\$999.00
BMO FINA000	BMO FINANCIAL GROUP	4127-1225-1	6012026001	BMO 1225	BNK5	IASA-LLEWELLYN- HS PRINCIPAL TRAVEL	P	B	10/28/2025	12/18/2025	W	\$206.00
	10E305 2410 3320 00 000000				NBHS PRINCIPAL TRAVEL			25-26		202500310		\$206.00
												\$206.00
BMO FINA000	BMO FINANCIAL GROUP	4127-1225-2	6012026001	BMO 1225	BNK5	IASA-LLEWELLYN- HS PRINCIPAL TRAVEL	P	B	10/28/2025	12/18/2025	W	\$206.00
	10E305 2410 3320 00 000000				NBHS PRINCIPAL TRAVEL			25-26		202500310		\$206.00
												\$206.00
BMO FINA000	BMO FINANCIAL GROUP	4127-1225-3	6012026002	BMO 1225	BNK5	SAMS-CONTAINERS-LLEWELLYN- PRINCIPAL'S OFFICE SUPPLIES/ENVELOPES/LAMINATING FILM	P	B	11/16/2025	12/18/2025	W	\$49.70
	10E305 2410 4100 00 000000				NBHS PRINCIPAL GEN SUPPLIES			25-26		202500310		\$49.70
												\$49.70
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-1	0000000000	BMO 1225	BNK5	TRANS-BP IN FFA TRIP		B	10/29/2025	12/18/2025	W	\$86.14
	40E000 2552 4640 00 000000				TRANS SM GASOLINE			25-26		202500310		\$86.14
												\$86.14
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-10	2022026038	BMO 1225	BNK5	WALMART-ICE CREAM-WEIDHUNER-AG ELECTIVE-6TH AND 8TH GRADE SUPPLIES	P	B	11/07/2025	12/18/2025	W	\$56.62

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL		DESCRIPTION						ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-10	*****	CONTINUED	*****							
	10E202 1115 4100 00 000000			NBJH	GEN	SUPPLIES	25-26			202500310		\$56.62
												\$56.62
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-11	00000000000	BMO	1225	BNK5 9216-DRI SIGNS-SR. BANNER	B	11/10/2025	12/18/2025	W		\$122.52
	10A000 1200 0000 00 000000						25-26			202500310		\$122.52
												\$122.52
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-2	00000000000	BMO	1225	BNK5 9216-PARKINDY-FFA TRIP	B	10/29/2025	12/18/2025	W		\$9.56
	10A000 1200 0000 00 000000						25-26			202500310		\$9.56
												\$9.56
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-3	00000000000	BMO	1225	BNK5 9216-CREDIT CARD HOLD	B	10/29/2025	12/18/2025	W		\$250.00
	10A000 1200 0000 00 000000					BAYMONT HOTEL	25-26			202500310		\$250.00
												\$250.00
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-4	00000000000	BMO	1225	BNK5 9216-CRACKER BARREL	B	10/31/2025	12/18/2025	W		\$205.27
	10A000 1200 0000 00 000000						25-26			202500310		\$205.27
												\$205.27
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-5	00000000000	BMO	1225	BNK5 9216-IN MOTOR SPEEDWAY	B	10/31/2025	12/18/2025	W		\$301.75
	10A000 1200 0000 00 000000						25-26			202500310		\$301.75
												\$301.75
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-6	00000000000	BMO	1225	BNK5 9216-CHILI'S	B	10/31/2025	12/18/2025	W		\$249.23
	10A000 1200 0000 00 000000						25-26			202500310		\$249.23
												\$249.23
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-7	00000000000	BMO	1225	BNK5 TRANS-CIRCLE K FFA TRIP	B	10/31/2025	12/18/2025	W		\$30.33
	40E000 2552 4640 00 000000					TRANS SM GASOLINE	25-26			202500310		\$30.33
												\$30.33
BMO FINA000	BMO FINANCIAL GROUP	4163-1225-8	00000000000	BMO	1225	BNK5 9216-BAYMONT-REFUND ON HOLD	B	11/01/2025	12/18/2025	W		\$-250.00
						FOR HOTEL						

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	6583-1225-5	3012026040	BMO 1225	BNK5	WALMART-MCCLAREY-CURRICULUM SUPPLIES CTE (FOOD AND FABRIC)	P	B	11/19/2025	12/18/2025	W	\$238.23
							25-26			202500310		\$238.23
	10E301 1117 4100 00 000000				NBHS GENERAL SUPPLIES							\$238.23
BMO FINA000	BMO FINANCIAL GROUP	6591-1225-1	3012026018	BMO 1225	BNK5	KAHOOT-JOHNSON-LIFE SCIENCE CURRICULUM SUPPLIES	P	B	10/29/2025	12/18/2025	W	\$47.88
							25-26			202500310		\$47.88
	10E301 1117 4100 00 000000				NBHS GENERAL SUPPLIES							\$47.88
BMO FINA000	BMO FINANCIAL GROUP	6617-1225-1	0112026005	BMO 1225	BNK5	MACGILL-STETHOSCOPE-KILLION - NURSE EQUIPMENT	P	B	11/13/2025	12/18/2025	W	\$66.89
							25-26			202500310		\$66.89
	10E000 2130 5400 00 000000											\$66.89
BMO FINA000	BMO FINANCIAL GROUP	6673-1225-1	0000000000	BMO 1225	BNK5	9228-NFINITY-SHOES		B	10/22/2025	12/18/2025	W	\$1,499.85
							25-26			202500310		\$1,499.85
	10A000 1200 0000 00 000000											\$1,499.85
BMO FINA000	BMO FINANCIAL GROUP	6930-1225-1	0000000000	BMO 1225	BNK5	DUNN TO WRITE A CHECK PERSONAL ITEM		B	10/24/2025	12/18/2025	W	\$30.00
							25-26			202500310		\$30.00
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD							\$30.00
BMO FINA000	BMO FINANCIAL GROUP	6930-1225-2	3012026044	BMO 1225	BNK5	WALMART-ANKROM-JH/HS CBE CURRICULUM SUPPLIES	P	B	10/30/2025	12/18/2025	W	\$207.30
							25-26			202500310		\$207.30
	10E301 1200 4100 00 000000				NBHS SP. ED. GEN SUPPLIES							\$207.30
BMO FINA000	BMO FINANCIAL GROUP	6930-1225-3	3012026012	BMO 1225	BNK5	MEL-O-CREAM-CAREER DAY-GRAY-CAREER DAY-PURCHASED SERVICES	P	B	11/12/2025	12/18/2025	W	\$75.96
							25-26			202500310		\$75.96
	10E301 1117 3900 00 000000				NBHS OTHER PURCHASED SERVICES							\$75.96

[illegible]

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL			DESCRIPTION	1099				ACCT AMOUNT
BMO FINA000	BMO FINANCIAL GROUP	7406-1225-9	0000000000	BMO 1225	BNK5	9271-SAMS-HOST ROOM	B	11/04/2025	12/18/2025	W	\$70.17
							25-26			202500310	\$70.17
	10A000 1200 0000 00 000000										\$70.17
BMO FINA000	BMO FINANCIAL GROUP	9165-1225-1	2022026002	BMO 1225	BNK5	AMAZON-BOOK-BURKE- 6TH GRADE CLASSROOM SUPPLIES/SUBSCRIPTIONS/NOVELS	P B	10/21/2025	12/18/2025	W	\$10.97
							25-26			202500310	\$10.97
	10E202 1115 4100 00 000000				NBJH GEN SUPPLIES						\$10.97
BMO FINA000	BMO FINANCIAL GROUP	9165-1225-10	2022026009	BMO 1225	BNK5	TPT-KNEPLER- SP. ED. CLASSROOM SUPPLIES	P B	11/12/2025	12/18/2025	W	\$1.00
							25-26			202500310	\$1.00
	10E202 1200 4100 00 000000				NBJH SP. ED. GEN SUPPLIES						\$1.00
BMO FINA000	BMO FINANCIAL GROUP	9165-1225-2	6022026002	BMO 1225	BNK5	AMAZON-CARDSTOCK-RADFORD - JH PRINCIPAL OFFICE- SUPPLIES/ENVELOPES/TEACHER PLANNERS	P B	10/21/2025	12/18/2025	W	\$11.58
							25-26			202500310	\$11.58
	10E202 2410 4100 00 000000				NBJH PRINCIPAL GEN SUPPLIES						\$11.58
BMO FINA000	BMO FINANCIAL GROUP	9165-1225-3	3012026035	BMO 1225	BNK5	ILMEA JH CHOIR-MIDDLETON-JH/HS BAND/CHOIR CONTEST DUES/FEES	P B	10/24/2025	12/18/2025	W	\$50.00
							25-26			202500310	\$50.00
	10E301 1117 6400 00 000000				NBHS DUES & FEES						\$50.00
BMO FINA000	BMO FINANCIAL GROUP	9165-1225-4	3012026035	BMO 1225	BNK5	ILMEA-JH CHOIR FESTIVAL-MIDDLETON-JH/HS BAND/CHOIR CONTEST DUES/FEES	P B	10/24/2025	12/18/2025	W	\$205.00
							25-26			202500310	\$205.00
	10E301 1117 6400 00 000000				NBHS DUES & FEES						\$205.00

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
CARBS	000 CAROLINA BIOLOGICAL SUPPLY	53232176 RI	3012026018	1225	BNK5	BACTERIA, STAIN-JOHNSON-LIFE SCIENCE CURRICULUM SUPPLIES	P	B	12/08/2025	12/18/2025	A	\$102.05
							25-26					\$102.05
	10E301 1117 4100 00 000000				NBHS GENERAL SUPPLIES							\$102.05
						NUMBER OF INVOICES: 3						\$323.89
CDWG	001 CDW GOVERNMENT, INC.	AH1C33K	0312026042	1225	BNK5	2 door readers and 1 door license for HS	P	B	11/24/2025	12/18/2025	A	\$1,358.35
							25-26					\$1,358.35
	10E000 2225 4100 00 000000				TECH SM GEN SUPPLIES							\$558.42
	10E000 2225 4700 00 000000				TECH SM SOFTWARE							\$799.93
CDWG	001 CDW GOVERNMENT, INC.	AH3DP1F	0312026043	1225	BNK5	Toner for Spann and flash drives for stock	P	B	12/11/2025	12/18/2025	A	\$553.00
							25-26					\$553.00
	10E000 2225 4100 00 000000				TECH SM GEN SUPPLIES							\$553.00
CDWG	001 CDW GOVERNMENT, INC.	AH3EL6F	0312026043	1225	BNK5	Toner for Spann and flash drives for stock	P	B	12/12/2025	12/18/2025	A	\$704.00
							25-26					\$704.00
	10E000 2225 4100 00 000000				TECH SM GEN SUPPLIES							\$704.00
						NUMBER OF INVOICES: 3						\$2,615.35
CENTRAL	003 CENTRAL IL PRODUCE (JH/HS)	01423569	0000000000	1225	BNK5	JH/HS BLDG-CREDIT		B	11/17/2025	12/18/2025	A	\$-48.95
							25-26					\$-48.95
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD							\$-48.95
CENTRAL	003 CENTRAL IL PRODUCE (JH/HS)	12008464	0000000000	1225	BNK5	JH/HS BLDG-DAIRY		B	11/17/2025	12/18/2025	A	\$139.80
							25-26					\$139.80
	10E301 2562 4151 00 000000				NBHS FOOD DAIRY PRODUCT							\$139.80
CENTRAL	003 CENTRAL IL PRODUCE (JH/HS)	12008465	0000000000	1225	BNK5	JH/HS BLDG-DAIRY		B	11/19/2025	12/18/2025	A	\$196.80
							25-26					\$196.80

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL		DESCRIPTION					ACCT AMOUNT
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12008465				*****CONTINUED*****					
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT					\$196.80
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12018468		0000000000	1225	BNK5 JH/HS BLDG-FOOD	B	11/17/2025	12/18/2025	A	\$261.00
							25-26				\$261.00
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$261.00
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12018471		0000000000	1225	BNK5 JH/HS BLDG-DAIRY	B	11/19/2025	12/18/2025	A	\$17.00
							25-26				\$17.00
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT					\$17.00
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12018474		0000000000	1225	BNK5 JH/HS BLDG-FOOD	B	11/24/2025	12/18/2025	A	\$170.85
							25-26				\$170.85
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$170.85
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12027869		0000000000	1225	BNK5 JH/HS BLDG-FOOD	B	11/19/2025	12/18/2025	A	\$48.95
							25-26				\$48.95
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$48.95
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12040247		0000000000	1225	BNK5 JH/HS BLDG-FOOD	B	12/01/2025	12/18/2025	A	\$580.60
							25-26				\$580.60
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$580.60
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12040269		0000000000	1225	BNK5 JH/HS BLDG-DAIRY	B	12/01/2025	12/18/2025	A	\$196.80
							25-26				\$196.80
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT					\$196.80
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12077280		0000000000	1225	BNK5 JH/HS BLDG-FOOD, DAIRY	B	12/05/2025	12/18/2025	A	\$450.65
							25-26				\$450.65
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$103.65
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT					\$347.00
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12090939		0000000000	1225	BNK5 JH/HS BLDG-FOOD, DAIRY	B	12/08/2025	12/18/2025	A	\$788.00
							25-26				\$788.00
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$602.50

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL		DESCRIPTION					ACCT AMOUNT
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12090939				*****CONTINUED*****					
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT					\$185.50
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12090940		0000000000	1225	BNK5 JH/HS BLDG-FOOD, DAIRY	B	12/12/2025	12/12/2025	A	\$390.66
							25-26				\$390.66
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$205.16
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT					\$185.50
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12107420		0000000000	1225	BNK5 JH/HS BLDG-FOOD	B	12/12/2025	12/18/2025	A	\$54.70
							25-26				\$54.70
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$54.70
CENTRAL 003	CENTRAL IL PRODUCE (JH/HS)	12107438		0000000000	1225	BNK5 JH/HS BLDG-FOOD, DAIRY	B	12/15/2025	12/18/2025	A	\$513.50
							25-26				\$513.50
	10E301 2562 4150 00 000000					NBHS FOOD RAW FOOD					\$416.90
	10E301 2562 4151 00 000000					NBHS FOOD DAIRY PRODUCT					\$96.60
NUMBER OF INVOICES: 14											\$3,760.36
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	01423547		0000000000	1225	BNK5 ELEM BLDG-CREDIT	B	11/17/2025	12/18/2025	A	\$-97.90
							25-26				\$-97.90
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD					\$-97.90
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	01428018		0000000000	1225	BNK5 ELEM BLDG-REFUND R00D	B	12/02/2025	12/18/2025	A	\$-119.90
							25-26				\$-119.90
	10E103 2562 4150 00 000000					NBE FOOD PREP RAW FOOD					\$-119.90
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12008403		0000000000	1225	BNK5 ELEM BLDG-DAIRY	B	11/17/2025	12/18/2025	A	\$393.60
							25-26				\$393.60
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS					\$393.60
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12008406		0000000000	1225	BNK5 ELEM BLDG-DAIRY	B	11/21/2025	12/18/2025	A	\$196.80
							25-26				\$196.80
	10E103 2562 4151 00 000000					NBE FOOD PREP DAIRY PRODUCTS					\$196.80

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12069450	1032026054	1225	BNK5	DAWDY/STECK-EL SNACKS/DAIRY	P	B	12/05/2025	12/18/2025	A	\$57.00
							25-26					\$57.00
	10E103 1200 4150 00 000000				EC SM CLASSROOM SNACKS							\$28.50
	10E500 2569 4100 00 000000				PRE-K OTH. FOOD SERV. GEN SUPP							\$28.50
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12069452	1032026054	1225	BNK5	DAWDY/STECK-EL SNACKS/DAIRY	P	B	12/18/2025	12/18/2025	A	\$68.55
							25-26					\$68.55
	10E103 1200 4150 00 000000				EC SM CLASSROOM SNACKS							\$34.27
	10E500 2569 4100 00 000000				PRE-K OTH. FOOD SERV. GEN SUPP							\$34.28
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12069904	0000000000	1225	BNK5	ELEM BLDG-DAIRY		B	12/08/2025	12/18/2025	A	\$325.30
							25-26					\$325.30
	10E103 2562 4151 00 000000				NBE FOOD PREP DAIRY PRODUCTS							\$325.30
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12069932	0000000000	1225	BNK5	ELEM BLDG-DAIRY		B	12/10/2025	12/18/2025	A	\$371.00
							25-26					\$371.00
	10E103 2562 4151 00 000000				NBE FOOD PREP DAIRY PRODUCTS							\$371.00
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12069937	0000000000	1225	BNK5	ELEM BLDG-DAIRY		B	12/12/2025	12/18/2025	A	\$231.20
							25-26					\$231.20
	10E103 2562 4151 00 000000				NBE FOOD PREP DAIRY PRODUCTS							\$231.20
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12069939	0000000000	1225	BNK5	ELEM BLDG-DAIRY		B	12/15/2025	12/18/2025	A	\$407.60
							25-26					\$407.60
	10E103 2562 4151 00 000000				NBE FOOD PREP DAIRY PRODUCTS							\$407.60
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12072867	0000000000	1225	BNK5	ELEM BLDG-FOOD		B	12/02/2025	12/18/2025	A	\$56.95
							25-26					\$56.95
	10E103 2562 4150 00 000000				NBE FOOD PREP RAW FOOD							\$56.95
CENTRAL 004	CENTRAL IL PRODUCE (NBE)	12073520	0000000000	1225	BNK5	ELEM BLDG-FOOD		B	12/03/2025	12/18/2025	A	\$73.90
							25-26					\$73.90
	10E103 2562 4150 00 000000				NBE FOOD PREP RAW FOOD							\$73.90

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099							ACCT AMOUNT
COLLEGE 001	COLLEGE BOARD	P2511166521		*****CONTINUED*****								
						FALL-DOSS-GUIDANCE PROF SERVICES/ TESTING						
							25-26					\$356.04
	10E000 2120 4100 00 000000			GUID SM GEN SUPPLIES								\$356.04
						NUMBER OF INVOICES: 1						\$356.04
CRAIG AN000	CRAIG ANTENNA SERVICE, INC	216628	0000000000	1225	BNK5	HANDHELD RADIO PACKAGE	B	12/10/2025	12/18/2025	A		\$395.00
							25-26					\$395.00
	40E000 2552 4100 00 000000			TRANS SM GEN SUPPLIES								\$395.00
CRAIG AN000	CRAIG ANTENNA SERVICE, INC	216629	0000000000	1225	BNK5	FRONT COVER ASSEMBLY	B	12/10/2025	12/18/2025	A		\$139.90
							25-26					\$139.90
	40E000 2552 4100 00 000000			TRANS SM GEN SUPPLIES								\$139.90
						NUMBER OF INVOICES: 2						\$534.90
DIRECT E000	DIRECT ENERGY BUSINESS	253460058363722	0000000000	1225	BNK5	ELEM BLDG-ELECTRICITY	B	12/12/2025	12/18/2025	W		\$10,496.56
							25-26			3232027		\$10,496.56
	20E103 2542 4660 00 000000			NBE CARE/UPKEEP ELECTRICITY								\$10,496.56
DIRECT E000	DIRECT ENERGY BUSINESS	253460058363723	0000000000	1225	BNK5	BUS GARAGE ELECTRICITY	B	12/12/2025	12/18/2025	W		\$777.54
							25-26			3232028		\$777.54
	40E000 2552 4660 00 000000			TRANS SM ELECTRICITY								\$777.54
DIRECT E000	DIRECT ENERGY BUSINESS	253460058363724	0000000000	1225	BNK5	JH/HS BLDG-BASEBALL FIELD	B	12/12/2025	12/18/2025	W		\$42.23
							25-26			3232026		\$42.23
	20E301 2542 4660 00 000000			NBHS BLDGS ELECTRICITY								\$42.23
						NUMBER OF INVOICES: 3						\$11,316.33
DUNCACHR000	DUNCAN, CHRISTOPHER	100.00	7002026031	111925	BNK5	GIRLS JH BASKETBALL-11/19/25	P	H	11/19/2025	11/19/2025	S	\$100.00
							25-26			62443		\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM							\$100.00

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099						ACCT AMOUNT
NUMBER OF INVOICES: 1											\$100.00
DUNN ROB000	DUNN, ROBERT	48.44	0000000000	1225	BNK5	TFC CONFERENCE	B	12/08/2025	12/18/2025	A	\$48.44
							25-26				\$48.44
	10E601 2210 3320 00 493220			TITLE II IMPR OF INSTR TRAVEL							\$48.44
NUMBER OF INVOICES: 1											\$48.44
EDWHS 001	EDWARDSVILLE HIGH SCHOOL	175.00	7002026027	50	BNK5	ENTRY FEE FOR INVITE-12/14/25-ATHLETIC FEES/TOURNEY FEES/IESA DUES/SCHOLASTIC BOWL/CHEERLEADING FEES-BINKLEY	P H	10/29/2025	11/30/2025	R	\$175.00
							25-26			62377	\$175.00
	10E000 1500 6400 00 000000			INTERSC PRGM DUES AND FEES							\$175.00
NUMBER OF INVOICES: 1											\$175.00
EPPERSCO000	EPPERLY, SCOTT	100.00	7002026031	50	BNK5	JH GIRLS BASKETBALL-10/23/25	P H	10/23/2025	11/30/2025	S	\$100.00
							25-26			62347	\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM						\$100.00
NUMBER OF INVOICES: 1											\$100.00
ERTOI 001	ERTHAL OIL	304565	0000000000	1225	BNK5	TRANS-DIESEL	B	11/24/2025	12/18/2025	R	\$5,150.76
							25-26				\$5,150.76
	40E000 2552 4640 00 000000			TRANS SM GASOLINE							\$5,150.76
ERTOI 001	ERTHAL OIL	304627	0000000000	1225	BNK5	TRANS-DIESEL	B	12/09/2025	12/18/2025	R	\$3,811.25
							25-26				\$3,811.25
	40E000 2552 4640 00 000000			TRANS SM GASOLINE							\$3,811.25
NUMBER OF INVOICES: 2											\$8,962.01
FLINSI 000	FLINN SCIENTIFIC, INC.	3188831	3012026018	1225	BNK5	JOHNSON-LIFE SCIENCE	P B	09/15/2025	12/18/2025	R	\$1,392.62

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099						ACCT AMOUNT
FLINSI 000	FLINN SCIENTIFIC, INC.	3188831		*****CONTINUED*****							
				CURRICULUM SUPPLIES			25-26				\$1,392.62
	10E301 1117 4100 00 000000			NBHS GENERAL SUPPLIES							\$1,392.62
				NUMBER OF INVOICES: 1							\$1,392.62
FRONTIER000	FRONTIER	2171980288	0000000000	1225	BNK5	SECONDARY INTERNET CONNECTION 11/11/25-12/10/25	B	11/11/2025	12/18/2025	W	\$480.00
							25-26		12250288		\$480.00
	20E000 2542 3400 00 000000			DW BLDG PS COMMUNICATION							\$480.00
FRONTIER000	FRONTIER	2174882040	0000000000	1225	BNK5	NEW BERLIN DISTRICT OFFICE PHONES - 11/16/25-12/15/25	B	11/16/2025	12/18/2025	W	\$618.56
							25-26		20401225		\$618.56
	20E000 2542 3400 00 000000			DW BLDG PS COMMUNICATION							\$618.56
FRONTIER000	FRONTIER	2174883107	0000000000	1225	BNK5	JH FAX MACHINE -11/22/25-12/21/25	B	11/22/2025	12/18/2025	W	\$297.20
							25-26		31071225		\$297.20
	20E202 2542 3400 00 000000			JH PS COMMUNICATION							\$297.20
FRONTIER000	FRONTIER	2174886011	0000000000	1225	BNK5	JH PHONES 11/22/25-12/21/25	B	11/22/2025	12/18/2025	W	\$846.86
							25-26		60111225		\$846.86
	20E202 2542 3400 00 000000			JH PS COMMUNICATION							\$846.86
FRONTIER000	FRONTIER	2174886111-	0000000000	1225	BNK5	HS PRINCIPALS OFFICE PHONE-11/22/25-12/21/25	B	11/22/2025	12/18/2025	W	\$771.86
							25-26		61111025		\$771.86
	20E301 2542 3400 00 000000			HS PS COMMUNICATION							\$771.86
FRONTIER000	FRONTIER	2174886412	0000000000	1225	BNK5	AD PHONES - 11/22/25-12/21/25	B	11/22/2025	12/18/2025	W	\$208.74
							25-26		64121225		\$208.74
	20E301 2542 3400 00 000000			HS PS COMMUNICATION							\$208.74

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT
FRONTIER000	FRONTIER	2174886482	0000000000	1225	BNK5	NB ELEM SCHOOL PHONE - 11/22/25-12/21/25	B	11/22/2025	12/18/2025	W	\$1,131.96
	20E103 2542 3400 00 000000				NBE BLDG PS COMMUNICATION		25-26		64821225		\$1,131.96
											\$1,131.96
						NUMBER OF INVOICES: 7					\$4,355.18
GARDNTIV000	GARDNER, TIVES	100.00	7002026031	50	BNK5	GIRLS JH BASKETBALL-10/23/25	P H	10/23/2025	11/30/2025	S	\$100.00
	10E000 1500 3190 00 000000				INTERSC PGRM OTHER PRO & TECH	NONEM	25-26		62348		\$100.00
											\$100.00
GARDNTIV000	GARDNER, TIVES	100.00	7002026031	50	BNK5	GIRLS JH BASKETBALL-11/10/25	P H	11/10/2025	11/30/2025	S	\$100.00
	10E000 1500 3190 00 000000				INTERSC PGRM OTHER PRO & TECH	NONEM	25-26		62385		\$100.00
											\$100.00
						NUMBER OF INVOICES: 2					\$200.00
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	841352120	0000000000	1225	BNK5	JH/HS BLDG-FOOD	B	11/21/2025	12/18/2025	W	\$82.58
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD		25-26		3041225		\$82.58
											\$82.58
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	841352672	0000000000	1225	BNK5	JH/HS BLDG-FOOD	B	12/04/2025	12/18/2025	W	\$163.26
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD		25-26		3041225		\$163.26
											\$163.26
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9029131829	0000000000	1225	BNK5	JH/HS BLDG-TT	B	11/13/2025	12/18/2025	W	\$166.22
	10E301 2562 4170 00 000000				NBHS FOOD SMALLWARE		25-26		3041225		\$166.22
											\$166.22
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	90291832024	0000000000	1225	BNK5	JH/HS BLDG-TT	B	11/14/2025	12/18/2025	W	\$66.18
	10E301 2562 4170 00 000000				NBHS FOOD SMALLWARE		25-26		3041225		\$66.18
											\$66.18
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9029261987	0000000000	1225	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP	B	11/18/2025	12/18/2025	W	\$2,601.49
							25-26		3041225		\$2,601.49

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	
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099				ACCT AMOUNT	
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9029261987	*****CONTINUED*****								
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD						\$1,851.83
	10E301 2562 4151 00 000000				NBHS FOOD DAIRY PRODUCT						\$458.20
	10E301 2562 4160 00 000000				NBHS FOOD DISPOSABLE SUPP.						\$291.46
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9029517115	0000000000	1225	BNK5	JH/HS BLDG-FOOD, DAIRY	B 11/25/2025	12/18/2025	W		\$2,671.51
							25-26		3041225		\$2,671.51
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD						\$2,149.59
	10E301 2562 4151 00 000000				NBHS FOOD DAIRY PRODUCT						\$521.92
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9029728477	0000000000	1225	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP	B 12/02/2025	12/18/2025	W		\$724.50
							25-26		3041225		\$724.50
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD						\$516.14
	10E301 2562 4151 00 000000				NBHS FOOD DAIRY PRODUCT						\$56.14
	10E301 2562 4160 00 000000				NBHS FOOD DISPOSABLE SUPP.						\$152.22
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9029728611	0000000000	1225	BNK5	PTO COOKIES	B 12/02/2025	12/18/2025	W		\$76.74
							25-26		3011225		\$76.74
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD						\$76.74
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9029997641	0000000000	1225	BNK5	JH/HS BLDG-FOOD, DAIRY, DISP	B 12/09/2025	12/18/2025	W		\$2,195.21
							25-26		3041225		\$2,195.21
	10E301 2562 4150 00 000000				NBHS FOOD RAW FOOD						\$1,165.08
	10E301 2562 4151 00 000000				NBHS FOOD DAIRY PRODUCT						\$593.81
	10E301 2562 4160 00 000000				NBHS FOOD DISPOSABLE SUPP.						\$436.32
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9030082540	0000000000	1225	BNK5	JH/HS BLDG-GEN	B 12/10/2025	12/18/2025	W		\$53.65
							25-26		3041225		\$53.65
	10E301 2562 4100 00 000000				NBHS FOOD GEN. SUPPLIES						\$53.65
GFS-JHHS000	GORDON FOOD SERVICE (JH/HS)	9030130768	0000000000	1225	BNK5	JH/HS BLDG-TT	B 12/11/2025	12/18/2025	W		\$79.47
							25-26		3041225		\$79.47
	10E301 2562 4170 00 000000				NBHS FOOD SMALLWARE						\$79.47

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
NUMBER OF INVOICES: 6												\$6,719.77
HARMSHEN000	HARMS, HENRY	100.00	7002026031	50	BNK5	GIRLS VARSITY	P	H	10/23/2025	11/30/2025	S	\$100.00
						VOLLEYBALL-10/23/25						
							25-26			62349		\$100.00
	10E000 1500 3190 00 000000				INTERSC	PGRM OTHER PRO & TECH NONEM						\$100.00
HARMSHEN000	HARMS, HENRY	100.00	7002026031	50	BNK5	BOYS JH BASKETBALL-11/13/25	P	H	11/13/2025	11/30/2025	S	\$100.00
							25-26			62386		\$100.00
	10E000 1500 3190 00 000000				INTERSC	PGRM OTHER PRO & TECH NONEM						\$100.00
NUMBER OF INVOICES: 2												\$200.00
HERMEKEV000	HERMES, KEVIN	100.00	7002026031	50	BNK5	GIRLS JH BASKETBALL-11/4/25	P	H	11/04/2025	11/30/2025	R	\$100.00
							25-26			62374		\$100.00
	10E000 1500 3190 00 000000				INTERSC	PGRM OTHER PRO & TECH NONEM						\$100.00
NUMBER OF INVOICES: 1												\$100.00
HOPE SCH000	HOPE SCHOOL (THE)	SINV012089	0000000000	1225	BNK5	TUITION AND TRANSPORTATION	B		11/30/2025	12/18/2025	R	\$2,062.48
							25-26					\$2,062.48
	10E000 4120 6000 00 000000					SPECIAL PROGRAMS TUITION						\$1,871.73
	40E000 2552 3310 00 000000					TRANSP PS PUPIL TRANSP						\$190.75
NUMBER OF INVOICES: 1												\$2,062.48
IASB 001	IASB	465324	0000000000	1225	BNK5	LEADING SCHOOLS POLARIZED	B		12/03/2025	12/18/2025	A	\$199.00
						WORLD-BISHOFF						
							25-26					\$199.00
	10E000 2311 3320 00 000000				SCH BD	TRAVEL						\$199.00
IASB 001	IASB	477133	0000000000	1225	BNK5	FINAL PYMNT EXECUTIVE SEARCH	B		11/24/2025	12/18/2025	A	\$3,700.00
						SERVICE						
							25-26					\$3,700.00
	10E000 2311 3190 00 000000				SCH BD	OTHER PRO TECH SERVICES						\$3,700.00

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099						ACCT AMOUNT
ILLDQ	001 ILLINOIS DEPT OF REVENUE 40L000 4530 0000 00 000000	20251215ADSTX		*****CONTINUED*****							\$889.50
NUMBER OF INVOICES: 5											\$28,502.36
ILLEA	001 ILLINOIS EDUCATION ASSN 10L000 4593 0000 00 000000	20251201ADI1	0000000000	P1	BNK5	Payroll accrual	H 25-26	12/01/2025	12/01/2025	R 62463	\$2,880.13 \$2,880.13 \$2,880.13
ILLEA	001 ILLINOIS EDUCATION ASSN 10L000 4593 0000 00 000000	20251215ADI1	0000000000	P1	BNK5	Payroll accrual	B 25-26	12/15/2025	12/15/2025	R	\$2,880.13 \$2,880.13 \$2,880.13
NUMBER OF INVOICES: 2											\$5,760.26
ILMLR	001 IL MUNICIPAL RETIREMENT 10L000 4540 0000 00 000000 20L000 4540 0000 00 000000 40L000 4540 0000 00 000000	20251201ADIM	0000000000	P9	BNK5	Payroll accrual	B 25-26	12/01/2025	12/01/2025	W 202500296	\$4,864.44 \$4,864.44 \$3,067.70 \$782.23 \$1,014.51
ILMLR	001 IL MUNICIPAL RETIREMENT 10L000 4540 0000 00 000000 20L000 4540 0000 00 000000 40L000 4540 0000 00 000000	20251201ADIMV2	0000000000	P9	BNK5	Payroll accrual	B 25-26	12/01/2025	12/01/2025	W 202500296	\$1,268.61 \$1,268.61 \$712.69 \$176.14 \$379.78
ILMLR	001 IL MUNICIPAL RETIREMENT 50L000 4572 0000 00 000000	20251201AFRM	0000000000	P9	BNK5	Payroll accrual	B 25-26	12/01/2025	12/01/2025	W 202500296	\$6,723.69 \$6,723.69 \$6,723.69
ILMLR	001 IL MUNICIPAL RETIREMENT 10L000 4540 0000 00 000000	20251201BDIM	0000000000	P9	BNK5	Payroll accrual	B 25-26	12/01/2025	12/01/2025	W 202500307	\$9.45 \$9.45 \$9.45

[illegible]

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	
	ACCOUNT	NUMBER(S)				QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099				ACCT AMOUNT	
INTRS	001	INTERNAL REVENUE SERVICE				20251201ADFTP	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$328.42
											25-26		202500297	\$328.42	
		10L000	4520	0000	00 000000									\$82.86	
		40L000	4520	0000	00 000000									\$245.56	
INTRS	001	INTERNAL REVENUE SERVICE				20251201ADFTX	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$22,147.55
											25-26		202500297	\$22,147.55	
		10L000	4520	0000	00 000000									\$19,425.88	
		20L000	4520	0000	00 000000									\$1,066.61	
		40L000	4520	0000	00 000000									\$1,655.06	
INTRS	001	INTERNAL REVENUE SERVICE				20251201ADMED	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$4,547.97
											25-26		202500297	\$4,547.97	
		10L000	4580	0000	00 000000									\$3,949.37	
		20L000	4580	0000	00 000000									\$255.93	
		40L000	4580	0000	00 000000									\$342.67	
INTRS	001	INTERNAL REVENUE SERVICE				20251201AFFIC	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$6,933.51
											25-26		202500297	\$6,933.51	
		50L000	4571	0000	00 000000									\$6,933.51	
INTRS	001	INTERNAL REVENUE SERVICE				20251201AFMED	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$4,547.97
											25-26		202500297	\$4,547.97	
		50L000	4580	0000	00 000000									\$4,547.97	
INTRS	001	INTERNAL REVENUE SERVICE				20251201BDFIC	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$13.02
											25-26		202500297	\$13.02	
		10L000	4570	0000	00 000000									\$13.02	
INTRS	001	INTERNAL REVENUE SERVICE				20251201BDFTX	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$0.00
											25-26		202500297	\$0.00	
		10L000	4520	0000	00 000000									\$0.00	
INTRS	001	INTERNAL REVENUE SERVICE				20251201BDMED	0000000000	P1	BNK5	Payroll accrual	H	12/01/2025	12/01/2025	W	\$3.05
											25-26		202500297	\$3.05	

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			
	ACCOUNT NUMBER(S)				QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT			
INTRS	001	INTERNAL REVENUE SERVICE			20251215	ADMED	0000000000	P1	BNK5	Payroll accrual		B	12/15/2025	12/15/2025	W	\$4,520.96	
												25-26		202500320		\$4,520.96	
		10L000	4580	0000	00	000000											\$3,983.95
		20L000	4580	0000	00	000000											\$249.68
		40L000	4580	0000	00	000000											\$287.33
INTRS	001	INTERNAL REVENUE SERVICE			20251215	AFFIC	0000000000	P1	BNK5	Payroll accrual		B	12/15/2025	12/15/2025	W	\$6,722.92	
												25-26		202500320		\$6,722.92	
		50L000	4571	0000	00	000000											\$6,722.92
INTRS	001	INTERNAL REVENUE SERVICE			20251215	AFMED	0000000000	P1	BNK5	Payroll accrual		B	12/15/2025	12/15/2025	W	\$4,520.96	
												25-26		202500320		\$4,520.96	
		50L000	4580	0000	00	000000											\$4,520.96
NUMBER OF INVOICES: 19															\$95,016.70		
JANIE'S 000	JANIE'S MILL	007253			0000000000	1225	BNK5	ELEM BLDG-FOOD		B	12/12/2025	12/18/2025	A	\$146.00			
											25-26				\$146.00		
		10E103	2562	4150	00	000000			NBE FOOD PREP RAW FOOD						\$146.00		
NUMBER OF INVOICES: 1															\$146.00		
JIREH IN000	JIREH INC	130716			0000000000	1225	BNK5	TRANS-CAP AND CASING		B	12/02/2025	12/18/2025	R	\$572.02			
											25-26				\$572.02		
		40E000	2552	4190	00	000000			TRANS SM PARTS SUPPLIES						\$572.02		
JIREH IN000	JIREH INC	130731			0000000000	1225	BNK5	TRANS-MOUNT TIRES		B	12/03/2025	12/18/2025	R	\$368.51			
											25-26				\$368.51		
		40E000	2552	4190	00	000000			TRANS SM PARTS SUPPLIES						\$368.51		
NUMBER OF INVOICES: 2															\$940.53		
JMS CONC000	JMS CONCRETE & EXCAVATING			8030.00	0000000000	1225	BNK5	CONCRETE SIDEWALKS GYM		B	12/05/2025	12/18/2025	R	\$8,030.00			
								DOOR-SIDEWALK, BEHIND HIGH SCHOOL									

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL		DESCRIPTION	1099				ACCT AMOUNT
JMS CONC000	JMS CONCRETE & EXCAVATING	8030.00		*****CONTINUED*****							
	60E000 2535 5200 00 000000			CO BLDG CONSTRUCTION PROJECT			25-26				\$8,030.00
											\$8,030.00
						NUMBER OF INVOICES: 1					\$8,030.00
JONESTIM000	JONES, TIMOTHY	100.00	7002026031	50	BNK5	GIRLS JH BASKETBALL 11/10/25	P H	11/10/2025	11/30/2025	S	\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH		OTHER	25-26			62387	\$100.00
											\$100.00
						NUMBER OF INVOICES: 1					\$100.00
KATTEJEN000	KATTERHENRY, JENNA	525.00	6032026033	1225	BNK5	RES5153 RESEARCH METHODS	P B	11/10/2025	12/18/2025	A	\$525.00
	10E103 1113 2300 00 000000			NBE BEN TUITION REIMB			25-26				\$525.00
						NUMBER OF INVOICES: 1					\$525.00
KELLMJ 001	M.J. KELLNER CO. INC.	610912*	0000000000	1225	BNK5	ELEM BLDG-FLOOR CLEANER	B	12/09/2025	12/18/2025	A	\$105.88
	10E103 2562 4100 00 000000			NBE FOOD PREP GEN SUPPLIES			25-26				\$105.88
											\$105.88
KELLMJ 001	M.J. KELLNER CO. INC.	610913	0000000000	1225	BNK5	JH/HS BLDG-DETERGENT	B	12/09/2025	12/18/2025	A	\$112.04
	10E301 2562 4100 00 000000			NBHS FOOD GEN. SUPPLIES			25-26				\$112.04
						NUMBER OF INVOICES: 2					\$217.92
KLOPPE'S000	KLOPPE'S GARAGE	274.00	0000000000	1225	BNK5	MAINT ON SNOWBLOWER	B	12/12/2025	12/18/2025	R	\$274.00
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.			25-26				\$274.00
						NUMBER OF INVOICES: 1					\$274.00
KNOX ROB000	KNOX, ROBERT	320.00	7002026031	1225	BNK5	SCOREKEEPER-8/28.9/16.9/23.10	P B	11/20/2025	12/18/2025	R	\$320.00

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL		DESCRIPTION	1099					ACCT AMOUNT
KNOX ROB000	KNOX, ROBERT	320.00		*****CONTINUED*****							
					/2.10/9,10/16,10/21,10/23		25-26				\$320.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM						\$320.00
				NUMBER OF INVOICES: 1							\$320.00
KOEHLWES000	KOEHLER, WESLEY	175.00	0000000000	1225	BNK5	WEBSITE SERVICES MONTHLY BILLING	B	12/01/2025	12/18/2025	R	\$175.00
							25-26				\$175.00
	10E000 2225 3150 00 000000			TECH PS PROF SERVICES	NONEM						\$175.00
				NUMBER OF INVOICES: 1							\$175.00
LANCO 001	LANTER DISTRIBUTING	S286664	0000000000	1225	BNK5	ELEM AND JH/HS CAFE	B	12/10/2025	12/18/2025	A	\$361.13
							25-26				\$361.13
	10E103 2562 4150 00 000000			NBE FOOD PREP RAW FOOD							\$180.56
	10E301 2562 4150 00 000000			NBHS FOOD RAW FOOD							\$180.57
				NUMBER OF INVOICES: 1							\$361.13
LANE AAR000	LANE, AARON	100.00	7002026031	120425	BNK5	VARSITY FOOTBALL-10/17/25	P H	12/05/2025	12/04/2025	R	\$100.00
							25-26			62462	\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	OTHER						\$100.00
				NUMBER OF INVOICES: 1							\$100.00
LARSOJIL000	LARSON, JILINDA	50.16	0000000000	1225	BNK5	CONF IN CHICAGO-DINNER	B	11/25/2025	12/18/2025	A	\$50.16
							25-26				\$50.16
	10E000 2520 3320 00 000000			FS TRAVEL							\$50.16
				NUMBER OF INVOICES: 1							\$50.16
LASHMDAN000	LASHMETT, DAN	100.00	7002026031	50	BNK5	VARSITY FOOTBALL-10/25/25	P H	11/30/2025	11/30/2025	S	\$100.00
							25-26			62350	\$100.00

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL		DESCRIPTION						ACCT AMOUNT
LASHMDAN000	LASHMETT, DAN	100.00				*****CONTINUED*****						
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH						\$100.00
						NUMBER OF INVOICES: 1						\$100.00
LAWSP 000	LAWSON PRODUCTS, INC	9313035862	0000000000	1225	BNK5	TRANS-CUT-OFF WHEEL	B		12/03/2025	12/18/2025	R	\$74.88
							25-26					\$74.88
	40E000 2552 4180 00 000000					TRANS SM SHOP SUPPLIES						\$74.88
						NUMBER OF INVOICES: 1						\$74.88
LEVIRS 000	LEVI, RAY & SHOUP, INC	354630	0000000000	1225	BNK5	LICENSE TO BACKUP SERVERS	B		12/04/2025	12/18/2025	A	\$409.00
							25-26					\$409.00
	10E000 2225 3150 00 000000					TECH PS PROF SERVICES						\$409.00
						NUMBER OF INVOICES: 1						\$409.00
LOPEZ0LG000	LOPEZ, OLGA	29.40	0000000000	1225	BNK5	THANKSGIVING DELIVERY	B		11/25/2025	12/18/2025	A	\$29.40
							25-26					\$29.40
	10E000 2110 3320 00 000000					SOC WRK PS TRAVEL						\$29.40
LOPEZ0LG000	LOPEZ, OLGA	40.73	0000000000	1225	BNK5	MENTAL HEALTH PROM, SOCIAL	B		11/25/2025	12/18/2025	A	\$40.73
						WORK BOUNDARY, CHILD						
						MALTREATMENT						
							25-26					\$40.73
	10E601 2210 3140 00 000000					TITLE II PS TRAINING						\$40.73
						NUMBER OF INVOICES: 2						\$70.13
LOWSHC 000	LOWE'S HOME IMPROVEMENT	981100	0000000000	1225	BNK5	JH/HS BLDG-SUPPLIES	B		12/12/2025	12/18/2025	W	\$73.29
							25-26			3260466		\$73.29
	20E301 2542 4100 00 000000					NBHS BLDG SM GEN SUPPLIES						\$73.29
						NUMBER OF INVOICES: 1						\$73.29
LUTHHS 000	LUTHERAN HIGH SCHOOL	750.00	7002026031	50	BNK5	OFFICIALS FOR GAMES PER	P	H	10/29/2025	11/30/2025	R	\$750.00

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099						ACCT AMOUNT
LUTHHS 000	LUTHERAN HIGH SCHOOL	750.00		*****CONTINUED*****							
				CO-OP CONTRACT							
							25-26			62379	\$750.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH							\$750.00
				NUMBER OF INVOICES:	1						\$750.00
MARMIC F000	MARMIC FIRE & SAFETY	D503191	0000000000	1225	BNK5	JH/HS BLDG-KITCHEN SYSTEM	B	12/11/2025	12/18/2025	A	\$434.00
						SERVICE CALL					
							25-26				\$434.00
	20E301 2542 3230 00 000000			NBHS CARE/UPKEEP REPAIR/MAINT.							\$434.00
				NUMBER OF INVOICES:	1						\$434.00
MASONRYA000	MASON, RYAN	100.00	7002026031	50	BNK5	JH GIRLS BASKETBALL-10/20/25	P H	10/20/2026	11/30/2025	S	\$100.00
							25-26			62351	\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM						\$100.00
				NUMBER OF INVOICES:	1						\$100.00
MCCLUSC0000	MCCLURE, SCOTT	100.00	7002026031	50	BNK5	VARSITY VOLLEYBALL-10/23/25	P H	10/23/2025	11/30/2025	S	\$100.00
							25-26			62352	\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM						\$100.00
				NUMBER OF INVOICES:	1						\$100.00
MCEVEJAC000	MCEVERS, JACOB	100.00	7002026031	111925	BNK5	GIRLS JH BASKETBALL-11/19/25	P H	11/19/2025	11/19/2025	V	\$100.00
							25-26			62398	\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH	NONEM						\$100.00
				NUMBER OF INVOICES:	1						\$-100.00
MCMIRD 001	R.D. McMILLEN ENTERPRISES	1104376	0000000000	1225	BNK5	JH/HS BLDG-CLEANER	B	12/09/2025	12/18/2025	R	\$511.05
							25-26				\$511.05
	20E301 2542 4100 00 000000			NBHS BLDG SM GEN SUPPLIES							\$511.05

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL		DESCRIPTION	1099					ACCT AMOUNT
MCMIRD 001	R.D. McMILLEN ENTERPRISES	1104479	0000000000	1225	BNK5	ELEM BLDG-CLEANER	B	12/08/2025	12/18/2025	R	\$243.45
							25-26				\$243.45
	20E103 2542 4100 00 000000				NBE CARE/UPKEEP GEN SUPPLIES						\$243.45
					NUMBER OF INVOICES:	2					\$754.50
MEDIACOM000	MEDIACOM	60090109-DEC 25	0000000000	1225	BNK5	EXTRA BAN WIDTH	B	11/21/2025	12/18/2025	W	\$550.00
							25-26		12250109		\$550.00
	20E000 2542 3400 00 000000				DW BLDG PS COMMUNICATION						\$550.00
					NUMBER OF INVOICES:	1					\$550.00
MENAR 001	MENARDS	21035	0000000000	1225	BNK5	ELEM BLDG-SUPPLIES	B	12/11/2025	12/18/2025	A	\$32.57
							25-26				\$32.57
	20E103 2542 4100 00 000000				NBE CARE/UPKEEP GEN SUPPLIES						\$32.57
					NUMBER OF INVOICES:	1					\$32.57
MIDWBS 000	MIDWEST BUS SALES, INC	C050079638:01	0000000000	1225	BNK5	TRANS-CORE HEATER	B	12/10/2025	12/18/2025	A	\$316.07
							25-26				\$316.07
	40E000 2552 3230 00 000000				TRANS PS RPR & MAINT						\$316.07
					NUMBER OF INVOICES:	1					\$316.07
MILLIKIN000	MILLIKIN UNIVERSITY	120.00	3012026035	50	BNK5	HONOR BAND	P H	10/17/2025	11/30/2025	R	\$120.00
						FEE-MIDDLETON-JH/HS					
						BAND/CHOIR CONTEST DUES/FEES					
							25-26		62362		\$120.00
	10E301 1117 6400 00 000000				NBHS DUES & FEES						\$120.00
					NUMBER OF INVOICES:	1					\$120.00
MOORECYN000	MOORE, CYNTHIA	576.60	0000000000	1225	BNK5	JOINT ANNUAL CONF-MILES, PARKING	B	11/24/2025	12/18/2025	R	\$576.60
							25-26				\$576.60

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
	ACCOUNT NUMBER(S)		QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099					ACCT AMOUNT
MOORECYN000	MOORE, CYNTHIA 10E000 2311 3320 00 000000	576.60		*****CONTINUED***** SCH BD TRAVEL							\$576.60
						NUMBER OF INVOICES:	1				\$576.60
MUSIC SH000	MUSIC SHOPPE, INC (THE) 10E301 1117 3230 00 000000	4042158	3012026037	1225	BNK5	OBOE REED-MIDDLETON-BAND/CHOIR REPAIRS AND REPLACEMENT	P B	10/06/2025	12/18/2025	A	\$33.98
							25-26				\$33.98
						NBHS REPAIR & MAINT SERVICES					\$33.98
MUSIC SH000	MUSIC SHOPPE, INC (THE) 10E301 1117 3230 00 000000	4043600	3012026037	1225	BNK5	PAD LABOR, REPAIR SHOP, PAD-MIDDLETON-BAND/CHOIR REPAIRS AND REPLACEMENT	P B	10/07/2025	12/18/2025	A	\$41.80
							25-26				\$41.80
						NBHS REPAIR & MAINT SERVICES					\$41.80
MUSIC SH000	MUSIC SHOPPE, INC (THE) 10E301 1117 5400 00 000000	4046442	3012026034	1225	BNK5	BD HOOP WHITE-MIDDLETON-MARCHING PERCUSSION EQUIPMENT	P B	10/10/2025	12/18/2025	A	\$210.00
							25-26				\$210.00
						NBHS EQUIPMENT					\$210.00
MUSIC SH000	MUSIC SHOPPE, INC (THE) 10E301 1117 3230 00 000000	4058527	3012026037	1225	BNK5	REPAIR SAXOPHONE-MIDDLETON-BAND/CHOI R REPAIRS AND REPLACEMENT	P B	10/28/2025	12/18/2025	A	\$81.00
							25-26				\$81.00
						NBHS REPAIR & MAINT SERVICES					\$81.00
MUSIC SH000	MUSIC SHOPPE, INC (THE) 10E301 1117 4100 00 000000	4061332	3012026038	1225	BNK5	SANTA COMING TO TOWN, JAZZ ENSEMBLE-MIDDLETON-BAND/CHOIR CURRICULUM SUPPLIES	P B	11/04/2025	12/18/2025	A	\$42.50
							25-26				\$42.50
						NBHS GENERAL SUPPLIES					\$42.50

