



**Board of Education - Regular Meeting
Northwood Middle School
945 North Ave.
Highland Park, IL 60035**

Tuesday, June 11, 2024 6:15 PM

Mission

North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.

Agenda

LIVE STREAMING - To watch the live stream or the recorded Board Meeting, please visit our Vimeo page at <https://vimeo.com/user133899354>

1. Call to Order/Roll Call (6:15 p.m.)
2. Adjourn to Closed Session
 - a. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).
3. Reconvene to Open Session/Roll Call (7:00 p.m)
4. Pledge of Allegiance
5. Approval of Agenda
6. Superintendent Report
7. Information & Presentations
 - a. Report on Audit of Internal Controls by Baker Tilly (Policy 4:80)
 - b. Presentation Tentative FY25 Budget (Policy 4:10)
 - c. First Reading - Board Policy Updates/Periodic Reviews (Policy 2:240)
 - 2:40 Board Member Qualifications
 - 2:60 Board Member Removal from Office
 - 2:140 Communication to and From the Board
 - 2:260 Uniform Grievance Procedure
 - 2:265 Title IX Grievance Procedure (RENAMED)
 - 2:270 Discrimination and Harassment on the Basis of Race, Color, and

National Origin Prohibited (NEW)

- 4:20 Fund Balances
 - 4:190 Targeted School Violence Prevention Program
 - 5:10 Equal Employment Opportunity and Minority Recruitment
 - 5:20 Workplace Harassment Prohibited
 - 5:100 Staff Development Program (REWRITTEN)
 - 5:300 Schedules and Employment Year
 - 7:10 Equal Opportunities
 - 7:20 Harassment of Students Prohibited
 - 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
 - 2:50 Board Member Term of Office (Periodic Review)
 - 4:110 Transportation (Periodic Review)
 - 5:35 Compliance with the Fair Labor Standards Act (Periodic Review)
 - 5:40 Communicable and Chronic Infectious Disease (Periodic Review)
 - 6:40 Curriculum Development (Periodic Review)
- d. Discussion Policy 4:170 Safety - AP2/E6 - Letter to Parents on Safe Firearm Storage
- e. Discussion of Generative AI Guidance
8. Public Comments Related to Matters on the Agenda (Policy 2:230) *The Board welcomes comments and gives them serious consideration. The first community participation is solely for comments about matters on this agenda. Comments are limited to three minutes per speaker and will become part of the public record.*
9. Action Items
- a. Consent Agenda (Policy 2:220)
 - i. Approval of Meeting Minutes (Policy 2:220)
 - 1. Regular Meeting Minutes - May 14, 2024
 - 2. Closed Session Meeting Minutes - May 14, 2024
 - ii. Personnel Recommendations (Policy 5:30)
 - iii. Bill List (Policy 4:50)
 - iv. Treasurer's Report - May 2024 (Policy 4:80)
 - v. Destruction of Closed Session Recordings from December 13, 2022 (Policy 2:220)
 - vi. Recommendation to Dispose, Sell, or Recycle Surplus Goods (Policy 4:80)
 - b. Approve 5-Year Administrator Contract - Dr. Monica Schroeder as Deputy Supt. 2024/25-2025/26 & as Superintendent of Schools 2026/27-2028/29 (Policy 3:40)
 - c. Approve 2024/25 - 2028/29 NSEA Collective Bargaining Agreement
 - d. Approve 2024-25 Renewal Agreement with Andy Frain for Crossing Guard Services(Policy 4:60)
 - e. Approve School Treasurer's Bond & Appointment of School Treasurer (Policy 2:110)
 - f. Approve 2024-25 Designation of Depositories and Signatories (Policy 4:10)
 - g. Approve Publishing Legal Notice to Set a Public Hearing on the 2024-25 Tentative Budget & Display the 2024-25 Tentative Budget for Public Review (Policy 4:10)
 - h. Approve Resolution 240611 Setting a Public Hearing to Discuss an Interfund

Transfer from the Education Fund to the Operations and Maintenance Fund (Policy 4:20)

- i. Approve 2024-25 Collective Liability Insurance Coop. (CLIC) (Policy 4:60)
 - j. Approve 2024-25 Collective Liability Insurance Coop. (CLIC) Workers Compensation (Policy 4:60)
 - k. NSEA Memorandum of Understanding - Related Services Coverage Pay
 - l. Approve Consolidated District Plan & Title I Schoolwide Plans- Red Oak, Oak Terrace, Northwood (Policy 6:170)
- 10. Public Comments
 - 11. Committee Reports (Policy 2:150)
 - 12. Board/Superintendent Other
 - 13. Closed Session (Policy 2:200)
 - a. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2 (c)(1)
 - b. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10)
 - c. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
 - 14. Adjournment



Superintendent's Report

Dr. Michael Lubelfeld

Board of Education

June 11, 2024

RECOGNITION

Congratulations to the Class of 2024!



- 8th Grade Graduation -- 377 promoted to 9th grade
- *Everyone needs to do annual Online Registration!*

CREATING A SOCIALLY JUST LEARNING ENVIRONMENT

You're invited to a community meeting led by Dr. Sarena Shivers!

- Date: Wednesday, June 12
- Time: 6:00 p.m.
- Location: Northwood Middle School

Topics:

- Addressing microaggressions
- Advancing our community
- Concluding with a call to action

RSVP
(Click or Scan)



2024-2025 ENROLLMENT

- **School Enrollment Snapshot as of 6/11/2024**
- **170 at ECC (FY25) EC enrolls all year**
- **2024-2025 is projected**

| School | Current 2023-2024 | Projected 2024-2025 |
|--------|-------------------|---------------------|
| BR | 274 | 265 |
| EW | 648 | 654 |
| IT | 473 | 461 |
| NW | 521 | 530 |
| OT | 607* includes EC | 477* includes EC |
| RA | 274 | 279 |
| RO | 209 | 220 |
| SW | 368 | 356 |
| WT | 424 | 425 |

PHASE 2 UPDATE

Indian Trail

(Pictures from June 5, 2024)



PHASE 2 UPDATE

Ravinia

(Pictures from May 30, 2024)



PHASE 2 UPDATE

Sherwood

Move to Elm Place January 2025

Construction estimated 15 months

Return to “new” Sherwood

Estimated April 2026

PHASE 2 UPDATE



North Shore School District 112
Construction Schedule



| | 2024 | | | | | | | | | | | | 2025 | | | | | | | | | | | | 2026 | | | | | | | | | | | | 2027 | | | | | | | | | | | |
|------------------|---|---|---|-----------|---|---|---|---|---|-----------|---|---|---|---|---|-----------|---|---|---|---|---|---------|---|---|----------|---|---|---------|---|---|----------|---|---|---|---|---|------|---|---|---|---|---|---|---|---|--|--|--|
| | 2nd Qtr | | | 3rd Qtr | | | 4th Qtr | | | 1st Qtr | | | 2nd Qtr | | | 3rd Qtr | | | 4th Qtr | | | 1st Qtr | | | 2nd Qtr | | | 3rd Qtr | | | 4th Qtr | | | | | | | | | | | | | | | | | |
| | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | | | |
| INDIAN TRAIL | Construction Activity (Jul 23 - Aug 24) | | | | | | ★ Nov 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| RAVINIA | Construction Activity (Dec 23 - May 25) | | | | | | | | | | | | ★ Aug 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SHERWOOD | Design | | | Bid/Award | | | Construction Activity (Feb 25 - May 26) | | | | | | | | | | | | ★ Aug 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BRAESIDE | | | | | | | Design | | | Bid/Award | | | Construction Activity (Aug 25 - Nov 26) | | | | | | | | | | | | ★ Jan 27 | | | | | | | | | | | | | | | | | | | | | | | |
| WAYNE THOMAS | | | | | | | | | | | | | Design | | | Bid/Award | | | Construction Activity (Jul 26 - Sep 27) | | | | | | | | | | | | ★ Nov 28 | | | | | | | | | | | | | | | | | |
| ELM PLACE | Students from Indian Trail | | | | | | Students from Sherwood | | | | | | | | | | | | Students from Wayne Thomas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GREEN BAY SCHOOL | Students from Ravina | | | | | | | | | | | | Students from Braeside | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

★ Students return to school

SUMMER SCHOOL

Title I Summer School (June 24-July 18)

- 160 students
- 20 staff members
- Students will participate in Camp Invention

Extended School Year (ESY) (June 17-July 19)

- 38 students
- 8 staff members
- Partnering with TrueNorth for ILP/SAIL student ESY

NEW HIRES

For 2024-2025

- 3 Administrators (EW AP - 2, SW AP)
- 30 Educators/Certified (so far)
- 6 Classified/Exempt (non teacher staff so far)
- 4 vacancies posted (2 paraprofessionals, 1 ELA, 1 EC teacher)

[Learn more about open positions or apply at careers.nssd112.org](https://careers.nssd112.org)

SUMMER PROFESSIONAL DEVELOPMENT

- Generative AI Teacher Webinars
 - Dates June 17, June 24, July 15, July 22
- Culturally Responsive Education
 - Boot Camp June 11, 12
 - Leadership Retreat Aug 8
 - New Staff Orientation Aug 13
 - Dr. Whitaker will also lead all staff workshops at all schools next year!!
- Administrator Academy
 - New Principal Evaluation Plan with IL Principal Association
- Regional Safety/Security Meeting
 - D112, 113, 109, 106, HP/HW/DF/RW/Bannockburn
- Humanex Summit in Kalamazoo, MI

JUNE HERITAGE

Pride Month & Juneteenth

Resources:

- [Anti-Defamation League resources for Pride Month](#)
- [Kids celebrate Pride \(video\)](#)
- [10 ways to celebrate Pride Month with your kids](#)
- [Celebrating Juneteenth](#)
- [Juneteenth Explained \(video\)](#)

Links also available in June newsletter and at www.nssd112.org/celebration

SUMMER CALENDAR

- **June 11-12: Boot Camp Workshop for Staff on Culturally Responsive Teaching & Leadership
(With Dr. Sonya Whitaker)**
- **June 12: 2nd Community Forum
(With Dr. Sarena Shivers)**
- **June 19: Juneteenth (District Office Closed)**
- **July 1: 2024-2025 School Year Begins**
- **July 4: Independence Day (District Office Closed)**

REGISTRATION

In-Person Registration Event



**REGISTRATION FOR
SCHOOL YEAR 24-25**

**REGISTRACIÓN PARA EL
AÑO ESCOLAR 24-25**

Need assistance to
register your child(ren)
for school year
2024-2025?

¿Necesita ayuda con la
registración para el año
escolar 2024-2025 de
su(s) hijo/a(s)?



Monday, June 24th
lunes 24 de junio

4:00 pm - 7:00 pm

445 Sheridan Rd.
Highwood, IL 60040

Read next flyer for residency
requirements.

Lea el siguiente folleto para los
requisitos de comprobante de
residencia.

REGISTRATION

Registration for All Grades is Open!

Please note that all students need to be registered for the new school year.

- **All Returning Students**

This applies to all current students who will be returning to the district in 2024-2025. To complete the process, please log into the [Parent Portal](#). Once logged in, select "More" from the left menu and then click on "Registration."

- **New Students (Including Kindergarten)**

This applies to all new students, including kindergarteners who have been pre-registered. Visit nssd112.org/registration to complete the process.

If you have any questions about the registration process, please do not hesitate to email us at parentportal@nssd112.org or call us at 224-765-3052.

EQUITABLE MENTAL HEALTH & ACADEMIC RESOURCES

Referral**GPS**



Parent
Guidance.org



Visit nssd112.org/resources to learn more.



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NORTH SHORE
SCHOOL DISTRICT 112

Date: June 11, 2024
To: Members of the Board of Education
From: Dr. Michael Lubelfeld, Superintendent of Schools
Subject: Report on Audit of Internal Controls by Baker Tilly

Policy Alignment: Policy 4:80 Accounting & Audits

Disposition: Information

Executive Summary:

As a fundamental practice of my administration, we periodically review internal controls and procedures across departments to replicate successful operational controls and processes and address areas of concern or deficiencies.

The board authorized an audit of internal controls in the Business office and in the Personnel Services by Baker Tilly.

The auditors are here to present their findings and recommendations.

Recommendation:
Information

Tentative Budget 2024-2025



**Board of Education Meeting
June 11, 2024**



Strategic Plan Objectives and Parameters

- Ensure new and existing programs are consistent with the strategic plan and that benefits justify costs
- Maintain an operating fund balance of at least 25%
- Ensure the sustainability of the district's financial and human resources and their equitable distribution



Budget Highlights

- Although this budget is not balanced, North Shore School District 112 is investing in its future.
 - Heavy emphasis on capital expenditures
 - Budget maintains academic programming
 - No deficit reduction plan required by the state



Timetable

| | |
|---|-----------------------|
| Review Tentative Budget | June 11, 2024 |
| Display Tentative Budget <ul style="list-style-type: none">• Minimum of 30 Days | June 12, 2024 |
| Review/Adopt FY 2024 Final Budget | August 20, 2024 |
| File the Adopted Budget | By September 19, 2024 |

FY25 Tentative Budget - All Funds

| Funds | Revenues | % Change PY Budget | Expenditures | % Change PY Budget |
|-------------------------------|----------------------|--------------------|----------------------|--------------------|
| 10 - Educational | \$80,797,318 | 9.9% | \$74,921,738 | 2.8% |
| 20 - Operations & Maintenance | \$12,660,634 | -3.7% | \$16,256,576 | 10.0% |
| 30 - Debt Service | \$9,274,778 | 12.7% | \$12,873,335 | 6.4% |
| 40 - Transportation | \$5,635,082 | 7.7% | \$5,945,108 | 7.5% |
| 50 - SS/IMRF | \$903,995 | -50.5% | \$1,561,711 | 2.6% |
| 60 - Capital Projects | \$59,757,505 | 3,123.2% | \$40,200,906 | -18.0% |
| 70 - Working Cash | \$346,800 | 51.0% | \$0 | N/A |
| Total | \$169,376,112 | 62.8% | \$151,759,374 | -2.6% |

FY25 Tentative Budget - All Funds Except Capital Projects

| Funds | Revenues | % Change PY Budget | Expenditures | % Change PY Budget |
|-------------------------------|----------------------|--------------------|----------------------|--------------------|
| 10 - Educational | \$80,797,318 | 9.9% | \$74,921,738 | 2.8% |
| 20 - Operations & Maintenance | \$12,660,634 | -3.7% | \$16,256,576 | 10.0% |
| 30 - Debt Service | \$9,274,778 | 12.7% | \$12,873,335 | 6.4% |
| 40 - Transportation | \$5,635,082 | 7.7% | \$5,945,108 | 7.5% |
| 50 - SS/IMRF | \$903,995 | -50.5% | \$1,561,711 | 2.6% |
| 70 - Working Cash | \$346,800 | 51.0% | \$0 | N/A |
| Total | \$109,618,607 | 7.3% | \$111,558,468 | 4.5% |

Capital Expenditures in the Operating Budget

Investing in the District

- Operations & Maintenance Fund Expenditures
 - \$4.0 million for new Ravinia roof
 - \$1.5 million for kitchen equipment at our various schools
 - \$800,000 for renovations to Elm Place for Sherwood
 - \$800,000 for a playground for IT
 - \$400,000 to change the tinkering lab into a motor lab at OT
 - \$250,000 for HVAC at Green Bay and Elm Place
 - \$500,000 for other capital expenditures in the O&M Fund



#112LEADS

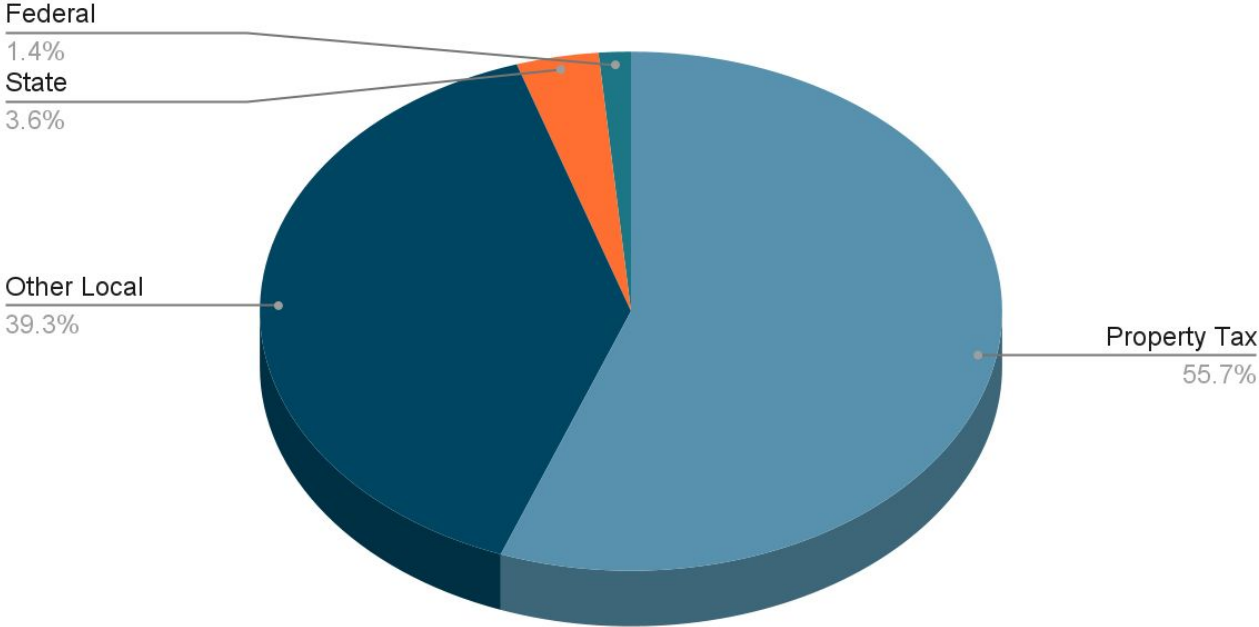
Capital Expenditures in the Operating Budget

Investing in the District

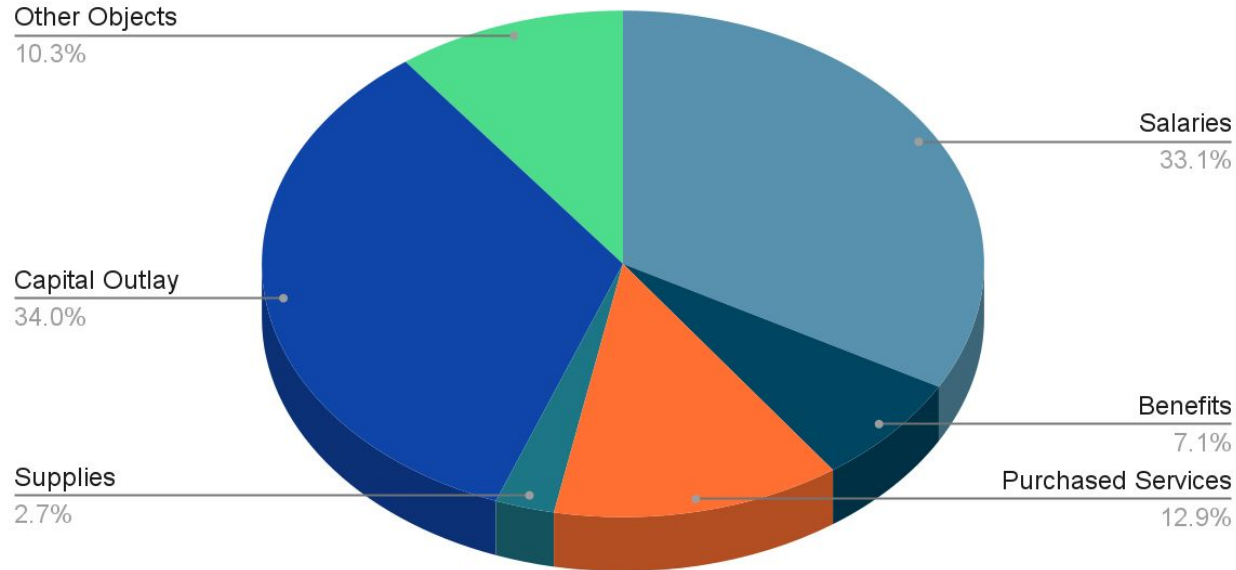
- Education Fund Expenditures
 - \$1 million for the iPad lease
 - \$210,000 for a STEM CMA refresh
 - \$510,000 for blue point replacements
 - \$350,000 for a firewall replacement
 - \$300,000 for Konnecta cell phone booster for 3 schools
 - \$210,000 for the employee MacBooks
 - \$200,000 for other items



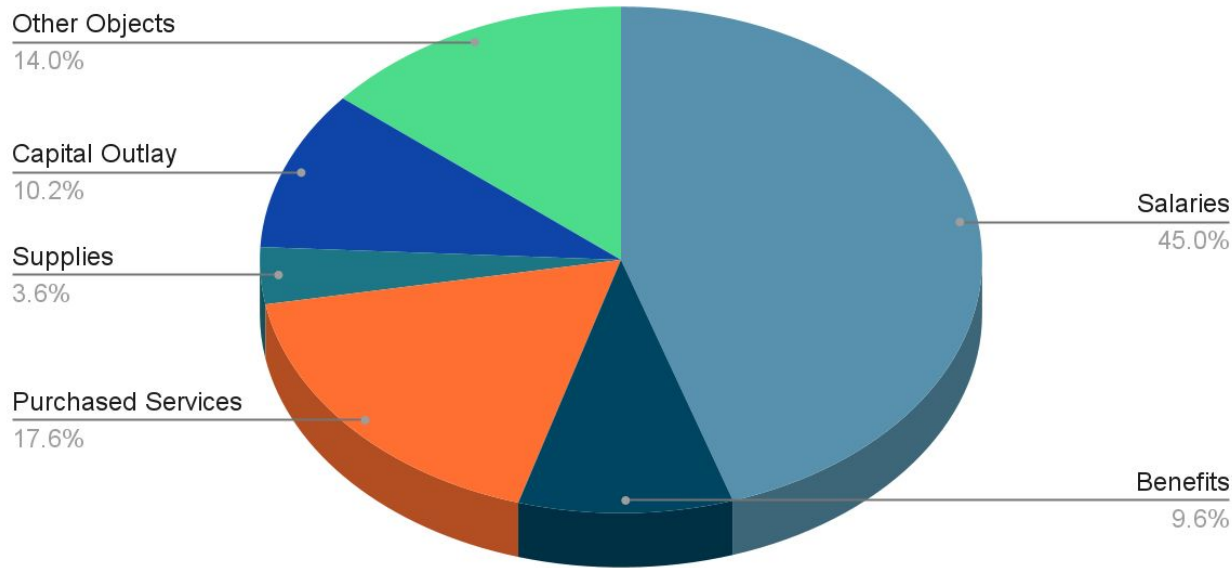
Sources of Revenue



Types of Expenditures - All Funds



Types of Expenditures - All Funds Except Capital Projects



ANY QUESTIONS?





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NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024
To: Board of Education
From: Dr. Michael Lubelfeld, Superintendent
Subject: First Reading Board Policy Updates
Board Policy Alignment: Policy 2:240- Board Policy Development
Disposition: Information

Executive Summary:

The Board governs the District using written policies to ensure legal compliance, establish consistent processes, delegate authority, and define operating limits. Board Policy 2:240 requires the Board to continually monitor policies for legal compliance, relevance, and effectiveness.

The Board Policy Committee met on May 28, 2024, to review updates recommended by the Illinois Association of School Board's PRESS Issue 114 and completed a periodic review of a list of policies as part of ongoing monitoring for relevancy and effectiveness.

Based on the committee's review and recommendations, updates to the following policies are being presented to the Board for a first reading:

- 2:40 Board Member Qualifications
- 2:60 Board Member Removal from Office
- 2:140 Communication to and From the Board
- 2:260 Uniform Grievance Procedure
- 2:265 Title IX Grievance Procedure (RENAMED)
- 2:270 Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited (NEW)
- 4:20 Fund Balances
- 4:190 Targeted School Violence Prevention Program
- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:100 Staff Development Program (REWRITTEN)
- 5:300 Schedules and Employment Year

- 7:10 Equal Opportunities
- 7:20 Harassment of Students Prohibited
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

The following policies were part of the periodic review and no changes were recommended:

- 2:50 Board Member Term of Office (*Periodic Review*)
- 4:110 Transportation (*Periodic Review*)
- 5:35 Compliance with the Fair Labor Standards Act (*Periodic Review*)
- 5:40 Communicable and Chronic Infectious Disease (*Periodic Review*)
- 6:40 Curriculum Development (*Periodic Review*)

The policy updates will be presented to the Board for approval at the July 16, 2024, Regular Board meeting.

Recommendation:
Information Only

Document Status: Draft Update

BOARD OF EDUCATION

2:40 Board Member Qualifications

A Board of Education member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office, and certain types of State or federal employment, and conviction of an infamous crime. PRESSPlus1 A child sex offender, as defined in State law, is ineligible for Board of Education membership.

LEGAL REF.:

Ill. Constitution, Art. II, § 1; Art. IV, § 2(e); Art. VI, § 13(b).

105 ILCS 5/10-3 and 5/10-10.

CROSS REF.: 2:30 (Board of Education School District Elections), 2:70 (Vacancies on the Board of Education - Filling Vacancies)

ADOPTED: June 11, 2019

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. Individuals who have been or are convicted of an infamous crime are ineligible for board membership. 105 ILCS 5/10-11. Examples of an infamous crime include, not are not limited to, any felony, bribery, and perjury. Consult with the board attorney regarding other possible infamous crimes. **Issue 114, March 2024**

Document Status: Review and Monitoring

BOARD OF EDUCATION

2:60 Board Member Removal from Office

If a majority of the Board of Education determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office. [PRESSPlus1](#)

LEGAL REF.:

[105 ILCS 5/3-15.5.](#)

CROSS REF.: 2:70 (Vacancies on the Board of Education - Filling Vacancies)

ADOPTED: June 11, 2019

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 114, March 2024

Document Status: Review and Monitoring

BOARD OF EDUCATION

2:140 Communications To and From the Board

The Board of Education welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website. [PRESSPlus1](#)

The Superintendent or designee shall ensure that the home page for the District's website contains an active electronic link to the email address(es) for the Board of Education.

If contacted individually, Board members will refer the person to the appropriate level of authority. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

When using electronic communications Board members will use their District email account.

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[50 ILCS 205/20](#), Local Records Act.

CROSS REF.: 2:220 (Board of Education Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and Concerns)

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 114, March 2024

Document Status: Draft Update

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101](#) et seq.
2. Title IX of the Education Amendments of 1972, [20 U.S.C. §1681](#) et seq., excluding Title IX sexual harassment complaints governed by [Board](#) policy 2:265, *Title IX ~~Sexual Harassment~~ [PRESSPlus1](#) Grievance Procedure*
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791](#) et seq.
4. [Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. \(see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*\) \[PRESSPlus2\]\(#\)](#)
5. ~~Equal Employment Opportunities Act~~ (Title VII of the Civil Rights Act of 1964), 42 U.S.C. §2000e et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq. (Title IX sexual harassment complaints are addressed under [Board](#) policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
16. Employee Credit Privacy Act, [820 ILCS 70/](#)

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the

complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the

complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

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

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by registered mail, return receipt requested, and/or personal delivery as well as to the Complaint Manager. This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

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

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

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

Nondiscrimination Coordinator:

Dr. Monica Schroeder, Deputy Superintendent
445 Sheridan Rd., Highwood, IL 60040
mschroeder@nssd112.org
224/765-3044

Complaint Managers:

Dr. Holly Colin, Assistant Superintendent

—
445 Sheridan Rd., Highwood, IL 60040

hcolin@nssd112.org

224/765-3047

Dr. Kevin Ryan, Assistant Superintendent

—
445 Sheridan Rd., Highwood, IL 60040

kryan@nssd112.org

—
224/765-3051

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1232g](#), Family Education Rights Privacy Act.

[20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973.

[29 U.S.C. §2612](#), Family and Medical Leave Act.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act [of 1964](#).

[42 U.S.C. §2000e](#) *et seq.*, [Equal Employment Opportunities Act](#) (Title VII of the Civil Rights Act [of 1964](#)).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act.

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act.

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

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

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

[410 ILCS 513/](#), Ill. Genetic Information Privacy Act.

[740 ILCS 174/](#), Whistleblower Act.

[740 ILCS 175/](#), Ill. False Claims Act.

[775 ILCS 5/](#), Ill. Human Rights Act.

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

[820 ILCS 112/](#), Equal Pay Act of 2003.

[820 ILCS 70/](#), Employee Credit Privacy Act, ~~70/10(b)~~, and ~~70/25~~.

[23 Ill.Admin.Code §§1.240](#), [200.40](#), [226.50](#), and [226.570](#).

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

Adopted: April 19, 2022

PRESSPlus Comments

PRESSPlus 1. Updated to incorporate the title change to 2:265, *Title IX Sexual Harassment Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to have an internal process for the filing of complaints regarding discrimination and harassment based on race, color, and national origin. Policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, utilizes this policy as an internal complaint process. See also sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com, which includes additional procedures to be followed when responding to complaints of discrimination and harassment on the basis of race, color, and national origin. **Issue 114, March 2024**

Document Status: Draft Update

BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

Title has been updated. Original Title: Title IX Sexual Harassment Grievance Procedure

Sexual harassment^{PRESSPlus1} affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations ([34 C.F.R. Part 106](#)) concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in [20 U.S.C. §1092\(f\)\(6\)\(A\)\(v\)](#), *dating violence* as defined in [34 U.S.C. §12291\(a\)\(11\)](#), *domestic violence* as defined in [34 U.S.C. §12291\(a\)\(12\)](#), or *stalking* as defined in [34 U.S.C. §12291\(a\)\(36\)](#).

Examples of sexual harassment include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from [34 C.F.R. §106.30](#)

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged sexual harassment occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.

Title IX Sexual Harassment Prevention and Response

The Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff pursuant to policy 5:100, *Staff Development Program*, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX Sexual Harassment grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, a Complaint Manager, or any employee with whom the person is comfortable speaking. A person who wishes to make a report may choose to report to a person of the same gender.

School employees shall respond to incidents of sexual harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.

Title IX Coordinator:

Dr. Monica Schroeder, Deputy Superintendent

445 Sheridan Rd., Highwood, IL 60040

mschroeder@nssd112.org

224-765-3044

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action.

Reports of alleged sexual harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all *Formal Title IX Sexual Harassment Complaints* are processed and reviewed according to a Title IX grievance process that fully complies with [34 C.F.R. §106.45](#). The District's grievance process shall, at a minimum:

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with [34 C.F.R. §106.45](#) before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about

the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.

6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard.
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Educational Amendments of 1972; [34 C.F.R. Part 106](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited),

7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

Adopted: February 21, 2023

PRESSPlus Comments

PRESSPlus 1. The policy title only is changed to delete the term *sexual harassment* in anticipation of Title IX rulemaking. The U.S. Department of Education is expected to release final Title IX regulations within the next few months. It is expected that the scope of the updated regulations will be expanded to apply to all sex discrimination allegations, not merely to allegations of sexual harassment (as current regulations do). **Issue 114, March 2024**

Document Status: Draft Update - New

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

New/Unpublished Section

NEW

Discrimination and harassment on the basis of race, color, or national origin [PRESSPlus1](#) 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 [PRESSPlus2](#)

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 [PRESSPlus3](#)

Individuals are encouraged to promptly report claims or incidences 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. [PRESSPlus4](#) 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: [PRESSPlus5](#)

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. [PRESSPlus6](#) 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, [PRESSPlus7](#) 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 [PRESSPlus8](#) and including an age-appropriate summary of the policy in the student handbook(s). [PRESSPlus9](#)

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)

PRESSPlus Comments

PRESSPlus 1. This policy is created in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, the Racism-Free Schools Law (RFSL). The law requires school districts to have a written policy (or policies) in place by 8-1-24 that prohibit discrimination and harassment based on race, color, and national origin, as well as retaliation. Like other non-discrimination and harassment policies in the PRM, this new policy utilizes the existing complaint process in sample policy 2:260, *Uniform Grievance Procedure*.

The policy must contain the following: (1) descriptions of various forms of discrimination and harassment based on race, color, and national origin, including examples; (2) the district's internal process for filing a complaint regarding a violation of the policy; (3) an overview of the district's prevention and response program that includes procedures for responding to complaints of discrimination and harassment based on race, color, and national origin and retaliation; (4) potential remedies for a violation of the policy; (5) a prohibition on retaliation for making a complaint or participating in the complaint process; (6) the legal recourse available to the Ill. Dept. of Human Rights (IDHR) and federal agencies if a district fails to take corrective action; and (7) directions on how to contact IDHR.

For more information, see the PRESS Issue 114 Update Memo and the footnotes of sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 2. Required by 105 ILCS 5/22-95(b)(1)(A) (final citation pending), added by P.A. 103-472, eff. 8-1-24. The examples of discrimination and harassment under this subhead are based on definitions provided by the U.S. Dept. of Education's Office for Civil Rights, see

www2.ed.gov/about/offices/list/ocr/frontpage/faq/race-origin.html#racehar1 and www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-shared-ancestry-202301.pdf, and the U.S. Equal Opportunity Employment Commission, see www.eeoc.gov/racecolor-discrimination. **Issue 114, March 2024**

PRESSPlus 3. Required by 105 ILCS 5/22-95(b)(1)(B) (final citation pending), added by P.A. 103-472, eff. 8-1-24. **Issue 114, March 2024**

PRESSPlus 4. Required by 105 ILCS 5/22-95(b)(1)(F). **Issue 114, March 2024**

PRESSPlus 5. Items 1-6 must be addressed in a district's procedures for responding to complaints of discrimination and harassment based on race, color, and national origin. See sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 6. 105 ILCS 5/22-95(b)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to post this policy in their website if one exists. If the district does not maintain a website, strike this sentence, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 7. 105 ILCS 5/22-95(b)(2) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires this policy to be "posted in a prominent and accessible location and distributed in such a manner as to ensure notice of the policy to all employees." A district website or staff intranet site qualifies as a prominent and accessible location. If a district does not maintain a website and/or staff intranet, delete ~~District website~~ and/or ~~staff intranet site~~ from this sentence, as applicable, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 8. If the district does not maintain a website, delete ~~posting it on the District's website~~ and from the sentence, and use the Save Status "Adopted with Additional District Edits." **Issue 114, March 2024**

PRESSPlus 9. 105 ILCS 5/22-95(b)(3) (final citation pending), added by P.A. 103-472, eff. 8-1-24, requires districts to publish the policy in student handbook(s). The law also requires a district to annually distribute a "summary of the policy in accessible, age-appropriate language" to students and parents/guardians. The summary may, but does not have to be, included in a student handbook to satisfy the annual distribution requirement. For ease of administration, this sample policy refers to inclusion in the student handbook(s). Districts may find it cumbersome to include both the policy and an age-appropriate summary of the same policy in a handbook. Consult the board attorney for guidance if the district would like to include a hyperlink to the policy, rather than the full text of the policy in the handbook. The Ill. Principals Association maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/msh. **Issue 114, March 2024**

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:20 Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money. [PRESSPlus1](#)

It is the expectation of the Board of Education that a fund balance of 25% in the Operating Funds shall be maintained.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

ADOPTED: June 11, 2019

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 114, March 2024

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. [PRESSPlus1](#)
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self. [PRESSPlus2](#)
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 [5/27-23.7](#).

[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 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: June 11, 2019

PRESSPlus Comments

PRESSPlus 1. Updated in response to *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at:

www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf.

In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train staff and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, requires all district staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self. Sample administrative procedures and exhibits can be accessed at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 2. In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train parents/guardians and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, encourages parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self. **Issue 114, March 2024**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; or other legally protected categories. No one will be penalized solely for 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 *for the 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.* [PRESSPlus1](#) 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 *for the under Board policy 2:260, Uniform Grievance Procedure.* The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

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

Nondiscrimination Coordinator:

Dr. Monica Schroeder, Deputy Superintendent
445 Sheridan Rd., Highwood, IL 60040
mschroeder@nssd112.org
224/765-3044

Complaint Managers:

Dr. Holy Colin, Assistant
Superintendent

445 Sheridan Rd., Highwood, IL
60040

hcolin@nssd112.org

224/765-3047

Dr. Kevin Ryan, Assistant Superintendent

445 Sheridan Rd., Highwood, IL 60040

kryan@nssd112.org

224/765-3051

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. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act.

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

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

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

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

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

[775 ILCS 35/](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX [Sexual Harassment](#) 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: April 19, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's actual or perceived race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; [PRESSPlus1](#) 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

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

Sexual Harassment Prohibited

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

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

Making a Report or Complaint

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

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

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

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

Nondiscrimination Coordinator:

Dr. Monica Schroeder,

Deputy Superintendent

445 Sheridan Rd., Highwood, IL 60040

mschroeder@nssd112.org

224/765-3044

Complaint Managers:

Dr. Holly Colin,

Assistant Superintendent

445 Sheridan Rd., Highwood, IL 60040

hcolin@nssd112.org

224/765-3047

Dr. Kevin Ryan,

Assistant Superintendent

445 Sheridan Rd., Highwood, IL 60040

kryan@nssd112.org

224/765-3051

Investigation Process

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

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

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

For any report or complaint alleging harassment on the basis of race, color, or national origin, the

Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

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

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

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

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

Enforcement

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

Retaliation Prohibited

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

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

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

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to

assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

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

LEGAL REF.:

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

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

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

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

[56 Ill. Admin.Code Parts 2500](#), [2510](#), [5210](#), and [5220](#).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adopted: February 21, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. The policy is also updated to incorporate the title change to 2:265, *Title IX Sexual Harassment Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

Document Status: Draft Update - Rewritten

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. [PRESSPlus1](#) 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*), [PRESSPlus2](#) 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: [PRESSPlus3](#)

1. Health conditions of students, including but not limited to training on:
 - a. Chronic health conditions of students;
 - b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting, [PRESSPlus4](#)
 - d. 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;
 - e. 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;
 - f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable. [PRESSPlus5](#)

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*).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following: [PRESSPlus6](#)

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, 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. 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.
4. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
5. 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.
6. 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.
7. For all District staff, annual sexual harassment prevention training.
8. Title IX requirements for training as follows (see Board policy 2:265, *Title IX Grievance Procedure*):
 - a. For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.
 - b. For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
 - c. For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 - d. For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.
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. [PRESSPlus7](#)
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. [PRESSPlus8](#)

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*. [Q1](#)

LEGAL REF.:

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

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

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

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), 7:270 (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)

Questions and Answers:

***Required Question 1. For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that restates 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800:

"An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator."

Persons performing CPR are generally exempt from civil liability if they are trained in CPR (745 ILCS 49/10); persons performing automated external defibrillation are generally exempt from civil liability if they were trained and acted according to the standards of the American Heart Association (745 ILCS 49/12).

Would the board like to add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800?

No. (Default)

Yes. (IASB will add the optional paragraph shown above, restating 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800.)

PRESSPlus Comments

PRESSPlus 1. This policy is rewritten due to Public Act 103-542, which significantly streamlines school in-service training requirements into eight categories. Though P.A. 103-542 was to be effective on 1-1-24, most of its changes become operative on 7-1-24. As a result, legislative action during Veto Session amended the effective date of P.A. 103-542 to 7-1-24. For more information, see the footnotes of sample policy 5:100, *Staff Development Program*, available at PRESS Online by logging in at www.iasb.com.

This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 114, March 2024**

PRESSPlus 2. Sexual misconduct under Faith's Law is defined in 105 ILCS 5/22-85.5(c), added by P.A. 102-676. **Issue 114, March 2024**

PRESSPlus 3. This list of in-service trainings is required by State law but only numbers 4, 5(d), and 7 are required to be specified in board policy. **Issue 114, March 2024**

PRESSPlus 4. Consult the board attorney about whether:

1. All asthma action plans should require immediate 911 calls based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
2. The duties and responsibilities of the district when it asks for but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon Stewart, above.

Issue 114, March 2024

PRESSPlus 5. From 6-30-23 through 7-1-24, 105 ILCS 5/10-22.39(g), added by P.A. 103-128, requires that at least once every two years, all District personnel be trained on methods to respond to trauma, including instruction on how to respond to an incident involving life-threatening bleeding and, if applicable, how to use a school's trauma kit. See 105 ILCS 5/10-20.85, added by P.A. 103-128, for a definition of *trauma kit*. To avoid confusion between trauma related to life-threatening bleeding and trauma as defined in 105 ILCS 5/3-11(b), added by P.A. 103-413, this policy uses the phrase *trauma bleeding control kit* instead of *trauma kit*.

Beginning with the 2024-25 school year, training on life-threatening bleeding must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year,

training on life-threatening bleeding must be completed within six months of employment and renewed at least once every five years thereafter. 105 ILCS 5/10-22.39(b-5)(7), added by P.A. 103-542, eff. 7-1-24. **Issue 114, March 2024**

PRESSPlus 6. Optional. These in-services and/or trainings are required by State and/or federal law but are not required to be specified in board policy. Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other sample policies and procedures. **Issue 114, March 2024**

PRESSPlus 7. Updated in response to 775 ILCS 5/5A-103(c), added by P.A. 103-472, eff. 8-1-24. For training requirement details, see sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, available at PRESS Online by logging in at www.iasb.com. **Issue 114, March 2024**

PRESSPlus 8. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504. **Issue 114, March 2024**

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

Please refer to the applicable NSSSA Collective Bargaining Agreement.

For employees not covered by the NSSSA Collective Bargaining Agreement:

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.