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL			DESCRIPTION						ACCT AMOUNT
NEWBE	001 NEW BERLIN EDUCATION ASSN.	20251215ADNB	0000000000	P1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	A		\$280.00
							25-26					\$280.00
	10L000 4595 0000 00 000000											\$280.00
						NUMBER OF INVOICES: 2						\$560.00
NEWBW	001 NEW BERLIN WATER & SEWER DPT	0010004900	0000000000	1225	BNK5	JH/HS BLDG- WATER AND SEWER	B	12/01/2025	12/18/2025	S		\$1,947.74
						11/1/25-11/30/25	25-26					\$1,947.74
	20E301 2542 3700 00 000000					NBHS WATER SEWER SERVICES						\$1,947.74
NEWBW	001 NEW BERLIN WATER & SEWER DPT	0020049300	0000000000	1225	BNK5	NEW BERLIN ELEMENTARY WATER	B	12/01/2025	12/18/2025	S		\$577.61
						& SEWER 11/1/25-11/30/25	25-26					\$577.61
	20E103 2542 3700 00 000000					NBE CARE/UPKEEP WATER SEWER						\$577.61
						NUMBER OF INVOICES: 2						\$2,525.35
OFFDI	001 OFFICE DEPOT INC.	442750032001	0000000000	1225	BNK5	ENVELOPES WITH ADDRESS	B	11/13/2025	12/18/2025	W		\$149.03
						PREPRINTED	25-26			36931225		\$149.03
	10E000 2520 4100 00 000000					FS GENERAL SUPPLY						\$149.03
						NUMBER OF INVOICES: 1						\$149.03
OLYSABRA000	OLYSAV, BRADLEY	133.00	7002026020	1225	BNK5	FOOTBALL TRAILER 3 GAMES-AD	P	B	11/24/2025	12/18/2025	A	\$133.00
						MILEAGE-BINKLEY	25-26					\$133.00
	10E000 1500 3320 00 000000					ATHL TRAVEL						\$133.00
						NUMBER OF INVOICES: 1						\$133.00
PEORIA H000	PEORIA HIGH SCHOOL	175.00	7002026027	50	BNK5	ENTRY FEE	P	H	10/29/2025	11/30/2025	R	\$175.00
						INVITE-12/20/25-ATHLETIC						
						FEES/TOURNEY FEES/IESA						

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL	DESCRIPTION	1099						ACCT AMOUNT
PEORIA H000	PEORIA HIGH SCHOOL	175.00		*****CONTINUED*****							
				DUES/SCHOLASTIC							
				BOWL/CHEERLEADING							
				FEES-BINKLEY							
							25-26			62380	\$175.00
	10E000 1500 6400 00 000000			INTERSC PRGM DUES AND FEES							\$175.00
				NUMBER OF INVOICES:	1						\$175.00
PHILLELI001	PHILLIPS, ELISABETH	100.00	7002026031	50	BNK5	VARSITY VOLLEYBALL-10/21/25	P H	10/21/2025	11/30/2025	S	\$100.00
							25-26			62353	\$100.00
	10E000 1500 3190 00 000000			INTERSC PGRM OTHER PRO & TECH							\$100.00
				NUMBER OF INVOICES:	1						\$100.00
PORTSS 000	PORTABLE SANITATION SYSTEMS	I19588	0000000000	1225	BNK5	JH/HS BLDG-11/20/25-12/17/25	B	11/20/2025	12/18/2025	A	\$431.00
							25-26				\$431.00
	20E301 2542 3210 00 000000			NBHS CARE/UPKEEP SANITATION							\$431.00
				NUMBER OF INVOICES:	1						\$431.00
PRAIRIE 001	PRAIRIE STATE PLUMBING & HEATING,	39013	0000000000	1225	BNK5	JH/HS BLDG-REPAIR WORK	B	11/26/2025	12/18/2025	W	\$2,264.00
							25-26			202500309	\$2,264.00
	61E301 2542 3230 00 000000			JH/HS PS RPR+MAINT							\$2,264.00
PRAIRIE 001	PRAIRIE STATE PLUMBING & HEATING,	39015	0000000000	1225	BNK5	REPAIR EXHAUST FAN TO GIRLS	B	11/26/2025	12/18/2025	R	\$3,760.00
						LOCKER ROOM AND MORE					
							25-26				\$3,760.00
	61E103 2542 3230 00 000000			NBE PS RPR+MAINT							\$3,760.00
				NUMBER OF INVOICES:	2						\$6,024.00
RADFOBRA000	RADFORD, BRANDON	377.20	6022026003	50	BNK5	COURTYARD HOTEL FOR IPA	P H	10/19/2025	11/30/2025	A	\$377.20
						MEETING-RADFORD-JH PRINCIPAL					
						TRAVEL					

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT LEVEL			DESCRIPTION	1099				ACCT AMOUNT
RADFOBRA000	RADFORD, BRANDON	377.20		*****CONTINUED*****							
	10E202 2410 3320 00 000000					NBJH PRINCIPAL TRAVEL		25-26		252600144	\$377.20
											\$377.20
						NUMBER OF INVOICES: 1					\$377.20
REPUBLIC000	REPUBLIC SERVICES	0352-003273724	0000000000	1225	BNK5	CONTAINER REMOVAL	B	11/30/2025	12/05/2025	R	\$484.00
	20E103 2542 3210 00 000000					NBE CARE/UPKEEP SANITATION		25-26			\$484.00
	20E301 2542 3210 00 000000					NBHS CARE/UPKEEP SANITATION					\$193.60
	40E000 2552 3210 00 000000					TRANS PS SANITATION SERV					\$193.60
											\$96.80
						NUMBER OF INVOICES: 1					\$484.00
REXX BAT001	REXX BATTERY	125111720	0000000000	1225	BNK5	JH/HS BLDG-GOLF CAR BATTERY	B	11/17/2025	12/18/2025	A	\$559.90
	20E301 2542 5400 00 000000					NBHS BLDG EQUIPMENT		25-26			\$559.90
											\$559.90
REXX BAT001	REXX BATTERY	925111712	0000000000	1225	BNK5	JH/HS BLDG-DEEP CYCLE	B	11/17/2025	12/18/2025	A	\$170.00
	20E301 2542 5400 00 000000					NBHS BLDG EQUIPMENT		25-26			\$170.00
											\$170.00
						NUMBER OF INVOICES: 2					\$729.90
RIEDLDAV000	RIEDLE, DAVID	100.00	7002026031	50	BNK5	JH GIRLS BASKETBALL-10/20/25	P H	10/20/2025	11/30/2025	S	\$100.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH OTHER		25-26		62354	\$100.00
											\$100.00
						NUMBER OF INVOICES: 1					\$100.00
RUBEI 001	RUBY ELECTRIC INC.	64297	0000000000	1225	BNK5	JH/HS BLDG-REPAIR PARKING	B	11/13/2025	12/18/2025	R	\$625.49
						LOT POLE					
	20E301 2542 3230 00 000000							25-26			\$625.49
						NBHS CARE/UPKEEP REPAIR/MAINT.					\$625.49

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
ACCOUNT NUMBER(S)			QUICK KEY	ACCOUNT LEVEL	DESCRIPTION		1099		ACCT AMOUNT				
NUMBER OF INVOICES: 1													\$625.49
SANDS	001	SANGAMON DIESEL SERVICE	105482	0000000000	1225	BNK5	TRANS-BUS 10, 11 TESTING		B	11/26/2025	12/18/2025	R	\$150.00
25-26													\$150.00
40E000 2552 3190 00 000000					TRANS PS OTHER PROF SERV							\$150.00	
NUMBER OF INVOICES: 1													\$150.00
SANGMROE000	SANGAMON-MENARD CO. R O E		79.1-16-1125	0000000000	1225	BNK5	LETRS PROF TRAINING WORKSHOP		B	11/17/2025	12/18/2025	R	\$1,680.00
25-26													\$1,680.00
10E601 2210 3320 00 493220					TITLE II IMPR OF INSTR TRAVEL							\$1,680.00	
NUMBER OF INVOICES: 1													\$1,680.00
SCHOOL S001	SCHOOL SPECIALTY LLC		208136606407	1032026015	1225	BNK5	JOKISCH- COLORED PAPER/PLAN BOOKS & GRADE BOOKS		P B	12/04/2025	12/18/2025	R	\$78.25
25-26													\$78.25
10E103 1113 4100 00 000000					NBE SM GENERAL SUPPLIES							\$78.25	
NUMBER OF INVOICES: 1													\$78.25
SENIC	001	SENTINEL INSECT CONTROL	354766	0000000000	1225	BNK5	JH/HS BLDG-PEST CONTROL		B	12/01/2025	12/18/2025	R	\$76.00
25-26													\$76.00
20E301 2542 3210 00 000000					NBHS CARE/UPKEEP SANITATION							\$76.00	
SENIC	001	SENTINEL INSECT CONTROL	354767	0000000000	1225	BNK5	ELEM BLDG-PEST CONTROL		B	12/01/2025	12/18/2025	R	\$46.00
25-26													\$46.00
20E103 2542 3210 00 000000					NBE CARE/UPKEEP SANITATION							\$46.00	
NUMBER OF INVOICES: 2													\$122.00
SHUTTERF000	SHUTTERFLY LIFETOUCH LLC		900438353	3012026027	1225	BNK5	LLEWELLYN- LIFETOUCH-STUDENT ID'S		P B	11/24/2025	12/18/2025	A	\$672.99
25-26													\$672.99
10E301 1117 6400 00 000000					NBHS DUES & FEES							\$672.99	

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
SHUTTERF000	SHUTTERFLY LIFETOUCH LLC	900517156	2022026025	1225	BNK5	ID SERVICES-RADFORD -PBIS/CULTURE/CLIMATE	P	B	12/15/2025	12/18/2025	A	\$469.22
							25-26					\$469.22
	10E202 1115 4200 00 000000				NBJH TEXTBOOKS							\$469.22
						NUMBER OF INVOICES: 2						\$1,142.21
SLATEJAI000	SLATER, JAIDAN	100.00	7002026031	50	BNK5	VARSITY FOOTBALL-10/24/25	P	H	10/24/2025	11/30/2025	S	\$100.00
							25-26			62355		\$100.00
	10E000 1500 3190 00 000000				INTERSC PGRM OTHER PRO & TECH	NONEM						\$100.00
						NUMBER OF INVOICES: 1						\$100.00
SMITHWIL000	SMITH, WILLIAM	100.00	7002026031	50	BNK5	GIRLS JH BASKETBALL-11/4/25	P	H	11/04/2025	11/30/2025	R	\$100.00
							25-26			62375		\$100.00
	10E000 1500 3190 00 000000				INTERSC PGRM OTHER PRO & TECH	NONEM						\$100.00
						NUMBER OF INVOICES: 1						\$100.00
SOLTESTE000	SOLTERMANN, STEPHANIE	100.00	3012026035	1225	BNK5	CHORAL ACCOMPANIST	P	B	12/15/2025	12/18/2025	R	\$100.00
							25-26					\$100.00
	10E301 1117 6400 00 000000				NBHS DUES & FEES							\$100.00
						NUMBER OF INVOICES: 1						\$100.00
SOUCP 001	SOUTH COUNTY PUBLICATIONS, LTD	23121	0000000000	1225	BNK5	LEGAL-BUS BID		B	11/27/2025	12/18/2025	A	\$18.60
							25-26					\$18.60
	40E000 2552 3500 00 000000				TRANS PS ADVERTISING							\$18.60
SOUCP 001	SOUTH COUNTY PUBLICATIONS, LTD	23150	0000000000	1225	BNK5	NOTICE OF PROPERTY TAX INCREASE		B	12/04/2025	12/18/2025	A	\$96.00
							25-26					\$96.00
	10E000 2311 3500 00 000000				SCH BD ADVERTISING							\$96.00

[illegible]

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
	ACCOUNT NUMBER(S)			QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT
THIS	001	THIS	20251215ADT88SB	0000000000	T1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$54.51
								25-26			202500321		\$54.51
		10L000 4511 0000 00 000000											\$54.51
THIS	001	THIS	20251215ADT88TA	0000000000	T1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$71.91
								25-26			202500321		\$71.91
		10L000 4511 0000 00 000000											\$71.91
THIS	001	THIS	20251215ADT92SU	0000000000	T1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$163.37
								25-26			202500321		\$163.37
		10L000 4511 0000 00 000000											\$163.37
THIS	001	THIS	20251215AFT66EE	0000000000	T1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$1,339.87
								25-26			202500321		\$1,339.87
		10L000 4510 0000 00 000000											\$1,339.87
THIS	001	THIS	20251215AFT66SB	0000000000	T1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$40.96
								25-26			202500321		\$40.96
		10L000 4510 0000 00 000000											\$40.96
THIS	001	THIS	20251215AFT66TA	0000000000	T1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$24.54
								25-26			202500321		\$24.54
		10L000 4510 0000 00 000000											\$24.54
THIS	001	THIS	20251215AFT69SU	0000000000	T1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W		\$150.61
								25-26			202500321		\$150.61
		10L000 4510 0000 00 000000											\$150.61
NUMBER OF INVOICES: 18													\$7,264.78
TISDARON000	TISDALE, RONALD		100.00	7002026031	50	BNK5	BOYS VARSITY	P	H	12/05/2025	12/18/2025	R	\$100.00
							BASKETBALL-12/5/25						
								25-26			62451		\$100.00
		10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH OTHER						\$100.00

[illegible]

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099					ACCT AMOUNT
TRSSP 000	TRS STATE OF ILLINOIS	20251215ADSSPA	0000000000	P1	BNK5	Payroll accrual	B	12/15/2025	12/15/2025	W	\$650.00
							25-26			202500323	\$650.00
	10L000 4590 0000 00 000000										\$650.00
NUMBER OF INVOICES: 4											\$2,272.73
TYE AND000	TYE, ANDY	B-750.00	3012026036	50	BNK5	MIDDLETON-JH/HS BAND/CHOIR	P H	10/27/2025	11/30/2025	R	\$750.00
						PURCHASED SERVICES					
							25-26			62364	\$750.00
	10E301 1117 3900 00 000000					NBHS OTHER PURCHASED SERVICES					\$750.00
NUMBER OF INVOICES: 1											\$750.00
UMBBNKNA000	UMB BANK, N.A.	464725.00	0000000000	1225	BNK5	CUSD #16 SANG & MORGAN	B	10/06/2025	12/18/2025	W	\$464,725.00
							25-26			202500289	\$464,725.00
	30E000 5220 6200 00 000000					GO BOND INTEREST					\$219,725.00
	30E000 5320 6100 00 000000					GO BOND PRINCIPAL					\$245,000.00
NUMBER OF INVOICES: 1											\$464,725.00
WARFIMAR000	WARFIELD, MARQUES	90.00	7002026031	121025	BNK5	BOYS FRESHMAN	P H	12/11/2025	12/10/2025	V	\$90.00
						BASKETBALL-12/11/25					
							25-26			202500315	\$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH					\$90.00
WARFIMAR000	WARFIELD, MARQUES	90.00	7002026031	121025	BNK5	BOYS FRESHMAN	P H	12/11/2025	12/10/2025	R	\$90.00
						BASKETBALL-12/11/25					
							25-26			62480	\$90.00
	10E000 1500 3190 00 000000					INTERSC PGRM OTHER PRO & TECH					\$90.00
NUMBER OF INVOICES: 2											\$0.00
WATTS C0000	WATTS COPY SYSTEMS INC.	1462928	0000000000	1225	BNK5	TRANS-COPIER LEASE	B	12/03/2025	12/18/2025	A	\$61.69
							25-26				\$61.69
	40E000 2552 3250 00 000000					TRANS PS RENTALS					\$61.69

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
	ACCOUNT NUMBER(S)	QUICK KEY	ACCOUNT	LEVEL	DESCRIPTION	1099						ACCT AMOUNT
WATTS C0000	WATTS COPY SYSTEMS INC.	1462995	00000000000	1225	BNK5	COPIER USAGE	B	12/03/2025	12/18/2025	A		\$1,332.62
							25-26					\$1,332.62
	10E000 2321 3250 00 000000				SUPINT. OFFICE RENTALS							\$41.45
	10E000 2520 3250 00 000000				FS RENTALS							\$41.48
	10E103 1113 3250 00 000000				NBE RENTALS							\$489.38
	10E103 2410 3250 00 000000				NBE PRINCIPAL RENTALS							\$172.75
	10E202 1115 3250 00 000000				NBJH RENTALS							\$0.00
	10E202 2410 3250 00 000000				NBJH PRINCIPAL RENTALS							\$126.50
	10E301 1117 3250 00 000000				NBHS RENTALS							\$167.61
	10E305 2410 3250 00 000000				NBHS PRINCIPAL RENTALS							\$293.45
NUMBER OF INVOICES: 2												\$1,394.31
WORKMDEV000	WORKMAN, DEVIN	100.00	7002026031	50	BNK5	VARSITY FOOTBALL 10/24/25	P	H	10/24/2025	11/30/2025	S	\$100.00
							25-26			62357		\$100.00
	10E000 1500 3190 00 000000				INTERSC PGRM OTHER PRO & TECH							\$100.00
NUMBER OF INVOICES: 1												\$100.00
WORKMISA000	WORKMAN, ISAAC	100.00	7002026031	50	BNK5	VARISTY FOOTBALL-10/24/25	P	H	10/24/2025	11/30/2025	S	\$100.00
							25-26			62358		\$100.00
	10E000 1500 3190 00 000000				INTERSC PGRM OTHER PRO & TECH							\$100.00
NUMBER OF INVOICES: 1												\$100.00
TOTAL NUMBER OF BATCH INVOICES:						343						\$734,479.67
TOTAL NUMBER OF HISTORY INVOICES:						86						\$108,724.04
						89	ACH CHECK INVOICES					\$32,412.75
						69	COMPUTER CHECK INVOICES					\$53,378.55
						5	VOID CHECK INVOICES					\$-680.00
						266	WIRE TRAN CHECK INVOICES					\$758,092.41

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>	
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
	<u>ACCOUNT NUMBER(S)</u>	<u>QUICK KEY</u>	<u>ACCOUNT LEVEL</u>	<u>DESCRIPTION</u>	<u>1099</u>							<u>ACCT AMOUNT</u>

TOTAL INVOICES:	429	\$843,203.71

BANK TOTALS:	BANK	BANK ACCOUNT #	INVOICE AMOUNT	NET AMOUNT
	BNK5	**A000 1010 0000 00 000000	\$843,203.71	\$843,203.71

LIQUIDATION STATUS (LQ) CODE LEGEND:

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, 2025	Posted SBAA	Posted SBAA	Nov. 30, 2025
		Beginning Balance	Receipts	Disbursements	Ending Balance
95L103 8101 0000 00 000000	NBE GENERAL FND/NONCATE/NBE GENERAL FUND	-11,954.35	-3,315.44	3,402.08	-11,867.71
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	11.80	0.00	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	-1,343.22	-938.19	1,041.04	-1,240.37
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	-766.87	-76.29	0.00	-843.16
95L103 8110 0000 00 000000	NBE FUND & GRNT/NONCATE/NBE FALL FUNDRAISER	-10,470.52	0.00	1,379.55	-9,090.97
95L103 8111 0000 00 000000	NBE LOST LIB BK/NONCATE/NBE GENERAL LIBRARY	128.51	-7,185.55	2,748.39	-4,308.65
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	-1,990.56	0.00	0.00	-1,990.56
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	-203.96	0.00	0.00	-203.96
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	-616.38	0.00	0.00	-616.38
95L103 8124 0000 00 000000	NBE SOC WORK/NONCATE/SOCIAL WORK/STUDENT SUPPORT	-73.62	0.00	0.00	-73.62
95L103 8125 0000 00 000000	NBE LIB BDAY/NONCATE/NBE LIBRARY BIRTHDAY BOOK CL	-191.67	0.00	58.33	-133.34
95L103 8126 0000 00 000000	NBE LIB FINES/NONCATE/NBE LIBRARY FINES	-136.40	0.00	0.00	-136.40
95L103 8127 0000 00 000000	NBE STUD CNCL/NONCATE/NBE STUDENT COUNCIL	-238.25	0.00	0.00	-238.25
95L103 8128 0000 00 000000	NONCATE/ELEM THEATER SUMMER CAMP	-543.00	0.00	0.00	-543.00
Total Liability Accounts:		-31,635.47	-11,515.47	8,629.39	-34,521.55
Total Liability Accounts:		-31,635.47	-11,515.47	8,629.39	-34,521.55
Grand Total:		-31,635.47	-11,515.47	8,629.39	-34,521.55

***** 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

<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		11,858.52CR	
11/04/2025	Receipt	747	VARIOUS PAYORS	4TH GRADE RECORDERS	176.00CR	12,034.52CR	L 8101 0000 00 000000
11/04/2025	Receipt	747	VARIOUS PAYORS	4H GRADE RECORDERS	100.00CR	12,134.52CR	L 8101 0000 00 000000
11/13/2025	Check	200571	MACIE PUBLISHING COMPANY	RECORDERS	266.81	11,867.71CR	L 8101 0000 00 000000
				Ending balance		11,867.71CR	

Account: 95L103 8102 0000 00 000000

NBE CONSUMABLE///NONCATE

/NBE CONSUMABLES

<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		120.62CR	
				Ending balance		120.62CR	

Account: 95L103 8103 0000 00 000000

NBE SHOE DONAT///NONCATE

/NBE SHOE 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		11.80	
				Ending balance		11.80	

Account: 95L103 8104 0000 00 000000

NBE MKT DAY K-5///NONCATE

/NBE MARKET DAY K-5

<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 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>
				Beginning balance		747.51CR	
				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		1,240.37CR	
				Ending balance		1,240.37CR	

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		843.16CR	
				Ending balance		843.16CR	

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		9,090.97CR	
				Ending balance		9,090.97CR	

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		4,294.23CR	
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT	206.00CR	4,500.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT-MOON	10.00CR	4,510.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT-J. BRYAN	10.00CR	4,520.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT K LOKAITIS	20.00CR	4,540.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT S OXLEY	20.00CR	4,560.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT T KINKADE	13.00CR	4,573.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT D VESPA	10.00CR	4,583.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT-K HOECKER	10.00CR	4,593.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT R HAMMANN	9.00CR	4,602.23CR	L 8111 0000 00 000000
11/13/2025	Receipt	748	VARIOUS PAYORS	PIZZA FAMILY READING NIGHT A GREENWOOD	10.00CR	4,612.23CR	L 8111 0000 00 000000
11/17/2025	Receipt	749	VARIOUS PAYORS	D. BINKLEY-PIZZA	10.00CR	4,622.23CR	L 8111 0000 00 000000
11/17/2025	Receipt	749	VARIOUS PAYORS	H SPEARS-PIZZA	10.00CR	4,632.23CR	L 8111 0000 00 000000
11/17/2025	Receipt	749	VARIOUS PAYORS	E NEVOIS-PIZZA	10.00CR	4,642.23CR	L 8111 0000 00 000000
11/17/2025	Receipt	749	VARIOUS PAYORS	M DOKEY-PIZZA	15.00CR	4,657.23CR	L 8111 0000 00 000000
11/20/2025	Check	200572	PAPA JOHN'S	PIZZA	378.58	4,278.65CR	L 8111 0000 00 000000
11/20/2025	Receipt	750	VARIOUS PAYORS	PIZZA-SNYDER	20.00CR	4,298.65CR	L 8111 0000 00 000000
11/20/2025	Receipt	750	VARIOUS PAYORS	PIZZA-FLESHMAN	10.00CR	4,308.65CR	L 8111 0000 00 000000
				Ending balance		4,308.65CR	

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		1,990.56CR	
				Ending balance		1,990.56CR	

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

<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		203.96CR	
				Ending balance		203.96CR	

Account: 95L103 8122 0000 00 000000 DO SOCIAL FUND///NONCATE /NBE D.O. SOCIAL 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		40.00CR	
				Ending balance		40.00CR	

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

<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		616.38CR	
				Ending balance		616.38CR	

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

<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		73.62CR	
				Ending balance		73.62CR	

Account: 95L103 8125 0000 00 000000 NBE LIB BDAY///NONCATE /NBE LIBRARY BIRTHDAY BOOK 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		133.34CR	
				Ending balance		133.34CR	

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

<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		136.40CR	
				Ending balance		136.40CR	

Account: 95L103 8127 0000 00 000000 NBE STUD CNCL///NONCATE /NBE 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		238.25CR	
				Ending balance		238.25CR	

Account: 95L103 8128 0000 00 000000 NONCATE /ELEM THEATER SUMMER CAMP

<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		543.00CR	
				Ending balance		543.00CR	

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

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

Account	Description	Jul. 1, 2025	Posted SBAA	Posted SBAA	Nov. 30, 2025
		Beginning Balance	Receipts	Disbursements	Ending Balance
95L400 9101 0000 00 000000	JH GENERAL FUND/NONCATE/JH FUND	-2,074.88	-816.95	231.93	-2,659.90
95L400 9102 0000 00 000000	JH CHEER/NONCATE/JH CHEERLEADING	-4,896.59	-9,912.50	7,641.29	-7,167.80
95L400 9103 0000 00 000000	JH STUD COUNCIL/NONCATE/JH STUDENT COUNCIL	-10,875.23	-6,870.00	2,298.16	-15,447.07
95L400 9104 0000 00 000000	JH BOYS BASK/NONCATE/JH BOYS BASKETBALL	-1,802.75	-5,993.00	2,068.20	-5,727.55
95L400 9105 0000 00 000000	JH GIRLS BASKET/NONCATE/JH GIRLS BASKETBALL	-3,777.09	-8,140.10	3,749.66	-8,167.53
95L400 9106 0000 00 000000	JH VOLLEYBALL/NONCATE/JH VOLLEYBALL	-11,146.44	0.00	3,909.10	-7,237.34
95L400 9108 0000 00 000000	JH YEARBOOK/NONCATE/JH YEARBOOK	-4,176.61	-100.00	979.00	-3,297.61
95L400 9110 0000 00 000000	JH SOFTBALL/NONCATE/JH SOFTBALL	-1,406.79	-9,509.02	6,245.47	-4,670.34
95L400 9114 0000 00 000000	JH TRACK/NONCATE/JH TRACK	-3,592.43	0.00	1,098.09	-2,494.34
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	-3,484.03	-5,110.00	3,854.76	-4,739.27
95L400 9119 0000 00 000000	6TH GRADE FUNDR/NONCATE/6TH GRADE FUNDRAISING	-1,303.40	0.00	0.00	-1,303.40
95L400 9120 0000 00 000000	6TH BOYS BASKET/NONCATE/6TH BOYS BASKETBALL	-209.85	0.00	0.00	-209.85
95L400 9121 0000 00 000000	JH SCHOL BOWL/NONCATE/JH SCHOLASTIC BOWL	-101.19	0.00	0.00	-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	-747.20	0.00	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	-1,616.55	0.00	0.00	-1,616.55
95L400 9201 0000 00 000000	HS YEARBOOK/NONCATE/HS YEARBOOK	1,323.28	-1,149.00	905.01	1,079.29
95L400 9202 0000 00 000000	HS ART FUND/NONCATE/HS ART FUND	-2,200.29	0.00	426.92	-1,773.37
95L400 9203 0000 00 000000	HS BAND/NONCATE/HS BAND	-1,195.12	-521.25	0.00	-1,716.37
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	-633.50	0.00	0.00	-633.50
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	-2,054.32	-11,927.50	15,088.80	1,106.98
95L400 9217 0000 00 000000	HS HOMECOMING/NONCATE/HS HOMECOMING	-5,411.89	-4,230.65	4,221.14	-5,421.40
95L400 9218 0000 00 000000	HS FCCLA/NONCATE/HS FCCLA	-2,671.89	0.00	1,280.00	-1,391.89
95L400 9219 0000 00 000000	HS CHARACT SCH/NONCATE/HS CHARACTER SCHOLARSHIP	0.00	0.00	0.00	0.00
95L400 9220 0000 00 000000	HS NUT CTR/NONCATE/HS NUTRITION CENTER	0.00	-500.00	200.63	-299.37
95L400 9223 0000 00 000000	HS BASEBALL/NONCATE/HS BASEBALL	-3,763.26	0.00	2,286.33	-1,476.93

Account	Description	Jul. 1, 2025	Posted SBAA	Posted SBAA	Nov. 30, 2025
		Beginning Balance	Receipts	Disbursements	Ending Balance
95L400 9224 0000 00 000000	HS STUDENT COUN/NONCATE/HS STUDENT COUNCIL	-1,169.39	0.00	75.00	-1,094.39
95L400 9226 0000 00 000000	HS BOYS BASKETB/NONCATE/HS BOYS BASKETBALL	-43,112.17	-5,086.00	17,852.99	-30,345.18
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	-4,087.70	-19,938.00	11,713.53	-12,312.17
95L400 9229 0000 00 000000	HS FOOTBALL/NONCATE/HS FOOTBALL	-26,841.19	-9,772.10	22,915.92	-13,697.37
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	-16,216.87	-21,460.79	16,284.85	-21,392.81
95L400 9232 0000 00 000000	HS GENERAL FUND/NONCATE/HS GENERAL FUND	-25,280.68	-3,203.51	156.79	-28,327.40
95L400 9233 0000 00 000000	HS GIRLS SOFTBA/NONCATE/HS SOFTBALL	-5,640.77	-1,231.75	3,238.24	-3,634.28
95L400 9236 0000 00 000000	HS SADD/NONCATE/HS SADD	-1,168.96	-1,815.00	0.00	-2,983.96
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	-3,827.55	-500.00	788.00	-3,539.55
95L400 9242 0000 00 000000	HS CHOIR/NONCATE/HS CHOIR	-552.56	0.00	0.00	-552.56
95L400 9246 0000 00 000000	HS KEY CLUB/NONCATE/HS KEY CLUB	-807.74	-540.00	0.00	-1,347.74
95L400 9249 0000 00 000000	HS SCHOL BOWL/NONCATE/HS SCHOLASTIC BOWL	-1,531.77	-378.00	0.00	-1,909.77
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	-2,327.26	-40.00	903.62	-1,463.64
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	0.00	0.00	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	-12,693.25	-12,946.73	10,439.96	-15,200.02
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	-4,833.97	0.00	600.00	-4,233.97

Account	Description	Jul. 1, 2025 Beginning Balance	Posted SBAA Receipts	Posted SBAA Disbursements	Nov. 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	-1,176.72	0.00	0.00	-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	-550.26	0.00	0.00	-550.26
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	-5,177.38	-760.00	560.00	-5,377.38
95L400 9297 0000 00 000000	HS CLASS 2027/NONCATE/HS CLASS OF 2027	-3,176.41	-4,929.85	3,309.75	-4,796.51
95L400 9298 0000 00 000000	HS CLASS 2028/NONCATE/HS CLASS OF 2028	-1,837.40	-800.00	0.00	-2,637.40
95L400 9299 0000 00 000000	MAINT RECYCLE/NONCATE/MAINT RECYCLE FUND	-1,297.40	-460.00	512.53	-1,244.87
95L400 9300 0000 00 000000	NONCATE/HS CLASS OF 2029	0.00	-390.00	0.00	-390.00
Total Liability Accounts:		-236,980.15	-149,031.70	145,835.67	-240,176.18
Total Liability Accounts:		-236,980.15	-149,031.70	145,835.67	-240,176.18
Grand Total:		-236,980.15	-149,031.70	145,835.67	-240,176.18

***** 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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,756.83CR	
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	96.93	2,659.90CR	L 9101 0000 00 000000
				Ending balance		2,659.90CR	

Account: 95L400 9102 0000 00 000000

JH CHEER///NONCATE

/JH CHEERLEADING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7,278.25CR	
11/04/2025	Check	305869	AFTERSHOCK	CHEER SIGNS	135.45	7,142.80CR	L 9102 0000 00 000000
11/06/2025	Receipt	2280	VARIOUS PAYORS	K. PITCHFORD	25.00CR	7,167.80CR	L 9102 0000 00 000000
				Ending balance		7,167.80CR	

Account: 95L400 9103 0000 00 000000

JH STUD COUNCIL///NONCATE

/JH STUDENT COUNCIL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		16,989.47CR	
11/06/2025	Check	305873	PERFECT PASTRIES FUNDRAISING	FUNDRAISER	1,362.40	15,627.07CR	L 9103 0000 00 000000
11/06/2025	JE	000005660		TRANS FROM 9103-PIZZA	104.00	15,523.07CR	L 9103 0000 00 000000
11/10/2025	Receipt	2287	VARIOUS PAYORS	TRACI MOORE-NSF	76.00	15,447.07CR	L 9103 0000 00 000000
				Ending balance		15,447.07CR	

Account: 95L400 9104 0000 00 000000

JH BOYS BASK///NONCATE

/JH BOYS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,086.55CR	
11/03/2025	Check	305862	WASHBURN JOHN	JHBKB-11/8/25-OFFICIAL	100.00	1,986.55CR	L 9104 0000 00 000000
11/03/2025	Check	305863	HILL LINCOLN	JHBKB-11/8/25-OFFICIAL	200.00	1,786.55CR	L 9104 0000 00 000000
11/03/2025	Check	305864	HARMS HENRY	JHBKB-11/8/25-OFFICIAL	100.00	1,686.55CR	L 9104 0000 00 000000
11/03/2025	Check	305865	USHMAN MARK	JHBKB-11/8/25-OFFICIAL	100.00	1,586.55CR	L 9104 0000 00 000000
11/03/2025	Check	305866	MCELYEA KEITH	JHBKB-11/8/25-OFFICIAL	100.00	1,486.55CR	L 9104 0000 00 000000
11/03/2025	Check	305867	COLEMAN JUSTIN	JHBKB-11/8/25-OFFICIAL	100.00	1,386.55CR	L 9104 0000 00 000000
11/03/2025	Check	305868	SHADE TANNER	JHBKB-11/8/25-OFFICIAL	100.00	1,286.55CR	L 9104 0000 00 000000
11/10/2025	Check	305874	HERMES KEVIN	OFFICIAL FOR JHBKB TOURNEY 11/11/25	100.00	1,186.55CR	L 9104 0000 00 000000
11/10/2025	Check	305875	SMITH WILLIAM	OFFICIAL FOR JHBKB TOURNEY 11/11/25	100.00	1,086.55CR	L 9104 0000 00 000000
11/10/2025	Check	305876	USHMAN MARK	OFFICIAL FOR JHBKB TOURNEY 11/11/25	100.00	986.55CR	L 9104 0000 00 000000
11/10/2025	Check	305877	MCELYEA KEITH	OFFICIAL FOR JHBKB TOURNEY 11/11/25	100.00	886.55CR	L 9104 0000 00 000000
11/17/2025	Receipt	2291	VARIOUS PAYORS	TOURNEY-CONCESSION AND GATE	3,147.00CR	4,033.55CR	L 9104 0000 00 000000
11/17/2025	Receipt	2292	VARIOUS PAYORS	TOURNEY 11/11/25	2,246.00CR	6,279.55CR	L 9104 0000 00 000000
11/20/2025	Check	305889	CUBBY HOLE	PULLOVERS	552.00	5,727.55CR	L 9104 0000 00 000000
				Ending balance		5,727.55CR	

Account: 95L400 9105 0000 00 000000

JH GIRLS BASKET///NONCATE

/JH GIRLS BASKETBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		5,100.55CR	
11/04/2025	Receipt	2278	VIRGINIA COMM UNIT SCHOOL 64	ENTRY FEE TOURNEY	200.00CR	5,300.55CR	L 9105 0000 00 000000
11/17/2025	Receipt	2293	VARIOUS PAYORS	RAFFLE TICKETS	600.00CR	5,900.55CR	L 9105 0000 00 000000
11/17/2025	Receipt	2293	VARIOUS PAYORS	RAFFLE TICKETS	1,660.00CR	7,560.55CR	L 9105 0000 00 000000
11/17/2025	Receipt	2297	A-C CENTRAL HIGHSCHOOL	TOURNEY ENTRY FEE	200.00CR	7,760.55CR	L 9105 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-RAISING CAINES	122.99	7,637.56CR	L 9105 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-BELLA MILANO	125.00	7,512.56CR	L 9105 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-MEIJER	46.18	7,466.38CR	L 9105 0000 00 000000
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-MEL O CREAM	38.87	7,427.51CR	L 9105 0000 00 000000
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SUBWAY	89.98	7,337.53CR	L 9105 0000 00 000000
11/25/2025	Receipt	2306	VARIOUS PAYORS	RAFFLE	830.00CR	8,167.53CR	L 9105 0000 00 000000
				Ending balance		8,167.53CR	

Account: 95L400 9106 0000 00 000000

JH VOLLEYBALL///NONCATE

/JH VOLLEYBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		7,237.34CR	
				Ending balance		7,237.34CR	

Account: 95L400 9108 0000 00 000000

JH YEARBOOK///NONCATE

/JH YEARBOOK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,297.61CR	
				Ending balance		3,297.61CR	

Account: 95L400 9110 0000 00 000000

JH SOFTBALL///NONCATE

/JH SOFTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		4,726.27CR	
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-PAPA JOHNS	55.93	4,670.34CR	L 9110 0000 00 000000
				Ending balance		4,670.34CR	

Account: 95L400 9114 0000 00 000000

JH TRACK///NONCATE

/JH TRACK

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		2,706.84CR	
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-FIREFLY	212.50	2,494.34CR	L 9114 0000 00 000000
				Ending balance		2,494.34CR	

Account: 95L400 9115 0000 00 000000

JH BOX TOPS///NONCATE

/JH BOX TOPS

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				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		4,878.68CR	
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-WALGREENS	40.74	4,837.94CR	L 9116 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-DOMINO	98.67	4,739.27CR	L 9116 0000 00 000000
				Ending balance		4,739.27CR	

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		1,303.40CR	
				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		101.19CR	
				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		747.20CR	
				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		1,616.55CR	
				Ending balance		1,616.55CR	

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		1,079.29	
				Ending balance		1,079.29	

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		1,822.12CR	
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	48.75	1,773.37CR	L 9202 0000 00 000000
				Ending balance		1,773.37CR	

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		1,716.37CR	
				Ending balance		1,716.37CR	

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		633.50CR	
				Ending balance		633.50CR	

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		1,331.90CR	
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-TICKETMASTER	910.00	421.90CR	L 9216 0000 00 000000
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-HANNA HAUNTED ACRES	647.65	225.75	L 9216 0000 00 000000
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-WALMART	228.52	454.27	L 9216 0000 00 000000
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-STEAK N SHAKE	99.50	553.77	L 9216 0000 00 000000
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-ALLIANZ GLOBAL	91.00	644.77	L 9216 0000 00 000000
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-JUSTICE GRAPHICS	462.21	1,106.98	L 9216 0000 00 000000
				Ending balance		1,106.98	

Account: 95L400 9217 0000 00 000000

HS HOMECOMING///NONCATE

/HS HOMECOMING

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		6,750.95CR	
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	3.99	6,746.96CR	L 9217 0000 00 000000
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON-	283.58	6,463.38CR	L 9217 0000 00 000000
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	7.98	6,455.40CR	L 9217 0000 00 000000
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	69.24	6,386.16CR	L 9217 0000 00 000000
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	6.99	6,379.17CR	L 9217 0000 00 000000
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	189.60	6,189.57CR	L 9217 0000 00 000000
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-PRIMO	186.60	6,002.97CR	L 9217 0000 00 000000
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-PRIMO	351.85	5,651.12CR	L 9217 0000 00 000000
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	229.72	5,421.40CR	L 9217 0000 00 000000
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	21.98	5,399.42CR	L 9217 0000 00 000000
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	21.98CR	5,421.40CR	L 9217 0000 00 000000
				Ending balance		5,421.40CR	

Account: 95L400 9218 0000 00 000000

HS FCCLA///NONCATE

/HS FCCLA

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,391.89CR	
				Ending balance		1,391.89CR	

Account: 95L400 9219 0000 00 000000

HS CHARACT SCH///NONCATE

/HS CHARACTER SCHOLARSHIP

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

Account: 95L400 9220 0000 00 000000

HS NUT CTR///NONCATE

/HS NUTRITION CENTER

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		100.00CR	
11/04/2025	Check	305870	NEW BERLIN CUSD #16	REIMB CAFE FOR MILK	150.00	50.00	L 9220 0000 00 000000
11/04/2025	Receipt	2275	NEW BERLIN SPORTS BOOSTERS	DONATION	400.00CR	350.00CR	L 9220 0000 00 000000
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	50.63	299.37CR	L 9220 0000 00 000000
				Ending balance		299.37CR	

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		1,516.04CR	
11/18/2025	Check	305882	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-PLAY IT AGAIN	39.11	1,476.93CR	L 9223 0000 00 000000
				SPORT			
				Ending balance		1,476.93CR	

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		1,094.39CR	
				Ending balance		1,094.39CR	

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		31,339.85CR	
11/04/2025	Receipt	2276	NORTH MAC HIGH SCHOOL	TURKEY TOURNEY FEE	300.00CR	31,639.85CR	L 9226 0000 00 000000
11/10/2025	Receipt	2283	VARIOUS PAYORS	ENTRY FEE-PANHANDLE CUSD 2	300.00CR	31,939.85CR	L 9226 0000 00 000000
11/17/2025	Receipt	2296	PORTA HIGH SCHOOL	TURKEY TOURNEY ENTRY FEE	300.00CR	32,239.85CR	L 9226 0000 00 000000
11/18/2025	Check	305883	MOORE STANTON	TURKEY TOURNEY CONCESSION	351.68	31,888.17CR	L 9226 0000 00 000000
11/18/2025	Check	305885	BSN SPORTS LLC	COACHES GEAR	779.99	31,108.18CR	L 9226 0000 00 000000
11/21/2025	Receipt	2305	VARIOUS PAYORS	HELD 500 FOR CONCESSION FOR TURKEY TOURNEY	43.00CR	31,151.18CR	L 9226 0000 00 000000
11/24/2025	Check	305890	HERMES KEVIN	OFFICIAL FOR 11/24/25-	100.00	31,051.18CR	L 9226 0000 00 000000
11/24/2025	Check	305891	MORRELL PAUL	OFFICIAL FOR 11/24/25-	100.00	30,951.18CR	L 9226 0000 00 000000
11/24/2025	Check	305892	ERVIN TIM	OFFICIAL FOR 11/24/25-	100.00	30,851.18CR	L 9226 0000 00 000000
11/24/2025	Check	305893	SORTER DARRIN	OFFICIAL FOR 11/24/25-	100.00	30,751.18CR	L 9226 0000 00 000000
11/24/2025	Check	305894	MOORE ARTHUR, JR	OFFICIAL FOR 11/24/25-	100.00	30,651.18CR	L 9226 0000 00 000000
11/24/2025	Check	305895	TORAN TARIQ	OFFICIAL FOR 11/24/25-	100.00	30,551.18CR	L 9226 0000 00 000000
11/24/2025	Check	305896	HELD DENNY	OFFICIAL FOR 11/25/25-	100.00	30,451.18CR	L 9226 0000 00 000000
11/24/2025	Check	305897	THOMPSON RICHARD	OFFICIAL FOR 11/25/25-	100.00	30,351.18CR	L 9226 0000 00 000000
11/24/2025	Check	305898	THOMPSON RICHARD	OFFICIAL FOR 11/25/25-	100.00	30,251.18CR	L 9226 0000 00 000000
11/24/2025	Check	305899	KURFMAN DWAIN	OFFICIAL FOR 11/25/25-	100.00	30,151.18CR	L 9226 0000 00 000000
11/24/2025	Check	305900	SHEPARD JOHN	OFFICIAL FOR 11/25/25-	100.00	30,051.18CR	L 9226 0000 00 000000
11/24/2025	Check	305901	CUFFLE BRIAN	OFFICIAL FOR 11/25/25-	100.00	29,951.18CR	L 9226 0000 00 000000
11/24/2025	Check	305902	RIEDLE DAVID M	OFFICIAL FOR 11/25/25-	100.00	29,851.18CR	L 9226 0000 00 000000
11/24/2025	Check	305903	LANE AARON	OFFICIAL FOR 11/25/25-	100.00	29,751.18CR	L 9226 0000 00 000000
11/24/2025	Check	305904	KRONES DOUG	OFFICIAL FOR 11/26/25-	100.00	29,651.18CR	L 9226 0000 00 000000
11/24/2025	Check	305905	RUSSELL SCOTT	OFFICIAL FOR 11/26/25-	100.00	29,551.18CR	L 9226 0000 00 000000
11/24/2025	Check	305906	ODAM JEB	OFFICIAL FOR 11/26/25-	100.00	29,451.18CR	L 9226 0000 00 000000
11/24/2025	Check	305907	ALEXANDER ED	OFFICIAL FOR 11/26/25-	100.00	29,351.18CR	L 9226 0000 00 000000
11/24/2025	Check	305908	WALTON COURTLAND	OFFICIAL FOR 11/26/25-	100.00	29,251.18CR	L 9226 0000 00 000000
11/24/2025	Check	305909	MEDLEY CARL	OFFICIAL FOR 11/26/25-	100.00	29,151.18CR	L 9226 0000 00 000000
11/24/2025	Check	305910	BARNARD MATT	OFFICIAL FOR 11/26/25-	100.00	29,051.18CR	L 9226 0000 00 000000
11/24/2025	Check	305911	DOAN JASON	OFFICIAL FOR 11/26/25-	100.00	28,951.18CR	L 9226 0000 00 000000
11/24/2025	Check	305912	GUESS TRAVIS	OFFICIAL FOR 11/26/25-	100.00	28,851.18CR	L 9226 0000 00 000000
11/24/2025	Check	305913	SMITH DAN	OFFICIAL FOR 11/26/25-	100.00	28,751.18CR	L 9226 0000 00 000000
11/24/2025	Check	305914	TOLL RICK	OFFICIAL FOR 11/28/25-	100.00	28,651.18CR	L 9226 0000 00 000000
11/24/2025	Check	305915	SCHWARTZ DAVID	OFFICIAL FOR 11/28/25-	100.00	28,551.18CR	L 9226 0000 00 000000

Account: 95L400 9226 0000 00 000000

HS BOYS BASKETB///NONCATE

/HS BOYS BASKETBALL

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
11/24/2025	Check	305916	WORKMAN DEVIN	OFFICIAL FOR 11/28/25-	100.00	28,451.18CR	L 9226 0000 00 000000
11/24/2025	Check	305917	LOGAN DAVE	OFFICIAL FOR 11/28/25-	100.00	28,351.18CR	L 9226 0000 00 000000
11/24/2025	Check	305918	COLEMAN JUSTIN	OFFICIAL FOR 11/28/25-	100.00	28,251.18CR	L 9226 0000 00 000000
11/24/2025	Check	305919	VOTSMIER HENRY	OFFICIAL FOR 11/28/25-	100.00	28,151.18CR	L 9226 0000 00 000000
11/24/2025	Check	305920	MCCARTY PHILIP	OFFICIAL FOR 11/28/25-	100.00	28,051.18CR	L 9226 0000 00 000000
11/24/2025	Check	305921	CLATON ROBERT	OFFICIAL FOR 11/28/25-	100.00	27,951.18CR	L 9226 0000 00 000000
11/24/2025	Check	305922	COWMAN CLINT	OFFICIAL FOR 11/29/25-	100.00	27,851.18CR	L 9226 0000 00 000000
11/24/2025	Check	305923	BRAY DAVID	OFFICIAL FOR 11/29/25-	100.00	27,751.18CR	L 9226 0000 00 000000
11/24/2025	Check	305924	MAUNEY CALEB	OFFICIAL FOR 11/29/25-	100.00	27,651.18CR	L 9226 0000 00 000000
11/24/2025	Check	305925	LANE AARON	OFFICIAL FOR 11/29/25-	100.00	27,551.18CR	L 9226 0000 00 000000
11/24/2025	Check	305926	HELD DANIEL	OFFICIAL FOR 11/29/25-	100.00	27,451.18CR	L 9226 0000 00 000000
11/24/2025	Check	305927	SAMPLE BRIAN	OFFICIAL FOR 11/29/25-	100.00	27,351.18CR	L 9226 0000 00 000000
11/24/2025	Check	305928	POINTS TORREY	OFFICIAL FOR 11/29/25-	100.00	27,251.18CR	L 9226 0000 00 000000
11/24/2025	Check	305929	JANSEN AARON	OFFICIAL FOR 11/29/25-	100.00	27,151.18CR	L 9226 0000 00 000000
11/24/2025	Check	305930	LEONARD BILL	OFFICIAL FOR 11/29/25-	100.00	27,051.18CR	L 9226 0000 00 000000
11/25/2025	Check	305931	SHEPARD JOHN	OFFICIAL FOR 11/25/25	100.00	26,951.18CR	L 9226 0000 00 000000
11/25/2025	Check	305932	HORN DAN	OFFICIAL 11/29/25	100.00	26,851.18CR	L 9226 0000 00 000000
11/25/2025	Receipt	2308	VARIOUS PAYORS	TURKEY TOURNEY ENTRY FEE-LUTHERAN	300.00CR	27,151.18CR	L 9226 0000 00 000000
11/25/2025	Receipt	2309	VARIOUS PAYORS	TURKEY TOURN-ADMISSION 8/24/25	1,876.00CR	29,027.18CR	L 9226 0000 00 000000
11/25/2025	Receipt	2309	VARIOUS PAYORS	TURKEY TOURN-CONCESSION	1,218.00CR	30,245.18CR	L 9226 0000 00 000000
11/25/2025	Void Chk	305923	BRAY DAVID	OFFICIAL FOR 11/29/25-	100.00CR	30,345.18CR	L 9226 0000 00 000000
				Ending balance		30,345.18CR	

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		7,343.63CR	
11/04/2025	Check	305871	VARSITY SPIRIT FASHIONS	UNIFORM ITEMS	363.15	6,980.48CR	L 9228 0000 00 000000
11/06/2025	JE	000005660		TRANS TO 9228	104.00CR	7,084.48CR	L 9228 0000 00 000000
11/10/2025	Receipt	2288	VARIOUS PAYORS	11/7/25-CONCESSION	622.00CR	7,706.48CR	L 9228 0000 00 000000
11/10/2025	Receipt	2288	VARIOUS PAYORS	11/7/25 ADMISSION	920.00CR	8,626.48CR	L 9228 0000 00 000000
11/10/2025	Receipt	2289	VARIOUS PAYORS	CHEER CAMP	235.00CR	8,861.48CR	L 9228 0000 00 000000
11/10/2025	Receipt	2289	VARIOUS PAYORS	V. SARTORE-CHEER CAMP	40.00CR	8,901.48CR	L 9228 0000 00 000000
11/14/2025	Receipt	2298	VARIOUS PAYORS	PIZZA-W. TALBERT	39.00CR	8,940.48CR	L 9228 0000 00 000000
11/14/2025	Receipt	2298	VARIOUS PAYORS	PIZZA-K. ACKERMAN	63.00CR	9,003.48CR	L 9228 0000 00 000000

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

Post Date	Type	Ck/JE/Re#	Vendor/Payor	Description	Amount	Balance	Detail Account
11/14/2025	Receipt	2298	VARIOUS PAYORS	PIZZA-KKLC	149.00CR	9,152.48CR	L 9228 0000 00 000000
11/14/2025	Receipt	2298	VARIOUS PAYORS	SPONSORSHIP-R. KIRKPATRICK	250.00CR	9,402.48CR	L 9228 0000 00 000000
11/14/2025	Receipt	2298	VARIOUS PAYORS	SPONSORSHIP-KKLC	1,000.00CR	10,402.48CR	L 9228 0000 00 000000
11/17/2025	Receipt	2294	VARIOUS PAYORS	PIZZA-J. WALLACE	300.00CR	10,702.48CR	L 9228 0000 00 000000
11/17/2025	Receipt	2294	VARIOUS PAYORS	PIZZA-P. LANGDON	25.00CR	10,727.48CR	L 9228 0000 00 000000
11/17/2025	Receipt	2295	VARIOUS PAYORS	SPONSORSHIP-D. NEUMAN FARM	1,000.00CR	11,727.48CR	L 9228 0000 00 000000
11/17/2025	Receipt	2295	VARIOUS PAYORS	SPONSONSHIP-M-D-M FARMS	100.00CR	11,827.48CR	L 9228 0000 00 000000
11/17/2025	Receipt	2295	VARIOUS PAYORS	SPONSORSHIP-S. MARR	100.00CR	11,927.48CR	L 9228 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-IL HS CHEER COACH	50.00	11,877.48CR	L 9228 0000 00 000000
11/18/2025	Check	305884	ANTONIO'S PIZZA WABASH	PIZZA FUNDRAISER	1,890.50	9,986.98CR	L 9228 0000 00 000000
11/18/2025	Receipt	2299	VARIOUS PAYORS	L. MOREY-PIZZA	100.00CR	10,086.98CR	L 9228 0000 00 000000
11/18/2025	Receipt	2299	VARIOUS PAYORS	S. MOREY-PIZZA	180.00CR	10,266.98CR	L 9228 0000 00 000000
11/18/2025	Receipt	2300	VARIOUS PAYORS	CHEER DONATION	140.00CR	10,406.98CR	L 9228 0000 00 000000
11/18/2025	Receipt	2301	VARIOUS PAYORS	PIZZA FUNDRAISER	787.00CR	11,193.98CR	L 9228 0000 00 000000
11/18/2025	Receipt	2301	VARIOUS PAYORS	PIZZA FUNDRAISER	2,601.00CR	13,794.98CR	L 9228 0000 00 000000
11/18/2025	Receipt	2302	VARIOUS PAYORS	SHOES/CAMP	200.00CR	13,994.98CR	L 9228 0000 00 000000
11/18/2025	Receipt	2302	VARIOUS PAYORS	SHOES/CAMP	2,055.00CR	16,049.98CR	L 9228 0000 00 000000
11/20/2025	Check	305888	VARSIITY SPIRIT FASHIONS	UNIFORMS	3,737.81	12,312.17CR	L 9228 0000 00 000000
				Ending balance		12,312.17CR	

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

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		15,739.02CR	
11/04/2025	Check	305872	ID SIGNS	SENIOR BANNERS	640.00	15,099.02CR	L 9229 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-IHSFCA MEMB	464.50	14,634.52CR	L 9229 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-MEIJER CANDY	323.88	14,310.64CR	L 9229 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-WALMART	23.80	14,286.84CR	L 9229 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	187.70	14,099.14CR	L 9229 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	185.10	13,914.04CR	L 9229 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	216.67	13,697.37CR	L 9229 0000 00 000000
				Ending balance		13,697.37CR	

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

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

Account: 95L400 9231 0000 00 000000

HS VOLLEYBALL///NONCATE

/HS VOLLEYBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		23,620.86CR	
11/04/2025	Receipt	2279	VARIOUS PAYORS	ENTRY FEE TOURNEY-ATHENS	200.00CR	23,820.86CR	L 9231 0000 00 000000
11/04/2025	Receipt	2279	VARIOUS PAYORS	ENTRY FEE TOURNEY-NORTH MAC	200.00CR	24,020.86CR	L 9231 0000 00 000000
11/10/2025	Receipt	2282	VARIOUS PAYORS	ENTRY FEE-GREENFIELD	200.00CR	24,220.86CR	L 9231 0000 00 000000
11/10/2025	Receipt	2282	VARIOUS PAYORS	ENTRY FEE-CARROLLTON	200.00CR	24,420.86CR	L 9231 0000 00 000000
11/10/2025	Receipt	2282	VARIOUS PAYORS	ENTRY FEE-WESTVILLE SCHOOL	200.00CR	24,620.86CR	L 9231 0000 00 000000
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	2,189.82	22,431.04CR	L 9231 0000 00 000000
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	140.90CR	22,571.94CR	L 9231 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	149.88	22,422.06CR	L 9231 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-PANERA	84.88	22,337.18CR	L 9231 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	39.96	22,297.22CR	L 9231 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	69.86	22,227.36CR	L 9231 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	169.45CR	22,396.81CR	L 9231 0000 00 000000
11/18/2025	Check	305886	MAXSON STACEY R.	HALF OF PINK NIGHT PROCEEDS	502.00	21,894.81CR	L 9231 0000 00 000000
11/18/2025	Check	305887	BROWN JAMIE A.	HALF OF PINK NIGHT PROCEEDS	502.00	21,392.81CR	L 9231 0000 00 000000
				Ending balance		21,392.81CR	

Account: 95L400 9232 0000 00 000000

HS GENERAL FUND///NONCATE

/HS GENERAL FUND

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		28,377.03CR	
11/18/2025	Check	305879	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	96.92	28,280.11CR	L 9232 0000 00 000000
11/30/2025	JE	000005714		NOV 2025 INTEREST	47.29CR	28,327.40CR	L 9232 0000 00 000000
				Ending balance		28,327.40CR	

Account: 95L400 9233 0000 00 000000

HS GIRLS SOFTBA///NONCATE

/HS SOFTBALL

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		3,634.28CR	
				Ending balance		3,634.28CR	

Account: 95L400 9236 0000 00 000000

HS SADD///NONCATE

/HS SADD

Post Date	Type	Ck/JE/Rc#	Vendor/Payor	Description	Amount	Balance	Detail Account
				Beginning balance		1,348.96CR	
11/25/2025	Receipt	2307	VARIOUS PAYORS	SADD	520.00CR	1,868.96CR	L 9236 0000 00 000000
11/25/2025	Receipt	2307	VARIOUS PAYORS	SADD	1,115.00CR	2,983.96CR	L 9236 0000 00 000000
				Ending balance		2,983.96CR	

Account: 95L400 9239 0000 00 000000

HS ROESCH TRUST///NONCATE

/HS ROESCH TRUST

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

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>
				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		3,539.55CR	
				Ending balance		3,539.55CR	

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		552.56CR	
				Ending balance		552.56CR	

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	
11/17/2025	Receipt	2290	VARIOUS PAYORS	DUES	480.00CR	1,287.74CR	L 9246 0000 00 000000
11/17/2025	Receipt	2290	VARIOUS PAYORS	DUES-C. TATE	20.00CR	1,307.74CR	L 9246 0000 00 000000
11/17/2025	Receipt	2290	VARIOUS PAYORS	DUES-J. SEVERINO	20.00CR	1,327.74CR	L 9246 0000 00 000000
11/17/2025	Receipt	2290	VARIOUS PAYORS	DUES-M. SCHUTZ	20.00CR	1,347.74CR	L 9246 0000 00 000000
				Ending balance		1,347.74CR	

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		1,531.77CR	
11/10/2025	Receipt	2285	VARIOUS PAYORS	APPERAL-K. PECORARO	25.00CR	1,556.77CR	L 9249 0000 00 000000
11/10/2025	Receipt	2285	VARIOUS PAYORS	APPERAL-BROSI	210.00CR	1,766.77CR	L 9249 0000 00 000000
11/10/2025	Receipt	2285	VARIOUS PAYORS	APPERAL-M. KENNEDY	60.00CR	1,826.77CR	L 9249 0000 00 000000
11/10/2025	Receipt	2286	VARIOUS PAYORS	FUNDRAISER-J. CASSIDA	25.00CR	1,851.77CR	L 9249 0000 00 000000
11/10/2025	Receipt	2286	VARIOUS PAYORS	FUNDRAISER-B. PFEFFER	58.00CR	1,909.77CR	L 9249 0000 00 000000
				Ending balance		1,909.77CR	

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	
				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	

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>
				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		1,648.54CR	
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-AMAZON	184.90	1,463.64CR	L 9263 0000 00 000000
				Ending balance		1,463.64CR	

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

<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		2,722.22CR	
				Ending balance		2,722.22CR	

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

<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 9274 0000 00 000000 ATH GENERAL FND///NONCATE /ATHLETICS 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		14,077.63CR	
11/04/2025	Receipt	2277	VARIOUS PAYORS	E. BAUMBURGER-STADIUM SEATS	200.00CR	14,277.63CR	L 9274 0000 00 000000
11/06/2025	Receipt	2281	VARIOUS PAYORS	R. KAAZ-STADIUM SEATS	100.00CR	14,377.63CR	L 9274 0000 00 000000
11/10/2025	Receipt	2284	VARIOUS PAYORS	STADIUM SEAT-H. KOTNER	300.00CR	14,677.63CR	L 9274 0000 00 000000
11/18/2025	Check	305878	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-VISTAPRINT	27.61	14,650.02CR	L 9274 0000 00 000000
11/20/2025	Receipt	2303	VARIOUS PAYORS	STADIUM SEATS-KKLC	300.00CR	14,950.02CR	L 9274 0000 00 000000
11/20/2025	Receipt	2303	VARIOUS PAYORS	STADIUM SEATS-STINSON	150.00CR	15,100.02CR	L 9274 0000 00 000000
11/21/2025	Receipt	2304	VARIOUS PAYORS	STADIUM SEATS-	100.00CR	15,200.02CR	L 9274 0000 00 000000
				Ending balance		15,200.02CR	

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		4,233.97CR	
				Ending balance		4,233.97CR	

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		1,176.72CR	
				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		550.26CR	
				Ending balance		550.26CR	

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		5,377.38CR	
				Ending balance		5,377.38CR	

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		4,796.51CR	
				Ending balance		4,796.51CR	

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		2,637.40CR	
				Ending balance		2,637.40CR	

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		1,757.40CR	
11/18/2025	Check	305880	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-YETI	390.39	1,367.01CR	L 9299 0000 00 000000
11/18/2025	Check	305881	NEW BERLIN CUSD #16	CREDIT CARD CHARGES-NOV-SAMS	122.14	1,244.87CR	L 9299 0000 00 000000
				Ending balance		1,244.87CR	

Account: 95L400 9300 0000 00 000000 NONCATE /HS CLASS OF 2029

<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		390.00CR	
				Ending balance		390.00CR	

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

Check Dates 11/18/2025 through 12/18/2025 - Check Number

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
CHRISTOPHER CANSLER	CAF	000062453	R		144.90		6.52	138.38		6.85	11.08				120.45
JAMIE M HULETT	AIDE	000062454	R		1,359.68		176.39	1,183.29	58.88	50.74	95.20				978.47
LAUREN F HULETT	AIDE	000062455	R		1,217.16		169.97	1,047.19	69.75	51.84	84.30				841.30
ZACHARY J PEECHER	BLD	000062456	R	1,757.00	0.42		199.98	1,557.44	144.96	77.09	125.19	36.45			1,173.75
SEAN P TACKE	BLD	000062457	R		929.92		239.05	690.87		26.36	56.05				608.46
ELIZABETH L BAUMBERGER	SUB	000062458	R		300.00		29.70	270.30	35.00	13.38	4.35				217.57
MARSHA A POHLMAN	RETTE	000062459	R		360.00			360.00	50.00	9.98	16.38				283.64
D'VON AUNA	AIDE	000062461	R		210.00		9.45	200.55		9.93	16.07				174.55
		000062483	R		716.70		188.11	528.59		26.17	42.90				459.52
CHRISTOPHER CANSLER	CAF	000062484	R		88.52		3.98	84.54		4.18	6.77				73.59
JAMIE M HULETT	AIDE	000062485	R		1,027.37		161.43	865.94	27.15	35.03	69.78				733.98
LAUREN F HULETT	AIDE	000062486	R		923.67		156.77	766.90	41.13	37.96	61.85				625.96
ZACHARY J PEECHER	BLD	000062487	R	1,757.00	197.82		208.87	1,745.95	167.58	86.42	140.29	36.45			1,315.21
SEAN P TACKE	BLD	000062488	R		743.68		230.67	513.01		17.56	41.80				453.65
ELIZABETH L BAUMBERGER	SUB	000062489	R		660.00		65.34	594.66	35.00	29.44	9.57				520.65
PAIGE K BURTON	SUB	000062490	R		360.00		35.64	324.36		16.06	5.22				303.08
LAURA A KAPINUS	NSC	000062491	R		40.00			40.00			3.06				36.94
RYAN C KING	NSC	000062492	R		120.00		11.88	108.12		5.35	1.74				101.03
MARSHA A POHLMAN	RETTE	000062493	R		60.00			60.00	50.00		4.59				5.41
ALYSA M VIGNOS	NSC	000062494	R	7,605.05				7,605.05		376.44	581.78				6,646.83
SHEILA L BRADEN	SUBT	000062495	R		45.60			45.60		2.26	3.49				39.85
OLGA R LOPEZ	SOCIA	900076304	R	3,083.45			398.34	2,685.11	420.41	127.03	39.38	58.60			2,039.69
ANGELA M ALLEN	CAF	900076305	R		1,319.39		174.57	1,144.82	17.53	56.67	92.12				978.50
BASMA ALSAMMA	PREKA	900076306	R		1,066.59		48.00	1,018.59	18.53	42.58	81.60				875.88
AMY M ANKROM	TCH	900076307	R	1,667.78	300.00		129.86	1,837.92	52.28	85.10	26.93	52.07			1,621.54
ANDREW J BALL	BLD	900076308	R	1,453.29			116.57	1,336.72	75.47	60.29	107.26	9.95			1,083.75
KATHERINE BARRETT	TCH	900076309	R	2,408.00			134.22	2,273.78	209.42	106.67	33.32	85.33			1,839.04
ASHLEY C BEROLA	TCH	900076310	R	1,783.94	32.40		210.08	1,606.26	150.81	79.51	24.78	95.51			1,255.65
TYLER T BEROLA	ASPRI	900076311	R	3,125.00			274.91	2,850.09	356.44	141.08	44.96	36.30			2,271.31
ELIZABETH K BIRCH	TCH	900076312	R	2,921.64			58.63	2,863.01	238.19	141.72	41.93	106.99			2,334.18
JAMIE A. BROWN	TCH	900076313	R	2,803.80			308.11	2,495.69	172.61	117.66	40.66	56.73			2,108.03
KYLIE M BUCHANAN	AIDE	900076314	R		871.80		39.23	832.57		41.21	66.69				724.67
KARIE I BULLARD	TCH	900076315	R	2,243.50	6.90		22.26	2,228.14		92.66	32.63	56.73			2,046.12
MICHAEL CHEEK	BLD	900076316	R	997.12	-0.55		44.85	951.72		47.11	76.24	47.30			781.07
RACHEL R. COOPER	TCH	900076317	R	3,523.55	175.50		48.38	3,650.67	582.56	180.71	53.47	158.60			2,675.33

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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 - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
JENNIFER MARIE COPELAND	AIDE	900076318	R		1,171.13		52.70	1,118.43		55.36	89.59	53.11			920.37
KARA L COX	TCH	900076319	R	3,406.88			58.74	3,348.14	296.40	165.73	49.04	58.60			2,778.37
GRACE CRAWFORD	TCH	900076320	R	1,766.81			354.86	1,411.95	84.50	64.01	24.02	71.43			1,167.99
TRAVIS L CREASEY	BLD	900076321	R	1,526.08			185.74	1,340.34	75.90	66.35	107.79	23.40			1,066.90
KEVIN M. CUMMINS	TECH	900076322	R	4,210.12			189.46	4,020.66	635.13	181.39	322.08	32.00			2,850.06
JOELLEN DANENBERGER	SEC	900076323	R		1,405.92		220.16	1,185.76	124.74	58.70	95.55	22.00			884.77
SKYLER E DAVIS	TCH	900076324	R	1,950.44	80.10		333.53	1,697.01	118.70	84.00	27.84	52.07			1,414.40
CARRIE J DAWDY	TCH	900076325	R	2,550.10	37.50		184.20	2,403.40	119.42	107.17	37.91	1353.26			785.64
AMANDA M FLESHMAN	TCH	900076326	R	2,441.35			628.95	1,812.40	413.75	72.08	26.63	57.73			1,242.21
COURTNEY FRY	TCH	900076327	R	2,559.89	6.90		25.39	2,541.40	220.03	114.04	37.22	36.30			2,133.81
BROOKE L FUCHS	AIDE	900076328	R		982.80		84.83	897.97		13.10	72.08				812.79
SHELLEY L HAAS	TCH	900076329	R	3,422.44			247.33	3,175.11	211.14	157.17	46.53	485.53			2,274.74
HAILEE C HAMILTON	TCH	900076330	R	1,667.78	124.50		233.41	1,558.87	102.13	77.16	22.86	35.72			1,321.00
NOLAN R HART	AIDE	900076331	R		1,032.10		63.84	968.26	13.49	47.93	77.62	21.12			808.10
CARLI HEMPHILL	TCH	900076332	R	1,783.49	57.30		282.29	1,558.50	101.63	71.24	25.09	250.00			1,110.54
DANIEL J HILL	AIDE	900076333	R		961.95		158.49	803.46		31.93	64.78	12.60			694.15
CHRISTINA L IACONO	TCH	900076334	R	2,457.58	12.60		332.44	2,137.74	171.59	105.82	34.22	56.73			1,769.38
MATTHEW JOKISCH	NBEPR	900076335	R	3,937.50			74.74	3,862.76	500.39	191.21	56.57	3.00			3,111.59
WENDY C KANLLAKAN	TCH	900076336	R	3,021.37			913.13	2,108.24	226.11	98.48	41.88	64.75			1,677.02
JENNA L KATTERHENRY	TCH	900076337	R	1,997.95			319.45	1,678.50	116.48	77.21	28.97	78.20			1,377.64
VINCENT E KING	BLD	900076338	R	1,581.30			71.16	1,510.14	79.76	74.75	120.97	12.00			1,222.66
KELSIE L KNOX	TCH	900076339	R	1,950.38			233.83	1,716.55	37.72	79.09	28.28	52.07			1,519.39
TRUDY L KUNZ	CAF	900076340	R		462.74		20.82	441.92		21.88	35.40				384.64
AUDREY P LANZOTTI	TCH	900076341	R	2,181.28			351.97	1,829.31	177.58	84.67	30.03	90.68			1,446.35
MEGAN M LAROCHE	AIDE	900076342	R		982.80		159.43	823.37		40.76	66.37				716.24
ANNA M LAUDERBACK	AIDE	900076343	R		837.00		37.67	799.33		39.57	64.03				695.73
ERIK L LEHNEN	BLD	900076344	R	1,231.31	-239.70		44.62	946.99	47.68	40.68	75.86				782.77
JOLENE M LUCA	TCH	900076345	R	2,879.41			128.48	2,750.93	172.45	136.17	41.75	58.60			2,341.96
ANGELA M. MARR	SEC	900076346	R		1,363.41		1336.63	26.78		1.33	6.74				18.71
SAMANTHA MARTIN	AIDE	900076347	R		1,191.44		103.61	1,087.83	25.45	46.01	87.32				929.05
TAYLOR L MAUS	TCH	900076348	R	2,441.34			330.49	2,110.85	147.93	104.49	33.13	56.73			1,768.57
STACEY R. MAXSON	TCH	900076349	R	3,181.59			141.87	3,039.72	237.89	150.47	44.53	107.88			2,498.95
KATELYNN MORAN	TCH	900076350	R	1,453.23			269.67	1,183.56	57.09	52.71	19.47	99.19			955.10
BRIAN K. NICKELSON	BLD	900076351	R	1,757.00	4.41		168.94	1,592.47	127.66	72.95	127.89	176.14			1,087.83
BRADLEY P OLYSAV	TCH	900076352	R	2,310.18			109.25	2,200.93	150.86	108.95	32.24	52.07			1,856.81

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WHITNEY N PEECHER	TCH	900076353	R	2,771.66			27.41	2,744.25	293.74	129.96	40.19	56.73			2,223.63
HEATHER R PIDCOCK	DIRFS	900076354	R	2,406.25			219.24	2,187.01		108.26	175.59	38.76			1,864.40
PARLEE A REEVE	NURSE	900076355	R		2,380.11		107.10	2,273.01	60.63	112.51	182.08				1,917.79
MADISON D REYNOLDS	TCH	900076356	R	2,519.38			300.59	2,218.79	181.32	103.95	34.36	56.73			1,842.43
BRETT A RUPPEL	BLD	900076357	R	1,453.29			175.80	1,277.49	68.36	57.36	102.73				1,049.04
HOLLY M. RUPPEL	TCH	900076358	R	3,290.99			102.55	3,188.44	430.87	157.83	47.72	58.60			2,493.42
DARCI M STECK	TCH	900076359	R	2,843.50			28.12	2,815.38	190.35	123.48	41.23				2,460.32
HANNAH D STECK	AIDE	900076360	R		1,179.41		53.07	1,126.34	29.30	55.75	90.22				951.07
EMILY K SWOROBOWICZ	TCH	900076361	R	3,128.92	9.90		299.66	2,839.16	213.82	128.78	44.88				2,451.68
MCKENZIE WARD	AIDE	900076362	R		1,184.32		145.21	1,039.11	71.41	51.44	85.38	11.51			819.37
KAILIE M WINLAND	AIDE	900076363	R		982.35		83.51	898.84		26.07	72.14	98.24			702.39
JESSICA R WISDOM	AIDE	900076364	R		135.14		6.08	129.06		6.39	10.34				112.33
RACHELLE M BANDELOW	SEC	900076365	R		1,686.27		75.88	1,610.39	66.04	79.71	129.00				1,335.64
MARY R BAUMAN	TCH	900076366	R	3,123.18			121.49	3,001.69	254.83	148.58	44.41	251.12			2,302.75
NICOLE M BURKE	TCH	900076367	R	3,226.76			177.69	3,049.07	400.21	150.93	44.67	60.10			2,393.16
REBECCA CURRY	AIDE	900076368	R		1,217.54		266.68	950.86	0.09	47.07	76.93	38.04			788.73
TONYA K. DELANEY	TCH	900076369	R	3,949.13	369.00		109.56	4,208.57	335.15	208.32	61.64	60.53			3,542.93
MARY M DILLON	TCH	900076370	R	2,861.29	15.00		727.74	2,148.55		88.72	32.44	96.55			1,930.84
JULIA E GARMAN	AIDE	900076371	R		777.45		34.99	742.46	11.75	36.75	59.47				634.49
KIRSTIN E GEBHARDT	TCH	900076372	R	2,572.52			385.00	2,187.52	177.56	108.28	33.18	105.34			1,763.16
AIMEE K. GRAY	TCH	900076373	R	3,296.31	7.50		835.55	2,468.26	147.82	104.54	36.55	76.20			2,103.15
DANIEL HIRST	BLD	900076374	R	1,526.08			233.07	1,293.01	70.22	58.13	104.16	28.72			1,031.78
OLIVIA R KILLION	TCH	900076375	R	2,163.95			51.85	2,112.10	168.51	98.67	30.94	54.93			1,759.05
SARAH L KNEPLER	TCH	900076376	R	2,756.54	207.00		61.90	2,901.64	367.78	143.63	47.14	156.73			2,186.36
ANNA K LLEWELLYN	AIDE	900076377	R		1,060.38		307.66	752.72	33.70	37.26	61.24				620.52
RYAN L MCDONALD	TCH	900076378	R	2,254.34			129.42	2,124.92	191.55	99.31	31.13				1,802.93
JENNIFER D OGDEN-TOM	TCH	900076379	R	3,330.17			955.05	2,375.12	251.94	111.69	44.34	58.60			1,908.55
BREANN N OSWALD	TCH	900076380	R	2,181.28			131.97	2,049.31	160.98	95.56	30.03	106.43			1,656.31
BRANDON J RADFORD	JHPRI	900076381	R	3,812.82			61.71	3,751.11	430.26	179.80	54.94				3,086.11
TABITHA H REDICK	AIDE	900076382	R				-46.82	46.82			3.58				43.24
ZACH REUSCHEL	AIDE	900076383	R		1,387.24		124.52	1,262.72	42.94	62.50	100.91				1,056.37
AMANDA J ROBINSON	AIDE	900076384	R		1,092.57		196.37	896.20		44.36	72.32				779.52
GERALD D SKILBECK	AIDE	900076385	R		828.60		37.29	791.31	99.49	39.17	63.38				589.27
JENNIFER M SPANN	SEC	900076386	R		2,080.75		375.71	1,705.04	158.96	84.40	137.60	56.94			1,267.14
AUTUMN N THOMPSON	AIDE	900076387	R		839.55		37.78	801.77		39.69	64.22				697.86

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EMPLOYEE NAME	EMP	CHECK	T	CONTRACT	OTHER	TAXABLE	FED TAX	FED TAX	FEDERAL	STATE	SOC SEC	OTHER	REIMBURSE	TAXABLE	NET
	TYPE	NUMBER		PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
MALLORY R. WAINMAN	TCH	900076388	R	2,913.46			108.73	2,804.73	346.46	138.83	41.09	104.66			2,173.69
EMILY R YATES	TCH	900076389	R	2,120.77	187.50		343.45	1,964.82	149.10	97.26	43.50	54.93			1,620.03
		900076389	M				0.30	-0.30							-0.30
BRIAN K BANDY	TCH	900076390	R	4,396.62			148.93	4,247.69	624.49	204.38	62.22	66.53			3,290.07
DILLON S BINKLEY	ATHDI	900076391	R	3,333.34			32.97	3,300.37	59.50	163.37	48.33				3,029.17
MIGUEL T BOHRER	AIDE	900076392	R		931.62		184.75	746.87		29.13	60.34	23.47			633.93
HEATHER J BROWN	CAF	900076393	R		885.47		218.48	666.99		25.18	54.07	73.28			514.46
MATTHEW A BROWN	DIRBL	900076394	R	3,445.32			179.04	3,266.28	472.08	181.68	261.73				2,350.79
TASHA L CREASEY	BLD	900076395	R	1,526.08	0.82		321.29	1,205.61	59.73	59.68	97.49	25.05			963.66
MEGAN DELAI	TCH	900076396	R	2,280.65			147.89	2,132.76	87.66	93.82	31.25	56.73			1,863.30
ROBERT M DUNN	TCH	900076397	R	2,100.56	27.60		58.55	2,069.61	80.08	102.45	30.86	54.93			1,801.29
ALIXANDRA M EAGAN	CAF	900076398	R		1,298.12		261.18	1,036.94	67.80	51.33	83.79	8.00			826.02
CHAD D FORNOFF	SUB	900076399	R		960.00		83.16	876.84		35.57	21.36				819.91
KIMBERLY P GLYNN	TCH	900076400	R	1,916.97			718.34	1,198.63	15.00	45.82	18.48	158.07			961.26
KIMBERLY A. HEPPERLY	TCH	900076401	R	3,572.55			35.33	3,537.22	507.61	175.09	51.80	58.60			2,744.12
NEIL HOLDERREAD	TCH	900076402	R	2,084.14	45.00		131.46	1,997.68	154.78	98.89	29.27	54.93			1,659.81
LINDSAY E. JOHNSON	TCH	900076403	R	2,139.59	32.40		144.78	2,027.21	179.83	94.47	29.71	82.68			1,640.52
TAYLEE K JULIAN	TCH	900076404	R	1,783.49			192.65	1,590.84	105.96	72.87	25.86	54.93			1,331.22
SHELLY J KENNEDY	TCH	900076405	R	3,415.10			270.43	3,144.67	250.49	149.78	46.09	58.60			2,639.71
STACEY R. KILLION	NURSE	900076406	R		3,550.72		539.27	3,011.45	110.59	117.72	250.25	20.00			2,512.89
ALEX KRUCKEBERG	TCH	900076407	R	1,900.39			259.19	1,641.20	112.01	81.24	25.95	52.07			1,369.93
BRITTANY L LANE	TRN	900076408	R		1,963.80		235.57	1,728.23	94.14	85.55	138.97	535.20			874.37
HATTIE LLEWELLYN	HSPRI	900076409	R	5,249.54			222.35	5,027.19	1127.65	225.33	73.65	22.10			3,578.46
MAGGIE M MCCLAREY	TCH	900076410	R	3,164.51			141.70	3,022.81	170.30	143.75	44.28	58.60			2,605.88
KRISTEN D. MCGUIRE	TCH	900076411	R	3,233.19			206.58	3,026.61	395.27	149.82	45.07	378.42			2,058.03
COLTON L MIDDLETON	TCH	900076412	R	1,968.00	22.50		19.69	1,970.81	151.56	91.68	28.86				1,698.71
CATHERINE A. MILLS	SEC	900076413	R		1,583.02		429.92	1,153.10	96.83	57.08	93.66	26.84			878.69
JAMES S MOORE	BLDS	900076414	R		1,190.88			1,190.88	57.97	58.95	91.10				982.86
BRAD A OWENS	BLD	900076415	R	1,752.82			189.28	1,563.54	177.69	77.40	125.65				1,182.80
KARA J. PECORARO	TCH19	900076416	R	2,747.88	23.10		177.40	2,593.58	299.42	116.63	40.18	56.73			2,080.62
DINA G PEECHER	SEC	900076417	R		1,167.39		216.09	951.30	11.80	47.09	76.80				815.61
JONATHAN D. REES	TCH	900076418	R	3,225.56			149.78	3,075.78	427.25	152.25	45.06	106.27			2,344.95
JASON T ROYER	ATHTR	900076419	R	1,925.00	33.33		198.52	1,759.81	126.24	87.11	141.36				1,405.10
NICHOLAS A SKINNER	TCH	900076420	R	1,701.14			103.22	1,597.92	106.81	79.10	23.41	52.07			1,336.53
CASEY R SPEARS	TCH	900076421	R	2,573.28			210.85	2,362.43	57.49	111.06	35.71	170.34			1,987.83

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JAMES R SPIELMAN	BLD	900076422	R	1,581.30	0.38		181.58	1,400.10	126.07	69.30	112.55	309.95			782.23
JOSEPH VIOLA	COUNS	900076423	R	3,836.07	7.50		38.01	3,805.56	286.79	188.38	55.73				3,274.66
KRISTY L WEIDHUNER	TCH	900076424	R	2,297.66			209.52	2,088.14	165.64	103.36	31.60	62.72			1,724.82
GORDON A WELLS	SUB	900076425	R		480.00		47.52	432.48	1.58	21.41	6.96				402.53
DARA EJ BAHLMANN	SUB	900076426	R		420.00		41.58	378.42		18.73	6.09				353.60
ZACHARY L BREWER	SUB	900076427	R		240.00		23.76	216.24		2.87	3.48				209.89
SUSAN L CODY	SUB	900076428	R		240.00		11.88	228.12		3.45	10.92				213.75
DARRIN R. CUMMINGS	SSO	900076429	R		2,486.96		111.91	2,375.05	329.09	117.56	190.25	124.35			1,613.80
KYLE J DICKMAN	SUB	900076430	R		540.00		41.58	498.42		16.83	15.27				466.32
DONALD L EDWARDS	SSO	900076431	R		465.93		20.97	444.96	52.83	22.03	35.65				334.45
CATHY R FIDLER	SUB	900076432	R		1,020.00			1,020.00		50.49	78.03				891.48
SIERRA FOSTER	SUB	900076433	R		240.00		23.76	216.24		10.70	3.48				202.06
GUINEVERE R HOLT	SUB	900076434	R		60.00		5.94	54.06			0.87				53.19
JENNIFER B HUMPHREY	SUB	900076435	R		60.00		5.94	54.06		2.68	0.87				50.51
JOSEPH T HUMPHREY	SUB	900076436	R		120.00		11.88	108.12		5.35	1.74				101.03
PEYTON N KIRKPATRICK	SOCIA	900076437	R	2,621.99			198.83	2,423.16	205.84	114.07	35.51	56.73			2,011.01
KENNETH D KISSEL	SSO	900076438	R		930.43			930.43	25.00	46.06	71.18				788.19
PATRICK JOE KRALL	SUB	900076439	R		2,001.33		198.13	1,803.20	103.13	89.26	29.02				1,581.79
JILINDA LARSON	ADM	900076440	R	7,456.51			73.74	7,382.77	1323.82	365.45	108.12				5,585.38
DANIELLE N MOON	NSC	900076441	R	4,002.66				4,002.66		198.13	306.20				3,498.33
CYNTHIA D MOORE	DOS	900076442	R	1,761.40	304.36		137.96	1,927.80	125.96	95.43	158.03	206.58			1,341.80
LORI D NIEMEIER	CSBO	900076443	R	5,315.19			294.20	5,020.99	757.00	248.54	75.02	150.00			3,790.43
LARRY R PIOTROWSKI	SSO	900076444	R		2,279.25		103.06	2,176.19	175.95	107.72	171.29				1,721.23
JANELLE L. ROGERS	SUBN	900076445	R		169.25			169.25		8.38	12.94				147.93
RONDA SCHEERER	SUB	900076446	R		420.00		41.58	378.42		18.73	6.09				353.60
MADELYN SHAWGO	SUB	900076447	R		120.00		11.88	108.12			1.74				106.38
DENISE TALBERT	DOS	900076448	R	1,779.70	243.10		156.18	1,866.62	139.06	92.40	149.76	210.67			1,274.73
TERRI L VANTINE	DOS	900076449	R	1,401.94	17.24		87.86	1,331.32	149.82	65.90	106.73	149.12			859.75
DARRIN S VOGT	SUB	900076450	R		900.00		59.40	840.60		41.61	31.65				767.34
THOMAS J WILSEY	TECHA	900076451	R	1,453.29	12.60		65.97	1,399.92	83.05	69.30	112.15	500.00			635.42
MARK A. BALLENGER	TRN	900076452	R		1,637.05		73.67	1,563.38	348.58	69.55	125.24				1,020.01
MELISSA CHARNESKI	TRN	900076453	R		885.50		39.85	845.65	1.23	34.02	67.74				742.66
MELISSA M COMBS	TRMON	900076454	R		1,131.72		50.93	1,080.79	34.75	53.50	86.58	33.20			872.76
EVA ELY	TRMON	900076455	R		510.90			510.90		25.29	39.09				446.52
KENNETH HILL	TRN	900076456	R		819.18		36.86	782.32		38.72	62.67				680.93

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SETH C HILL	TRND	900076457	R	3,255.83			700.27	2,555.56	291.64	126.50	206.71				1,930.71
TECIA L KERR	TRN	900076458	R		1,474.44		281.26	1,193.18	35.98	51.22	96.35	56.37			953.26
PATRICK LILLIE	TRN	900076459	R		1,144.66		51.51	1,093.15		54.11	87.57				951.47
REBECCA KAY MENDENHALL	TRN	900076460	R		1,782.54		367.78	1,414.76	113.85	70.03	114.37				1,116.51
KRIS C. NEUMAN	SUBT	900076461	R		70.91			70.91		3.51	5.43				61.97
RODGER R PERRY	TRN	900076462	R		690.12			690.12		18.49	52.80				618.83
RODERICA H SANDHAAS	TRMON	900076463	R		898.07			898.07	31.47	44.45	68.70				753.45
RONALD E. SANDHAAS	TRN	900076464	R		1,080.16		48.61	1,031.55	79.82	51.06	82.63				818.04
TROY L SANSON	TRNM	900076465	R	2,629.64	949.16		245.10	3,333.70	484.00	185.02	267.34	29.21			2,368.13
WILLIAM R TALBERT	TRNFT	900076466	R		3,797.79		281.30	3,516.49	583.16	167.22	282.09	468.70			2,015.32
SUSAN L TURNER	TRMON	900076467	R		551.25			551.25		27.29	42.17				481.79
PARKER M BUERKETT	SUB	900076468	R		420.00		23.76	396.24		19.61	17.25				359.38
OLGA R LOPEZ	SOCIA	900076469	R	3,083.45			398.26	2,685.19	420.42	127.04	39.38	58.60			2,039.75
ANGELA M ALLEN	CAF	900076470	R		1,025.39		161.34	864.05		42.77	69.63				751.65
BASMA ALSAMMA	PREKA	900076471	R		819.32		36.87	782.45		30.89	62.68				688.88
AMY M ANKROM	TCH	900076472	R	1,667.78			275.51	1,392.27		63.04	22.58	52.07			1,254.58
ANDREW J BALL	BLD	900076473	R	1,453.29			116.57	1,336.72	75.47	60.29	107.26	9.95			1,083.75
KATHERINE BARRETT	TCH	900076474	R	2,408.00			134.22	2,273.78	209.42	106.67	33.32	85.33			1,839.04
ASHLEY C BEROLA	TCH	900076475	R	1,783.94	30.00		210.06	1,603.88	150.53	79.39	24.75	95.51			1,253.70
TYLER T BEROLA	ASPRI	900076476	R	3,125.00			274.91	2,850.09	356.44	141.08	44.96	36.30			2,271.31
ELIZABETH K BIRCH	TCH	900076477	R	2,921.64			58.63	2,863.01	238.19	141.72	41.93	106.99			2,334.18
JAMIE A. BROWN	TCH	900076478	R	2,803.80			308.11	2,495.69	172.61	117.66	40.66	56.73			2,108.03
KYLIE M BUCHANAN	AIDE	900076479	R		724.80		32.62	692.18		34.26	55.45				602.47
KARIE I BULLARD	TCH	900076480	R	2,243.50	28.50		22.47	2,249.53		93.72	32.94	56.73			2,066.14
RACHEL R. COOPER	TCH	900076481	R	3,523.55			46.65	3,476.90	544.33	172.11	50.92	158.60			2,550.94
JENNIFER MARIE COPELAND	AIDE	900076482	R		878.30		39.52	838.78		41.52	67.19	53.11			676.96
KARA L COX	TCH	900076483	R	3,406.88			58.74	3,348.14	296.40	165.73	49.04	58.60			2,778.37
GRACE CRAWFORD	TCH	900076484	R	1,766.81			354.86	1,411.95	84.50	64.01	24.02	71.43			1,167.99
TRAVIS L CREASEY	BLD	900076485	R	1,526.08	291.84		198.88	1,619.04	109.35	80.14	130.11	23.40			1,276.04
KEVIN M. CUMMINS	TECH	900076486	R	4,210.12			189.46	4,020.66	635.13	181.39	322.08	32.00			2,850.06
JOELLEN DANENBERGER	SEC	900076487	R		1,153.73		208.81	944.92	96.45	46.77	76.25	22.00			703.45
SKYLER E DAVIS	TCH	900076488	R	1,950.44			324.73	1,625.71	110.15	80.47	26.68	52.07			1,356.34
CARRIE J DAWDY	TCH	900076489	R	2,550.10			183.98	2,366.12	115.60	105.37	35.04	1334.51			775.60
AMANDA M FLESHMAN	TCH	900076490	R	2,441.35			628.73	1,812.62	413.75	72.09	26.63	57.73			1,242.42
COURTNEY FRY	TCH	900076491	R	2,559.89			25.32	2,534.57	219.21	113.70	37.12	36.30			2,128.24

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	TYPE	NUMBER		PAY	+ PAY	+ BENS	- SHELTER	= GROSS	- TAX	- TAX	- TAX	- DEDS	+ DEDS	- BENS	= PAY
BROOKE L FUCHS	AIDE	900076492	R		742.50		74.01	668.49		1.74	53.70				613.05
SHELLEY L HAAS	TCH	900076493	R	3,422.44	58.50		247.91	3,233.03	218.09	160.03	47.38	485.53			2,322.00
HAILEE C HAMILTON	TCH	900076494	R	1,667.78			380.79	1,286.99	69.50	63.71	21.06	35.72			1,097.00
NOLAN R HART	AIDE	900076495	R		788.13		52.87	735.26		36.40	58.97	21.12			618.77
CARLI HEMPHILL	TCH	900076496	R	1,787.65	32.40		281.34	1,538.71	99.19	70.25	24.79	250.00			1,094.48
DANIEL J HILL	AIDE	900076497	R		730.35		148.07	582.28		20.99	47.06	12.60			501.63
CHRISTINA L IACONO	TCH	900076498	R	2,457.58	180.00		382.75	2,254.83	185.64	111.61	36.13	56.73			1,864.72
MATTHEW JOKISCH	NBEPR	900076499	R	3,937.50			74.74	3,862.76	500.39	191.21	56.57	3.00			3,111.59
WENDY C KANLLAKAN	TCH	900076500	R	2,981.12			912.73	2,068.39	221.33	96.51	41.29	64.75			1,644.51
JENNA L KATTERHENRY	TCH	900076501	R	1,997.95			319.45	1,678.50	116.48	77.21	28.97	78.20			1,377.64
VINCENT E KING	BLD	900076502	R	1,581.30	212.63		80.73	1,713.20	100.21	84.80	137.23	12.00			1,378.96
KELSIE L KNOX	TCH	900076503	R	1,950.38	24.90		236.82	1,738.46	40.34	80.18	28.64	52.07			1,537.23
TRUDY L KUNZ	CAF	900076504	R		201.13		9.05	192.08		9.51	15.39				167.18
AUDREY P LANZOTTI	TCH	900076505	R	2,181.28			351.97	1,829.31	177.58	84.67	30.03	90.68			1,446.35
MEGAN M LAROCHE	AIDE	900076506	R		756.30		149.23	607.07		30.05	49.05				527.97
ANNA M LAUDERBACK	AIDE	900076507	R		683.25		30.75	652.50		32.30	52.27				567.93
ERIK L LEHNEN	BLD	900076508	R	1,231.31	-82.20		51.71	1,097.40	65.29	48.17	87.90				896.04
JOLENE M LUCA	TCH	900076509	R	2,879.41			128.48	2,750.93	172.45	136.17	41.75	58.60			2,341.96
ANGELA M. MARR	SEC	900076510	R		998.89		994.95	3.94		0.19	3.74				0.01
SAMANTHA MARTIN	AIDE	900076511	R		918.75		91.34	827.41		33.12	66.46				727.83
TAYLOR L MAUS	TCH	900076512	R	2,441.34	12.60		330.62	2,123.32	149.42	105.10	33.32	56.73			1,778.75
STACEY R. MAXSON	TCH	900076513	R	3,181.59			141.87	3,039.72	237.89	150.47	44.53	107.88			2,498.95
KATELYNN MORAN	TCH	900076514	R	1,453.23			269.67	1,183.56	57.09	52.71	19.47	99.19			955.10
BRIAN K. NICKELSON	BLD	900076515	R	1,757.00	1.37		168.81	1,589.56	127.31	72.81	127.66	175.84			1,085.94
BRADLEY P OLYSAV	TCH	900076516	R	2,310.18			177.87	2,132.31	142.63	105.55	32.24	52.07			1,799.82
WHITNEY N PEECHER	TCH	900076517	R	2,771.66			27.41	2,744.25	293.74	129.96	40.19	56.73			2,223.63
HEATHER R PIDCOCK	DIRFS	900076518	R	2,406.25	23.60		220.30	2,209.55		109.37	177.39	38.76			1,884.03
LILY F PIDCOCK	CAF	900076519	R		242.56			242.56		4.17	18.56				219.83
PARLEE A REEVE	NURSE	900076520	R		1,807.69		81.35	1,726.34	5.97	85.45	138.29				1,496.63
MADISON D REYNOLDS	TCH	900076521	R	2,519.38			-73.81	2,593.19	226.25	122.48	39.79	56.73			2,147.94
BRETT A RUPPEL	BLD	900076522	R	1,453.29	279.74		188.39	1,544.64	100.42	70.58	124.13				1,249.51
HOLLY M. RUPPEL	TCH	900076523	R	3,290.99			102.55	3,188.44	430.87	157.83	47.72	58.60			2,493.42
DARCI M STECK	TCH	900076524	R	2,843.50			28.12	2,815.38	190.35	123.48	41.23				2,460.32
HANNAH D STECK	AIDE	900076525	R		905.28		40.74	864.54	3.12	42.79	69.26				749.37
EMILY K SWOROBOWICZ	TCH	900076526	R	3,128.92	180.00		301.35	3,007.57	234.03	137.12	47.35				2,589.07

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MCKENZIE WARD	AIDE	900076527	R		977.57		131.81	845.76	53.24	41.86	69.57	11.51			669.58
KAILIE M WINLAND	AIDE	900076528	R		710.55		71.27	639.28		13.22	51.35	71.06			503.65
JESSICA R WISDOM	AIDE	900076529	R												
RACHELLE M BANDELOW	SEC	900076530	R		1,221.52		54.97	1,166.55	21.66	57.74	93.44				993.71
MARY R BAUMAN	TCH	900076531	R	3,123.18			121.49	3,001.69	254.83	148.58	44.41	251.12			2,302.75
NICOLE M BURKE	TCH	900076532	R	3,226.76	67.50		178.14	3,116.12	414.96	154.25	45.66	60.10			2,441.15
REBECCA CURRY	AIDE	900076533	R		950.55		254.66	695.89		34.45	56.51	38.04			566.89
TONYA K. DELANEY	TCH	900076534	R	3,949.13			105.91	3,843.22	291.31	190.24	56.29	60.53			3,244.85
MARY M DILLON	TCH	900076535	R	2,861.29			727.37	2,133.92		87.99	32.22	96.55			1,917.16
JULIA E GARMAN	AIDE	900076536	R		574.20		25.84	548.36		27.14	43.93				477.29
KIRSTIN E GEBHARDT	TCH	900076537	R	2,572.52			385.00	2,187.52	177.56	108.28	33.18	105.34			1,763.16
AIMEE K. GRAY	TCH	900076538	R	3,296.31			835.48	2,460.83	146.92	104.18	36.44	76.20			2,097.09
DANIEL HIRST	BLD	900076539	R	1,526.08			233.07	1,293.01	70.22	58.13	104.16	28.72			1,031.78
OLIVIA R KILLION	TCH	900076540	R	2,163.95			51.85	2,112.10	168.51	98.67	30.94	54.93			1,759.05
SARAH L KNEPLER	TCH	900076541	R	2,756.54	219.90		51.59	2,924.85	372.88	144.78	51.19	156.73			2,199.27
ANNA K LLEWELLYN	AIDE	900076542	R		818.73		296.78	521.95	10.53	25.84	42.74				442.84
RYAN L MCDONALD	TCH	900076543	R	2,254.34			129.42	2,124.92	191.55	99.31	31.13				1,802.93
JENNIFER D OGDEN-TOM	TCH	900076544	R	3,330.17			954.83	2,375.34	251.99	111.70	44.35	58.60			1,908.70
BREANN N OSWALD	TCH	900076545	R	2,181.28			131.97	2,049.31	160.98	95.56	30.03	106.43			1,656.31
BRANDON J RADFORD	JHPRI	900076546	R	3,812.82			61.71	3,751.11	430.26	179.80	54.94				3,086.11
ZACH REUSCHEL	AIDE	900076547	R		991.60		110.42	881.18	4.78	43.62	70.64				762.14
AMANDA J ROBINSON	AIDE	900076548	R		836.37		184.84	651.53		32.25	52.72				566.56
GERALD D SKILBECK	AIDE	900076549	R		675.75		30.41	645.34	69.61	31.94	51.70				492.09
JENNIFER M SPANN	SEC	900076550	R		1,456.32		347.52	1,108.80	88.83	54.89	89.84	56.94			818.30
MALLORY R. WAINMAN	TCH	900076551	R	2,913.46			108.73	2,804.73	346.46	138.83	41.09	104.66			2,173.69
EMILY R YATES	TCH	900076552	R	2,120.77	135.60		346.82	1,909.55	143.02	94.52	37.63	54.93			1,579.45
BRIAN K BANDY	TCH	900076553	R	4,396.62	205.00		149.38	4,452.24	666.68	214.45	75.11	66.53			3,429.47
DILLON S BINKLEY	ATHDI	900076554	R	3,333.34			32.97	3,300.37	59.50	163.37	48.33				3,029.17
MIGUEL T BOHRER	AIDE	900076555	R		723.08		175.37	547.71		19.27	44.39	23.47			460.58
HEATHER J BROWN	CAF	900076556	R		737.56		211.46	526.10		18.20	42.79	73.28			391.83
MATTHEW A BROWN	DIRBL	900076557	R	7,447.98			359.16	7,088.82	751.47	370.90	567.94				5,398.51
TASHA L CREASEY	BLD	900076558	R	1,526.08	292.38		334.41	1,484.05	93.15	73.46	119.79	25.05			1,172.60
MEGAN DELAI	TCH	900076559	R	2,280.65	22.50		148.11	2,155.04	90.33	94.92	31.58	56.73			1,881.48
ROBERT M DUNN	TCH	900076560	R	2,100.56	22.50		58.50	2,064.56	79.48	102.20	30.78	54.93			1,797.17
ALIXANDRA M EAGAN	CAF	900076561	R		969.52		246.39	723.13	30.65	35.79	58.66	8.00			590.03