Nursing Mothers

The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.:

~~Fair Labor Standards Act, 29 U.S.C. §§207 et seq and 218d, Fair Labor Standards Act.~~ [PRESSPlus1](#)

[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: March 17, 2020

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 114, March 2024**

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, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance 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*. [PRESSPlus1](#)

Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression 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. Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity.

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](#)).

Administrative Implementation

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

LEGAL REF.:

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

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

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

[42 U.S.C. §11431](#) et seq., McKinney-Vento Homeless Assistance Act.

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

[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](#), 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 [Sexual Harassment](#) Grievance Procedure), [2:270 \(Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited\)](#), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: April 19, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender; gender identity (whether or not traditionally associated with the student's sex assigned at birth); gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; **physical appearance; socioeconomic status; academic status;** [PRESSPlus1](#) association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See [Board](#) policies 2:265, [PRESSPlus2](#) *Title IX ~~Sexual Harassment~~ Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

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

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure.

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

Nondiscrimination Coordinator:

Dr. Monica Schroeder,

-
Deputy Superintendent

445 Sheridan Rd., Highwood, IL 60040

mschroeder@nssd112.org

224/765-3044

Complaint Managers:

Dr. Holly Colin,

Assistant Superintendent

445 Sheridan Rd., Highwood, IL 60040

hcolin@nssd112.org

224/765-3047

Dr. Kevin Ryan,

Assistant Superintendent

445 Sheridan Rd., Highwood, IL 60040

kryan@nssd112.org

224/765-3051

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

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

Investigation Process

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

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

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

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. [PRESSPlus3](#)

For any other alleged student harassment that does not require action under Board policies 2:265, Title IX Sexual Harassment Grievance Procedure, or 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, Uniform Grievance Procedure, and/or 7:190, Student Behavior, should be initiated, regardless of whether a written report or complaint is filed.

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

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

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

Enforcement

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

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, and 2:265, Title IX Sexual Harassment Grievance Procedure, and 2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited).

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

LEGAL REF.:

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

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

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

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/27-1](#), and [5/27-23.7](#).

[775 ILCS 5/1-101](#) et seq., Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200](#).

[Davis v. Monroe County Bd. of Educ.](#), 526 U.S. 629 (1999).

[Franklin v. Gwinnett Co. Public Schs.](#), 503 U.S. 60 (1992).

[Gebser v. Lago Vista Independent Sch. Dist.](#), 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), **2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited)**, 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: April 19, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to the title change to 2:265, *Title IX Sexual Harassment Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

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, [PRESSPlus1](#) pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

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

Definitions from [105 ILCS 5/27-23.7](#)

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

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

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

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

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

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

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below, ~~each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12~~

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, 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:

Dr. Monica Schroeder,
Deputy Superintendent
445 Sheridan Rd., Highwood, IL 60040
mschroeder@nssd112.org
224/765-3044

Complaint Managers:

Dr. Holly Colin,
Assistant Superintendent
445 Sheridan Rd., Highwood, IL 60040
hcolin@nssd112.org
224/765-3047

Dr. Kevin Ryan,
Assistant Superintendent
445 Sheridan Rd., Highwood, IL 60040
kryan@nssd112.org
224/765-3051

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every 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. and discuss, aAs 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. [PRESSPlus2](#)
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights,

providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

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

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or

3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

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

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Sexual Harassment Grievance Procedure*. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972. [PRESSPlus3](#)
 - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act. [PRESSPlus4](#)
 - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - j. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

[405 ILCS 49/](#), Children's Mental Health Act.

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§1.240, 1.280](#), and [1.295](#).

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX *Sexual Harassment* 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 (Food Allergy Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

Adopted: February 21, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying. The bases are also re-ordered to align with the order they are listed within the Ill. State Board of Education (ISBE) Model Bullying Prevention Policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf).

Additionally, 105 ILCS 5/27-23.7(f), added by P.A. 103-47, requires districts to collect non-identifiable data regarding verified allegations of bullying within the District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE must adopt rules for data submission that include but are not limited to: (1) a record of each verified allegation of bullying and action taken; and (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/27-23.7(a) and, if so, lists the relevant characteristics. **Issue 114, March 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, requiring notification within 24 hours to the parents/guardians of students involved in bullying incidents. **Issue 114, March 2024**

PRESSPlus 3. Updated to incorporate the title change to 2:265, *Title IX Sexual Harassment Grievance Procedure*, in anticipation of Title IX rulemaking. **Issue 114, March 2024**

PRESSPlus 4. Updated in response to 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a board to adopt a policy (or policies) that prohibits discrimination and harassment based on race, color, and national origin, as well as retaliation. **Issue 114, March 2024**

Document Status: Review and Monitoring

BOARD OF EDUCATION

2:50 Board Member Term of Office

The term of office for a Board of Education member begins immediately after both of the following occur: [PRESSPlus1](#)

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.

The term ends 4 years later when the successor assumes office.

LEGAL REF.:

[10 ILCS 5/2A-1.1](#), [5/22-17](#), and [5/22-18](#).

[105 ILCS 5/10-10](#), [5/10-16](#), and [5/10-16.5](#).

CROSS REF.: 2:30 (School District Elections), 2:80 (Board Member Oath and Conduct), 2:210 (Organizational Board of Education Meeting)

ADOPTED: June 11, 2019

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 114, March 2024

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:110 Transportation

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the Board of Education has certified to the Ill. State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a *serious safety hazard* due to either (a) vehicular traffic or rail crossing or (b) a *course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, [740 ILCS 147/](#). A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with [Section 45/1-15](#) of the Education for Homeless Children Act. Foster care students shall be transported in accordance with [Section 6312\(c\)](#) (5)(B) of the Elementary and Secondary Education Act. [PRESSPlus1](#)

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the one and one-half miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Ill. Dept. of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Pre-Trip and Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection

procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.:

[20 U.S.C. §6312\(c\)\(5\)\(B\)](#), Elementary and Secondary Education Act.

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

[105 ILCS 5/10-22.22](#) and [5/29-1](#) *et seq.*

[105 ILCS 45/1-15](#) and [/1-17](#).

[625 ILCS 5/1-148.3a-5](#), [5/1-182](#), [5/11-1414.1](#), [5/12-813.1](#), [5/12-815](#), [5/12-816](#), [5/12-821](#), and [5/13-109](#).

[23 Ill.Admin.Code §§1.510](#) and [226.750](#); [Part 120](#).

[92 Ill.Admin.Code Part 440](#).

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:280 (Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 7:220 (Bus Conduct)

Adopted: January 21, 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:

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Issue 114, March 2024

Document Status: Review and Monitoring

General Personnel

5:35 Compliance with the Fair Labor Standards Act

Job Classifications [PRESSPlus1](#)

The Superintendent will ensure that all job positions are identified as either "exempt" or "non-exempt" according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are "exempt" or "non-exempt." "Exempt" and "non-exempt" employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

Please refer to the NSSSA Collective Bargaining Agreement or At-Will Employment Statement.

For employees not covered by a current applicable bargaining agreement or at-will employment statement:

The work week for District employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. "Overtime" is time worked in excess of 40 hours in a single workweek.

Overtime

Please refer to the applicable NSEA or NSSSA Collective Bargaining Agreements or At-Will Employment Statement.

For employees not covered by a current applicable bargaining agreement or at-will employment statement:

A non-exempt employee shall not work overtime without his or her supervisor's express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee's written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off*.

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without pay in accordance with Board policy 5:240, *Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Employment Termination and Suspensions*.

Implementation

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.:

[820 ILCS 105/4a](#).

Fair Labor Standards Act, [29 U.S.C. §201](#) *et seq.*, [29 C.F.R. Parts 516, 541, 548, 553, 778, and 785](#).

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions), 5:310 (Compensatory Time-Off)

Adopted: March 17, 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
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Issue 114, March 2024

Document Status: Review and Monitoring

General Personnel

5:40 Communicable and Chronic Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and Board of Education policies. [PRESSPlus1](#)

An employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. The Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Review Team shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law.

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.:

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act, amended by the Americans with Disabilities Act Amendments Act (ADAAA), [Pub. L. 110-325](#); [29 C.F.R. §1630.1](#) *et seq.*

[29 U.S.C. §791](#); [34 C.F.R. §104.1](#), Rehabilitation Act of 1973; [34 C.F.R. §104.1](#) *et seq.*

[105 ILCS 5/24-5](#).

[20 ILCS 2305/6](#), Department of Public Health Act.

[820 ILCS 40/](#), Personnel Record Review Act.

[77 Ill.Admin.Code Part 690](#), Control of Communicable Diseases.

CROSS REF.: 2:150 (Committees), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

ADOPTED: June 11, 2019

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:

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Issue 114, March 2024

Document Status: Review and Monitoring

INSTRUCTION

6:40 Curriculum Development

Adoption [PRESSPlus1](#)

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 of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available,
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*. 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, and (2) 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), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

Adopted: November 18, 2019

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:

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Issue 114, March 2024



INSPIRE · INNOVATE · ENGAGE

NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024
To: Members of the Board of Education
From: Dr. Michael Lubefeld, Superintendent of Schools
Subject: Discussion on Letter to Parents on Firearm Safety

Policy Alignment: Policy 4:170 Safety

Disposition: Information

Executive Summary:

On May 28, 2024, the Policy Committee discussed the superintendent's recommended actions, which include sending Policy 4:170, Administrative Procedures 2, Exhibit 6, Letter to Parents/Guardians About Safe Firearm Storage, at least annually, and potentially twice a year (summer and winter mailings).

This letter is adapted from a template developed by the U.S. Department of Education Readiness and Emergency Management for Schools Technical Assistance Center, available at: <https://rems.ed.gov/docs/Safe-Firearm-Storage>.

Safe firearm storage is one of many preventative measures that can help keep our school community and school buildings safe. Proper firearm storage can prevent them from getting into the hands of children and teens, reducing the risk of intentional or unintentional harm.

Recommendation:

Information

Operational Services

Exhibit - Letter to Parents/Guardians About Safe Firearm Storage

Optional. This letter is adapted from a template developed by the U.S. Dept. of Education Readiness and Emergency Management for Schools Technical Assistance Center, available at: <https://rems.ed.gov/docs/Safe-Firearm-Storage>.

On District letterhead

Date

Re: Safe Firearm Storage

Dear Parents/Guardians:

All students and members of our school community deserve to feel safe, welcomed, and included. It is on all of us to work together to prevent firearm violence and to avoid the harm and tragedy that shootings of any kind can cause in the spaces in which we live, learn, work, and play.

Safe firearm storage is one of many preventative actions that you can take to keep our school community and school buildings and grounds safe. When firearms are stored safely, it can help prevent them from getting into the hands of children and teens who may use them to, intentionally or unintentionally, harm themselves or others. Safe storage can go a long way in preventing lives from being lost or permanently altered. If you have firearms in your home or if your child spends time in a space where firearms are present, there are important steps that can be taken to keep firearms secured and out of reach of unintended users.

Firearm-Related Injuries and Deaths: A Problem We Must Solve Together

Firearm-related injuries and deaths are a public health crisis that communities across the nation face every day:

- Since 2018, there have been more than 100 school shooting incidents per year in our country and those numbers have steadily increased.
- Approximately three-quarters of perpetrators in school-based active shooter situations acquired their firearm from the home of a parent/guardian or close relative. This illustrates the connection between your role as parents/guardians and the District's role in keeping students safe while at school.
- However, this issue goes beyond school-based active shooter situations and includes a variety of firearm injury types, including interpersonal violence, suicide, and unintentional fatal and nonfatal firearm injuries.
- More than four million children live in a household with at least one unlocked and loaded firearm. Studies have found that households with both locked firearms and locked ammunition have significantly lower risks of self-inflicted firearm injuries and even lower risks of unintentional firearm injuries among children and teens compared to households that did not safely store firearms.

Safe Firearm Storage: Actions to Take to Keep Our Communities Safe

Safe firearm storage can help prevent and minimize the risk of firearm-related deaths and injuries. Everyone, both firearm owners and non-owners, has a role to play in building awareness of safe, responsible firearm storage. Below are simple, highly effective practices that can help to reduce firearm-related incidents in our community and help protect our children. In addition to these practices, it is important to also engage children and teens in conversations about the dangers associated with using firearms and what to do and not do in the event they access a firearm, to prevent fatal or non-fatal injuries.

- **Safely Store Firearms:** Store firearms - always unloaded - in a tamper-proof locked cabinet, box, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- **Safely Store Ammunition:** Store ammunition in a separate, tamper-proof locked cabinet, safe, firearm vault, or storage case that children or other unauthorized adults cannot access.
- **Secure Firearms:** Use trigger locks or cable locks to prevent a firearm from firing.
 - Trigger locks use a mechanism that clamps down around the trigger or trigger housing to prevent it from being pressed. Note: trigger locks should not be installed on loaded firearms.
 - Cable locks use a cable that is threaded through the barrel or action of a firearm to prevent it from firing.

For more information about safe firearm storage, please see the following links:

Safe Storage Fact Sheet, U.S. Dept. of Justice, at: www.ojp.gov/sites/g/files/xyckuh241/files/media/document/safe_storage_fact_sheet.pdf

Secure Gun Storage Resources, Be SMART, at: <https://besmartforkids.org/secure-gun-storage/resources/>

Securing Your Firearm, Project Child Safe, at: <https://projectchildsafes.org/securing-your-firearm/>

We can all work together to promote awareness about how we can protect our children and our school community by safely storing firearms. Thank you for being a partner in these efforts, and for helping reduce firearm-related injury and deaths in our community.

Sincerely,

Superintendent

OPERATIONAL SERVICES

4:170 Safety

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act ([105 ILCS 128/](#)):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act ([105 ILCS 128/](#)) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education (ISBE). [29 Ill.Admin.Code Part 1500](#).

Automated External Defibrillator (AED)

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical

Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.
2. Any student who is a victim of a violent criminal offense, as defined by [725 ILCS 120/3](#), that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Lead Testing in Water

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

LEGAL REF.:

[105 ILCS 5/10-20.2](#), [5/10-20.57](#), [5/18-12](#), and [5/18-12.5](#).

[105 ILCS 128/](#), School Safety Drill Act; [29 Ill.Admin.Code Part 1500](#).

[210 ILCS 74/](#), Physical Fitness Facility Medical Emergency Preparedness Act.

[225 ILCS 320/35.5](#), Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management; and Recovery), 4:190 (Targeted School Violence Prevention Program), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted: April 19, 2022

North Shore SD 112



INSPIRE · INNOVATE · ENGAGE

NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024
To: Members of the Board of Education
From: Dr. Michael Lubefeld, Superintendent of Schools
Subject: Discussion of Generative AI Guidance

Policy Alignment: 6:235 Access to Electronic Networks

Disposition: Information

Executive Summary:

North Shore School District 112 is at the forefront of integrating generative artificial intelligence (AI) to enhance educational outcomes and operational efficiencies, preparing students and staff for a digitally evolving world. By leveraging the benefits of generative AI while being mindful of its limitations, we aim to transform the educational landscape and establish a strong foundation for future technological integration. Key objectives related to Generative AI Guidance include:

1. Foster AI Literacy:
 - Empower students and staff with essential AI skills through the pilot of Magic School AI, enabling them to thrive in a rapidly changing technological landscape.
2. Provide Clear Guidance:
 - Establish guidelines to ensure AI is used safely and ethically, addressing data privacy and academic integrity, with a commitment to professional ethics. No personally identifiable information is to be shared.
3. Build Capacity:
 - Commit to ongoing professional development.
4. Support Innovation:
 - Embrace innovative AI applications to solve educational challenges and streamline school management functions, inspiring creativity and engagement.

Recommendation:
Information



INSPIRE · INNOVATE · ENGAGE

NORTH SHORE

SCHOOL DISTRICT 112

Date: May 28, 2024
To: Board of Education Policy Committee, Chair Alex Brunk
From: Michael Lubefeld, Superintendent of Schools
Re: Generative Artificial Intelligence Background, Guidance, Plans

Note: Multiple Sources were used to support the creation of this document.

Significant influence from Influence: TeachAI (2024). Foundational Policy Ideas for AI in Education. Retrieved from teachai.org/policy. May 8, 2024

Executive Summary

North Shore School District 112 is leading the integration of generative artificial intelligence (AI) to enhance educational outcomes and operational efficiencies, equipping students and staff with skills for a digitally evolving world. By embracing the benefits of generative AI while being mindful of its limitations, we aim to transform the educational landscape and lay a strong foundation for future technological integration. We look forward to the Board of Education's support and active participation in advancing these initiatives.

Key Objectives:

1. Foster AI Literacy:
 - Empower students and staff with essential AI skills through the pilot of Magic School AI, enabling them to thrive in a rapidly changing technological landscape. *As of 5/28/2024, 239 District 112 staff signed up for Magic School AI.*
2. Provide Clear Guidance:
 - Establish robust guidelines to ensure AI is used safely and ethically, addressing data privacy and academic integrity, with a commitment to professional ethics. No personally identifiable information is to be shared, and data privacy laws must be followed.
3. Build Capacity:
 - Commit to ongoing professional development, including provided and self-paced training driven by teacher agency, to keep educators at the

forefront of AI implementation. Working to provide online live and recorded professional development webinars in June, July, and August 2024.

4. Support Innovation:

- Embrace innovative AI applications to solve educational challenges and streamline school management functions, inspiring creativity and engagement.

Implementation Strategy:

- Pilot Program with Magic School AI:
 - Launch a comprehensive pilot from May 2024 through September 30, 2024, exploring AI's potential to enhance teacher effectiveness and student engagement.
- Professional Development:
 - Deploy targeted training programs focusing on AI literacy and the practical application of AI tools in educational settings. Self-paced as well as live/on-demand May-August with more in development.
- Policy and Regulation Development:
 - Review correlation, relationship, and relevance with existing policy. If needed, develop and share policies. Practices to be aligned with national standards and ethical guidelines to ensure responsible AI deployment, with ongoing research and expert consultation. Continue to monitor national (and international developments on policy and guidance).

Expected Outcomes:

- Enhanced Instructional Methods:
 - Adoption of AI to personalize learning experiences and improve instructional techniques.
- Improved Operational Efficiencies:
 - Streamlined decision-making processes and administrative functions through AI integration.
- Proficient School Community:
 - Development of a school community that is well-versed in leveraging AI for educational advancement.
- Innovative Growth and Leadership:

- Creation of conditions fostering growth, leadership, and innovative practices.

This strategic approach aims to improve the educational landscape and invites the community to join us on this journey toward educational innovation, ensuring ethical and effective use of AI while addressing potential biases and knowledge gaps. We lean into tools and services that can enhance our overall mission, vision, values, and goals. *Inspire - Innovate - Engage*

Guidance and Background Document

North Shore School District 112 is a public preschool through eighth-grade elementary school district in Lake County, Illinois. The District was organized on July 1, 1993, and is governed by an elected seven-member Board of Education. The district maintains pre-kindergarten through eighth grades in seven elementary and two middle school buildings. Pre-kindergarten services and education programs are provided at Oak Terrace School, the district's PK-5 school. The District provides educational instruction to children residing in Highland Park, Highwood, military-connected families on Fort Sheridan, and a portion of Deerfield. The District's operations are funded primarily through local property taxes. The District operates under guidelines and restrictions outlined in the Illinois School Code and various federal statutes.

In 2024, the District is embarking upon a new strategic planning process. Over the past several years, there have been significant teaching, learning, operations, facilities, and management improvements in the District.

This document is prepared to identify what generative artificial intelligence (AI) is and why it is recommended for usage in the school district. It is full of general information, District 112 Policy references, and a pilot plan for broad experimentation for teachers and staff over the next several months. Teach AI shares foundational ideas for AI in education, including the following policy ideas: Foster Leadership, Promote AI Literacy, Provide Guidance, Build Capacity, and Support Innovation.

With this document, presentations to the Board, internal communications, and continued research, the Superintendent's Office is pleased to share this Generative Artificial Intelligence Background, Guidance, and Plans with the Policy Committee, the Board of Education, the staff, and the community. The

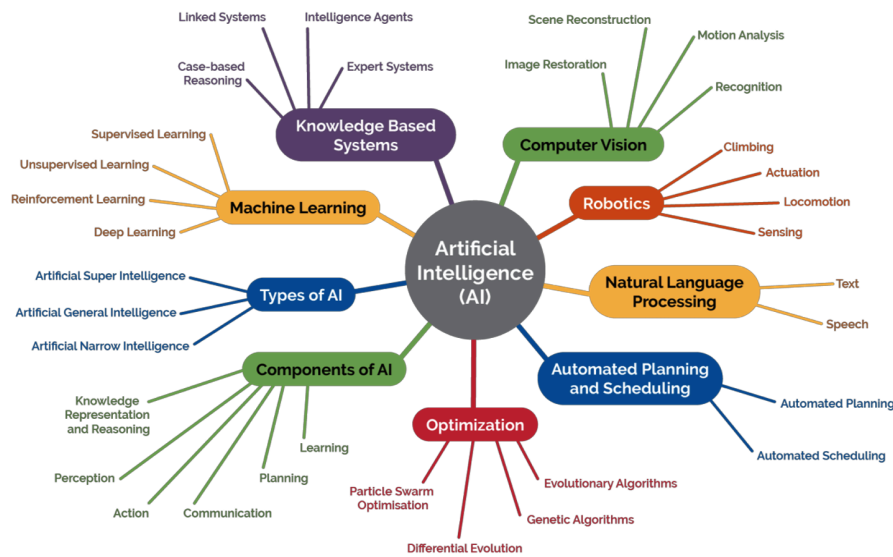
District 112 Portrait of a Graduate (POG) shares the aspirational vision of what we aim to create for each child during their time with us. The journey into generative AI is related to the vision statements in the POG.

The POG calls for learning conditions created to support students: Find and Evaluate information, Learning and Innovation Skills, Open-Minded to Other Perspectives, Ownership of Learning, Continuous Curiosity, Mastery of Grade Level Content and Performance Expectations, & Positive & Active Citizen.

First, what is AI?

AI is not one thing but an umbrella term for a growing set of modeling capabilities, as visualized in Figure 3.

Figure 3: Components, types, and subfields of AI based on Regona et al (2022).¹²



Source of Image on next page, Regona, Massimo & Yigitcanlar, Tan & Xia, Bo & Li, R.Y.M. (2022). Opportunities and adoption challenges of AI in the construction industry: A PRISMA review. *Journal of Open Innovation Technology Market and Complexity*, 8(45). <https://doi.org/10.3390/joitmc8010045> from the Office of Educational Technology (May 2023)

<https://tech.ed.gov/files/2023/05/ai-future-of-teaching-and-learning-report.pdf>

Additional Background and General Information

AI in Education Policy Talking Points

Last updated: April 7, 2024, from [TEACH AI](#)

What do you need to know about AI in schools?

AI in Education: Opportunities and Challenges

- AI is already used in schools and by students; therefore, clear policies and guidance are required to realize the benefits and mitigate the risks.
- AI should augment human capabilities, not replace them.
- Promoting AI literacy can help prepare students for the challenges of today's world and help them navigate an uncertain future.
- "It is imperative to address AI in education now to realize key opportunities, prevent and mitigate emergent risks, and tackle unintended consequences." ([US Department of Education, May 2023](#)).

How will AI impact the economy and workforce?

- Almost 40% of global jobs will be complemented or replaced by AI. ([IMF, January 2024](#))
- AI may impact about 60% of jobs in advanced economies. ([IMF, January 2024](#))
- The skills required to succeed in jobs will change by 65% by 2030. ([LinkedIn, November 2023](#))

What are the risks of AI in education, and how can we mitigate them?

- To reduce the effects of bias and misinformation in AI tools, we need to teach students how to critically assess AI content and create a robust public infrastructure that enhances bias testing and transparency. It is a shared responsibility.
- Policies should address existing inequities and digital divides.
- Important decisions should always involve a human with the final authority and responsibility for making those decisions, ensuring a "human is in the loop."

Teach AI (and others) recommend the following:

Promote AI Literacy:

- As AI becomes more common in education and the workforce, teaching AI literacy's human and technological aspects is crucial to preparing students for the future.
- Integrating AI literacy into academic standards and instruction creates informed consumers and future creators of AI-powered technologies.
- Promoting AI literacy in schools will help students be competitive in the future workforce.

Provide Guidance:

- AI in schools presents new challenges in data privacy and security, academic integrity, bullying, and harassment - adding to the myriad of issues already facing schools.
- Policymakers must equip schools with comprehensive guidance to ensure AI's safe, responsible, and effective use in the classroom.

Build Capacity:

- Policymakers can build systemwide capacity by providing opportunities to develop AI literacy.
- Investing in educator and staff professional development builds systemwide capacity and empowers schools to teach with and about AI.

Support Innovation:

- AI in education has potential benefits and risks. We must track, study, and evaluate its use to ensure its effectiveness.
- Funding research and development on AI in education can help educators and staff make well-informed, evidence-based decisions.

In District 112, since November 2023, the superintendent's office has been sharing articles and information about generative AI in education with leadership and staff. Additionally, the superintendent's cabinet members have been researching various elements of generative artificial intelligence. Additionally, district legal counsel has been discussing with the administration the pros and cons of data privacy considerations. Team members have been using Chat GPT 3.5 and 4.0, 4.o, as well as Gemini (Bard formerly) and other generative AI tools for educators and the general market. Additionally, team members attended the [CoSN \(Consortium for School Networking\)](#) national conference in April 2024, where additional information and guidance were shared.

In District 112, a partnership between Magic School AI and North Shore School District 112 was entered in May 2024. This is a comprehensive enterprise pilot through September 30, 2024. Should the District wish, full implementation and a 12-month agreement can occur effective October 1, 2024. The pilot expects teachers and staff members to explore what Magic School AI is and take advantage of the self-paced learning it offers and scheduled workshops. Magic School has an administrator dashboard; team leaders will check usage and share it with teachers.

There is also a “wall of love” in Magic School where we can share our best practices and learn other creative ways other Magic School users use this. Usage of Magic School rose from 11 staff to 239 staff in one month (April - pre-pilot to May 28).

For the rest of this school year and during the ramp-up to the next school year, teachers will avail themselves of the various tools and resources and explore how generative AI, specifically Magic School, can address the following ideals:

For Teachers: Automating administrative tasks like lesson planning, becoming a thought partner like brainstorming and refining ideas, developing more engaging content, innovative practices, and creativity (Source [AI for Education](#)).

For Students: Personalized Learning, Intelligent Tutoring, Thought Partnership, and Accessibility (Source [AI for Education](#)). Connections to the Portrait of a Graduate (The POG calls for learning conditions created to support students: Find and Evaluate information, Learning and Innovation Skills, Open-Minded to Other Perspectives, Ownership of Learning, Continuous Curiosity, Mastery of Grade Level Content and Performance Expectations, & Positive & Active Citizen).

How will we know if we are successful?

Staff feedback, input, usage, and survey data will guide the determination of extending the pilot to a full implementation. Analysis of the Magic School Dashboard regarding usage, tool application, and engagement. Feedback from students & parents as well. Specific feedback tools are in development.

The administration is following the advice from Teach AI (and its partners). The image below illustrates the foundational policy and guidance ideas from Teach AI.

Foundational Policy Ideas for AI in Education



Foundational policies can support educators, staff, students, and parents in engaging with AI in a manner that **complements, rather than replaces, the human touch.**



As part of the review and research phase for using generative artificial intelligence tools to enhance teacher and staff efficacy and drive innovative practices districtwide, along with attending webinars and conference sessions, leadership team members have been reading links from guidance sources like Teach AI, CoSN, AASA, and data from other organizations.

To promote AI literacy, provide guidance, build capacity (among staff), support innovation, and improve student learning experiences, the District is launching this initiative.

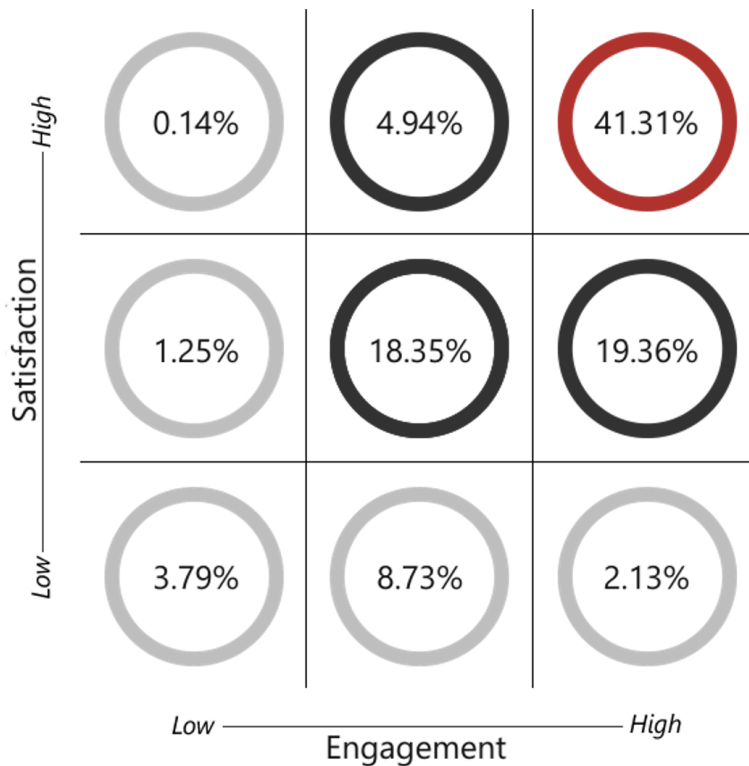
One of the motivations for exploring innovative approaches to teacher support and student learning comes from cultural data. Students are the “customers,” so to speak, of our “product” of education. Hearing their voice and acting on their agency is incumbent upon us as educational leaders and public school educators. Learning from and leaning on the data from the student engagement survey, the dimension of “choice” consistently (for the past six consecutive years) has shown areas for systems improvement. Launching this generative AI pilot may directly impact “choice” in a positive and new way.

Annually, the students in grades 3-8 are given a Student Engagement Survey; the images below illustrate the “choice dimension” and the overall intersection of “satisfaction and engagement. All dimensions are shown as well. The dimensions are ranked on a Likert scale from 1-5; 5 = strongly agree, and 1= strongly disagree. In the domain or dimension of Choice, the results indicate areas for growth and improvement

annually. The launch of generative AI, with the pilot of Magic School AI, might allow teachers to reduce time on administrative tasks and planning tasks so that they may have more potential to incorporate student choice as measured on the annual assessment.

| | <u>Choice</u> | 3.44 | 📄 |
|--|---------------|------|---|
| 34. On some tests, I get to choose how I show my learning. | Choice | 3.75 | 📄 |
| 37. My teachers ask me to help create classroom rules or expectations. | Choice | 3.60 | 📄 |
| 35. I get to choose how I do my assignments and projects. | Choice | 3.43 | 📄 |
| 36. I get to make decisions about how I learn in the classroom. | Choice | 3.39 | 📄 |
| 33. In class, I get to choose the activities I work on. | Choice | 3.01 | 📄 |

The 3x3 diagram shows the percentage of students “highly” engaged and “highly” satisfied (as measured by questions in those dimensions).



The following image shows the ranking for all dimensions from the November 2023 administration of this annual assessment.

| Dimension | Mean |
|------------------------|------|
| Self Esteem | 4.26 |
| Belonging | 4.11 |
| Classroom Management | 4.10 |
| Fairness | 4.10 |
| Safety | 4.09 |
| Feedback | 4.08 |
| Engagement | 4.04 |
| Perceptions of Teacher | 3.93 |
| Survival Needs | 3.83 |
| Relevance | 3.82 |
| Satisfaction | 3.74 |
| Choice | 3.44 |

Several Board of Education Policies provide guidance, guardrails, and protection regarding and concerning the use of generative AI. These include 6:40, 6:210, 6:235, 7:190, and 7:345. We're sharing excerpts from each policy to identify and illustrate the relevant sections connected to the generative AI pilot.

[6:40: Curriculum Development](#)

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.

[6:210: Instructional Materials](#)

All District classrooms and learning centers should be equipped a 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.

[6:235: Access to Electronic Networks](#)

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

Confidentiality

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

[7:190: Student Behavior](#)

Prohibited Student Conduct

8. 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.

7:345: Use of Educational Technologies: Student Data Privacy and Security

Security Standards The Superintendent or designee shall ensure the District implements and maintains reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure. Suppose the District receives notice from an operator of a breach or has determined a breach has occurred. In that case, the Superintendent or designee shall also ensure that the District provides any breach notifications required by State law.

The image below comes from Teach AI. It shares links to United States Department of Education guidance and information as well as several state documents and resource pages. Our AI exploration committee has explored and implemented the guidance over the past several months.

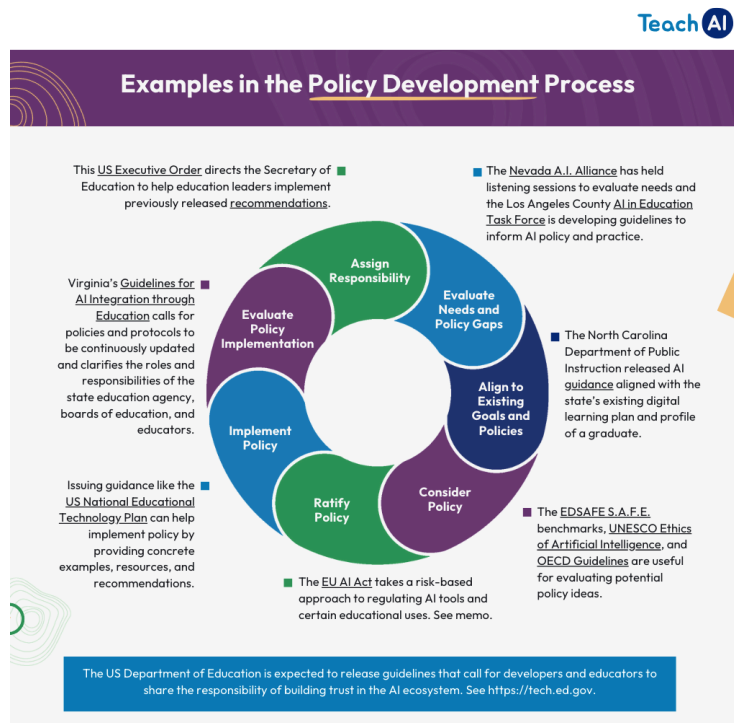
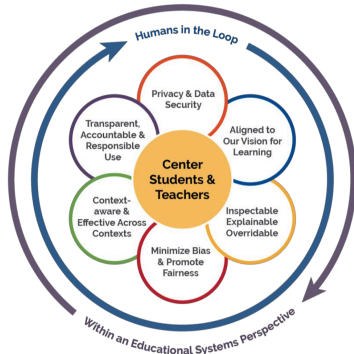


Figure 14 (from the US Department of Education) emphasizes the importance of humans - people - and relationships- Generative AI is a tool to enhance our work and service for children! No humans will be replaced as a result of the exploration of the viability and integration of generative AI tools in our system.

Figure 14: Recommendation for desired qualities of AI tools and systems in education



From a Slides GPT generated slide and image illustrating the power of image creation as well as the consensus that the future is NOW concerning artificial intelligence in society and it's prudent for K-12 educational systems like ours to learn and share and create learning conditions for our students and staff relevant to our societal future.

The Future of AI

- **Definition and Evolution:** Artificial Intelligence (AI) involves creating machines that simulate human intelligence processes, including learning, reasoning, and self-correction. Originating from the mid-20th century, AI has evolved significantly with advancements in algorithms and computing power.
- **Current Landscape:** Today, AI impacts numerous industries, enhancing capabilities in data analysis, automation, and decision-making. Key applications include machine learning, natural language processing, and robotics.
- **Significance of AI:** AI's rapid development promises transformative changes in how we live, work, and interact, driving efficiencies and creating new opportunities across various sectors.

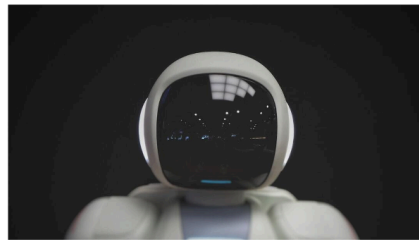


Photo by Possessed Photography on Unsplash

Conclusion:

We are excited to embark on this innovative journey to enhance educational outcomes and operational efficiencies through our partnership with Magic School AI and the broader exploration of generative AI in District 112.

Recap of Key Objectives:

1. Foster AI Literacy: Equip students and staff with essential AI skills to thrive in a rapidly evolving digital landscape.
2. Provide Clear Guidance: Establish robust guidelines to ensure AI is used safely and responsibly within our educational settings.

3. Build Capacity: Commit to ongoing professional development to keep our educators at the forefront of AI implementation.
4. Support Innovation: Embrace innovative AI applications to improve educational and administrative processes.

Implementation Strategy:

- Pilot Program with Magic School AI: Launch a comprehensive pilot through September 30, 2024, to explore AI's potential in enhancing teaching effectiveness and student engagement.
- Professional Development: Implement targeted training programs focusing on AI literacy and practical applications in teaching.
- Policy and Regulation Development: Align existing policies with national standards and ethical guidelines for AI use.
- Stakeholder Feedback and Data Analysis: Gather feedback from stakeholders and use usage data and analytics to guide future decision-making.

Expected Outcomes:

- Enhanced Instructional Methods: Adoption of AI to personalize learning experiences and improve instructional techniques.
- Improved Operational Efficiencies: Streamlined decision-making processes and administrative functions through AI integration.
- Proficient School Community: Development of a knowledgeable school community capable of leveraging AI for educational advancement.

We will continue to seek input and update our community, ensuring active engagement throughout this journey. We look forward to presenting this initiative to the Board of Education Policy Committee, hoping for their support and encouraging all Board members to stay actively involved in reviewing and advancing these plans. We will also survey staff for feedback and guidance throughout the pilot and the next school year. We are committed to the District 112 Portrait of a Graduate (POG) (Board approved in August of 2019). The POG calls for learning conditions created to support students: Find and Evaluate information, Learning and Innovation Skills, Open-Minded to Other Perspectives, Ownership of Learning, Continuous Curiosity, Mastery of Grade Level Content and Performance Expectations, & Positive & Active Citizen.

Additional Resources (From EAB)

<https://acrobat.adobe.com/id/urn:aaid:sc:us:bc6ea658-f81b-4a4f-b59e-d0bc2b6d7025>

Many of the reports above reference or explicitly direct districts to national and state-level education organizations offering tailored guidance, expertise, and resources.

Resources and support offered by various bodies (not an exhaustive list)



- [AI Guidance for Schools Toolkit](#)



- [AI Readiness Checklist](#)
- [AI privacy guide](#)



- [Bringing AI to School](#)
- [Others](#) (incl. PD and guides for educators)



- [Resources on student impact](#) (e.g., tool reviews, AI literacy)



- [Teacher-focused resources](#)

AI for Education

- [Distributable one-pagers](#)
- [AI literacy resources](#)
- [Implementation, strategy guidance](#)



- [Curricular integration, AI literacy resources](#)



- [AI integration & planning guidance](#)
- [PD for educators](#)
- [Others](#) (e.g., AI tools)



- [Blueprint for Understanding, Embracing, and Integrating AI](#)

From Consensus May 12 & May 20 2024

Prompt: Are there reports on how generative AI in PK-8 schools has worked?

These studies suggest that generative AI, including models like ChatGPT-3.5 and Variational Autoencoders, can personalize and enhance learning by adapting to different knowledge levels, assessing complex work, improving engagement and retention, and effectively teaching novel concepts in PK-8 education. These studies suggest that generative AI, including models like ChatGPT-3.5 and Variational Autoencoders, can personalize and enhance learning by adapting to different knowledge levels, assessing complex work, improving engagement and retention, and effectively teaching novel concepts in PK-8 education.

<https://consensus.app/results/?q=Are%20there%20reports%20on%20how%20generative%20AI%20in%20PK-8%20schools%20has%20worked%3F&synthesize=on&copilot=on>

These studies suggest that generative AI in PK-8 schools can personalize learning, enhance engagement, improve understanding in subjects like mathematics and STEM, and effectively teach novel AI concepts.



Board of Education Regular Meeting
Northwood Middle School, 945 North Ave., Highland Park, IL 60035

May 14, 2024

Open Session Minutes

This meeting was streamed live and can be accessed online at <https://vimeo.com/user133899354>

Call to Order, Roll Call

President Hirsh called the meeting to order at 7:00 p.m.

Members Present:

Alexander Brunk, Jenny Butler, Lisa Hirsh, Melissa Itkin, Dan Jenks, Art Kessler, Bennett Lasko

Members Absent:

None

Administrators Present:

Dr. Michael Lubelfeld, Superintendent

Dr. Monica Schroeder, Deputy Superintendent

Mr. Jeremy Davis, Assistant Superintendent for Finance & Operations

Dr. Kevin Ryan, Assistant Superintendent of Teaching and Learning

Dr. Holly Colin, Assistant Superintendent for Student Services

Mr. Ben Finfer, Director of Communications & Community Relations

Pledge of Allegiance

President Hirsh led the Pledge of Allegiance.

Approval of Agenda

President Hirsh asked for a motion to approve the agenda as presented. — moved, and — seconded the motion. Upon a voice vote, the agenda was unanimously approved.

Superintendent's Report

- Fifth-grade Sherwood student Alex Srour was honored for winning first place in the 2024 Law Day Poster Contest (Grades 4-6) sponsored by the Nineteenth Judicial Circuit Court of Lake County.
- Retiring staff will be honored at the annual district retirement party on May 23. Dr. Lubelfeld congratulated Jennifer Ciral (Sherwood), Annette Cronin (Edgewood), Christine Frega (Edgewood),

Maria Fiocchi (Edgewood), Maurine Laird (Northwood), Melissa Raich (Northwood), Darla Van Etten (Braeside/Ravinia). He thanked them for their dedication and wished them well in their retirement.

- The 2024 Lake County Educator of the Year event was recently held, and Dr. Lubelfeld and other administrators attended to honor District 112 recipients:
 - Susana Rabin (DO) - School Administrator
 - Laurence Marks (EW) - Educational Service Personnel
 - Kendall Woods (WT) - Early Career Educator
 - Chris Janzen (NW) - Middle School Educator
 - Mari Lagone (IT) - Student Support Personnel
 - Jennifer Ciral (SW) - Diverse Learner
 - Isidro Ramirez (OT) - Custodial and Maintenance Personnel
 - Christy Tortorello (SW) - Golden Apple Award Finalist
- Dr. Lubelfeld is exploring various generative artificial intelligence (AI) platforms for use in the educational setting. The District has initiated a pilot with Magic School AI, a secure and user-friendly AI platform that offers many applications for teachers and students. This powerful tool can help teachers create engaging lessons, assessments, activities, and correspondence and allow them more time to dedicate to students learning.
- On May 22, middle school students, their parents, and staff are invited to a webinar to hear data from the middle school students' Thought Exchange. Dr. Lubelfeld will share responses to the many ideas suggested by students who participated in the Thought Exchange.
- A community stakeholder meeting will take place at Northwood at 6:00 pm on May 29 and June 12 with Dr. Sarena Shivers on creating a socially just learning environment.
- May celebrates Jewish Heritage Month and Asian American Pacific Islander Heritage Month.
- At a recent Facilities Committee meeting, members toured the Indian Trail and Ravina construction sites. Indian Trail will be ready for students to move in after Thanksgiving. Ravinia in the fall of 2025. Designs for Sherwood are in process and will include additions for a new gym and secure main entryway.
- Calendar highlights include middle school graduations on June 3 and the last school day on June 5. June 4 and 5 will each be early release days.
- Registration for returning students is open, and parents should complete the process using their parent portal.
- Dr. Lubelfeld announced his retirement effective June 30, 2026. The Board will share a succession plan in June.

School Presentation- Red Oak Elementary

Red Oak Principal, Mrs. Maxwell, was joined by members of her staff, Tori Dobies, Rudy Lagunas, Hannah Rosenblatt, and PTO parents Cathy Curran and Lori Fink to share how they have worked to build a sense of community at Red Oak. They talked about partnering with a non-profit organization, KNOWTICE that taught the students about mindfulness. They worked hard to create school-wide celebrations recognizing positive and inclusive student behaviors. The instructional coach worked with a teacher on a social-emotional coaching cycle to help her

students feel a sense of belonging in the classroom. They created a preassessment to identify how many of the students felt connections to fellow classmates and set a goal that aimed for at least 75% of students to show an increase in self-identified friendship after one month. During the month, students were exposed to Kagen Learning Strategies and team-building activities. Results from post-assessments showed the goal was achieved. School-wide initiatives have included targeted positive SEL behaviors such as kindness, respect, responsibility, and safety and students receive rewards for displaying these positive behaviors. Red Oak students and staff also participated in the No Place for Hate initiative. The PTO has also helped to create a sense of community by offering heritage celebrations and culturally responsive assemblies.

Recommendation to Renew 2024-25 Andy Frain Agreement/Crossing Guard Svcs.

The District signed a contract with Andy Frain for crossing guard services beginning in 2020. The contract provided for up to four additional annual renewals. Mr. Davis recommended renewing the contract with Andy Frain for 2024-25. The proposed renewal carries a 3% increase over the current contract, equating to \$31.24 per hour. The Board will be asked to approve the renewal at the June 11, 2024, Board meeting.

Freedom of Information Requests

The Board was informed of the following requests the District received under the Freedom of Information Act:

- On April 15, 2024, Diane Cheermycommunity@gmail.com requested contracts and maintenance agreements for copiers, equipment, and managed print services. The District responded to the request on April 19, 2024.

Public Comments Related to Matters on the Agenda

There were no comments.

Consent Agenda

The Board utilizes a consent agenda for various routine action items, which allows the Board to approve items in a single motion unless the Board or the Superintendent requests otherwise. President Hirsh asked for a motion to approve the Consent Agenda as follows:

- Regular Meeting Minutes - April 16, 2024
- Closed Session Meeting Minutes - April 16, 2024 (Early)
- Closed Session Meeting Minutes - April 16, 2024 (Late)
- Personnel Recommendations
 - Interim Building Administrator
 - Appointment of **Sue Miceli** as Interim Associate Principal at Indian Trail effective May 13, 2024, through June 5, 2024
 - Appointments
 - Appointment of **Bari Bloom** as full-time (1.0) Speech Language Pathologist at Sherwood Elementary School, effective August 19, 2024
 - Appointment of **Alec Gibrick** as full-time (1.0) Physical Education Teacher at Wayne Thomas Elementary School and Early Childhood Program at Oak Terrace School, effective August 19, 2024

- Appointment of **Katrina Bowen** as full-time (1.0) Reading Specialist at Oak Terrace Elementary School, effective August 19, 2024
 - Resignations
 - Resignation of **Colleen Goodrich** as full-time (1.0) Associate Principal at Wayne Thomas Elementary School School, effective June 30, 2024
 - Resignation of **Mary Paterkiewicz** as full-time (1.0) Social Worker at Edgewood Middle School, effective June 5, 2024
 - Resignation of **Tracy Gates** as full-time (1.0) Special Education Blended Teacher at Oak Terrace Elementary School, effective June 5, 2024
 - Resignation of **Meredith Rossman** as full-time (1.0) 4th Grade Teacher at Sherwood Elementary School, effective June 5, 2024
 - Extended School Year
 - **Mirela Veras** - Early Childhood -1st Grade
 - **Sydnee Block** - 2nd-4th Resource
 - **Rose Ferelo** - 4th-5th Resource
 - **Miriam Schuman** - 6th-7th Resource
 - **Kim Siegel** - 6th-7th Resource
 - **John Taylor** - ESY Speech
 - **Stephanie Eriksen** - ESY Nurse
 - **Susan Weitz** - Paraprofessional
- Treasurer's Report - April 2024
- Destruction of Closed Session Recordings from November 29, 2022
- Recommendation to Dispose, Sell, or Recycle Surplus Goods - Ukuleles (Edgewood), library books (Red Oak), wheelchair (Braeside), student services resources (Sherwood), Ready Gen resources (elementary schools)

Mr. Jenks moved, and Ms. Butler seconded the motion to approve the amended Consent Agenda as presented. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Administrator Contract Recommendation - Associate Principal for Edgewood Middle School

Dr. Schroeder announced that after a competitive selection process, the administration recommends the appointment of Dr. Portia Ransom as an Associate Principal for Edgewood Middle School, beginning July 1, 2024. Dr. Schroeder said Dr. Ransom stood out as a fantastic candidate, and the interview team was highly impressed. Dr. Schroeder provided highlights from Dr. Ransom's resume and said the District was honored that she accepted the associate principal position. President Hirsh asked for a motion to approve the administrator employment contract for Dr. Portia Ransom, effective July 1, 2024, through June 30, 2025, as presented. Mr. Jenks moved, and Mr. Lasko seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Approve K-5 ELA/SLA Curricular Resource Adoption - HMH ¡Arriba la Lectura! and Into Reading

In April, the K-5 ELA and SLA Core Curricular Resource Selection Committee presented their recommendation for adopting HMH's ¡Arriba la Lectura! and Into Reading as the new elementary ELA/SLA curricular resource beginning in 2024-25. The committee overwhelmingly selected HMH over a number of other resources they reviewed. The implementation cost is expected to be \$1,018,121.00. This includes six years of consumable materials, digital licensing, and all teacher-facing materials. President Hirsh asked for a motion to approve HMH ¡Arriba la Lectura! and Into Reading as the new elementary ELA/SLA curricular resource beginning in 2024-25, as presented. Mr. Lasko moved, and Mr. Kessler seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Approve Bid Award Custodial Services - ABM Agreement

On April 4, 2024, a Request for Bid: Proposal and Specifications for Custodial Services was released, and a bid opening was held on April 15, 2024. Nine vendors submitted bids; the lowest responsible bidder was the current vendor, ABM. The proposed contract carries a 7.9% increase over current costs. However, the overall cost is less than the seven other contractors that bid on this project. The agreement terms will be for one year with four allowable annual renewals with future increases linked to CPI. President Hirsh asked for a motion to approve the ABM Custodial Service Agreement effective July 1, 2024, through June 30, 2025t as presented. Mr. Brunk moved, and Ms. Butler seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Approve Summer School Breakfast Program

Mr. Davis recommended the District participate in the Seamless Summer Option (SSO) program to provide free breakfast to students (and others 18 years of age or less) during the 2024 summer school held at Northwood Middle School, from June 24 through July 18, 2024, and at Oak Terrace School, from June 17 through July 18. The SSO is a federal program and is cost-neutral for the District. The administration believes that the breakfast program is essential and beneficial for students. President Hirsh asked for a motion to approve participation in the 2024 Seamless Summer program, as presented. Mr. Jenks moved, and Mr. Lasko seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Jenks, Itkin, Kessler, Lasko

NAYS: None

The motion passed.

Approve Resolution 240514 Designating Interest Earnings in FY24 as Principal

Mr. Davis explained that State regulations specify that unless a statute or school board resolution provides otherwise, interest earnings on a particular school district fund shall be added to and become part of the principal of that same fund as of June 30 of each fiscal year. The administration believes that it is in the best interest of the School District to maintain the interest that has been earned during the 2023-2024 fiscal year as distinct from the principal so that such interest is available for statutory transfer to another fund in accordance with Section 10-22.44 of the School Code (105 ILCS 5/10-22.44). President Hirsh asked for a motion to approve Resolution 240514 designating interest earned in FY24 to be retained as interest and not as principal, as presented. Mr. Lasko moved, and Mr. Jenks seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Approve 2024-25 Hazardous Transportation Areas

The Board was presented with the list of hazard zones for the 2024-25 school year. The Illinois Department of Transportation (IDOT) requires the Board to annually approve the District's Serious Safety Hazard Zones that have been identified using IDOT rating criteria. Zones are categorized by school and, for transportation purposes, are considered hazardous for students to navigate on foot. The Board held a discussion to better understand how the zones are identified. President Hirsh asked for a motion to approve the 2024-25 hazard zones, as presented. Mr. Jenks moved, and Ms. Butler seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

Approve 2024-27 ECRA Agreement

The Board was presented with a three-year renewal agreement with the ECRA Group. The District has partnered with ECRA for a number of years to help in analyzing student growth and achievement data. The administration finds the analysis very helpful, and it helps drive instructional practices and programs. President Hirsh asked for a motion to approve the ECRA agreement effective July 1, 2024, through June 30, 2027, at an annual cost of \$69,925, as presented. Mr. Jenks moved, and Mr. Kessler seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Approval of Schlechty Agreement for Strategic Change Agenda

The District created a strategic plan in 2010 and recommitted to the plan in 2013 and 2016. The administration feels that much has changed in the District since that plan was implemented and would like to move forward on a new path with an innovative approach. The Schlechty Center was invited to present at the Committee of the Whole Board meeting in March on a proposal for their Strategic Change Agenda. The Strategic Change Agenda is a framework designed to address current challenges and build capacity for the future. This approach prioritizes customization, future-oriented thinking, and stakeholder involvement, particularly among students, and aims to foster resilience, efficacy, and a culture of collaboration within the organization. Dr. Shroeder will lead the process with guidance and support from the Schlechty consultants. Planning will begin over the summer, and the process will start in September and is expected to culminate with the Board approving a plan in February 2025. President Hirsh asked for a motion to approve the agreement with the Schlechty Center for the Strategic Change Agenda process for \$49,500 as presented. Mr. Lasko moved, and Mr. Jenks seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Approve Final 2023-24 School Calendar

The Board was presented with the final 2023-24 school calendar for approval. Dr. Schroeder explained that the final calendar reflects changes for the one emergency day used on January 12, 2024, and extends the school year by one day, making June 5, 2024, the last student attendance day. The final calendar will be submitted to the Regional Office of Education as required. President Hirsh asked for a motion to approve the final 2023-24 school calendar, as presented. Mr. Brunk moved, and Mr. Kessler seconded the motion. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

Public Comments

There were no comments.

Committee/Liaison Reports

- **Facilities Committee** - Mr. Kessler reported that the Facilities Committee toured the Ravinia and Indian Trail construction sites to see the progress and transformation of the buildings. Wight and Gilbane also presented proposed designs for Sherwood renovations.
- **Human Relations Advisory Group** - Ms. Butler attended the recent HRAG meeting and provided an update on the District 112 's equity journey and upcoming stakeholder meetings. They debriefed on the MLK Day of Service event and recognized Mr. Finfer, District 112 Director of Communications, for helping organize student volunteers to recite

the Pledge of Allegiance at the event. The group also discussed the Highland Park Awards night.

- **Community the Anti-Drug (CTAD)** - Ms. Butler attended last month's CTAD meeting, where the Lake County Health Department provided an update. They shared that the Northwood and Edgewood students participated in drug/alcohol awareness activities during their lunchtime over the school year.
- **Finance Committee** - Mr. Jenks reported that the Finance Committee met to discuss financial proposals for collective bargaining meetings.
- **TrueNorth** - President Hirsh attended the Leadership Council meeting at TrueNorth. She invited the community to a family fun event on June 3 at the TrueNorth Red Oak Campus. Young aspiring chefs from North Shore Academy will cater the event. President Hirsh noted that many wonderful businesses partner with TrueNorth to employ students and young adults with special needs, and she encouraged community members to shop and support those businesses.
- **112 Education Foundation** - Ms. Itkin reported that over 200 middle school students performed at Ravinia Festival's Bennett Hall as part of the Reach, Teach, Play education program sponsored by the Foundation. The free Kids Go Classic Concert at Ravinia Festival will be on August 18, and the annual FUNd Run is scheduled for September 28, 2024.
- **Bilingual Parent Advisory Committee (BPAC)** - Mr. Brunk reported that on April 23, BPAC held a special family event to celebrate multi-lingual learners. Dr. Lubelfeld and various community leaders spoke at the event and the children really felt celebrated.
- **Policy Committee** - A Policy Committee meeting is scheduled for May 30.

Board/Superintendent Other

- Dr. Lubelfeld reminded anyone who is struggling emotionally and in need of help can reach out 24/7 to a counselor at Safe2Help Illinois. Also, ReferralGPS is available to any District 112 family that needs assistance finding a mental health professional. Varsity Tutors are available to any student via the Clever app on their student-issued device. These resources are all free and highly encouraged.
- District 112 will host the City of Highland Park's Neighborhood meeting at Northwood on May 15 at 5:30 pm. Community leaders will be there to answer questions from citizens.
- Dr. Lubelfeld offered a hearty thank you to the 112 Education Foundation for supporting the arts and all of the students in District 112.
- Dr. Lubelfeld encourages the community to attend the Creating a Socially Just Environment stakeholder meetings with Dr. Shiver on May 29 and June 12.
- Dr. Lubelfeld enjoyed visiting the middle school math teachers and seeing them teach using Magma Math, a fun tool.
- Mr. Jenks encouraged community members to consider running for the school board in the upcoming 2025 April elections. He said this is an exciting time in the district with so many wonderful opportunities for leadership. Any board member would be happy to talk with anyone who wants to know more about serving.

Adjourn to Closed Session

President Hirsh asked for a motion to adjourn to closed session to discuss the following:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2 (c)(1)
- The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
- Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2)

Ms. Butler moved, and Mr. Jenks seconded the motion to adjourn to closed session. President Hirsh requested a roll call vote:

AYES: Brunk, Butler, Hirsh, Itkin, Jenks, Kessler, Lasko

NAYS: None

The motion passed.

The Board adjourned to closed session at 9:08 p.m

Reconvene to Open Session

The Board reconvened to open session at 11:15 p.m.

Adjournment

President Hirsh asked for a motion to adjourn the regular meeting. Mr. Kessler moved, and Ms. Butler seconded the motion to adjourn. The motion was approved by voice vote.

The meeting adjourned at 11:15 p.m.

Lisa Hirsh, President

Melissa Itkin, Secretary

Date of Approval: June 11, 2024



INSPIRE · INNOVATE · ENGAGE

NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Dr. Monica Schroeder, Deputy Superintendent

Subject: Personnel Recommendations

Policy Alignment: Policy 5:30 Hiring Process and Criteria

CERTIFIED PERSONNEL APPOINTMENT

| <u>NAME</u> | <u>FTE</u> | <u>POSITION</u> | <u>SCHOOL</u> | <u>EFFECTIVE DATE</u> |
|--------------------|-------------------|------------------------------------|----------------------|------------------------------|
| Caitlin Castro | 1.0 | 1st Grade Dual Language Teacher | RO | 8/19/24 |
| Jenna Bauer | 1.0 | Math Teacher | EW | 8/19/24 |
| Greer Deutch | 1.0 | Social Worker | EW | 8/19/24 |
| Tiffany Melvin | 1.0 | (.80 FTE) Chorus Teacher | EW/NW | 8/19/24 |
| Lindsay Page | 1.0 | Special Education Resource Teacher | EW | 8/19/24 |

CERTIFIED STAFF RESIGNATION

| <u>NAME</u> | <u>FTE</u> | <u>POSITION</u> | <u>SCHOOL</u> | <u>EFFECTIVE DATE</u> |
|--------------------|-------------------|---|----------------------|------------------------------|
| Jordan Myers | 1.0 | 4th Grade Dual Language Teacher | RO | 6/5/24 |
| Alison Richter | 1.0 | Early Childhood Special Education Teacher | OT | 6/5/24 |
| Katherine Nolte | 1.0 | English | EW | 6/5/24 |
| Nori Polivka | 1.0 | Special Education Resource Teacher | RO | 6/5/24 |

CLASSIFIED PERSONNEL APPOINTMENT

| <u>NAME</u> | <u>FTE</u> | <u>POSITION</u> | <u>SCHOOL</u> | <u>EFFECTIVE DATE</u> | <u>SALARY</u> |
|--------------------|-------------------|--|----------------------|------------------------------|----------------------|
| Yohanna Siegler | 1.0 | 1:1 Special Education Paraprofessional | NW | 8/19/24 | \$23.00/hr |

CLASSIFIED SUPERVISOR STAFF RESIGNATION

| <u>NAME</u> | <u>FTE</u> | <u>POSITION</u> | <u>SCHOOL</u> | <u>EFFECTIVE DATE</u> |
|--------------------|-------------------|---|----------------------|------------------------------|
| *Jitendra, Patel | 1.0 | Data Systems and Integration Specialist | DO | 6/30/24 |

CLASSIFIED STAFF RESIGNATION

| <u>NAME</u> | <u>FTE</u> | <u>POSITION</u> | <u>SCHOOL</u> | <u>EFFECTIVE DATE</u> |
|--------------------|-------------------|------------------------------------|----------------------|------------------------------|
| Megan Alexander | 1.0 | Special Education Paraprofessional | BR | 6/5/24 |

TITLE I SUMMER SCHOOL

| | | | Teacher | Teacher | Teacher |
|---------------|--|--|------------------|----------------|------------------|
| Kindergarten | | | Silvia Mejia | Claudia Sink | Leanne Berzanski |
| 1st Grade | | | Sylvie Kocjan | Rachel Kahn | Mayra Tristan |
| 2nd Grade | | | Marie Hood | Maria Skoufus | Tommy Iverson |
| 3rd Grade | | | Jill Jamison | Maddie Sprowls | Nicholas Pizzo |
| 4th Grade | | | Cindy Figueroa | Mario Becerra | *David Sachs |
| 5th Grade | | | Nancy Martinez | Jake Wietzema | |
| 6th-7th Grade | | | Joanne Dimitriou | Abigail Los | Susan Callahan |

CAMP INVENTION INSTRUCTION (STIPEND POSITION)

| <u>NAME</u> | <u>SCHOOL</u> |
|--------------------|----------------------|
| Maria Skoufos | SW |
| Miriam Garcia | RO |
| Leanne Berzanski | OT |
| Jill Jamison | OT |

CAMP INVENTION PARAPROFESSIONAL (STIPEND POSITION)

| <u>NAME</u> | <u>SCHOOL</u> |
|------------------|---------------|
| Maria Sorrentino | OT |

TEACHER ON SPECIAL ASSIGNMENT (TOSA) -CAMP INVENTION (STIPEND POSITION)

| <u>NAME</u> | <u>SCHOOL</u> |
|--------------|---------------|
| Lauren Sachs | SW |

EXTRA DUTY STIPENDS ADJUSTMENT

| <u>School</u> | <u>Activity</u> | <u>Coach/Sponsor</u> | <u>Category</u> | <u>DATES TO BE PAID</u> |
|---------------|-----------------|----------------------|-----------------|-------------------------|
| SW | Culture Club | Luana Tazioli | F (Shared) | 6/5/24 |
| SW | Culture Club | Beth Rich | F (Shared) | 6/5/24 |
| SW | Culture Club | Nicole Petrich | F (Shared) | 6/28/24 |

Recommendation:

Roll call vote to approve the Personnel Report, as presented.

*Denotes changes after original memo posting.

Board of Education

North Shore School District 112
Highwood, Illinois

June 11, 2024

To the Board of Education:

We present for your approval for payment the following vendor disbursements:

| | | |
|---------------------------|----|--------------|
| EDUCATION FUND: | \$ | 1,709,460.71 |
| OPERATIONS & MAINTENANCE: | \$ | 468,254.12 |
| FOOD SERVICE: | \$ | 63,151.40 |
| TRANSPORTATION FUND: | \$ | 760,164.31 |
| SECURITY 2022 REF: | \$ | 12,908.45 |
| INDIAN TRAIL 2022 REF: | \$ | 3,107,138.70 |
| RAVINIA 2022 REF: | \$ | 2,413,319.26 |
| SHERWOOD 2022 REF: | \$ | 103,480.53 |
| ACTIVITY FUND: | \$ | 14,531.03 |
| TOTAL | \$ | 8,652,408.51 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|--|-------------------------|----------------|--------------|
| 232400394 | KEVIN SCHLACKS | 06/11/2024 | 05282024 | Mileage/KevinSchla cks/WT | 1102400090 | 16.94 | 16.94 |
| 10E110 | 1100 3000 30 000000 | | | EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/PURCHASED | | 16.94 | |
| | | | | 1 ACH | Check(s) For a Total of | | 16.94 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|-------------------------------|------------|----------------|--|------------|----------------|--------------|
| 1029287 | 8X8 INC | 06/11/2024 | 4444048 | TELEPHONE VOIP SYSTEM | 5552400025 | 10,562.65 | 10,562.65 |
| 10E200 | 2220 3000 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 10,562.65 | |
| 1029288 | AAA LOCK & KEY*** | 06/11/2024 | 583470 | AAA LOCK AND KEY BPO | 2502400024 | 165.00 | 196.00 |
| 20E200 | 2540 3210 31 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 165.00 | |
| | | | 583471 | AAA LOCK AND KEY BPO | 2502400024 | 31.00 | |
| 20E200 | 2540 3210 31 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 31.00 | |
| 1029289 | ABM BUILDING VALUE | 06/11/2024 | 10000066626 | ABM MONTHLY OVERTIME CUSTODIAL SERVICES FOR APRIL 2024 INV#66626 OK TO PAY | 2202400983 | 2,953.70 | 156,446.17 |
| 20E200 | 2540 3000 41 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 2,953.70 | |
| | | | 10000069429 | MONTHLY CUSTODIAN SERVICES FOR JUNE 2024 FOR DISTRICT 122 INV#69429 OK TO PAY | 2202401015 | 153,492.47 | |
| 20E200 | 2540 3000 41 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 153,492.47 | |
| 1029290 | ACADEMIC TUTORING CENTERS | 06/11/2024 | DIST112-BRADYR | STUDENT SERVICES PURCHASED SERVICES - OUTSIDE TUTORING - MAY 2024 - INVOICE DATED 05-30-2024 | 2122400582 | 520.00 | 520.00 |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 520.00 | |
| 1029291 | ACCURATE BIOMETRICS | 06/11/2024 | 388112405 | CRIMINAL BACKGROUND CHECK/SCHROEDER | 2002400074 | 550.00 | 550.00 |
| 10E200 | 2642 3102 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/CRIMINAL BACKGRO | | 550.00 | |
| 1029292 | AGILE EVOLUTIONARY GROUP | 06/11/2024 | 05242024 | DATA ANALYSIS/AGILE DIAGNOSTIC & AI PLATFORM | 2302400107 | 15,000.00 | 15,000.00 |
| 10E200 | 1100 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED | | 15,000.00 | |
| 1029293 | ALPHA PRIME COMMUNICATIONS*** | 06/11/2024 | 119487 | ALPHA PRIME: INSTALL OF | 2202400961 | 1,190.00 | 3,897.00 |

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| 20E060 | 2540 4000 65 000000 | | | DESKTOP CHARGER AND EQUIPMENT FOR THE RADIOS. INVOICE \$119487. OKAY TO PAY. | | | |
| | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | | 1,190.00 | |
| | | | 119621 | ALPHA PRIME FIVE RADIOS FOR OAK TERRACE SCHOOL. INVOICE #119621. OKAY TO PAY. | 2202400986 | 1,875.00 | |
| 20E070 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 1,875.00 | |
| | | | 119644 | ALPHA PRIME: TAIT AND HYTERA CHARGES. INVOICE #119644. OKAY TO PAY. | 2202400993 | 832.00 | |
| 20E200 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 832.00 | |
| 1029294 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029295 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029296 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029297 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029298 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029299 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029300 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029301 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029302 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029303 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029304 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029305 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029306 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029307 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029308 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029309 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029310 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029311 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029312 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029313 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029314 | AMAZON | 06/11/2024 | 11DL-VFLH-4QDV | 2023 - 2024 - SUPPLIES AND MATERIALS - CMA | 2102400335 | 199.00 | 16,157.37 |
| 10E200 | 2210 4000 55 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 199.00 | |
| | | | 11F9-VWFC-C3Y6 | PFA FEBRUARY ORDER COMMUNAL MATERIAL | 1202400066 | 1,627.37 | |
| 10E120 | 1125 4000 50 370500 | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 1,627.37 | |

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| | | | 11G7-TK9X-4PF6 | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400431 | 26.54 | |
| 10E200 | 2210 4000 35 000000 | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | | 26.54 | |
| | | | 136D-JPCN-LP9K | MATH NIGHT/OT | 702400130 | 118.50 | |
| 10E200 | 1100 4000 50 192006 | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES | | | 118.50 | |
| | | | 139D-W3VM-JY9V | SUPPLIES FOR GILBANE INDIAN TRAIL TEAM. | 2202401005 | 31.79 | |
| 63E200 | 2540 5000 95 000000 | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | | 31.79 | |
| | | | 13LM-3JNW-KWQ7 | school supplies | 102400138 | 60.77 | |
| 10E010 | 1100 4000 50 000000 | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | | 60.77 | |
| | | | 13LR-P33G-JQ3K | teachers classroom supplies | 102400124 | 9.98 | |
| 10E010 | 1100 4000 50 000000 | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | | 9.98 | |
| | | | 14Q9-FJQJ-WKNN | 3rd grade/ot | 702400134 | 117.90 | |
| 10E070 | 1100 4000 50 000000 | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | | 117.90 | |
| | | | 14VT-1PTN-6LPF | Glasses for Eclipse | 402400127 | 399.95 | |
| 10E040 | 1100 4000 50 000000 | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | | 399.95 | |
| | | | 14YW-RPDL-3976 | OFFICE/OT | 702400123 | 188.93 | |
| 10E070 | 1100 4000 50 000000 | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | | 188.93 | |
| | | | 163R-QQLJ-RMMY | School supplies | 102400134 | 105.00 | |
| 10E010 | 1100 4000 50 000000 | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | | 105.00 | |
| | | | 16PH-6QHF-CD7V | OFFICE/OT | 702400127 | 120.49 | |
| 10E070 | 1100 4000 50 000000 | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | | 120.49 | |
| | | | 16QQ-TT7R-6MFQ | Supplies for Mullins | 402400133 | 19.79 | |
| 10E040 | 1100 4000 50 000000 | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | | 19.79 | |
| | | | 16RV-GDFT-T31F | OFFICE SUPPLIES | 2502400277 | 21.98 | |
| 10E200 | 2520 4000 50 000000 | | EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A | | | 21.98 | |
| | | | 16TG-774W-HMY Y | PFA FEBRUARY ORDER COMMUNAL MATERIAL | 1202400066 | 788.46 | |
| 10E120 | 1125 4000 50 370500 | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | | 788.46 | |
| | | | 16WW-TCJQ-TK7D | 2023-2024 - | 2102400427 | 33.78 | |

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| 10E200 | 2210 4000 35 000000 | | | SUPPLIES AND MATERIALS - PD EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 33.78 | |
| 10E040 | 1100 4000 50 000000 | | 177F-JHNJ-9MDK | general supplies | 402400122 | 38.30 | |
| | | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 38.30 | |
| 10E120 | 1125 4000 58 370500 | | 17GX-N17Q-7WR4 | PFA BOOKS ECERS books | 1202400101 | 110.00 | |
| | | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 110.00 | |
| 10E040 | 1100 4000 50 000000 | | 17LC-XXLL-JMRY | General supplies | 402400120 | 96.29 | |
| | | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 96.29 | |
| 20E200 | 2540 4000 50 000000 | | 17TM-KTTH-H7YT | OFFICE SUPPLIES FOR OPERATIONS: CARTRIDGE FOR BADGES MACHINE, RETRACTABLE CHAIN EXTENDED, CLEAR DOC FOLDER. OK TO PAY | 2202400980 | 277.78 | |
| | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 277.78 | |
| 10E070 | 1100 4000 50 000000 | | 17VF-K7CF-FP74 | SUPPLIES/OT | 702400124 | 58.99 | |
| | | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 58.99 | |
| 10E200 | 2642 4000 50 000000 | | 17WP-NWD1-K31L | GENERAL SUPPLIES/SCHROEDER | 2002400064 | 109.46 | |
| | | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT | | 109.46 | |
| 10E070 | 1100 4000 50 000000 | | 19D9-X7KT-VRMJ | OFFICE/OT | 702400121 | 120.50 | |
| | | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 120.50 | |
| 10E090 | 1100 4000 50 000000 | | 19DH-FJC9-RGX7 | INSTRUCTIONAL CLASSROOM SUPPLIES | 902400088 | 221.82 | |
| | | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 221.82 | |
| 20E200 | 2540 4000 65 000000 | | 1C6T-KRV4-YWFN | GILBANE OFFICE SUPPLIES FOR IT RENO TEAM. | 2202400953 | 66.31 | |
| | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 66.31 | |
| 10E010 | 1100 4000 50 000000 | | 1C7F-L3F3-13VJ | school supplies | 102400125 | 80.51 | |
| | | | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | 80.51 | |
| 10E100 | 1100 4000 50 000000 | | 1C9P-VGVJ-4PTY | AMAZON/Rachel&Serp ico/SW | 1002400102 | 257.03 | |
| | | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 257.03 | |

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| | | | 1CDL-3RML-GWTT | INSTRUCTIONAL CLASSROOM SUPPLIES | 902400088 | 515.90 | |
| 10E090 | 1100 4000 50 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 515.90 | |
| | | | 1CFW-TRFP-HHM3 | CLASSROOMS/OT | 702400113 | 127.71 | |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 127.71 | |
| | | | 1CM9-JM41-97RL | OFFICE/OT | 702400126 | 173.29 | |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 173.29 | |
| | | | 1CWT-7W4G-V7VV | RECESS EQUIPMENT NEEDED/WK/NW | 602400271 | 49.71 | |
| 10E060 | 1100 4000 50 000000 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND | | 49.71 | |
| | | | 1DH4-WQ6K-M147 | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400446 | 319.08 | |
| 10E200 | 2210 4000 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 319.08 | |
| | | | 1DH4-WQ6K-Q79K | 2023-2024 - SUPPLIES AND MATERIALS - SCIENCE | 2102400449 | 45.96 | |
| 10E200 | 2210 4000 57 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 45.96 | |
| | | | 1DKR-G7JG-4DL6 | GENERAL SUPPLIES ZIPLOCK BAGS FOR ALL EC | 1202400099 | 267.46 | |
| 10E120 | 1125 4000 50 000000 | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 267.46 | |
| | | | 1DLY-GHT9-X33N | 2023-2024 - SUPPLIES AND MATERIALS - FOUNDATION GRANT | 2102400422 | 696.71 | |
| 10E200 | 1100 4000 50 192004 | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES | | 696.71 | |
| | | | 1DPT-GQ1H-31C4 | Staff Appreciation Week | 402400139 | 129.34 | |
| 10E040 | 1100 4000 50 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 129.34 | |
| | | | 1FDR-44JV-6LNC | STUDENT SERVICES SUPPLIES | 2122400532 | 78.78 | |
| 10E200 | 2190 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/SUPPLIES | | 78.78 | |
| | | | 1FRK-XMFX-1JY7 | SarahPasquesi/Nurs eWT | 1102400084 | 21.96 | |
| 10E110 | 1100 4000 50 000000 | | | EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A | | 21.96 | |
| | | | 1GJG-739P-RRV3 | FAMILY NIGHT/BOOK | 702400133 | 110.26 | |

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| | | | | PRIZES/OT | | | |
| 10E200 | 1100 4000 50 192006 | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES | | 110.26 | |
| | | | 1GMJ-H17C-4QHV | Electric Stapler (we had to return previous order) | 402400130 | 65.30 | |
| 10E040 | 1100 4000 50 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 65.30 | |
| | | | 1HRN-TDGR-7T3T | 2023-2024 - SUPPLIES AND MATERIALS - FOUNDATION GRANT | 2102400423 | 21.18 | |
| 10E200 | 1100 4000 50 192004 | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES | | 21.18 | |
| | | | 1HTG-VJPT-CYRC | GENERAL SUPPLIES BOY-CELEBRATION DUAL TEAM | 1202400102 | 135.95 | |
| 10E200 | 1200 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M | | 135.95 | |
| | | | 1HVF-6VVV-N7KH | Housholder/Pasques i/office/Nurse supplies/WT | 1102400089 | 130.84 | |
| 10E110 | 1100 4000 50 000000 | | | EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A | | 130.84 | |
| | | | 1J7R-7FHF-P3K7 | mics for PE | 402400142 | 74.85 | |
| 10E040 | 1100 4000 50 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 74.85 | |
| | | | 1JH7-T6LH-9GJL | SCHOOL SUPPLIES | 902400084 | 502.48 | |
| 10E090 | 1100 4000 50 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 502.48 | |
| | | | 1JKH-J3G3-DJJG | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400426 | 79.18 | |
| 10E200 | 2210 4000 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 79.18 | |
| | | | 1JRH-YRR1-4H1R | School supplies | 102400131 | 108.88 | |
| 10E010 | 1100 4000 50 000000 | | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | 108.88 | |
| | | | 1JRM-47JP-LVYM | headbands for field day | 402400136 | 304.92 | |
| 10E040 | 1100 4000 53 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 304.92 | |
| | | | 1JY3-D1QG-9NNT | Solar Eclipse Glasses & Kleenex | 402400129 | 135.01 | |
| 10E040 | 1100 4000 50 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 135.01 | |
| | | | 1KG3-HK1H-793F | OFFICE/OT | 702400116 | 8.97 | |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 8.97 | |
| | | | 1KHW-DN4M-119H | GENERAL | 1202400070 | 251.50 | |

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| 10E120 | 1125 4000 50 000000 | | | SUPPLIES-KAPTAN CURRICULUM | | | |
| | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | | 251.50 | |
| | | | 1KNV-RRGV-GK7X | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400445 | 62.70 | |
| 10E200 | 2210 4000 35 000000 | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | | 62.70 | |
| | | | 1LNC-1NH9-XXYK | SPECIAL ED SUPPLIES - ASSISTIVE TECH - IPAD CASE | 2122400539 | 13.98 | |
| 10E200 | 1200 4000 50 000000 | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M | | | 13.98 | |
| | | | 1LVJ-71JM-VR11 | GENERAL SUPPLIES-OT / EC MOMC-APRIL-Bracele ts | 1202400093 | 83.96 | |
| 10E120 | 1125 4000 50 000000 | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | | 83.96 | |
| | | | 1LWR-L9DX-FQMK | OFFICE/OT | 702400126 | 42.40 | |
| 10E070 | 1100 4000 50 000000 | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | | 42.40 | |
| | | | 1M3T-HHVN-JQQW | Supplies for Nurse and Office | 402400138 | 58.54 | |
| 10E040 | 1100 4000 50 000000 | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | | 58.54 | |
| | | | 1MDD-H7WY-9LT9 | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400431 | 80.28 | |
| 10E200 | 2210 4000 35 000000 | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | | 80.28 | |
| | | | 1MFY-Q474-4MNT | BACKPACK FOR HVAC MAINTENANCE STAFF AND BAGS FOR DRIVER GIFTS. | 2202400931 | 109.98 | |
| 20E150 | 2540 4000 65 000000 | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | | 109.98 | |
| | | | 1MQY-19NM-W7RH | Supplies for Asbury | 402400132 | 43.83 | |
| 10E040 | 1100 4000 50 000000 | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | | 43.83 | |
| | | | 1MTJ-RV6V-KGQ1 | school supplies | 102400126 | 105.56 | |
| 10E010 | 1100 4000 50 000000 | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | | 105.56 | |
| | | | 1MTX-DYPY-TYKG | INSTRUCTIONAL SCHOOL SUPPLIES | 902400087 | 482.81 | |
| 10E090 | 1100 4000 50 000000 | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | | 482.81 | |

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| 10E070 | 1100 4000 50 000000 | | 1MWF-FVRQ-3PXX | SUPPLIES/OT | 702400109 | 31.44 | 31.44 |
| | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | | 31.44 | |
| 10E120 | 1125 4000 50 000000 | | 1MXW-QKRK-YF66 | GENERAL SUPPLIES- GATES-MOTHERS DAY BROOKE TEACHERS | 1202400098 | 45.19 | 45.19 |
| | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | | 45.19 | |
| 10E060 | 1100 4000 50 000000 | | 1MYL-HYFM-GJGX | TOOL NEEDED BY PRIN KAPLAN FOR BASKETBALL HOOPS/WK/NW | 602400276 | 16.99 | 16.99 |
| | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND | | | 16.99 | |
| 10E090 | 1100 4000 50 000000 | | 1N1Y-7LFN-R7LH | FIELD DAY END OF THE YEAR SCHOOL SUPPLIES | 902400092 | 333.86 | 333.86 |
| | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | | 333.86 | |
| 10E070 | 1100 4000 50 000000 | | 1N6L-MR7Q-L9K9 | OFFICE/OT | 702400114 | 359.35 | 359.35 |
| | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | | 359.35 | |
| 40E200 | 2550 4000 50 000000 | | 1N6V-J4JT-K31K | PRINTER INK FOR THE TRANSPORTATION PRINTER. | 2202400966 | 207.56 | 207.56 |
| | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/SUPPLI | | | 207.56 | |
| 10E070 | 1100 4000 50 000000 | | 1PQ3-WYP9-Y64C | OFFICE/OT | 702400125 | 70.98 | 70.98 |
| | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | | 70.98 | |
| 10E200 | 2642 4000 50 000000 | | 1PRN-LFQ1-MD6K | GENERAL SUPPLIES/SCHROEDER | 2002400065 | 108.74 | 108.74 |
| | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT | | | 108.74 | |
| 20E010 | 2540 4000 65 000000 | | 1Q3N-PVHV-4LTG | BRAESIDE HEALTHMATE AIR PURIFIER REPLACEMENT FILTER. | 2202400939 | 145.79 | 145.79 |
| | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S | | | 145.79 | |
| 10E200 | 1200 4000 50 000000 | | 1QC4-J7DH-J1WX | SPECIAL ED SUPPLIES - ASSISTIVE TECH - RAVINIA - W.S. | 2122400488 | 17.99 | 17.99 |
| | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M | | | 17.99 | |
| | | | 1QCC-JPVF-GWPX | ORDER FOR GENERAL | 2502400271 | 59.74 | 59.74 |

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| | | | | SUPPLIES | | | |
| 10E200 | 2520 4000 50 000000 | | EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A | | | 59.74 | |
| | | | 1QDW-MDKM-3W3P | 2023-2024 - SUPPLIES AND MATERIALS - SUMMER SCHOOL | 2102400454 | 387.15 | |
| 10E200 | 1100 4000 50 430000 | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES | | | 387.15 | |
| | | | 1QFC-1HCJ-HTYH | SUPPLIES FOR OPERATIONS OFFICE. | 2202401001 | 51.71 | |
| 20E150 | 2540 4000 65 000000 | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | | 51.71 | |
| | | | 1R7L-41GN-D7NT | misc supplies nurse and front office | 402400141 | 48.55 | |
| 10E040 | 1100 4000 50 000000 | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | | 48.55 | |
| | | | 1R7L-41GN-NMCJ | HOUDINI LOCK LUBRICANT FOR WT. | 2202400981 | 24.22 | |
| 20E110 | 2540 4000 65 000000 | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | | 24.22 | |
| | | | 1R97-T69F-JXN3 | AMAZON/PE/RA | 802400095 | 195.98 | |
| 10E080 | 1100 4000 50 000000 | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA | | | 195.98 | |
| | | | 1RHC-MXP4-1VV3 | ORDER FOR GENERAL SUPPLIES | 2502400261 | 71.11 | |
| 10E200 | 2520 4000 50 000000 | | EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A | | | 71.11 | |
| | | | 1RJH-TXLY-VGL4 | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400451 | 49.37 | |
| 10E200 | 2210 4000 35 000000 | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | | 49.37 | |
| | | | 1RJY-QNQW-7MDJ | Classroom supplies (SAIL) | 102400127 | 310.28 | |
| 10E010 | 1100 3000 38 000000 | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV | | | 310.28 | |
| | | | 1RLM-FN1Y-HFVH | 2023-2024 - SUPPLIES AND MATERIALS - STEM | 2102400428 | 14.40 | |
| 10E200 | 2210 4000 56 000000 | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | | 14.40 | |
| | | | 1RVD-RCPT-7G4H | Orchestra Supplies | 402400126 | 39.98 | |
| 10E040 | 1100 4000 50 000000 | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | | 39.98 | |
| | | | 1T1D-WFMC-DWTC | USB TRIGGER FOR CASH DRAWER FOR | 2502400275 | 43.98 | |