Check Dates 11/18/2025 through 12/18/2025 - Check Number

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 - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
CHAD D FORNOFF	SUB	900076562	R		600.00		29.70	570.30		20.39	27.30				522.61
KIMBERLY P GLYNN	TCH	900076563	R	1,916.97	37.50		719.60	1,234.87	15.00	47.61	19.03	158.07			995.16
KIMBERLY A. HEPPERLY	TCH	900076564	R	3,572.55			35.33	3,537.22	507.61	175.09	51.80	58.60			2,744.12
NEIL HOLDERREAD	TCH	900076565	R	2,084.14			131.01	1,953.13	149.44	96.68	28.62	54.93			1,623.46
LINDSAY E. JOHNSON	TCH	900076566	R	2,139.59	30.90		144.77	2,025.72	179.65	94.40	29.68	82.68			1,639.31
TAYLEE K JULIAN	TCH	900076567	R	1,783.49			192.65	1,590.84	105.96	72.87	25.86	54.93			1,331.22
SHELLY J KENNEDY	TCH	900076568	R	3,415.10			270.21	3,144.89	250.51	149.79	46.09	58.60			2,639.90
STACEY R. KILLION	NURSE	900076569	R		2,692.00		500.63	2,191.37	28.58	77.12	184.56	20.00			1,881.11
ALEX KRUCKEBERG	TCH	900076570	R	1,900.39	90.00		260.08	1,730.31	122.70	85.65	27.26	52.07			1,442.63
BRITTANY L LANE	TRN	900076571	R		1,305.96		205.97	1,099.99	26.67	54.45	88.64	535.20			395.03
HATTIE LLEWELLYN	HSPRI	900076572	R	5,249.54			222.13	5,027.41	1127.70	225.34	73.65	22.10			3,578.62
MAGGIE M MCCLAREY	TCH	900076573	R	3,164.51			141.70	3,022.81	170.30	143.75	44.28	58.60			2,605.88
KRISTEN D. MCGUIRE	TCH	900076574	R	3,233.19			206.58	3,026.61	395.27	149.82	45.07	378.42			2,058.03
COLTON L MIDDLETON	TCH	900076575	R	1,968.00			77.92	1,890.08	141.87	87.68	28.54				1,631.99
CATHERINE A. MILLS	SEC	900076576	R		1,305.15		403.57	901.58	63.24	44.63	73.46	26.84			693.41
JAMES S MOORE	BLDS	900076577	R		1,042.02			1,042.02	41.70	51.58	79.72				869.02
BRAD A OWENS	BLD	900076578	R	1,752.82	0.42		189.30	1,563.94	177.74	77.42	125.68				1,183.10
KARA J. PECORARO	TCH19	900076579	R	2,747.88			177.18	2,570.70	299.44	115.49	39.84	56.73			2,059.20
DINA G PEECHER	SEC	900076580	R		907.97		236.78	671.19		33.22	54.47				583.50
JONATHAN D. REES	TCH	900076581	R	3,225.56			149.78	3,075.78	427.25	152.25	45.06	106.27			2,344.95
JASON T ROYER	ATHTR	900076582	R	1,925.00	54.45		199.48	1,779.97	128.66	88.11	142.98				1,420.22
NICHOLAS A SKINNER	TCH	900076583	R	1,701.14	45.00		103.67	1,642.47	112.16	81.30	24.07	52.07			1,372.87
CASEY R SPEARS	TCH	900076584	R	2,573.28	66.50		210.85	2,428.93	62.91	114.31	40.80	170.33			2,040.58
JAMES R SPIELMAN	BLD	900076585	R	1,581.30	3.22		181.70	1,402.82	126.40	69.44	112.77	309.95			784.26
JOSEPH VIOLA	COUNS	900076586	R	3,836.07	15.00		38.09	3,812.98	287.68	188.74	55.84				3,280.72
KRISTY L WEIDHUNER	TCH	900076587	R	2,297.66			209.52	2,088.14	165.64	103.36	31.60	62.72			1,724.82
GORDON A WELLS	SUB	900076588	R		360.00		35.64	324.36		16.06	12.66				295.64
DARA EJ BAHLMANN	SUB	900076589	R		600.00		53.46	546.54		27.05	12.42				507.07
ZACHARY L BREWER	SUB	900076590	R		420.00		41.58	378.42		10.89	6.09				361.44
JACK BUERKETT	SUBST	900076591	R		60.00		5.94	54.06		2.68	0.87				50.51
SUSAN L CODY	SUB	900076592	R		120.00			120.00			9.18				110.82
ELYSE M COPELIN	NSC	900076593	R	1,601.06				1,601.06		79.25	122.49				1,399.32
ISABELLA COX	NSC	900076594	R	2,401.59			23.75	2,377.84		117.70	34.82				2,225.32
DARRIN R. CUMMINGS	SSO	900076595	R		2,704.41		121.70	2,582.71	354.01	127.84	206.88	135.22			1,758.76
KYLE J DICKMAN	SUB	900076596	R		360.00		23.76	336.24		8.81	12.66				314.77

Check Dates 11/18/2025 through 12/18/2025 - Check Number

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 - DEDS	REIMBURSE + DEDS	TAXABLE - BENS	NET = PAY
DONALD L EDWARDS	SSO	900076597	R		699.19		31.46	667.73	75.11	33.05	53.49				506.08
CATHY R FIDLER	SUB	900076598	R		720.00			720.00		35.64	55.08				629.28
SIERRA FOSTER	SUB	900076599	R		120.00		11.88	108.12		5.35	1.74				101.03
GUINEVERE R HOLT	SUB	900076600	R		120.00			120.00			9.18				110.82
JENNIFER B HUMPHREY	SUB	900076601	R		60.00		5.94	54.06		2.68	0.87				50.51
JOSEPH T HUMPHREY	SUB	900076602	R		360.00		17.82	342.18		16.94	16.38				308.86
PEYTON N KIRKPATRICK	SOCIA	900076603	R	2,621.99			198.83	2,423.16	205.84	114.07	35.51	56.73			2,011.01
KENNETH D KISSEL	SSO	900076604	R		662.54			662.54	25.00	32.80	50.69				554.05
PATRICK JOE KRALL	SUB	900076605	R		1,556.59		154.10	1,402.49	56.92	69.42	22.57				1,253.58
JILINDA LARSON	ADM	900076606	R	7,456.51			73.74	7,382.77	1323.82	365.45	108.12				5,585.38
CYNTHIA D MOORE	DOS	900076607	R	1,761.40	66.89		127.27	1,701.02	98.85	84.20	139.86	182.83			1,195.28
LORI D NIEMEIER	CSBO	900076608	R	5,315.19			293.98	5,021.21	757.05	248.55	75.02	150.00			3,790.59
LARRY R PIOTROWSKI	SSO	900076609	R		2,620.99		117.94	2,503.05	208.64	123.90	200.50				1,970.01
RONDA SCHEERER	SUB	900076610	R		420.00		35.64	384.36		19.03	9.81				355.52
MADELYN SHAWGO	SUB	900076611	R		120.00		5.94	114.06			5.46				108.60
DENISE TALBERT	DOS	900076612	R	1,779.70	204.20		154.43	1,829.47	134.60	90.56	146.78	207.94			1,249.59
TERRI L VANTINE	DOS	900076613	R	1,401.94	46.34		89.17	1,359.11	153.15	67.28	108.96	152.03			877.69
DARRIN S VOGT	SUB	900076614	R		840.00		41.58	798.42		39.52	38.22				720.68
THOMAS J WILSEY	TECHA	900076615	R	1,453.29	2.60		65.52	1,390.37	81.91	68.82	111.38	500.00			628.26
MARK A. BALLENGER	TRN	900076616	R		1,258.32		56.62	1,201.70	249.48	51.65	96.27				804.30
MELISSA CHARNESKI	TRN	900076617	R		633.16		28.49	604.67		22.09	48.44				534.14
MELISSA M COMBS	TRMON	900076618	R		858.53		38.63	819.90	10.00	40.59	65.68	33.20			670.43
EVA ELY	TRMON	900076619	R		364.15			364.15		18.03	27.86				318.26
KENNETH HILL	TRN	900076620	R		839.27		37.77	801.50		39.67	64.20				697.63
SETH C HILL	TRND	900076621	R	3,255.83			700.27	2,555.56	291.64	126.50	206.71				1,930.71
TECIA L KERR	TRN	900076622	R		1,122.65		265.43	857.22	2.39	34.59	69.44	56.37			694.43
PATRICK LILLIE	TRN	900076623	R		899.20		40.46	858.74		42.51	68.79				747.44
REBECCA KAY MENDENHALL	TRN	900076624	R		1,252.98		343.95	909.03	55.35	45.00	73.86				734.82
KRIS C. NEUMAN	SUBT	900076625	R		50.37			50.37		2.49	3.85				44.03
RODGER R PERRY	TRN	900076626	R		515.88			515.88		9.86	39.46				466.56
RODERICA H SANDHAAS	TRMON	900076627	R		704.81			704.81	25.00	34.89	53.92				591.00
RONALD E. SANDHAAS	TRN	900076628	R		850.90		38.29	812.61	60.00	40.22	65.10				647.29
TROY L SANSON	TRNM	900076629	R	2,629.64	819.45		239.26	3,209.83	456.75	178.89	257.42	29.21			2,287.56
WILLIAM R TALBERT	TRNFT	900076630	R		3,511.20		268.40	3,242.80	523.78	153.84	260.16	440.04			1,864.98
SUSAN L TURNER	TRMON	900076631	R		427.14			427.14		21.14	32.67				373.33
Summary Totals				\$508,107.21				\$599,081.92	\$28,502.36		\$20,896.90				
					\$149,524.30		\$58,549.59		\$49,533.84		\$22,741.43				\$477,407.39

21 Check(s) Reported
329 Deposit(s) Reported

COMMUNITY UNIT SCHOOL DISTRICT #16
NEW BERLIN, ILLINOIS
November 17, 2025

MINUTES OF BOARD MEETING

President Neuman called the Board Meeting to order at 6:01 p.m. Members Marr, Mann, Arndt, Bishoff, Beard and Griffith were present.

Administration shared Pretzel Shoutouts.

Books were donated to the Elementary, Junior High and High School Libraries on behalf of the Board for Board Member Appreciation Day.

President Neuman opened the floor to public comment, of which there were none.

IASB Talking Points covered the upcoming Joint Annual Conference.

President Neuman opened the floor for any adjustments to the agenda. The recommendation was made to move Item #12 (Approve the Contract for Suzanne Keller, Superintendent, for 2026-2031-5 year contract) to #8. There were no objections to this adjustment.

There were no questions or comments regarding Director Reports.

Administrators reports were shared.

The Superintendent reported that all three schools were ranked commendable. She updated the Board on DLM Special Ed notification, informed the Board about the \$50,000 matching grant program and asked that they prepare to continue with the book study for next month.

A motion was made by Member Marr and seconded by Member Bishoff to approve the Contract for Suzanne Keller, Superintendent, for 2026-2031 (5 year contract). The motion passed on a roll call vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Bishoff and seconded by Member Beard to approve the Consent Agenda. The motion passed on a roll call vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Marr and seconded by Member Beard to approve the 2025 Tentative Tax Levy. The motion passed on a roll call vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Marr and seconded by Member Beard to approve the Truth-in-Taxation Hearing date for 2025 Tax Levy, as December 18, 2025. The motion passed on a voice vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Beard and seconded by Member Mann to approve to Seek Bids for School Bus Purchase. There were questions directed to and answered by the Transportation Director regarding the bus bid specs and the software program that assists in maintaining efficient bus routes. The motion passed on a roll call vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Bishoff and seconded by Member Mann to approve the Early Graduation Requests. The motion passed on a voice vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Marr and seconded by Member Griffith to approve the HS Boys Basketball Rules. The motion passed on a voice vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Beard and seconded by Member Griffith to approve the JH girls Volleyball Rules. The motion passed on a voice vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made to table Item 10G-approve the ISBE School Maintenance Grant Program (\$50,000). The motion passed on a voice vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made at 6:54 p.m. by Member Beard and seconded by Member Bishoff to adjourn to executive session for the purpose of employee, security procedures and safety, student discipline and litigation matters. The motion passed on a roll call vote, 7-0.

A motion was made at 7:29 p.m. by Member Marr and seconded by Member Bishoff to return to open session. The motion passed on a roll call vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

A motion was made by Member Bishoff and seconded by Member Marr to approve the Personnel Consent Agenda (Carrie Vogler-Asst. JH Volleyball Coach, Steve Staley-JH Track&Field Asst. Coach (step adjustment), D'von Auna-Paraprofessional, Chip Wagner-Hd JH Baseball Coach). The motion passed on a roll call vote, 7-0. President Neuman, Members Marr, Bishoff, Mann, Arndt, Beard and Griffith voted yea.

President Neuman asked the Board to make note of the Leave of Absence Report and Resignations.

A motion was made at 7:29 p.m. by Member Beard and seconded by Member Bishoff to adjourn the meeting. The motion passed on a voice vote, 7-0. President Neuman, Members Marr, Mann, Arndt, Bishoff, Beard and Griffith voted yea.

The meeting ended at 7:29 p.m.

Secretary

President

Original: ☒ X
Amended: ☐

ILLINOIS STATE BOARD OF EDUCATION
School Business and Support Services Division
(217) 785-8779

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the County Clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name	District Number	County
NEW BERLIN CUSD	16	SANGAMON, MORGAN

Amount of Levy

Educational	\$ 6,020,000
Operations & Maintenance	\$ 2,108,033
Transportation	\$ 798,700
Working Cash	\$ 140,536
Municipal Retirement	\$ 145,000
Social Security	\$ 310,000

Fire Prevention & Safety *	\$ 20,000
Tort Immunity	\$ 330,575
Special Education	\$ 2,248,568
Leasing	\$ 281,071
	\$ 0
Other	\$ 0
Total Levy	\$ 12,402,483

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of 6,020,000 dollars to be levied as a special tax for educational purposes; and
the sum of 2,108,033 dollars to be levied as a special tax for operations and maintenance purposes; and
the sum of 798,700 dollars to be levied as a special tax for transportation purposes; and
the sum of 140,536 dollars to be levied as a special tax for a working cash fund; and
the sum of 145,000 dollars to be levied as a special tax for municipal retirement purposes; and
the sum of 310,000 dollars to be levied as a special tax for social security purposes; and
the sum of 20,000 dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and
the sum of 330,575 dollars to be levied as a special tax for tort immunity purposes; and
the sum of 2,248,568 dollars to be levied as a special tax for special education purposes; and
the sum of 281,071 dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and
the sum of 0 dollars to be levied as a special tax for _____; and
the sum of 0 dollars to be levied as a special tax for _____
on the taxable property of our school district for the year 2025

Signed this [Day] day of [Month] 2025.

(President)

(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full 1 .

(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No. 16 , SANGAMON, MORGAN County, Illinois, on the equalized assessed value of all taxable property of said school district for the year 2025 was filed in the office of the County Clerk of this County on , 2025.

In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon.

The total levy, as provided in the original resolution(s), for said purposes for the year 2025, is \$.

(Signature of County Clerk)

(Date)

(County)

2025 LEVY CALCULATION PAGE

Original Assumptions	
Consumer Price Index	2.90%
Actual Total EAV for 2024	\$271,436,839

Legend

District Assumptions & Data Entry
Calculated Values
Review Needed

Limiting Rate: $(\text{Prior Year Extension} \times (1 + \text{Lesser of 5\% or CPI}))$
 $(\text{Total EAV} - \text{New Property})$

Estimated Existing EAV % change for 2025	3.15%
Estimated Existing EAV Value for 2025	\$279,997,957

Limiting Rate	3.5811
Estimated Capped Extension	\$10,065,553.07

Estimated New Property for 2025	\$1,073,006	
Estimated Total EAV for 2025	\$281,070,963	Includes New Property
Estimated Total EAV % change for 2025	3.55%	Includes New Property

	Prior Year Extension	Statutory Maximum Tax Rate	Individual Fund Estimated Maximum Extension	Weighted Extension Based on Prior Year Extension	Levy Amount \$	Levy Increase %	Final Levy Amount
Educational	\$4,856,783.21			\$5,016,781.80	\$6,020,000		\$6,020,000.00
Operations & Maintenance	\$1,332,926.86	0.75	\$2,108,032.22	\$1,376,837.90	\$2,108,032		\$2,108,033.00
Transportation	\$644,305.58			\$665,531.15	\$798,700		\$798,700.00
Working Cash	\$115,540.16	0.05	\$140,535.48	\$119,346.44	\$140,535		\$140,536.00
Municipal Retirement	\$115,540.16			\$119,346.44	\$145,000		\$145,000.00
Social Security	\$249,017.02			\$257,220.47	\$310,000		\$310,000.00
Fire Prevention & Safety *	\$66,608.05	0.10	\$281,070.96	\$68,802.34	\$20,000		\$20,000.00
Tort Immunity	\$266,691.31			\$275,477.01	\$330,575		\$330,575.00
Special Education	\$1,866,043.81	0.80	\$2,248,567.70	\$1,927,517.50	\$2,248,568		\$2,248,568.00
Leasing	\$231,079.50	0.10	\$281,070.96	\$238,692.03	\$281,071		\$281,071.00
	\$0.00	0.00	\$0.00	\$0.00			\$0.00

Capped Extension	\$9,744,535.66

\$10,065,553.07

Truth in Taxation		
Capped Levy	\$12,402,483.00	27.28% YES
Truth in Taxation Required		

Levy Amount Above Estimated Extension	\$2,336,929.93

SEDOL IMRF Extension	\$0.00

Estimated SEDOL IMRF Levy
(Lake County Only, Included in Truth in Taxation Calculation)

SEDOL IMRF Levy	\$0.00

Bond & Interest Extension	\$1,619,773.82

Estimated Bond and Interest Levy
(County Clerk Levies Bond & Interest for the District, Verify Records with County Clerk)

Bond & Int. Levy	\$1,637,425.00	1.09%

Total Extension	\$11,364,309.48

Total Levy	\$14,039,908.00	23.54%

LEVY INPUT PAGE - ASSUMPTIONS

Legend

District Assumptions & Data Entry
Calculated Values
Review Needed

Tax Levy Year 2025

District Name NEW BERLIN CUSD Enter District Name
District Number 16 Enter District Number
Aggregate or County 1 SANGAMON Enter County 1 Name or Enter "Aggregate" to enter Aggregate Extension Below
County 2 MORGAN Enter County 2 Name to Itemize County Extension Below
County 3 Enter County 3 Name to Itemize County Extension Below
County 4 Enter County 4 Name to Itemize County Extension Below
Fill out County names as needed - leave other boxes blank

PTELL - Tax Capped Yes Choose Yes or No
Cook County Prior Year EAV Limit No Choose Yes or No

Critical Assumptions - Formulas in this workbook are dependent on assumptions entered for PTELL & Cook County questions

Original Tax Levy Certificate x
Amended Tax Levy Certificate
Enter "x" in one box only

Lesser of 5% or Consumer Price Index 2.90% Lesser of 5% or CPI for Year Ending 2024, Applies to the 2025 Levy

Actual Rate Setting EAV for 2024 \$271,436,839 Enter Actual Rate Setting EAV for 2024

Estimated Existing EAV % Change for 2025 3.15% Enter Reassessment Percentage Before New Property

Estimated New Property for 2025 \$1,073,006 Enter Estimated New Property

Estimated Total EAV for 2025 \$281,070,963 Includes New Property
Total % Change From Prior Year 3.55% Includes New Property

No. of Tax Levied Bond Issues Outstanding 1 Flow-through to Certificate of Tax Levy, Verify Records with County Clerk(s)

Note, do not include the amount of PTAB revenue recapture added to the extension pursuant to Public Act 102-0519.

	Input Statutory Maximum Tax Rate	Total 2024 Extension for all Counties	Input 2024 SANGAMON County Extension	Input 2024 MORGAN County Extension:
Educational		\$4,856,783.21	4,702,645.38	154,137.83
Operations & Maintenance	0.75	\$1,332,926.86	1,290,628.06	42,298.80
Transportation		\$644,305.58	623,860.60	20,444.98
Working Cash	0.05	\$115,540.16	111,873.74	3,666.42
Municipal Retirement		\$115,540.16	111,873.74	3,666.42
Social Security		\$249,017.02	241,120.80	7,896.22
Fire Prevention & Safety *	0.10	\$66,608.05	64,491.92	2,116.13
Tort Immunity		\$266,691.31	258,230.90	8,460.41
Special Education	0.80	\$1,866,043.81	1,806,826.64	59,217.17
Leasing	0.10	\$231,079.50	223,747.47	7,332.03
Custom Fund Name		\$0.00		

Total Capped Extension for 2024 \$9,744,535.66 9,435,299.25 309,236.41

SEDOL IMRF (Lake County Only)

Bond and Interest Extension for 2024 \$1,619,773.82 1,570,970.47 48,803.35

Total 2024 Extension \$11,364,309.48 Include Abatements for Truth in Taxation (35 ILCS 200/18-70)
This Includes Abatements for the Property Tax Relief Grant

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

RESOLUTION abating the taxes heretofore levied for the year 2025 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022B, of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois.

* * *

WHEREAS, the Board of Education (the “*Board*”) of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois (the “*District*”), by resolution adopted on the 6th day of September, 2022 (the “*Resolution*”), did provide for the issue of \$8,945,000 General Obligation School Bonds (Alternate Revenue Source), Series 2022B, of the District (the “*Bonds*”), and the levy of direct annual taxes sufficient to pay the principal of and interest on the Bonds (the “*Pledged Taxes*”); and

WHEREAS, the Resolution established a special fund of the District known as the “Alternate Bond Fund of Series 2022B” (the “*Bond Fund*”) for the repayment of the Bonds; and

WHEREAS, the Board hereby determines that Pledged Revenues (as defined in the Resolution) or other lawfully available funds are available and on deposit in the Bond Fund in an amount sufficient to pay the principal of and interest on the Bonds when due, so as to enable the abatement of all of the Pledged Taxes levied for the year 2025; and

WHEREAS, the Board hereby further determines that it is necessary and in the best interests of the District that the Pledged Taxes levied for the year 2025 to pay the Bonds be abated in their entirety:

NOW, THEREFORE, Be It and It is Hereby Resolved by the Board of Education of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, as follows:

Section 1. Abatement of Tax. The Pledged Taxes levied for the year 2025 in the Resolution are hereby abated in their entirety.

Section 2. Filing of Resolution. Forthwith upon the adoption of this Resolution, the Secretary of the Board shall file a certified copy hereof with the County Clerks of Sangamon and Morgan Counties, Illinois, and it shall be the duty of said County Clerks to abate the Pledged Taxes levied for the year 2025 in accordance with the provisions hereof.

Section 3. Effective Date. This Resolution shall be in full force and effect forthwith upon its adoption.

Adopted December 18, 2025.

President, Board of Education

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF SANGAMON)

CERTIFICATION OF SECRETARY

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois (the “*Board*”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a true, correct and complete copy of a resolution adopted at a meeting of the Board held on December 18, 2025, entitled:

RESOLUTION abating the taxes heretofore levied for the year 2025 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022B, of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board on a day other than a Saturday, Sunday or legal holiday in the State of Illinois and at least 48 hours in advance of the holding of said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that at least one copy of said agenda was continuously available for public review from the time of such posting until said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 18th day of December, 2025.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF SANGAMON)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Sangamon, Illinois, and as such official I do further certify that on the ____ day of _____, 2025, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION abating the taxes heretofore levied for the year 2025 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022B, of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois.

duly adopted by the Board of Education of the Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, on the 18th day of December, 2025, and that the same has been deposited in the official files and records of my office.

I do further certify that the taxes heretofore levied for the year 2025 for the payment of General Obligation School Bonds (Alternate Revenue Source), Series 2022B, as described in said resolution be abated in its entirety as provided in said resolution.

IN WITNESS WHERETO, I hereunto affix my official signature and the seal of said County, this ____ day of _____, 2025.

County Clerk of The County of Sangamon,
Illinois

(SEAL)

STATE OF ILLINOIS)
) SS
COUNTY OF MORGAN)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Morgan, Illinois, and as such official I do further certify that on the ____ day of _____, 2025, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION abating the taxes heretofore levied for the year 2025 to pay debt service on the General Obligation School Bonds (Alternate Revenue Source), Series 2022B, of Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois.

duly adopted by the Board of Education of the Community Unit School District Number 16, Sangamon and Morgan Counties, Illinois, on the 18th day of December, 2025, and that the same has been deposited in the official files and records of my office.

I do further certify that the taxes heretofore levied for the year 2025 for the payment of General Obligation School Bonds (Alternate Revenue Source), Series 2022B, as described in said resolution be abated in its entirety as provided in said resolution.

IN WITNESS WHERETO, I hereunto affix my official signature and the seal of said County, this ____ day of _____, 2025.

County Clerk of The County of Morgan,
Illinois

(SEAL)

Document Status: Draft Update

BOARD OF EDUCATION

2:120 Board Member Development

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; (4) trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on OMA is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date. [PRESSPlus1](#)

The Superintendent or designee shall post on the District website the names of all Board members who have completed the professional development leadership training described in number 1, above.

Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14, adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All members are encouraged to attend workshops for members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.:

5 ILCS 120/1.05 and 120/2, Open Meetings Act.

105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of Board of Education Meetings)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

Document Status: Draft Update

BOARD OF EDUCATION

2:150 Committees

The Board of Education shall establish a committee of the whole to assist with the Board's governance function and, in some situations, to comply with State law requirements in areas of Finance, Extra Curricular, Transportation, and Buildings Operations/Maintenance Committee. Committee members may include both Board members and non-Board members depending on the committee's purpose. A Board committee shall not take final action on behalf of the Board - it may only make recommendations to the Board. [PRESSPlus1](#)

Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members.

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

105 ILCS 5/10-20.14 and 5/14-8.05.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:240 (Board Policy Development), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. This policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at www.iasb.com, to determine necessary changes. **Issue 120, October 2025**

Document Status: Draft Update

BOARD OF EDUCATION

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

NEW

Discrimination and harassment on the basis of race, color, or national origin negatively affect 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 goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies 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 [see PRESSPlus1](#) 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 under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

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

Reports and complaints of discrimination or 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.

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: <https://dhr.illinois.gov/about-us/contact-idhr.html> or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield).

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

Enforcement

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

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

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, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

LEGAL REF.:

42 U.S.C. §2000d, 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.

105 ILCS 5/22-95 ~~(final citation pending)~~.

775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

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), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:10 Fiscal and Business Management

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the Board of Education and publishing it by ~~before~~ [PRESSPlus1](#) December 1 as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

Budget Planning

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

Preliminary Adoption Procedures

After receiving the Superintendent's proposed budget, the Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The Board Secretary shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed, including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds, and the public shall be invited to comment, question, or advise the Board.

Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to ISBE requirements.

The Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. Board members' names voting *yea* and *nay* shall be recorded in the minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 days of the budget's adoption.
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing at which the Board certifies its operational levy.
4. Present a written report that includes the annual average expenditures of the District's operational funds for the previous three fiscal years at or before the board meeting at which the Board adopts its levy. In the event the District's combined cash reserve balance of its operational funds is more than 2.5 times the annual average expenditures of those funds for the previous three fiscal years, the Board will adopt and file with ISBE a reserve reduction plan by December 31.
5. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
6. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act.

Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all deficit fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that category, except when a transfer of funds is authorized by the Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists.

LEGAL REF.:

105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17-1.3, 5/17-1.10, 5/17-2A, 5/17-3.2, 5/17-11, 5/20-5, 5/20-8, and 5/20-10.

35 ILCS 200/18-55 et seq., Truth in Taxation Law.

23 Ill.Admin.Code Part 100.

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-17, amended by P.A. 104-261, eff. 1-1-26. No later than December 1 each year, a school board must make its statement of affairs available to the public by posting it on the district's website and publishing it in a newspaper of general circulation. 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 120, October 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:30 Revenue and Investments

Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

Investments

The Board of Education shall appoint a Chief Investment Officer, which may be the Treasurer. The Chief Investment Officer and Superintendent shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

Authorized Investments

The Chief Investment Officer may invest District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial

and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, 30 ILCS 238/.

Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last two sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, demand deposit account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District shall consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the CRA;
2. For financial institutions subject to the Ill. Community Reinvestment Act (ICRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the ICRA.[PRESSPlus1](#)
3. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
4. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
5. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
6. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA. The District may not deposit public funds in a financial institution subject to the ICRA unless either: (1) the institution has a current rating of satisfactory under the ICRA at the time of deposit; or (2) the Ill. Dept. of Financial and Professional Regulation has not yet completed its initial examination of the institution under the ICRA. The District may not withdraw public funds from a financial institution prior to the date of maturity solely on the basis of a less than satisfactory rating under the ICRA. When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding

under the CRA and the ICRA.

Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, 30 ILCS 235/. The Superintendent or designee shall keep the Board informed of collateral agreements.

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3, Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.:

30 ILCS 235/, Public Funds Investment Act.

30 ILCS 238/, III. Sustainable Investing Act.

105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Public Funds Investment Act, 30 ILCS 235/8, amended by P.A. 104-92, eff. 1-1-26. **Issue 120, October 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. The Superintendent shall also ensure the District's auditing firm files the District's audit with ISBE annually on or before October 15. [PRESSPlus1](#)

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report (AFR) on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the ~~Annual Financial Report~~ AFR with the Board before it is submitted, and submit one copy of the AFR to the Regional Superintendent of Schools annually on or before October 15. The Superintendent shall also ensure the District's auditing firm files the District's AFR with ISBE annually on or before October 15. [PRESSPlus2](#)

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 \$10,000 and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention 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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. Optional. Inclusion of this sentence supports the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26. **Issue 120, October 2025**

PRESSPlus 2. Optional. Inclusion of this sentence supports the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26. **Issue 120, October 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:140 Waiver of Student Fees

The Superintendent will recommend to the Board of Education a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education, as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the Superintendent will recommend to the Board which additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for a waiver.

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, and that applications for waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a).

The Superintendent or designee will give additional consideration when one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage;
- Financial hardship in the household.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.:

42 U.S.C. §11434a, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.13, 5/10-22.25, and 5/27-24.2815, ~~and 5/28-19.2~~. [PRESSPlus1](#)

23 Ill.Admin.Code §1.245 [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:190 Targeted School Violence Prevention Program

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program. The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).
2. Establish Building-level Threat Assessment Team(s) to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.

LEGAL REF.:

105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/22-1107-23.7. [PRESSPlus1](#)

105 ILCS 128/, School Safety Drill Act.

745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.

29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child

Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement Requests~~Police Interviews~~), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 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 or use of District-issued equipment to record such types of violence, [PRESSPlus1](#) 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 Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX.

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.

Title IX Coordinator:

Jill Larson, Supt.

600 N. Cedar, New Berlin, IL 62670
jlarson@pretzelpride.com
217-488-2040

600 N. Cedar, New Berlin, IL 62670
jlarson@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

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 and 180/33, 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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Victims' Economic Security and Safety Act (VESSA), 820 ILCS 180/33, added by P.A. 104-171, eff. 1-1-26. **Issue 120, October 2025**

Document Status: Draft Update

General Personnel

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY). Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Negligent failure to report occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS.

Any District employee who discovers child sexual abuse material ~~pornography~~ PRESSPlus1 on electronic and information technology equipment, as defined in 325 ILCS 5/4.5(a), shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at report.cybertip.org/ or www.missingkids.org. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

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

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial

employment and at least every three years after that date.

3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations as required by law and policy 5:100, *Staff Development Program*.

Alleged Incidents of Sexual Abuse: Investigations

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A, 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.

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation. The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with Board policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor, or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated.

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*.

Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

If the Board determines that any District employee, other than an employee licensed under 105 ILCS 5/21B, has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately.

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in Board policy 2:20, *Powers and Duties of the Board of Education; Indemnification*.

LEGAL REF.:

20 U.S.C. §7926, Elementary and Secondary Education Act.

105 ILCS 5/10-21.9, 5/10-23.13, 5/21B-85, 5/22-85.5, and 5/22-85.10.

20 ILCS 1305/1-1 et seq., Department of Human Services Act.

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

720 ILCS 5/12C-50.1, Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Law Enforcement Requests ~~Police Interviews~~)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 325 ILCS 5/4.5, amended by P.A. 104-245, eff. 1-1-26. **Issue 120, October 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 110/3.105/27-240 [PRESSPlus1](#) (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 5/27-11523.4 [PRESSPlus2](#) (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 all school personnel and school resource officers 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), 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 (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*).

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, 5/22-115, 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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-240, added by P.A. 104-391, replacing the citation to 105 ILCS 110/3.10, repealed by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-115, renumbered by P.A. 104-391. **Issue 120, October 2025**

Document Status: Draft Update

Professional Personnel

5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:
 - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
 - b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.
 - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

20 U.S.C. §6312(e)(1)(A).

105 ILCS 5/10-20.15, 5/21B-15, 5/21B-20, 5/21B-25, 5/21B-120, [PRESSPlus1](#) and 5/24-23.

23 Ill.Admin.Code §1.610 et seq., §1.705 et seq., and Part 25.

CROSS REF.: 6:170 (Title I Programs)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response P.A. 104-111, eff. 1-1-26, establishing a short-term approval credential for teachers in accordance with rules developed by ISBE. **Issue 120, October 2025**

Document Status: Draft Update

Professional Personnel

5:200 Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

School Year and Day, Assignments and Transfers, Evaluation

Please refer to the following current agreement:

Agreement between the Board of Education School District #16 and the New Berlin Education Association.

Nursing Mothers

The District accommodates employees who are nursing mothers and compensates them for reasonable time needed to express breastmilk [PRESSPlus1](#) according to provisions in State and federal law.

Salary

Teachers shall be paid according to the salaries fixed by the Board, but in no case less than the minimum salary provided by the School Code. Teachers shall be paid at least monthly on a 10- or 12-month basis.

School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in 105 ILCS 5/14-1.09a.

Dismissal

The District will follow State law when dismissing a teacher.

LEGAL REF.:

29 U.S.C. §218(d), Pub. L. 117-328, Pump for Nursing Mothers Act.

42 U.S.C. §2000gg et seq., Pub. L. 117-328, Pregnant Workers Fairness Act.

105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, 5/22-96, 5/22.4, 5/24-16.5, 5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.

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

23 Ill.Admin.Code Parts 50 (Evaluation of Educator Licensed Employees) and 51 (Dismissal of Tenured Teachers).

Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532(1985).

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Adopted: July 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Nursing Mothers in Workplace Act, 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26. **Issue 120, October 2025**

Document Status: Draft Update

Professional Personnel

5:220 Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year through June 30, 2026, but not more than 100 paid days in the same classroom. Beginning July 1, 2026, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education (ROE) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30-calendar-day period, the District makes a written request to the ROE for a 30-calendar-day extension and the extension is granted by the ROE.

LEGAL REF.:

105 ILCS 5/10-20.68, 5/21B-20(2), 5/21B-20(3), and 5/21B-20(4).

105 ILCS 128/22, School Safety Drill Act. [PRESSPlus1](#)

40 ILCS 5/16-118, Ill. Pension Code.

23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

CROSS REF.:5:30 (Hiring Process and Criteria)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to P.A. 104-198, eff. 1-1-26, requiring districts to provide all substitute personnel with: (1) training on school evacuation drills and law enforcement lockdown drills, and (2) support that includes, at a minimum, the information packet given to employees with district-approved materials outlining evacuation and lockdown procedures. Maps indicating all school exits must also be prominently displayed in every classroom. **Issue 120, October 2025**

Document Status: Draft Update

Educational Support Personnel

5:280 Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time to time at the Board's sole discretion.

Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Ill. State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

Nonlicensed Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a nonlicensed person from serving as a guest lecturer or resource person under a ~~certificated~~ licensed [PRESSPlus1](#) teacher's direction and with the administration's approval. When appropriate, the Superintendent may seek approval from the responsible regional superintendent for a noncertificated individual to provide specialized instruction that is not otherwise readily available in the school environment in the field that the individual is particularly qualified by reason of specialized knowledge or skill.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers

Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder who is a service member [PRESSPlus2](#) has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.:

34 C.F.R. §200.58.

105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.

625 ILCS 5/6-104 and 5/6-106.1, Ill. Vehicle Code.

23 Ill.Admin.Code §§1.280, 1.630, and 25.510.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

PRESSPlus 2. *Service member* means a member of the Armed Services or reserve forces of the United States or a member of the Ill. National Guard. 625 ILCS 5/6-106.1(j). **Issue 120, October 2025**

Document Status: Draft Update

Educational Support Personnel

5:300 Schedules and Employment Year

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board of Education policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, workload, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

Breaks

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday. The District accommodates employees who are nursing mothers and compensates them for reasonable time needed to express breast milk [PRESSPlus1](#) according to State and federal law.

LEGAL REF.:

29 U.S.C. §§207 and 218d, Fair Labor Standards Act.

105 ILCS 5/10-20.14a, 5/10-22.34, and 5/10-23.5.

740 ILCS 137/, Right to Breastfeed Act.

820 ILCS 105/, Minimum Wage Law.

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

CROSS REF.:5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 (Compliance with the Fair Labor Standards Act)

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Nursing Mothers in Workplace Act, 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:20 School Year Calendar and Day

School Calendar

The Board of Education, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students ~~shall~~^{may} [PRESSPlus1](#) devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.:

105 ILCS 5/10-19, 5/10-19.05, [5/10-20.46](#), 5/10-20.56, ~~5/10-20.46~~, 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-~~5103~~, ~~5/27-18~~, ~~5/27-19~~, ~~5/27-20~~, and 5/27-~~1025~~[20.1](#), and ~~5/27-20.2~~.

10 ILCS 5/11-4.1, Election Code.

5 ILCS 490/, State Commemorative Dates Act.

23 Ill.Admin.Code §1.420(f).

Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the Board of Education), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/24-2(c), amended by P.A. 104-391, making

commemorative holidays optional to observe and moving the last Friday in April (Arbor and Bird Day), October 9 (Leif Erikson Day), and the day immediately after Thanksgiving (Native American Heritage Day) to commemorative holidays. In addition, 105 ILCS 5/27-20 and 105 ILCS 5/27-20.2, both repealed by P.A. 104-391, removed American Indian Day and Just Say No Day, respectively, from the list of commemorative holidays. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:40 Curriculum Development

Adoption

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements,
5. The curriculum District-wide and articulated across all grade levels,
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

Experimental Educational Programs and Pilot Projects

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. At least every two years, [PRESSPlus1](#) the Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, (2) it is substantially related to the achievement of the important objective for the class or activity, and (3) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved

teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

LEGAL REF.:

20 U.S.C. §1681, Title IX of the Education Amendments of 1972, ~~implemented by~~ 34 C.F.R. Part 106.

105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.:6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational 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), 6:130 (Program for the Gifted), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:185 (Remote Educational Program), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Districts are required to evaluate single-sex classes and extracurricular activities at least every two years. 34 C.F.R. §106.34(b)(4)(ii). See also an FAQ from the U.S. Dept. of Education's Office of Civil Rights at: www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf. Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single-sex classes. This subhead may be removed if a district will not offer single-gender classes or activities. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, and (h) music, and (i) drug and substance abuse prevention including the dangers of opioid abuse. [PRESSPlus1](#) A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) career and technical ~~vocational~~ [PRESSPlus2](#) education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, including worker safety in those zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In all schools, drug and alcohol abuse prevention education, including: [PRESSPlus3](#) (a) in each year in grades K through 4, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse, (b) in grades 5 through 12, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (c) in grades 6-12, the dangers of fentanyl, and (d) in grades 7 through 12, as well as in interscholastic athletic programs, anabolic steroid abuse prevention, which must also be taught in interscholastic athletic programs.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes

of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.

5. In grades kindergarten through 12, through the 2026-2027 school year, [PRESSPlus4](#) age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. Beginning in the fall of 2027, in grades 3-8 each year, age- and developmentally appropriate instruction on online safety, [PRESSPlus5](#)
7. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
8. In all grades, character education, [PRESSPlus6](#) must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction on in all grades will include examples of behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
9. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, and (d) the Pledge of Allegiance, and (e) the voting process, [PRESSPlus7](#)
10. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see Board policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
11. In all schools, health education must be stressed, including: [PRESSPlus8](#) (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, proper nutrition, (b) physical fitness, (c) personal health habits, (d) dangers and avoidance of abduction, (d) age- and developmentally appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education, PRESSPlus9 (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education PRESSPlus10 and (f) in grades 6-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law, including a an age- and developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b 1010.
12. In all schools, abduction education that addresses the danger of and avoidance of abduction, [PRESSPlus11](#)

13. In grades 9-12, the dangers of allergies must be taught. [PRESSPlus12](#)
14. In grades 9-12, training on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator. [PRESSPlus13](#)
15. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. In grades 6-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals. In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area.
16. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
17. In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
18. In grades 9 through 12, through the 2026-2027 school year, [PRESSPlus14](#) a unit of instruction on media literacy that includes, but is not limited to, ~~all of~~ the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason. Beginning in the fall of 2027, in grades 9 through 12, a unit of instruction on media literacy and Internet safety that includes, but is not limited to, all of the following topics: (a) accessing and evaluating information; (b) creating media; (c) reflecting on media consumption and social responsibility; (d) legal and social penalties for illicit actions online; and (e) reporting illicit content online. [PRESSPlus15](#)
19. In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. *Computer science* means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet.
20. In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on

climate change.

21. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the present day, with a focus on urban Native Americans, and (j) ~~beginning in the fall of 2024,~~ the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

18. ~~In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.~~ [PRESSPlus16](#)
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, ^{Q1} and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States.

25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling.

LEGAL REF.:

Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.

Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

47 C.F.R. §54.520.

5 ILCS 465/3 and 465/3a.

20 ILCS 2605/2605-480.

105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-20.84, 5/10-23.13, ~~5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2~~ 5/22-110, 5/27-105, 5/27-110, 5/27-115, 5/27-210, 5/27-215, 5/27-245, 5/27-250, 5/27-255, 5/27-260, 5/27-305, 5/27-310, 5/27-315, 5/27-405, 5/27-410 (scheduled for repeal on 7-1-27), 5/27-415 (scheduled for repeal on 7-1-27), 5/27-505, 5/27-510, 5/27-515, 5/27-520, 5/27-525, 5/27-530, 5/27-535, 5/27-540, 5/27-545, 5/27-605, 5/27-705, 5/27-710, 5/27-715, 5/27-720, 5/27-725, 5/27-810, 5/27-815, and 5/27-1050. [PRESSPlus17](#)

~~105 ILCS 110/3, Comprehensive Health Education Program.~~ [PRESSPlus18](#)

105 ILCS 435/, Vocational Education Act.

625 ILCS 5/6-408.5, Ill. Vehicle Code.

23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.:4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

Adopted: December 19, 2024

Questions and Answers:

***Required Question 1. A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. For a resource originally developed by the NJ Commission on Holocaust Education, see www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf.

Does the Board provide instruction studying the causes and effects of the Irish Famine?

☐ No. (Default)

☐ Yes. (IASB will add "the Irish Famine" after "the Famine-Genocide in Ukraine," and IASB will add 5/27-1030 to the Legal References.)

PRESSPlus Comments

PRESSPlus 1. Stricken from #1 and added below. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-605, amended by P.A. 104-387, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 3. Drug abuse prevention education is no longer part of the Comprehensive Health Education Program (CHEP) and is therefore listed as a separate item. P.A. 104-391 consolidated drug prevention education related topics into one new section of the School Code, 105 ILCS 5/27-255. **Issue 120, October 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/27-410 (scheduled for repeal on 7-1-27), amended by P.A. 104-399, eff. 1-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 5. Required by 105 ILCS 5/27-405(b), added by P.A. 104-391. Boards locally determine the scope and duration of this unit of instruction. Topics to include in online safety instruction are not mandated, but the following are recommended: (1) safe and responsible use of the Internet, social networking websites, electronic mail, online messaging and posting, and other means of communication on the Internet; (2) recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators; (3) risks of transmitting personal information on the Internet; (4) recognizing and avoiding unsolicited or deceptive communications received online; (5) reporting online harassment, cyber-bullying, and illegal activities and communications on the Internet; (6) the legal penalties and social ramifications for illicit actions taken online, including infringement of copyright laws and the creation and sharing of harmful, defamatory, or sexually explicit content; and (7) the relationship between responsible use of online resources and social-emotional health. *Online safety* means safe practices relating to an individual's or group's use of the Internet, social networking website, electronic mail, online messaging and posting, and other means of communication on the Internet. **Issue 120, October 2025**

PRESSPlus 6. Updated in response to P.A. 104-391, which repealed the requirement to teach character education formerly at 105 ILCS 5/27-12. **Issue 120, October 2025**

PRESSPlus 7. Updated in response to P.A. 104-391, which moved instruction on the voting process to civics education for grades 6, 7, or 8. **Issue 120, October 2025**

PRESSPlus 8. Letters (a) - (i) are required by CHEP. 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 9. 105 ILCS 5/27-815, renumbered by P.A. 104-391, also requires safety instruction in each of grades 1 through 8, equivalent to one class period each week. Neither CHEP nor 105 ILCS 5/27-815 (as it pertains to grades 1-8) define safety education or explain how it differs from the optional safety education that boards can offer under 105 ILCS 5/27-1020, renumbered by P.A. 104-391, though districts could draw from the topics listed in that section. **Issue 120, October 2025**

PRESSPlus 10. Consent education under CHEP is limited to the definition of *consent* under 105 ILCS 5/27-215(a), added by P.A. 104-391; this basic consent instruction is separate from the more extensive, optional consent education under 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391. For more information, see PRESS sample policy 6:60, *Curriculum Content*, at footnote 33, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 11. Required by 105 ILCS 5/27-105, added by P.A. 104-391. The Ill. State Police and Ill. State Board of Education (ISBE) must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480. See www.isbe.net/Documents/Child-Abduction-Prevention.pdf. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 12. Required by 105 ILCS 5/27-245, added by P.A. 104-391. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 13. Required by 105 ILCS 5/27-250, added by P.A. 104-391. Although this topic is no longer required by CHEP, it is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at www.iasb.com. **Issue 120, October 2025**

PRESSPlus 14. Updated in response to 105 ILCS 5/27-20.08, scheduled to be repealed on 7-1-27 by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 15. 105 ILCS 5/27-405, added by P.A. 104-391, details the requirements for media literacy and Internet safety instruction effective for the 2027-2028 school year. ISBE is required to make available instructional resources and professional development available for the development of a unit of instruction under 105 ILCS 5/27-405, subject to appropriation. Beginning with the 2027-2028 school year, media literacy instruction must also: (1) be age- and developmentally appropriate for each grade level being taught; (2) teach about the harmful physical, emotional, and psychological effects associated with unhealthy use of the Internet and social media; and (3) provide information on resources to report cyberbullying and the illicit online behavior of others. **Issue 120, October 2025**

PRESSPlus 16. Repealed by P.A. 104-391, formerly at 105 ILCS 5/27-3.5. **Issue 120, October 2025**

PRESSPlus 17. Updated in response to P.A. 104-391, renumbering, reorganizing, and repealing

citations throughout 105 ILCS 5/27. **Issue 120, October 2025**

PRESSPlus 18. Repealed by P.A. 104-391 and replaced, in part, by 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:130 Program for the Gifted

The Superintendent or designee shall implement an education program for gifted and talented learners that is responsive to student needs and is within the budget parameters as set by the Board.

This program will be responsive to student needs and within the budget parameters as set by the Board.
~~If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a “plan for gifted education” that would qualify for State funding.~~ [PRESSPlus1](#)

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented.

The School Board will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.:

105 ILCS 5/14A.

~~23 Ill.Admin.Code Part 227.~~

CROSS REF.: 6:135 (Accelerated Placement Program)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/14A, amended by P.A. 104-129, eff. 1-1-26, removing references to State funding for gifted programs and related requirements. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:160 English Learners

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (6) specific exit requirements of the program, (7) how the program will meet their child's individualized education program, if applicable, and (8) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

Parent/Guardian Involvement [PRESSPlus1](#)

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (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.

LEGAL REF.:

20 U.S.C. §§6312, 6314, 6315, and 6318.

20 U.S.C. §6801 et seq.

34 C.F.R. Part 200.

105 ILCS 5/14C-1 et seq.

23 Ill.Admin.Code Part 228.

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

Adopted: August 19, 2021

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:210 Instructional Materials

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. No R-rated movie shall be shown to students. Appropriate portions of R-rated movies may be shown only with prior approval of the Superintendent or designee. No movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings. The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating. Any portion of audio visual materials used in the classroom for any reason will be approved by the administration 1 week prior to use in the classroom.

Instructional Materials Selection and Adoption

The Superintendent shall recommend to the Board for consideration and adoption all textbooks and instructional materials and shall include the following information: (1) title, publisher, copyright dates, number of copies desired, and cost; (2) any texts being replaced; and (3) rationale for recommendation. [Q1](#) The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.:

105 ILCS 5/10-20.8 and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 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), 8:110 (Public Suggestions and Concerns)

Adopted: May 18, 2023

Questions and Answers:

***Required Question 1. A Board that does not have the capacity or desire to approve all instructional materials may use the following alternative:

The Superintendent shall recommend to the Board for consideration and adoption all textbooks and primary instructional materials and shall include the following information: (1) title, publisher, copyright dates, number of copies desired, and cost; (2) any texts being replaced; and (3) rationale for recommendation. The Superintendent shall approve the selection of all other instructional materials.

Has the Board adopted the alterative language shown above?

- ☐ No. (Default)
 - ☐ Yes. (IASB will add the language shown in underline above.)
-

Document Status: Draft Update

INSTRUCTION

6:260 Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to Board of Education policy 7:15, *Student and Family Privacy Rights*.

Parents/guardians, employees, and community members who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

Parents/guardians, employees, and community members with other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection Form*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision.

LEGAL REF.:

20 U.S.C. §1232h, Protection of Pupil Rights Amendment.

Mahmoud v. Taylor, 145 S.Ct. 2332 (2025). [PRESSPlus1](#)

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to Mahmoud v. Taylor, 145 S.Ct. 2332 (2025). holding that classroom instruction will likely burden parents' free exercise rights if it requires their children to submit to instruction "that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill." Unless otherwise required by law, it is unclear from Mahmoud whether a district would ever need to give advance notice to all parents/guardians of the use of certain curriculum or instructional materials that could trigger religious objections. Doing so could present discrimination concerns. Given the many unsettled legal issues in this area and the fact-dependent nature of the analysis involved, boards should consult with the board attorney regarding any curriculum objections. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:300 Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-~~22605~~. [PRESSPlus1](#)
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism, ~~and~~ principles of representative government, ~~and~~ proper use ~~and display~~ of the ~~American flag~~ ~~methods of voting, and the Pledge of~~ ~~Allegiance~~. [PRESSPlus2](#)
5. Participating in State assessments that are required for graduation by State law.
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.

A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty, this includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary to implement this policy.

Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish seven semesters of high school and meet all graduation requirements.

Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

Service Member Diploma

The District will award a diploma to a service member who was killed in action while performing active military duty with the U.S. Armed Forces or an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

LEGAL REF.:

105 ILCS 5/2-3.64a-5, 5/22-27, 5/22-87, 5/27-510~~3~~, 5/27-605~~22~~, and 5/27-615~~22.10~~.

105 ILCS 70/, Educational Opportunity for Military Children Act.

23 Ill.Admin.Code §1.440.

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: January 19, 2022

PRESSPlus Comments

PRESSPlus 1. Renumbered in response to P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-510, added by P.A. 104-391, requiring students to pass an exam on patriotism, principles of representative government, and proper use and display of the American flag, formerly addressed at 105 ILCS 5/27-3, repealed by P.A. 104-391. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

Credit for Non-District Experiences

The District does not grant graduation credit for learning experiences that an enrolled student does not complete through the District. This section does not govern the transfer of credits for students transferring into the District.

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(s) 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(s) in writing on forms provided by the 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, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Ongoing participation in a marching band program for credit;
2. Ongoing participation in an interscholastic or extracurricular athletic program (organized school-sponsored or school-sanctioned activities for students that are not part of the curriculum, not graded, not for credit, generally take place outside of school instructional hours, and under the direction of a coach, athletic director, or band leader);
3. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
4. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the American Council on Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

LEGAL REF.:

105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115(b), 5/2-3.142, 5/2-3.175, 5/10-22.43a, 5/10-20.62, 5/27-610, 5/27-710, and 5/27-1035 ~~22.3, and 5/27-22.05~~. [PRESSPlus1](#)

110 ILCS 27/, Dual Credit Quality Act.

23 Ill.Admin.Code §§1.425(e), 1.440(f), 1.470(c), and Part 255.

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

Adopted: January 18, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:315 High School Credit for Students in Grade 7 or 8

The Superintendent or designee may investigate, coordinate, and implement a program for students in grades 7 and 8 to enroll in a course required for a high school diploma.

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when the course is offered by the high school that the elementary student would attend and **either one** of the following is satisfied: (1) the student participates in the course at the high school and the elementary student's enrollment in the course would not prevent a high school student from being able to enroll, or (2) the student participates in the course where the student attends school as long as the **student passes the course and the end-of-course examination given at the high school granting the credit for the same course, demonstrating proficiency at the high school level, [PRESSPlus1](#)** or (3) the course is taught by a teacher who holds a professional educator license with an endorsement for the grade level and content area of the course.

A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course. That academic credit shall satisfy the requirements of **~~Section 27-22 of the School Code~~ [105 ILCS 5/27-615](#)** for purposes of receiving a high school diploma, unless evidence about the course's rigor and content show that the course did not address the relevant Illinois learning standard at the level appropriate for the high school grade during which the course is usually taken. The student's grade in the course shall also be included in the student's grade point average.

LEGAL REF.:

105 ILCS 5/10-22.43 and 5/27-**~~615~~ [22-10](#)**. [PRESSPlus2](#)

23 Ill.Admin.Code §1.460.

CROSS REF.: **[6:135 \(Accelerated Placement Program\)](#)**, 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

Adopted: January 14, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-615, amended by PA. 104-267, eff. 1-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. The Legal References are updated. **Issue 120, October 2025**

Document Status: Draft Update

INSTRUCTION

6:320 High School Credit for Proficiency

Proficiency Credits

Subject to the limitations in this policy and State law, the Superintendent or designee is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

Foreign language - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.

Other proficiency testing - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

LEGAL REF.:

105 ILCS 5/10-22.43, 5/10-22.43a, and 5/27-605~~22, and 5/27-24.3~~. [PRESSPlus1](#)

23 Ill.Admin.Code §1.460; Part 680, State Seal of Biliteracy.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8)

Adopted: January 14, 2021

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-605, amended by P.A. 104-387 and amended and renumbered by P.A. 104-391, allowing students to choose one year of career and technical education to meet a high school graduation requirement. **Issue 120, October 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 complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator 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.

Plyler v. Doe, 457 U.S. 202 (1982). [PRESSPlus1](#)

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

Ill. 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, 5/22-105, 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), 7:150 (Agency and Law Enforcement Requests), 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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-105(c)(1-3), added by P.A. 104-288, eff. 1-1-26, codifying Plyler v. Doe, 457 U.S. 202 (1982), prohibiting districts from taking any action that would deny a child free public education based on the child's or their parent's/guardian's actual or perceived citizenship or immigration status, and requiring districts to establish a policy and procedures regarding agency and law enforcement requests, to ensure this right is preserved. See policy 7:150, *Agency and Law Enforcement Requests*, and sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at www.iasb.com.
Issue 120, October 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), 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. 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, and information about available community 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 all school personnel, Board members, and school resource officers 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. An approval process for students to attend activities allowed under 105 ILCS 5/10-19.05(k), including provisions for making up missed coursework that do not penalize students. [PRESSPlus1](#)
15. 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*.
16. 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.

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 5/10-19.05(k), 5/22-92, and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, 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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under 105 ILCS 5/21B. **Issue 120, October 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 5/22-11027-23.7 [PRESSPlus1](#)

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. Artificial intelligence includes generative artificial intelligence.

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, posting or distributing sexually explicit images, 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*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*. [PRESSPlus2](#)

Digital replica means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

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.

Unauthorized digital replica means the use of a digital replica of an individual without the consent of the depicted individual.

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, 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.

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217-488-2040

Title IX Coordinator:

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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 specifying the date of adoption (indicated by month, date, and year) [PRESSPlus3](#) 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), 5/22-110, and 5/24-24, ~~and 5/27-23.7~~.

405 ILCS 49/, Children's Mental Health Act.

775 ILCS 5/1-103, III. 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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. All definitions are directly from 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, or any other statutes it incorporates by reference. **Issue 120, October 2025**

PRESSPlus 2. This sentence is required beginning with the 2026-27 school year. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 3. Including the month, date, and year that an updated policy was adopted is required by 23 Ill. Admin.Code §1.295(c)(2). **Issue 120, October 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. 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.

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. 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.

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, III. State Board of Education (ISBE) 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, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on 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. If the report of (1), above, pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm. [PRESSPlus1](#) 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 to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 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 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. 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 et seq., 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, 5/22-110, 5/24-24, 5/26-12, 5/27-240~~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 Law Enforcement Requests~~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), 8:30 (Visitors to and Conduct on School Property)

Adopted: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174. **Issue 120, October 2025**

Document Status: Draft Update

STUDENTS

7:290 Suicide and Depression Awareness and Prevention

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 Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, Curriculum Content, which implements ~~105 ILCS 5/2-3.139 and 105 ILCS 5/27-215.7~~ (requiring education for students ~~on mental health and illness to develop a sound mind and a healthy body~~). [PRESSPlus1](#)
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by 105 ILCS 5/10-22.39 for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will

incorporate paragraph number 2, above, along with Board policies:

- a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
 - b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student and staff [PRESSPlus2](#)

identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, 5 ILCS 860/, Children's Mental Health Act, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

42 U.S.C. § 1201 et seq., Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, ~~105 ILCS 5/2-3.139~~, 5/3-14.8, ~~5/10-20.76~~, 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/14-1.01 et seq., 5/14-7.02, ~~and 5/14-7.02b~~, and 5/27-2157.

5 ILCS 860/, Student Confidential Reporting Act.

405 ILCS 49/, Children's Mental Health Act.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

745 ILCS 10/, Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-215, added by P.A. 104-391. **Issue 120, October 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-20.81, amended by P.A. 104-264, eff. 1-1-26, requiring districts to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12. **Issue 120, October 2025**

Document Status: Draft Update

STUDENTS

7:310 Restrictions on Publications; Elementary Schools

School-Sponsored Publications and Websites

School-sponsored publications, productions, and websites 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 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 Board policy 7:190, *Student Behavior*, 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 5/22-110~~7-23.7~~. [PRESSPlus1](#)

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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 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;~~ [PRESSPlus1](#) 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 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 Board policy 7:190, *Student Behavior*, and/or Student Handbooks;
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. 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 5/22-110 ~~5/27-20.08 and 5/27-23.7~~, 5/27-405, and 5/27-415 (scheduled for repeal on 7-1-27).

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 Publications; Elementary Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

Adopted: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/27-415, renumbered by P.A. 104-391 and scheduled for repeal on 7-1-27, addressing the requirements for media literacy instruction through the 2026-2027 school year. Beginning with the 2027-2028 school year, media literacy instruction is combined with instruction on Internet safety under 105 ILCS 5/27-405(c), added by P.A. 104-391. **Issue 120, October 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. [PRESSPlus1](#)

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, 5/14-1.01 et seq., and 5/26A-30.

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: June 26, 2025

PRESSPlus Comments

PRESSPlus 1. This policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at www.iasb.com, to determine necessary changes. **Issue 120, October 2025**

Document Status: Draft Update

COMMUNITY RELATIONS

8:30 Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, 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.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) 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.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town 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.

10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
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.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a ~~licensed~~ ~~certified~~ [PRESSPlus1](#) employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance

with the procedures below.

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.:

20 U.S.C. §7971 et seq., Pro-Children Act of 2001.

Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).

105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/22-110, and 5/24-25, and ~~5/27-23.7(a)~~. [PRESSPlus2](#)

115 ILCS 5/3(c), Ill. Educational Labor Relations Act.

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

410 ILCS 705/, Cannabis Tax and Regulation Act.

430 ILCS 66/, Firearm Concealed Carry Act.

720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Discipline), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Adopted: December 13, 2023

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 120, October 2025**

PRESSPlus 2. The Legal References are updated in response to P.A. 104-391. **Issue 120, October 2025**

Document Status: Draft Update - Rewritten

STUDENTS

7:150 Agency and Law Enforcement Requests

Title has been updated. Original Title: Agency and Police Interviews

The District recognizes the right of every student to equal access to a free public education under State and federal law, consistent with Board policy 7:10, *Equal Educational Opportunities*. District administrators and staff stand *in loco parentis* when government agency and law enforcement authority requests occur at school. [PRESSPlus1](#)

Federal and State Law Requirements Regarding Citizenship and Immigration Status in Schools [PRESSPlus2](#)

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity.
2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity.
3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent(s)/guardian(s) from District parental engagement activities or programs.
4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency.
5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to the requirements in 105 ILCS 5/22-105(c)(3). [PRESSPlus3](#)
6. Disclose information related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105 ILCS 5/22-105(c)(3).

State law does not prohibit or restrict the District from sending or receiving information about the citizenship or immigration status of an individual to or from the U.S. Dept. of Homeland Security or any other governmental entity under 8 U.S.C. §§1373 and 1644.

Responding to Agency and Law Enforcement Requests [PRESSPlus4](#)

The Superintendent shall develop procedures to manage requests by government agencies or law enforcement authorities regarding students at school. Procedures will:

1. Recognize individual student rights and privacy.

2. Recognize the potential impact the release of information or an interview may have on an individual student.
3. Minimize potential disruption.
4. Foster a cooperative relationship with government agencies and law enforcement authorities.
5. Maintain discipline and recognize that school employees stand in the relationship of the parents/guardians to the students during the school day.
6. Comply with State law including, but not limited to, ensuring that before a law enforcement agent, 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 Superintendent or designee will: [PRESSPlus5](#)
 - a. Notify or attempt to notify the student's parent(s)/guardian(s) 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 school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
 - c. If practicable, make reasonable efforts to ensure a trained law enforcement officer [PRESSPlus6](#) to promote safe interactions and communications with the student is present during questioning.
7. Manage reviewing and authorizing requests from law enforcement agents attempting to enter a school or school facility, in accordance with the requirements of 105 ILCS 5/22-105(c) (4). [PRESSPlus7](#)

LEGAL REF.:

U.S. Constitution, Amend. IV.

8 U.S.C. §1373 and §1644.

Plyler v. Doe, 457 U.S. 202 (1982).

III. Constitution, Art. I, §6.

105 ILCS 5/10-20.64, 5/10-20.68, 5/22-88, 5/22-105, and 5/24-24.

55 ILCS 80/, Children's Advocacy Center Act.

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

720 ILCS 5/31-1 et seq., Interference with Public Officers Act.

725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 2:160 (Board Attorney), 2:260 (Uniform Grievance Procedure), and 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

PRESSPlus Comments

PRESSPlus 1. This policy is renamed and rewritten in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, requiring districts to establish a policy by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement. See the footnotes of this sample policy for more information, available at PRESS Online by logging in at www.iasb.com.

By 7-1-26, districts are also required to develop procedures for reviewing and authorizing requests from *lawenforcement agents* attempting to enter a school or school facility. 105 ILCS 5/22-105(b), added by P.A. 104-288, eff. 1-1-26, defines *lawenforcement agent* as "an agent of federal, State, or local law enforcement authorized with the power to arrest or detain individuals or manage the custody of detained individuals for a law enforcement purpose, including civil immigration enforcement." *Law enforcement agent* does not include a school resource officer as defined in 105 ILCS 5/10-20.68. *Id.* See sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*. **Issue 120, October 2025**

PRESSPlus 2. Required by 105 ILCS 5/22-105(d), added by P.A. 104-288, eff. 1-1-26. **Issue 120, October 2025**

PRESSPlus 3. Districts must also still comply with federal and State laws, e.g., FERPA and the Ill. School Student Records Act, governing the disclosure of student records or information. **Consult the board attorney regarding legal requirements when requests are received from federal law enforcement agencies. Issue 120, October 2025**

PRESSPlus 4. With the exception of items #6 and #7, the listed standards for procedures are at the local school board's discretion and may be omitted. For procedures addressing #1-6, refer to the *Guidelines for Interviews of Students*, published by the Ill. Council of School Attorneys (ICSA *Guidelines*) at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/ in consultation with the board attorney. For procedures addressing the items listed in #7, refer to sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, available at PRESS Online by logging in at www.iasb.com, in consultation with the board attorney. Procedures covering item #7 are required by 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, and must be implemented by 7-1-26. **Issue 120, October 2025**

PRESSPlus 5. 105 ILCS 5/22-88. The statute does not specifically assign these duties to a school official, but instead states that "a law enforcement officer, school resource officer, or other school security personnel" must ensure these conditions are met before detaining and questioning a student on school grounds. For ease of implementation, this policy assigns these duties to a school official as they routinely contact parents/guardians and can arrange for the presence of school personnel during an interview. See the *ICSA Guidelines* for further discussion of school officials' responsibilities when law enforcement authorities interview students at school. **Issue 120, October 2025**

PRESSPlus 6. A *trained lawenforcement officer* is someone who: (1) received training in youth investigations approved or certified by his/her law enforcement agency or under 50 ILCS 705/10.22, or (2) is a juvenile police officer per 705 ILCS 405/1-3(17). 105 ILCS 5/22-88(b)(4). **Issue 120, October 2025**

PRESSPlus 7. 105 ILCS 5/22-105(c)(4), added by P.A. 104-288, eff. 1-1-26, requires a district to

develop procedures that: (1) designate authorized personnel at the school and the superintendent's office or school administrative office who may contact the board attorney, (2) require the designated authorized person and board attorney to work together to review requests from law enforcement agents to enter a school or school facility, including under judicial warrants, nonjudicial warrants, and subpoenas, (3) require the designated authorized personnel to monitor or accompany and to document all interactions with law enforcement agents while on the school's premises, and (4) require the designated authorized person to notify and seek consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, if a law enforcement agent requests access to a student for immigration enforcement purposes, unless such access is in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the student's parent/guardian.

Regarding requirement #2 in the paragraph immediately above, ensure that the superintendent's authority to designate others to contact the board attorney aligns with policy 2:160, *Board Attorney*. The superintendent will need to work with the board attorney to create a list of administrators authorized to consult directly with the board attorney if any agency or law enforcement request is received. Factors to consider when drafting this list include: the type of request received, the type of agency or law enforcement unit making the request, whether or not a warrant is presented, and whether or not exigent circumstances are claimed. **Issue 120, October 2025**

Document Status: Review and Monitoring

INSTRUCTION

6:280 Grading and Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Ill. State Board of Education (ISBE) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted. [PRESSPlus1](#)

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.:

105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: May 14, 2020

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to

determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 120, October 2025



25.26 New
Berlin High
School

School
Improvement
Plan
Data
Presentation

All Students ▾

Weighted Index Score ▾

2024 ▾

Overall Index Score
89.87
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
5.37/8.04%

Graduation Rate
53.57/53.57%

Chronic Absenteeism
6.57/10.00%

Climate Survey
6.67/6.67%

Math Proficiency
5.39/8.04%

9th Grade On Track
7.48/8.33%

Science Proficiency
4.80/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPvP

Indicators are not included when there are less than 20 Students worth of data.

All Students ▾

Weighted Index Score ▾

2025 ▾

Overall Index Score
90.91
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
8.04/8.04%

Graduation Rate
52.03/53.57%

Chronic Absenteeism
7.13/10.00%

Climate Survey
6.67/6.67%

Math Proficiency
5.87/8.04%

9th Grade On Track
7.54/8.33%

Science Proficiency
3.64/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPvP

Indicators are not included when there are less than 20 Students worth of data.

All Students ▾

Indicator Score ▾

2024 ▾

Overall Index Score
89.87
Commendable

Indicator scores range from 0-100 as a valuation of raw performance

ELA Proficiency

66.86/100

Graduation Rate

100.00/100

Chronic Absenteeism

65.69/100

Climate Survey

100.00/100

Math Proficiency

67.14/100

9th Grade On Track

89.85/100

Science Proficiency

89.66/100

Indicator Weight Distribution

8.04%

8.04%

53.57%

8.33%

10.00%

5.36%

6.67%

DATA NOT SHOWN IN DISPLAY

ELPvP

Indicators are not included when there are less than 20 Students worth of data.

All Students ▾

Indicator Score ▾

2025 ▾

Overall Index Score
90.91
Commendable

Indicator scores range from 0-100 as a valuation of raw performance

ELA Proficiency

100.00/100

Graduation Rate

97.12/100

Chronic Absenteeism

71.31/100

Climate Survey

100.00/100

Math Proficiency

73.01/100

9th Grade On Track

90.50/100

Science Proficiency

67.90/100

Indicator Weight Distribution

8.04%

8.04%

53.57%

8.33%

10.00%

5.36%

6.67%

DATA NOT SHOWN IN DISPLAY

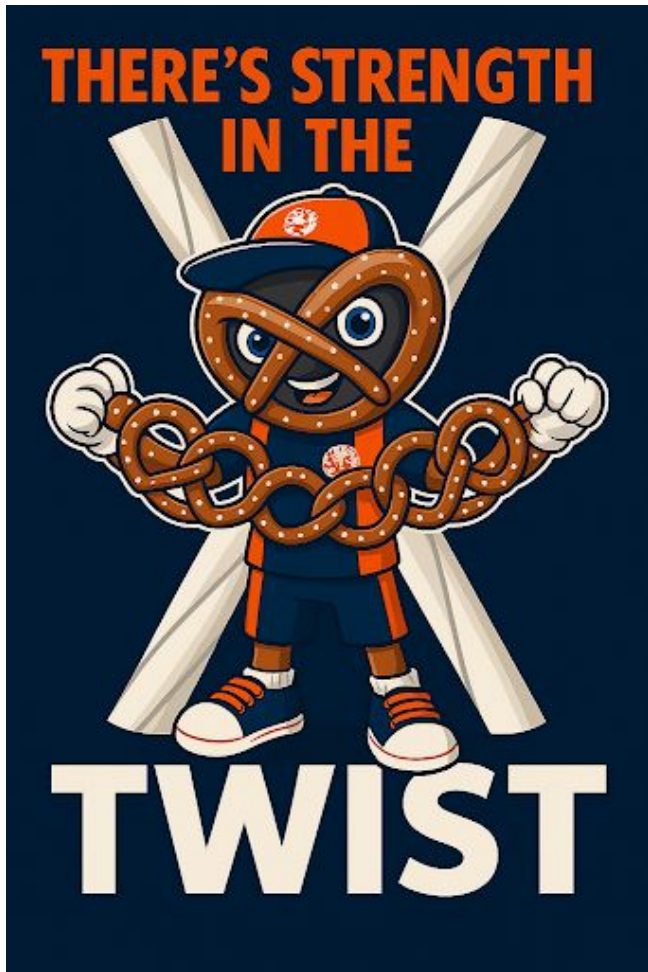
ELPvP

Indicators are not included when there are less than 20 Students worth of data.

Trend Data Tracker

Summative Designation Indicator Scores - Illinois School Report Card

Category & Weighted Index	2023	2024	2025	2026	2027 Target
ELA Proficiency - 8.04	85.28	66.86	47.8 (Ave Score 16.6)		
Math Proficiency - 8.04	72.85	67.14	73.01 (Ave Score 17.7)		
Composite Graduation Rate - 53.57	82.19	100	97.12		
Chronic Absenteeism - 10	67.20	65.69	71.31		
9th Graders on Track to Graduate -8.33	91.06	89.85	90.5		
Climate Survey - 6.67	100.00	100	100		
Science Proficiency - 5.36	100.00**	89.66	67.9 (Ave Score 18.3)		
Overall	83.07 Commendable	89.87 Commendable	90.91 Commendable		

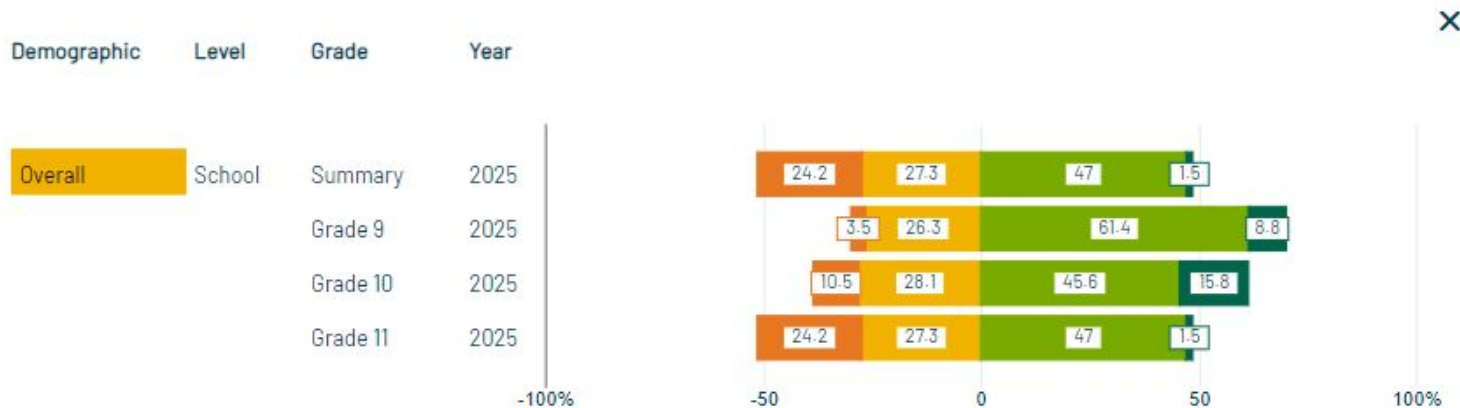


NBHS Goal 1 Reading

During the 2025-26 school year, we will increase the number of students performing on or above grade level by 25% from fall to spring on the iReady Reading Diagnostic.

25.26 ACT Suite of Assessments - ELA

Below Proficient Approaching Proficient Proficient Above Proficient



		2025			
		Below Proficient	Approaching Proficient	Proficient	Above Proficient
Demographic	Grade	School	School	School	School
Overall	Summary	24.2	27.3	47	1.5
	Grade 9	3.5	26.3	61.4	8.8
	Grade 10	10.5	28.1	45.6	15.8
	Grade 11	24.2	27.3	47	1.5

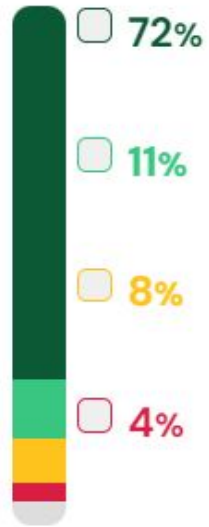
25.26 iReady - ELA

ELA Coursework

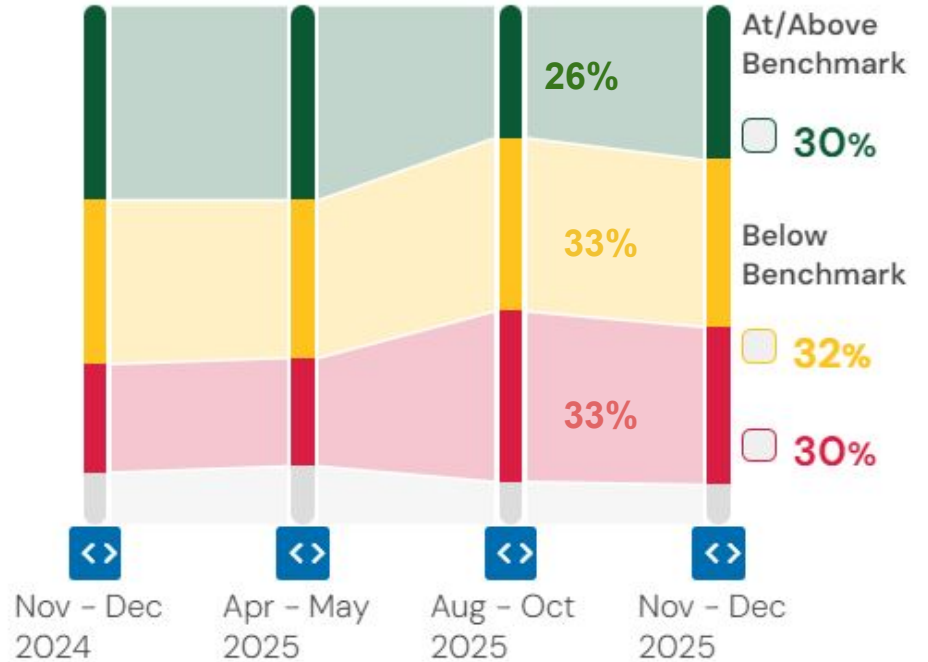


PSAT ... ▾

i-Ready Reading Diagnostic ▾



Year-to-date



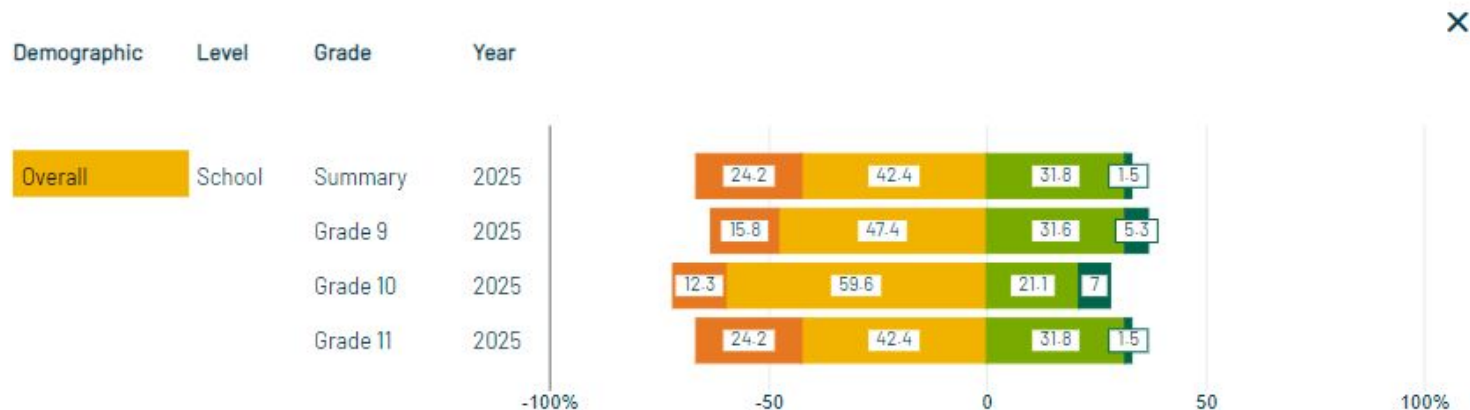


NBHS Goal 2 Math

During the 2025-26 school year, we will increase the number of students performing at or above grade level by 25% from fall to spring on the iReady Math Diagnostic.

25.26 ACT Suite of Assessments - MATH

Below Proficient Approaching Proficient Proficient Above Proficient



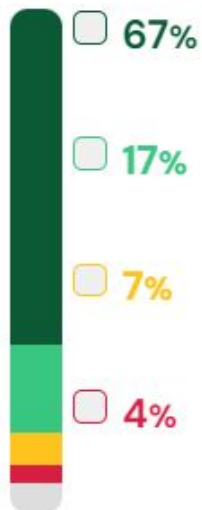
		2025			
		Below Proficient	Approaching Proficient	Proficient	Above Proficient
Demographic	Grade	School	School	School	School
Overall	Summary	24.2	42.4	31.8	1.5
	Grade 9	15.8	47.4	31.6	5.3
	Grade 10	12.3	59.6	21.1	7
	Grade 11	24.2	42.4	31.8	1.5

25.26 iReady - MATH

Mathematics Coursework [?]

PSAT ... ▾

i-Ready Math Diagnostic ▾

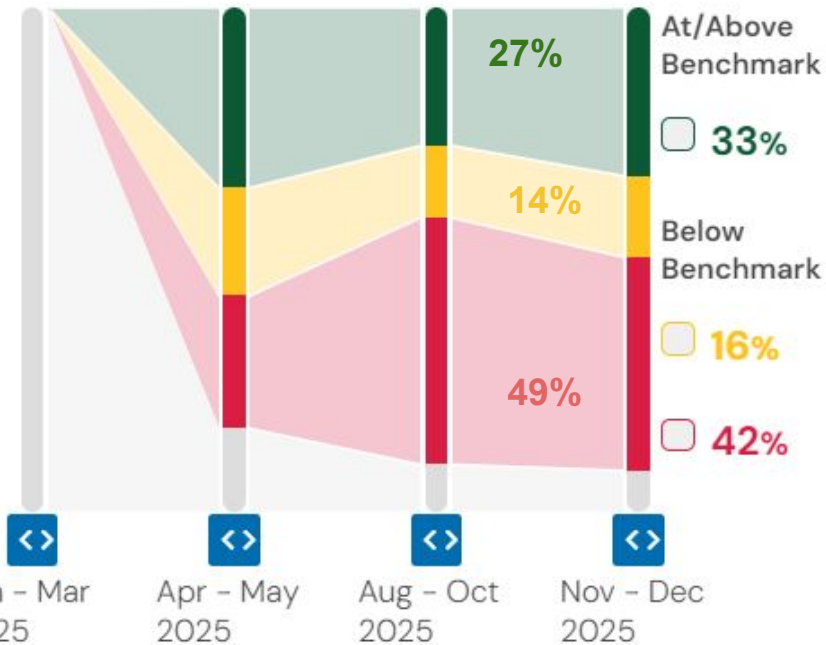


Year-to-date

0%

0%

0%





NBHS Goal 3 Successful Transition to Adulthood

During the 2025-26 school year, we will increase the percentage on each of our College and Career Readiness Indicators to meet the projected targets for this year.

25.26 CCRI Goals
Components of the College and Career Readiness Indicator

	2025 Report Card Data	State Targets (Spring)	Actual Outcome
% with 95% Attendance Jr/Sr Year	96%	95%	
GPA Category >3.75 2.8-3.34 <2,8 No GPA	30% 48% 20% 2%		
% of Students Meeting Min ACT Composite	20%		
1 Academic Indicator - ELA	64%	>57.38%	
1 Academic Indicator - Math	88%	>90.16%	
% ID Career Area by Sophomore Year	94%	>96.6%	
% Earned Career Ready Indicator 3+ 2 1 0	62 24 10 4		
Pathway Endorsement	0		

Academics

What is the Academics indicator?

The Academics indicator identifies each student's lowest grade for each subject in the selected timeframe. This can help you determine which students may benefit the most from academic intervention or support.

Show subjects ▾

What do the colors and labels mean?

Excelling
Student is excelling in all subjects this year.

- Their lowest grades over the course of this year are:
 - A
 - S+
 - G
 - P
 - B

On track
Student is on track in all subjects this year.

- Their lowest grades over the course of this year are:
 - S
 - C

At risk ⚠️
Student is at risk in at least one subject this year.

- Their lowest grades over the course of this year are:
 - D
 - S-

Critical 🚨
Student is critical in at least one subject this year.

- Their lowest grades over the course of this year are:
 - X
 - N
 - NI
 - E
 - F

Expand
Expand to see more details in this category.

Attendance

What is the Attendance indicator?

This indicator provides a quick view of students' status based on their Attendance. This can help you determine which students need the most intervention or support.

What do the colors and labels mean?

On Track for College/Career Readiness 🟢
Student has attended 95% or more of school days this year.

On Track for Graduation 🟡
Student has attended 90% or more, and less than 95% of school days this year.

At Risk 🟠
Student has attended 80% or more, and less than 90% of school days this year.

Critical 🔴
Student has attended less than 80% of school days this year.

Behavior

What is the Behavior indicator?

This indicator provides a quick view of students' status based on their Behavior. This can help you determine which students need the most intervention or support.

What do the colors and labels mean?

On Track for College/Career Readiness 🟢
Student has not had any incidents this year.

On Track for Graduation 🟡
Student has had incidents on 1–2% of school days this year.

At Risk 🟠
Student has had incidents on 3–5% of school days this year.

Critical 🔴
Student has had incidents on more than 5% of school days this year.

College and Career Readiness Targets Through Panorama Student Success

CCR/Well-Being

What is the CCR indicator?

The CCR indicator summarizes information from students' assessments of their own College and Career Readiness Skills (CCR) well-being. Keep in mind that this data is self-reported; a student with high scores may need just as much support as a student with low scores. Click into students' profiles to see how they self-assessed on each CCR topic.

What do the colors and labels mean?

Each color indicates how many topics are considered a strength for a student, based on their survey responses.

Reported All Strengths
Student has reported a strength in all CCR topics through this year.

Reported Many Strengths
Student has reported a strength in at least half of the CCR topics through this year.

Reported Some Strengths
Student has reported a strength in less than half of the CCR topics through this year.

Reported No Strengths
Student has not reported a strength in any CCR topics through this year.

Expand
Expand to see more details in this category.

Which topics are included?

Background Questions



Emotion Regulation
Students with strong emotion regulation stay relaxed and calm, even when things go wrong.



Self-Efficacy
Students with strong self-efficacy believe they can do a good job on their work.



Social Awareness
Students with a strong social awareness get along well with classmates and teachers.



Classroom Effort
Students with strong classroom effort try their hardest to do well in school.



Growth Mindset
Students with a growth mindset know that if they work hard they can learn anything.



Self-Management
Students with strong self-management are calm and focused on their work.

Which topics are included?



Challenging Feelings
Students who infrequently feel challenging feelings have few negative experiences and rarely feel upset. Note: For all topics, higher scores are more positive; for this topic, that means students with higher scores report fewer challenging feelings.



Supportive Relationships
Students with supportive relationships have people who they can be themselves around and count on for help.



Positive Feelings
Students who frequently feel positive feelings have many positive experiences and feel happy.

25.26 CCR - Panorama Student Success

	Academics			Attendance			Behavior			CCR/Well-Being		
	BOY	Projected	EOY	BOY	Projected	EOY	BOY	Projected	EOY	BOY	Projected	EOY
2029	71%	80%		89%	90		84%	85		65	>65	
2028	83%	80%		84%	90		97%	85		66%	>66	
2027	74%	80%		78%	95		87%	85		68%	>68	
2026	84%	80%		79%	95		99%	85%		63%	>63	
Overall	79%	80%		82%	90%		92%	>92%		66%	>66	

25.26 SIP Strategies

MTSS Team Monthly Problem-Solving Meetings

Academics - Missing Assignment Reports - Lunch Support - After School Support - Tutoring	Attendance This year we have a change to the Exam Exemption Coupons - 95% Attendance or greater instead of 8 periods or less missed.	Behavior - Interventions for students with 5 or more major referrals - Get out of Here Incentives for Good Behavior - Exam Coupon for Good Behavior	Health/SEL - Pretzels with a Purpose SEL Sessions - Social Work Support



25.26 New
Berlin Jr. High
School

School
Improvement
Plan
Data
Presentation

All Students ▾

Weighted Index Score ▾

2024 ▾

Overall Index Score

89.99

Exemplary

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency

8.04/8.04%

ELA Growth

26.79/26.79%

Chronic Absenteeism

14.08/20.00%

Climate Survey

5.00/5.00%

Math Proficiency

8.04/8.04%

Math Growth

22.69/26.79%

Science Proficiency

5.36/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPiP

All Students ▾

Weighted Index Score ▾

2025 ▾

Overall Index Score

78.30

Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency

8.04/8.04%

ELA Growth

20.04/26.79%

Chronic Absenteeism

14.77/20.00%

Climate Survey

5.00/5.00%

Math Proficiency

8.04/8.04%

Math Growth

17.06/26.79%

Science Proficiency

5.36/5.36%

Indicator Weight Distribution



DATA NOT SHOWN IN DISPLAY

ELPiP



NBJH Goal 1 - SEL

During the 2025-2026 school year, we will increase the percentage of students showing many strengths in College and Career Readiness Skills (CCR) well-being (in at least half of the CCR topics) in the Panorama Survey by 5% and in addition, will maintain a 90% Attendance rate per grade level per month.

What is the CCR indicator?

The CCR indicator summarizes information from students' assessments of their own College and Career Readiness Skills (CCR) well-being. Keep in mind that this data is self-reported; a student with high scores may need just as much support as a student with low scores. Click into students' profiles to see how they self-assessed on each CCR topic.

What do the colors and labels mean?

Each color indicates how many topics are considered a strength for a student, based on their survey responses.



Reported All Strengths

Student has reported a strength in all CCR topics through this year.

Reported Many Strengths

Student has reported a strength in at least half of the CCR topics through this year.

Reported Some Strengths

Student has reported a strength in less than half of the CCR topics through this year.

Reported No Strengths

Student has not reported a strength in any CCR topics through this year.

Expand

Expand to see more details in this category.

CCR/Well-Being

What is the Well-Being indicator?

The CCR indicator summarizes information from students' assessments of their own College and Career Readiness Skills (CCR) well-being. Keep in mind that this data is self-reported; a student with high scores may need just as much support as a student with low scores. Click into students' profiles to see how they self-assessed on each CCR topic.

What do the colors and labels mean?

Each color indicates how many topics are considered a strength for a student, based on their survey responses.



Reported All Strengths

Student has reported a strength in all Well-Being topics through this year.

Reported Many Strengths

Student has reported a strength in at least half of the Well-Being topics through this year.

Reported Some Strengths

Student has reported a strength in less than half of the Well-Being topics through this year.

Reported No Strengths

Student has not reported a strength in any Well-Being topics through this year.

Expand

Expand to see more details in this category.

Which topics are included?



Background Questions



Classroom Effort

Students with strong classroom effort try their hardest to do well in school.



Emotion Regulation

Students with strong emotion regulation stay relaxed and calm, even when things go wrong.



Growth Mindset

Students with a growth mindset know that if they work hard they can learn anything.



Self-Efficacy

Students with strong self-efficacy believe they can do a good job on their work.



Self-Management

Students with strong self-management are calm and focused on their work.



Social Awareness

Students with a strong social awareness get along well with classmates and teachers.

Which topics are included?



Challenging Feelings

Students who infrequently feel challenging feelings have few negative experiences and rarely feel upset. Note: For all topics, higher scores are more positive; for this topic, that means students with higher scores report fewer challenging feelings.



Positive Feelings

Students who frequently feel positive feelings have many positive experiences and feel happy.



Supportive Relationships

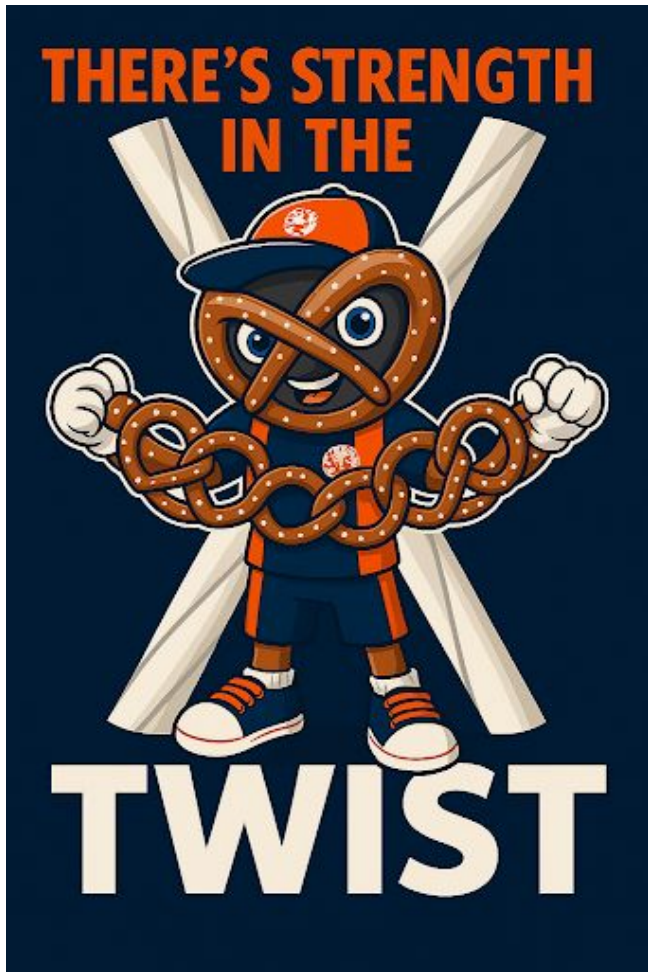
Students with supportive relationships have people who they can be themselves around and count on for help.

SEL - CCR Goal

	Fall Data Benchmark	Spring Projection (5% Projection)	Actual Outcome (Spring Final Result)
6th Grade	69% (38 out of 55)	74% (41 out of 55)	% (XX out of 55)
7th Grade	77% (41 out of 54)	82% (34 out of 54)	% (XX out of 54)
8th Grade	70% (40 out of 61)	75% (46 out of 61)	% (XX out of 61)

Attendance

	Aug	Sept	Oct	Nov	
6	95.32	95.41	94.09	94.46	
7	97.88	95.68	93.57	94.25	
8	95.96	94.87	96.92	94.35	
School Avg.	96.39%	95.32%	94.86%	94.35%	



NBJH Goal 2 - Reading

During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments

(last year = 5%).

Reading

	Fall Benchmark	Spring Projection (10%)	Winter Results	Final Spring Results
6th Grade	38% (21 out of 56)	48% (27 out of 56)	48% (26 out of 54)	% (XX out of 54)
7th Grade	27% (15 out of 56)	37% (21 out of 56)	% (18 out of 53)	% (XX out of 53)
8th Grade	44% (27 out of 61)	54% (33 out of 61)	55% (33 out of 60)	% (XX out of 60)

Diagnostic Growth

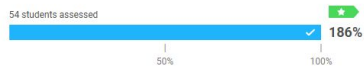
Subject: Reading School: NEW BERLIN JR/SR HIGH Grade: 6 Class/Report Group: All Reading Students [Clear Filter](#)

Comparison Diagnostic:

Winter 2025

11/14/25 - 02/27/26

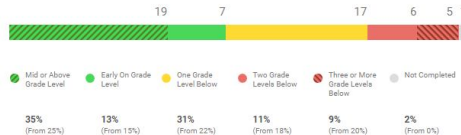
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this group is 186%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)

Diagnostic Growth

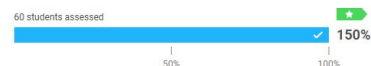
Subject: Reading School: NEW BERLIN JR/SR HIGH Grade: 8 Class/Report Group: All Reading Students [Clear Filter](#)

Comparison Diagnostic:

Winter 2025

11/14/25 - 02/27/26

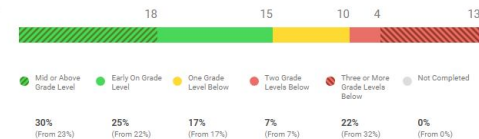
Progress to Annual Typical Growth (Median)



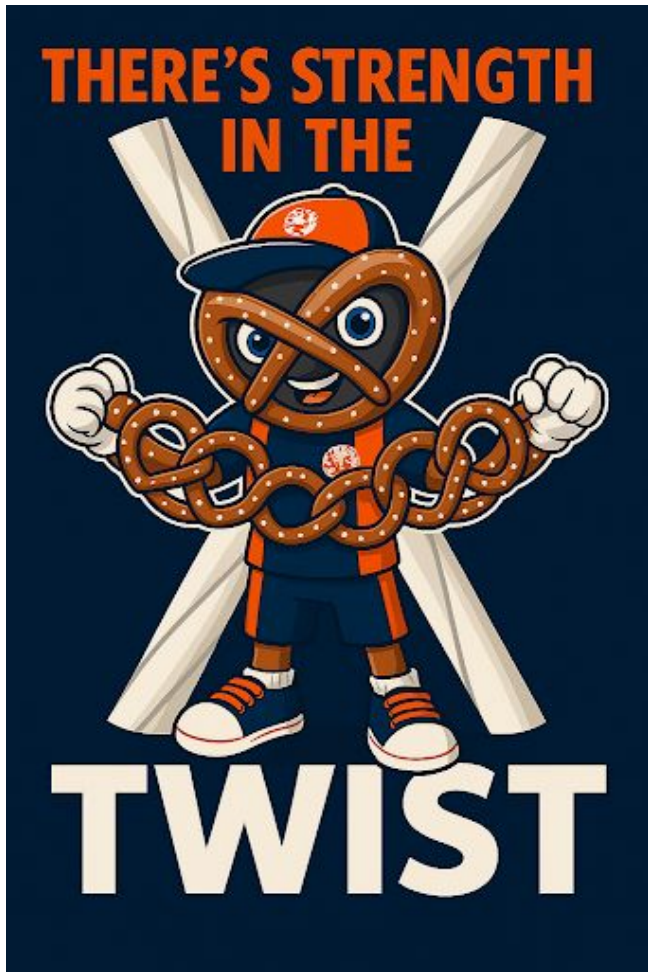
The median percent progress towards Typical Growth for this group is 150%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

[Learn More About Growth](#)

Current Placement Distribution



[The Mapping Between 5-Level and 3-Level Placements](#)



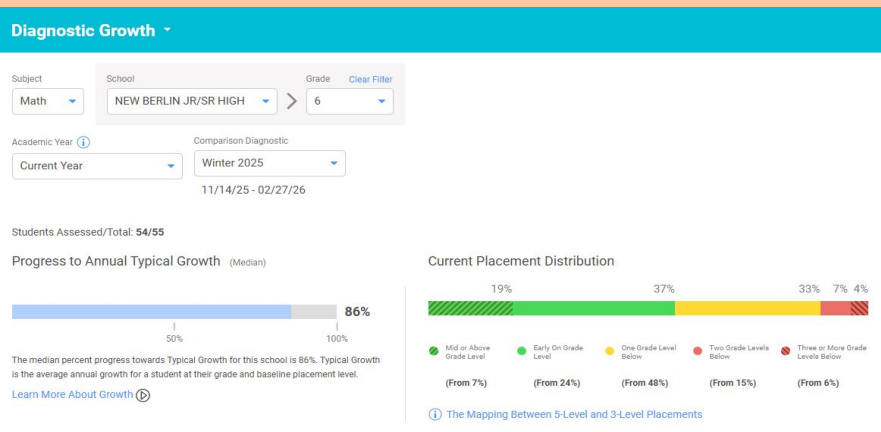
NBJH Goal 3 - Math

During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments

(last year = 5%).

Math

	Fall Benchmark	Spring Projection (10%)	Winter Results	Final Spring Results
6th Grade	34% (19 out of 56)	44% (25 out of 56)	56% (30 out of 54)	% (XX out of 54)
7th Grade	29% (16 out of 56)	39% (22 out of 56)	% (17 out of 53)	% (XX out of 53)
8th Grade	27% (13 out of 61)	37% (23 out of 61)	% (16 out of 60)	% (XX out of 60)



New Berlin Elementary



**2025-2026 School Improvement Plan
Evidence of Goals Met**

Building Our NBE SIP House

All Students ▾

Weighted Index Score ▾

2024 ▾

Overall Index Score
61.04
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
8.04/8.04%

ELA Growth
13.45/26.79%

Chronic Absenteeism
15.61/20.00%

Climate Survey
5.00/5.00%

Math Proficiency
8.04/8.04%

Math Growth
5.72/26.79%

Science Proficiency
5.20/5.36%

Indicator Weight Distribution

8.04% 8.04% 26.79% 26.79% 20.00% 5.36% 5.00%

All Students ▾

Weighted Index Score ▾

2025 ▾

Overall Index Score
80.81
Commendable

Weighted Index = Indicator Score x Effective Weight.

ELA Proficiency
8.04/8.04%

ELA Growth
26.11/26.79%

Chronic Absenteeism
16.10/20.00%

Climate Survey
5.00/5.00%

Math Proficiency
8.04/8.04%

Math Growth
12.40/26.79%

Science Proficiency
5.13/5.36%

Indicator Weight Distribution

8.04% 8.04% 26.79% 26.79% 20.00% 5.36% 5.00%



Goal 1 SEL: During the 2025-2026 school year, we will achieve an 85% fidelity average towards Implementation of Whole Brain Instruction, and we will maintain a 92% attendance rate per grade level.