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| 10E200 | 2520 4000 50 000000 | | | POS SYSTEM. EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/SUPPLIES A | | 43.98 | |
| | | | 1TQR-KFJK-3PN7 | teacher classroom supplies | 102400130 | 34.49 | |
| 10E010 | 1100 4000 50 000000 | | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | 34.49 | |
| | | | 1TRD-GDHT-6HX7 | GENERAL SUPPLIES/SCHROEDER | 2002400065 | 2.13 | |
| 10E200 | 2642 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT | | 2.13 | |
| | | | 1VCY-74DK-GXP7 | Supplies for Recess | 402400128 | 574.70 | |
| 10E040 | 1100 4000 50 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 574.70 | |
| | | | 1VGT-CHXL-736P | classroom supplies | 102400110 | 132.05 | |
| 10E010 | 1100 4000 50 000000 | | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | 132.05 | |
| | | | 1VNW-X67V-9L4Q | OFFICE/OT | 702400110 | 124.73 | |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 124.73 | |
| | | | 1VQV-MTWY-C63H | General supplies for workroom and front office | 402400125 | 102.50 | |
| 10E040 | 1100 4000 50 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 102.50 | |
| | | | 1WDF-QFDV-H6PP | classroom supplies | 102400112 | 33.01 | |
| 10E010 | 1100 4000 50 000000 | | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/SUPPLIES AND M | | 33.01 | |
| | | | 1WLL-DYXP-3CLX | GENERAL SUPPLIES/SCHROEDER | 2002400070 | 102.99 | |
| 10E200 | 2642 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT | | 102.99 | |
| | | | 1WM6-Y1XN-7FHV | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400424 | 120.15 | |
| 10E200 | 2210 4000 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 120.15 | |
| | | | 1WRJ-KQX7-CXQJ | 2023-2024 - SUPPLIES AND MATERIALS - PD | 2102400425 | 24.88 | |
| 10E200 | 2210 4000 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 24.88 | |
| | | | 1X3N-1QMX-MVQ3 | SPECIAL ED SUPPLIES - ASSISTIVE TECH - OT EARLY CHILDHOOD | 2122400571 | 34.60 | |

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| 10E200 | 1200 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M | | 34.60 | |
| | | | 1X4F-Y4GM-9FDW | AMAZON/MULLINS/SW | 1002400098 | 19.79 | |
| 10E100 | 1100 4000 50 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 19.79 | |
| | | | 1X66-MXK6-TPVH | MATERIALS | 202400154 | 435.98 | |
| | | | | REQUESTED BY THE 7TH GRADE TEACHERS | | | |
| 10E020 | 1100 4000 50 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 435.98 | |
| | | | 1XCN-C99N-9799 | AMAZON/SUPPLIES/SW | 1002400095 | 264.72 | |
| 10E100 | 1100 4000 50 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 264.72 | |
| | | | 1XFJ-GXGF-9R7Q | CLASSROOM SUPPLIES | 902400090 | 23.40 | |
| 10E090 | 1100 4000 50 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 23.40 | |
| | | | 1XFJ-GXGF-VC1C | HousholderOffice/D ickmanKinder/WT | 1102400088 | 114.80 | |
| 10E110 | 1100 4000 50 000000 | | | EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/SUPPLIES A | | 114.80 | |
| | | | 1XH6-MJTL-DFVP | PHONE CASE FOR DISTRICT CELL PHONE. | 2202400972 | 21.62 | |
| 20E200 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 21.62 | |
| | | | 1XH6-MJTL-DXQF | GENERAL SUPPLIES EOTYC-VESA AND KAPTAN | 1202400103 | 48.52 | |
| 10E120 | 1125 4000 50 000000 | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 48.52 | |
| | | | 1XQX-QHWH-63GM | AMAZON/NurseSUPPLI ES/SW | 1002400101 | 139.01 | |
| 10E100 | 1100 4000 50 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 139.01 | |
| | | | 1XTH-MGFP-7QGF | AMAZON/SUPPLIES/SW | 1002400100 | 135.50 | |
| 10E100 | 1100 4000 50 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 135.50 | |
| | | | 1XX1-JPXF-NTL9 | OFFICE/OT | 702400111 | 119.95 | |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 119.95 | |
| | | | 1Y77-QNTX-VQHP | AMAZON/SUPPLIES/SW | 1002400103 | 87.52 | |
| 10E100 | 1100 4000 50 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 87.52 | |
| | | | 1YC3-GJQF-7FG4 | OFFICE/OT | 702400118 | 30.86 | |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 30.86 | |
| | | | 1YGL-4LDF-4LXL | Headphones for IAR | 402400131 | 22.95 | |

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| 10E040 | 1100 4000 50 000000 | | | EDUCATION FUND/INDIAN TRAIL/REGULAR PROGRAMS/SUPPLIES A | | 22.95 | |
| | | | 1YPM-Q7NJ-761C | AMAZON/1stGradeGro wing/SW | 1002400094 | 25.08 | |
| 10E100 | 1100 4000 50 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 25.08 | |
| | | | MA74985268-A | SUPPLIES | 5552400027 | 0.60 | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 0.60 | |
| 1029315 | ANDY FRAIN SERVICES, INC. | 06/11/2024 | 357787 | ANDY FRAIN CROSSING GUARD AND SUPERVISOR REGULAR HOURS. APRIL 2024. INVOICE #357787. OKAY TO PAY. | 2202400973 | 27,994.59 | 27,994.59 |
| 20E200 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 27,994.59 | |
| 1029316 | ANTHONY ROOFING, LTD. | 06/11/2024 | S69007407 | ***QUOTE*** ANTHONY ROOFING EMERGENCY VERBAL CALL FOR BR AND GB ROOF LEAKS 5/9. | 2202400982 | 657.50 | 2,701.29 |
| 20E010 | 2540 3209 31 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./R | | 328.75 | |
| 20E120 | 2540 3209 31 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 328.75 | |
| | | | S69007408 | ***QUOTE*** ANTHONY ROOFING EMERGENCY VERBAL CALL FOR BR AND GB ROOF LEAKS 5/9. | 2202400982 | 2,043.79 | |
| 20E010 | 2540 3209 31 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./R | | 1,021.90 | |
| 20E120 | 2540 3209 31 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 1,021.89 | |
| 1029317 | APPLE FINANCIAL SERVICES | 06/11/2024 | 3810769-01 | iPAD REFRESH FALL 2024 | 5552400177 | 982,224.00 | 982,224.00 |
| 10E200 | 2220 5000 90 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/CAPITAL OUTLAY/C | | 982,224.00 | |
| 1029318 | ASSURED HEALTHCARE STAFFING*** | 06/11/2024 | 20821 | HEALTH SERVICES PURCHASED SERVICES - SUB NURSES - APRIL 1-5, 2024 - INVOICE #20821 | 2122400549 | 2,490.48 | 2,979.12 |
| 10E200 | 2130 3000 19 000000 | | | EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED | | 2,490.48 | |
| | | | 21003 | HEALTH SERVICES PURCHASED | 2122400579 | 488.64 | |

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| 10E200 2130 3000 19 000000 | | | | SERVICES - SUB NURSES - INVOICE #21003 - MAY 2024 EDUCATION FUND/DISTRICT WIDE/HEALTH SERVICES/PURCHASED | | 488.64 | |
| 1029319 | Audrey Resnick, M.S., CCC-SLP | 06/11/2024 | 1001 | SPECIAL ED PURCHASED SERVICES -- SPEECH EVAL - MARCH 2024 - INVOICE #1001 | 2122400560 | 525.00 | 525.00 |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 525.00 | |
| 1029320 | B & F CONSTRUCTION CODE SERVIC | 06/11/2024 | 19098 | ***QUOTE*** B&F CONSTRUCTION RAVINIA RENOVATION FIRE PROTECTION PLAN. | 2202400697 | 2,420.00 | 2,745.00 |
| 64E200 2540 5000 95 000000 | | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 2,420.00 | |
| | | | 19099 | ***QUOTE***BF CONSTRUCTION FOR INDIAN TRAIL RENOVATIONS. INSPECTION FEES, FIRE ALARM PLAN REVIEWS, AND SPRINKLER PLAN REVIEWS. | 2202400385 | 325.00 | |
| 63E200 2540 5000 95 000000 | | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 325.00 | |
| 1029321 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029322 | BANNER PLUMBING SUPPLY CO, INC | 06/11/2024 | 3044342 | BANNER PLUMBING BPO | 2502400025 | 752.52 | 6,267.08 |
| 20E200 2540 4208 50 000000 | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 752.52 | |
| | | | 3044706 | BANNER PLUMBING BPO | 2502400025 | 994.79 | |
| 20E200 2540 4208 50 000000 | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 994.79 | |
| | | | 3046873 | BANNER PLUMBING BPO | 2502400025 | 108.86 | |
| 20E200 2540 4208 50 000000 | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 108.86 | |
| | | | 3047202 | BANNER PLUMBING BPO | 2502400025 | 900.35 | |
| 20E200 2540 4208 50 000000 | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 900.35 | |
| | | | 3047743 | BANNER PLUMBING BPO | 2502400025 | 708.45 | |

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| 20E200 | 2540 4208 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 708.45 | |
| | | | 3048585 | BANNER PLUMBING BPO | 2502400025 | 790.80 | |
| 20E200 | 2540 4208 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 790.80 | |
| | | | 3049270 | BANNER PLUMBING BPO | 2502400025 | 596.40 | |
| 20E200 | 2540 4208 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 596.40 | |
| | | | 3050286 | BANNER PLUMBING BPO | 2502400025 | 353.41 | |
| 20E200 | 2540 4208 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 353.41 | |
| | | | 3050410 | BANNER PLUMBING BPO | 2502400025 | 207.20 | |
| 20E200 | 2540 4208 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 207.20 | |
| | | | 3050651 | BANNER PLUMBING BPO | 2502400025 | 419.72 | |
| 20E200 | 2540 4208 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 419.72 | |
| | | | 3050697 | BANNER PLUMBING BPO | 2502400025 | 434.58 | |
| 20E200 | 2540 4208 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 434.58 | |
| 1029323 | BHFX LLC | 06/11/2024 | 473548 | BHFX: DIGITAL SOFTWARE SERVICE ANNUAL FEE. INVOICE #473548. OKAY TO PAY. | 2202400962 | 3,200.00 | 3,200.00 |
| 20E200 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 3,200.00 | |
| 1029324 | BLACK MOON TRIO | 06/11/2024 | 1008 | 2023-2024 - PURCHASED SERVICES - FOUNDATION GRANT | 2102400441 | 2,500.00 | 2,500.00 |
| 10E200 | 1100 3000 38 192004 | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED | | 2,500.00 | |
| 1029325 | BOLLINGER ENVIRONMENTAL, INC. | 06/11/2024 | 1557 | ENV.1-TREE INVENTORY (RAVINIA) | 2502400270 | 1,800.00 | 1,800.00 |
| 64E200 | 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 1,800.00 | |
| 1029326 | THE BOOK STALL | 06/11/2024 | 523744 | 2023-2024 -SUPPLIES AND MATERIALS - LIBRARY - ESSER | 2102400456 | 5,731.13 | 5,731.13 |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 5,731.13 | |

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| 1029327 | CASSANDRA STRINGS | 06/11/2024 | 736462 | SCHOOL BAND/ORCHESTRA INSTRUMENTS | 902400085 | 1,980.00 | 1,980.00 |
| 10E200 | 1100 3000 38 192006 | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED | | 1,980.00 | |
| 1029328 | CENTER FOR PSYCHOLOGICAL SERVI | 06/11/2024 | 00002767 | SPECIAL ED PURCHASED SERVICES - PSYCH TESTING - INVOICE #0002767 - MAY 2024 | 2122400544 | 9,000.00 | 11,800.00 |
| 10E200 | 2140 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/PSYCHOLOGIST/PURCHASED SER | | 9,000.00 | |
| | | | 00002789 | SPECIAL ED PURCHASED SERVICES - INVOICE #00002789 - OUTSIDE PSYCH EVALS - MAY 2024 - S.P. / R.B. | 2122400570 | 2,800.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 2,800.00 | |
| 1029329 | CERAMIC SUPPLY CHICAGO | 06/11/2024 | 6629 | ***QUOTE***EDGEWOO D KILN VENT FOR NEW KILN. QUOTE #D859. | 2202400996 | 724.15 | 724.15 |
| 20E020 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S | | 724.15 | |
| 1029330 | CHADDOCK | 06/11/2024 | CATSIN-002312 | RESIDENTIAL PLACEMENT - TUITION/ ROOM & BOARD - INVOICE#CATSIN-002 312 - APRIL 2024 - YH | 2122400555 | 24,499.13 | 24,499.13 |
| 10E200 | 1912 6700 40 000000 | | | EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI | | 24,499.13 | |
| 1029331 | COMMONWEALTH EDISON | 06/11/2024 | 62753540005292024 | ENERGY BILL FOR EP (4/26/24-5/28/24), EW (4/26/24-5/28/24), GB (4/26/24-5/28/24), IT (4/26/24-5/28/24), AND WT (4/26/24-5/28/24). OKAY TO PAY | 2202401018 | 29,415.05 | 29,415.05 |
| 20E020 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S | | 13,387.10 | |

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| 20E030 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./ | | 8,470.62 | |
| 20E040 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN | | 1,875.52 | |
| 20E110 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 715.41 | |
| 20E120 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 4,966.40 | |
| 1029332 | COMPASS HEALTH CENTER | 06/11/2024 | 936018 | SPECIAL ED PURCHASED SERVICES - HOSPITAL TUTORING - APRIL 2024 - INVOICE #936018 | 2122400561 | 525.00 | 840.00 |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 525.00 | |
| | | | 936052 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - INVOICE #936052 - APRIL 2024 - MZ | 2122400558 | 315.00 | |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 315.00 | |
| 1029333 | COMMUNICATIONS AUDIT SERVICES, | 06/11/2024 | 24002 | CONSULTANTS | 5552400265 | 2,500.00 | 2,500.00 |
| 10E200 | 2220 3000 34 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 2,500.00 | |
| 1029334 | CONNECTIONS DAY SCHOOL | 06/11/2024 | 36427 | STUDENT SERVICES PURCHASED SERVICES - OT EVAL - MAY 2024 - INVOICE #36427 - E.S. | 2122400559 | 400.00 | 400.00 |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 400.00 | |
| 1029335 | CONVERGENT MINDS LLC | 06/11/2024 | 2024-23 | 2023-2024 - PURCHASES SERVICES - PD | 2102400440 | 2,000.00 | 2,000.00 |
| 10E200 | 2210 3000 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 2,000.00 | |
| 1029336 | DAILY HERALD MEDIA GROUP | 06/11/2024 | 290666 | INVOICE PAYMENT FOR LEGAL NOTICE FOR FOOD SERVICE BID | 2502400286 | 82.80 | 82.80 |
| 10E200 | 2520 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/PURCHASED | | 82.80 | |
| 1029337 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029338 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029339 | Deerfield & Libertyville Music | 06/11/2024 | 1678845 | PAYMENTS FOR SUPPLIES THAT WERE ALREADY DELIVERED TO MOLLIE MCDUGALL | 202400158 | 8.09 | 1,070.01 |

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| 10E020 | 1100 4000 50 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 8.09 | |
| 10E020 | 1100 3000 31 100031 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 0.00 | |
| | | | 1680769 | BASS REPAIRS | 802400105 | 275.99 | |
| 10E080 | 1100 3000 31 100031 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI | | 275.99 | |
| | | | 1683490 | Deerfield&LibertyvilleMusic/MULLINS/SW | 1002400104 | 177.55 | |
| 10E100 | 1100 3000 31 100031 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 177.55 | |
| | | | 1689045 | Deerfield&LibertyvilleMusic/WT/EW | 1102400082 | 135.00 | |
| 10E110 | 1100 3000 31 100031 | | | EDUCATION FUND/WAYNE THOMAS/REGULAR PROGRAMS/PURCHASED | | 135.00 | |
| | | | 1689236 | PAYMENTS FOR SUPPLIES THAT WERE ALREADY DELIVERED TO MOLLIE MCDUGALL | 202400158 | 271.89 | |
| 10E020 | 1100 4000 50 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 271.89 | |
| 10E020 | 1100 3000 31 100031 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 0.00 | |
| | | | 1690881 | PAYMENTS FOR SUPPLIES THAT WERE ALREADY DELIVERED TO MOLLIE MCDUGALL | 202400158 | 43.99 | |
| 10E020 | 1100 4000 50 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 43.99 | |
| 10E020 | 1100 3000 31 100031 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 0.00 | |
| | | | 1691675 | PAYMENTS FOR SUPPLIES THAT WERE ALREADY DELIVERED TO MOLLIE MCDUGALL | 202400158 | 67.50 | |
| 10E020 | 1100 4000 50 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 0.00 | |
| 10E020 | 1100 3000 31 100031 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 67.50 | |
| | | | 1692765 | PAYMENT FOR REPAIR MADE TO SCHOOL OWNED INSTRUMENT REQUESTED BY MOLLIE MCDUGALL | 202400163 | 90.00 | |
| 10E020 | 1100 3000 31 100031 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 90.00 | |
| 1029340 | DEERFIELD POLICE DEPARTMENT, I | 06/11/2024 | 06032024 | PAYMENT NEEDED TO DEERFIELD POLICE DEPARTMENT FOR | 602400275 | 332.00 | 332.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 10E060 | 1100 4000 50 192006 | | | GRADUATION TRAFFIC CONTROL AT DHS/WK/NW EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND | | 332.00 | |
| 1029341 | DEFRANCO PLUMBING INC | 06/11/2024 | 35673 | ***QUOTE*** VERBAL EMERGENCY SERVICE CALL FOR WAYNE THOMAS LINE BACKUP. | 2202400871 | 487.50 | 487.50 |
| 20E110 | 2540 3208 31 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 487.50 | |
| 1029342 | EAB | 06/11/2024 | SIN260584 | 2024-25 LEADERSHIP FORUM (YR. 2 OF 3). INVOICE #SIN260584. MAY 2, 2024 | 2302500001 | 27,546.56 | 27,546.56 |
| 10E200 | 2310 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER | | 27,546.56 | |
| 1029343 | EASY WAY SAFETY SERVICES INC | 06/11/2024 | 65014 | SPECIAL ED TRANSPORTATION SUPPLIES - SAFETY VEST AND ACCESSORIES | 2122400578 | 383.00 | 919.00 |
| 10E200 | 1200 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M | | 383.00 | |
| | | | 65047 | SY 2024-25 - SPECIAL ED SUPPLIES - TRANSPORTATION SAFETY EQUIPMENT | 2122400583 | 536.00 | |
| 10E200 | 1200 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M | | 536.00 | |
| 1029344 | ECS MIDWEST LLC | 06/11/2024 | 1158847 | ***QUOTE***ECS MIDWEST RAVINIA CONSTRUCTION PROPOSAL FOR CONSTRUCTION MATERIALS TESTING SERVICES. PROPOSAL #16:23640-CPR. | 2202400730 | 5,652.75 | 17,790.75 |
| 64E200 | 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 5,652.75 | |
| | | | 1166318 | ***QUOTE***ECS MIDWEST RAVINIA CONSTRUCTION PROPOSAL FOR CONSTRUCTION | 2202400730 | 12,138.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 64E200 | 2540 5000 95 000000 | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | MATERIALS TESTING SERVICES. PROPOSAL #16:23640-CPR. | | 12,138.00 | |
| 1029345 | FELICITY SCHOOLS LLC | 06/11/2024 | 3163 | PRIVATE TUITION - APRIL 2024 - INVOICE #3163 - FH | 2122400543 | 6,635.20 | 11,762.40 |
| 10E200 | 1912 6700 40 000000 | | EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI | | | 6,635.20 | |
| | | | 3199 | PRIVATE TUITION - MAY 2024 - INVOICE #3199 - F.H. | 2122400574 | 5,127.20 | |
| 10E200 | 1912 6700 40 000000 | | EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI | | | 5,127.20 | |
| 1029346 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029347 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029348 | FIRST STUDENT, INC | 06/11/2024 | 11012023 | SPECIAL ED TRANSPORTATION - INVOICES #11012023 (NOV 2023), #12310101 (DEC 2023), #13011487 (JAN 2024), #1190709 (FEB 2024) | 2122400452 | 65,551.16 | 693,602.26 |
| 40E200 | 2550 3000 47 000000 | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA | | | 65,551.16 | |
| | | | 1190709 | SPECIAL ED TRANSPORTATION - INVOICES #11012023 (NOV 2023), #12310101 (DEC 2023), #13011487 (JAN 2024), #1190709 (FEB 2024) | 2122400452 | 82,326.26 | |
| 40E200 | 2550 3000 47 000000 | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA | | | 82,326.26 | |
| | | | 12310101 | SPECIAL ED TRANSPORTATION - INVOICES #11012023 (NOV 2023), #12310101 (DEC 2023), #13011487 (JAN 2024), #1190709 | 2122400452 | 61,681.48 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| | | | | (FEB 2024) | | | |
| 40E200 | 2550 3000 47 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA | | 61,681.48 | |
| | | | 13011487 | SPECIAL ED TRANSPORTATION - INVOICES #11012023 (NOV 2023), #12310101 (DEC 2023), #13011487 (JAN 2024), #1190709 (FEB 2024) | 2122400452 | 69,916.84 | |
| 40E200 | 2550 3000 47 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA | | 69,916.84 | |
| | | | 24010110 | FIRST STUDENT: JANUARY 2024 INVOICE FOR ROUTES, AIDS, AND CHARTERS. INVOICE #24010110. OKAY TO PAY. | 2202400958 | 414,126.52 | |
| 40E200 | 2550 3000 38 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA | | 32,003.16 | |
| 40E200 | 2550 3401 34 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA | | 304,495.18 | |
| 40E200 | 2550 3402 34 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA | | 12,584.97 | |
| 40E200 | 2550 3404 34 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTRA | | 10,560.31 | |
| 40E200 | 2550 3409 34 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR: | | 34,817.89 | |
| 40E200 | 2550 3409 38 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/CONTR: | | 19,665.01 | |
| 1029349 | FLINN SCIENTIFIC INC.*** | 06/11/2024 | 3006918 | 2023-2024 - SUPPLIES AND MATERIALS - SCIENCE | 2102400452 | 1,120.12 | 1,120.12 |
| 10E200 | 2210 4000 57 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 1,120.12 | |
| 1029350 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029351 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029352 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029353 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029354 | FOLLETT CONTENT SOLUTIONS, LLC | 06/11/2024 | 361836F | 2023-2024 - SUPPLIES AND MATERIALS - LIBRARY | 2102400352 | 30.99 | 13,074.27 |
| 10E200 | 2210 4000 60 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 30.99 | |
| | | | 361919F | FOLLETT/ SCHOOL IMC BOOKS/ WT | 1102400072 | 317.93 | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 317.93 | |
| | | | 364244F | 2023-2024 - SUPPLIES AND | 2102400356 | 67.49 | |

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| 10E200 | 2210 4000 60 421000 | | | MATERIALS - LIBRARY - ESSER | | | |
| | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | | 67.49 | |
| | | | 374612B | 2023-2024 - SUPPLIES AND | 2102400368 | 1,275.52 | |
| | | | | MATERIALS - LIBRARY | | | |
| 10E200 | 2210 4000 60 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 1,275.52 | |
| | | | 374612F | 2023-2024 - SUPPLIES AND | 2102400368 | 910.62 | |
| | | | | MATERIALS - LIBRARY | | | |
| 10E200 | 2210 4000 60 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 910.62 | |
| | | | 379718B | 2023- 2024 - SUPPLIES AND | 2102400386 | 1,107.82 | |
| | | | | MATERIALS - LIBRARY - ESSER | | | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 1,107.82 | |
| | | | 379719A | 2023-2024 - SUPPLIES AND | 2102400387 | 380.63 | |
| | | | | MATERIALS - LIBRARY | | | |
| 10E200 | 2210 4000 60 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 380.63 | |
| | | | 382566B | 2023-2024 - SUPPLIES AND | 2102400391 | 2,733.95 | |
| | | | | MATERIALS - LIBRARY - ESSER | | | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 2,733.95 | |
| | | | 382566F | 2023-2024 - SUPPLIES AND | 2102400391 | 321.18 | |
| | | | | MATERIALS - LIBRARY - ESSER | | | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 321.18 | |
| | | | 384307A | 2023-2024 - SUPPLIES AND | 2102400396 | 631.69 | |
| | | | | MATERIALS - LIBRARY | | | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 631.69 | |
| | | | 384307F | 2023-2024 - SUPPLIES AND | 2102400396 | 309.31 | |
| | | | | MATERIALS - LIBRARY | | | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 309.31 | |
| | | | 385576 | 2023 - 2024 - SUPPLIES AND MATERIALS - LIBRARY - ESSER | 2102400402 | 1,407.67 | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 1,407.67 | |
| | | | 385576A | 2023 - 2024 - SUPPLIES AND MATERIALS - LIBRARY - ESSER | 2102400402 | 1,484.65 | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 1,484.65 | |
| | | | 385576F | 2023 - 2024 - SUPPLIES AND MATERIALS - LIBRARY - ESSER | 2102400402 | 376.92 | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 376.92 | |
| | | | 385581 | 2023-2024 - SUPPLIES AND MATERIALS - LIBRARY | 2102400401 | 302.29 | |
| 10E200 | 2210 4000 60 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 302.29 | |
| | | | 385581F | 2023-2024 - SUPPLIES AND MATERIALS - LIBRARY | 2102400401 | 284.94 | |
| 10E200 | 2210 4000 60 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 284.94 | |
| | | | 393160 | 2023-2024 - SUPPLIES AND MATERIALS - LIBRARY - ESSER | 2102400413 | 590.00 | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 590.00 | |
| | | | 393160A | 2023-2024 - SUPPLIES AND MATERIALS - LIBRARY - ESSER | 2102400413 | 540.67 | |
| 10E200 | 2210 4000 60 421000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 540.67 | |
| 1029355 | FOURTH CLIFF ADVENTURE INC. | 06/11/2024 | 1533 | ***QUOTE***PROPOSA L FOR WT TUB SLIDE REPAIR AND SW PLAYGROUND REPAIR. MATERIALS AND LABOR. | 2202400842 | 1,400.00 | 1,400.00 |

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|-----------|--------------------------------|------------|----------------|---|------------|----------------|--------------|
| 20E110 | 2540 3214 31 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 376.92 | |
| 20E100 | 2540 3214 31 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 1,023.08 | |
| 1029356 | FRANCZEK PC | 06/11/2024 | 229984 | LEGAL SERVICES INVOICE # 229984 - 5/29/24 | 2302400110 | 5,197.65 | 7,827.16 |
| 10E200 | 2310 3000 26 000000 | | | EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER | | 5,197.65 | |
| | | | 231394 | LEGAL SERVICES INVOICE # 231394 - 5/29/24 | 2302400109 | 2,629.51 | |
| 10E200 | 2310 3000 26 000000 | | | EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER | | 2,629.51 | |
| 1029357 | FRONTLINE EDUCATION | 06/11/2024 | INVUS205876 | 2023-2024 - PURCHASED SERVICES - PD | 2102400444 | 3,750.00 | 3,750.00 |
| 10E200 | 2210 3000 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 3,750.00 | |
| 1029358 | FROG STREET PRESS | 06/11/2024 | 0254956-IN | PFA - CURRICULUM | 1202400085 | 8,797.45 | 8,797.45 |
| 10E120 | 1125 4000 58 370500 | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 8,797.45 | |
| 1029359 | ARTHUR J GALLAGHER RISK MANGEM | 06/11/2024 | 5146292 | BUILDERS RISK INVOICE# 5146292 | 2502400288 | 13,545.00 | 13,545.00 |
| 64E200 | 2540 3000 38 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 13,545.00 | |
| 1029360 | TARYN GARBER | 06/11/2024 | 169237 | REIMBURSEMENT FROM ILLINOIS STATE UNIVERSITY (CHECK WAS WRITTEN TO DISTRICT) FOR BEING A COOPERATING STUDENT TEACHER. | 2502400284 | 65.00 | 65.00 |
| 10R200 | 1999 0000 00 000000 | | | EDUCATION FUND/DISTRICT WIDE/OTHER REVENUE/NS | | 65.00 | |
| 1029361 | GARAVENTA USA, INC | 06/11/2024 | IL0053012 | *****QUOTE***** ***** SECOND PART OF FIXING THE WHEELCHAIR AT WAYNE THOMAS. QUOTE # 2024041610 OK TO PAY | 2202400919 | 1,581.98 | 1,581.98 |
| 20E110 | 2540 3217 31 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 1,581.98 | |
| 1029362 | GILBANE | 06/11/2024 | 202405-J355 | GILBANE: APPLICATION #9 INDIAN TRAIL ADDITIONS AND | 2202400998 | 2,512,845.58 | 4,364,713.85 |

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| 63E200 | 2540 5000 95 000000 | | | RENOVATIONS. INVOICE #202405-J355. OKAY TO PAY. | | | |
| | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | | 2,512,845.58 | |
| | | | 202405-J426 | GILBANE: RAVINIA ADDITIONS AND RENOVATIONS. APPLICATION #6. INVOICE #202405-J426. OKAY TO PAY. | 2202400995 | 1,851,868.27 | |
| 64E200 | 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 1,851,868.27 | |
| 1029363 | LARRY GOLTZ | 06/11/2024 | 162918 | REIMBURSEMENT FROM ILLINOIS STATE UNIVERSITY (CHECK WAS WRITTEN TO DISTRICT) FOR BEING A COOPERATING STUDENT TEACHER. | 2502400283 | 65.00 | 65.00 |
| | | | EDUCATION FUND/DISTRICT WIDE/OTHER REVENUE/NS | | | 65.00 | |
| 1029364 | GOPHER SPORT*** | 06/11/2024 | IN374632 | supplies for the pe department. ordered by christina garza. | 202400138 | 856.78 | 856.78 |
| | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | | 856.78 | |
| 1029365 | GRAMMARLY, INC | 06/11/2024 | 25590 | SOFTWARE/SITE LICENSE | 5552400262 | 8,750.00 | 8,750.00 |
| | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | | 8,750.00 | |
| 1029366 | HEARTLAND ALLIANCE CCIS A/R | 06/11/2024 | 25068 | SPECIAL ED PURCHASED SERVICES - INTERPRETER SERVICES (PARENT PHONE CALLS / MEETINGS) - APRIL 2024 - INVOICE #25068 | 2122400563 | 2,818.53 | 2,995.23 |
| | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | | 2,818.53 | |
| | | | 25151 | TITLE III - PURCHASED SERVICES - | 2122400568 | 176.70 | |

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| 10E200 2210 3000 35 490900 | | | | INTERPRETER FOR PARENT PHONE CALLS - INVOICE #25151 - APRIL 2024 | | 176.70 | |
| | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | | | |
| 1029367 | HEARTLAND BUSINESS SYSTEMS | 06/11/2024 | 693201-H | PURCHASED SERVICES, OTHER | 5552400263 | 18,384.00 | 25,116.77 |
| 10E200 2220 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | | 18,384.00 | |
| | | | 696344-H | PURCHASED SERVICE, OTHER | 5552400024 | 1,787.40 | |
| 10E200 2220 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | | 1,787.40 | |
| | | | 697178-H | SOFTWARE/SITE LICENSE - BLANKET PO - FY24 | 5552400033 | 499.54 | |
| 10E200 2220 3000 80 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | | 499.54 | |
| | | | 697835-H | PURCHASED SERVICE, OTHER | 5552400003 | 3,633.33 | |
| 10E200 2220 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | | 3,633.33 | |
| | | | 698217-H | PURCHASED SERVICE, INFORMATION SECURITY | 5552400113 | 812.50 | |
| 10E200 2220 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | | 812.50 | |
| 1029368 | HEALTH MANAGEMENT SYSTEMS | 06/11/2024 | 2024-3444 | MONTHLY EMPLOYEE ASSISTANCE PROGRAM | 2502400011 | 1,603.98 | 1,603.98 |
| 10E200 2610 2220 22 000000 | | | EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL | | | 1,603.98 | |
| 1029369 | HEART OF THE CITY | 06/11/2024 | 3214 | STUDENT SERVICES PURCHASED SERVICES - D112 SOCCER ACADEMY - INVOICE #3214 - MAY 2024 | 2122400572 | 6,660.00 | 6,660.00 |
| 10E200 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | | 6,660.00 | |
| 1029370 | HERFF JONES, LLC | 06/11/2024 | 1226369 | EDGEWOOD BLANK DIPLOMAS | 202400165 | 31.04 | 31.04 |
| 10E020 1100 4000 70 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | | 31.04 | |
| 1029371 | HERFF-JONES*** | 06/11/2024 | 1219897 | 2ND INVOICE FOR MORE DIPLOMAS FOR GRADUATION/AF/NW | 602400273 | 25.61 | 786.59 |