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

The Building Principal will monitor Attendance Reports and collect, record, and report on Whole Brain Instruction Strategies, use the BEEP model applied via observations to determine an average of the overall implementation of Whole Brain Instruction, and introduce a building wide Student Engagement Average spreadsheet that tracks the application of strategies.

**Fall Baseline
Data:**

**Winter
Benchmark:**

**Spring Final
Results:**

**K-5 Fidelity:
35 %**

**K-5 Fidelity:
60%**

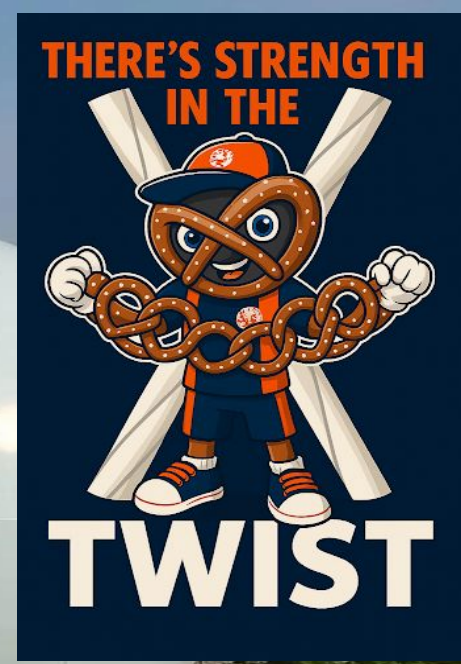
**K-5 Fidelity:
TBD**

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

The Administrative Team will monitor monthly attendance (at or above 92%) with check-ins, attendance incentives,

**Attendance
Mean through
December
2025 - 95.78**

**Attendance
Mean
through May
2026 - TBD**



NBCUSD #16 Monthly Attendance Percentages

	August	September	October	November	December	January	February	March	April	May
K	95.83	95.89	96.68	95.27	93.44					
1	96.86	97.43	97.05	95.77	93.07					
2	96.39	96.56	96.6	94.79	93.29					
3	97.71	97.14	97.73	96.51	94.88					
4	94.84	95.01	93.66	92.73	90.58					
5	97.59	97.88	98	96.64	94.91					
School	96.54	96.72	97	95.28	93.56					



Goal 2 ELA: 1. Implement Evidence-Aligned Literacy Instruction. By May 2026, 100% of ELA classrooms (K–5) will implement evidence-aligned literacy practices with 95% fidelity.

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

The Building Principal will report on the implementation of evidence-aligned literacy practices throughout the year using BEEP model observations, recording PD development, guidance during ILT meetings, monitoring through grade level team meetings, and inventorying literacy resources.

Fall Baseline Data:

Winter Benchmark:

**Spring Final
Results:**

K-5 Fidelity: 70%

K-5 Fidelity: 85%

K-5 Fidelity: TBD

**THERE'S STRENGTH
IN THE**



TWIST

Goal 3 Math: During the 2025-2026 school year, NBE will increase the percentage of students at each grade level (K-5) performing at early on grade level by 3% according to i-Ready assessments. In addition, each grade level will maintain their current percentage of early on grade level and mid or above grade level based on the Fall baseline. Said increase will result in at least three more students per grade level achieving early on grade level. Finally, the total early on grade level for K-5 will be a minimum of 11.3% while holding at least 3% for mid or above grade level. In short, NBE will add a minimum of 12 students to early on grade level by the Spring i-Ready Assessments.

Subject

School

Math

NEW BERLIN ELEMENTAR...

Academic Year

Diagnostic

Prior Diagnostic

Current Year

Fall 2025

None

08/18/25 - 08/29/25

3-Level Placement

Enhanced

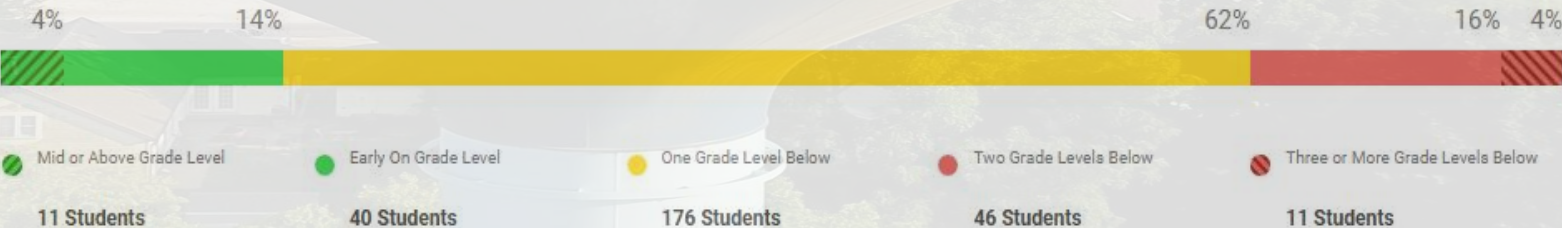
5-Level Placement

Projected Proficiency

Criterion Referenced

Overall Placement

Students Assessed/Total: 284/381



Subject

Math

School

NEW BERLIN ELEMENTAR...

Academic Year

Current Year

Diagnostic

Winter 2025

Prior Diagnostic

None

11/14/25 - 02/27/26

3-Level Placement

Enhanced

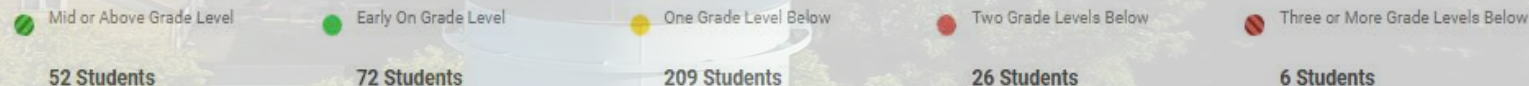
5-Level Placement

Projected Proficiency

Criterion Referenced

Overall Placement

Students Assessed/Total: 365/381



iReady Math scores to date.

We are well beyond our projected goals.

Building Leadership Team will reassess and reproject.

September 2025 Baseline Data		December 2025 Winter Benchmark		Spring Projection 2026		May 2026 Spring i-Ready Results	
Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level
K	2	K	14	K	reassess	K	
1	7	1	11	1	reassess	1	
2	7	2	11	2	reassess	2	
3	13	3	25	3	reassess	3	
4	21	4	27	4	reassess	4	
5	27	5	30	5	reassess	5	



New Berlin Elementary School

2025-2026 School Improvement Plan

District Mission and Vision

Mission: The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel PRIDE-
Perseverance
Respect
Integrity
Discipline
Empathy

Vision: *New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels.*

Beliefs

*We believe all students have individual talents.
We believe all students have an equitable opportunity to learn and achieve their academic and personal best.
We believe in our teachers' passions.
We believe learning extends beyond the classroom.
We believe our schools serve as a safe and secure environment for all students.
We believe in Pretzel Pride.
We believe in the value of every person.
We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.
We believe that character counts.
We believe that Pretzels serve others and achieve their dreams*

School Theme

Pretzel TEAM-Together Everyone Achieves More

New Berlin Elementary School Improvement Team [more](#)

BLT Members

Katie Barrett, Renee Cooper, Skylar Davis, Courtney Fry, Wendy Kanllakan, Jolene Luca, Taylor Maus, Whitney Peecher, Emily Sworobowicz

ILT Members

Ashley Berola, Jamie Brown, Amanda Fleshman, Carli Hemphill, Hailee Hamilton, Liz Birch, Kara Cox, Grace Crawford, Shelly Haas, Jenna Katterhenry, Audrey Lanzotti

PBIS Members

Christina Iacono, Peyton Kirkpatrick, Kelsi Knox, Brad Olysav, Stacey Maxson, Madison Reynolds, Kara Pecoraro

Administration

Jill Larson, Matthew Jokisch, Tyler Berola

Goal 1 SEL: During the 2025-2026 school year, we will achieve an 85% fidelity average towards Implementation of Whole Brain Instruction, and we will maintain a 92% attendance rate per grade level.

STRATEGIES & ACTION STEPS	RATIONALE FOR STRATEGIES/ACTIONS	PERSON RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
1A. Attendance at each grade level will maintain 92% monthly.	Consistent attendance is closely linked to academic success, social development, and student well-being.	All Staff	Monthly attendance check-ins Attendance incentives	Ongoing
1B. Implement Professional Development on the Five Steps to Whole Brain Instruction Implementation: 1. Understand 2. Implement 3. Motivate	Give teachers the tool kit to implement a full Whole Brain Instructional Platform in their respective rooms	All Staff Admin Team	Professional Development record indicating 90% attendance or better Lesson Plans	Ongoing

4. Teach 5. Guide			Grade Level Collaboration Reflection Sheet	
1C. Maintain consistency of Whole Brain Tier 1 Instruction throughout the building.	Whole Brain Instruction promotes positive school climate, safer learning environment, and more trusting and respectful student/teacher relationships.	All Staff PBIS Team Admin Team	Monthly walk-throughs using a Whole Brain Instruction Implementation Record demonstrating 85% fidelity.	Ongoing
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
The Building Principal will run attendance reports and collect, record, and report on the Whole Brain Instruction Strategies made throughout the year using the BEEP model applied via observations to determine an average of the overall implementation of the Whole Brain Instruction, and introduce a building wide Student Engagement Average Spreadsheet that tracks the application of strategies.				
September Baseline Data: K-5 Implementation: 35%	Winter Baseline: K-5 Implementation: 60%	Spring Projection: K-5 Implementation: 85%	Spring Final Results: K-5 Implementation: TBD	

Goal 2 ELA: 1. Implement Evidence-Aligned Literacy Instruction. By May 2026, 100% of ELA classrooms (K–8) will implement evidence-aligned literacy practices with 95% fidelity.

STRATEGIES & ACTION STEPS	RATIONALE FOR STRATEGIES/ACTIONS	PERSON RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
1A. All classroom and intervention staff teaching reading will participate in professional development targeting evidence-aligned literacy practices	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff Certified Interventionists Paraprofessional Interventionist	PD Attendance Log-90% attendance rate at literacy PD	August 2025-May 2026
1B: All K-5 teachers will identify strategies provided by the reading specialist during the ELA PD meetings that have been tried or implemented during the ELA block including, but not limited to: -Use of graphic organizers -Engaging in information text and fiction -Analyzing complex text, synthesize ideas, and writing to demonstrate their understanding	Incorporating best practice for literacy instruction. Reading and writing workshop model.	Grade Level Teams Special Staff Admin Team	Common planning Time Team Agendas & Attendance log-1 time a month 100% attendance Identified in Tier 1 lesson plans Identified in guided reading lesson plans Survey of staff at semester Attendance at PD with Reading Consultant Informational Text up to 75% accuracy	August 2025-May 2026

-Using content and assessment vocabulary				
1C: All K-5 Teachers will implement Science of Reading routines (phonological awareness, phonics, fluency, vocabulary, and comprehension)	Incorporating best practice for literacy instruction. Reading and writing workshop model.	K-5 teachers Admin Team	Monthly walk-throughs using the literacy look-for tool will demonstrate 85% fidelity.	August 2025-May 2026
1D: K-5 teachers will implement Tier 1 guided reading instruction utilizing HMH, i-Ready Passage Reading Fluency Assessments, SAVVAS and other leveled reading materials.	Incorporating consistent Tier 1 small group instruction 5 days per week.	K-5 Teachers	Staff will post guided reading schedules and complete lesson plans for guided reading weekly with 100% implementation. The K-5th grade staff will complete 100% of all students 3 times a year to identify student growth at independent reading level utilizing HMH, i-Ready Passage Reading Fluency Assessments, SAVVAS and other	August 2025-May 2026

			leveled reading materials.	
1F: K-5 teachers and interventionists will implement Tier 2 and Tier 3 Reading interventions after analyzing data from i-Ready and class performance to meet students' varying needs.	Research based and classroom interventions/ differentiated instruction will increase student achievement in the areas of comprehension and fluency across grade levels	K-5 teachers Reading Intervention Team Admin Team	Staff will complete intervention documentation & attendance log for each student. Logs will be reviewed at monthly data meetings to ensure 100% of logs are completed for students in intervention. Staff will have intervention lesson plans for Tier 2 or 3 groups. Grade Level Data Meeting Agendas	August 2025-May 2026
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
The Building Principal will report on the implementation of evidence-aligned literacy practices throughout the year using BEEP model observations, recording PD development, guidance during ILT meetings, monitoring through grade level team meetings, and inventorying literacy resources.				
September Baseline Data: K-5 Implementation: 70%	Winter Baseline: K-5 Implementation: 80%	Spring Projection: K-5 Implementation: 95%	Spring Final Results: K-5 Implementation: %	

Goal 3 Math: During the 2025-2026 school year, NBE will increase the percentage of students at each grade level (K-5) performing at early on grade level by 3% according to i-Ready assessments. In addition, each grade level will maintain their current percentage of early on grade level and mid or above grade level based on the Fall baseline.

STRATEGIES & ACTION STEPS	RATIONALE FOR STRATEGIES/ACTIONS	PERSON RESPONSIBLE	MEASURES OF SUCCESS	TIMELINE
1A. All classroom and intervention staff teaching mathematics will participate in professional development that is targeted toward best practices in math Instruction.	Targeting instructional areas that have been identified as weaknesses through data analysis including CUBES and Extended Response.	Certified Classroom Staff Certified Interventionists Paraprofessional Interventionist	PD Attendance Log-90% attendance rate at Math PD	August 2025-May 2026
1B. All classroom and intervention staff teaching mathematics will participate in workshops that are focused on high quality instructional practices that support the implementation of the BEEP	Incorporating Research-Based instructional strategies for instruction across all content areas will raise student achievement.	Building Leadership Team Admin Team All Staff	PD Attendance Log-90% attendance at BEEP PD	August 2025-May 2026

model of instruction.				
1C: K-5 Teachers will implement the BEEP model of instruction utilizing our district Math consultant. In grades 3 - 8, teachers connect the IL Learning Standards in their daily curriculum and backwards plan to the state assessment. Teachers embed assessment into daily practices to ensure students have multiple opportunities to develop assessment capabilities.	High quality, structured lessons focusing on best practices will increase on task time and encourage productive struggle in mathematics.	K-5 Teachers, Interventionists Admin Team	100% of observations by administration and/or the Building Leadership Team will have at least five observable components of the BEEP model.	August 2025-May 2026
1D: K-5 teachers will implement Tier 1 i-Ready and SAVVAS math curriculum in all regular education classroom settings.	Incorporating consistent Tier 1 instruction will add continuity in the education of all K-5 students.	K-5 teachers Admin Team	Teacher Lesson Plans will be up to date and current with evidence of i-Ready (My Path) and SAVVAS (SuccessMaker). Monthly reflection during common planning meetings to include analysis of	August 2025-May2026

			curriculum based student assessment performance to identify that 80% of the students in a classroom/grade are meeting standard on assessments (Standards based grade of 2 or % grade of 70 or more).	

1E: K-5 teachers and interventionists will implement Tier 2 and Tier 3 math interventions after analyzing data from i-Ready (MyPath), SAVVAS (Black Boxes & SuccessMaker), and class performance to meet students' varying needs.	Research based and classroom interventions/ differentiated instruction will increase student achievement in the areas of comprehension and fluency across grade levels	K-5 teachers Intervention Team Admin Team	Intervention staff will provide the digital intervention log and directions on how to properly fill it out for documentation of interventions. Staff will complete digital intervention documentation & attendance log for each student receiving intervention. Logs will be reviewed at monthly data meetings to ensure 100% of logs are completed for students in intervention. Staff will have intervention lesson plans for Tier 2 or 3 groups. Grade Level Data Meeting Agendas	August 2025-May 2026
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Student achievement data on the i-Ready Assessment taken in September, December, and May.				

September 2025 Baseline Data		December 2025 Winter Benchmark		Spring Projection 2026		May 2026 Spring i-Ready Results	
Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level	Grade	% Early on Grade Level
K	2	K	14	K	reassess	K	
1	7	1	11	1	reassess	1	
2	7	2	11	2	reassess	2	
3	13	3	25	3	reassess	3	
4	21	4	27	4	reassess	4	
5	27	5	30	5	reassess	5	
Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.							
Economic Disadvantage: Analysis of the 2025 IAR data shows a discrepancy was shown in the number of economically disadvantaged students.							
If analysis of data reveals there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.							

Potential Reasons for the Gaps:

Future subgroups will be identified later this year with our IAR results. Gaps may be attributed to a lack of resources or support at home, grade level changes, IEP percentage, and student attendance that affected consistency in instruction and accountability.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

The 25-26 school year will provide daily in person instruction to all students. Each grade level is in year 3 of implementing a new research based math curriculum (SAVVAS). The daily intervention block provides 30 minutes of targeted instruction. Teachers/school will provide resources to enhance learning (books, manipulatives, and technology). Administration will run monthly attendance reports to send letters and make contact at home.

2025 - 2026 - New Berlin Jr. High School Improvement Plan

Mission

The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel **PRIDE**--

Perseverance

Respect

Integrity

Discipline

Empathy

Vision

New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels

Values & Beliefs

We believe all students have individual talents.

We believe all students have an equitable opportunity to learn and achieve their academic and personal best.

We believe in our teachers' passions.

We believe learning extends beyond the classroom.

We believe our schools serve as a safe and secure environment for all students.

We believe in Pretzel Pride.

We believe in the value of every person.

We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.

We believe that character counts.

We believe that Pretzels serve others and achieve their dreams.

District Theme

There is Strength in the Twist

School Improvement Team Members

BLT Members

Nicki Burke, Bre Oswald, Ryan McDonald, Mason Watson, and Colton Middleton

ILT/MTSS Members

Olivia Killion, Melissa Dillon, Sarah Knepler, Emily Yates, Olga Lopez, and Joe Viola

PBIS Members

Lu Bauman, Tonya Delaney, Kirstin Gebhardt, Jennifer Tom, and Mallory Wainman

Goal 1 SEL: During the 2025-2026 school year, we will increase the percentage of students showing many strengths in College and Career Readiness Skills (CCR) well-being (in at least half of the CCR topics) in the Panorama Survey by 5% and in addition, will maintain a 90% Attendance rate per grade level per month.

CCR Topics Include: Self-Efficacy, Growth Mindset, Self-Management, Social Awareness, Classroom Effort, Emotion Regulation, Challenging Feelings, Positive Feelings, and Supportive Relationships.

Strategies & Action Steps	Rationale For strategies/Actions	Person Responsible	Measure of Success	Timeline
1A. Attendance at each grade level will maintain 90% quarterly.	Consistent attendance is closely linked to academic success, social development, and student well-being.	All Staff	Monthly Attendance Check-ins Student Attendance Interventions Attendance Incentives	Ongoing
1B. Develop and maintain an Intervention hub to better organize data and track trends in students.	By having an Intervention Hub, it will allow all staff members to see in realtime student data (previously was looking more month to month) and be able to help with student issues.	All Staff PBIS Team MTSS Team	Skyward Data Tier 1 PBIS Data Tier 2 Interventions Tier 3 Interventions	Ongoing
1C. Continue to implement Xello learning	PaCE days will help to provide students with life	All Staff	Xello Data	Ongoing

lessons & surveys on early out days.	skills and help them identify plans for their future which directly ties into their Growth Mindset.	BLT Team	Life Skills Lesson Feedback Alignment with High School PaCE Framework	
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Administration and the BLT team will review quarterly PaCE data and student feedback to continue to improve and drive the PaCE framework days to improve student CCR goals.				
Fall Data Benchmark: 6th Grade = 69% (38 out of 55) 7th Grade = 77% (41 out of 54) 8th Grade = 70% (40 out of 61)	Spring Projection (5% Projection): 6th Grade = 74% (41 out of 55) 7th Grade = 82% (34 out of 54) 8th Grade = 75% (46 out of 61)	Actual Outcome (Spring Final Result) 6th Grade = 7th Grade = 8th Grade =		

Goal 2 Reading: During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments (last year = 5%).				
Strategies & Action Steps	Rationale For strategies/Actions	Person Responsible	Measure of Success	Timeline
1A. All classroom staff teaching Reading will participate in professional development targeting Reading instruction, i-Ready (MyPath), and progress monitoring.	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026

1B. Teachers will ensure students are given in class time to complete the recommended 30-49 minutes per week of (MyPath) Personalized Instruction in ELA.	Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success.	Certified Classroom Staff	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. Classroom Observations	August 2025-May 2026
1C. Teachers will incorporate Illinois Learning Standards daily and backwards plan for State Assessment.	High quality, structured lessons focusing on best practices will increase task time and encourage productive struggle in reading and comprehension.	Certified Classroom Staff Administration	Will yearly review standards being assessed on State Assessment to develop assessment capabilities.	August 2025-May 2026
1D. Teachers will implement Tier 1 ELA curriculum in the whole group: i-Ready & SAVVAS in all regular education settings.	Incorporating best practice for literacy instruction.	Certified Classroom Staff Administration	Teacher lesson plans will be up to date and current with evidence of i-Ready and SAVVAS.	August 2025-May 2026
1E. Whole school incentive program, students who complete a full punch card (10 lessons - with 80% passing rate) will be rewarded to help promote i-Ready philosophy of work (best effort).	Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success.	All Staff Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. Will keep track of punch cards completed.	August 2025-May 2026
1F. Tier 3 Intervention Program - Reading Plus	Students who are needing Tier 3 Support will be placed with a Reading Content teacher and work on the Reading Plus program to work on	Intervention Teachers MTSS Team Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026

	building up lacking skills at their individual levels.			
1G. Reading teachers will review i-Ready data during 1pm dismissals to help create/prepare data chats with students.	Reviewing the i-Ready diagnostic data will help to keep them informed of how students are doing while also allowing them the time to collaborate across grade levels to continue increasing student growth.	ELA Teachers Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026
Monitoring Plan: How will you monitor the effectiveness of your strategy/action?				
Student achievement data on the i-Ready Assessment, and IXL will be monitored.				
Fall Data Benchmark:	Spring Projection (10% Projection):	Winter Results	Spring Results	
6th Grade = 38% (21 out of 56) 7th Grade = 27% (15 out of 56) 8th Grade = 44% (27 out of 61)	6th Grade = 48% (27 out of 56) 7th Grade = 37% (21 out of 56) 8th Grade = 54% (33 out of 61)	6th Grade = 48% (26 out of 54) 7th Grade = XX% (XX out of 58) 8th Grade = 55% (33 out of 60)	6th Grade = 7th Grade = 8th Grade =	
Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school's current status.				
Economic Disadvantage: Analysis of the 2024 School Report Card showed the number of economically disadvantaged students being a large amount of the student body population (27.8% of student population - 42 students - last year we had 32.5% which was 53 students)				

Students with Disabilities: Analysis of the 2025 School Report Card showed the number of students with disabilities being a good sized amount of the student body population (13.2% of student population - 29 students - this is up from 9% last year which was 20 students)

If analysis of data reveals there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.

All Students		Economic Disadvantaged Students	
Grade Level	# Met or Exceeded Expectations	Grade Level	# Met or Exceeded Expectations
6th	XX out of 56	6th	X out of 17
7th	XX out of 56	7th	X out of 20
8th	XX out of 61	8th	X out of 15

All Students		Students with Disabilities (IEP/504)	
Grade Level	# Met or Exceeded Expectations	Grade Level	# Met or Exceeded Expectations
6th	XX out of 56	6th	X out of 10
7th	XX out of 56	7th	X out of 15
8th	XX out of 61	8th	X out of 15

Potential Reasons for the Gaps:

Economic Disadvantage: Lack of resources or support at home. Staff/student attendances that affected consistency in instruction and accountability.

Students with Disabilities: Students are missing/needing support with reading comprehension and writing fluency. Staff/student attendances that affected consistency in instruction and accountability.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

During the 25-26 school year, Reading teachers will provide daily instruction to all students. Each grade level is in year 2 of implementing a new research based ELA curriculum (i-Ready). Students will receive 30-49 minutes weekly of targeted instruction through their MyPath plan which is helping to work with them at their individual level. Administration will run monthly attendance reports and stay in constant contact with the home of those students who struggle with attendance.

Within i-Ready's personalized instruction (MyPath) students can also be placed into i-Ready-Pro. i-Ready Pro provides differentiated instruction working on specific targeted Reading Interventions. i-Ready-Pro provides students with support with foundational skills in Reading. These lessons are individually designed to help students work to get back on grade level. Students at each grade level have the ability to test out of i-Ready to an Exact Path Enrichment program to continue building skills beyond the 8th grade level at any time. Last year students were placed at the 8th grade level of Exact Path and this year we are trialing placing them at the 9th grade level when they enter Exact Path to see if we can continue to stretch their ELA abilities.

Goal 3 Math: During the 2025-2026 school year, NBJH will increase the percentage of students at each grade level (6-8) performing at *on or above grade level* by 10% on i-Ready assessments (last year = 5%).

Strategies & Action Steps	Rationale For strategies/Actions	Person Responsible	Measure of Success	Timeline
1A. All classroom staff teaching Math will participate in professional development targeting Math instruction, i-Ready (MyPath), and progress monitoring.	Targeting instructional areas that have been identified as weaknesses through data analysis.	Certified Classroom Staff Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026

1B. Teachers will ensure students are given in class time to complete the recommended 30-49 minutes per week of (MyPath) Personalized Instruction in Math.	Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success.	Certified Classroom Staff	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. Classroom Observations	August 2025-May 2026
1C. Teachers will incorporate Illinois Learning Standards daily and backwards plan for State Assessment.	High quality, structured lessons focusing on best practices will increase task time and encourage productive struggle in reading and comprehension.	Certified Classroom Staff Administration	Will yearly review standards being assessed on State Assessment to develop assessment capabilities.	August 2025-May 2026
1D. Teachers will implement Tier 1 Math curriculum in the whole group: i-Ready & SAVVAS in all regular education settings.	Incorporating best practice for literacy instruction.	Certified Classroom Staff Administration	Teacher lesson plans will be up to date and current with evidence of i-Ready and SAVVAS.	August 2025-May 2026
1E. The whole school incentive program, students who complete a full punch card (10 lessons - with 80% passing rate) will be rewarded to help promote i-Ready philosophy of work (best effort).	Students working on their i-Ready should continue to build their skills at their pace (either gaining or catching back up to grade level) which will help their overall classroom success.	All Staff Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring. Will keep track of punch cards completed.	August 2025-May 2026

1F. Tier 3 Intervention Program Implementation - SAVVAS Successmaker	Students who are needing Tier 3 Support will be placed with a Math Content teacher and work on the Successmaker program to work on building up lacking skills at their individual levels.	Intervention Teachers MTSS Team Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026
1G. Math teachers will review i-Ready data during 1pm dismissals to help create/prepare data chats with students.	Reviewing the i-Ready diagnostic data will help to keep them informed of how students are doing while also allowing them the time to collaborate across grade levels to continue increasing student growth.	Math Teachers Administration	Evidence of i-Ready assessment, benchmarks, and respective progress monitoring.	August 2025-May 2026

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

Student achievement data on the i-Ready and IXL will be monitored.

Fall Data Benchmark:	Spring Projection (10% Projection):	Winter Results	Spring Results
6th Grade = 34% (19 out of 56) 7th Grade = 29% (16 out of 56) 8th Grade = 27% (13 out of 61)	6th Grade = 44% (25 out of 56) 7th Grade = 39% (22 out of 56) 8th Grade = 37% (23 out of 61)	6th Grade = XX% (XX out of 56) 7th Grade = XX% (XX out of 56) 8th Grade = XX% (XX out of 61)	6th Grade = 7th Grade = 8th Grade =

Please describe performance of student groups, identification of opportunity and achievement gaps, and potential reasons for your school’s current status.

Economic Disadvantage: Analysis of the 2024 School Report Card showed the number of economically disadvantaged students being a large amount of the student body population (27.8% of student population - 42 students - last year we had 32.5% which was 53 students)

Students with Disabilities: Analysis of the 2025 School Report Card showed the number of students with disabilities being a good sized amount of the student body population (13.2% of student population - 29 students - this is up from 9% last year which was 20 students)

If analysis of data reveals there are student groups not achieving at the same level as other students, explain what are the gaps and potential reasons for the gaps.

All Students		Economic Disadvantaged Students	
Grade Level	# Met or Exceeded Expectations	Grade Level	# Met or Exceeded Expectations
6th	XX out of 56	6th	X out of 17
7th	XX out of 56	7th	X out of 20
8th	XX out of 61	8th	X out of 15

All Students		Students with Disabilities (IEP/504)	
Grade Level	# Met or Exceeded Expectations	Grade Level	# Met or Exceeded Expectations
6th	XX out of 56	6th	X out of 10
7th	XX out of 56	7th	X out of 15
8th	XX out of 61	8th	X out of 15

Potential Reasons for the Gaps:

Economic Disadvantage: Lack of resources or support at home. Staff/student attendances that affected consistency in instruction and accountability.

Students with Disabilities: Students are missing/needing support with math calculations and problem-solving skills. Staff/student attendances that affected consistency in instruction and accountability.

Provide an explanation of specific changes you intend to make and how those changes will improve student learning.

During the 25-26 school year, Reading teachers will provide daily instruction to all students. Each grade level is in year 2 of implementing a new research based Math curriculum (i-Ready). Students will receive 30-49 minutes weekly of targeted instruction through their MyPath plan which is helping to work with them at their individual level. Administration will run monthly attendance reports and stay in constant contact with the home of those students who struggle with attendance.

Within i-Ready's personalized instruction (MyPath) students can also be placed into i-Ready-Pro. i-Ready Pro provides differentiated instruction working on specific targeted Math Interventions. i-Ready-Pro provides students with support with core numeracy skills. These lessons are individually designed to help students work to get back on grade level.

2025-2026 NBHS School Improvement Plan

Mission

The mission of CUSD #16 is to serve our communities by equipping students with the skills and tools needed to achieve their personal best and demonstrate Pretzel **PRIDE**--

Perseverance

Respect

Integrity

Discipline

Empathy

Vision

New Berlin graduates strive to be the best, be engaged, ready to lead and serve future generations of Pretzels

Values & Beliefs

We believe all students have individual talents.

We believe all students have an equitable opportunity to learn and achieve their academic and personal best.

We believe in our teachers' passions.

We believe learning extends beyond the classroom.

We believe our schools serve as a safe and secure environment for all students.

We believe in Pretzel Pride.

We believe in the value of every person.

We believe everyone working together will result in positive and collaborative working relationships that make the community stronger.

We believe that character counts.

We believe that Pretzels serve others and achieve their dreams.

District Strategic Goal

PRETZEL SUCCESS FOR EVERY STUDENT

District Theme for the Year

There is Strength In the Twist

School Improvement Team Members

Instructional Leadership Team, Building Leadership Team, and MTSS Team

Goal 1 Student Achievement in Reading: During the 2025-26 school year, we will increase the number of students performing on or above grade level by 25% from fall to spring on the iReady Reading Diagnostic.

Proposed Action/Activity (What is going to be done to address this goal?)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	MEASURES OF SUCCESS (Evidence)	TIMELINE	PERSON(S) RESPONSIBLE
Proficiency in ELA on the ACT will improve through the implementation of IXL ACT/PreACT Secure Practice Skill Plans during Advisory		iReady Progress Reports IXL Reports	2025-26 School Year	Advisory Teachers
Implementation of IXL in ELA Curriculum to support skills being taught.	Savvas is aligned to IXL skills at all grade levels.	Course grades IXL Reports		ELA Teachers
Students below the 40th percentile in Reading will complete the IXL Diagnostic and be placed in intervention 4 times a week for 30 minutes during Advisory.	Research based program to improve reading skills.	IXL Diagnostic Benchmark and Growth Data iReady Growth Data	Fall to Spring Benchmarks	ELA Teachers
Students failing a course are assigned to that teacher during Advisory until they are passing.	Research shows this is a best practice of Reinforcement/reteaching of content	Weekly Grade Checks Academic Support Roster Intervention Rosters Panorama Student Success Reports	2024-25 School Year	All Teachers
Continued use of School 21(Math) and Reading Plus (Reading) Programs in Direct Instruction Classes	Research based intervention programs	Program Reports iReady Reports Panorama Student Success Reports	2024-25 School Year	Specialized Instruction Teachers

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

The Instructional Leadership Team will meet monthly to develop professional development on instructional strategies that target reading and math literacy skills.

Fall Data Benchmark:	
Grade	Reading Meet/Exceed
9	11
10	17
11	15
Overall	43/168

Winter Data Benchmark	
Grade	Reading Meet/Exceed
9	12
10	17
11	21
Overall	50/168

Actual Outcome (Spring Final Result)		
Reading Meet/Exceed		
Grade	Projected	Final
9	14	
10	22	
11	19	
Overall	53/168	

Goal 2

Student Achievement in Math: During the 2025-2 school year, we will increase the number of students performing on or above grade level by 25% from fall to spring on the iReady Math Diagnostic.

Proposed Action/Activity (What is going to be done to address this goal?)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	MEASURES OF SUCCESS (Evidence)	TIMELINE	PERSON(S) RESPONSIBLE
Proficiency Math will improve through the implementation of IXL ACT/PreACT Secure Practice Skill Plans		CCRI Data	2024-25 School Year	ILT-Improvement of Instruction All Teachers
Math Consultant Training, Teacher Observations and Fidelity Checks on implementation of best practices in math instruction		Evaluation Data Student Achievement Data Observation Feedback	2024-25 School Year	Math Consultant Math Department Admin Team
Implementation of new math curriculum with traditional course offerings: Geometry in the 24-25 school year, and Algebra II and PreCalculus/Trig in the 25-26 school year.	Savaas is a research-based program. The teachers will be trained on best practices through Savaas as well as the math consultant.	iReady Data ACT Data Courses Passed VS Failed	2024-25 School Year	Math Department
Implementation of IXL in Math Curriculum to support skills being taught.	New math curriculum is aligned to IXL skills at all grade levels.	Course grades IXL Diagnostic Reports		Math Teachers
Students below the 40th percentile in Math on the iReady Assessment will complete the IXL Diagnostic and be placed in intervention 4 times a week for 30 minutes during Advisory.	Research based program to improve reading and math skills.	IXL Diagnostic Benchmark and Growth Data iReady Growth Data	Fall to Spring iReady Benchmarks	Math Teachers
Students failing a course are assigned to that teacher during Advisory until they are passing.	Research shows this is a best practice of Reinforcement/reteaching of content	Weekly Grade Checks Academic Support Roster Intervention Rosters Panorama Student Success Reports	2024-25 School Year	All Teachers
Continued use of School 21(Math) and Reading Plus (Reading) Programs in Direct Instruction Classes to address the Achievement Gap	Research based intervention programs	Program Reports Panorama Student Success Reports	2024-25 School Year	Specialized Instruction Teachers

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

The Instructional Leadership Team and MTSS Team will meet monthly to develop professional development on instructional strategies that target reading and math literacy skills.

Fall Data Benchmark:

Grade	Math Meet/Exceed
9	22
10	19
11	5
Overall	46/168

Winter:

Grade	Math Meet/Exceed
9	20
10	28
11	8
Overall	56/168

Actual Outcome (Spring Final Result)**Math Meet/Exceed**

Grade	Projected	Actual
9	27	
10	24	
11	7	
Overall	58/168	

Goal 3 Successful Transition to Adulthood - College/Career Readiness Indicators:

During the 2025-26 school year, we will increase the percentage on each of our College and Career Readiness Indicators to meet the projected targets for this year.

Proposed Action/Activity (What is going to be done to address this goal??)	RATIONALE FOR STRATEGIES/ACTIONS (Explain how best practices and research justify activity)	MEASURES OF SUCCESS (Evidence)	TIMELINE	PERSON(S) RESPONSIBLE
Implementation of Pretzels with a Purpose - NBHS Program we have developed that is aligned to our PaCE Framework, College and Career Readiness Indicators, and Social/Emotional Learning Goals.	All activities are focused on preparing students for college, career, and transitioning to adulthood for life after graduation.	Skyward Reports Panorama Student Success Reports Panorama Benchmark Survey Data 5 Essentials Report	2025-26 School Year	BLT MTSS Teams HS Admin DOSS
Development and Implementation of Portrait of an NBHS Graduate		Completed Document	2025-26 School Year	ILT All Teachers
Graduation Rate- Students at risk for not graduating will be identified and provided with academic and attendance support through SCLA and the Truancy Interventionist.		High School Graduation Rate Increases.		BLT - Pretzel Success MTSS Teams HS Admin DOSS All Teachers
Freshmen on Track- Students that fail a course S1 will be placed in Credit Recovery to recover that credit prior to the end of the year.		Skyward Reports		MTSS HS Admin DOSS All Teachers
Chronic Absenteeism - Implementation of updated Attendance Guidelines The ROE Truancy Interventionist will work with students to improve attendance. If there is no improvement, students will appear before the Truancy Review Board.		Skyward Reports	2025-26 School Year	MTSS HS Admin Attendance Secretary ROE Truancy Interventionist

Monitoring Plan: How will you monitor the effectiveness of your strategy/action?

CCRI Indicators - Instructional Leadership team will monitor English and Math Proficiency, Graduation Rate, Freshman on Track, The MTSS Team will monitor college and career ready indicators through the Panorama Student Success Program to implement behavior, academics, health (SEL), and attendance interventions to improve college and career readiness skills from critical/at-risk to ready.

Fall Data Benchmark (Q1):					Winter Data Benchmark (S1)				Full Year Final Result			
Grade	Acad	Attend	Behav.	Health	Acad	Attend	Behav.	Health	Acad	Attend	Behav.	Health
9	71%	89%	84%	65%								
10	83%	84%	97%	66%								
11	74%	78%	87%	68%								
12	84%	79%	99%	63%								
Overall	79%	82%	92%	66%								

Trend Data Tracker
Summative Designation Indicator Scores - Illinois School Report Card

Category & Weighted Index	2023	2024	2025	2026	2027 Target
ELA Proficiency - 8.04	85.28	66.86	47.8 (Ave Score 16.6)		
Math Proficiency - 8.04	72.85	67.14	73.01 (Ave Score 17.7)		
Composite Graduation Rate - 53.57	82.19	100	87.9 (4/5/6 Year 97.12)		
Chronic Absenteeism - 10	67.20	65.69	71.31		
9th Graders on Track to Graduate -8.33	91.06	89.85	90.5		
Climate Survey - 6.67	100.00	100	100		
Science Proficiency - 5.36	100.00**	89.66	67.9 (Ave Score 18.3)		
Overall	83.07 Commendable	89.87 Commendable	90.91 Commendable		

College and Career Ready Indicators

		2023	2024	2025	2026	2027 Target
% of Students with 95% attendance Jr/Sr Year			95.1%	96%		
% of Students in Each GPA Category 1 - >3.75 2 - 2.8-3.75 3 - <2.8 4 No GPA	1		36.1	30%		
	2		47.5	48%		
	3		16.4	20%		
	4			2		
SAT/ACT Composite Minimum			16.4%	20%		
At Least 1 ELA Academic Indicator			57.4%	64%		
At Least 1 Math Academic Indicator- % of Juniors in Math III with a C or higher			90.2%	88%		
% of Students Who Have Identified a Career Area of Interest by Sophomore Year			93.4%	94%		
% of Students who have earned a 1, 2, or 3+ career ready indicators	0		9.8%	4		
	1		8.2%	10		
	2		18%	24		
	3		63.9%	62		
College and Career Pathway Endorsement			0%	0%		
Student Participation in Fine Arts			50.2%	46%		
Teacher Qualification in Fine Arts			97.6%	96%		
Overall CCRI Rating		27.1%				

Behavior & Attendance Data - Illinois School Report Card

	2023		2024		2025		2026	2027 Target
All Discipline Actions	Students	Incidents	Students	Incidents	Students	Incidents		
In-School Suspension	6	8	8	10				
Out-of-School Suspension	4	5	1	1				
Removals to alt. settings	No Data	No Data	No data	No Data				
Student Attendance	94.1%		93.1%		95%			
Chronic Absenteeism	16.5%		19.9%		17.1			
Truancy	8.7%		12.9%		12.7			
Chronic Truancy	Redacted		5.2%		7.7			

Academic Progress - Illinois School Report Card

	2023	2024	2025	2026	2027 Target
ELA Proficiency	31%	28.3%			
SAT or ACT ELA Meet/Exceeds	31.6%	28.8%	47.8		
SAT or ACT Average ELA Score	495.1	500.2	16.6		
Math Proficiency	24.1	26.4%			
SAT or ACT Math Meet/Exceeds	24.6%	25%	32.8		
SAT or ACT Average Math Score	479.5	465.4	17.7		
Science Proficiency	59.6%	52%	41.8		
9th Graders on Track to Graduate	97%	96.6%	96.8		
Career and Technical Education (Perkins Measures)					
Graduation Rate	87.7	100%	97.1		
Academic Proficiency (Reading)	31	30.9%	Redacted		
Academic Proficiency (Math)	24.1	26.4 %	Redacted		
Academic Proficiency (Science)	58.6	51.2%	58.1		
Non-Traditional Program Enrollment		26.5%	19.4		
Post Program Placement		77.8%	73.8		
Program Quality % Graduating w/Postsecondary Credits		97.6%	100		
% of students Enrolled in Postsecondary	65.1	59.2	75%		

Bus Bids Breakdown and Recommendations
2025-2026 School Year
December 12th, 2025 - Bid Opening
Recommendation: **Midwest Transit Equipment**

Company	Bid	Trade	Other	Total
Midwest Transit Equipment	2027 To specification 71 Passenger - \$165,988	Bus #12 - \$29,000 Total Trade - \$29,000	-Offer Additional Upgrade to engine from Bid Specification 250 horsepower to 260 horsepower. No additional charge. -5 year Bumper to Bumper, 5 year Engine, 7 year transmission warranties. -6 to 8 month delivery	Cost: 1 x \$165,988 = \$165,988 Trade Total <u>~~-\$29,000~~</u> \$136,988.00

Replace 12



New Berlin CUSD #16

600 N. Cedar St., New Berlin, IL 62670

(217) 488-2040

www.pretzelpride.com

REQUEST FOR PROPOSAL

for

USED 71 PASSENGER ACTIVITY BUS

New Berlin Community Unit School District No. 16 (District) is accepting bids for the purpose of purchasing One (1) Used 71 Passenger activity bus. All bids should be submitted in sealed envelopes marked "BUS BID 1-09-2026." The District will publicly open the bids in the office of the Superintendent, 600 N Cedar St. New Berlin, IL 62670 at 9:00 a.m. (prevailing time), on January 9th, 2026. The District will not be responsible for bids opened because they were not clearly marked "BUS BID 1-09-2026." The District will not accept late bids, no matter the reason for missing the deadline, facsimile bids, or any bid that otherwise does not meet the specifications contained herein. Bid documents are available on the District's website at www.pretzelpride.com/page/transportation. Questions can be directed to Seth Hill, Transportation Director, via email at shill@pretzelpride.com.

Jill Larson
Superintendent

Hattie Llewellyn
High School Principal

Brandon Radford
Jr. High Principal

Matthew Jokisch
Elementary Principal

Tyler Berola
Elementary Assistant Principal

**Community Unit School District #16
600 N Cedar St
New Berlin, IL 62670
217-488-2040**

**71-Passenger Conventional
School Bus Bid Proposal Sheet
Bid Submission Deadline January 09 @ 9:00am**

Chassis Manufacturer _____

Body Manufacturer _____

Engine Model, Horsepower, Estimated M.P.G_____

Purchase Price per Bus as Specified: \$ _____

We propose to deliver the school bus as described in the "New School Bus Bid Specifications" at the above price(s). The bus will be delivered to the District no later than _____.

List and thoroughly explain any exceptions to the bid specifications that you desire the District to consider below: USE ADDITIONAL SHEET IF NECESSARY

- 1.
- 2.
- 3.
- 4.
- 5.

=====

Vendor: _____

Address: _____

Authorized Representative: _____ **Date:** _____

Phone Number: _____

NEW SCHOOL BUS BID SPECIFICATIONS

New Berlin Community Unit School District No. 16 (District) is accepting bids for the purpose of purchasing one (1) used 71 passenger white activity bus. All bids should be submitted in sealed envelopes marked "BUS BID 1-09-2026." The District will publicly open the bids in the office of the Superintendent, 600 N Cedar St. New Berlin, IL 62670 at 9:00 a.m. (prevailing time), on January 09, 2026. The District will not be responsible for bids opened because they were not clearly marked "BUS BID." The District will not accept late bids, no matter the reason for missing the deadline, facsimile bids, or any bid that otherwise does not meet the specifications contained herein.

GENERAL INFORMATION

A. Vehicles to be purchased: (chassis and body)

- 1. (1) One 71-passenger white activity bus**

B. Other Conditions:

- 1. Meet Federal (FMVSS) and Illinois safety laws for school bus.**
- 2. State of Illinois safety inspection to be on bus when delivered.**
- 3. License plates / Title fees to be included.**
- 4. All prices are to be tax exempt and quoted F.O.B. New Berlin, Illinois**
- 5. Documentation of warranties
Chassis, Body, Electrical, Engine, and Transmission.**
- 6. Description of maintenance schedule for Engine and Transmission**
- 7. Bids will be accepted for complete units only. A Dealer who is authorized to do business in the State of Illinois must submit these complete units. Units shall be completely serviced before delivery. Units will be full of all fluids, completely cleaned inside and outside, with all optional equipment installed and working properly.**
- 8. Any and all exceptions to the specifications outlined herein must be noted and thoroughly explained in the bid proposal. The terms "No structural differences" or "We are equal to your specifications" will not be permitted. The District will determine if a substitution to the specifications will be considered "Equal to." The vendor must provide, with any exceptions, detailed specifications so the District can make the necessary comparisons to enable a proper decision. Failure to do so may**

result in rejection of your bid for non-compliance. These exceptions to the specifications must be returned with the bid proposal.

C. Specifications for Chassis and Body of 71-Passenger Bus:

- 1. Engine – Diesel Cummins 6 cylinder in-line engine only**
- 2. Transmission - automatic (Allison 2500)**
- 3. Brakes - hydraulic heavy-duty power disc with ABS**
- 4. Shocks - heavy duty (front and rear)**
- 5. Suspension – front axle 10,000 lbs minimum, springs to match front axle weight limit, rear axle 21,000 lbs minimum, springs to match rear axle weight limit**
- 6. Alternator - 12 volt, 200amp or larger**
- 7. Tires - 11R22.5 Front highway tread, Rear duals mud and snow tread**
 - 8. Batteries – Dual 12volt maintenance free 1900 CCA minimum**
- 9. Mud flaps (front and rear)**
- 10. Steering - power steering with tilt wheel**
- 11. Cooling system – extended life with visible coolant level check**
- 12. Windshield wipers – electric, intermittent controls with electric washers**
- 13. Fuel tank - 100 gallon**
- 14. Gauges – speedometer, tachometer, hour meter, fuel, coolant temperature, oil pressure, voltmeter, and transmission temperature**
- 15. (120v) Engine block heater**
- 16. Tow hooks 2 each (front and rear)**
- 17. Drivers seat 6-way adjustable with arm rests box style pedestal**
- 18. Heaters/Defrosters – Front driver’s dash/floor area, Mid-ship passenger area, Rear passenger area, and Step-well area)**
- 19. Dual hand rails for entry steps**
- 20. Two (2) hanging defroster fans (driver’s window and windshield)**

- 21. Cruise control**
- 22. Heated fuel water separator in addition to standard fuel filter**
- 23. Fast idle switch or automatic high idle**
- 24. Drivers area cup holder, clip board storage, pre-trip log storage**
- 25. Engine exhaust brake**
- 26. Air conditioning – Front driver's dash/floor area, 120,000 BTU Flush mounted front and rear units. Factory installed only. Single exterior access panel with all wiring/fuses located in that panel.**
- 27. Winter Front cover and bug screen cover**
- 28. Certificate holder**
- 29. Auxiliary Fuse Block for customer equipment access**
- 30. Body**
 - a. Black rubber flooring**
 - b. Drip rails over side windows and entry door**
 - c. Folding steps on cowl for cleaning windshield**
 - d. Four (4) side guard rails shall be applied to the body sides at window level
at seat cushion level
near floor level
at lower edge of body skirt.**
 - e. Complete insulation, 2 inches thick installed in roof, front roof cap, rear roof cap and side walls.**
 - g. 2 emergency roof hatches**
 - h. 4 emergency window exits swing open towards front**
 - i. Aluminized inner side panels from window to floor**
 - j. Complete undercoating applied to complete floor, wheel houses, and skirts.**
 - k. Noise reduction acoustic headliner (driver's area).**
- 31. Entry door to be outward opening type, electric.**
- 32. Windshield and Windows**
 - a. Passenger and rear windows tinted privacy glass.**
 - b. Tinted laminated safety glass with dark shaded top band in windshield.**
 - c. Upper and lower glass in rear emergency door.**
 - d. Two (2) Adjustable sun visors windshield and driver's side window**
 - e. One piece windshield**

33. Electrical Equipment

- a. All body circuits protected with fuses
- b. All body wiring to be color and number coded
- c. Noise suppression switch (stop all noise producing accessories)
- d. Step well light wired for automatic operation with entrance door control.
- e. Interior dome lights (separate switch for drivers dome light).
- f. Roof mounted strobe, 60-120 fpm.
- g. Electrically operated crossing control arm with override switch.
- h. AM/FM radio with PA
- i. Post trip inspection alarm (must activate dome lights and sound tone)
- j. Pre-trip feature to illuminate all exterior lights, activate stop and crossing arms
- k. Backup Camera system with monitor

34. Mirrors

- a. 7 X 10 inch or larger flat exterior rear view mirrors (2).
- b. Convex mirror mounted below flat mirror (2).
- c. Cross-view mirrors mounted on both front fenders (2).
- d. 6 X 30 inch interior rearview mirror (1) with backup camera monitor.
- e. All exterior mirrors heated

35. Miscellaneous Requirements

- a. 5 lb. fire extinguisher
- b. First aid kit
- c. 3 Emergency triangular warning devices storage box mounted forward of step well
- d. Body Fluids clean up kit

36. Overhead Storage (driver's side driver area only)

37. Interior panels must be screwed in place

D. Miscellaneous:

- 1. The unit must have front-end alignment checked and adjusted, wheels balanced and rear axle checked for alignment.
- 2. Lettering – "NEW BERLIN CUSD #16" (both sides, 6-inch black, block letters).
- 3. Numbering details - buses to be numbered (6-inch black numbers) at the following locations:

- 1. Driver's side.

- 2. Passenger side. Behind front entrance door.**
- 3. Rear. Passenger side license plate mount**
- 4. Front, Passenger side on hood.**

BIDDING CONDITIONS AND PROVISIONS

- A. The Board of Education of Community Unit School District No. 16 (District) reserves the right to accept or reject any or all bids and the right to waive any or all provisions regarding the bidding.**
- B. The District retains the right to accept the bid or bids being most favorable to the District after all bids have been examined and evaluated.**
- C. All bids must remain valid for ninety (90) days from the bid opening.**
- D. Delivery date will be negotiated with the lowest responsible bidder, but will take place no later than July 31, 2026.**
- E. Payment in full to be made upon satisfactory delivery of bus to the District.**
- F. If all specifications cannot be met or exceeded, bidder must indicate on the bid form, or attached sheet, any variations. However, additions, revisions, and modifications are highly discouraged. The District is under no obligation to accept any such changes to the bid specifications and may or may not accept them at its discretion.**
- G. All bidders must submit a fully executed copy of the "Standard Certifications" attached hereto and referenced herein, as Attachment 1.**

STANDARD CERTIFICATIONS

Vendor hereby understands and agrees that this certification is mandatory to do business with the Board of Education of New Berlin Community Unit School District No. 16, (District). Failure to sign this certification will disqualify the Vendor's bid for the contract. This certification form must accompany the bid offer submitted to the District.

Legal Ability to Contract with State of Illinois Public Entities.

Vendor hereby certifies that it is not under a legal prohibition regarding contracting with public entities in the State of Illinois, has no conflicts of interest, and further certifies that:

- A. Vendor is not barred from entering into this contract by Section 33E-3 or 35E-4 of the *Criminal Code* prohibiting the receipt of a public contract by a contractor who has been convicted of bid rigging or bid-rotating.**
- B. Vendor is not barred from entering into this contract by Section 50-5 of the *Illinois Procurement Code*, which prohibits the receipt of a public contract by anyone who has been convicted of bribery or attempting to bribe an officer or employee of the public entity or who has made an admission of guilt of such conduct which is a matter of record.**
- C. Vendor and its employees will comply with the applicable provisions of the *U.S. Civil Rights Act*, *Section 504 of the Federal Rehabilitation Act*, and the *Americans With Disabilities Act*.**
- D. Vendor has not been convicted of a felony; at least five years have passed after the date of completion of the sentence for such felony, unless no person held responsible by a prosecutor's office for the facts upon which the conviction was based continues to have any involvement with the business. (30 ILCS 500/50-10).**
- E. If Vendor, or any officer, director, partner, or other managerial agent of Vendor has been convicted of a felony under the *Sarbanes-Oxley Act of 2002*, or a Class 3 or Class 2 felony under the *Illinois Securities Law of 1953*, at least five years have passed since the date of conviction. Vendor further certifies that it is not barred from being awarded a contract under 30 ILCS 500/50-10.5.**

- F. Vendor certifies that it is not barred from being awarded a contract due to a finding by a court that it willfully and knowingly violated Section 42 of the *Environmental Protection Act* in the past five years.
- G. Vendor has not paid any money or valuable thing to induce any person to refrain from bidding on a public contract, nor has Contractor accepted any money or other valuable thing, or acted upon a promise of same, for not bidding on a public contract.
- H. Vendor, being duly sworn, deposes and certifies under oath that the company or other entity named below, its officers, employees, and agents, are not barred from bidding on this contract as a result of a violation of the Contracts section of the Illinois *School Code* (105 ILCS 5/10-20.21).
- I. Vendor certifies that he or she has read and understands the Bid Documents and that his or her bid is in compliance therewith.
- J. Vendor certifies that persons bidding for and awarded a contract, and all affiliates of such person, will collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provisions of the Illinois *Use Tax Act* (35 ILCS 105/1 et. seq.).
- K. Vendor acknowledges that the Board of Education may declare the contract void, if any of these certifications are false.

Firm Name: _____

Signature: _____

Title: _____

Printed Name: _____

Address: _____

City: _____

State: _____

Zip Code: _____

Subscribed and sworn to before me
this ____ day of _____, 20____

Notary Public

New Berlin C.U.S.D. #16

PROFESSIONAL WORKSHOP PAYMENT REQUEST FORM

Employee Name: JERRY BISHOP

Date Requested: 12/12/25

Name of Workshop: IASB CONFERENCE

Date(s) Attending: _____

Location of Workshop: CHICAGO, IL

Reason to Attend: IASB CONFERENCE

Estimated Expenses:	Total Amount	School Credit Card?
Registration:	\$ -	N/A
Miles @ \$ 0.700	\$ -	N/A
Food:	\$ -	N/A
Lodging:	\$ -	N/A
Tuition Reimburse	\$ -	N/A
Other:	\$ -	N/A
Total Est. Expenses:	\$ -	
Total Requested Charge:	\$ -	A

Final Expenses:	Total Amount	School Credit Card?
Registration:	\$ -	N/A
428 Miles @ \$ 0.700	\$ 299.60	N/A
Food:	\$ -	N/A
Lodging:	\$ -	N/A
Tuition Reimburse	\$ -	N/A
Other:	\$ 208.08	N/A
Total Final Expenses:	\$ -	
Total Requested Reimb:	\$ 507.68	PENDING

Are expenses to be shared with another Faculty member? (Final Expenses only) ☐ Yes ☐ No

If yes, please include additional faculty name(s): _____

Please select expenses to be shared: ☐ Mileage ☐ Lodging ☐ Other _____

Pre-Approval: _____
Supervisor Signature / Date

[Signature] 12/12/25
Employee Signature / Date

Funds Available? _____
Yes / No (A/P Initial/Date)

[Signature] 12/12/25
Supervisor Signature / Date

Dollar Amount Available: * _____
* (If not enough to cover above request)

For Accounting Use Only:

Actual VISA Charges:					
Payee:	Purpose	Amount	Reimb. Charge to: #	Amount	Check # & Date
			NBE Budget - #103-2213-3320		
			JH Budget - #202-2213-3320		
			HS Budget - #305-2213-3320		
			Pre-K Budget - #500-1125-3320		
			Pre-K PD - #500-2213-3320		
			Title I Budget - #000-1250-3900		
			Other -		
	Total:	A			
	Date Paid:				
	Budget #:				

swissôtel CHICAGO

323 East Wacker Drive
Chicago, IL 60601
Tel: 312-565-0565
Fax: 312-565-0540

Mr Jerry Bishoff
5009 Johanne ct
Springfield IL 62711
United States

Room : 0404
Folio # :
Cashier # : 100012075
A/R # :
Invoice # :
Reference # :

ALL Membership # :
Group Name : 1-IASB Graham & Hyde
Company Name : Illinois Association of School Boards

Arrival : 11-20-25
Departure : 11-23-25

Date	Description	Additional Information	Charges	Credits
11-20-25	Room Upgrade		150.00	
11-20-25	Room Upgrade State Tax		17.85	
11-20-25	Room Upgrade City Tax		6.75	
11-20-25	Room Upgrade County Tax		1.50	
11-20-25	Visa card	XXXXXXXXXXXX8898 XX/XX		176.10
11-20-25	Parking	184239 - Batch Posting	69.60	
11-21-25	Parking	184239 - Batch Posting	69.60	
11-21-25	Earthday Everyday Credit		-10.00	
11-22-25	Parking	184239 - Batch Posting	69.60	
11-22-25	Earthday Everyday Credit		-10.00	
11-23-25	Visa card	XXXXXXXXXXXX8898 XX/XX		208.80
11-23-25	Earthday Everyday Credit		20.00	

Tax Summary
Room 26.10
F&B 0.00
Other 0.00
Total 26.10

Total Charges 384.90
Total Credits 384.90
Balance 0.00

Approval Information for Scholastic Bowl Nationals

Small School Nationals

Hyatt Regency O'Hare

Rosemont, IL

Friday, April 24 - Sunday, Apr 26

OPTIONAL: Thursday: Drive after school to Rosemont

Friday: Drive up in the morning, Check-In, and Practice Rounds

Saturday: Preliminary Rounds (10 total)

Sunday: Double-Elimination Championship Rounds, drive home

Hotel Cost

3-Night Stay: \$465 per room

2-Night Stay: \$310 per room

I would ideally like to bring the whole team to this tournament. I am actually hoping that we can qualify two teams for the tournament. If we don't qualify two teams, then we would have 5-6 registered players and the rest of the team can decide if they want to go knowing that they will not play.

If the whole team goes, I would need the following rooms:

1 Double Room: 4 boys

1 Double Room: 4 boys

1 Double Room: 3 girls

Then 1-2 rooms for coaches, depending on how we need to do that for Trina and I.

Hotel Cost: \$1,240-\$1,860

Entry Fee: \$800



2026 Small School National Championship Tournament

Dillon Binkley
New Berlin Junior-Senior High School
300 Ellis Street
New Berlin, IL 62670

Invoice #29XZY3 (November 26, 2025)

Date: April 24, 2026

Item	Price
Base Registration Fee	\$830.00
Buzzer System Discount	(\$30.00)
Total Due	\$800.00

Thank you for your business.

To pay by credit card, go to naqt.com/go/pay/29XZY3 or call **888-411-6278 ("NAQT")**.

NAQT's federal tax ID number is **94-3269547**. Our mailing address is...

National Academic Quiz Tournaments
Chad Kubicek, CFO
11521 W. 69th Street
Shawnee, KS 66203-3749

For customer service, please write to billing@naqt.com or call **888-411-6278 ("NAQT")**, referencing the above invoice number.

NAQT's full selection of practice material is available at naqt.com/order/.

High School Baseball Game at Busch Stadium

Amateur Game Date: Sunday, May 24, 2026

Opponent: Union High School

Tentative Game Start Time: 11:30am

Ticket Number: 700

Ticket Price: Must Select Cardinals Sell Date

Ticket Location: Best available (Most Likely 1st Level in RF or LF Field Box for a majority of games)

St. Louis Game Date: June 7th

Transportation only and NO HOTEL

Approval Information for Scholastic Bowl Nationals

High School Nationals **Atlanta Marriott Marquis** **Atlanta, GA**

Thursday, May 21 - Monday, May 25

Thursday: drive to Atlanta

Friday: Check-In and Practice Rounds

Saturday: Preliminary Rounds

Sunday: Championship and Consolation Rounds

Monday: drive home

Hotel Cost:

4-Night Stay: \$750 per room

I would only be bringing the varsity team, which would be 5-6 kids. I would need two rooms, one male and one female, along with 1 room for myself.

Hotel Cost: \$2250

Entry Fee: \$765



2026 High School National Championship Tournament

Dillon Binkley
New Berlin Junior-Senior High School
300 Ellis Street
New Berlin, IL 62670

Invoice #7R289Y (November 26, 2025)

Date: May 22, 2026

Item	Price
Base Registration Fee	\$920.00
Buzzer System Discount	(\$30.00)
SSNCT Participation Discount	(\$125.00)
Total Due	\$765.00

Thank you for your business.

To pay by credit card, go to naqt.com/go/pay/7R289Y or call **888-411-6278 ("NAQT")**.

NAQT's federal tax ID number is **94-3269547**. Our mailing address is...

National Academic Quiz Tournaments
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NEW BERLIN HIGH SCHOOL



Curriculum Guide 2026-2027

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NBHS Graduation Requirements

Students must complete a minimum of 26 credits to graduate from New Berlin High School. The following credits are required for graduation**

Physical Education/Health/Driver's Education <i>Must include Health (0.5 credits)</i> <i>Must include Driver's Education (0.25 credits)</i>	4.0 Credits
English <i>Must include English I, II, and III</i>	4.0 Credits
Mathematics <i>Must include Algebra 1, Geometry, and Algebra 2 (classes of 2027 and beyond)</i>	3.0 Credits
Science <i>Must include Integrated Physical Science and Integrated Biology</i>	3.0 Credits
Social Studies <i>Must include World Studies, Early US History & Government, and Modern US History</i>	3.0 Credits
Consumer Education <i>Personal Finance OR Ag Business Management</i>	0.5 Credit
Electives <i>Must include one year of art, music, foreign language, or vocation education.</i>	8.5 Credits

For students first entering high school in the 2022-23 school year, one year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject and which may be counted toward the fulfillment of other graduation requirements.

****These requirements do not apply to students with disabilities whose course of study is determined by an Individualized Education Program.**

Note: Students must be enrolled in physical education OR health courses for every semester enrolled at New Berlin. According to Illinois School Code, students may be waived from physical education class only with a medical excuse or an approved waiver form. **Students may enroll in only one (1) physical education class per semester.**

State Assessment Graduation Requirement:

To receive a diploma from a public high school a student shall be required to complete the state's final accountability assessment.

FAFSA Graduation Requirement:

Starting in the school year 2020-2021, to receive a diploma from a public high school a student must complete the Free Application for Federal Student Aid (FAFSA) or, if applicable, the Alternative Application for the Illinois Financial Aid.

Alternatively, a parent or guardian must file a waiver if they choose to opt a child out of this graduation requirement by completing the electronic nonparticipation form; students who are at least 18 years of age or legally emancipated may complete the form themselves. If you need assistance with the waiver, please contact the Director of Student Services.

Transfer Students

Transfer students to New Berlin High School are expected to meet graduation requirements in order to receive a NBHS diploma. If a student transferring in does not have a transcript from an accredited organization/institute they will be required to take a placement test(s) to determine grade level placement. It may be necessary for transfer students to take placement test(s) to place them in appropriate course(s). All transfer grades will be unweighted. Students transferring mid-year may be placed in online learning based on their current coursework. Any online class will need to be completed in its entirety prior to the end of the semester regardless of when the transfer occurs.

School Day Requirements

Students are expected to enroll in three-and-a-half (3.5) credits per semester or seven (7) credits per academic year. Seniors enrolled in college courses must enroll, and remain enrolled, in two (2) individually credited courses totaling 6 hours at the college level per semester.

Course Prerequisites

Certain courses at NBHS require permission of the teacher and/or previous coursework in order to register for the class. Students must be aware that they assume responsibility for taking the appropriate prerequisites before registering for classes. As such it is imperative that all students develop a four-year plan of study, which will be reviewed by the Student Services Department on an annual basis. All course descriptions and the required prerequisites are described in the following pages.

Changing Courses

Students may drop elective courses at the discretion of a student or parent until the end of the 3rd day of the 1st semester. After that date, no class changes are permitted without special permission from the Principal. Changing a course requires the signatures of both a parent/guardian and the teacher. A class change request form with the appropriate signatures must be submitted to the Student Services office by the close of the 3rd day of the 1st semester. Any class change requests for 2nd semester classes must be submitted to the Student Services office by the last day of the 1st semester.

Credit Recovery

Students may enroll in online courses through a program approved by administration during the school year or the summer for credit recovery. If there is a cost, students are responsible for credit recovery tuition. Credit recovery classes will not count toward a student's cumulative GPA.

Concurrent College Enrollment (CollegeNow)

Juniors and Seniors wanting to take college courses while enrolled in high school may do so if high school graduation requirements can be fulfilled during morning hours. Students must enroll in four courses at NBHS. Additionally, students must obtain an enrollment form signed by their parents and principal, demonstrate an ability to benefit from the college work, and have a cumulative un-weighted GPA of 3.0 or higher in order to enroll. Students must meet all LLCC prerequisites for the classes they will be enrolled in. Tuition will be the responsibility of the student. College courses will not count toward a student's cumulative GPA. **If a student is enrolling in full-time CollegeNow, they** Students must enroll in a minimum of 15 credit hours at the college and provide proof of enrollment, attendance, and passing grades to the Student Services Department for each semester of enrollment.

Dual Credit

Periodically, New Berlin High School offers opportunities for Dual Credit courses on campus. These courses are intended for our students who want to obtain college credit while still attending high school. Unlike coursework taken off campus, Dual Credit coursework will be counted toward the student's credit summary and cumulative GPA. To enroll in dual credit, students must be at least 16 years of age, and a Dual Enrollment Contract must be signed by both student and their parent/guardian prior to admission.

NBHS DUAL CREDIT COURSES

Lincoln Land Community College

- Students will receive both high school and collegiate credit for the courses listed below.
- Students must successfully complete coursework with a grade of “C” or better
- Since these are college courses, it is expected that the student will remain in the course for the entire length of the course. If a student withdraws, it will potentially affect their collegiate financial aid (post-graduation)
- 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.

Department	NBHS Course	LLCC Code	# of credits
Agriculture	*****Agricultural Business Management	ABM 106	3 credits
Agriculture	*****Agriculture Sales & Marketing	ABM 202	3 credits
Agriculture	*****Greenhouse Production & Management	HRT 100	1 credit
Agriculture	*****Greenhouse Production & Management	HRT 102	3 credits
English	*Composition I	EGL 101	3 credits
English	**Composition II	EGL 102	3 credits
English	Intro to Literature: Multi-genre	EGL 109	3 credits
Spanish	***Spanish III	SPA 201 SPA 101/SPA 102	4 credits
Spanish	****Spanish IV	SPA202 SPA 201/SPA 202	4 credits
CollegeNOW	*****First Year Experience	FYE 101	2 credits

- ** Students must have at least a 2.700 GPA or must score a 18 or higher on the ACT in English, or score a 480 on the SAT in English and Reading or score 5+ (out of 8) on the LLCC placement tests*
- ***Students must earn a C or better in EGL101*
- ****Students must earn a C or better in SPA102*
- *****Students must earn a C or better in SPA102*
- ******Not offered for Dual Credit for the 2026-2027 school year*

Department	Course	LLCC Code	# of credits
CollegeNOW	Public Speaking Fundamentals	CMN 101	3 credits
CollegeNOW	Intro to Literature: Multi-genre	EGL 109	3 credits
CollegeNOW	Art Appreciation	ART 101	3 credits
CollegeNOW	Introduction to Sociology	SOC 101	3 credits
CollegeNOW	Introduction to Humanities	HUM 101	3 credits

***This list is not all inclusive. College Now students must take five(5) classes of their choosing.**

What is the difference between the CollegeNOW courses and other dual credit courses?

- The CollegeNOW courses are taught by LLCC professors rather than NBHS teachers.
- Students must pay LLCC tuition and fees for CollegeNOW courses, while other dual credit courses have no cost.

CAPITAL AREA CAREER CENTER DUAL CREDIT COURSEWORK

CACC Course	LLCC Course	College/Career Pathway
Finance and Business Services		
Culinary Arts I	CLA100, CLA131, HSP107	
Culinary Arts II	CLA 141, HSP100, HSP105	
Sangamon CEO		X
Health Sciences and Technology		
Nursing Assistant	NAS101	
Human and Public Services		
Fire Science I	FST 111 and FST 112	
Fire Science II	FST104 and FST218	
Information Technology		
IT Networking and Cybersecurity I	CSC140 and CSC241	
IT Networking and Cybersecurity II	CSC141 and CSC243	
IT Operations and Programming I	CSC100, CSC125	
IT Operations and Programming II	CSC170	
Manufacturing, Engineering, Technology and Trade		
Automotive Technology and Servicing I	AUT 101 and AUT109	
Automotive Technology and Servicing II	AUT 106 and AUT107	
Building Trades I	BDM102 and BDM 106	
Building Trades II	BDM108	X
Electronic and Engineering I	ELM101, ELM103, ELM105	
Electronic and Engineering II	ELM107 and ELM114	
Engineering for High Tech	CSC 225 CSC 275	
HVAC and Electrical System Technology I	ARH101 and ARH207	
HVAC and Electrical System Technology II	ARH208	
Welding I	WEL101 and WEL103	
Welding II	WEL102 and WEL104	X

Career & Technical Credit (CTE)

New Berlin High School offers a number of courses on our campus which offer proficiency credit through Lincoln Land Community College via an articulation agreement. Successful completion of these courses with a “C” or better, may lead to certification in specific areas of career and technical education.

CollegeNOW Spring Program

CollegeNOW Spring Program will provide a college level experience to high school seniors allowing them to earn dual credit through Lincoln Land Community College, and to develop the necessary readiness and skills for continued postsecondary academic success. Students must meet all LLCC prerequisites for the classes they will be enrolled in. Credit earned is posted as college credit on an official LLCC transcript. Courses offered in district high schools make college more accessible to area high school students. Students still participate in high school activities. Students are responsible for the college tuition, textbook rental, and other fees.

Early Graduation

Student(s) who wish to graduate after the 7th semester (first semester senior year) must make this request in writing via a letter along with an application submitted to the Director of Student Services **prior to the September Board of Education meeting of that year.** ~~by September 1st of that year.~~ The letter must be signed by both the student AND parent/guardian (regardless of student age). The student's credits will then be reviewed and, if approved by the Director of Student Services will be submitted to the Principal and Superintendent for final approval. Failure to follow this process will result in denial of the request. Students taking correspondence courses for early graduation must also have all coursework and exams finished by the end of the Fall Semester. An early graduate will receive his or her diploma at commencement in May/June.

Student(s) who wish to graduate a whole year early, at the end of Junior year, must make this request in writing via a letter along with an application submitted to the Director of Student Services by the end of their Sophomore year. The letter must be signed by both the student AND parent/guardian (regardless of student age). The student's credits will then be reviewed and, if approved by the Director of Student Services will be submitted to the Principal and Superintendent for final approval. Failure to follow this process will result in denial of the request. Students taking correspondence courses for early graduation must also have all coursework and exams finished by the set deadline for the Spring Semester. An early graduate will receive his or her diploma at commencement in May/June.

AVAILABLE COURSE LISTINGS

AGRICULTURE

Suggested Four Year Course Plan:

Year	Class
Freshman	Introduction to Agriculture, Food, & Natural Resource and/or Basic Agricultural Mechanics
Sophomore	Animal Biology / Plant Biology and/or Basic Agricultural Mechanics and/or Veterinary Science / Horticulture
Junior	Animal Biology / Plant Biology and/or Greenhouse Production & Management and/or Agriculture Leadership and/or Ag Business and/or Agriculture Engineering and/or Veterinary Science / Horticulture
Senior	Ag Business/Ag Sales & Marketing and/or Greenhouse Prod. & Mgmt. and/or Agriculture Leadership and/or Agriculture Engineering and/or Veterinary Science / Horticulture

The following Agriculture classes will be offered on a rotation basis. They will be offered in the years below.

2025-2026 School Year	2026-2027
Animal Biology (1 semester) Plant Biology (1 semester)	Veterinary Science (1 semester) Horticultural Production (1 semester)

INTRODUCTION TO AGRICULTURE, FOOD, & NATURAL RESOURCE (AG101A/AG101B)

SCED Code: 18001A001 (CTE Course)

Recommended Grade Level: 9, 10, 11, 12

Length of Course: 1 Semester

Credit: 1 credit

Prerequisite: None

This introduction course provides an opportunity for students to learn how the agricultural industry is organized, its major components, the economic influence of agriculture at state, national and international levels, and the scope and types of job opportunities in the agricultural field. Basic concepts in animal science, plant science, soil science, horticulture, natural resources, agribusiness management, and agricultural mechanics will be presented. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

BASIC AGRICULTURAL MECHANICS (AG102A/AG102B)

SCED Code: 18401A001

Recommended Grade Level: 9, 10, 11, 12

Length of Course: 1 Year

Credit: 1 credit

Prerequisite: None

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include basic shop safety, hand and power tool knowledge, fasteners, basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, basic plumbing, concrete, welding, construction, and operating agricultural equipment safely. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

ADVANCED AGRICULTURAL MECHANICS 2(AG202A/AG202B)

SCED Code: 18402A001

Recommended Grade Level: 10, 11, 12

Length of Course: 1 Year

Credit: 1 credit

Prerequisite: Completion of Basic Agriculture Mechanics

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include basic shop safety, hand and power tool knowledge, fasteners, basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, basic plumbing, concrete, welding, construction, and operating agricultural equipment safely. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

ADVANCED AGRICULTURAL MECHANICS 3(AG303A/AG303B)

SCED Code: 18402A001

Recommended Grade Level: 11, 12

Length of Course: 1 Year

Credit: 1 credit

Prerequisite: Completion of Advanced Agriculture Mechanics 2

In this course, theory and hands-on experiences provide opportunities for students to develop basic knowledge and skills in agricultural mechanics. Instructional areas include basic shop safety, hand and power tool knowledge, fasteners, basic fundamentals of maintaining and repairing small gasoline engines, basic electricity, basic plumbing, concrete, welding, construction, and operating agricultural equipment safely. Improving workplace and computer skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

ANIMAL BIOLOGY (AG201A)

SCED Code: 18101A002 (CTE Course)

Recommended Grade Level: 9, 10, 11, 12

Length of Course: 1 Semester

Credit: 0.5 credit

Prerequisite: Introduction to Agriculture (preferred)

This course is based on the Next Generation Science Standards (NGSS) – Life Sciences and the National Agriculture, Food and Natural Resources (AFNR) Standards. The relevance of science is conveyed and reinforced through the applied setting of agriculture by enhancing literacy in science and scientific processes as applied to plants and animals. Student learning is extended through scientific inquiry strategies including lab-oriented methods focusing on observational skills, experimental methods, and deductive reasoning. Topics include cell biology, anatomy, genetics, reproduction, heredity, physiology, growth, management and agroecology of plants and animals. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

**This class is typically paired with Plant Biology*

PLANT BIOLOGY (AG201B)

SCED Code: 18051A002(CTE Course)

Recommended Grade Level: 9, 10, 11, 12

Length of Course: 1 Semester

Credit: 0.5 credit

Prerequisite: Introduction to Agriculture (preferred)

This course is based on the Next Generation Science Standards (NGSS) – Life Sciences and the National Agriculture, Food and Natural Resources (AFNR) Standards. The relevance of science is conveyed and reinforced through the applied setting of agriculture by enhancing literacy in science and scientific processes as applied to plants and animals. Student learning is extended through scientific inquiry strategies including lab-oriented methods focusing on observational skills, experimental methods, and deductive reasoning. Topics include cell biology, anatomy, genetics, reproduction, heredity, physiology, growth, management and agroecology of plants and animals. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

**This class is typically paired with Animal Biology*

AGRICULTURAL ENGINEERING (AG302A/AG302B)

SCED Code: 18405A002 (CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 Year

Credit: 1 credit

Prerequisite: Basic Agricultural Mechanics or Intro. to Agricultural

Throughout the course, students apply technical and engineering skills while becoming competent in the processes used to operate, repair, engineer, and design agricultural structures, engines, and equipment. Students practice technical skills including reading prints, troubleshooting machines, documenting an engine teardown and assembly, reading schematics, building simple machines, using hydraulics,

researching machine replacement parts, and calculating production efficiencies. The engineering portion of the course includes prototype development, computer aided design (CAD), 3D printing, documentation of machine processes, machine automation and programming, testing designs for structural integrity, and calculating machine speed and power. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

HORTICULTURE PRODUCTION & MANAGEMENT (AG411B)

SCED Code: 18051A001(CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit per semester

Prerequisite: Plant Biology

This course offers instruction in both the greenhouse production and landscape areas of horticulture. Units of study include plant identification, greenhouse management, growing greenhouse crops, landscape design, installation, and maintenance, horticulture mechanics, nursery management, and turf production. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

VETERINARY SCIENCE (AG411A)

SCED Code: 18105A001(CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit per semester

Prerequisite: Animal Biology

This course will develop students' understanding of the small and companion animal industry, animal anatomy and physiology, animal ethics and welfare issues, animal health, veterinary medicine, veterinary office practices, and animal services to humans. Topics to be discussed include: veterinary terminology, anatomy and physiology, pathology, genetics, handling and restraint, first-aid and physical examinations along with common surgical skills. Career exploration will focus on veterinarian, veterinary lab technicians, office lab assistant, small animal production, research lab assistant, and animal nutrition lab technician. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

GREENHOUSE PRODUCTION AND MANAGEMENT (AG301B)

(Dual Credit with LLCC—HRT 100 and HRT 102)

SCED Code: 18053A001 (CTE Course)

Recommended Grade Level: 11, 12

Length of Course: 1 semester

Credit: 0.5 credit per semester

Prerequisite: Introduction to Agriculture, Food, & Natural Resource, Plant Biology

This advanced course offers instruction in both the greenhouse production and landscape areas of horticulture. Units of study include plant identification, greenhouse management, growing greenhouse crops, landscape design, installation, and maintenance, horticulture mechanics, nursery management,

and turf production. Agribusiness units will cover operating a horticultural business, pricing work, advertising, and sales. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

AGRICULTURAL BUSINESS MANAGEMENT (AG401A)

(Dual Credit with LLCC—ABM 106)

****Meets Consumer Education Requirement**

SCED Code: 18201A001 (CTE Course)

Recommended Grade Level: 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to Agriculture, Food, & Natural Resource (preferred)

This course will provide students with the basic knowledge and skills necessary to manage personal finances and develop into a successful entrepreneur and/or businessperson while incorporating aspects of Dave Ramsey Foundation. Instructional units include: business ownership types, starting an agribusiness, managing and operating an agribusiness, financing an agribusiness, managing personal finances, record keeping and financial management of an agribusiness, local, state, and federal taxes, agricultural law, and developing employability skills. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

**This class is typically paired with Agricultural Sales and Marketing*

AGRICULTURAL SALES AND MARKETING (AG401B)

SCED Code: 18202A001 (CTE Course)

Recommended Grade Level: 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to Agriculture, Food, & Natural Resource (preferred)

This course is designed to develop student knowledge and skills in agricultural sales and marketing, commodity marketing, agricultural economics, and international agriculture. Instructional units include: successfully starting an agribusiness, developing a marketing plan, pricing, advertising, and selling products and services, communicating with customers, applying commodity trading techniques, basic economic principles, the international agribusiness economy, and agricultural career opportunities. Student skills will be enhanced in math, reading comprehension, and writing through agribusiness applications. Improving computer and workplace skills will be a focus. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration, and reinforcement of academic concepts.

**This class is typically paired with Agricultural Business Management*

AGRICULTURE LEADERSHIP (AG311A/AG311B)

SCED Code: 18203A003(CTE Course)

Recommended Grade Level: 11, 12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: Introduction to Agriculture & Course you wish to align with (preferred)

This course is designed to provide students with the knowledge and leadership experiences to help them to become successful in life and in the workplace. Students will further enhance their potential for leadership development, personal growth, and career success. This will be accomplished by studying

various learning styles, personality traits, and career readiness components; such as resume and scholarship building. Participation in FFA student organization activities and Supervised Agricultural Experience (SAE) projects is an integral course component for leadership development, career exploration and reinforcement of academic concepts.

**This is an independent study course and requires an application to be completed by the student and approved by the teacher.*

ART

Suggested Four Year Course Plan:

Year	Class
Freshman	Art I
Sophomore	Art II and/or Ceramics 1, and/or Photography
Junior	Advanced Art and/or Photography and/or Ceramics 1, and/or Ceramics 2
Senior	Senior Portfolio and/or Photography and/or Ceramics1, and/or Ceramics 2

ART I (AR101A/AR101B)

SCED Code: 05154A000

Recommended Grade Level: 9, 10, 11, 12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: Interest in art, willingness to work

Art I is a basic art course acquainting students with the many facets of art. Beginning with the elements of art, students will learn the basics. From this point, work is created in various media: graphite, colored pencils, paint, charcoal, chalk, pen and ink, and watercolor. Figure drawing, still life, and some imaginative drawing is done. Three-dimensional work will be explored in the mediums of clay and plaster. A sketchbook with weekly assignments is required. Weekly discussions or writing prompts about art history and contemporary art will be worth a participation grade.

ART II (AR201A/AR201B)

SCED Code: 05154A000

Recommended Grade Level: 10, 11, 12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: Completion of Art I

In Art II, students will develop skills in composition by working with various media. The areas of printmaking, mixed media drawing, papermaking, and acrylic painting will be explored. Projects in ceramics and sculpture will also be executed. A sketchbook with weekly assignments is required. Weekly discussions or writing assignments about art history and contemporary art will be worth a 10 point participation grade.

CERAMICS 1 (AR202A/AR202B)

SCED Code: 05159A000

Recommended Grade Level: 10, 11, 12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: Completion of Art I

This class will introduce students to building with clay where emphasis will be placed on the design elements; line, shape, texture, and color. In this class we will explore both functional and sculptural applications of clay through studying traditional and historical ceramic artists. Students will also be introduced to using the pottery wheel. Additional skills learned will be glazing application and techniques, kiln firing, and more.

CERAMICS 2 (AR302A/AR302B)

SCED Code: 05159A000

Recommended Grade Level: 11, 12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: Completion of Art I and Ceramics 1

This class will continue to push students in ceramics through an "independent study" format. Students will create a portfolio of ceramic pieces that show a wide range of ability from hand building to using the pottery wheel - with a stronger emphasis on one of the two areas. Projects will be based on proposals written by the student that are rooted in the elements and principles of art, while also tying into art history.

PHOTOGRAPHY (AR311A/AR311B)

SCED Code: 05167A000

Length of Course: 1 year

Prerequisite: Completion of Art I

Recommended Grade Level: 10, 11, 12

Credit: 1 credit

Students will be introduced to the art of Photography and. Photoshop. They will learn about how to properly use a digital camera, along with all the settings. They will also learn about different photographers throughout history, what elements create a successful image, and what not to do when taking photos. Students will also be learning how to use Photoshop to edit their images to either enhance what the photo already has, or to create an entirely new picture.

ADVANCED ART (AR401A/AR401B)

SCED Code: 05154A000

Length of Course: 1 year

Prerequisite: Completion of Art I and Art II or instructor approved

Recommended Grade Level: 11, 12

Credit: 1 credit

This course is for students who want an opportunity to advance to a higher level of understanding and skill development in the two-dimensional and three-dimensional areas. Techniques and ideas learned in Art II will be further explored and developed. Students will be expected to express their ideas in a variety of styles and methods. Students will be required to participate in class discussion, discuss works of art, critique a formal work of art, create projects influenced by Contemporary works of Art.

SENIOR PORTFOLIO (AR411A/AR411B)SCED Code: ~~05170A000~~ 55197A000

Length of Course: 1 year

Prerequisite: Completion of three years of any combination of Art Courses or instructor approval

Recommended Grade Level: 12

Credit: 1 credit

Students will work in an "independent study" format. At the beginning of each semester, students will come up with one "big idea" and create a body of cohesive work focused on his/her theme. This will create a linear body of work for a strong portfolio. Students will learn how to professionally photograph and organize their work into a portfolio that is suitable for college admission and scholarships. Holding critiques will allow students to get feedback and constructive criticism from their classmates. Critiquing also helps to broaden artistic vocabulary and comfort level discussing individual ideas and work. Lastly, students will study various artist statements and construct their own statement of purpose. Approval from the teacher is required prior to enrolling into Senior Portfolio.

BUSINESS

INTRODUCTION TO BUSINESS (BU101A/BU101B)

SCED Code:12051A001 (CTE Course)

Recommended Grade Level: 9, 10, 11, 12

Length of Course: 1 year

Credit: 1 credit

Prerequisite:None

This is a one year course designed to introduce students to the world of business, and teach students essential life skills necessary for success in today's world. Concepts of insurance, finance, accounting, marketing, management, and business organization are introduced. This class also focuses on introducing students to Marketing and Business Law.

COMPUTER APPLICATIONS (BU102A/BU102B)

SCED Code: 10004A001 (CTE Course)

Recommended Grade Level: 9, 10, 11, 12

Length of Course: 1 year

Credit: 1 credit

Prerequisite:None

Students will explore computer skills and applications needed on a personal, school/college, and career level. The focus of this course is to provide knowledge and skills associated with Microsoft Office applications including: Word, PowerPoint, Excel, Access, Publisher and Outlook. Students will create various documents: reports, business letters, tables, databases, spreadsheets, and brochures. In addition, students will expand their knowledge of computer terminology, parts of a computer, and search strategies on the Internet.

ACCOUNTING I (BU201A)

SCED Code:12104A001 (CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course:1 semester

Credit: 0.5 credit

Prerequisite: Completion of Introduction to Business

Students will learn basic fundamental principles of the accounting cycle. The course introduces the language and concepts of accounting to the student through the use of textbook, workbook, and accounting simulations. Students will learn the necessity of neatness and accuracy through this process. The students will gain insight into the operation of business of various sizes, learn the necessity of keeping accurate records, and become aware of any aptitude he or she might have in the accounting area.

ACCOUNTING II (BU201B)

SCED Code:12104A002 (CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 Semester

Credit: 0.5 credit

Prerequisite: Successful completion of Accounting I

Accounting II is a course that builds upon the foundation established in Accounting I. This course is planned to help students to develop deeper knowledge of the principles of accounting with more emphasis being placed on financial statements and accounting records. It is a study of previously learned principles as they apply to the more complicated types of business organizations: partnerships, corporations, branches, etc. The students may become familiar with such specialized fields of accounting as cost accounting, tax accounting, payroll accounting, and others. Some students may choose to do specialized accounting computer applications, and others may elect payroll clerk, data processing computer applications. Simulated business conditions may be provided through the use of practice sets. Skills are developed in the entry, retrieval, and statistical analysis of business data using computers for accounting business applications.

CAREER SEMINAR (BU401A/BU402B)

SCED Code: 22151A001

Length of Course: 1 semester

Prerequisite: none

Recommended Grade Level: 11, 12

Credit: 0.5 credit

Senior Seminar is a course designed to ease the transfer from high school to life after high school. The course will focus on post high school education and career preparation. The following topics will be covered:

1. options after high school
2. education and scholarship applications
3. career interest exploration
4. occupational and transferable skills
5. job applications and interviews
6. resumes, cover letters, post interview letters, resignation letters

**This class is normally paired with Personal Finance*

PERSONAL FINANCE (BU402A/BU401B)

****Meets Consumer Education Requirement****

SCED Code: 22210A000

Length of Course: 1 semester

Prerequisite: none

Recommended Grade Level: 11, 12

Credit: 0.5 credit

Personal and family finances throughout life will be the focus of this course. Learning experiences will center on goal-setting, decision making, and prevention strategies that contribute to an improved quality of life. The role of consumers in our economy as well as budgeting, saving, investing, credit, and insurance will be a focus in the course. Projects will align with major financial decisions such as transportation and housing.

Entrepreneurship (BU405A/BU405B)

SCED Code: 12053A001

Length of Course: 1 year

Prerequisite: Introduction to Business

Recommended Grade Level: 11, 12

Credit: 1 credit

Entrepreneurship is a course designed to introduce students to different levels of business and business management. The course focuses on the operation of a small business; requiring students to learn and apply the skills necessary to its successful operation. Students will learn concepts and skills related to units of study including, but not limited to, Marketing, Management, Business Communication, Accounting, and Economics

ENGLISH

Suggested Four Year Course Plans:

Year	Course
Freshman	English I
Sophomore	English II <i>*consider Public Speaking and/or Creative Media(as an elective)</i>
Junior	English III <i>*consider Dramatic Lit/Literature and the American Dream and/or Public Speaking and/or Creative Media (as an elective)</i>
Senior	English IV OR Composition I/II OR Dramatic Lit/Literature and the American Dream OR Intro to Literatures: Multi. Genre <i>*consider Public Speaking and/or Creative Media (as an elective)</i>

ENGLISH I (EN101A/EN101B)

College Prep/NCAA approved
SCED Code: 01001A000
Length of Course: 1 year
Prerequisite: none

****Required Course****
Recommended Grade Level: 9
Credit: 1 credit

The objective of this course will be to acquaint students with various types of literature, improve written and oral communication skills, and develop vocabulary proficiency. The class will study short stories, poetry, dramas, novels, and nonfiction writing. Students will work on improving written and oral communication skills. Students will be required to write a variety of essays both in and out of class. Students will develop an expanded vocabulary, and grammar will be reinforced through writing. (Students may be required to purchase selected novels.)

ENGLISH II (EN201A/EN201B)

College Prep/NCAA approved
SCED Code: 01002A00
Length of Course: 1 year
Prerequisite: Successful completion of English I

****Required Course****
Recommended Grade Level: 10
Credit: 1 credit

The objectives of this course are to continue studying various literary styles and types, improve written and oral communication skills, and develop critical thinking and reading strategies. Students will study a variety of short stories, novels, dramas, and poetry. Students will work on different types of writing. Students will develop an expanded vocabulary, and grammar will be reinforced through writing. (Students may be required to purchase selected novels.)

ENGLISH III: American Literature (EN301A/EN301B)

College Prep/NCAA approved
SCED Code: 01003A000
Length of Course: 1 year
Prerequisite: Successful completion of English II

****Required Course****
Recommended Grade Level: 11
Credit: 1 credit

The objective of this course is to continue studying various literary styles and types, improve written and oral communication skills, and develop critical thinking and reading strategies. Independent reading will be required. Students will work on academic writing both in and out of class. Students will develop an expanded vocabulary, and grammar will be reinforced through writing. SAT preparation will be an element of this class. (Students may be required to purchase selected novels.)

ENGLISH IV: British & World Literature (EN401A/EN401B)

College Prep/NCAA approved

SCED Code: 01004A000

Length of Course: 1 year

Prerequisite: Successful completion of English III

****Required unless English elective is taken***

Recommended Grade Level: 12

Credit: 1 credit

The objective of this course is to continue studying various literary styles and types, improve written and oral communication skills, and develop critical thinking and reading strategies. The materials chosen for this class, whether reading or writing based, are intended to be useful to students who chose either academic or vocational life tracks. Independent reading and academic writing will still be a component. Students will continue to develop an expanded vocabulary, and grammar will be reinforced through writing. A research essay will be required. (Students may be required to purchase selected novels.)

COMPOSITION I (EN402A)

(Dual Credit with LLCC—EGL 101)

SCED Code: 01103A000

Length of Course: 1 semester

Recommended Grade Level: 12

Credit: 0.5 credit

Prerequisite: Successful completion of English III. In order to earn Dual Credit, students must have at least a 2.700 GPA or must score a 18 or higher on the ACT Reading, or score a 477+ on the SAT in English and Reading or score high enough on the LLCC placement tests as well as earn a minimum score of 230+ on the Spring MAP test of their Junior year in Reading and Language Usage.

The first course in a two-semester sequence of English composition, this course introduces students to academic writing as a process of developing and supporting a thesis in an organized essay. Course topics include methods of invention, development, and organization; the elements of style, including the conventions of standard written English; and an introduction to research and documentation. Students write expository and argumentative essays based on analytical reading and critical thinking. Students demonstrate an understanding of citation methodology and an ability to use one or more citation styles appropriate to the genre and audience.

COMPOSITION II (EN402B)

(Dual Credit with LLCC—EGL 102)

SCED Code: 01103A000

Length of Course: 1 semester

Recommended Grade Level: 12

Credit: 0.5 credit

Prerequisite: Successful completion of Composition I with a minimum grade of C

This course is designed to enhance and deepen the critical skills of argumentation and academic writing introduced in EGL 101. Students continue to write essays that demonstrate their ability to analyze and evaluate the ideas of others and integrate them into their own writing. The course reinforces student experience with the conventions of standard written English and the conventions of documentation while developing student ability to conduct research and present research within academic discourse communities. Students learn to join one of the many conversations that exists within that specific community in an ethical, accurate and critical manner.

DRAMATIC LITERATURE (EN303A/EN403B)

College Prep/NCAA approved

SCED Code: 01065A000

Length of Course: 1 Semester

Prerequisite: Successful Completion of English II

Recommended Grade Level: 11, 12

Credit: 0.5 credit

This English course is a survey of dramatic literature. Students will read and discuss classic plays as well as view and analyze filmed performances of those plays. Emphasis will be placed on theme, recurring images, character motivation, relationships, and theatrical conventions. Through examining plays, students will gain insight into and an appreciation of drama as literature. Drama projects, including acting and directing, will also be required.

**This class is normally paired with Literature and the American Dream*

LITERATURE, FILM, AND THE AMERICAN DREAM (EN303B)

SCED Code: 01065A000

Length of Course: 1 Semester

Prerequisite: Successful Completion of English II

Recommended grade Level: 11, 12

Credit: 0.5 credit

This course is theme driven. Students examine various types of American literature and film—novels, plays, short stories, poetry, etc. Appropriate background lectures accompany each unit. The class calls for informed discussions of the required material in which students analyze various approaches to the American Dream concept. Students also contribute to the class by sharing their personal reading experiences, insights, and reader responses to the written word and film. Essays, outside reading, and oral presentations are required.

**This class is normally paired with Dramatic Literature*

PUBLIC SPEAKING (CO101A)

SCED Code: 01151A000

Length of Course: 1 Semester

Prerequisite: Interest in public speaking and communicating effectively.

Recommended Grade Level: 10, 11, 12

Credit: 0.5 credit

This engaging class will focus on how to communicate effectively. Being able to communicate well is key for success whether it be in school, in the workplace, or in daily life. Students will give formal and informal speeches as well as engage in role plays and debates. Some of the speeches include a Demonstration, a Campaign speech, a Song as a Dramatic Monologue, Impromptu, and a Sales Pitch, just to name a few. Students will learn to organize their ideas in order to deliver their message in the most efficient way. In addition, speech is required in college, so this course will allow college bound students to get prepared.

**This class is normally paired with Creative Media*

CREATIVE MEDIA (CO102B)

SCED Code: 01155A000

Length of Course: 1 Semester

Prerequisite: Successful Completion of Public Speaking

Recommended Grade Level: 10, 11, 12

Credit: 0.5 credit

There are many mediums in which our students are creating within our schools from announcements, to Google Slides, and creating video on school issues, etc. This will be a hands-on class.. Visual communication is critical in our world today. This class will expose students to a variety of mediums to prepare them for today's world of media.

**This class is normally paired with Public Speaking*

INTRO TO LITERATURE: COLLEGE LITERATURE (EN403A)

(Dual Credit with LLCC—EGL 109: INTRO TO LITERATURE: MULTI. GENRE)

SCED Code:01061A000

Recommended grade Level: 11 or 12

Length of Course: 1 Semester

Credit: 0.5 credit

Prerequisite: Concurrent and/or Successful Completion of English III

This course introduces students to multiple genres of literature-short stories, novels, poetry and drama. Students develop an understanding of such varied but fundamental aspects of literature as theme, character, imagery, symbol, tone, meter and point of view. Students are taught to analyze and appreciate the expressions of human experience in the full range of imaginative literature. Students will have to buy an anthology of their own for this course.

**This class is normally paired with Dramatic Literature*

FAMILY & CONSUMER SCIENCES

INTRODUCTION TO FAMILY AND CONSUMER SCIENCE (FCS) (FC101A/FC101B)

SCED Code: 19251A001 (CTE Course)

Recommended Grade Level: 9

Length of Course: 1 year

Credit: 1 credit

Prerequisite: none

Introduction to Family and Consumer Science is a course designed to introduce students to all areas of family and consumer sciences and serve as a background for all. This composite course is designed to present basic subject matter in six areas:

1. Self and character development
2. Interpersonal and family relationships
3. Personal finance
4. Foods and nutrition
5. Clothing and textiles
6. Housing and the environment

FOODS AND NUTRITION (FC302A)

SCED Code: 19253A001 (CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to FCS

This course includes basic classroom and laboratory experiments needed to develop knowledge and understanding of basic food principles and applied nutrition for people of all ages. The course content centers around the following duty areas: promoting food service preparation management using the decision-making process, meeting basic needs by applying nutrition concepts, meeting health and safety needs by planning, preparing and serving food, maximizing sources when planning/preparing/serving food, promoting hospitality in food practices, and analyzing individual and family nutritional needs in relation to change. Information related to careers in foods and nutrition is incorporated throughout the course.

**This class is normally paired with Baking and Pastry Arts*

BAKING AND PASTRY ARTS (FC302B)

SCED Code: 19254A001(CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to FCS

This will be a specialty course that provides a food industry focus while exploring the world of baking. Course topics include: baking techniques, food industry equipment, yeast bread and rolls, quick breads, cookies, pies, specialty desserts, cakes and cake decorating. This course will emphasize particular skills in taste, originality, and creativity. Use of appropriate equipment, kitchen sanitation and rules for kitchen safety be a focus.

**This class is normally paired with Food and Nutrition*

CHILD DEVELOPMENT/PARENTING I (FC202A)

SCED Code: 19052A001(CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to FCS

This course emphasizes learning experiences that help students gain knowledge and understanding of family planning, pregnancy, and the development of infants. The course applies decision-making and goal-setting skills; promotes child development by applying physical, social, intellectual, and emotional principles; practices health and safety standards for children; provides experiences which encourage children to maximize resources; encourages human relations skills to children; and evaluates family career changes in relation to impact on children. Information related to careers in child care is incorporated throughout the course.

**This class is normally paired with Child Development II*

CHILD DEVELOPMENT/PARENTING II (FC202B)

SCED Code: 19052A001 (CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to FCS

This course emphasizes learning experiences that help students gain knowledge and understanding of child development and caring for children after the first year of life through adolescents.. The course applies decision-making and goal-setting skills; promotes child development by applying physical, social, intellectual, and emotional principles; practices health and safety standards for children; provides experiences which encourage children to maximize resources; encourages human relations skills to children; and evaluates family career changes in relation to impact on children. Information related to careers in child care is incorporated throughout the course.

**This class is normally paired with Child Development I*

HOME AND INTERIOR DESIGN (FC203A)

SCED Code: 05193A001 (CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to FCS

This project based course will provide students with basic knowledge and skills needed to select, maintain and manage living environments that meet the needs of the occupants. Course topics will include locating and managing housing using goal-setting and decision-making skills, evaluating living space to meet needs, elements and principles of design and color schemes. Projects will include hands-on experience with creating interior design displays and plans.

**This class is normally paired with Fashion and Clothing Construction*

FASHION AND CLOTHING CONSTRUCTION (FC203B)

SCED Code: 19203A001 (CTE Course)

Recommended Grade Level: 10, 11, 12

Length of Course: 1 semester

Credit: 0.5 credit

Prerequisite: Introduction to FCS

This project based course will provide students opportunities to develop knowledge and understanding of textile, fashions and fabrics to assist them in meeting the clothing and fabric product needs of themselves, families, or the general public. Course content will explore fashion history, the impact of clothing on our environment, and maximizing resources in selecting, constructing, altering, repairing, and remodeling clothing/textile products. Sewing machines will be used in this course.