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| 10E060 | 1100 4000 50 192006 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND | | 25.61 | |
| | | | 1220785 | PAYMENT NEEDED FOR DIPLOMAS FOR 8TH GRADE GRADUATION/WK/NW | 602400272 | 760.98 | |
| 10E060 | 1100 4000 50 192006 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND | | 760.98 | |
| 1029372 | HUMANKIND | 06/11/2024 | 16065 | GENERAL SUPPLIES/SCHROEDER | 2002400069 | 2,316.00 | 2,384.40 |
| 10E200 | 2642 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT | | 2,316.00 | |
| | | | 16316 | GENERAL SUPPLIES/LARIVIERE | 2002400072 | 68.40 | |
| 10E200 | 2642 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/SUPPLIES AND MAT | | 68.40 | |
| 1029373 | THE HYDE PARK DAY SCHOOL | 06/11/2024 | H202404.90 | PRIVATE TUITION - JANUARY - MARCH 2024 - INVOICE #H202404.90 | 2122400551 | 14,256.03 | 14,256.03 |
| 10E200 | 1912 6700 40 000000 | | | EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI | | 14,256.03 | |
| 1029374 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029375 | IDLEWOOD ELECTRIC SUPPLY, INC. | 06/11/2024 | INV122427 | IDLEWOOD BPO | 2502400027 | 96.53 | 1,603.05 |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 96.53 | |
| | | | INV122679 | IDLEWOOD BPO | 2502400027 | 19.59 | |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 19.59 | |
| | | | INV122890 | IDLEWOOD BPO | 2502400027 | 244.80 | |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 244.80 | |
| | | | INV123689 | IDLEWOOD BPO | 2502400027 | 303.23 | |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 303.23 | |
| | | | INV125493 | IDLEWOOD BPO | 2502400027 | 224.10 | |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 224.10 | |
| | | | INV126654 | IDLEWOOD BPO | 2502400027 | 205.90 | |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 205.90 | |
| | | | INV127425 | IDLEWOOD BPO | 2502400027 | 362.98 | |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 362.98 | |
| | | | INV22016 | IDLEWOOD BPO | 2502400027 | 145.92 | |
| 20E200 | 2540 4207 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 145.92 | |
| 1029376 | IESA | 06/11/2024 | 05302024 | IESA MEMBERSHIP DUES 2024/2025/EW | 202400166 | 275.00 | 275.00 |
| 10E020 | 1100 3000 35 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 275.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 1029377 | IRVING & PETER R. MEYERS PTR | 06/11/2024 | MAY62024 | ARBITRATION SERVICES BY PETER R. MEYERS FOR NSEA GRIEVANCE - INVOICE MAY 6, 2024 | 2302400105 | 6,538.40 | 6,538.40 |
| 10E200 | 2310 3000 26 000000 | | | EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER | | 6,538.40 | |
| 1029378 | ISCORP | 06/11/2024 | 739403 | HOSTING FOR SKYWARD | 2502400007 | 1,890.00 | 1,890.00 |
| 10E200 | 2520 3000 80 000000 | | | EDUCATION FUND/DISTRICT WIDE/FISCAL SERVICES/PURCHASED | | 1,890.00 | |
| 1029379 | JOHNSON CONTROLS SECURITY SOLU | 06/11/2024 | 133250727 | JOHNSON CONTROL FOR RAVINIA CANCELLATION OF SERVICE. NO INVOICE COULD BE GENERATED. CREDITS WERE APPLIED TO THE ORIGINAL INVOICE LEAVING THE FINAL PAYMENT DUE OF \$15.10. PLEASE SEE ATTACHMENTS. OKAY TO PAY. | 2202400984 | 15.10 | 15.10 |
| 20E080 | 2540 3216 31 000000 | | | OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SA | | 15.10 | |
| 1029380 | JOHNSTONE SUPPLY | 06/11/2024 | 180747GU | ***QUOTE***ACETYLE NE TANK AMD MC TANK ITSELF. HVAC SUPPLIES. QUOTE #163090GU. | 2202401002 | 499.91 | 499.91 |
| 20E200 | 2540 4203 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 499.91 | |
| 1029381 | KRIHA BOUCEK | 06/11/2024 | 6672 | LEGAL SERVICES INVOICE #6672. MAY 6, 2024 | 2302400106 | 13,027.00 | 13,027.00 |
| 10E200 | 2310 3000 26 000000 | | | EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER | | 13,027.00 | |
| 1029382 | LAKE COUNTY COLLECTOR | 06/11/2024 | 2023TAXES | 2023 PROPERTY TAX BILLS | 2502400287 | 2,379.72 | 2,379.72 |
| 20E200 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 2,379.72 | |
| 1029383 | LAKE COUNTY HEALTH DEPT | 06/11/2024 | INV-00080938 | STUDENT SERVICES PURCHASED SERVICES - INVOICE #00080938 - DEC 2023 - HEARING/VISION | 2122400567 | 1,265.00 | 1,265.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 10E200 2190 3000 38 000000 | | | | SCREENINGS @ BRAESIDE EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 1,265.00 | |
| 1029384 | LAKE COUNTY REGIONAL OFFICE OF | 06/11/2024 | 501100028 | PUBLIC TUITION - SAFE SCHOOL - INVOICE #501100028 - APRIL 2024 | 2122400547 | 1,980.00 | 3,600.00 |
| 10E200 4220 6700 40 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SP ED TUITION PUBLIC/TUITI | | 1,980.00 | |
| | | | 525100028 | PUBLIC TUITION - REGIONAL SAFE SCHOOL - INVOICE #525100028 - MAY 2024 - G.J. | 2122400585 | 1,620.00 | |
| 10E200 4220 6700 40 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SP ED TUITION PUBLIC/TUITI | | 1,620.00 | |
| 1029385 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029386 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029387 | LAKELAND/LARSEN ELEVATOR CORPO | 06/11/2024 | 194010-REV | EDGEWOOD ELEVATOR WANT WORKING AGAIN. WE CALLED FOR A SERVICE (TECH TROUBLESHOOT AND ADDED HARDWARE TO PISTON TO MOVE THE ELEVATOR MORE EVENLY. ADJUST SENSOR AND TESTED OPERATIONS RTS. INV# 194010-REV OK TO PAY | 2202400974 | 2,070.00 | 3,890.13 |
| 20E020 2540 3217 31 000000 | | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./E | | 2,070.00 | |
| | | | 194163 | LAKELAND ELEVATOR CORPORATION: SERVICE NEED IT FOR NORTHWOOD MIDDLE SCHOOL (ANNUAL PRESSURE TEST) INV# 194163, ALSO, MONTHLY ELEVATOR INSPECTION TO ALL DISTRICT 112 BUILDINGS INV# 194338. OK TO PAY | 2202401011 | 235.00 | |
| 20E200 2540 3217 31 000000 | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 0.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 20E060 | 2540 3217 31 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 235.00 | |
| | | | 194338 | LAKELAND ELEVATOR CORPORATION: SERVICE NEED IT FOR NORTHWOOD MIDDLE SCHOOL (ANNUAL PRESSURE TEST) INV# 194163, ALSO, MONTHLY ELEVATOR INSPECTION TO ALL DISTRICT 112 BUILDINGS INV# 194338. OK TO PAY | 2202401011 | 1,360.13 | |
| 20E200 | 2540 3217 31 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAINT./ | | 1,360.13 | |
| 20E060 | 2540 3217 31 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 0.00 | |
| | | | 95402 | ANNUAL PRESSURE TEST AT OAK TERRACE SCHOOL ON 2/21/24 INV#95402. OK TO PAY | 2202400990 | 225.00 | |
| 20E070 | 2540 3217 31 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 225.00 | |
| 1029388 | LAKESHORE RECYCLING SYSTEMS | 06/11/2024 | LR5738330 | WASTE AND RECYCLING REMOVAL. INVOICE #LR5738330 AND LR5738020. OKAY TO PAY. | 2202401009 | 4,537.69 | 4,537.69 |
| 20E010 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P | | 488.97 | |
| 20E030 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./ | | 647.92 | |
| 20E060 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 596.61 | |
| 20E070 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 921.82 | |
| 20E090 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PU | | 489.58 | |
| 20E100 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 250.40 | |
| 20E110 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 287.10 | |
| 20E120 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 855.29 | |
| 1029389 | LAKESHORE LEARNING MATERIALS** | 06/11/2024 | 486467051024 | LIBRARY/OT | 702400129 | 4,759.96 | 5,047.40 |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 4,759.96 | |
| | | | 486912050924 | INSTRUCTIONAL CLASSROOM SUPPLIES | 902400089 | 287.44 | |
| 10E090 | 1100 4000 50 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 287.44 | |
| 1029390 | LARSON EQUIPMENT COMPANY | 06/11/2024 | 9107 | ***QUOTE***LARSON | 2202400941 | 1,900.00 | 1,900.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 20E110 | 2540 3214 31 000000 | | | EQUIPMENT ORD 49" TUBE SECTION FOR WT PLAYGROUND. MATERIAL ONLY. | | 1,900.00 | |
| | | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | | |
| 1029391 | LEARNING FORWARD | 06/11/2024 | 66351 | 2023-2024 - PURCHASED SERVICES - PD | 2102400442 | 1,600.00 | 1,600.00 |
| 10E200 | 2210 3000 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 1,600.00 | |
| 1029392 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029393 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029394 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029395 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029396 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029397 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029398 | LEARNWELL EDUCATION | 06/11/2024 | INV193240 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - INVOICES #INV193240, INV193241 - APRIL 30, 2024 | 2122400554 | 157.61 | 4,070.77 |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 157.61 | |
| | | | INV193241 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - INVOICES #INV193240, INV193241 - APRIL 30, 2024 | 2122400554 | 78.80 | |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 78.80 | |
| | | | INV196096 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - MAY 2024 - INVOICES #INV196096, #INV196097, #INV196098 | 2122400565 | 438.45 | |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 438.45 | |
| | | | INV196097 | STUDENT SERVICES PURCHASED | 2122400565 | 296.25 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 10E200 | 2190 3000 38 000000 | | | SERVICES - HOSPITAL TUTORING - MAY 2024 - INVOICES #INV196096, #INV196097, #INV196098 | | | |
| | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | | 296.25 | |
| | | | INV196098 | STUDENT SERVICES PURCHASED | 2122400565 | 532.66 | |
| | | | | SERVICES - HOSPITAL TUTORING - MAY 2024 - INVOICES #INV196096, #INV196097, #INV196098 | | | |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 532.66 | |
| | | | INV197197 | STUDENT SERVICES PURCHASED | 2122400573 | 296.25 | |
| | | | | SERVICES - HOSPITAL TUTORING - INVOICES #INV197197, INV197198, INV197199, INV197612 - I.F., L.M., S.K., N.W. | | | |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 296.25 | |
| | | | INV197198 | STUDENT SERVICES PURCHASED | 2122400573 | 296.25 | |
| | | | | SERVICES - HOSPITAL TUTORING - INVOICES #INV197197, INV197198, INV197199, INV197612 - I.F., L.M., S.K., N.W. | | | |
| 10E200 | 2190 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 296.25 | |
| | | | INV197199 | STUDENT SERVICES PURCHASED | 2122400573 | 197.00 | |
| | | | | SERVICES - HOSPITAL TUTORING - INVOICES #INV197197, | | | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 10E200 | 2190 3000 38 000000 | | | INV197198, INV197199, INV197612 - I.F., L.M., S.K., N.W. | | | |
| | | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | | 197.00 | |
| | | | INV197612 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - INVOICES #INV197197, INV197198, INV197199, INV197612 - I.F., L.M., S.K., N.W. | 2122400573 | 296.25 | |
| 10E200 | 2190 3000 38 000000 | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | | 296.25 | |
| | | | INV198462 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - MAY 2024 - INVOICES #INV198462, INV198463, INV198464, INV198840 | 2122400581 | 296.25 | |
| 10E200 | 2190 3000 38 000000 | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | | 296.25 | |
| | | | INV198463 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - MAY 2024 - INVOICES #INV198462, INV198463, INV198464, INV198840 | 2122400581 | 296.25 | |
| 10E200 | 2190 3000 38 000000 | | EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | | 296.25 | |
| | | | INV198464 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - MAY 2024 - INVOICES #INV198462, INV198463, | 2122400581 | 296.25 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 10E200 | 2190 3000 38 000000 | | | INV198464, INV198840 EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | | 296.25 | |
| 10E200 | 2190 3000 38 000000 | | INV198840 | STUDENT SERVICES PURCHASED SERVICES - HOSPITAL TUTORING - MAY 2024 - INVOICES #INV198462, INV198463, INV198464, INV198840 EDUCATION FUND/DISTRICT WIDE/STUDENT SERVICES/PURCHASED | 2122400581 | 592.50 | |
| 1029399 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029400 | LIBERTYVILLE MUSIC CENTER | 06/11/2024 | 1680099 | INSTRUMENTAL REPAIRS/MD/NW | 602400274 | 36.00 | 836.89 |
| 10E060 | 1100 3000 31 100031 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER | | 36.00 | |
| 10E060 | 1100 3000 31 100031 | | 1681526 | INSTRUMENTAL REPAIRS/MD/NW | 602400274 | 54.00 | |
| 10E060 | 1100 3000 31 100031 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER | | 54.00 | |
| 10E060 | 1100 3000 31 100031 | | 1685731 | INSTRUMENTAL REPAIRS/MD/NW | 602400274 | 25.00 | |
| 10E060 | 1100 3000 31 100031 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER | | 25.00 | |
| 10E060 | 1100 3000 31 100031 | | 1685930 | INSTRUMENTAL REPAIRS/MD/NW | 602400274 | 45.00 | |
| 10E060 | 1100 3000 31 100031 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER | | 45.00 | |
| 10E060 | 1100 3000 31 100031 | | 1685931 | INSTRUMENTAL REPAIRS/MD/NW | 602400274 | 180.00 | |
| 10E060 | 1100 3000 31 100031 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/PURCHASED SER | | 180.00 | |
| 10E020 | 1100 4000 50 000000 | | 1689236 | SUPPLIES NEEDED FOR BAND/CHORUS/ORCHES TRA EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | 202400129 | 271.89 | |
| 10E060 | 1100 3000 31 100031 | | 1690527 | INSTRUMENTAL REPAIRS/MD/NW | 602400274 | 225.00 | |
| 1029401 | LISA WESTMAN CONSULTING INC. | 06/11/2024 | 846 | 2023-2024 - PURCHASED SERVICES - | 2102400453 | 5,000.00 | 5,000.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|----------------------------|--------------------------------|------------|----------------|---|------------|----------------|--------------|
| 10E200 2210 3000 34 493200 | | | | CONSULTANT - TITLE II EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 5,000.00 | |
| 1029402 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029403 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029404 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029405 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029406 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029407 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029408 | MARISSA BENNETT CONSULTING, LL | 06/11/2024 | 7812335 | SPECIAL ED PURCHASED SERVICES - APRIL 2024 - INVOICES #7812335, 7818759, 7832945, 7833194, 7834750, 7834949, 7864822 | 2122400552 | 8,150.00 | 161,675.25 |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 4,971.18 | |
| 10E200 1200 3000 38 421000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 3,178.82 | |
| | | | 7818759 | SPECIAL ED PURCHASED SERVICES - APRIL 2024 - INVOICES #7812335, 7818759, 7832945, 7833194, 7834750, 7834949, 7864822 | 2122400552 | 12,187.50 | |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 7,433.90 | |
| 10E200 1200 3000 38 421000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 4,753.60 | |
| | | | 7832945 | SPECIAL ED PURCHASED SERVICES - APRIL 2024 - INVOICES #7812335, 7818759, 7832945, 7833194, 7834750, 7834949, 7864822 | 2122400552 | 11,350.00 | |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 6,923.06 | |
| 10E200 1200 3000 38 421000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 4,426.94 | |
| | | | 7833194 | SPECIAL ED PURCHASED SERVICES - APRIL 2024 - INVOICES #7812335, 7818759, 7832945, 7833194, 7834750, | 2122400552 | 12,012.50 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| | | | | 7834949, 7864822 | | | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 7,327.16 | |
| 10E200 | 1200 3000 38 421000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 4,685.34 | |
| | | | 7834750 | SPECIAL ED PURCHASED SERVICES - APRIL 2024 - INVOICES #7812335, 7818759, 7832945, 7833194, 7834750, 7834949, 7864822 | 2122400552 | 5,250.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 3,202.30 | |
| 10E200 | 1200 3000 38 421000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 2,047.70 | |
| | | | 7834949 | SPECIAL ED PURCHASED SERVICES - APRIL 2024 - INVOICES #7812335, 7818759, 7832945, 7833194, 7834750, 7834949, 7864822 | 2122400552 | 26,444.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 16,129.81 | |
| 10E200 | 1200 3000 38 421000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 10,314.19 | |
| | | | 7864822 | SPECIAL ED PURCHASED SERVICES - APRIL 2024 - INVOICES #7812335, 7818759, 7832945, 7833194, 7834750, 7834949, 7864822 | 2122400552 | 10,200.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 6,221.60 | |
| 10E200 | 1200 3000 38 421000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 3,978.40 | |
| | | | 7909944 | SPECIAL ED PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | 2122400569 | 24,050.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 24,050.00 | |
| | | | 7909990 | SPECIAL ED | 2122400569 | 4,437.50 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|------------|----------------|--------------|
| 10E200 | 1200 3000 38 000000 | | | PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | | 4,437.50 | |
| | | | 7910064 | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV SPECIAL ED PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | 2122400569 | 11,706.25 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV SPECIAL ED PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | | 11,706.25 | |
| | | | 7910115 | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV SPECIAL ED PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | 2122400569 | 8,675.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV SPECIAL ED PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | | 8,675.00 | |
| | | | 7910186 | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV SPECIAL ED PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | 2122400569 | 11,006.25 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV SPECIAL ED PURCHASED SERVICES - | | 11,006.25 | |
| | | | 7910288 | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV SPECIAL ED PURCHASED SERVICES - | 2122400569 | 7,225.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|----------------------------|---------------------------|------------|---|--|------------|----------------|--------------|
| 10E200 1200 3000 38 000000 | | | | OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | | 7,225.00 | |
| | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | | | |
| | | | 7910394 | SPECIAL ED PURCHASED SERVICES - OUTSIDE CONSULTANT/THERAPI ST - INVOICES #7909944, 7909990, 7910115, 7910064, 7910288, 7910186, 7910394 | 2122400569 | 8,981.25 | |
| 10E200 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | | 8,981.25 | |
| 1029409 | MCMASTER-CARR | 06/11/2024 | 26718143 | MCMASTER CARR-COPPER SUPPLIES FOR WORK TICKET. INVOICE #26718143. OKAY TO PAY. | 2202400970 | 343.95 | 343.95 |
| 20E200 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | | 343.95 | |
| 1029410 | MENONI & MOCOJNI, INC. | 06/11/2024 | 0031155-00 | ROCK SALT & LANDSCAPING SUPPLIES FY24; DISTRICT WIDE | 2202400166 | 90.80 | 90.80 |
| 20E200 2540 3283 89 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | | 90.80 | |
| 1029411 | MENTA ACADEMY NORTH | 06/11/2024 | SESINV-038518 | PRIVATE TUITION - MAY 2024 - INVOICE #SESINV-038518 | 2122400586 | 4,455.88 | 4,455.88 |
| 10E200 1912 6700 40 000000 | | | EDUCATION FUND/DISTRICT WIDE/SP ED TUITION; PRIV FACILI | | | 4,455.88 | |
| 1029412 | MICHAEL'S UNIFORM COMPANY | 06/11/2024 | MU-10286-BO | UNIFORMS FOR OPERATIONS DEPARTMENT NEW EMPLOYEES. INVOICE MU-10286-BO AND MU-10511. OKAY TO PAY. | 2202401008 | 118.75 | 631.09 |
| 20E150 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | | 118.75 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| | | | MU-10511 | UNIFORMS FOR OPERATIONS DEPARTMENT NEW EMPLOYEES. INVOICE MU-10286-BO AND MU-10511. OKAY TO PAY. | 2202401008 | 512.34 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 512.34 | |
| 1029413 | MINNESOTA MEMORY | 06/11/2024 | 45184 | REPAIR SUPPLIES | 5552400257 | 175.69 | 175.69 |
| | 10E200 2220 4000 31 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 175.69 | |
| 1029414 | MODERN MEDIA TECH LLC | 06/11/2024 | 6196 | INSTALLATION OF GYM SPEAKERS WITH CAGES/MR/NW | 602400170 | 2,225.00 | 58,223.76 |
| | 10E060 1100 5000 90 000000 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/CAPITAL OUTLA | | 2,225.00 | |
| | | | 6220 | CAPITAL OUTLAY, NEW EQUIPMENT | 5552400269 | 28,306.88 | |
| | 10E200 2220 5000 90 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/CAPITAL OUTLAY/C | | 28,306.88 | |
| | | | 6221 | CAPITAL OUTLAY, NEW EQUIPMENT, IT | 5552400274 | 27,691.88 | |
| | 10E200 2220 5000 90 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/CAPITAL OUTLAY/C | | 27,691.88 | |
| 1029415 | MULTIVISTA | 06/11/2024 | 4531 | MULTIVISTA: IT PHOTOS AND WEBCAM FOR APRIL AND MAY, INVOICE #4531. RA PHOTOS AND WEBCAM FOR APRIL AND MAY, INVOICE #4530. OKAY TO PAY. | 2202400956 | 3,600.00 | 3,600.00 |
| | 63E200 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 3,600.00 | |
| | 64E200 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 0.00 | |
| 1029416 | MUSIC & ARTS CENTER*** | 06/11/2024 | INV040715200 | BAND-ORCHESTRA/OT | 702400131 | 273.00 | 398.00 |
| | 10E070 1100 3000 31 100031 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/PURCHASED S | | 273.00 | |
| | | | INV043737213 | BAND-ORCHESTRA/OT | 702400132 | 125.00 | |
| | 10E070 1100 3000 31 100031 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/PURCHASED S | | 125.00 | |
| 1029417 | NAPA AUTO PARTS | 06/11/2024 | 168885 | AUTO PART SUPPLIES FY24; OK TO PAY | 2202400167 | 67.45 | 67.45 |
| | 20E200 2540 4213 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 67.45 | |
| 1029418 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |

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| 1029419 | ORGANICLIFE, LLC | 06/11/2024 | 1136020689574 | BIODEGRADABLE PRODUCTS(CUPS, SANDWICH BAGS, ETC...) FOR NATIONAL PROGRAM SCHOOLS INVOICE #1136020689574 APRIL 2024 | 2502400272 | 1,461.58 | 76,310.57 |
| 15E200 | 2560 3000 41 000000 | | | FOOD SERVICE/DISTRICT WIDE/FOOD SERVICE/PURCHASED SERVI | | 1,461.58 | |
| | | | 1136020689846 | BREAKFAST & LUNCH FOR THE NATIONAL PROGRAM SCHOOLS APRIL 2024 BILLING | 2502400274 | 61,689.82 | |
| 15E200 | 2560 3000 41 000000 | | | FOOD SERVICE/DISTRICT WIDE/FOOD SERVICE/PURCHASED SERVI | | 61,689.82 | |
| | | | 1136020689847 | LUNCH & MILK FOR ILLINOIS STATE PROGRAM SCHOOLS APRIL 2024 | 2502400273 | 12,239.46 | |
| 10E200 | 2560 3000 41 000000 | | | EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/PURCHASED SER | | 12,239.46 | |
| | | | 1136020689848 | LUNCH & MILK FOR ILLINOIS STATE PROGRAM SCHOOLS APRIL 2024 | 2502400273 | 919.71 | |
| 10E200 | 2560 3000 41 000000 | | | EDUCATION FUND/DISTRICT WIDE/FOOD SERVICE/PURCHASED SER | | 919.71 | |
| 1029420 | PERMA BOUND*** | 06/11/2024 | 1988995-00 | 2023-2024 - SUPPLIES AND MATERIALS - ELA | 2102400405 | 718.80 | 718.80 |
| 10E200 | 2210 4000 60 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 718.80 | |
| 1029421 | POSITIVE PROMOTIONS | 06/11/2024 | 07386375 | POSITIVEPROMOTIONS /TAW/RAVINIA | 802400094 | 1,068.70 | 1,068.70 |
| 10E080 | 1100 4000 50 000000 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA | | 1,068.70 | |
| 1029422 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029423 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029424 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029425 | PRO-CARE THERAPY | 06/11/2024 | 20954635 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - INVOICE #20964635 - MAY 6-10, 2024 | 2122400564 | 6,132.29 | 25,944.29 |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 6,132.29 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| | | | 20961826 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - INVOICES #20961826, 20961829, 20961828, 200963827 - APRIL/MAY 2024 | 2122400562 | 213.84 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 213.84 | |
| | | | 20961828 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - INVOICES #20961826, 20961829, 20961828, 200963827 - APRIL/MAY 2024 | 2122400562 | 53.46 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 53.46 | |
| | | | 20961829 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - INVOICES #20961826, 20961829, 20961828, 200963827 - APRIL/MAY 2024 | 2122400562 | 106.92 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 106.92 | |
| | | | 20963827 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - INVOICES #20961826, 20961829, 20961828, 200963827 - APRIL/MAY 2024 | 2122400562 | 6,487.24 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
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| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 6,487.24 | |
| | | | 20971260 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - MAY 13-17 2024 - INVOICE #20971260 | 2122400576 | 7,066.31 | |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 7,066.31 | |
| | | | 20977345 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - INVOICE #20977345 - MAY 20-24 2024 | 2122400584 | 5,884.23 | |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 5,884.23 | |
| 1029426 | RADISH EDUCATION | 06/11/2024 | 11337173 | 2023-2024 - PURCHASED SERVICES SITE LICENSES/SOFTWARE | 2102400450 | 18,000.00 | 18,000.00 |
| 10E200 2210 3000 80 000000 | | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 18,000.00 | |
| 1029427 | REALLY GOOD STUFF, INC.*** | 06/11/2024 | 8508957 | RGS/1STGRADE/RA | 802400091 | 341.32 | 341.32 |
| | 10E080 1100 4000 50 000000 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/SUPPLIES AND MA | | 341.32 | |
| 1029428 | RED WING BUSINESS ADVANTAGE AC | 06/11/2024 | 26718143 | RED WING SAFETY TOE BOOTS FOR OPS DEPARTMENT: S. RABIN, D. GATES, G. RILEY, J.BOLDA, B. CUNNIFF, A. JURADO, JAVIER ARRIAGA. OKAY TO PAY. | 2202400971 | 1,351.46 | 1,351.46 |
| 20E200 2540 4000 65 000000 | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 1,351.46 | |
| 1029429 | R&G CONSULTANTS | 06/11/2024 | 6367 | SPECIAL ED PURCHASED SERVICES - MEDICAID REIMBURSEMENT CONSULTANTS - INVOICE #6367 - | 2122400542 | 3,804.83 | 3,804.83 |

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| | | | | MAY 2024 | | | |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 3,804.83 | |
| 1029430 RIFTON EQUIPMENT | | 06/11/2024 | B5D93-1 | SPECIAL ED | 2122400512 | 1,912.50 | 1,912.50 |
| | | | | SUPPLIES - | | | |
| | | | | TOILETING CHAIR | | | |
| 10E200 1200 4000 50 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./SUPPLIES AND M | | 1,912.50 | |
| 1029431 MERISSA SADLER-HOLDER | | 06/11/2024 | 00000001 | AI STAFF TRAINING | 2302400108 | 8,000.00 | 8,000.00 |
| | | | | - INVOICE 5.23/24 | | | |
| 10E200 1100 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED | | 8,000.00 | |
| 1029432 SAFEWAY TRANSPORTATION SERVICE | | 06/11/2024 | 1342 | SPECIAL ED | 2122400550 | 55,074.46 | 55,074.46 |
| | | | | TRANSPORTATION - | | | |
| | | | | INVOICE #1342 - | | | |
| | | | | APRIL 2024 | | | |
| 40E200 2550 3000 47 000000 | | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA | | 55,074.46 | |
| 1029433 SCHOOL SPECIALTY INC.*** | | 06/11/2024 | 208133532871 | 2023-2024 - | 2102400080 | 19.11 | 968.20 |
| | | | | SUPPLIES AND | | | |
| | | | | MATERIALS - | | | |
| | | | | SCIENCE | | | |
| 10E200 2210 4000 57 000000 | | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./SUPPLIES AN | | 19.11 | |
| | | | 208133834370 | SchoolSpecialty/F1 | 1002400091 | 112.70 | |
| | | | | inchum/SW | | | |
| 10E200 1100 4000 50 192004 | | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/SUPPLIES | | 112.70 | |
| | | | 208133834437 | SchoolSpecialty/Sh | 1002400092 | 447.87 | |
| | | | | arpies/SW | | | |
| 10E100 1100 4000 52 000000 | | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 447.87 | |
| | | | 208134053237 | LAST ART ORDER | 602400267 | 388.52 | |
| | | | | FOR SUPPLY/BG/NW | | | |
| 10E060 1100 4000 52 000000 | | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND | | 388.52 | |
| 1029434 SECURED TECH SOLUTIONS, LLC | | 06/11/2024 | 2024-05-15-01 | REPAIR | 5552400259 | 970.00 | 970.00 |
| 10E200 2220 4000 31 000000 | | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 970.00 | |
| 1029435 JOHNSON CONTROLS FIRE PROTECTI | | 06/11/2024 | 51915582 | SERVICE ON FIRE | 2202400164 | 5,486.22 | 5,486.22 |
| | | | | ALARM PANELS | | | |
| | | | | FY24; DISTRICT | | | |
| | | | | WIDE | | | |
| 20E200 2540 3212 31 000000 | | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 5,486.22 | |
| 1029436 SOUND INCORPORATED | | 06/11/2024 | 75184 | SECURITY, | 5552400175 | 12,598.10 | 12,598.10 |
| | | | | MULTIPLE SCHOOLS | | | |
| 60E010 2540 5000 96 000000 | | | | SECURITY 2022 REFERENDUM/BRAESIDE/OPER. & MAINT./CAPITA | | 1,802.70 | |
| 60E030 2540 5000 96 000000 | | | | SECURITY 2022 REFERENDUM/ELM PLACE/OPER. & MAINT./CAPIT | | 1,335.50 | |
| 60E060 2540 5000 96 000000 | | | | SECURITY 2022 REFERENDUM/NORTHWOOD/OPER. & MAINT./CAPIT | | 1,394.10 | |

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| 60E070 | 2540 5000 96 000000 | | | SECURITY 2022 REFERENDUM/OAK TERRACE/OPER. & MAINT./CAP | | 1,674.55 | |
| 60E090 | 2540 5000 96 000000 | | | SECURITY 2022 REFERENDUM/RED OAK/OPER. & MAINT./CAPITAL | | 1,321.10 | |
| 60E100 | 2540 5000 96 000000 | | | SECURITY 2022 REFERENDUM/SHERWOOD/OPER. & MAINT./CAPITA | | 997.10 | |
| 60E110 | 2540 5000 96 000000 | | | SECURITY 2022 REFERENDUM/WAYNE THOMAS/OPER. & MAINT./CA | | 1,646.05 | |
| 60E020 | 2540 5000 96 000000 | | | SECURITY 2022 REFERENDUM/EDGEWOOD/OPER. & MAINT./CAPITA | | 1,675.00 | |
| 60E120 | 2540 5000 96 000000 | | | SECURITY 2022 REFERENDUM/GREEN BAY SCHOOL/OPER. & MAINT | | 752.00 | |
| 1029437 | SPORTS 11, INC. | 06/11/2024 | 10761 | BASKETBALL UNIFORMS FOR GIRLS AND BOYS TEAMS/NM/NW | 602400277 | 3,500.00 | 3,500.00 |
| 99L000 | 9032 0000 00 000000 | | | NORTHWOODS GYM CLOTHES/NS | | 0.00 | |
| 10E060 | 1100 4000 50 192006 | | | EDUCATION FUND/NORTHWOOD/REGULAR PROGRAMS/SUPPLIES AND | | 3,500.00 | |
| 1029438 | Staples Business Advantage | 06/11/2024 | 6001656482 | OFFICE/OT | 702400122 | 376.19 | 535.69 |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 376.19 | |
| 10E070 | 1100 4000 50 000000 | | 6003205717 | OFFICE/OT | 702400128 | 159.50 | |
| 10E070 | 1100 4000 50 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/SUPPLIES AN | | 159.50 | |
| 1029439 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029440 | SUNSET FOOD MART, INC. | 06/11/2024 | 011-00217402 | SNACKS FOR EARLY CHILDHOOD | 1202400010 | 364.80 | 2,665.26 |
| 10E120 | 1125 4000 16 000000 | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 364.80 | |
| 10E090 | 1100 4000 50 000000 | | 011-00217414 | SNACKS FOR RED OAK STUDENTS FOR FY24 | 902400043 | 95.00 | |
| 10E090 | 1100 4000 50 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 95.00 | |
| 10E120 | 1125 4000 16 000000 | | 011-00217823 | SNACKS FOR EARLY CHILDHOOD | 1202400010 | 513.30 | |
| 10E120 | 1125 4000 16 000000 | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 513.30 | |
| 10E090 | 1100 4000 50 000000 | | 011-00217828 | SNACKS FOR RED OAK STUDENTS FOR FY24 | 902400043 | 77.00 | |
| 10E090 | 1100 4000 50 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 77.00 | |
| 10E120 | 1125 4000 16 000000 | | 011-00218226 | SNACKS FOR EARLY CHILDHOOD | 1202400010 | 382.40 | |
| 10E120 | 1125 4000 16 000000 | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 382.40 | |
| 10E090 | 1100 4000 50 000000 | | 011-00218231 | SNACKS FOR RED OAK STUDENTS FOR FY24 | 902400043 | 105.02 | |
| 10E090 | 1100 4000 50 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 105.02 | |
| 10E090 | 1100 4000 50 000000 | | 011-00218795 | SNACKS FOR EARLY CHILDHOOD | 1202400010 | 560.66 | |

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| 10E120 1125 4000 16 000000 | | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 560.66 | |
| | | | 011-00218813 | SNACKS FOR RED OAK STUDENTS FOR FY24 | 902400043 | 105.02 | |
| 10E090 1100 4000 50 000000 | | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 105.02 | |
| | | | 011-00219270 | SNACKS FOR EARLY CHILDHOOD | 1202400010 | 367.64 | |
| 10E120 1125 4000 16 000000 | | | | EDUCATION FUND/GREEN BAY SCHOOL/PREK REGULAR/SUPPLIES A | | 367.64 | |
| | | | 011-00219277 | SNACKS FOR RED OAK STUDENTS FOR FY24 | 902400043 | 94.42 | |
| 10E090 1100 4000 50 000000 | | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/SUPPLIES AND MA | | 94.42 | |
| 1029441 | TECH SYSTEMS, INC. | 06/11/2024 | 324218 | SECURITY, NORTHWOOD | 5552400142 | 310.35 | 310.35 |
| 60E060 | 2540 5000 96 000000 | | | SECURITY 2022 REFERENDUM/NORTHWOOD/OPER. & MAINT./CAPIT | | 310.35 | |
| 1029442 | TESTING SERVICE CORPORATION | 06/11/2024 | IN130466 | ***QUOTE***INDIAN TRAIL RENOVATION: SOIL CONNECTION W/ GRADING, EXCAVATING, PAVING, REBAR, CONCRETE CONNECTION, BOLT AND WELDED, SPRAY FIRE PROTECTION, MORTAR FOR MASONRY. | 2202400441 | 620.00 | 620.00 |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 620.00 | |
| 1029443 | THE MULCH CENTER | 06/11/2024 | 427322 | THE MULCH CENTER BPO | 2502400028 | 144.00 | 144.00 |
| 20E200 | 2540 3283 89 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 144.00 | |
| 1029444 | THE SHERWIN WILLIAMS COMPANY | 06/11/2024 | 8666-9 | ROM WP STRIPPER GEL/PAINTING SUPPLIES. INVOICE #8666-9. OKAY TO PAY. | 2202400976 | 29.35 | 29.35 |
| 20E200 | 2540 4204 50 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 29.35 | |
| 1029445 | THINKING MAPS, INC | 06/11/2024 | INV0068688 | PROFESSIONAL DEVELOPMENT/OT | 702400117 | 1,900.00 | 1,900.00 |
| 10E070 | 1100 3000 35 000000 | | | EDUCATION FUND/OAK TERRACE/REGULAR PROGRAMS/PURCHASED S | | 1,900.00 | |
| 1029446 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |

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| 1029447 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029448 | TRANE U.S. INC*** | 06/11/2024 | 16769704 | +++++QUOTE+++++ BLOWER, FAN ASSEMBLY IS NEED TO REPLACE AT NORTHWOOD SCHOOL. JAVIER H REQUESTED Q#23001875 | 2202400929 | 1,265.75 | 511,710.41 |
| 20E060 | 2540 4203 50 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 1,265.75 | |
| | | | 314561420 | ***QUOTE***TRANE TURNKEY RO PROPOSAL. INSTALLATION AND LABOR FOR VRF SYSTEM IN ART ROOM AND MUSIC ROOM. PROPOSAL #7420412. | 2202400766 | 46,055.70 | |
| 20E090 | 2540 5000 95 000000 | | | OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./CA | | 46,055.70 | |
| | | | 990050531 | ***QUOTE*** TRANE CO-OP EQUIPMENT, TRANE CONTROLS, AND CONTINGENCY RESERVE. QUOTE NUMBER: R1-191240-23-003. | 2202400092 | 320,511.43 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 320,511.43 | |
| | | | 990050532 | ***QUOTE*** TRANE CO-OP EQUIPMENT, TRANE CONTROLS, AND CONTINGENCY RESERVE. QUOTE NUMBER: R1-191240-23-003. | 2202400092 | 141,610.56 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 141,610.56 | |
| | | | 990051014 | ***QUOTE*** TRANE CO-OP EQUIPMENT, TRANE CONTROLS, AND CONTINGENCY RESERVE. QUOTE NUMBER: R1-191240-23-003. | 2202400092 | 1,628.92 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 1,628.92 | |
| | | | 990053141 | ***QUOTE*** TRANE | 2202400092 | 638.05 | |

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| 63E200 | 2540 5000 95 000000 | | | CO-OP EQUIPMENT, TRANE CONTROLS, AND CONTINGENCY RESERVE. QUOTE NUMBER: R1-191240-23-003. | | | |
| | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | | 638.05 | |
| 1029449 | TYLER TECHNOLOGIES, INC. | 06/11/2024 | 045-467021 | TYLER TECHNOLOGIES ANNUAL SERVICE FOR VERSATRANS SOFTWARE MAINTENANCE AND SUPPORT. INVOICE #045-467-21. OKAY TO PAY. | 2202400989 | 11,280.03 | 11,280.03 |
| 40E200 | 2550 3000 38 000000 | | | TRANSPORTATION FUND/DISTRICT WIDE/TRANSPORTATION/PURCHA | | 11,280.03 | |
| 1029450 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029451 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029452 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029453 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029454 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029455 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029456 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029457 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029458 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029459 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029460 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029461 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029462 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029463 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029464 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029465 | ULINE*** | 06/11/2024 | 177782735 | FACIAL TISSUE FOR SHERWOOD SCHOOL. INVOICES #177782735 AND #177783714. OKAY TO PAY. | 2202400957 | 149.83 | 12,502.65 |
| 20E100 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S | | 149.83 | |
| | | | 177783714 | FACIAL TISSUE FOR SHERWOOD SCHOOL. INVOICES #177782735 AND #177783714. OKAY TO PAY. | 2202400957 | 149.83 | |
| 20E100 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S | | 149.83 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|--|------------|----------------|--------------|
| | | | 177873834 | BOXES FOR SW AND BR END OF THE YEAR PACKING. INVOICES #177873834 AND 177873860. OKAY TO PAY. | 2202400959 | 163.88 | |
| 20E100 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S | | 163.88 | |
| 20E010 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S | | 0.00 | |
| | | | 177873860 | BOXES FOR SW AND BR END OF THE YEAR PACKING. INVOICES #177873834 AND 177873860. OKAY TO PAY. | 2202400959 | 163.88 | |
| 20E100 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S | | 0.00 | |
| 20E010 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S | | 163.88 | |
| | | | 177994651 | SAFETY GEAR, CAULKING, AND SHRINK WRAP FOR OPERATIONS. INVOICE #177994651. OKAY TO PAY. | 2202400969 | 1,022.50 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 1,022.50 | |
| | | | 178313359 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLET AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE | 2202400988 | 1,400.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|------------|----------------|--------------|
| | | | | #178329267 AND 178314092. OKAY TO PAY. | | | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 1,400.00 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313382 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | 2202400988 | 187.37 | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 187.37 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313396 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. | 2202400988 | 241.93 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|------------|----------------|--------------|
| | | | | PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | | | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 241.93 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313415 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | 2202400988 | 187.37 | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 187.37 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313428 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, | 2202400988 | 122.15 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|------------|----------------|--------------|
| | | | | 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | | | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 122.15 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313449 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | 2202400988 | 122.15 | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 122.15 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313471 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, | 2202400988 | 187.37 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|------------|----------------|--------------|
| | | | | 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | | | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 187.37 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313490 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | 2202400988 | 187.37 | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 187.37 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313501 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY | 2202400988 | 313.50 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|------------|----------------|--------------|
| | | | | COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | | | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 313.50 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178313512 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | 2202400988 | 313.50 | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 313.50 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 0.00 | |
| | | | 178314092 | ULINE: BOXES FOR | 2202400988 | 5,589.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|------------|----------------|--------------|
| | | | | TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | | | |
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 0.00 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 5,589.00 | |
| | | | 178329267 | ULINE: BOXES FOR TECHNOLOGY DEPARTMENT FOR ALL SCHOOL TECHNOLOGY COLLECTION. INVOICE #178313449, 178313428, 178313490, 17831396, 178313471, 178313501, 178313359, 178313415, 178313382, 178313512. PALLETS AND SHELVING FOR OPS AND TECHNOLOGY. INVOICE #178329267 AND 178314092. OKAY TO PAY. | 2202400988 | 1,380.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|--------------------------------|------------|----------------|--|------------|----------------|--------------|
| 10E200 | 2220 4000 50 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/SUPPLIES AND MAT | | 0.00 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 1,380.00 | |
| | | | 178525236 | HARD HATS FOR OPERATIONS DEPARTMENT. INVOICE #178525236. OKAY TO PAY. | 2202400994 | 443.89 | |
| 20E150 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 443.89 | |
| | | | 178540394 | ULINE: IT RENOVATIONS. MOP BROOM HOLDERS FOR CUSTODIAL CLOSETS. INVOICE #178540394. OKAY TO PAY. | 2202400997 | 177.13 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 177.13 | |
| 1029466 | United Rentals (North America) | 06/11/2024 | 203895023-031 | MONTHLY CONTAINER RENTAL FOR SHERWOOD INV#203895023-031 OK TO PAY | 2202401012 | 103.50 | 103.50 |
| 20E200 | 2540 3000 32 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 103.50 | |
| 1029467 | USA BLUEBOOK | 06/11/2024 | inv00304012 | RING STYLE GATE WRENCH 8'. INVOICE #INV00304012. OKAY TO PAY | 2202400960 | 184.95 | 184.95 |
| 20E200 | 2540 4000 65 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 184.95 | |
| 1029468 | VARSITY YEARBOOK | 06/11/2024 | 17147-200-2024 | PAYMENT FOR THE 2024 YEARBOOKS | 202400162 | 6,381.00 | 6,381.00 |
| 10E020 | 1100 4000 50 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/SUPPLIES AND M | | 6,381.00 | |
| 99L000 | 9011 0000 00 000000 | | | EDGEWOOD YEARBOOK/NS | | 0.00 | |
| 1029469 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029470 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029471 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 1029472 | WIGHT & COMPANY | 06/11/2024 | 220112-018 | WIGHT AND COMPANY PROFESSIONAL SERVICES FOR RA RENOVATION (INVOICE #220112-018), INDIAN TRAIL RENOVATIONS | 2202400987 | 525,895.24 | 755,006.01 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|--|------------|----------------|--------------|
| | | | | (INVOICE #220113-021), GENERAL SERVICES | | | |
| | | | | (INVOICE 220215-005), SW RENOVATIONS | | | |
| | | | | (INVOICE #230069-008). OKAY TO PAY. | | | |
| 20E200 | 2540 3216 31 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 0.00 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 0.00 | |
| 64E200 | 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 525,895.24 | |
| 67E200 | 2540 5000 95 000000 | | | SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI | | 0.00 | |
| | | | 220113-021 | WIGHT AND COMPANY PROFESSIONAL SERVICES FOR RA RENOVATION (INVOICE #220112-018), INDIAN TRAIL RENOVATIONS (INVOICE #220113-021), GENERAL SERVICES (INVOICE 220215-005), SW RENOVATIONS (INVOICE #230069-008). OKAY TO PAY. | 2202400987 | 125,150.24 | |
| 20E200 | 2540 3216 31 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 0.00 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 125,150.24 | |
| 64E200 | 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 0.00 | |
| 67E200 | 2540 5000 95 000000 | | | SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI | | 0.00 | |
| | | | 220215-005 | WIGHT AND COMPANY PROFESSIONAL SERVICES FOR RA RENOVATION (INVOICE #220112-018), INDIAN TRAIL RENOVATIONS (INVOICE #220113-021), GENERAL SERVICES (INVOICE 220215-005), SW RENOVATIONS | 2202400987 | 480.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|--------------------------|------------|----------------|--|------------|----------------|--------------|
| | | | | (INVOICE #230069-008). OKAY TO PAY. | | | |
| 20E200 | 2540 3216 31 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 480.00 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 0.00 | |
| 64E200 | 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 0.00 | |
| 67E200 | 2540 5000 95 000000 | | | SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI | | 0.00 | |
| | | | 230069-008 | WIGHT AND COMPANY PROFESSIONAL SERVICES FOR RA RENOVATION (INVOICE #220112-018), INDIAN TRAIL RENOVATIONS (INVOICE #220113-021), GENERAL SERVICES (INVOICE 220215-005), SW RENOVATIONS (INVOICE #230069-008). OKAY TO PAY. | 2202400987 | 103,480.53 | |
| 20E200 | 2540 3216 31 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 0.00 | |
| 63E200 | 2540 5000 95 000000 | | | INDIAN TRAIL 2022 REFERENDUM/DISTRICT WIDE/OPER. & MAIN | | 0.00 | |
| 64E200 | 2540 5000 95 000000 | | | RAVINIA 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAIN | | 0.00 | |
| 67E200 | 2540 5000 95 000000 | | | SHERWOOD 2022 REFERENDUM WORK/DISTRICT WIDE/OPER. & MAI | | 103,480.53 | |
| 1029473 | WITH PARTNERS | 06/11/2024 | 0000075 | TITLE III - IMPROVEMENT OF INSTRUCTION - APRIL 2024 - INVOICE #0000075 | 2122400546 | 5,000.00 | 7,000.00 |
| 10E200 | 2210 3000 35 490900 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 5,000.00 | |
| | | | 0000080 | LEADERSHIP COACHING APRIL/MAY 2024 BY DANNETTE MEYERS- INVOICE # 0000080 | 2302400111 | 2,000.00 | |
| 10E200 | 2310 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/BOARD OF ED./PURCHASED SER | | 2,000.00 | |
| 1029474 | WORLD BOOK, INC.*** | 06/11/2024 | 0001661584 | SOFTWARE/SITE LICENSE | 5552400264 | 3,828.98 | 3,828.98 |
| 10E200 | 2220 3000 80 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 3,828.98 | |
| 1029475 | XEROX FINANCIAL SERVICES | 06/11/2024 | 5706833 | COPIER EXPENSE - DISTRICT WIDE - | 5552400022 | 625.00 | 15,212.42 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|--------------------------------|------------|----------------|--|-------------------------|----------------|--------------|
| 10E200 | 2220 3000 03 000000 | | | BLANKET PO - FY24 EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 625.00 | |
| | | | 5831548 | COPIER EXPENSE - DISTRICT WIDE - BLANKET PO - FY24 | 5552400022 | 14,587.42 | |
| 10E200 | 2220 3000 03 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 14,587.42 | |
| 1029476 | YELLOWFOLDER- AN INTELLINETICS | 06/11/2024 | 20214724 | PURCHASED SERVICE/SCHROEDER | 2002400073 | 52.00 | 52.00 |
| 10E200 | 2642 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/PERSONNEL/PURCHASED SERVIC | | 52.00 | |
| 1029477 | ZSN SYSTEMS & SOLUTIONS | 06/11/2024 | NSD-18 | SPECIAL ED PURCHASED SERVICES - PFA GRANT SALARY - INVOICE #NSD-18 - APRIL 22 - MAY 4, 2024 | 2122400548 | 8,200.00 | 16,140.00 |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 5,400.00 | |
| 10E120 | 1225 3000 38 370500 | | | EDUCATION FUND/GREEN BAY SCHOOL/ECH SPECIAL ED FROM 7/1 | | 2,800.00 | |
| | | | NSD-19 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PARAPROFESSIONALS - MAY 6-MAY19 2024 - INVOICE #NSD-19 | 2122400575 | 7,940.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 5,420.00 | |
| 10E120 | 1225 3000 38 370500 | | | EDUCATION FUND/GREEN BAY SCHOOL/ECH SPECIAL ED FROM 7/1 | | 2,520.00 | |
| | | | 191 | Computer | Check(s) For a Total of | | 8,398,422.64 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|----------------------------|------------------------|------------|----------------|--|------------|----------------|--------------|
| 202300614 | ALLIED BENEFIT SYSTEMS | 06/11/2024 | 0000509857 | ALLIED JUNE 2024 INVOICE | 2502400280 | 580.50 | 580.50 |
| 10E200 2610 2220 22 000000 | | | | EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/MEDICAL | | 580.50 | |
| | | | | 1 Wire Transfer Check(s) For a Total of | | | 580.50 |

| | | | | |
|-----------|-----|--------------------|-----------------------|--------------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 1 | Wire Transfer | Checks For a Total of | 580.50 |
| | 1 | ACH | Checks For a Total of | 16.94 |
| | 191 | Computer | Checks For a Total of | 8,398,422.64 |
| Total For | 193 | Manual, Wire Tran, | ACH & Computer Checks | 8,399,020.08 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 8,399,020.08 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|-------------------------------|---------------|---------|--------------|--------------|
| 10 | EDUCATION FUND | 0.00 | 130.00 | 1,623,596.58 | 1,623,726.58 |
| 15 | FOOD SERVICE | 0.00 | 0.00 | 63,151.40 | 63,151.40 |
| 20 | OPERATIONS & MAINTENANCE FUND | 0.00 | 0.00 | 315,130.85 | 315,130.85 |
| 40 | TRANSPORTATION FUND | 0.00 | 0.00 | 760,164.31 | 760,164.31 |
| 60 | SECURITY 2022 REFERENDUM | 0.00 | 0.00 | 12,908.45 | 12,908.45 |
| 63 | INDIAN TRAIL 2022 REFERENDUM | 0.00 | 0.00 | 3,107,138.70 | 3,107,138.70 |
| 64 | RAVINIA 2022 REFERENDUM WORK | 0.00 | 0.00 | 2,413,319.26 | 2,413,319.26 |
| 67 | SHERWOOD 2022 REFERENDUM WORK | 0.00 | 0.00 | 103,480.53 | 103,480.53 |
| 99 | ACTIVITY FUND | 0.00 | 0.00 | 0.00 | 0.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|-----------------------|------------|-----------------------------------|---|------------|----------------|--------------|
| 2002075 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 2002076 | Vendor Continued Void | 06/11/2024 | | | | | 0.00 |
| 2002077 | AMAZON | 06/11/2024 | 17QD-TLXY-693L | AMAZON/BIRTHDAYLIB RARYBOOKS/SW | 1002400093 | 57.87 | 2,878.44 |
| 99L000 | 9099 0000 00 000000 | | SHERWOOD LIBRARY/NS | | | 57.87 | |
| | | | 196G-H399-M6GM | SNACKS FOR MAP TESTING/NB/NW | 602400270 | 371.04 | |
| 99L000 | 9033 0000 00 000000 | | NORTHWOODS MISCELLANEOUS/NS | | | 371.04 | |
| | | | 19D9-X7KT-KJFY | Library activity | 402400135 | 327.06 | |
| 99L000 | 9059 0000 00 000000 | | INDIAN TRAIL LIBRARY/NS | | | 327.06 | |
| | | | 1D9D-R96M-R69F | materials for 4th grade science | 402400121 | 916.07 | |
| 99L000 | 9056 0000 00 000000 | | INDIAN TRAIL ACTIVITY/NS | | | 916.07 | |
| | | | 1DHH-YGDC-VWMK | materials for book fair | 402400119 | 253.21 | |
| 99L000 | 9056 0000 00 000000 | | INDIAN TRAIL ACTIVITY/NS | | | 253.21 | |
| | | | 1H1K-MHM9-1HXR | SUPPLIES NEEDED FOR THE 2024 FRENCH CAFE HOSTED BY NOELLE YOUNG | 202400148 | 301.95 | |
| 99L000 | 9004 0000 00 000000 | | EDGEWOOD EXTRACURRICULAR ACTIV/NS | | | 301.95 | |
| | | | 1J7Y-CLCV-FGKT | For story walk - from library activity account | 402400140 | 32.00 | |
| 99L000 | 9056 0000 00 000000 | | INDIAN TRAIL ACTIVITY/NS | | | 32.00 | |
| | | | 1M11-HTHH-1377 | materials for enrichment | 402400123 | 39.96 | |
| 99L000 | 9700 0000 00 000000 | | IT Enrichment/NS | | | 39.96 | |
| | | | 1MK9-H4LX-YV4C | materials for book fair | 402400119 | 132.89 | |
| 99L000 | 9056 0000 00 000000 | | INDIAN TRAIL ACTIVITY/NS | | | 132.89 | |
| | | | 1W64-3RYC-9346 | Order for Shanes Enrichment | 402400124 | 138.61 | |
| 99L000 | 9700 0000 00 000000 | | IT Enrichment/NS | | | 138.61 | |
| | | | 1WDF-QFDV-6QY4 | AMAZON/LIBRARY/SW | 1002400096 | 22.97 | |
| 99L000 | 9099 0000 00 000000 | | SHERWOOD LIBRARY/NS | | | 22.97 | |
| | | | 1WDM-RM46-JLFH | MUSICAL/OT | 702400112 | 272.82 | |
| 99L000 | 9079 0000 00 000000 | | OAK TERRACE SCHOOL MUSICAL/NS | | | 272.82 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|-----------------------------------|---|-------------------------|----------------|--------------|
| | | | 1WTJ-WGWW-7996 | AMAZON/BIRTHDAYBOO KREPLACEMENT/SW | 1002400097 | 11.99 | |
| 99L000 | 9099 0000 00 000000 | | SHERWOOD LIBRARY/NS | | | 11.99 | |
| 2002078 | DAIRY QUEEN | 06/11/2024 | 05152024 | PAYMENT FOR THE DELIVERY OF 152 BLIZZARDS FOR THE END OF THE YEAR CELEBRATION FOR BAND/ORCHESTRA/CHO IR STUDENTS. | 202400161 | 532.00 | 532.00 |
| 99L000 | 9006 0000 00 000000 | | EDGEWOOD FIELD TRIPS/NS | | | 532.00 | |
| 2002079 | HERFF-JONES*** | 06/11/2024 | 1227000 | PAYMENT FOR THE 2024 GRADUATION DIPLOMAS | 202400160 | 1,128.23 | 1,128.23 |
| 99L000 | 9001 0000 00 000000 | | EDGE CLIMATE, CULTURAL ENRICHM/NS | | | 1,128.23 | |
| 2002080 | SPORTS 11, INC. | 06/11/2024 | 10761- | BASKETBALL UNIFORMS FOR GIRLS AND BOYS TEAMS/NM/NW | 602400277 | 1,475.36 | 1,475.36 |
| 99L000 | 9032 0000 00 000000 | | NORTHWOODS GYM CLOTHES/NS | | | 1,475.36 | |
| 2002081 | VARSITY YEARBOOK | 06/11/2024 | 17147-200-2024- | PAYMENT FOR THE 2024 YEARBOOKS | 202400162 | 8,517.00 | 8,517.00 |
| 99L000 | 9011 0000 00 000000 | | EDGEWOOD YEARBOOK/NS | | | 8,517.00 | |
| | | | | 7 Computer | Check(s) For a Total of | | 14,531.03 |

| | | | | |
|-----------|---|--------------------|-----------------------|-----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 0 | ACH | Checks For a Total of | 0.00 |
| | 7 | Computer | Checks For a Total of | 14,531.03 |
| Total For | 7 | Manual, Wire Tran, | ACH & Computer Checks | 14,531.03 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 14,531.03 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|---------------|---------------|---------|---------|-----------|
| 99 | ACTIVITY FUND | 14,531.03 | 0.00 | 0.00 | 14,531.03 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|--------------------------------|------------|----------------|---|------------|----------------|--------------|
| 232400391 | Vendor Continued Void | 06/12/2024 | | | | | 0.00 |
| 232400392 | Vendor Continued Void | 06/12/2024 | | | | | 0.00 |
| 232400393 | MMC Educational Consulting and | 06/12/2024 | 2024 KB 17 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PSYCHOLOGISTS - INVOICE #2024 KB 17, 2024 MC 16 - MAY 6-10, 2024 | 2122400553 | 3,900.00 | 17,030.00 |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 3,900.00 | |
| | | | 2024 KB 18 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PSYCHOLOGISTS - INVOICES #2024 KB 18, #2024 MC 17 | 2122400566 | 3,900.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 3,900.00 | |
| | | | 2024 KB 19 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PSYCHOLOGISTS - MAY 20-24 2024 - INVOICE #2024 KB 19, #2024 MC 18 | 2122400577 | 3,770.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 3,770.00 | |
| | | | 2024 MC 18 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PSYCHOLOGISTS - MAY 20-24 2024 - INVOICE #2024 KB 19, #2024 MC 18 | 2122400577 | 1,430.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 1,430.00 | |
| | | | 2024 MC-16 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PSYCHOLOGISTS - INVOICE #2024 KB 17, 2024 MC 16 - MAY 6-10, 2024 | 2122400553 | 1,430.00 | |
| 10E200 | 1200 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 1,430.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|----------------------------|-------------|------------|----------------|--|-------------------------|----------------|--------------|
| | | | 2024 MC-17 | SPECIAL ED PURCHASED SERVICES - CONTRACTED PSYCHOLOGISTS - INVOICES #2024 KB 18, #2024 MC 17 | 2122400566 | 2,600.00 | |
| 10E200 1200 3000 38 000000 | | | | EDUCATION FUND/DISTRICT WIDE/SPECIAL ED./PURCHASED SERV | | 2,600.00 | |
| | | | | 3 ACH | Check(s) For a Total of | | 17,030.00 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|-----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 3 | ACH | Checks For a Total of | 17,030.00 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 3 | Manual, Wire Tran, ACH & Computer | Checks | 17,030.00 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 17,030.00 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|-----------|-----------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 17,030.00 | 17,030.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|--------------------------------|------------|----------------|--|------------|----------------|--------------|
| 1029272 | AT&T | 06/03/2024 | 0508939800 | INTERNET SERVICES | 5552400064 | 3,563.00 | 3,563.00 |
| | 10E200 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 1,733.15 | |
| | 10E130 2220 3261 42 375000 | | | EDUCATION FUND/VITI BUILDING/ED. MEDIA/PHONE SECURITY/N | | 1,829.85 | |
| 1029273 | CONSTELLATION NEWENERGY GAS DI | 06/03/2024 | 4043153 | GAS UTILITY BILL FOR SCHOOLS. INVOICE #4043153. SERVICE FOR APRIL 2024. OKAY TO PAY. | 2202400991 | 20,475.85 | 20,475.85 |
| | 20E010 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S | | 1,527.42 | |
| | 20E020 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S | | 4,586.58 | |
| | 20E030 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./ | | 2,062.99 | |
| | 20E040 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN | | 1,935.94 | |
| | 20E050 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/LINCOLN/OPER. & MAINT./SU | | -1,441.25 | |
| | 20E060 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 3,522.18 | |
| | 20E070 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 1,492.36 | |
| | 20E080 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./SU | | 1,245.73 | |
| | 20E090 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./SU | | 1,117.93 | |
| | 20E100 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S | | 1,303.93 | |
| | 20E110 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 1,271.00 | |
| | 20E120 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 1,851.04 | |
| 1029274 | HUMANADENTAL | 06/03/2024 | 378638676 | HUMANA DENTAL JUNE 2024 INVOICE | 2502400276 | 1,687.91 | 1,687.91 |
| | 10E200 2610 2230 22 000000 | | | EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/DENTAL I | | 1,687.91 | |
| 1029275 | NORTH SHORE WATER RECLAMATION | 06/03/2024 | 5326426 | WATER RECLAMATION FOR NW (INVOICE #5326426), OT (INVOICE #5328850), WT (INVOICE #5327254), SW (INVOICE #5328080), RO (INVOICE #5326762). OKAY TO PAY. | 2202401004 | 1,621.91 | 1,621.91 |
| | 20E060 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 144.49 | |
| | 20E070 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 549.45 | |
| | 20E090 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PU | | 185.19 | |
| | 20E100 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 268.62 | |
| | 20E110 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 474.16 | |
| 1029276 | NORTH SHORE GAS | 06/03/2024 | 5024315176 | NORTH SHORE GAS UTILITY BILL FOR BUFFALO GROVE (INVOICE #5024315176), | 2202400985 | 191.36 | 191.36 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|-------------------------------|------------|---------------------|--|------------|----------------|--------------|
| | | | | VITI UNIT A (INVOICE #5028711655), VITI UNIT B (INVOICE #5028590500), AND VITI UNIT C (INVOICE #5028070493). OKAY TO PAY. | | | |
| 20E130 | 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI | | 85.61 | |
| 20E140 | 2540 4000 68 000000 | | | OPERATIONS & MAINTENANCE FUND/WAREHOUSE-BUFFALO GROVE/O | | 105.75 | |
| 1029277 | PITNEY BOWES*** | 06/03/2024 | 8000900007561479517 | POSTAGE REFILL | 2502400278 | 2,034.00 | 2,034.00 |
| 10E200 | 1100 3000 48 000000 | | | EDUCATION FUND/DISTRICT WIDE/REGULAR PROGRAMS/PURCHASED | | 2,034.00 | |
| 1029278 | Vendor Continued Void | 06/03/2024 | | | | | 0.00 |
| 1029279 | SMITHEREEN PEST MANAGEMENT*** | 06/03/2024 | 3362066 | PEST CONTROL FOR WWT (INVOICE #3362066), BR (INVOICE #3362068), GB (INVOICE #3362071), IT WAREHOUSE (INVOICE #3362072), RO (INVOICE #3362079), SW (INVOICE #3362080), NW (INVOICE #3362081), EP (INVOICE #3362096), EW (INVOICE #3362098), OT (INVOICE #3362099), OPS (INVOICE #3363810) AND RO SERVICE CALL (INVOICE #3383281). OKAY TO PAY. | 2202401003 | 706.00 | 706.00 |
| 20E200 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 33.00 | |
| 20E090 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PE | | 171.00 | |
| 20E110 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 50.00 | |
| 20E100 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 39.00 | |
| 20E070 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 55.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|----------------------------|------------|--------------------|--|-------------------------|----------------|--------------|
| 20E060 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 60.00 | |
| 20E030 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./ | | 55.00 | |
| 20E020 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P | | 70.00 | |
| 20E010 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P | | 46.00 | |
| 20E120 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 57.00 | |
| 20E150 | 2540 3238 34 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 70.00 | |
| 1029280 | STANDARD INSURANCE COMPANY | 06/03/2024 | 158686000106012024 | THE STANDARD JUNE 2024 INVOICE | 2502400282 | 684.76 | 684.76 |
| 10E200 | 2610 2210 22 000000 | | | EDUCATION FUND/DISTRICT WIDE/DISTRICT BENEFITS/LIFE INS | | 684.76 | |
| 1029281 | T MOBILE | 06/03/2024 | 97228284952124 | HOTSPOTS FOR STUDENTS | 5552400018 | 1,500.00 | 1,500.00 |
| 10E200 | 2220 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 1,500.00 | |
| 1029282 | XEROX FINANCIAL SERVICES | 06/03/2024 | 5819926 | COPIER EXPENSE - DISTRICT WIDE - BLANKET PO - FY24 | 5552400022 | 625.00 | 625.00 |
| 10E200 | 2220 3000 03 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 625.00 | |
| | | | 11 | Computer | Check(s) For a Total of | | 33,089.79 |

| | | | | |
|-----------|----|-----------------------------------|-----------------------|-----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 0 | ACH | Checks For a Total of | 0.00 |
| | 11 | Computer | Checks For a Total of | 33,089.79 |
| Total For | 11 | Manual, Wire Tran, ACH & Computer | Checks | 33,089.79 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 33,089.79 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|-------------------------------|---------------|---------|-----------|-----------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 10,094.67 | 10,094.67 |
| 20 | OPERATIONS & MAINTENANCE FUND | 0.00 | 0.00 | 22,995.12 | 22,995.12 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400382 | KEVIN SHANAHAN | 05/22/2024 | 05102024 | Mileage reimbursement | 902400091 | 162.77 | 162.77 |
| 10E090 | 1100 3000 30 000000 | | | EDUCATION FUND/RED OAK/REGULAR PROGRAMS/PURCHASED SERVI | | 162.77 | |
| | | | | 1 ACH | Check(s) For a Total of | | 162.77 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|--------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 162.77 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks | 162.77 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 162.77 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|--------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 162.77 | 162.77 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|--|-------------------------|----------------|--------------|
| 232400380 | WILLIAM KAPLAN | 05/21/2024 | 658161410 | TUITION REIMBURSEMENT FOR THE 2023-2024 SCHOOL YEAR, PER THE ADMIN CONTRACT | 2502400281 | 4,000.00 | 4,000.00 |
| 10E200 | 2210 2300 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./TUITION REI | | 4,000.00 | |
| 232400381 | LILLI MELAMED | 05/21/2024 | 0102024 | TUITION REIMBURSEMENT PER THE ADMIN CONTRACT | 2502400279 | 4,000.00 | 4,000.00 |
| 10E200 | 2210 2300 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./TUITION REI | | 4,000.00 | |
| | | | | 2 ACH | Check(s) For a Total of | | 8,000.00 |

| | | | | |
|-----------|---|--------------------|-----------------------|----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 2 | ACH | Checks For a Total of | 8,000.00 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 2 | Manual, Wire Tran, | ACH & Computer Checks | 8,000.00 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 8,000.00 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|----------|----------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 8,000.00 | 8,000.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400379 | JESSICA LANGER | 05/21/2024 | 03122024 | MILEAGE/LANGER/SW | 1002400106 | 19.47 | 39.38 |
| 10E100 | 1100 3000 30 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 19.47 | |
| | | | 04242024 | MILEAGE/LANGER/SW | 1002400107 | 19.91 | |
| 10E100 | 1100 3000 30 000000 | | | EDUCATION FUND/SHERWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 19.91 | |
| | | | | 1 ACH | Check(s) For a Total of | | 39.38 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|-------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 39.38 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks | 39.38 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 39.38 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|-------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 39.38 | 39.38 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|--|-------------------------|----------------|--------------|
| 232400377 | CHRISTINE BUTI | 05/20/2024 | 05132024 | mileage reimbursement | 102400135 | 140.70 | 140.70 |
| 10E010 | 1100 3000 30 000000 | | | EDUCATION FUND/BRAESIDE/REGULAR PROGRAMS/PURCHASED SERV | | 140.70 | |
| 232400378 | JESSICA SHARE | 05/20/2024 | 05172024 | MILEAGE CLAIM REIMBURSEMENT FOR IN DISTRICT TRAVEL JESSICA SHARE 4/11-5/2/24 | 802400102 | 25.06 | 25.06 |
| 10E080 | 1100 3000 30 000000 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI | | 25.06 | |
| | | | | 2 ACH | Check(s) For a Total of | | 165.76 |

| | | | | |
|-----------|---|--------------------|-----------------------|--------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 2 | ACH | Checks For a Total of | 165.76 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 2 | Manual, Wire Tran, | ACH & Computer Checks | 165.76 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 165.76 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|--------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 165.76 | 165.76 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400376 | ELIZABETH HODGE | 05/16/2024 | 05132024 | IDEA PROF DEVELOPMENT - LRP CONFERENCE - REIMBURSE EXPENSES | 2122400556 | 120.30 | 120.30 |
| 10E200 | 2210 3000 35 462000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 120.30 | |
| | | | | 1 ACH | Check(s) For a Total of | | 120.30 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|-----------------------------|------------|----------------------|--|------------|----------------|--------------|
| 1029262 | ACCESS ONE | 05/16/2024 | 6179974 | ACCESS ONE POTS LINES AND FEES. INVOICE #6179974. OKAY TO PAY. | 2202400978 | 2,886.73 | 2,886.73 |
| 20E010 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P | | 144.01 | |
| 20E020 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P | | 381.86 | |
| 20E030 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./ | | 262.75 | |
| 20E040 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN | | 501.29 | |
| 20E060 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/NORTHWOOD/OPER. & MAINT./ | | 262.75 | |
| 20E070 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 262.75 | |
| 20E080 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PH | | 144.01 | |
| 20E090 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/RED OAK/OPER. & MAINT./PH | | 262.75 | |
| 20E100 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 144.01 | |
| 20E110 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 262.75 | |
| 20E120 | 2540 3260 42 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 257.80 | |
| 1029263 | COMCAST BUSINESS+++ | 05/16/2024 | 87711012006579695324 | DISTRICT WIDE INTERNET SERVICE - FY24 | 5552400023 | 182.95 | 182.95 |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 182.95 | |
| 1029264 | COMMONWEALTH EDISON | 05/16/2024 | 3615413000572024 | ELECTRICAL BILL FOR VITI 1W AND 3W (4/8/24-5/7/24); OPS BUILDING (2/28/24-4/2/24); OAK TERRACE (4/8/24-5/7/24); BRAESIDE (3/29/24-4/29/24). OKAY TO PAY. | 2202400979 | 32,291.58 | 32,291.58 |
| 20E010 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./S | | 6,978.30 | |
| 20E070 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/OAK TERRACE/OPER. & MAINT | | 24,666.06 | |
| 20E130 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/VITI BUILDING/OPER. & MAI | | 31.24 | |
| 20E150 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 615.98 | |
| 1029265 | LAKESHORE RECYCLING SYSTEMS | 05/16/2024 | LR5691402 | OPERATIONS WASTE AND RECYCLING REMOVAL. INVOICE #LR5961402. OKAY TO PAY. | 2202400977 | 213.14 | 213.14 |
| 20E150 | 2540 3000 86 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 213.14 | |
| 1029266 | T MOBILE | 05/16/2024 | 969580760532024 | HOTSPOTS FOR STUDENTS | 5552400018 | 3,980.00 | 5,594.90 |
| 10E200 | 2220 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 3,980.00 | |
| | | | 97228284942124 | HOTSPOTS FOR STUDENTS | 5552400018 | 1,500.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|--------------------------|------------|------------------|---|-------------------------|----------------|--------------|
| 10E200 | 2220 3000 38 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 1,500.00 | |
| | | | 9743040055032024 | CELL PHONE & CELL BOOSTER | 5552400020 | 114.90 | |
| 10E200 | 2220 3000 42 090000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 114.90 | |
| 1029267 | XEROX FINANCIAL SERVICES | 05/16/2024 | 5713019 | COPIER EXPENSE - DISTRICT WIDE - BLANKET PO - FY24 | 5552400022 | 14,587.42 | 14,587.42 |
| 10E200 | 2220 3000 03 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 14,587.42 | |
| | | | 6 | Computer | Check(s) For a Total of | | 55,756.72 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|-----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 120.30 |
| | 6 | Computer | Checks For a Total of | 55,756.72 |
| Total For | 7 | Manual, Wire Tran, ACH & Computer | Checks | 55,877.02 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 55,877.02 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|-------------------------------|---------------|---------|-----------|-----------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 20,485.57 | 20,485.57 |
| 20 | OPERATIONS & MAINTENANCE FUND | 0.00 | 0.00 | 35,391.45 | 35,391.45 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|--|-------------------------|----------------|--------------|
| 232400375 | JENNIFER MARTIN | 05/15/2024 | MAY5-8,2024 | IDEA PROFESSIONAL DEVELOPMENT - LRP CONVENTION - MAY 2024 - REIMBURSE EXPENSES | 2122400557 | 95.48 | 95.48 |
| 10E200 | 2210 3000 35 462000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 95.48 | |
| | | | | 1 ACH | Check(s) For a Total of | | 95.48 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|-------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 95.48 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks | 95.48 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 95.48 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|-------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 95.48 | 95.48 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|--|-------------------------|----------------|--------------|
| 232400373 | JULIE SCHATZ | 05/14/2024 | 05092024 | MILEAGE REIMBURSEMENT FOR IN DISTRICT TRAVEL JULIE SCHATZ 2/25-5/9 | 802400098 | 18.48 | 18.48 |
| 10E080 | 1100 3000 30 000000 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI | | 18.48 | |
| 232400374 | KEVIN SCHLACKS | 05/14/2024 | 04235102024 | MILEAGE REIMBURSEMENT FOR IN DISTRICT TRAVEL 4/23/24-5/10/24 | 802400099 | 16.94 | 16.94 |
| 10E080 | 1100 3000 30 000000 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI | | 16.94 | |
| | | | | 2 ACH | Check(s) For a Total of | | 35.42 |

| | | | | |
|-----------|---|--------------------|-----------------------|-------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 2 | ACH | Checks For a Total of | 35.42 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 2 | Manual, Wire Tran, | ACH & Computer Checks | 35.42 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 35.42 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|-------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 35.42 | 35.42 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400368 | LOUIS KOTVIS | 05/13/2024 | 05092024 | REIMBURSEMENT FOR TRAVEL EXPENSES TO ATTEND A CONFERENCE FOR LOUIS KOTVIS | 202400157 | 534.95 | 534.95 |
| 10E020 | 1100 3000 30 000000 | | | EDUCATION FUND/EDGEWOOD/REGULAR PROGRAMS/PURCHASED SERV | | 534.95 | |
| | | | | 1 ACH | Check(s) For a Total of | | 534.95 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|--------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 534.95 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks | 534.95 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 534.95 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|--------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 534.95 | 534.95 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|--------------------------------|------------|----------------------|--|------------|----------------|--------------|
| 1029251 | 1495 BUILDING LLC | 05/10/2024 | JUNE2024 | MONTHLY OPS BUILDING RENT | 2502400010 | 7,392.73 | 7,392.73 |
| 20E200 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 7,392.73 | |
| 1029252 | AT&T MOBILITY | 05/10/2024 | 287302649106X0532024 | PURCHASED SERVICE - CELL PHONES - FY24 | 5552400026 | 4,244.04 | 4,244.04 |
| 10E200 | 2220 3000 42 090000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PURCHASED SERVIC | | 4,244.04 | |
| 1029253 | CGA INVESTMENT CO LLC | 05/10/2024 | JUNE2024 | MONTHLY STORAGE RENT | 2502400009 | 13,180.34 | 13,180.34 |
| 20E200 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 13,180.34 | |
| 1029254 | United Rentals (North America) | 05/10/2024 | 203895023-030 | MONTHLY INVOICE FOR STORAGE CONTAINER AT SHERWOOD INV#5023-030 OK TO PAY | 2202400968 | 103.50 | 103.50 |
| 20E200 | 2540 3000 32 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 103.50 | |
| 1029255 | GABRIEL VITI REVOCABLE TRUST | 05/10/2024 | JUNE2024 | MONTHLY RENT | 2502400008 | 25,800.00 | 25,800.00 |
| 20E200 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 25,800.00 | |
| 1029256 | Vendor Continued Void | 05/10/2024 | | | | | 0.00 |
| 1029257 | WILLSCOT/WILLIAMS SCOTSMAN | 05/10/2024 | 9020859484 | MONTHLY INVOICE FOR LEARNING COTTAGES AT SHERWOOD: INV#9486;INV#9484; INV#9485 SS FROM 5/4/24 TO 6/3/24 OK TO PAY | 2202400967 | 4,054.00 | 12,208.00 |
| 20E100 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 4,054.00 | |
| | | | 9020859485 | MONTHLY INVOICE FOR LEARNING COTTAGES AT SHERWOOD: INV#9486;INV#9484; INV#9485 SS FROM 5/4/24 TO 6/3/24 OK TO PAY | 2202400967 | 3,904.00 | |
| 20E100 | 2540 3000 38 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 3,904.00 | |
| | | | 9020859486 | MONTHLY INVOICE FOR LEARNING COTTAGES AT SHERWOOD: INV#9486;INV#9484; | 2202400967 | 4,250.00 | |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 20E100 | 2540 3000 38 000000 | | | INV#9485 SS FROM 5/4/24 TO 6/3/24 OK TO PAY | | | |
| | | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./P | | 4,250.00 | |
| | | | | 7 Computer | Check(s) For a Total of | | 62,928.61 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|-----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 0 | ACH | Checks For a Total of | 0.00 |
| | 7 | Computer | Checks For a Total of | 62,928.61 |
| Total For | 7 | Manual, Wire Tran, ACH & Computer | Checks | 62,928.61 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 62,928.61 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|-------------------------------|---------------|---------|-----------|-----------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 4,244.04 | 4,244.04 |
| 20 | OPERATIONS & MAINTENANCE FUND | 0.00 | 0.00 | 58,684.57 | 58,684.57 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400367 | NICOLE HARRIS | 05/09/2024 | 42624 | MILEAGE REIMBURSEMENT FOR IN DISTRICT TRAVEL | 802400097 | 25.08 | 25.08 |
| 10E080 | 1100 3000 30 000000 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI | | 25.08 | |
| | | | | 1 ACH | Check(s) For a Total of | | 25.08 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|-----------------------|------------|----------------------|---|------------|----------------|--------------|
| 1029246 | AT&T | 05/09/2024 | 0106116800 | INTERNET SERVICES | 5552400064 | 3,576.99 | 21,461.94 |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 1,739.96 | |
| 10E130 | 2220 3261 42 375000 | | | EDUCATION FUND/VITI BUILDING/ED. MEDIA/PHONE SECURITY/N | | 1,837.03 | |
| | | | 5069608803 | INTERNET SERVICES | 5552400064 | 3,576.99 | |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 1,739.96 | |
| 10E130 | 2220 3261 42 375000 | | | EDUCATION FUND/VITI BUILDING/ED. MEDIA/PHONE SECURITY/N | | 1,837.03 | |
| | | | 7241185807 | INTERNET SERVICES | 5552400064 | 3,576.99 | |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 1,739.96 | |
| 10E130 | 2220 3261 42 375000 | | | EDUCATION FUND/VITI BUILDING/ED. MEDIA/PHONE SECURITY/N | | 1,837.03 | |
| | | | 7522154802 | INTERNET SERVICES | 5552400064 | 3,576.99 | |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 1,739.96 | |
| 10E130 | 2220 3261 42 375000 | | | EDUCATION FUND/VITI BUILDING/ED. MEDIA/PHONE SECURITY/N | | 1,837.03 | |
| | | | 8346619808 | INTERNET SERVICES | 5552400064 | 3,576.99 | |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 1,739.96 | |
| 10E130 | 2220 3261 42 375000 | | | EDUCATION FUND/VITI BUILDING/ED. MEDIA/PHONE SECURITY/N | | 1,837.03 | |
| | | | 9885067805 | INTERNET SERVICES | 5552400064 | 3,576.99 | |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 1,739.96 | |
| 10E130 | 2220 3261 42 375000 | | | EDUCATION FUND/VITI BUILDING/ED. MEDIA/PHONE SECURITY/N | | 1,837.03 | |
| 1029247 | COMCAST BUSINESS+++ | 05/09/2024 | 87711005502516054274 | DISTRICT WIDE INTERNET SERVICE - FY24 | 5552400023 | 232.95 | 232.95 |
| 10E200 | 2220 3261 42 000000 | | | EDUCATION FUND/DISTRICT WIDE/ED. MEDIA/PHONE SECURITY/N | | 232.95 | |
| 1029248 | COMMONWEALTH EDISON | 05/09/2024 | 379022600005012024 | ELECTRICAL ENERGY BILL FOR SW FROM 3/27/24-4/25/24. GB, EW, EP, IT, WT, AND IT WAREHOUSE FROM 3/28/24-4/26/24, AND BUFFALO GROVE WAREHOUSE FORM 4/4/24-5/3/24. OKAY TO PAY. | 2202400964 | 34,470.92 | 34,470.92 |
| 20E200 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/DISTRICT WIDE/OPER. & MAI | | 508.29 | |
| 20E020 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./S | | 9,529.20 | |
| 20E030 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/ELM PLACE/OPER. & MAINT./ | | 7,170.18 | |
| 20E040 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN | | 1,233.23 | |
| 20E100 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/SHERWOOD/OPER. & MAINT./S | | 3,839.77 | |
| 20E110 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/WAYNE THOMAS/OPER. & MAIN | | 7,032.07 | |
| 20E120 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 3,716.56 | |
| 20E140 | 2540 4000 69 000000 | | | OPERATIONS & MAINTENANCE FUND/WAREHOUSE-BUFFALO GROVE/O | | 1,441.62 | |
| 1029249 | Vendor Continued Void | 05/09/2024 | | | | | 0.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|-------------------------------|------------|----------------|---|------------|----------------|--------------|
| 1029250 | NORTH SHORE WATER RECLAMATION | 05/09/2024 | 5299221 | WATER RECLAMATION FOR BUILDINGS. RA (INVOICE #5299221), BR (INVOICE #5300638), IT (INVOICE #5301784), OPS (INVOICE #5300451), GB (INVOICE #5299580), IT GREENHOUSE (INVOICE #5300987), EW (INVOICE #5299382), IT (INVOICE #5301017). OKAY TO PAY. | 2202400963 | 1,654.47 | 1,654.47 |
| 20E010 | 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/BRAESIDE/OPER. & MAINT./P | | 187.22 | |
| 20E020 | 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/EDGEWOOD/OPER. & MAINT./P | | 205.54 | |
| 20E040 | 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/INDIAN TRAIL/OPER. & MAIN | | 832.32 | |
| 20E080 | 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/RAVINIA/OPER. & MAINT./PU | | 109.89 | |
| 20E120 | 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/GREEN BAY SCHOOL/OPER. & | | 234.03 | |
| 10E040 | 2540 3000 38 000067 | | | EDUCATION FUND/INDIAN TRAIL/OPER. & MAINT./PURCHASED SE | | 73.26 | |
| 20E150 | 2540 3000 44 000000 | | | OPERATIONS & MAINTENANCE FUND/O&M Admin Building/OPER. | | 12.21 | |

5 Computer Check(s) For a Total of 57,820.28

| | | | | |
|-----------|---|-----------------------------------|-----------------------|-----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 25.08 |
| | 5 | Computer | Checks For a Total of | 57,820.28 |
| Total For | 6 | Manual, Wire Tran, ACH & Computer | Checks | 57,845.36 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 57,845.36 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|-------------------------------|---------------|---------|-----------|-----------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 21,793.23 | 21,793.23 |
| 20 | OPERATIONS & MAINTENANCE FUND | 0.00 | 0.00 | 36,052.13 | 36,052.13 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400366 | JEREMY WICKHAM | 05/08/2024 | 0043677 | TUITION REIMBURSEMENT PER THE ADMIN CONTRACT | 2502400269 | 2,670.00 | 2,670.00 |
| 10E200 | 2210 2300 35 000000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./TUITION REI | | 2,670.00 | |
| | | | | 1 ACH | Check(s) For a Total of | | 2,670.00 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|----------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 2,670.00 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks | 2,670.00 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 2,670.00 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|----------|----------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 2,670.00 | 2,670.00 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400364 | HOLLY COLIN | 05/08/2024 | 05072024 | IDEA PROF DEVELOPMENT - EXPENSE REIMBURSEMENT | 2122400545 | 295.39 | 295.39 |
| 10E200 | 2210 3000 35 462000 | | | EDUCATION FUND/DISTRICT WIDE/IMPROVE INSTR./PURCHASED S | | 295.39 | |
| | | | | 1 ACH | Check(s) For a Total of | | 295.39 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|--------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 295.39 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks | 295.39 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 295.39 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|--------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 295.39 | 295.39 |

| Check Nbr | Vendor Name | Check Date | Invoice Number | Invoice Desc | PO Number | Invoice Amount | Check Amount |
|-----------|---------------------|------------|----------------|---|-------------------------|----------------|--------------|
| 232400365 | NICOLE HARRIS | 05/08/2024 | 31324 | MILEAGE CLAIM REIMBURSEMENT 2023 | 802400074 | 86.97 | 86.97 |
| 10E080 | 1100 3000 30 000000 | | | EDUCATION FUND/RAVINIA/REGULAR PROGRAMS/PURCHASED SERVI | | 86.97 | |
| | | | | 1 ACH | Check(s) For a Total of | | 86.97 |

| | | | | |
|-----------|---|-----------------------------------|-----------------------|-------|
| | 0 | Manual | Checks For a Total of | 0.00 |
| | 0 | Wire Transfer | Checks For a Total of | 0.00 |
| | 1 | ACH | Checks For a Total of | 86.97 |
| | 0 | Computer | Checks For a Total of | 0.00 |
| Total For | 1 | Manual, Wire Tran, ACH & Computer | Checks | 86.97 |
| Less | 0 | Voided | Checks For a Total of | 0.00 |
| | | | Net Amount | 86.97 |

FUND SUMMARY

| Fund | Description | Balance Sheet | Revenue | Expense | Total |
|------|----------------|---------------|---------|---------|-------|
| 10 | EDUCATION FUND | 0.00 | 0.00 | 86.97 | 86.97 |

REPORT SPECIFICATIONS

DISTRIC: NORTH SHORE SCHOOL DISTRICT 112
REPORT TITLE:
PROGRAM NAME: fin/3apcci12. TIME: 3:14:21 PM
COPIES: 1 LPI: 6
RUN ON SERVER: yes CREATE ASCII FILE: NO