**This class is normally paired with Home and Interior Design*

FOREIGN LANGUAGE

SPANISH I (SP101A/SP101B)

College Prep/NCAA approved

SCED Code: 24052A000

Length of Course: 1 year

Prerequisite: Working knowledge of English

Recommended Grade Level: 9, 10, 11

Credit: 1 credit

Spanish I will introduce students to the Spanish language through listening, speaking, reading, and writing. Students will learn basic phrases, sentence structure, and conversation skills in the target language. Students will become familiar with the cultures and customs of Spanish speaking countries. This course is conducted primarily in the target language, and is meant for beginners.

SPANISH II (SP201A/SP202B)

College Prep/NCAA approved

SCED Code: 24053A000

Length of Course: 1 year

Prerequisite: Successful completion of Spanish I or teacher approval

Recommended Grade Level: 10, 11, 12

Credit: 1 credit

Spanish II continues instruction in listening, speaking, reading, and writing in the target language. This study includes required speaking in Spanish, more complex verb tenses, and reading and writing activities. The study of culture and customs of Spanish speaking countries is continued. This course is taught primarily in the target language.

SPANISH III (SP301A/SP301B)

College Prep/NCAA approved

(Dual Credit with LLCC—SPA 101/SPA102)

SCED Code: 24054A000

Length of Course: 1 year

Prerequisite: Successful completion of Spanish II with an average grade of C or better or approval of the teacher.

Recommended Grade Level: 11, 12

Credit: 1 credit

In the Spanish III course, the four skills of reading, writing, listening and speaking in the target language are emphasized. The customs, culture, art, and literature of Spanish speaking countries are studied.

SPANISH IV (SP401A/SP401B)

College Prep/NCAA approved

(Dual Credit with LLCC—SPA201/SPA202)

SCED Code: 24055A000

Length of Course: 1 year

Prerequisite: Successful completion of Spanish III with at least a C average or approval of the teacher

Recommended Grade Level: 12

Credit: 1 credit

In the Spanish IV course, the four skills of reading, writing, listening and speaking in the target language are emphasized. The customs, culture, art, and literature of Spanish speaking countries are studied.

Edgenuity (Online) Foreign Languages

*All online foreign language courses will incur a student fee of \$500

GERMAN I (OFL101)

SCED Code: 24252A000

Length of Course: 1 year

Prerequisite: Working knowledge of English

Recommended Grade Level: 9, 10, 11, 12

Credit: 1 credit

High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

GERMAN II (OFL201)

SCED Code: 24253A000

Length of Course: 1 year

Prerequisite: Successful completion of German I

Recommended Grade Level: 10, 11, 12

Credit: 1 credit

Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

LATIN I (OFL102)

SCED Code: 24342A000

Length of Course: 1 year

Prerequisite: Working knowledge of English

Recommended Grade Level: 9, 10, 11, 12

Credit: 1 credit

High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments

LATIN II (OFL202)

SCED Code: 24343A000

Length of Course: 1 year

Prerequisite: Successful completion of Latin I

Recommended Grade Level: 10, 11, 12

Credit: 1 credit

Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

FRENCH I (OFL103)

SCED Code: 24102A000

Length of Course: 1 year

Prerequisite: Working knowledge of English

Recommended Grade Level: 9, 10, 11, 12

Credit: 1 credit

Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

FRENCH II (OFL203)

SCED Code: 24103A000

Length of Course: 1 year

Prerequisite: Successful completion of French I

Recommended Grade Level: 10, 11, 12

Credit: 1 credit

Students continue their introduction to French in this second year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French speaking areas across the globe, and assessments.

FRENCH III (OFL303)

SCED Code: 24104A000

Length of Course: 1 year

Prerequisite: Successful completion of French I, and II

Recommended Grade Level: 11, 12

Credit: 1 credit

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, Edgenuity Course Catalog PAGE 22 World Language Courses reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

CHINESE I (OFL104)

SCED Code: 24402A000

Length of Course: 1 year

Prerequisite: Working knowledge of English

Recommended Grade Level: 9, 10, 11, 12

Credit: 1 credit

High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries

CHINESE II (OFL204)

SCED Code: 24403A000

Length of Course: 1 year

Prerequisite: Successful completion of Chinese I

Recommended Grade Level: 10, 11, 12

Credit: 1 credit

Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

MATHEMATICS

Class of 2027 and Later

Suggested Four Year Course Plans:

Year	Option 1 Traditional College Bound	Option 2 Accelerated College Bound	Option 3 Workforce/Career
8th Grade		Algebra 1	
Freshman	Algebra 1	Geometry	Algebra 1
Sophomore	Geometry	Algebra 2	Geometry
Junior	Algebra 2	Pre-Calculus	Algebra 2
Senior	Pre-Calculus	Calculus	Transitional Math

ALGEBRA 1 (MA111A/MA111B)

College Prep/NCAA Approved
SCED Code: 02052A000
Length of Course: 1 year
Prerequisite: None

****Required Course****
Recommended Grade Level: 9
Credit: 1 credit

Algebra 1 is a one year course of elementary algebra and prepares students for Geometry. Topics covered include the following: Solving Equations and Inequalities, Linear Functions, Linear Models, Systems of Linear Equations and Inequalities, Introduction to Nonlinear Functions, Exponents and Exponential Functions, Polynomials and Factoring, Quadratic Functions, Solving Quadratic Equations, Radical Functions, and Statistics.

Geometry (MA211A/MA211B)

College Prep/NCAA Approved
SCED Code: 02072A000
Length of Course: 1 year
Prerequisite: Algebra I

****Required Course****
Recommended Grade Level: 10
Credit: 1 credit

Geometry is a one year course. It prepares students for Algebra 2. Topics covered include the following: Foundations of Geometry, Parallel and Perpendicular Lines, Transformations, Triangle Congruence, Relationships in Triangles, Quadrilaterals and Other Polygons, Similarity, Right Triangles and Trigonometry, Coordinate Geometry, Circles, Two- and Three- Dimensional Models, and Probability.

Algebra 2 (MA321A/MA321B)

College Prep/NCAA Approved
SCED Code: 02056A000
Length of Course: 1 year
Prerequisite: Geometry

****Required Course****
Recommended Grade Level: 11
Credit: 1 credit

Algebra 2 is a one year course. It prepares students for Pre-Calculus. Topics covered include the following: Linear Functions and Systems, Quadratic Functions and Equations, Polynomial Functions, Rational Functions, Rational Exponents and Radical Functions, Exponential and Logarithmic Functions, Trigonometric Functions, Trigonometric Equations and Identities, Conic Sections, Matrices. Data Analysis and Statistics, and Probability.

PRE-CALCULUS (MA412A/MA412B)

College Prep/NCAA approved

SCED Code: 02110A000

Length of Course: 1 year

Prerequisite: Successful completion of Math 3

Recommended Grade Level: 12

Credit: 1 credit

Students will continue the work with the functions from Algebra 1, Geometry, and Algebra 2. This course will include features of polynomial, rational, and logarithmic equations. It will also include the study of trigonometric functions, identities, and trigonometry in non-right triangles and circles.

CALCULUS (MA421A/MA421B)

College Prep/NCAA approved

SCED Code: 02121A000

Length of Course: 1 year

Prerequisite: Successful completion of Math 3 or Pre-calculus and teacher recommendation

Recommended Grade Level: 12

Credit: 1 credit

This course offers in-depth study of differentiation and integration. Other topics covered include limits, analytical geometry, vectors, and surfaces of rotation. Emphasis will be placed on the application of all topics. Graphing calculators are used extensively. It is strongly recommended that students purchase their own graphing calculator (TI-83, TI-84). Course is designed as a strong foundation to college Calculus, not as a replacement to college Calculus.

High School Transitional Math 4 (STEM) (TM001A/TM001B)

College Prep/NCAA Approved-?

SCED Code: 02055A001

Length of Course: 1 year

Prerequisite: Algebra 2

Recommended Grade Level: 12

Credit: 1 credit

The STEM Pathway is a one year course for students with career goals involving occupations that require the application of calculus or advanced algebraic skills. In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the STEM Pathway guarantees student placement into a community college mathematics course in a calculus-based mathematics course sequence. Specifically, this will mean placement into College Algebra.

High School Transitional Math 4 (Technical) (TM003A/TM003B)

College Prep/NCAA Approved-?

SCED Code: 02153A001

Length of Course: 1 year

Prerequisite: Algebra 2

Recommended Grade Level: 12

Credit: 1 credit

The Technical Math Pathway is for students with career goals involving occupations in technical fields that do not require the application of calculus, advanced algebraic, or advanced statistical skills. The mathematics in this pathway emphasizes the application of mathematics within career settings. In accordance with and subject to the PWR Act, successful attainment of transitional mathematics competencies in the Technical Math Pathway guarantees student placement into a credit-bearing postsecondary mathematics course required for a community college career and technical education program.

MUSIC

BAND (MU101A/MU101B)

SCED Code: 05101A000

Recommended Grade Level: 9,10,11,12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: Previous band experience and consent of the director.

This one-year course is designed for students who have achieved beyond the beginning/intermediate level on their instrument. This course may be repeated yearly for credit. Band includes guidance and direction in instrumental technique, music theory, evaluating pitch, evaluating tone, individual creativity [through performance and composition], and their application to various styles of music in group performance. Sustained effort and regular at-home practice are necessary for success. This course does require multiple after-school and weekend performances for a grade [full schedule available in May of preceding school year]. Students will also have opportunities for travel and special performances. Students who did not participate in band during the previous school year should contact the director before scheduling.

JAZZ BAND (MU201A/MU201B)

SCED Code: 05105A000

Recommended Grade Level: 9,10,11,12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: Previous band experience and consent of the director.

This course helps students develop their techniques for playing brass, woodwind, and percussion as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock. Students will also become well verse in general and advanced Music Theory and Aural Theory. Students who did not participate in band during the previous school year should contact the director before scheduling.

CHOIR (MU102A/MU102B)

SCED Code: 05110A000

Recommended Grade Level: 9,10,11,12

Length of Course: 1 year

Credit: 1 credit

Prerequisite: None.

This one-year course is designed for students who wish to learn/further their knowledge and ability to sing. This course may be repeated yearly for credit. Choir includes instruction and coaching in vocal technique, music theory, evaluating pitch, and their application to various styles in a group choral setting. Students will also have the opportunity to engage their creativity through performance and composition. This course does require multiple after-school and some weekend performances for a grade [full schedule available in May of preceding school year]. Students will also have opportunities for travel and special performances.

MUSIC THEORY I (MU301A)

SCED Code: 05113A000

Recommended Grade Level: 10,11,12

Length of Course: 1 Semester

Credit: 0.5 credit

Prerequisite: None.

The first semester will cover the very basics of music theory from reading notes, building scales and chords, and some basic analysis of music.

**This class normally pairs with Music Theory II*

MUSIC THEORY II (MU301B)

SCED Code: 05113A000

Length of Course: 1 semester

Prerequisite: Successful completion of Music Theory I

Recommended Grade Level: 10,11,12

Credit: 0.5 credit

The second semester will continue on to more advanced theory. It will cover a more in depth analysis of music along with composition of melody and harmony. Students must complete the first semester to be eligible for the second.

**This class normally pairs with Music Theory I*

PHYSICAL, HEALTH & SAFETY EDUCATION

PHYSICAL EDUCATION (PE101A/PE101B)

****Required Course****

SCED Code: 08001A000

Length of Course: 1 year

Prerequisite: None

Recommended Grade Level: 9, 10, 11, 12

Credit: 1 credit

Emphasis is placed on team and individual sports and physical fitness. Fitness testing, written tests, and participation determine grades. 4 years of Physical Education is required for graduation, unless a waiver is granted.

ATHLETIC PHYSICAL EDUCATION I (PE201A/PE201B; PE202A/PE202B)

SCED Code: 08009A000

Length of Course: 1 year

Prerequisite: None

Recommended Grade Level: 10, 11, 12

Credit: 1 credit

This course is designed to enhance the strength and performance of students along with developing knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning, they may include other components such as anatomy and conditioning.

**Students are unable to take this course alongside Driver's Education.*

ATHLETIC PHYSICAL EDUCATION II (PE301A/PE301B)

SCED Code: 08009A000

Length of Course: 1 year

Prerequisite: Athletic PE I, Teacher approved

Recommended Grade Level: 11, 12

Credit: 1 credit

This course is designed to enhance the strength and performance of students along with developing knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning. Athletic PE II will take a more in depth look at speed, agility, plyometric, and conditioning. This includes sprint, jump, and aerobic capacity training for more advanced level student-athletes.

ADAPTED PHYSICAL EDUCATION (XPE)

SCED Code: 08007A000

Length of Course: 1 year

Prerequisite: Instructor Approval

Recommended Grade Level: 9, 10, 11, 12

Credit: 1 credit

This course provides physical education activities (sports, fitness, and conditioning) adapted for students with special needs.

HEALTH (PE121A/PE121B)

****Required Course****

SCED Code: 08051A000

Length of Course: 1 semester

Prerequisite: None

Recommended Grade Level: 9, 10

Credit: 0.5 credit

Health Education is a one semester REQUIRED course covering mental health and abnormalities, alcohol and drug use and misuse, sex education, dietary habits, ecology, and safety.

First Year Experience (PE115A/PE115B)

~~(Dual Credit with LLCC—FYE 101)~~

SCED Code: 22003A000

Recommended Grade Level: 9, 10

Length of Course: 1 quarter

Credit: 0.250 credit

Prerequisite: None

The first-year experience course helps students successfully transition to college. Students experience, discuss, write about and apply knowledge, skills, behaviors, strategies and mindsets that help them succeed in college. This course empowers students to develop inner qualities that assist in making wise decisions, which result in the outcomes and experiences they desire. Students learn how to think critically about and prepare for their academic and career pathways.

**This course is paired with Drivers Education.*

DRIVER EDUCATION (PE111A/PE111B)

****Required Course****

SCED Code: 08152A000

Recommended Grade Level: 9, 10

Length of Course: 1 quarter

Credit: 0.250 credit

Prerequisite: Must have passed eight 1/2 credit courses in the previous two semesters.

Classroom Drivers Ed Semester 1: student must be 15 years old by November 30

Classroom Drivers Ed Semester 2: student must be 15 years old by May 30

The purpose of this course is to provide the information required by law to qualify for a driver's license. The subject areas include driving tasks, interacting with traffic, driving in different environments and conditions, and your responsibilities as a driver.

**This course is paired with First Year Experience(PE115).*

The State of Illinois requires 30 hours of classroom instruction which consists of the traffic laws, safe driving procedures, alcohol and drug usage, motorcycle operation, insurance, and the highway transportation system, among other topics. Students must achieve 70% to pass this portion of the course. To comply with the 30-hour State of Illinois requirement, the NBHS attendance policy for the classroom portion of driver education requires that student absences are limited to 4 classes. Absences 1 and 2 meet the mandated 30-hour minimum. Absences 3 and 4 must be made up so that the student may meet the 30-hour requirement. If a student is absent for more than 4 days for any reason, excused or unexcused, the student will be dropped from the class, and required to re-enroll during another semester at the financial responsibility of the parent/guardian.

SCIENCE

*All students must have 3 science credits to graduate.

**Additional Science coursework is strongly advised for elective choices, particularly if occupations in the Health Sciences are of interest.

Suggested Four Year Course Plans: * = Recommended

Year	Option 1 Technical Track	Option 2 Traditional College Bound	Option 3 Accelerated College Bound	Option 4 Accelerated Medical Bound
Freshman	Integrated Physical Science	Integrated Physical Science	Integrated Physical Science	Integrated Physical Science
Sophomore	Integrated Biology	Integrated Biology	Integrated Biology	Integrated Biology
Junior	Biology II or Chemistry or Environmental Science or Forensic Science	Biology II or Chemistry or Environmental Science or Forensic Science	Biology II, Anatomy & Physiology, Physics, Chemistry I	*Chemistry, *Anatomy & Physiology, *Physics, and Biology II
Senior	Biology II or Chemistry or Environmental Science or Forensic Science	Biology II or Chemistry or Environmental Science or Forensic Science	Biology II, Anatomy & Physiology, Physics, Chemistry I	*Chemistry, *Anatomy & Physiology, *Physics, and Biology II, Forensic Science

INTEGRATED PHYSICAL SCIENCE (SC101A/SC101B)

College Prep/NCAA approved

SCED Code: 03159A000

Length of Course: One Year

Prerequisite: None

Required Course

Recommended Grade Level: 9

Credit: 1 credit

This course is required for all freshmen. This course deals with major topics of chemistry, physics, and Earth science. Topics covered include structure and properties of matter, forces and interactions, energy, wave properties, Earth and the Solar system, plate tectonics, role of water in Earth's surface processes, natural resources, and defining and delimiting engineering problems.

INTEGRATED BIOLOGY (SC201A/SC201B)

College Prep/NCAA approved

SCED Code: 03051A000

Length of Course: 1 year

Prerequisite: Integrated Physical Science

Required Course

Recommended Grade Level: 10

Credit: 1 credit

This course is required for all sophomores and through discussion and group investigations focuses on cellular function including topics of homeostasis, cell transport, cellular respiration, photosynthesis, meiosis, mitosis and the chemistry of life. The principles of evolution will be discussed along with genetics and gene expression. Ecological relationships will also be stressed during the study of populations, ecosystems, biological communities, and the environment. This class has microscope work and laboratories.

BIOLOGY II (SC311A/SC311B)

College Prep/NCAA approved

SCED Code: 03052A000

Length of course: 1 Year

Prerequisite *Completion of Integrated Physical Science and Integrated Biology

Recommended Grade Level: 11, 12

Credit: 1 credit

Basic knowledge of microscopy and general biology is required. This course includes botany, zoology, and microbiology. Botany is designed to show the evolution of plant life on Earth and the modern plant's physical structure and ecological impact. Microbiology includes the study of bacteria, viruses, and protists. Zoology will cover an introduction to animals and a comprehensive study of major invertebrate and vertebrate animal phyla as they developed evolutionarily. Several dissections, including the fetal pig are required.

ANATOMY AND PHYSIOLOGY (SC331A/SC331B)

College Prep/NCAA approved

SCED Code: 03053A000

Length of Course: 1 year

Prerequisite: *Completion of Integrated Physical Science and Integrated Biology with a B or better and qualifying test scores.

Recommended Grade Level: 11, 12

Credit: 1 credit

A detailed study of the human body, this course is designed to study 11 systems of the body and their structure, position, function, and relationship to the other systems. Wellness and illness of the lifespan will be discussed in detail for each organ system including genetic and bacterial diseases, and cell dysfunction. This course includes laboratory experiments and dissections, including a required cat dissection. This course is designed for **those students who plan to attend college**, whether to pursue a career in a science related field or medical field.

CHEMISTRY (SC301A/SC301B)

College Prep/NCAA approved

SCED Code: 03101A000

Length of Course: 1 year

Prerequisite: Completion of Integrated Physical Science and Integrated Biology with a B or better and qualifying test scores

Recommended Grade Level: 11, 12

Credit: 1 credit

Chemistry is the study of the composition, structure, and properties of matter and the changes that matter undergoes. Areas of study include SI measurement; scientific inquiry; scientific method and laboratory skills; atomic structure; elements; compounds; covalent; ionic, and metallic bonds; molecular geometry; conversion of mass and energy; formula equations; stoichiometry, and the gas laws. This course is designed for **those students who plan to attend college**.

CHEMISTRY II (SC401A/SC401B)

College Prep/NCAA approved

SCED Code: 03102A000

Length of Course: 1 year

Prerequisite: Grade of B or better in Chemistry, and qualifying test scores

Recommended Grade Level: 12

Credit: 1 credit

Topics of study will include solutions, ions in aqueous solutions and colligative properties, acids and bases, Acid-base titrations, organic chemistry, and biological chemistry. Topics from Chemistry I will be reviewed. Laboratory experiments will supplement topics covered in class. This course is designed for **those students who plan to attend college** to pursue a career in a science related field.

ENVIRONMENTAL SCIENCE

College Prep/NCAA approval

SCED Code:03003A000

Length of Cours: 1 year

Prerequisite: Completion of Integrated Physical Science and Integrated Biology

Recommended Grade Level: 11, 12

Credit: 1 credit

Environmental Science is the study of the interactions between earth's natural systems and the demands placed on them by the human population. This course will include elements of life science, physical science, and social science and focus on relevant current events. Concepts will be explored through inquiry based laboratory exercises,

FORENSIC SCIENCE (SC321A/SC321B)

College Prep/NCAA approval

SCED Code:15055A000

Length of Course: 1 year

Prerequisite: Completion of Integrated Physical Science and Integrated Biology with a C or better and qualifying test scores

Recommended Grade Level: 11, 12

Credit: 1 credit

Forensics is the study and application of science that involves collection, examination, evaluation, and interpretation of evidence. This course will teach students will learn about the techniques that forensic technicians use to collect evidence. The students will then look a the different types of collected evidence in the form of hairs, fibers, fingers, blood, DNA fingerprinting, toxicology, document analysis, and ballistics. Students will be looking at the process of death and decomposition. This course will include a lot of laboratory experiments to model the concepts discussed in the course.

PHYSICS (SC341A/SC341B)

College Prep/NCAA approved

SCED Code: 03151A000

Length of Course: 1 year

Prerequisite: Grade of B or better in Math II or Math III and Integrated Physical Science, and qualifying test scores

Recommended Grade Level: 11, 12

Credit: 1 credit

Physics is the study of matter and energy and their relationship. The topics covered are SI measurements, motion, forces, gravity, momentum, energy, work, and temperature. Laboratory experiments will be performed to supplement the topics covered in class. This course is designed for **those students who plan to attend college.**

SOCIAL STUDIES DEPARTMENT

Suggested Four Year Course Plans:

Year	Class
Freshman	World Studies
Sophomore	Early United States History and Government
Junior	Modern United States History <i>*consider Introduction to Psychology or Sociology (as elective)</i>
Senior	Introduction to Psychology and/or Sociology

*Additional Social Studies coursework is strongly advised for elective choices

WORLD STUDIES (SS101A/SS101B)

****Required Course****

SCED Code: 04053A000

Recommended Grade Level: 9

Length of Course: 1 Year

Credit: 1 credit

Prerequisite: None

The course covers major events in world history, including the development and influence of human geographic relationships, political and social structures, economics, science and technology, and the arts. Students investigate major religions and belief systems throughout history and learn about the importance of trade and cultural exchange. Other topics include the development of agriculture, the spread of democracy, the rise of nation states, the industrial era, the spread of imperialism, and the issues and conflicts of the twentieth century. The objective of this course is to increase student awareness of changing cultural and physical environments; know the past through the incorporation of literacy skills and higher order and critical thinking activities; and act in ways that promote the common good.

EARLY UNITED STATES HISTORY AND GOVERNMENT (SS203A/SS203B)

****Required Course****

SCED Code: 04102A000

Recommended Grade Level: 10

Length of Course: 1 Year

Credit: 1 credit

Prerequisite: None

This course begins by examining the historical basis of the U.S. Government, examination of the three branches of government, and a study of state governments. The course will also suggest to the student the importance of the individual in shaping government policy. The United States and Illinois Constitutions tests will be given and must be passed to meet graduation requirements. The course will continue by examining the events, trends, individuals, and movements that shaped the history of the United States from its founding to WWII. The objective of this course is to increase student awareness of changing cultural and physical environments; know the past through the incorporation of literacy skills and higher order and critical thinking activities; and act in ways that promote the common good.

MODERN UNITED STATES HISTORY (SS302A/SS302B)

****Required Course****

SCED Code: 04103A000

Length of Course: 1 Year

Prerequisite: None

Recommended Grade Level: 11

Credit: 1 credit

This course reviews American history from WWII to recent events. The course covers; issues of immigration and urban life; and the hopes, demands, and challenges African Americans and women faced as they sought equality. Other topics include: the American Dream; the Civil Rights movement; Vietnam; Watergate; Reaganomics; immigration trends; the Clinton years; and the new millennium. The objective of this course is to increase student awareness of changing cultural and physical environments; know the past through the incorporation of literacy skills and higher order and critical thinking activities; and act in ways that promote the common good.

INTRODUCTION TO PSYCHOLOGY (SS211A/SS211B)

College Prep/NCAA approved

SCED Code: ~~04255A000~~ 04254A000

Length of Course: 1 Year

Prerequisite: None

Recommended Grade Level: 11, 12

Credit: 1 credit

The objective of this course is to introduce students to the systematic study of mental processes and human behavior. The course will focus on the effects of mental processes on observable behavior. Students will explore various aspects of psychology, including major psychological theories and theorists, the anatomy of the brain, consciousness, perception, psychological disorders, and developmental psychology.

SOCIOLOGY (SS321A/SS321B)

College Prep/NCAA approved

SCED Code: 04258A000

Length of Course: 1 year

Prerequisite: None

Recommended Grade Level: 11, 12

Credit: 1 credit

This course is designed to introduce students to the systematic study of social behavior and human groups. The class will focus on the influences of social relationships in people's attitudes and behaviors. Students will study basic theories and perspectives used in sociology, key sociological concepts, social hierarchies, and social institutions such as marriage, religion, education, and government. The class will then apply what they have learned to better understand the impact of issues on today's society and individuals.

***This class is typically paired with First Year Experience(FYE01)**

Miscellaneous Course Offerings

ADVANCED PLACEMENT COURSES (On-Line)

Recommended Grade Level: 11, 12

Prerequisite: Dependent upon courses selected

Length of Course: 1 Year

NBHS offers a variety of on-line Advanced Placement Courses through Illinois State Board of Education-Illinois Virtual Course Catalog and Imagine Edgenuity. We are an approved AP National Testing Site, so students that complete an AP Course can take the AP Placement Exam on the National Testing Day set by the College Board and receive college credit if they meet the assessment score needed to qualify to earn the college credit in the course. For a listing of the courses available through Edgenuity, click [HERE](#) and look at page 2. Students that take an AP course through Edgenuity will not be charged a course fee, as we have a subscription/license for Edgenuity.

For a listing of the courses available through ISBE-Illinois Virtual Course Catalog, click [HERE](#) and find select AP course type. Students that take the AP course through ISBE-Illinois Virtual Course Catalog will be charged the course fee as assessed by ISBE-Illinois Virtual Course Catalog.

CAPITAL AREA CAREER CENTER (CACC)

Recommended Grade Level: 11, 12

Prerequisite: Dependent on program, Junior standing

Length of Course: 1 or 2 years

Various vocational courses are offered to New Berlin High School through the Capital Area Career Center. The district provides transportation to afternoon vocational programs. Applications are available from the Director of Student Services and are due in February of the year prior to the year the student plans to attend. Students must apply and be approved for enrollment by the principal. A student must be registered as a full-time student at New Berlin High School to meet course registration requirements. Space and funding for these programs is limited, and the District 16 Board of Education reserves the right to deny acceptance.

CACC Course
Arts and Communications
Audio/Video Production I (CA316) Audio/Video Production II (CA416) Graphic Arts I (CA311) Graphic Arts II (CA411) Photography I (CA315) Photography II (CA415)
Finance and Business Services
Culinary Arts I (CA307) Culinary Arts II (CA407) Sangamon CEO (CEA A/CEO B) Social Media Marketing (CA323)
Health Sciences and Technology
Emergency Medical Technician (CA409)

Nursing Assistant (CA313) Medical Assistant (CA427)
Human and Public Services
Barbering (CA324) Early Childhood I (CA308) Early Childhood II (CA408) Cosmetology I (CA306) Cosmetology II (CA406) Fire Science (CA432) Law Enforcement I (CA312) Law Enforcement II (CA412)
Information Technology
IT Networking and Cybersecurity I (CA304) IT Networking and Cybersecurity II (CA404) IT Operations and Programming I (CA428) IT Operations and Programming II (CA429)
Manufacturing, Engineering, Technology and Trades
Automotive Technology and Servicing I (CA302) Automotive Technology and Servicing II (CA402) Building Trades I (CA303) Building Trades II (CA403) HVAC and Electrical System Technology I (CA322) HVAC and Electrical System Technology II (CA422) Electronic and Engineering I (CA430) Electronic and Engineering II (CA431) Welding I (CA317) Welding II (CA417) Engineering for High Tech (CA433)
Workforce Development
Work Based Learning (CA425) *Prerequisite-Student attendance must be 90% the prior school year in order to participate and students must maintain an attendance rate of 90% to continue in the program

CollegeNOW Spring PROGRAM

Recommended Grade Level: 12

Prerequisite:

- meet all graduation requirements by end of first semester of senior year including 4 years of English credits
- **FYE101**

Length of Program: 1 semester (final semester of senior year)

CollegeNOW will provide a college level experience to high school seniors allowing them to earn dual credit through Lincoln Land Community College, and to develop the necessary readiness and skills for continued postsecondary academic success. Credit earned is posted as college credit on an official LLCC transcript. Courses offered in district high schools make college more accessible to area high school students. Students still participate in high school activities. Students are responsible for the college tuition, textbook rental, and other fees.

SANGAMON CEO (CREATING ENTREPRENEURIAL OPPORTUNITIES)

Recommended Grade Level:12

(Dual Credit-LLCC)

Sangamon CEO is about Creating Entrepreneurial Opportunities (CEO). It is a year-long experience that aims to empower talented young adults to become innovator problem-solvers and enterprising, action-oriented entrepreneurs. Students visit area businesses, learn from experts, participate in a class business, write business plans, and start and operate their own business.

While emphasizing real-world learning over textbooks, the class is linked to Common Core and national entrepreneurship education standards. Students are selected for the class through a rigorous application process, including letters of recommendation and an entrepreneurial profile. Grades are not the defining admission standard.

The class meets for 1 ½ hours each school day from 7:30-9:00 am at a multitude of locations throughout the area. The program is open to all Sangamon County high school seniors in good standing that can provide their own transportation to our many class sites.

MC3 PROGRAM-BUILDING TRADES APPRENTICESHIP READINESS

Recommended Grade Level: 11, 12

Prerequisite: None

SCED Code: 17048A000

Length of Course: 1 semester

Credit: .5 credit or 1 credit

(Dual Credit-LLCC)

The Building Trades ARP's is a standardized, comprehensive, 120- hour construction curriculum designed to help young people choose and succeed in an apprenticeship program. Students must apply to the program. IT is run through the Sangamon-Menard Regional Office of Education Multi-Craft Core Curriculum. The MC3 Curriculum consists of nine units:

1. Construction Industry Orientation
2. Tools and Materials
3. Construction Health and Safety
4. Blueprint Reading
5. Basic Math and Construction
6. Heritage of the American Worker
7. Diversity in the Construction Industry
8. Green Construction
9. Financial Literacy

The course will be taught by a c certified teacher who underwent the required training. **Students have to provide their own transportation since this is a zero hour class held on the LLCC Campus.**

TEACHING ASSISTANT

Recommended Grade Level: 11, 12
(Dual Credit-LLCC)

Length of Course: 1 semester or year
Credit: .5 or 1 credit

Prerequisite: Cumulative Grade Point Average (GPA) is at least 2.5., Academic Eligibility, no attendance letters on file, and completion of essay prompt

The Teacher Assistant (TA) Program will focus on assisting teachers in a classroom by tutoring students and actively becoming a part of the educational process for one period per day. Student TA's work with teachers at New Berlin Jr./Sr.High School.

Students enrolled in the TA Program will have the opportunity to join in LLCC's Education Pathway program. All classes are offered online through LLCC with 2 on-site visits to campus. The on-site campus visits are usually held on Saturday mornings. All courses are free to high school students through the dual credit process. Students are responsible for the cost of the textbook(s). Students will be making a year long commitment to this program. Students must notify the Director of Student Services of their desire to be enrolled in LLCC's Education Pathway before May 1st.

Students may also work as a TA for New Berlin credit only. For students participating in this option, the course grades are recorded as Pass/Fail.

Juniors and Seniors	
Fall Semester (August-December)	Spring Semester (January-May)
EDU 201 (4 Credit Hours) Introduction to Teacher Education *The course includes 30 hours of field experience.	EDU 210 (3 Credit Hours) Instructional Technology

Seniors Only (If students have taken EDU 201 & 210)	
Fall Semester (August-December)	Spring Semester (January-May)
EDU 215 (3 Credit Hours) Students with Disabilities	EDU 220 (4 Credit Hours) Diversity of Schools and Society

Alternative Education Placements

SASED CENTRAL (SASED)

Recommended Grade level: 9, 10, 11, 12

Prerequisite: IEP/Referral Only

Length of Program: Varies

The SASED Central educational program consists of academic instruction appropriate to grade placement, academic achievement, and individual needs. High school students will receive instruction in required elective courses to meet the graduation requirements of the Illinois State Board of Education. Vocational opportunities and life skills classes are available for identified students. In all cases, instruction is individualized in consideration of the student's unique needs as documented in their Individual Educational Program (IEP).

SANGAMON COUNTY LEARNING ACADEMY (SCLA)

Recommended Grade Level: 9,10,11,12

Prerequisite: Referral Only

Length of Program: Varies

The Sangamon County Learning Academy currently exists as an alternative placement for students who have exhausted the resources available at NBHS. SCLA has small class sizes which focus on cooperative and interactive learning strategies. SCLA serves truants, chronic truants, and dropouts. Referrals come from NBHS administrators. The program is designed so that students have the flexibility of either returning to NBHS at the end of a semester, enrolling in both Capital Area Career Center and SCLA and/or completing the alternative program at SCLA and graduating from their home school.

CROSSROADS PROGRAM

Recommended Grade Level: 8,9,10,11,12

Prerequisite: Referral Only

Length of Program: Varies

This program is designed to provide an alternative setting for a very small percentage of students who have been expelled, chronically disruptive or suspended multiple times. The program is flexible in order to meet the needs of individual students and districts. The academic component of the curriculum is a self-paced computer based program. The teacher student ratio is kept low in order to enhance the success of the students. All teachers are trained in Aggression Replacement Training to enable them to best meet the behavioral needs of the students.

For additional information about these programs, contact the Director of Student Services at NBHS:

*Joe Viola
Fax: 217-488-3207*

*Phone: 217-488-6012, ext. 1110
E-mail: jviola@pretzelpride.com*

RESOLUTION - HLS AMENDMENT

WHEREAS, the New Berlin Board of Education discussed the following project:

Replace Exterior wood lighting poles on the football field. The work would include replacing existing wood light poles, salvaging existing light fixtures for reinstallation, and extending wiring. All previous Health/Life Safety projects have been completed and are in compliance.

WHEREAS, BLDD architects have determined that this work is necessary since the light poles are deteriorating and starting to lean creating a hazard.

WHEREAS, it is the recommendation of the Superintendent to utilize the health life safety money in order to complete this work.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education approve the work the certified estimate from the Architect in the amount of \$255,600 for the like replacement of the light poles.

ADOPTED this December 18, 2025, by the following roll-call vote:

AYES: _____
NAYS: _____
ABSENT: _____
ABSTAIN: _____

Board of Education President

Board of Education Secretary

RESOLUTION - HLS AMENDMENT /MATCHING SCHOOL MAINTENANCE GRANT

WHEREAS, the New Berlin Board of Education discussed the following project:

Replace Existing Greenhouse. The work would include replacing and demolish existing greenhouse structure and floor slab with the same size of 24x24 in the same location, reconnecting the existing water and electrical service. All previous Health/Life Safety projects have been completed and are in compliance.

WHEREAS, BLDD architects have determined that this work is necessary since the Greenhouse has walls that have deteriorating wood, with a curved top of the greenhouse damaged/missing and temporary plastic and tarp being used. The greenhouse is used for instructional purposes for the agriculture program and FFA

WHEREAS, it is the recommendation of the Superintendent to utilize the health life safety money and the matching \$50,000 matching school maintenance grant.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education approve the work the certified estimate from the Architect in the amount of \$240,000 for like replacement of the greenhouse.

ADOPTED this December 18, 2025, by the following roll-call vote:

AYES: _____

NAYS: _____

ABSENT: _____

ABSTAIN: _____

Board of Education President

Board of Education Secretary



REQUEST FOR PERSONNEL SERVICES

NEW BERLIN CUSD #16

Action Requested:	New Position	Employee Category:	Educational Support Staff	Employment Status:	Part-time (PT)
				If PT, No. of Hrs/Day:	
Certified Position:	Choose an item.	Subject/Grade/Activity/Sport:	Click or tap here to enter text.	ESP Position:	Bus Monitor
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Ali Eagan			Hourly/Daily Rate of Pay:	\$15.00
Location:	District	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:	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:	11/24/2025		
Position Supervisor:	Seth Hill				
Action Requested by:	Seth Hill	Date:	11/24/2025		

(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:	Hiring	Employee Category:	JH 6 th Grade Volleyball	Employment Status:	
				If PT, No. of Hrs/Day:	
Certified Position:	JH 6 th Grade Volleyball	Subject/Grade/Activity/Sport:		ESP Position:	
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Karlee Garske			Hourly/Daily Rate of Pay:	
Location:	Junior High	Certified Degree:		Additional Hours:	
Salary Schedule Placement		Step:	0	Annual Rate of Pay:	\$1,601
Extra-curricular assignment:	JH 6 th Grade Volleyball	Placement:		Salary:	
Extra-curricular assignment:		Placement		Salary:	
Extra-curricular assignment:		Placement		Salary:	
Incumbent Name:	Carrie Vogler	Desired Beginning Date:	December 2025		
Position Supervisor:	Dillon Binkley				
Action Requested by:	Dillon Binkley	Date:	12/1/25		

(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:	Educational Support Staff	Employment Status:	Full-time (FT)
				If PT, No. of Hrs/Day:	
Certified Position:		Subject/Grade:	Click or tap here to enter text.	ESP Position:	Custodian
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Sean Tacke			Hourly/Daily Rate of Pay:	\$16 per hour
Location:	Jr/Sr 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:	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:	Todd Cheek/Rena Lacy	Desired Beginning Date:	1-5-26		
Position Supervisor:	Matt Brown				
Action Requested by:	Lori Niemeier	Date:	12/4/25		

(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:	Physical Education	ESP Position:	Choose an item.
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Mason Watson			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:	James Dambacher	Desired Beginning Date:	12/19/2025		
Position Supervisor:					
Action Requested by:	Jokisch	Date:	12/15/2025		

(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:	New Position	Employee Category:	Educational Support Staff	Employment Status:	Part-time (PT)
				If PT, No. of Hrs/Day:	
Certified Position:	Choose an item.	Subject/Grade/Activity/Sport:	Click or tap here to enter text.	ESP Position:	Bus Monitor
NEW EMPLOYEE INFORMATION / PLACEMENT					
Name:	Megan Curry			Hourly/Daily Rate of Pay:	\$15.00
Location:	District	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:	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:	1/5/2026		
Position Supervisor:	Seth Hill				
Action Requested by:	Seth Hill	Date:	12/3/2025		

(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

**COMMUNITY UNIT SCHOOL DISTRICT NO. 16
JUNIOR HIGH SCHOOL PRINCIPAL'S EMPLOYMENT
CONTRACT 2026 – 2030 SCHOOL YEAR**

Whereas, the Board of Education, New Berlin Community Unit School District No. 16, hereinafter referred to as "the Board" and Brandon Radford, hereinafter referred to as "Principal" do hereby agree to memorialize the terms and conditions for the employment of the Principal, pursuant to 105 ILCS 5/10-23.8a, for a four-year period.

Now, therefore, on this 18th day of December, 2025, the Board and Principal, 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.

- A. **EMPLOYMENT:** Principal is hereby retained for a four year (4) year period commencing on July 1, 2026, and terminating on June 30, 2030 (working 220 days a fiscal year), to serve as a Principal within Community Unit School District No. 16, Sangamon and Morgan Counties, Illinois. The Principal understands that this is a multi-year performance based employment contract pursuant to 105 ILCS 5/10-23.8a and by agreeing to the terms of this contract the Principal waives any and all rights to tenure in New Berlin CUSD # 16.
- B. **DUTIES:** The duties and responsibilities of the Principal shall be all those duties incident to the office of Principal as set forth in Board policy and the job description of the Principal, those obligations set forth in the Illinois School Code, and, such other duties normally performed by a Principal, and as from time to time may be assigned by the Board. The Principal shall devote his full-time and attention to his duties as Principal. His conduct shall always be reflective of the highest standards on integrity and good character.
- C. **PERFORMANCE GOALS:** In accordance with 105 ILCS 5/10-23.8(a), the parties have established Performance Goals for the Principal for the term of this Contract, including indicators that will be used by the Board to measure the Principal's achievement of these Goals.
1. The Board, in consultation with the Superintendent, has the sole and exclusive right to set the final Performance Goals.
 2. Final determination as to whether or not the Principal has met the Performance Goals of this contract shall be within the sole and exclusive discretion of the Board.
 3. The Performance Goals and indicators are set forth as Appendix A.

D. SALARY AND BENEFITS:

1. **SALARY.** In consideration of the Principal's services listed herein, the Board of Education will set an annual salary. Principal's salary for the 25 – 26 school year was \$91,507.50. In consideration of the salary listed herein, the Principal 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 Principal 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 Principal 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 Principal or that the termination date of this Agreement has been in any way extended.
2. **PENSION SYSTEM.** In addition to the annual salary set forth above, the Board shall pay on behalf of the Principal to the Illinois Teachers' Retirement System and the Teachers' Health Insurance Security Fund the Principal's required contributions to said pension system. The Principal 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 Principal 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 Principal's future services, knowledge, and experience.
3. **INSURANCE.** The Board will provide the Principal with the following insurance benefits:
 - a. 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 his 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.

- b. Term Life Insurance policy totaling Twenty-five Thousand Dollars and No Cents (\$25,000.00).

- 4. **VACATION.** The Principal shall receive eleven (11) 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. Any unused vacation days shall convert to sick leave days which may accumulate to a maximum as described in Paragraph 5 below.
 - 5. **SICK LEAVE.** The Principal shall be granted sick leave, as defined in Section 24-6 of the Illinois School Code, of eleven (11) 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.
 - 6. **PERSONAL LEAVE.** At the beginning of each fiscal year, Principal shall be granted Three (3) personal leave days. All unused personal leave days may be converted to sick leave days, except when Principal has reached the maximum amount of days listed in Paragraph 5 above.
 - 7. **OTHER BENEFITS.** The Principal shall be entitled to all the benefits normally given to other staff and employees in the District.
 - a. **PROFESSIONAL ORGANIZATION.** The Board encourages the Principal 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 Principal for dues and membership fees to an Association if said membership is approved by the Superintendent prior to participation.
 - b. **PROFESSIONAL ORGANIZATION MEETING ATTENDANCE.** The Principal is expected to attend appropriate professional meetings at the local and state levels as authorized by the Superintendent. The Board will reimburse the Principal for all reasonable expenses incurred as a result of his attendance at these meetings.
- E. **EVALUATION.** The Superintendent shall conduct annual evaluations of the Principal. The evaluation shall include a description of the Principal's duties and responsibilities and standards to which the Principal is to conform. The evaluation shall be in writing and shall consider the Principal's specific duties, responsibilities, management, and competence as a Principal. A copy of the evaluation shall, upon completion, be delivered to the Principal and another copy placed in the Principal's personnel file. Nothing herein shall be construed to extend the contract terms beyond its agreed termination date.

- F. **CERTIFICATION.** Principal shall furnish to the Board evidence of his possession of a valid and appropriate certificate to act as Principal of Schools 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.
- G. **MEDICAL EXAMINATION.** The Board of Education may direct the Principal, 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 Principal. The Principal shall cause the physician to provide the Board with a written certification of Principal's continued fitness for duty, which shall remain confidential to the Board.
- H. **DISCHARGE FOR CAUSE DURING TERM OF AGREEMENT.** Throughout the term of this Agreement, Principal shall be subject to discharge for just cause. The Board shall not arbitrarily or capriciously call for dismissal of the Principal and the Principal shall have the right to service written charges, notice of hearing, and a closed hearing before the Board. If Principal chooses to be accompanied by counsel at such hearing, all such personal expenses shall be paid by Principal. The Parties agree that just cause is defined for the purposes of this Contract as the Principal's breach of any express condition of this Contract and/or: 1) any action by the Principal that causes substantial prejudice to or is harmful to the best interests of this school district; 2) actions or conduct that constitutes moral turpitude; and 3) conviction of a felony, as permitted by law. 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 additional reasons:

1. Mutual, written agreement of the parties;
2. Retirement of the Principal;
3. Extended or excessive absence as defined herein. In the event the Principal is unable to perform his/her duties and obligations under this agreement by reason of illness, accident, or other cause beyond control of the Principal, and such inability exists for a period of not more than 90 days after the exhaustion of accumulated sick leave days and vacation days in any school year, the Board, in its discretion, may make a proportionate deduction from the salary stipulation. If such inability exists for a period of more than 90 days after the exhaustion of accumulated sick leave days and vacation days in any school year, the Board may, in its discretion, terminate this agreement, whereupon the respective duties, rights and obligations of the parties shall terminate,

provided prior to termination, the Principal shall be entitled to a hearing before the Board if she so requests.

4. Death of Principal.

- I. **TERMINATION BY AGREEMENT.** During the term of this Agreement, the Board and District Principal may mutually agree, in writing, to terminate this Agreement.
- J. **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 Principal, to:

Address is on File in the District Office

- K. **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.
- L. **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.
- M. **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.
- N. **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

By: _____
Junior High Principal

By: _____
President, Board of Education

Attest:

Secretary, Board of Education

Brandon Radford – Principal Contract Goals (2026–2030)

Goal 1: Building and Maintaining Collaborative Relationships

(Standard 4 – Collaboration with Families and Communities)

Goal Statement:

Strengthen collaborative relationships with families, students, and community partners by expanding communication channels, embedding student voice into decision-making, and promoting district-wide Pretzel Pride through community-based initiatives and partnerships.

Rationale:

To create a strong network of support for students by engaging families, staff, and community members in shared ownership of school success. Open communication and mutual trust will promote a sense of belonging for all stakeholders.

Action Plan:

- Continue digital community newsletter highlighting academic, athletic, and extracurricular accomplishments.
- Create monthly student advisory meetings to gather input and strengthen student voice.
- Build community partnerships with at least three local businesses or organizations annually to support PBIS, SEL, or schoolwide initiatives.
- Recognize and celebrate community involvement through Pretzel Pride spotlights and social media features.

Goal 2: Creating and Sustaining a Culture of High Expectations

(Standard 6 – High Expectations and Equity for All Students)

Goal Statement:

Create and sustain a culture of high expectations by aligning academic growth, behavioral supports, and social-emotional learning to the district's vision of equipping individuals with the tools to achieve their personal best and demonstrate Pretzel Pride.

Rationale:

Every student deserves an environment that promotes both academic achievement and social-emotional well-being. By maintaining high expectations and providing targeted support, the principal ensures equitable opportunities for all students.

Action Plan:

- Increase the percentage of students meeting typical growth targets in i-Ready Math and Reading by 10% annually.
- Reduce Tier 2 and Tier 3 behavior referrals by 15% through proactive PBIS interventions and SEL lessons.

- Implement monthly MTSS meetings to review academic and behavioral data, adjusting interventions based on student progress.
- Lead at least one schoolwide SEL or character education initiative per semester aligned with Panorama data trends.
- Promote consistent staff and student expectations aligned with the district's vision and PBIS matrix.

Goal 3: Instructional Leadership and Data-Driven Improvement

(Standard 1 – Living the Vision; Standard 2 – Teaching and Learning)

Goal Statement:

Strengthen instructional leadership by using data-driven practices to support staff development, instructional consistency, and measurable student growth across all content areas.

Rationale:

To ensure instruction remains rigorous, responsive, and aligned to the district's academic and SEL priorities, with data at the center of decision-making.

Action Plan:

- Conduct i-Ready data reviews after each diagnostic and share progress with staff and families.
- Implement instructional coaching cycles and walkthroughs focused on Danielson-aligned practices.
- Support grade-level teams in developing SMART goals tied to student growth outcomes.
- Track and communicate schoolwide academic growth trends through staff meetings and newsletters.

REPORT OF FMLA LEAVE OF ABSENCE – Information Only

The following are upcoming leaves of absence approved under FMLA, the NBEA Collective Bargaining Agreement and/or New Berlin CUSD #16 Policy and Procedure:

Brown, Jamie – Initial Request – FMLA Leave

Using up to 25.50 Sick Leave Days, 3.0 Personal Days, and 26.50 Unpaid Days
Beginning on or around November 24, 2025 through March 2, 2026

Maxson, Stacey – Initial Request – FMLA Leave

Using up to 58 Sick Leave Days, 0.0 Personal Days, and 0.0 Unpaid Days
Beginning on or around January 5, 2026 through April 6, 2026

ADDITIONAL INFORMATION

Under FMLA, employees are entitled to 12 weeks of job-protected leave for qualifying events, so long as, said employee has worked for the employer for at least one year; said employee has worked 1,250 hours in the previous 12 months; and that they work at a location with at least 50 employees within a 75-mile radius.

Under the Collective Bargaining Agreement, Leave of Absence Requests follow the below stated requirements:

5.5 Leave of Absence

Leaves of absence may be granted without pay to tenured teachers who desire to return to employment in a similar capacity upon termination of said leave. Said leave shall not be counted as teaching experience on the salary schedule. A letter of intent to return from a leave of absence must be filed with the Superintendent thirty (30) days prior to the end of said leave. A failure to provide said notification will be considered as having terminated contractual service.

Each approved leave of absence shall be of the shortest possible duration required to meet the purpose of the leave consistent with a reasonable continuity of instruction for students. Leaves of absence without pay shall normally be for no more than one (1) year; however, under special conditions, e.g. a 2 year graduate program, tenured teachers granted leave may apply for an extension not to exceed one (1) additional year. Leaves shall be granted to tenured teachers according to the following condition.

- A. Written requests for leaves of absence should be made at least two months before the leave is desired. This includes requests before and during the school year. Requests are subject to board approval.

If the leave is for the first/fall semester only, the employee shall notify the Superintendent with written notice by November 15 of the employee's intention to return to a teaching position for the second/spring semester.

If the leave is for the entire year, the employee shall notify the Superintendent with written notice by March 15 of the employee's intention to return to a teaching position for the following August.

- B. If acceptable to the Superintendent the dates that the leave shall begin and end shall be put in writing and presented to the Board.

- C. Leaves of less than (1) month, if acceptable to and approved by the Board, will not require one (1) month notice.

- D. Leave may be granted for:

1. advanced study leading to a degree in an approved university;
2. educationally related travel if the applicant provides an itinerary and an explanation of how such travel will improve the educational program;
3. military service;
4. child care; maternity; paternity; adoption; foster care;
5. other reasons acceptable to the Board.