Begin Date: 04/01/2024

Through Date: 04/30/2024

Page Break: no

| <u>District Card Name</u> | <u>Trans Date</u> | <u>Transaction Description</u> | <u>Where Used</u> | <u>Amount</u> |
|---------------------------|-------------------|--|------------------------|---------------|
| Lilli Melamed1 | 04/30/2024 | webinar | EB ED-RED AMP LAKE RO | 28.52 |
| | 04/30/2024 | Credit for cancelled PD | THE IL ASSOC OF SCHOOL | -200.01 |
| | 04/30/2024 | LILLI MELAMED | THE IL ASSOC OF SCHOOL | -200.00 |
| | 04/29/2024 | webinar for Annie | ILLINOIS PRINCIPALS AS | 199.00 |
| | 04/29/2024 | staff shirts | PY ULTIMATE SCREEN PR | 2,136.00 |
| | 04/26/2024 | Family Literacy Night - this transaction is part of \$189.99 | DOMINO'S 2765 | 30.00 |
| | 04/26/2024 | Family Literacy Night | DOMINO'S 2765 | 189.99 |
| | 04/08/2024 | musical | AMZN MKTP US GT61F1FC3 | 144.72 |
| | 04/04/2024 | Subscription | VOXER PRO ANNUAL | 29.99 |
| | 04/04/2024 | Subscription | VOXER PRO ANNUAL | 29.99 |
| 04/01/2024 | Staff Gifts | DOLLARTREE | 38.75 | |
| Total Credit Card Amount | | | | 2,426.95 |
| Enrique Castro | 04/29/2024 | TITLE III SUPPLIES AND MATERIALS | LAZ PARKING M10173 | 35.00 |
| | 04/26/2024 | TITLE III SUPPLIES | CLUCKERS CHARCOAL CHIC | 105.85 |
| | 04/25/2024 | TITLE I - SUPPLIES | TARGET 00011684 | 14.99 |
| | 04/24/2024 | TITLE III - Meeting Supplies - BPAC | PY CANSINOS PIZZERIA | 1,466.70 |
| | 04/22/2024 | BPAC SUPPLIES | STAPLES 00116616 | 46.28 |
| | 04/18/2024 | TITLE III IMPROVEMENT OF INSTRUCTION SUPPLIES AND MATERIALS | HMCO BOOKS | 177.71 |
| | 04/17/2024 | TITLE III SUPPLIES & MATERIALS (CREDIT) | CROWN AWARDS INC | -15.62 |
| | 04/15/2024 | TITLE III LIEP SUPPLIES & MATERIALS | CROWN AWARDS INC | 302.36 |
| | 04/15/2024 | TITLE III - SUPPLIES & MATERIALS - ENGRAVING | CROWN AWARDS INC | 38.50 |
| | 04/12/2024 | TITLE I - MCKINNEY VENTO - APPAREL | TARGET 00011684 | 39.99 |
| Total Credit Card Amount | | | | 2,211.76 |
| Nicole Scofield | 04/25/2024 | NICOLE SCOFIELD | HOLIDAY INN CHAMPAIGN | 171.75 |
| | 04/25/2024 | 2024 What Connected Leaders Do Differently | ILLINOIS PRINCIPALS AS | 299.00 |
| | 04/23/2024 | PD - FOOD EXPENSE | NOODLES & COMPANY 9502 | 13.79 |
| | 04/17/2024 | SLP Monthly Membership | ULTIMATE SLP | 12.95 |
| Total Credit Card Amount | | | | 497.49 |
| Alexis Robinson | 04/01/2024 | MATH CONFERENCE FOR LEXI | NATIONAL COUNCIL OF SU | 134.00 |
| Total Credit Card Amount | | | | 134.00 |
| Audrey Schulman | 04/08/2024 | EDUCATOR OF THE YEAR EVENT - 8 TICKETS | LAKE CO. ROE 34 | 369.04 |
| Total Credit Card Amount | | | | 369.04 |
| Dir of Operations4 | 04/26/2024 | CEILING TILES FOR THE DIST. | HOMEDEPOT.COM | 474.88 |
| | 04/25/2024 | CEILING TILES FOR THE DIST. | HOMEDEPOT.COM | 593.60 |

| District Card Name | Trans Date | Transaction Description | Where Used | Amount |
|--------------------|------------|--|--------------------------|----------|
| | 04/24/2024 | REFUND FOR SALES TAX | SP ELITE TRUCK | -62.87 |
| | 04/23/2024 | LATTER RACK FOR DIST. TRUCK | SP ELITE TRUCK | 848.85 |
| | 04/17/2024 | CEILING TILES FOR THE DIST. | HOMEDEPOT.COM | 593.60 |
| | 04/16/2024 | VEHICLE ACCIDENT REPORT | LEXISNEXIS ECRASH | 15.00 |
| | 04/15/2024 | EP LIFT/ELEVATOR REPAIR | GARAVENTA IL | 585.00 |
| | 04/12/2024 | KNOX BOX FOR EW | KNOX COMPANY INC | 893.00 |
| | 04/12/2024 | KNOX BOX | KNOX COMPANY INC | 893.00 |
| | 04/12/2024 | KNOX BOX | KNOX COMPANY INC | 893.00 |
| | 04/10/2024 | OIL CHANGE AND NEW TIRES FOR DIST VEHICLE | BILLYS GARAGE | 1,198.20 |
| | 04/04/2024 | CEILING TILES FOR THE DIST. | HOMEDEPOT.COM | 593.60 |
| | | | Total Credit Card Amount | 7,518.86 |
| Northwood Middle | 04/26/2024 | ITEMS NEEDED FOR COOKING CLUB/NB/NW | H MART NILES IL | 42.54 |
| | 04/24/2024 | MCKINNEY VENTO FAMILIES TAKEN TO TARGET FOR CLOTHING/AC/NW | TARGET 00011684 | 543.92 |
| | 04/24/2024 | MCKINNEY VENTO FAMILIES TAKEN TO TARGET FOR CLOTHING/AC/NW | TARGET 00011684 | 563.04 |
| | 04/24/2024 | MCKINNEY VENTO FAMILIES TAKEN TO TARGET FOR CLOTHING/AC/NW | TARGET 00011684 | 657.98 |
| | 04/24/2024 | MCKINNEY VENTO FAMILIES TAKEN TO TARGET FOR CLOTHING/AC/NW | TARGET 00011684 | 774.25 |
| | 04/22/2024 | BACKPACK PURCHASED FOR NEW STUDENT TO THE COUNTRY/AC/NW | TARGET 00011684 | 39.99 |
| | 04/19/2024 | MUSICAL TSHIRTS 2ND PART OF THE ORDER/HG/NW | FSP AMERICAN OUTFITTER | 25.00 |
| | 04/18/2024 | MUSICAL TSHIRTS 1ST PART OF THE ORDER/HG/NW | FSP AMERICAN OUTFITTER | 668.50 |
| | 04/15/2024 | MORE FOOD ITEMS NEEDED FOR COOKING CLUB/NB/NW | WM SUPERCENTER #1735 | 132.09 |
| | 04/10/2024 | POPCORN PURCHASED FOR TEACHER MOTIVATION FOR IAR TESTING/NB/ | PAYPAL HIGHLANDPOP | 75.00 |
| | 04/10/2024 | FOOD ITEMS PURCHASED FOR COOKING CLUB/NB/NW | VALLI PRODUCE | 45.91 |
| | 04/08/2024 | TEACHER TREATS DURING IAR TO KEEP EVERYONE MOTIVATED/NB/NW | JEWEL OSCO 3485 | 50.40 |
| | 04/08/2024 | BALLOON DECORATIONS FOR IAR TESTING TO MOTIVATE TEACHERS | PARTY CITY 433 | 66.00 |
| | 04/04/2024 | THANK YOU LUNCH TO LIBRARIAN AND PARA FOR THEIR RECG DAY/NB | CLUCKERS CHARCOAL CHIC | 67.13 |
| | 04/03/2024 | 2 SETS OF MARKERS NEEDED FOR TEACHERS DURING IAR/NB/NW | 33 LAKESHORE LEARNING | 139.98 |
| | | | Total Credit Card Amount | 3,891.73 |
| William Kaplan | 04/25/2024 | RECOGNITION LUNCH TO ADMIN ASSISTANTS ON THEIR RECG DAY/NB | CLUCKERS CHARCOAL CHIC | 98.26 |
| | 04/25/2024 | PURCHASE OF SNACKS FOR BUS DRIVERS FOR THANK YOU DAY/NB/NW | JEWEL OSCO 3485 | 39.97 |
| | 04/19/2024 | WATER SYSTEM UPSTAIRS APRIL PAYMENT/MR/NW | READYREFRESH/WATERSERV | 66.86 |
| | 04/15/2024 | IAR SNACKS NEEDED FOR STUDENT ENCOURAGEMENT/NB/NW | SAMSLUB #6228 | 87.76 |
| | 04/10/2024 | BOOMWACKERS PURCHASED FOR USE BY HOWARD FOR MUSIC CLASS /AH | SWEETWATER SOUND | 109.99 |
| | 04/04/2024 | TRAVEL FOR PRINCIPAL KAPLAN TO SPRINGFIELD FOR A CONFERENCE | AMTRAK .CO0930601519810 | 40.00 |
| | | | Total Credit Card Amount | 442.84 |
| Susana Rabin | 04/25/2024 | BUS DRIVER APPRECIATION LUNCHEON | PIZANOZ PIZZA | 699.96 |
| | 04/24/2024 | DRIVER APPRECIATION LUNCH 4/23 | JEWEL OSCO 3459 | 59.88 |

| <u>District Card Name</u> | <u>Trans Date</u> | <u>Transaction Description</u> | <u>Where Used</u> | <u>Amount</u> |
|---------------------------|-------------------|--|--------------------------|---------------|
| | 04/22/2024 | DRIVER APPRECIATION LUNCH 4/23 | JEWEL OSCO 3459 | 224.98 |
| | | | Total Credit Card Amount | 984.82 |
| Ben Finfer | 04/08/2024 | Professional Development | PAYPAL SST | 89.00 |
| | | | Total Credit Card Amount | 89.00 |
| Jeremy Davis | 04/09/2024 | WATER SERVICES/DISTRICT OFFICE | PRIMO WATER | 127.06 |
| | | | Total Credit Card Amount | 127.06 |
| Javier Herrera | 04/29/2024 | SUPPLIES FOR EP | TRANE SUPPLY-112411 | 21.84 |
| | 04/12/2024 | SW TICKET SUPPLIES | THE HOME DEPOT #1926 | 46.45 |
| | | | Total Credit Card Amount | 68.29 |
| Louis Kotvis | 04/24/2024 | ARIELLE GLEICHER PURCHASED CARDS FOR TEACHERS TO SIGN TO GIV | AMZN MKTP US OK6JW8W43 | 21.50 |
| | | | Total Credit Card Amount | 21.50 |
| James Bock | 04/22/2024 | SUPPLIES FOR WORK TICKET | CRAFTWOOD LUMBER & HAR | 22.50 |
| | | | Total Credit Card Amount | 22.50 |
| Javier Arriaga | 04/22/2024 | EP TICKET SUPPLIES | THE HOME DEPOT 1926 | 276.02 |
| | 04/18/2024 | BR TICKET SUPPLIES | MUTUAL ACE HARDWARE & | 24.26 |
| | 04/15/2024 | OPS SUPPLIES | MUTUAL ACE HARDWARE & | 62.62 |
| | 04/15/2024 | TOOLS FOR MAINT | TRANE SUPPLY-112411 | 157.26 |
| | 04/12/2024 | SENT OUT A RETURN PACKAGE | THE UPS STORE 4005 | 14.82 |
| | 04/11/2024 | DW WIDE SUPPLIES | THE HOME DEPOT #1926 | 142.30 |
| | 04/02/2024 | JAVIER ARRIAGA AUTO RENEWAL | ANNUAL MEMBERSHIP FEE | 35.00 |
| | | | Total Credit Card Amount | 712.28 |
| Accounts Payable1 | 04/22/2024 | Expense to send checks to vendors | FEDEX606247145 | 612.06 |
| | 04/19/2024 | POS part of cash register at NW-from Vision Shop | SP VISIONTECHSHOP | 61.70 |
| | | | Total Credit Card Amount | 673.76 |
| Juan Arriaga | 04/26/2024 | OPS SUPPLIES | THE HOME DEPOT #1926 | 56.96 |
| | 04/18/2024 | OPS TICKET #23558 SUPPLIES | THE HOME DEPOT #1926 | 155.24 |
| | | | Total Credit Card Amount | 212.20 |
| Green Bay Admin1 | 04/26/2024 | MOMC 4/24/24 | JEWEL OSCO 1424 | 16.56 |
| | 04/26/2024 | GENERAL SUPPLIES-LITERACY NIGHT(E.GARCIA) | NATURESTORE | 154.86 |
| | 04/25/2024 | MOMC 4/24/24 | ONCE UPON A BAGEL HP | 139.90 |

| District Card Name | Trans Date | Transaction Description | Where Used | Amount |
|--------------------|------------|---|--------------------------|----------|
| | 04/25/2024 | MOMC 4/24/24 | PANERA BREAD #204412 O | 410.47 |
| | 04/24/2024 | MOMC 4/24/24 LOWES AND PARTY CITY | LOWES #02728 | 74.70 |
| | 04/24/2024 | MOMC 4/24/24 LOWES AND PARTY CITY | PARTY CITY 168 | 34.00 |
| | 04/23/2024 | MOMC 4/24/24 | DOLLAR TREE | 37.50 |
| | 04/17/2024 | GENERAL SUPPLIES-LITERACY NIGHT(E.GARCIA) | SCHOLASTIC EDUCATION | 28.95 |
| | 04/11/2024 | GREEN BAY ADMIN | SCHOLASTIC EDUCATION | 65.86 |
| | 04/03/2024 | OT/EC PARA PROFESSIONAL WEEK | SQ BENT FORK BAKERY | 50.00 |
| | 04/02/2024 | OT/EC PARA PROFESSIONAL WEEK | DOLLARTREE | 21.25 |
| | 04/01/2024 | OT/EC PARA PROFESSIONAL WEEK | TRADER JOE S #704 | 14.97 |
| | | | Total Credit Card Amount | 1,049.02 |
| Andres Velasquez | 04/26/2024 | ANDRES VELASQUEZ ANNUAL FEE | ANNUAL MEMBERSHIP FEE | 35.00 |
| | 04/26/2024 | IMPACT DRIVER FOR MAINT | THE HOME DEPOT #1926 | 199.00 |
| | 04/24/2024 | PEN LIGHT AND GLOVES FOR MAINT | THE HOME DEPOT #1926 | 37.77 |
| | 04/22/2024 | PAPER CUTTER BLADE SHARPENING | CRAFTWOOD LUMBER & HAR | 157.50 |
| | 04/18/2024 | BOOSTER CABLES | NAPA AUTO PRTS HIGHLAN | 209.98 |
| | | | Total Credit Card Amount | 639.25 |
| Wayne Thomas1 | 04/30/2024 | Accounts Payable | DD/BR #306048 | 271.96 |
| | 04/30/2024 | Accounts Payable | EB ED-RED AMP LAKE RO | 28.52 |
| | 04/30/2024 | Accounts Payable | IN ILLINOIS ASSOCIATI | 200.00 |
| | 04/30/2024 | Accounts Payable | MARIANOS #542 | 31.57 |
| | 04/29/2024 | Accounts Payable | DOLLAR TREE | 41.66 |
| | 04/29/2024 | accounts payable | JEWEL OSCO 4305 | 424.04 |
| | 04/26/2024 | MICHAEL RODRIGO | MCDONALDS 38045 | 1.09 |
| | 04/25/2024 | MICHAEL RODRIGO | GOOGLE GOOGLE STORAGE | 2.99 |
| | 04/24/2024 | MICHAEL RODRIGO | MCDONALDS 5201 | 4.34 |
| | 04/22/2024 | MICHAEL RODRIGO | MCDONALDS 3718 | 7.07 |
| | 04/18/2024 | MICHAEL RODRIGO | MCDONALDS 38045 | 122.01 |
| | 04/17/2024 | Accounts Payable | PY ULTIMATE SCREEN PR | 458.00 |
| | 04/17/2024 | Accounts Payable | TREERING | 196.68 |
| | 04/08/2024 | Accounts Payable | WM SUPERCENTER #1404 | 22.71 |
| | 04/02/2024 | Accounts payable | ILLINOIS PRINCIPALS AS | 199.00 |
| | 04/02/2024 | Accounts Payable | IN ILLINOIS ASSOCIATI | 250.00 |
| | 04/01/2024 | Accounts Paybale | THE HERSHEY COMPANY | 65.82 |
| | | | Total Credit Card Amount | 2,327.46 |
| Jamie Kahn1 | 04/30/2024 | Leadership Team PD per M. Lubelfeld | EB ED-RED AMP LAKE RO | 28.52 |
| | 04/05/2024 | Chorus Shirts | PY ULTIMATE SCREEN PR | 270.00 |
| | | | Total Credit Card Amount | 298.52 |

| District Card Name | Trans Date | Transaction Description | Where Used | Amount |
|--------------------|--|--|--------------------------|--------------------------|
| Red Oak Principal | 04/29/2024 | Bread for "Dia del Nino" for all school | LA ESPERANZA BAKERY | 190.00 |
| | 04/16/2024 | TEACHERS APPRECIATION WEEK UMBRELAS | "4IMPRINT, INC" | 553.82 |
| | 04/10/2024 | Decorations Military Child Month | PARTY CITY 5266 | 40.50 |
| | | | | Total Credit Card Amount |
| Ravinia Principal | 04/29/2024 | 44.96 TARGET | TARGET 00010363 | 44.96 |
| | 04/26/2024 | 422.52 Imprint.com | IMPRINT.COM | 422.52 |
| | 04/25/2024 | 47.97 MARIANOS | MARIANOS #521 | 47.97 |
| | 04/17/2024 | 152 Ultimate Screen Printing | PY ULTIMATE SCREEN PR | 152.00 |
| | | | Total Credit Card Amount | 667.45 |
| Edgewood School | 04/30/2024 | SUPPLIES FOR JACLYN WAGNER TO USE FOR THE PBIS STUDENT RAFFL | AMZN MKTP US 6170A6HF3 | 39.73 |
| | 04/30/2024 | SUPPLIES FOR JACLYN WAGNER TO USE FOR THE PBIS STUDENT RAFFL | AMZN MKTP US C72XP9YH3 | 140.30 |
| | 04/30/2024 | EDGEWOOD SCHOOLSUPPLIES FOR JACLYN WAGNER TO USE FOR THE PBI | AMZN MKTP US K574M8XQ3 | 36.98 |
| | 04/30/2024 | SUPPLIES FOR JACLYN WAGNER TO USE FOR THE PBIS STUDENT RAFFL | AMZN MKTP US MH7LJ0DM3 | 95.18 |
| | 04/30/2024 | SUPPLIES FOR JACLYN WAGNER TO USE FOR THE PBIS STUDENT RAFFL | AMZN MKTP US VK6080583 | 29.98 |
| | 04/30/2024 | ALL PRINCIPALS SIGNED UP FOR THE ED-RED & LAKE ROE | EB ED-RED AMP LAKE RO | 114.08 |
| | 04/30/2024 | WORKSHOP REGISTRATION FOR JACLYN WAGNER TO 2024 BUILDING BRI | ILLINOIS PRINCIPALS AS | 199.00 |
| | 04/30/2024 | PIZZA FOR THE MILITARY CHILD OF THE MONTH CELEBRATION FOR ST | LEFTYS PIZZA KITCHEN | 112.82 |
| | 04/30/2024 | PIZZA FOR THE MILITARY CHILD OF THE MONTH CELEBRATION FOR ST | LEFTYS PIZZA KITCHEN | 112.82 |
| | 04/30/2024 | JACLYN WAGNER PURCHASED PIZZA FOR THE NW & EW STUDENTS THAT | LEFTYS PIZZA KITCHEN | 152.82 |
| | 04/30/2024 | EUNICE PANIAGUA PURCHASED CUPCAKES FOR STUDENTS FOR THE MONT | SAMSLUB.COM | 16.26 |
| | 04/29/2024 | SUPPLIES TO DECORATE FOR MONTH OF THE MILITARY CHILD LUNCHEO | AMZN MKTP US IE7304533 | 59.92 |
| | 04/29/2024 | SUPPLIES FOR MONTH OF THE MILITARY CHILD LUNCHEON FOR STUDEN | SAMSLUB #6228 | 21.94 |
| | 04/29/2024 | SUPPLIES FOR THE MONTH OF THE MILITARY LUNCHEON HOSTED FOR | TARGET 00011684 | 48.76 |
| | 04/26/2024 | lunch for students that attended the chorus concerts on 5/3/ | TST MICHAELS GRILL & | 1,126.00 |
| | 04/25/2024 | TEE STAND FOR BASEBALL, TEEBALL AND SOFTBALL WAS PURCHASED F | AMAZON.COM 4U2J48333 | 39.98 |
| | 04/24/2024 | TARPS WERE PURCHASED FOR THE TRACK AND FIELD TEAMS REQUESTED | AMZN MKTP US 2C1ZU1PF3 | 100.86 |
| | 04/24/2024 | SUPPLIES FOR THE TEACHER LOUNGE AND MAIN OFFICE WORKROOM PUR | AMZN MKTP US G62TN1973 | 28.77 |
| | 04/23/2024 | EDGEWOOD SCHOOLMINI STRESS KIT WAS PURCHASED FOR AJ MILLNER | AMZN MKTP US EV8JS5JU3 | 19.98 |
| | 04/19/2024 | EDGEWOOD SCHOOL | TARGET 00011684 | 17.95 |
| | 04/18/2024 | BOOKS FOR THE LIBRARY THAT BRIDGET FARRELL REQUESTED. | AMAZON.COM WH4C88UB3 | 52.94 |
| | 04/18/2024 | EDGEWOOD SCHOOL | LEFTYS PIZZA KITCHEN | 79.47 |
| | 04/17/2024 | PURCHASED SUPPLIES FOR THE PRINCIPALS FOR THE PIE IN THE FAC | AMZN MKTP US 0K2XI61N3 | 19.95 |
| | 04/17/2024 | PIZZA FOR REACH FOR CHANGE STUDENTS | DOMINO'S 2765 | 58.95 |
| | 04/17/2024 | EDGEWPURCHASED SNACKS FOR STAFF BEFORE STAFF MEETIOOD SCHOOL | TARGET 00011684 | 171.94 |
| | 04/16/2024 | JORI MILLER PURCHASED SNACKS FOR THE REACH FOR CHANGE STUDEN | SUNSET FOODS #1 | 42.80 |
| | 04/08/2024 | JACLYN WAGNER PLACED AN ORDER FOR STAFF ATTENDING AN ALL DAY | JIMMY JOHNS 1032 MOTO | 173.39 |
| 04/08/2024 | PINS/TROPHIES FOR BAND/ORCHESTRA STUDENTS REQUESTED BY MOLLI | JONES SCHOOL SUPPLY CO | 123.46 | |

| District Card Name | Trans Date | Transaction Description | Where Used | Amount |
|---------------------|------------|--|-------------------------------------|----------|
| | 04/08/2024 | CELEBRATION FOR CAST STUDENTS THAT WERE DONE WITH THE MUSICA | SQ NEW YORK SLICES | 172.00 |
| | 04/05/2024 | EDGEWOOD SCHOOLREFUND FOR ITEMS THAT AMAZON COULD NOT SUPPLY | AMAZON.COM | -99.99 |
| | 04/05/2024 | REFUND FOR ITEMS THAT AMAZON COULD NOT SUPPLY FOR THE PE DEP | AMAZON.COM | -99.99 |
| | 04/05/2024 | CHRISTINE FREGA PURCHASED SNACKS FOR THE CAST/CREW PARTY TO | JEWEL OSCO 0606 | 82.17 |
| | 04/03/2024 | PURCHASED BINS FOR THE IAR TESTING MATERIALS REQUESTED BY KE | AMAZON.COM FD9NC198EDGEWOOD SCHOOL3 | 44.99 |
| | 04/02/2024 | COSTUME RENTALS FOR THE 2024 MUSICAL | SQ ALL DRESSED UP COS | 1,095.00 |
| | | | Total Credit Card Amount | 4,431.21 |
| Student Services | 04/30/2024 | SPECIAL ED PROF DEV | EB ED-RED AMP LAKE RO | 28.52 |
| | 04/29/2024 | SPECIAL ED SUPPLIES | APPLE.COM/BILL | 32.39 |
| | 04/24/2024 | PSYCH SUPPLIES - PROTOCOLS | SP MHS: MULTI HEALTH | 47.50 |
| | 04/23/2024 | SPECIAL ED SUPPLIES - please see note | OSF HEALTHCARE ECOMMER | 150.00 |
| | 04/16/2024 | SPECIAL ED PROF DEV | ILLINOIS PRINCIPALS AS | 199.00 |
| | 04/15/2024 | SPEL CURRICULUM - EDGEWOOD | PAYPAL 95 PERCENT | 147.25 |
| | 04/12/2024 | NURSE SUPPLIES | MACGILL SCHOOL NURSE S | 299.54 |
| | 04/12/2024 | PSYCH SUPPLIES - PROTOCOLS | "PRO-ED, INC." | 300.30 |
| | 04/10/2024 | IDEA PROF DEVELOPMENT | WESTERN PSYCHOLOGICAL | 88.00 |
| | 04/09/2024 | STUDENT SERVICES SUPPLIES | GRAMMARLY CO6L799MC | 144.00 |
| | 04/09/2024 | PSYCH SUPPLIES - PROTOCOLS | WESTERN PSYCHOLOGICAL | 99.00 |
| | 04/08/2024 | IDEA PROF DEV - M.BARNARD | IAASE | 300.00 |
| | 04/08/2024 | SPECIAL ED PROF DEVELOPMENT | MEANINGFULSPEECH.COM | 349.00 |
| | 04/05/2024 | IDEA SPECIAL ED PROF DEV | THINK SOCIAL PUBLISHIN | 597.00 |
| | 04/04/2024 | SPECIAL ED PROF DEV - B.FOLKROD | MEANINGFULSPEECH.COM | 349.00 |
| | 04/04/2024 | SPEL PROF DEV - D.MERAZ | MEANINGFULSPEECH.COM | 349.00 |
| | 04/02/2024 | SPEL TRANSPORTATION - PARENT RIDE | LGC UBER GIFTCARD | 70.00 |
| | | | Total Credit Card Amount | 3,549.50 |
| Technology | 04/22/2024 | PROCREATE APP LICENSES FOR IPAD | APPLE.COM/BILL | 141.16 |
| | 04/22/2024 | ICLOUD STORAGE | APPLE.COM/BILL | 2.99 |
| | 04/15/2024 | CHATGPT SUBSCRIPTION | CHATGPT SUBSCRIPTION | 20.00 |
| | 04/12/2024 | TRAVEL, J WICKHAM | INTERCONTINENTAL MIAMI | 996.66 |
| | 04/11/2024 | SALES TAX REFUND | APPLE.COM/US | -24.88 |
| | 04/11/2024 | SUSPICIOUS CHARGE REVERSED | APPLE.COM/US | -14.92 |
| | 04/09/2024 | PRODUCTIVITY SOFTWARE | ASANA.COM | 228.67 |
| | 04/03/2024 | AMAZON WEB SERVICES | AMAZON WEB SERVICES | 36.32 |
| | 04/02/2024 | DEMARC DIGEST SUBSCRIPTION | DMARC DIGESTS | 10.00 |
| | | | Total Credit Card Amount | 1,396.00 |
| Teaching & Learning | 04/29/2024 | OFFICE SUPPLIES | STAPLS7906025367000001 | 69.82 |

| District Card Name | Trans Date | Transaction Description | Where Used | Amount |
|--------------------|------------|---|--------------------------|----------|
| | 04/26/2024 | PD SNACKS FOR MATH PLANNING MEETING | TARGET 00011684 | 42.43 |
| | 04/25/2024 | TAX CREDIT FOR STEM ORDER - CRAIG LUCCI | SP BIRDBRAIN TECH | -17.52 |
| | 04/24/2024 | PD LUNCH WITH CONSULTANT | CLUCKERS CHARCOAL CHIC | 95.42 |
| | 04/24/2024 | PD TREATS FOR TEACHERS | SQ BENT FORK BAKERY | 114.19 |
| | 04/23/2024 | LUNCH WITH JOELLEN KILLION - CONSULTANT | BACKYARD GRILL | 95.65 |
| | 04/19/2024 | CREDIT FOR TAX FOR STEM ORDER | SP BIRDBRAIN TECH | -17.64 |
| | 04/18/2024 | STEM MATERIALS FOR CRAIG LUCCI AT EW | SP BIRDBRAIN TECH | 236.52 |
| | 04/18/2024 | STEM ORDER FOR CRAIG LUCCI | SP GLOWFORGE STORE | 405.97 |
| | 04/17/2024 | PD LUNCH FOR SCIENCE TEACHERS | PY CANSINOS PIZZERIA | 250.87 |
| | 04/15/2024 | SCIENCE MATERIALS FOR EW TEACHERS | FLINN SCIENTIFIC INC | 269.28 |
| | 04/12/2024 | LETRS PD CONFERENCE FOR BECKY PURSE | CVENT CAMBIUM LEARNIN | 495.00 |
| | 04/11/2024 | STEM MATERIALS FOR BILL STEINBACH AT NW | SP BIRDBRAIN TECH | 238.09 |
| | 04/05/2024 | KAGAN TRAINING FOR SHANNON RUIZ-C. | KAGAN PROFESSIONAL DEV | 399.00 |
| | 04/05/2024 | PD SUPPLIES FOR TEACHER MEETINGS | STAPLS7629752190000001 | 55.02 |
| | 04/04/2024 | LETTERS CONFERNCE FOR SHANNON RUIZ-C. | "CVENT, INC CAMBIUM LE" | 495.00 |
| | 04/03/2024 | MATERIALS FOR MIDDLE SCHOOL SCIENCE TEAM | ULINE SHIP SUPPLIES | 371.70 |
| | | | Total Credit Card Amount | 3,598.80 |
| Superintendent | 04/30/2024 | REGISTATION MINI SUMMIT- LUBELFELD | EB ED-RED AMP LAKE RO | 28.52 |
| | 04/19/2024 | AIRFARE NSR CONF. - LUBELFELD | AMERICAN 00170122626203 | 533.71 |
| | 04/18/2024 | AIRFARE INSURANCE NSR CONF. - LUBELFELD | EXPEDIA 72808316127624 | 41.36 |
| | 04/18/2024 | QRTLTY DUES - LUBELFELD | ROTARY CLUB OF HIGHLAN | 226.00 |
| | 04/15/2024 | DUES/LUNCH MEETING LUBELFELD | ROTARY CLUB OF HIGHLAN | 18.00 |
| | 04/12/2024 | HOTEL COSN CONF. - LUBELFELD | INTERCONTINENTAL MIAMI | 664.44 |
| | 04/11/2024 | OHARE PARKING COSN CONF. - LUBELFELD | LOT A EPS | 108.00 |
| | 04/11/2024 | TRANSPORTATION COSN CONF.-LUBELFELD | UBER TRIP | 9.86 |
| | 04/11/2024 | TRANSPORATION COSN CONF. - LUBELFELD | UBER TRIP | 46.81 |
| | 04/09/2024 | TRANSPORTATION COSN CONF - LUBELFELD | UBER TRIP | 72.21 |
| | 04/08/2024 | SUBSCRIPTION RENEWAL-LUBELFELD | EDWEEK PRINT | 49.00 |
| | | | Total Credit Card Amount | 1,797.91 |
| Personnel | 04/30/2024 | PROFESSIONAL DEVELOPMENT FOR M. SCHROEDER | EB ED-RED AMP LAKE RO | 28.52 |
| | 04/26/2024 | NEGOTIATIONS DINNER | CLUCKER S CHARCOAL CHI | 105.50 |
| | 04/26/2024 | NEGOTIATIONS DINNER | PY CANSINOS PIZZERIA | 333.94 |
| | 04/24/2024 | BREAKFAST FOR NEGOTIATIONS | SQ THE WICKED EGG | 72.27 |
| | 04/22/2024 | NEGOTIATIONS DINNER | BUFFO S | 148.33 |
| | 04/22/2024 | NEGOTIATIONS BREAKFAST | DUNKIN #352356 | 76.67 |
| | 04/12/2024 | DINNER ORDER FOR NEGOTIATIONS | POTBELLY | 431.34 |
| | 04/11/2024 | NEGOTIATIONS DINNER | BUFFO S | 105.59 |

| <u>District Card Name</u> | <u>Trans Date</u> | <u>Transaction Description</u> | <u>Where Used</u> | <u>Amount</u> |
|---------------------------|-------------------|-------------------------------------|--------------------------|---------------|
| | 04/03/2024 | IASPA RENEWAL FOR M. SCHROEDER | IN ILLINOIS ASSOCIATI | 250.00 |
| | | | Total Credit Card Amount | 1,552.16 |
| Sherwood Principal | 04/30/2024 | Principal Conference | EB ED-RED AMP LAKE RO | 57.04 |
| | 04/30/2024 | Prizes for Staff Appreciation Game | TARGET 00008334 | 57.54 |
| | 04/29/2024 | Food for Staff | DD/BR #336980 | 172.92 |
| | 04/25/2024 | Bus Driver Day food | TST NOTHING BUNDT CAK | 132.25 |
| | 04/16/2024 | Staff Treat | DAIRY QUEEN #18886 | 412.75 |
| | 04/05/2024 | Food for Golden Apple Visit | CLUCKERS CHARCOAL CHIC | 127.50 |
| | 04/03/2024 | Golden Apple | EB 2024 GOLDEN APPLE | 573.16 |
| | 04/02/2024 | Food for Staff | TARGET 00008334 | 108.08 |
| | | | Total Credit Card Amount | 1,641.24 |
| Indian Trail Prin | 04/30/2024 | staff appreciation | TST NOTHING BUNDT CAK | 171.40 |
| | 04/29/2024 | Ink for poster maker | VARIQUEST | 341.99 |
| | 04/25/2024 | cakes for staff | TST NOTHING BUNDT CAK | 59.10 |
| | 04/22/2024 | Voxer Pro annual | VOXER PRO ANNUAL | 29.99 |
| | 04/18/2024 | food for author visit | BUFFOS.COM | 89.97 |
| | 04/18/2024 | Library activity supplies | ETSY.COM MINDFULGOODSS | 10.31 |
| | 04/18/2024 | author visits-Library | WALGREENS #5543 | 11.95 |
| | 04/17/2024 | food for Library activity | SUNSET FOODS #1 | 11.68 |
| | 04/16/2024 | flowers for condolences | "1-800-FLOWERS.COM,INC." | 104.10 |
| | 04/10/2024 | paper for poster maker | VARITRONICS | 339.86 |
| | 04/05/2024 | food for author visit | CLUCKERS CHARCOAL CHIC | 40.62 |
| | 04/04/2024 | NASP workshop | NASP ONLINE | 200.00 |
| | 04/03/2024 | Clucker's food for staff lunch | CLUCKERS CHARCOAL CHIC | 55.72 |
| | 04/03/2024 | food for author visit | ONCE UPON A BAGEL | 43.55 |
| | 04/03/2024 | online ordering fee for lunch order | ONLINE ORDERING | 2.13 |
| | 04/03/2024 | Food for author visit | PANERA BREAD #601763 O | 64.69 |
| | 04/03/2024 | lunch for author visit | THAT LITTLE FRENCH GUY | 73.39 |
| | | | Total Credit Card Amount | 1,650.45 |
| Personnel Admin | 04/08/2024 | AP APPRECIATION GIFTS | GOURMET FROG | 116.47 |
| | 04/08/2024 | NEGOTIATIONS MEETING DINNER | WPY CANSINOS PIZZERIA | 137.76 |
| | 04/05/2024 | JESSICA DUBOIS | ILLINOISAS ILLINOIS A | 100.00 |
| | | | Total Credit Card Amount | 354.23 |
| Greg Riley3 | 04/29/2024 | BR TICKET SUPPLIES | CRAFTWOOD LUMBER & HAR | 61.95 |
| | 04/29/2024 | BR TICKET SUPPLIES | THE HOME DEPOT #1926 | 17.95 |

| <u>District Card Name</u> | <u>Trans Date</u> | <u>Transaction Description</u> | <u>Where Used</u> | <u>Amount</u> |
|---------------------------|-------------------|--------------------------------|--------------------------|---------------|
| | 04/29/2024 | TICKET SUPPLIES | THE HOME DEPOT #1926 | 76.58 |
| | 04/29/2024 | BR TICKET SUPPLIES | THE HOME DEPOT #1938 | 114.01 |
| | 04/26/2024 | BR TICKET SUPPLIES | CRAFTWOOD LUMBER & HAR | 20.97 |
| | 04/22/2024 | IT@EP TICKET SUPPLIES | THE HOME DEPOT #1926 | 51.94 |
| | 04/19/2024 | PROPANE FOR OPS | MUTUAL ACE HARDWARE & | 20.65 |
| | 04/18/2024 | SUPPLIES FOR TRUCK | THE HOME DEPOT #1926 | 6.87 |
| | 04/15/2024 | ALUMINUM FOLD S CURVE | MENARDS LONG GROVE IL | 179.99 |
| | 04/11/2024 | OT TICKET SUPPLIES | THE HOME DEPOT #1926 | 55.92 |
| | 04/08/2024 | EP TICKET SUPPLIES | THE HOME DEPOT #1926 | 63.91 |
| | 04/04/2024 | FLINT MAT FOR SCHOOLS | MENARDS 3327 | 9.99 |
| | | | Total Credit Card Amount | 680.73 |
| Stan Paic3 | 04/25/2024 | RO TICKET SUPPLIES | CRAFTWOOD LUMBER & HAR | 118.69 |
| | 04/24/2024 | OIL CHANGE FOR DIST VEHICLE | BILLYS GARAGE | 44.06 |
| | 04/24/2024 | RO TICKET SUPPLIES | CRAFTWOOD LUMBER & HAR | 129.87 |
| | 04/24/2024 | NEW MAINT STAFF TOOLS | THE HOME DEPOT 1926 | 478.71 |
| | 04/12/2024 | GB TICKET SUPPLIES | THE HOME DEPOT #1926 | 159.43 |
| | 04/03/2024 | WIPER BLADES FOR DIST. VEHICLE | HIGHLAND PARK FORD LIN | 36.06 |
| | 04/01/2024 | OT TICKET SUPPLIES | CRAFTWOOD LUMBER & HAR | 50.29 |
| | | | Total Credit Card Amount | 1,017.11 |
| Tom Spellman3 | 04/29/2024 | RO TICKET #23868 SUPPLIES | THE HOME DEPOT #1926 | 196.38 |
| | 04/25/2024 | RO TICKET #23868 SUPPLIES | THE HOME DEPOT 1926 | 317.99 |
| | 04/24/2024 | RO TICKET #23868 SUPPLIES | CRAFTWOOD LUMBER & HAR | 166.89 |
| | 04/17/2024 | OT TICKET #23333 SUPPLIES | MUTUAL ACE HARDWARE & | 30.72 |
| | 04/11/2024 | OT TICKET #23333 SUPPLIES | THE HOME DEPOT 1926 | 331.24 |
| | 04/10/2024 | OPS TICKET #23331 SUPPLIES | CRAFTWOOD LUMBER & HAR | 160.04 |
| | 04/10/2024 | PLUMBING SUPPLIES FOR OPS | MUTUAL ACE HARDWARE & | 96.12 |
| | 04/04/2024 | PLUMBING SUPPLIES FOR OPS | CRAFTWOOD LUMBER & HAR | 67.95 |
| | 04/03/2024 | WT TICKET #23013 SUPPLIES | MUTUAL ACE HARDWARE & | 113.45 |
| | | | Total Credit Card Amount | 1,480.78 |
| Dan Dal Pnte3 | 04/29/2024 | TOOLS FOR MAINT | THE HOME DEPOT #1926 | 49.97 |
| | 04/26/2024 | RO TICKET #24028 SUPPLIES | THE HOME DEPOT 1926 | 384.84 |
| | 04/25/2024 | RO TICKET #24028 SUPPLIES | MUTUAL ACE HARDWARE & | 77.13 |
| | 04/24/2024 | RO TICKET #23868 SUPPLIES | MUTUAL ACE HARDWARE & | 109.91 |
| | 04/23/2024 | WORK TICKET SUPPLIES | MUTUAL ACE HARDWARE & | 59.11 |
| | 04/22/2024 | RO TICKET #24028 SUPPLIES | THE HOME DEPOT #1926 | 184.73 |
| | 04/19/2024 | IT TICKET #23745 SUPPLIES | MUTUAL ACE HARDWARE & | 23.71 |

| <u>District Card Name</u> | <u>Trans Date</u> | <u>Transaction Description</u> | <u>Where Used</u> | <u>Amount</u> |
|---------------------------|-------------------|--------------------------------|--------------------------|---------------|
| | 04/19/2024 | EP TICKET #23673 SUPPLIES | MUTUAL ACE HARDWARE & | 127.96 |
| | 04/18/2024 | OPS TICKET #23744 SUPPLIES | CRAFTWOOD LUMBER & HAR | 162.66 |
| | 04/17/2024 | TICKET SUPPLIES | MUTUAL ACE HARDWARE & | 63.67 |
| | 04/12/2024 | EW TICKET #23358 SUPPLIES | THE HOME DEPOT #1926 | 196.43 |
| | 04/08/2024 | GB TICKET #23245 SUPPLIES | MUTUAL ACE HARDWARE & | 220.45 |
| | 04/08/2024 | OPS TICKE #23246 SUPPLIES | THE HOME DEPOT 1926 | 303.30 |
| | 04/03/2024 | EP TICKET #23089 SUPPLIES | THE HOME DEPOT #1926 | 180.12 |
| | 04/02/2024 | EW TICKET #23088 SUPPLIES | MUTUAL ACE HARDWARE & | 176.45 |
| | 04/01/2024 | PLUMBING SUPPLIES FOR OPS | CRAFTWOOD LUMBER & HAR | 87.74 |
| | | | Total Credit Card Amount | 2,408.18 |
| | | | Grand Total Amount | 51,728.40 |

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

FUND / OBJECT SUMMARY

| <u>FUND</u> | <u>OBJECT</u> | <u>DESCRIPTION</u> | <u>AMOUNT</u> |
|-------------|---------------|---------------------|---------------|
| 10 | 1000 | SALARIES | 2,180,465.74 |
| | 1160 | SUBSTITUTES | 18,557.50 |
| | 2110 | TEACHERS RETIREMENT | 43,559.77 |
| | 2120 | IMRF | 2,669.34 |
| | 2310 | OTHER BENEFITS | 1,734.57 |
| | | Fund 10 Total | 2,246,986.92 |
| 20 | 1000 | SALARIES | 56,405.61 |
| | 2120 | IMRF | 378.56 |
| | | Fund 20 Total | 56,784.17 |
| 40 | 1000 | SALARIES | 3,748.25 |
| | 2120 | IMRF | 176.62 |
| | | Fund 40 Total | 3,924.87 |
| 50 | 2120 | IMRF | 17,381.24 |
| | 2130 | FICA | 18,052.18 |
| | 2140 | MEDICARE | 32,076.39 |
| | | Fund 50 Total | 67,509.81 |
| | | Summary total | 2,375,205.77 |

OBJECT SUMMARY

| <u>OBJECT</u> | <u>DESCRIPTION</u> | <u>AMOUNT</u> |
|---------------|---------------------|---------------|
| 1000 | SALARIES | 2,240,619.60 |
| 1160 | SUBSTITUTES | 18,557.50 |
| 2110 | TEACHERS RETIREMENT | 43,559.77 |
| 2120 | IMRF | 20,605.76 |

| <u>OBJECT</u> | <u>DESCRIPTION</u> | <u>AMOUNT</u> |
|---------------|--------------------|---------------|
| 2130 | FICA | 18,052.18 |
| 2140 | MEDICARE | 32,076.39 |
| 2310 | OTHER BENEFITS | 1,734.57 |
| | Summary total | 2,375,205.77 |

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

FUND / OBJECT SUMMARY

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| | 2130 | FICA | 18,052.18 |
| | 2140 | MEDICARE | 32,076.39 |
| | | Fund 50 Total | 67,509.81 |
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OBJECT SUMMARY

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|---------------|---------------------|---------------|
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| 1160 | SUBSTITUTES | 18,557.50 |
| 2110 | TEACHERS RETIREMENT | 43,559.77 |
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| <u>OBJECT</u> | <u>DESCRIPTION</u> | <u>AMOUNT</u> |
|---------------|--------------------|---------------|
| 2130 | FICA | 18,052.18 |
| 2140 | MEDICARE | 32,076.39 |
| 2310 | OTHER BENEFITS | 1,734.57 |
| | Summary total | 2,375,205.77 |

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

MEMORANDUM
NORTH SHORE SCHOOL DISTRICT 112

TO: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

FROM: Mr. Jeremy Davis, Assistant Superintendent of Finance and Operations

RE: **Business Office Monthly Report of Summary Financial Performance Data for May 2024**

Policy Alignment: Policy 4.8 – Accounting and Audits

DATE: June 11, 2024

1. Investments

See Treasurer’s Report for month and summary of cash and investments.

2. Financial Packet

The Financial Packet for the month of May, 2024, including the following reports, is presented for your review.

- a. Summary reports of Expenditures for the month.
- b. Check Summaries for disbursements processed from the last to the current Board meeting are provided for separate Board approval.

The status of the Education Fund expenses (in \$ millions) are as follows:

| TOTAL | SPENT | |
|---------------|------------|----------------|
| <u>BUDGET</u> | <u>YTD</u> | <u>BALANCE</u> |
| \$72.3 | \$56.9 | \$15.4 |

North Shore School District 112
Summary of Cash & Investments
May 31, 2024

| | Cash & Investments <u>May 31, 2024</u> | <u>% of Total</u> | Cash & Investments <u>April 30, 2024</u> | Monthly Change in <u>Cash & Investments</u> | Cash & Investments <u>May 31, 2023</u> | <u>% of Total</u> | Annual Change in <u>Cash & Investments</u> |
|--------------------------------------|---|-------------------|---|--|---|-------------------|---|
| 10 Education | \$ 63,515,054.13 | 56% | \$ 65,849,921.42 | \$ (2,334,867.29) | \$ 55,409,986.04 | 43% | \$ 8,105,068.09 |
| 20 Operations and Maintenance | \$ 6,809,288.69 | 6% | \$ 4,134,576.28 | \$ 2,674,712.41 | \$ 5,771,664.62 | 5% | \$ 1,037,624.07 |
| 30 Debt Service | \$ 826,373.52 | 1% | \$ 4,359,513.06 | \$ (3,533,139.54) | \$ 119,464.69 | 0% | \$ 706,908.83 |
| 40 Transportation | \$ 3,667,822.77 | 3% | \$ 3,445,108.87 | \$ 222,713.90 | \$ 3,104,826.22 | 2% | \$ 562,996.55 |
| 50 Municipal Retirement | \$ 3,847,855.32 | 3% | \$ 3,754,938.65 | \$ 92,916.67 | \$ 3,999,361.10 | 3% | \$ (151,505.78) |
| 60 Capital Projects | \$ 28,097,373.27 | 25% | \$ 32,985,389.61 | \$ (4,888,016.34) | \$ 55,728,353.57 | 44% | \$ (27,630,980.30) |
| 70 Working Cash | \$ 5,481,824.96 | 5% | \$ 5,455,765.20 | \$ 26,059.76 | \$ 3,216,849.85 | 3% | \$ 2,264,975.11 |
| Total District Funds | \$ 112,245,592.66 | 100% | \$ 119,985,213.09 | \$ (7,739,620.43) | \$ 127,350,506.09 | 100% | \$ (15,104,913.43) |
| 99 Student Activity | \$ 247,385.60 | 0% | \$ 268,524.53 | \$ (21,138.93) | \$ 229,811.17 | 0% | \$ 17,574.43 |
| Total All Funds | \$ 112,492,978.26 | 100% | \$ 120,253,737.62 | \$ (7,760,759.36) | \$ 127,580,317.26 | 100% | \$ (15,087,339.00) |

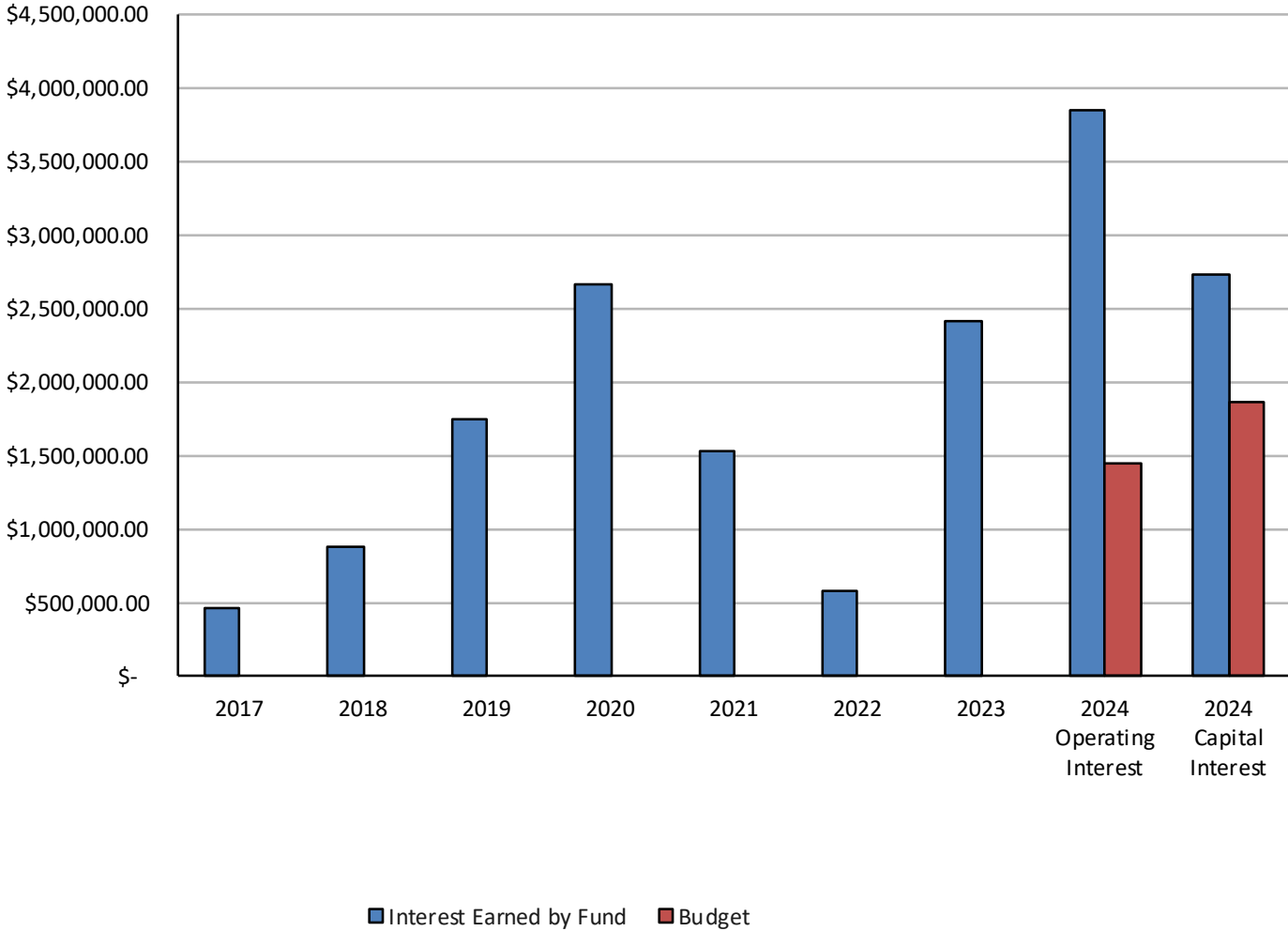
**Please note that the District is reporting cash and investments on a cost basis.

North Shore School District 112
Fund Balance Summary
May 31, 2024

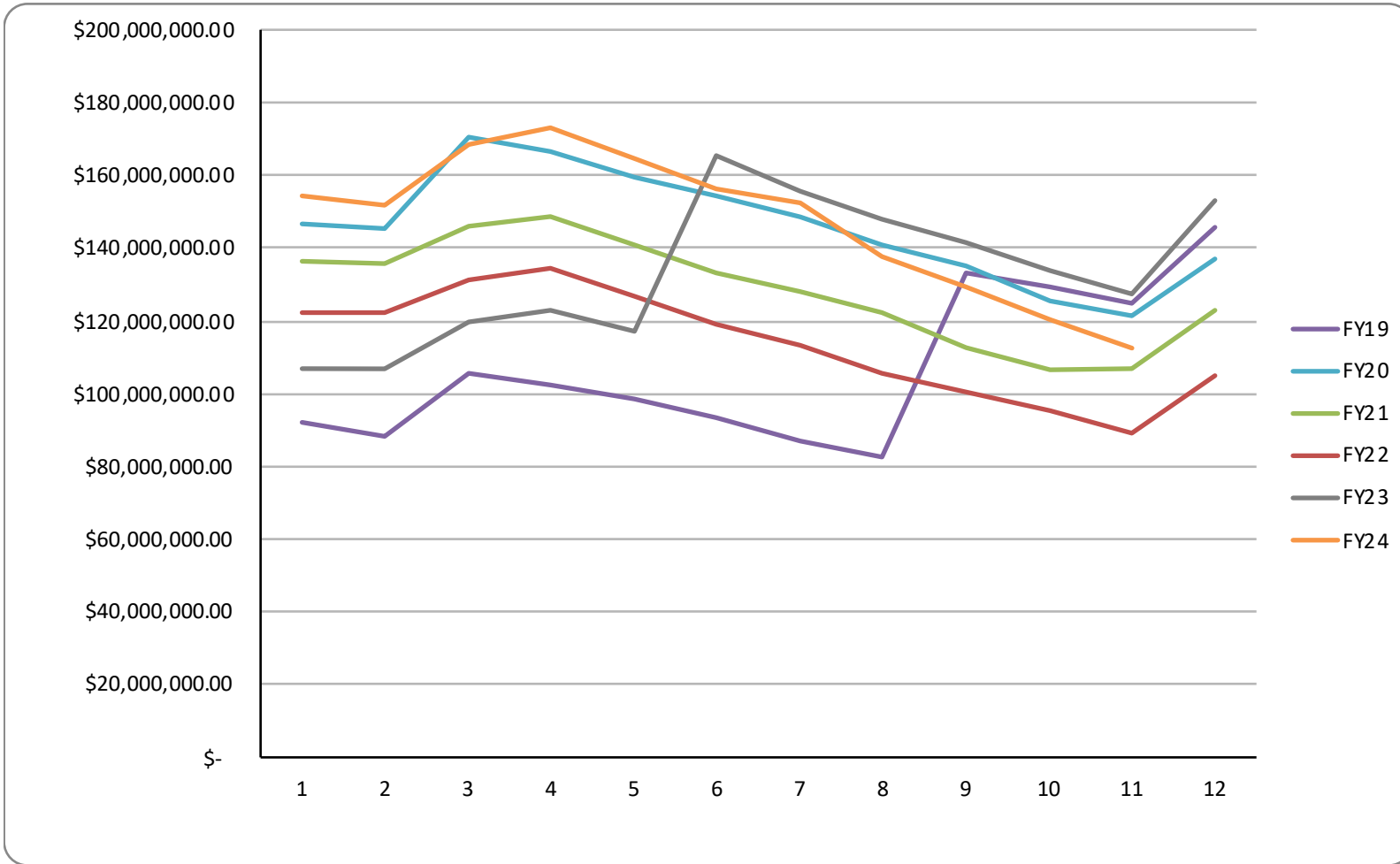
| Fund | Audited Fund Balance June 30, 2023 | 2023-24 Fiscal Year to Date Revenues | 2023-24 Fiscal Year to Date Expenditures | Excess / (Deficiency) of Revenues Over Expenditures | 2023-24 Other Financing Sources/Uses | Unaudited Fund Balance May 31, 2024 |
|----------------------------------|--|--|--|--|--|---|
| (10) Education | \$ 42,466,921 | \$ 75,421,739 | \$ 56,919,063 | \$ 18,502,676 | \$ (2,500,000) | \$ 58,469,598 |
| (15) Food Service | \$ 81,492 | \$ 594,530 | \$ 352,641 | \$ 241,889 | \$ - | \$ 323,381 |
| (20) Operations and Maintenance | \$ 3,771,457 | \$ 13,211,128 | \$ 9,547,100 | \$ 3,664,028 | \$ (1,367,138) | \$ 6,068,347 |
| (40) Transportation | \$ 1,905,199 | \$ 5,088,998 | \$ 3,561,216 | \$ 1,527,782 | \$ - | \$ 3,432,981 |
| (50) Municipal Retirement | \$ 4,077,124 | \$ 1,000,604 | \$ 1,232,351 | \$ (231,747) | \$ - | \$ 3,845,377 |
| (70) Working Cash | \$ 3,221,031 | \$ 2,247,805 | \$ - | \$ 2,247,805 | \$ - | \$ 5,468,836 |
| Total Operating Funds | \$ 55,523,225 | \$ 97,564,805 | \$ 71,612,371 | \$ 25,952,434 | \$ (3,867,138) | \$ 77,608,521 |
| (30) Debt Service | \$ 120,168 | \$ 8,350,817 | \$ 12,014,451 | \$ (3,663,634) | \$ 3,867,138 | \$ 323,672 |
| (60) Capital Projects | \$ 54,088,200 | \$ 2,725,622 | \$ 28,970,564 | \$ (26,244,942) | \$ - | \$ 27,843,258 |
| Total Non-Operating Funds | \$ 54,208,369 | \$ 11,076,438 | \$ 40,985,015 | \$ (29,908,576) | \$ 3,867,138 | \$ 28,166,930 |
| Total All Funds | \$ 109,731,593 | \$ 108,641,243 | \$ 112,597,385 | \$ (3,956,140) | \$ - | \$ 105,775,451 |

*Please note fund balance is the net of all District assets and liabilities.

Interest Received



Cash Balance



North Shore School District 112
Statement of Revenue, Expenditures and Change in Fund Balance
Total Governmental Funds by Object
Fiscal Year to Date through May 31, 2024

| | Operating Funds | | | | | | | | | | | | Total Governmental Funds |
|--|--|-------------|-------------------------------|-----------------------|---------------------|------------|---|------------|----------------------|-------------|-----------------------|-------------|--------------------------|
| | General Fund | | | Special Revenue Funds | | | | | | | | | |
| | Education, Working Cash & Food Service Funds | % Bud | Operations & Maintenance Fund | % Bud | Transportation Fund | % Bud | Municipal Retirement / Social Security Fund | % Bud | Debt Service Fund | % Bud | Capital Projects Fund | % Bud | |
| Revenue: | | | | | | | | | | | | | |
| Local Sources | \$ 72,059,155 | 106% | \$ 13,161,128 | 101% | \$ 3,888,480 | 102% | \$ 1,000,604 | 77% | \$ 8,350,817 | 101% | \$ 145,198 | 3668% | \$ 98,605,381 |
| State Sources | \$ 3,984,674 | 107% | \$ 50,000 | | \$ 1,200,519 | 76% | - | | \$ - | | \$ - | | \$ 5,235,193 |
| Federal Sources | \$ 2,220,245 | 96% | - | | \$ - | | - | | \$ - | | \$ - | | \$ 2,220,245 |
| 2022 Referendum Bond Interest | \$ - | | - | | \$ - | | - | | \$ - | | \$ 2,580,424 | 139% | \$ 2,580,424 |
| Total Revenue | \$ 78,264,075 | 106% | \$ 13,211,128 | 101% | \$ 5,088,998 | 94% | \$ 1,000,604 | 77% | \$ 8,350,817 | 101% | \$ 2,725,622 | 147% | \$ 108,641,243 |
| Expenditures: | | | | | | | | | | | | | |
| Salaries | \$ 35,859,054 | 77% | \$ 1,305,227 | 98% | \$ 84,462 | 94% | \$ - | | \$ - | | \$ - | | \$ 37,248,742 |
| Employee Benefits | \$ 7,740,661 | 96% | \$ 8,328 | 4% | \$ 3,980 | 22% | \$ 1,232,351 | 81% | \$ - | | \$ - | | \$ 8,985,320 |
| Purchased Services | \$ 7,169,821 | 99% | \$ 3,531,488 | 71% | \$ 3,469,687 | 64% | \$ - | | \$ 950 | | \$ - | | \$ 14,171,946 |
| Supplies | \$ 1,667,148 | 41% | \$ 1,369,468 | 110% | \$ 3,088 | | \$ - | | \$ - | | \$ - | | \$ 3,039,704 |
| Capital Outlay | \$ 1,598,920 | 35% | \$ 3,332,588 | 48% | \$ - | | \$ - | | \$ - | | \$ 372,901 | 75% | \$ 5,304,410 |
| 2022 Referendum Capital Outlay | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ 28,597,663 | 59% | \$ 28,597,663 |
| Debt Service Payment | \$ - | | \$ - | | \$ - | | \$ - | | \$ 12,013,501 | 99% | \$ - | | \$ 12,013,501 |
| Other | \$ 3,236,100 | 73% | \$ - | | \$ - | | \$ - | | \$ - | | \$ - | | \$ 3,236,100 |
| Total Expenditures | \$ 57,271,704 | 76% | \$ 9,547,100 | 51% | \$ 3,561,216 | 64% | \$ 1,232,351 | 81% | \$ 12,014,451 | 99% | \$ 28,970,564 | 59% | \$ 112,597,385 |
| Excess (Deficiency) of Revenue over (under) Expenditures | \$ 20,992,371 | | \$ 3,664,028 | | \$ 1,527,782 | | \$ (231,747) | | \$ (3,663,634) | | \$ (26,244,942) | | \$ (3,956,142) |
| Other Financing Sources/(Uses): | | | | | | | | | | | | | |
| Other Sources of Funds | | | \$ 2,500,000 | | | | | | \$ 3,867,138 | | | | \$ 6,367,138 |
| Other Uses of Funds | (2,500,000) | | (3,867,138) | | | | | | | | | | (6,367,138) |
| Total Sources/(Uses) | \$ (2,500,000) | | \$ (1,367,138) | | - | | - | | \$ 3,867,138 | | \$ - | | - |
| Change in Fund Balance | \$ 18,492,371 | | \$ 2,296,890 | | \$ 1,527,782 | | \$ (231,747) | | \$ 203,504 | | \$ (26,244,942) | | \$ (3,956,142) |
| Beginning Fund Balance as of 6/30/23 | \$ 45,687,952 | | \$ 3,771,457 | | \$ 1,905,199 | | \$ 4,077,124 | | \$ 120,168 | | \$ 54,088,200 | | \$ 109,731,593 |
| Ending Fund Balance as of 5/31/24 | \$ 63,938,434 | | \$ 6,068,347 | | \$ 3,432,981 | | \$ 3,845,377 | | \$ 323,672 | | \$ 27,843,258 | | \$ 105,775,451 |

Northshore School District 112
Cash and Investments
31-May-24

| | <u>Account Balance</u> | <u>% of Total</u> |
|--|--------------------------------|-------------------|
| Petty Cash | | |
| Statement Balance | \$ 643.67 | |
| Less: Outstanding Checks | \$ - | |
| Plus Deposits in Transit | \$ - | |
| Adjusted | <u><u>\$ 643.67</u></u> | 0.00% |
| PMA 1030 | | |
| Statement Balance | \$ 5,237,252.48 | |
| Less: Outstanding Checks and transfers | \$ (584,526.73) | |
| Plus Deposits in Transit and transfers | \$ - | |
| Other Transactions | \$ 159,828.67 | |
| Adjusted | <u><u>\$ 4,812,554.42</u></u> | 4.28% |
| PMA 1033 ST Investments | | |
| Statement Balance | \$ 35,959,550.00 | |
| Less: Outstanding Checks | \$ - | |
| Plus Deposits in Transit | \$ - | |
| Adjusted | <u><u>\$ 35,959,550.00</u></u> | 31.97% |
| PMA 1034 LT Cash | | |
| Statement Balance | \$ 2,759,620.30 | |
| Less: Outstanding Checks | \$ - | |
| Plus Deposits in Transit | \$ - | |
| Adjusted | <u><u>\$ 2,759,620.30</u></u> | 2.45% |
| PMA 1047 LT Investments | | |
| Statement Balance | \$ 5,070,491.02 | |
| Less: Outstanding Checks | \$ - | |
| Plus Deposits in Transit | \$ - | |
| Adjusted | <u><u>\$ 5,070,491.02</u></u> | 4.51% |
| PMA Flex 1048 | | |
| Statement Balance | \$ 38,890.81 | |
| Less: Outstanding Checks | \$ - | |
| Plus Deposits in Transit | \$ - | |
| Adjusted | <u><u>\$ 38,890.81</u></u> | 0.03% |
| PMA Stud Activity Account | | |
| Statement Balance | \$ 350,704.62 | |
| Less: Outstanding Checks | \$ (1,661.92) | |
| Plus Deposits in Transit | \$ 712.00 | |
| Adjusted | <u><u>\$ 349,754.70</u></u> | 0.31% |

| | | |
|---|--------------------------------|----------------|
| PMA 1058 Referendum | | |
| Statement Balance | \$ 24,290,063.99 | |
| Less: Outstanding Checks (Transfer) | \$ - | |
| Plus Deposits in Transit | \$ - | |
| Adjusted | <u><u>\$ 24,290,063.99</u></u> | 21.59% |
| PMA 1005 Food Service | | |
| Statement Balance | \$ 1,939,922.10 | |
| Less: Outstanding Checks (Transfer) | \$ - | |
| Plus Deposits in Transit | \$ (831.00) | |
| Adjusted | <u><u>\$ 1,939,091.10</u></u> | 1.72% |
| Wells Fargo 1022 | | |
| Statement Balance | \$ 2,972,819.58 | |
| Less: Outstanding Checks (Transfer) | \$ - | |
| Unrealized (gain)/loss | \$ 31.81 | |
| (Increase)/decrease in investment cost value | \$ - | |
| Adjusted | <u><u>\$ 2,972,851.39</u></u> | 2.64% |
| Fifth Third Bank 1024 | | |
| Statement Balance | \$ 23,682,232.21 | |
| Unrealized (gain)/loss | \$ 197,210.23 | |
| (Increase)/decrease in investment cost value | \$ 907.46 | |
| Adjusted | <u><u>\$ 23,880,349.90</u></u> | 21.23% |
| JP Morgan Investments 1051 | | |
| Statement Balance | \$ 6,728,035.79 | |
| Unrealized (gain)/loss | \$ (51,806.35) | |
| Accrued Interest | \$ - | |
| (Increase)/decrease in investment cost value | \$ - | |
| Adjusted | <u><u>\$ 6,676,229.44</u></u> | 5.93% |
| Fifth Third Bank WC 1055 | | |
| Statement Balance | \$ 108,698.43 | |
| Unrealized (gain)/loss | \$ - | |
| (Increase)/decrease in investment cost value | \$ - | |
| Adjusted | <u><u>\$ 108,698.43</u></u> | 0.10% |
| Fifth Third Bank-Capital Projects 1057 | | |
| Statement Balance | \$ 3,640,675.62 | |
| Plus Deposits in Transit (Transfer) | \$ - | |
| Unrealized (gain)/loss | \$ (6,486.53) | |
| (Increase)/decrease in investment cost value | \$ - | |
| Adjusted | <u><u>\$ 3,634,189.09</u></u> | 3.23% |
| Total Cash and Investments | \$ 112,492,978.26 | 100.00% |

**North Shore School District 112
Summary of Referendum Projects
May 31, 2024**

| | Indian Trail | Ravinia |
|--------------------------------------|----------------------|----------------------|
| Overall Budget: | \$ 25,649,564 | \$ 41,088,402 |
| Plus: Identified Over-Runs/(Savings) | \$ (564,511) | \$ (424,563) |
| Minus: Bills Paid | \$ 3,422,599 | \$ 4,200,520 |
| Items Paid By Fund 20 | \$ - | \$ - |
| Remaining Balance To Be Spent | \$ 22,791,477 | \$ 37,312,445 |

*This data is as of inception of project, which includes FY23.



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NORTH SHORE
SCHOOL DISTRICT 112

Date: June 11, 2024
To: Members of the Board of Education
From: Dr. Michael Lubefeld, Superintendent of Schools
Subject: Destruction of Closed Session Audio Recordings from December 2022

Policy Alignment: Policy 2.220 Board of Education Meeting Procedures

Disposition: Action

Executive Summary:

In accordance with Board Policy 2:220 Board of Education Meeting Procedures, the superintendent or Board president shall make audio recordings of all closed session meetings. After 18 months, the audio recordings can be destroyed with the Board's approval.

I recommend that the audio recording from the closed meeting on December 13, 2022 be destroyed. The Board approved written minutes of this closed meeting and will continue to be maintained in accordance with law and policy.

Recommendation:

Roll call vote to approve the audio recording from the closed meeting on December 13, 2022 be destroyed.



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NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations

Subject: Property Disposal

Policy Alignment: Policy 4:80 - Disposition of District Property
Policy 4:70 - Resource Conservation

Disposition: Approval

Executive Summary:

North Shore School District has a continuous need to dispose of aged or broken furnishings and supplies appropriately. Items collected between each Board meeting will be listed and attached to the Board memo. The two governing Board Policies:

- Board Policy: 4:80, *Disposition of District Property*: “The Superintendent or designee shall notify the Board, as necessary, of any (1) District personal property no longer needed for school purposes and (2) school sites, buildings, or other real estates that are unnecessary, unsuitable or inconvenient, so that the Board may consider its disposition. Notwithstanding the above, the superintendent or designee may unilaterally dispose of personal property of diminutive value.”
- Board Policy 4:70, *Resource Conservation*, addresses the process of recycling (disposal), reuse, or donation.

Both policies work hand in hand to ensure the Board has the approval of any items to be disposed of and further ensures the disposal method is intended to be as sustainable as possible.

Each department or building-level administration will generate the Property Disposal list(s) with a second-level signature acknowledging the disposal. Please find the attached list of items that will be disposed of during the following week.

Recommendation:

Roll call vote to approve the property disposal as listed on the attached form.

**North Shore School District 112
Property Disposal**

It is requested that the following items be declared surplus inventory and disposed of by North Shore School District 112.

Requested by: WT SpEd Teachers

Location : Wayne Thomas
(Building & Room Number)

Date: 5/17/2024

Principal Approval:

Department Approval:

| Item | Quantity | Condition | Equipment | Description | Approx. Yr of Purchase | Purchased with grant funds (Y/N) | Estimated Value [1] | Reason for Removal |
|-----------------------|----------|-----------|-----------|---------------------------|------------------------|----------------------------------|---------------------|------------------------------------|
| Second Step | 2 | Used | | Classroom Kits | 2018 | N | -0- | Outdated materials, no longer used |
| Reading Mastery | | Used | | <i>Student Materials:</i> | | | | |
| - Student Consumables | 50 | Used | | -Text books | 2016 | N | -0- | Outdated materials, no longer used |
| - Student Consumables | 50 | Used | | -Workbooks | 2016 | N | -0- | Outdated materials, no longer used |
| Reading Mastery | | | | <i>Teacher Materials:</i> | | | | |
| -Teacher Materials | 5 | Used | | -Classroom Kits | 2016 | N | -0- | Outdated materials, no longer used |
| -Teacher Materials | 40 | Used | | -Teaching Guides | 2016 | N | -0- | Outdated materials, no longer used |
| -Teacher Materials | 15 | Used | | -Presentation Books | 2016 | N | -0- | Outdated materials, no longer used |
| -Teacher Materials | 40 | Used | | -Answer Keys | 2016 | N | -0- | Outdated materials, no longer used |
| | | | | | | | | |
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**North Shore School District 112
Property Disposal**

Property items of North Shore School District 112 are defined as any item with an original purchase price of \$500.00 or greater and not considered land, real estate, or a permanent building. If the decision has been made that an item is surplus, the user department must complete the table below and then forward it to Buildings and Grounds. Please be sure any items are clearly marked.

It is requested that the following items be declared surplus inventory and disposed of by North Shore School District 112.

| | | | | | |
|-----------------------------|----------------|-------------------|---|--------------|--------|
| Requested by: | Jeremy Wickham | Location : | BG Warehouse (Building & Room Number) | Date: | 5/1/23 |
| Principal Approval: | | | | | |
| Department Approval: | | | | | |

| Item | Quantity | Condition | Equipment | Description | Approximate Year(s) or Purchase | Purchased with grant funds (Y/N) | Estimated Value | Digital Picture | Reason for Removal |
|------|----------|-----------|--------------|--------------------------------|---------------------------------|----------------------------------|-----------------|-----------------|---|
| 1 | 3470 | good | iPad | 10.2-inch Wi-Fi 128GB | 2020 & 2021 | N | \$110 | | out of warranty; will be used for Community Buyback |
| 2 | 2 | good | iPad Pro | 12.9 256GB | 2020 | N | \$110 | | out of warranty; STEM refresh |
| 3 | 5 | good | iPad Pro | 11" 256 GB | 2020 | N | \$110 | | out of warranty; STEM refresh |
| 4 | 15 | good | MacBook Air | 13" 16GB 256 SSD | 2020 | N | \$110 | | out of warranty; replaced by M2 |
| 5 | 2 | good | iPad Pro | 11" 128GB | 2020 | N | \$110 | | out of warranty; replaced |
| 6 | 40 | good | MacBook Air | 13" 16GB 256 SSD M1 | 2020 | N | \$110 | | out of warranty; replaced by M2 |
| 7 | 3 | good | iPad Air | 10.9-inch iPad Air Wi-Fi 256GB | 2020 | N | \$110 | | out of warranty; to be replaced |
| 8 | 1 | good | MacBook Pro | 13" 16GB 1TB | 2021 | N | \$110 | | out of warranty; replaced |
| 9 | 146 | good | MacBook Air | 13" 8GB 512 SSD M1 | 2021 | N | \$110 | | out of warranty; STEM refresh |
| 10 | 24 | good | iMac | 24" 8GB 256 SSD M1 | 2021 | N | \$110 | | out of warranty; STEM refresh |
| 11 | 45 | good | iPad Pro | 11" 256GB | 2021 | N | \$110 | | out of warranty; STEM refresh |
| 12 | 36 | good | iPad Air | 10.9" 64GB | 2021 | N | \$110 | | out of warranty; to be replaced |
| 13 | 1 | good | MacBook Pro | 13" 8GB 256GB m1 | 2021 | N | \$110 | | out of warranty |
| 14 | 20 | good | MacBook Air | 13" 16GB 256GB M1 | 2021 | N | \$110 | | out of warranty; replaced by M2 |
| 15 | 10 | good | iMac | 24" | 2021 | N | \$5 | | out of warranty; to be replaced |
| 16 | 20 | good | iPad 9th gen | 10.2" WiFi 256GB | 2021 | N | \$110 | | to be replaced |
| 17 | 450 | good | iPad 9th gen | 10.2 WiFi 256GB | 2022 | N | \$110 | | to be replaced: will be used in Community Buyback |
| 18 | 7 | good | iPad Air | 10.9" WiFi 64GB | 2022 | N | \$110 | | to be replaced |
| 19 | 420 | good | iPad 9th gen | 10.2" Wi-Fi 256GB | 2022 | N | \$110 | | to be replaced: will be used in Community Buyback |
| 20 | 4 | good | iPad Air | 10.9" Wi-Fi 64GB | 2023 | N | \$110 | | to be replaced |
| 21 | 50 | good | iPad 9th gen | 10.2" Wi-Fi 256GB | 2023 | N | \$110 | | to be replaced: will be used in Community Buyback |

Estimated Value is based on Grade A evaluation by Recycler



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NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024
To: Members of the Board of Education
From: Dr. Michael Lubelfeld, Superintendent of Schools on behalf of Mrs. Lisa Hirsh,
President of the Board of Education
Subject: Administrator Contract for Dr. Monica Schroeder 2024-2029;
2024-2026 as Deputy Superintendent
2026-2029 as Superintendent of Schools

Policy Alignment: Policy 3:40 Superintendent

Disposition: Approval

Executive Summary:

The Board will present a succession plan upon Dr. Lubelfeld's retirement on June 30, 2026. In May, Dr. Mike Lubelfeld announced his retirement as superintendent of schools, effective June 30, 2026. The Board is proud to announce that upon board approval, Dr. Monica Schroeder will be appointed as the next superintendent of North Shore School District 112 after Dr. Lubelfeld retires on July 1, 2026.

The Board is confident that Dr. Schroeder is the ideal candidate. For nearly two decades, she has been a vital part of our district, serving as an associate principal, principal, assistant superintendent for personnel, and, since 2018, deputy superintendent. Her unwavering dedication, exceptional professionalism, and deep institutional knowledge have greatly benefited our community.

Beginning in the Fall of 2023, the Board considered the qualities that would be most important to the District in evaluating candidates for the next superintendent. The board identified several critical attributes:

- Leadership experience and a demonstrated understanding of effective leadership traits and skills
- Strong interpersonal and institutional communication skills, demonstrated through successful internal and external interactions

- A proven track record of leadership in a community similar to ours
- Effective labor relations with unions and administrative staff
- Extensive knowledge of educational practices and a strong commitment to serving our community
- Demonstrated ability to execute strategic plans and align with the Board's vision

After extensive deliberation, the Board determined that the best choice for the district was to appoint Dr. Schroeder. Dr. Schroeder has played a crucial role in key district initiatives, including labor contract negotiations, oversight of construction projects, and community engagement efforts, such as the successful 2022 referendum. She has been closely involved in leadership of the district since 2017, with primary responsibility for all personnel matters, including building our leadership team through recruitment and retention efforts. Additionally, she has been a significant contributor to our diversity and equity work, further demonstrating her commitment to fostering an inclusive environment in our schools. Dr. Schroeder also will be our district's first Latina to hold the position, marking a historic milestone for our community.

At the Regular Board meeting on June 11, 2024, the Board will be asked to approve a five-year contract for Dr. Schroeder, effective from July 1, 2024, to June 30, 2029. As per the agreement terms, Dr. Schroeder will be employed as Deputy Superintendent from July 1, 2024, to June 30, 2026, followed by her role as Superintendent of Schools from July 1, 2026, through June 30, 2029.

Recommendation:

Roll call to approve the administrator contract for Dr. Monica Schroeder effective July 1, 2024, through June 30, 2029, as presented.



Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Dr. Monica Schroeder, Deputy Superintendent

Subject: Approve 5-Year NSEA Collective Bargaining Agreement

Disposition: Action

Executive Summary:

The Board is asked to approve a successor collective labor agreement between the Board and the North Shore Education Association (NSEA) for the years 2024/25 through 2028/29. The five-year agreement was ratified by the NSEA membership on June 5, 2024.

We are thrilled that we have reached an agreement with the NSEA at this time, marking a historic milestone for our district. Unlike previous contracts, this agreement was reached before the expiration of the current one. We extend our gratitude to the NSEA negotiations team members and to board members Dan Jenks, Melissa Itkin, Art Kessler, and Bennett Lasko for their dedication and commitment to collaborative negotiations. Throughout the process, all parties exhibited professionalism and respect, fostering open dialogue even during challenging discussions. This collaborative approach allowed for healthy conversations on various topics, financial packages, and staff working conditions. We could not have reached this milestone without mutual thoughtful approaches to working collaboratively.

In summary, the agreement:

1. Falls within the Board's financial authorization parameters and maintains positive relations with the NSEA.
2. Addresses the NSEA and the board of education's concerns about recruiting and retaining educators by compensating current and future employees commensurate with the local market conditions. This was accomplished by:

- Establishment of a salary schedule.
- Providing salary increases of 6%, 6%, 5%, 5%, and 5%, respectively, in years 1-5 for teachers who are on the teacher salary schedule. (Due to teacher turnover, annual teacher salary costs to the District are estimated to increase at less than 4% per year over the agreement's duration.)
- Providing salary increases of 4%, 4%, 4%, 4%, and 4%, respectively, in Years 1-5 for teachers who are off schedule.
- Increasing instructional minutes in middle school resulted in a new bell schedule which includes a five-day-a-week dedicated time for student success block in line with the elementary school in year one. In year two, an average of 60-minute ELA and math periods increased math instructional minutes.
- Clearly defined K-5 planning time language for team planning.
- A newly created stipend schedule for extra duty activities.
- Updated timelines for teaching vacancy postings, voluntary transfers, and notice of intent to return to service after an unpaid leave of absence.
- Maintaining health insurance to the status quo for family. Decreasing single HMO employee contributions to \$0 and increasing single PPO contributions to \$1,500 in year two.
- Allowing for annual lane movement.
- Allowance of a teacher to use up to 50 sick days towards parental leave without medical certification.
- Creating a five-year contract duration, which is effective as of the first day of the 2024-2025 school year and terminates at 11:59 p.m. on the day preceding the first day of the 2029-2030 school year.

The bargaining team recommends the approval of this agreement. Members of the team were Andi Simon, Negotiations Chair, Mark Stein, IEA Uniserv Director, Jessica Share, NSEA Vice President, Craig Lucci, NSEA Treasurer, Andrea Dunning, NSEA Grievance Chair, Rob Johnson, NSEA Public Relations Chair, Meredith Rossman, NSEA Association Representative, Bill Steinbach, NSEA Finance Chair, Monica Schroeder, Deputy Superintendent, Jeremy Davis, Assistant Superintendent for Finance, Michael Rodrigo, Wayne Thomas Principal, Becky Hany, Director of Finance, Dan Jenks, Board Vice President, Melissa Itkin, Board Secretary, Art Kessler, Board Member, Bennett Lasko, Board Member. The team was represented in negotiations by attorneys Mr. Tony Loizzi and Mr. George Acosta from Hodges, Loizzi, Eishenhammer, Rodick, and Kohn (HLERK).

[Link to NSEA Collective Bargaining Agreement](#)

Recommendation:

Roll call vote to approve the Collective Bargaining Agreement Between the Board and the North Shore Education Association (NSEA) for the years 2024/25 through 2028/29, as presented.



Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations

Subject: Recommendation to Renew Agreement with Andy Frain Services for Crossing Guards

Policy Alignment: 4:60 - Purchases and Contracts

Disposition: Action

Executive Summary:

In August 2020, the Board approved a short-term contract for Crossing Guard Services with Andy Frain Services, Inc. since the City of Highland Park no longer provided this service to the community. In September 2020, District 112 issued a Request for Bid (RFB), and the Board approved a contract with Andy Frain to provide Crossing Guard Services beginning October 1, 2020, with the provisions to renew the contract on an annual basis for up to four (4) additional years.

Andy Frain Services, Inc. has presented its proposal to provide crossing guard services for the 2024-2025 school year, including an increase of 3.0% from the prior year's hourly bill rate for base staffing and coverage. Last year's rate was \$30.33 per hour; the new hourly rate will be \$31.24. The administration has been pleased with the crossing guard service by Andy Frain Services, Inc. since we awarded the contract to them.

The administration recommends at the June 11, 2024 Regular Board Meeting, that the Board approves the Fifth Amendment Agreement with Andy Frain Services, Inc. to provide crossing guard services to students for the Fiscal Year 2024-2025.

Recommendation: Approval

Roll call vote to approve the Fifth Amendment Agreement with Andy Frain Services, Inc. to provide crossing guard services to students for the Fiscal Year 2024-2025.



FIFTH AMENDMENT TO SERVICE AGREEMENT

Effective July 1, 2024 (“Effective Date”), this Fifth Amendment (“Amendment”) amends certain terms and conditions of the Service Agreement made by and between Andy Frain Services, Inc. (“Contractor”) and the Board of Education of Northshore School District 112 (“Customer”) dated August 25, 2020, as follows:

WHEREAS, Customer and Contractor entered into that Service Agreement effective August 25, 2020 (the “**Agreement**”) setting forth the terms and conditions under which Contractor provides Customer certain Crossing Guard services personnel for the purpose of performing certain services (as defined in the Agreement);

WHEREAS, Customer and Contractor now wish to amend the Agreement by entering into this Amendment with such amended terms to commence as of the Effective Date; and

WHEREAS, any term not defined in this Amendment shall have the same meaning ascribed thereto in the Agreement.

NOW, THEREFORE, in consideration of the mutual agreements and promises contained herein, Customer and Contractor hereby agree to amend the Agreement as delineated below commencing as of the Effective Date:

1. **Rates.** The Parties agree that Contractor shall perform its Services during the term of July 1, 2024 through June 30, 2025 at the following hourly bill rates:

| Service Personnel | Bill Rate | OT/Holiday |
|------------------------------------|------------------|-------------------|
| Crossing Guards & Field Supervisor | \$31.24 | \$46.86 |

2. The Parties agree that this Amendment shall be incorporated by reference into and shall be made part of the Agreement. The Services as contemplated under this Amendment shall remain subject to all other terms and conditions contained in the Agreement. All other provisions of the Agreement not expressly modified herein this Amendment shall remain in full force and effect, it being understood that, in the event of a conflict between the terms of this Amendment and the Agreement, the terms of this Amendment will take precedence. For the convenience of the Parties, this Amendment may be executed in any number of counterparts, including by facsimile, electronic signature or portable document format (i.e., .PDF), each of which shall be deemed to be an original and all of which taken together shall constitute but one and the same instrument. The execution of a counterpart of the signature page of this Amendment shall be deemed to be the execution of a counterpart of this Amendment.

[SIGNATURE PAGE TO FOLLOW]



IN WITNESS WHEREOF, the parties hereto as of the day and year first written above have duly executed this Agreement.

ANDY FRAIN SERVICES, INC., an Illinois Corporation

By: _____

Laura Grund

Executive Vice President

Date: _____

THE BOARD OF EDUCATION OF NORTSHORE SCHOOL DISTRICT 112

By: _____

Name: _____

Title: _____

Date: _____



Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations

Subject: School Treasurer Appointment & School Treasurer's Bond for 2024-2025

Policy Alignment: 2:10 - Qualification, Term, and Duties of Board Officers - Treasurer

Disposition: Action

Executive Summary:

Each year the Board of Education must appoint the position of Treasurer. Along with the yearly appointment, it is necessary to secure a School Treasurer's Bond in the amount of 10% of all bonds, notes, mortgages, monies, and effects of which the Treasurer is to have custody. This year, based on the Treasurer's Bond application, the coverage amounts of the bonds have been set, in consultation with the issuer, at \$21,204,020 to cover general District money and investments.

Gallagher Insurance has submitted a quote in the amount of \$13,783 for the General School District Treasurer's Bond. The premium is much cheaper than last year, as school treasurer's bonds are now required to cover only 10% of all bonds, notes, mortgages, monies, and effects of which a treasurer is to have custody. (Last year, the mandated percentage of coverage was 25%. The law changed.)

The administration recommends at the June 11, 2024 Regular Board of Education meeting, that the Board approves obtaining the School Treasurer's Bond for the 2024-2025 school year (per the attached) from Gallagher in the coverage amount of \$21,204,020 for an annual premium of \$13,783. The bond will be effective July 1, 2024, through June 30, 2025.

Additionally, to fulfill the annual requirement of the State Board of Education, the administration recommends that the Board appoint Jeremy Davis as Treasurer of District 112 for the fiscal year 2025 for a salary of \$1.00.

Recommendation: Approval

Roll call vote to approve obtaining the School Treasurer's Bond for the 2024-2025 school year from Gallagher in the coverage amount of \$21,204,020 for an annual premium of \$13,783, and to appoint Jeremy Davis as Treasurer of North Shore School District 112 for Fiscal Year 2025 for a salary of \$1.00.

Arthur J. Gallagher Risk Management Services, LLC
 Rolling Meadows, IL 60008
 Phone: (630)773-3800

SELJO1

| | | |
|------------------|----------------|--------|
| Invoice # | 5144106 | 1 of 1 |
| ACCOUNT NUMBER | DATE | |
| NORTSHO-81 | 5/24/2024 | |
| BALANCE DUE ON | AMOUNT DUE | |
| 7/1/2024 | \$13,783.00 | |

North Shore SD 112
 445 Sheridan Road
 Highwood, IL 60040



Insurance | Risk Management | Consulting

Public Officials Bond PolicyNumber: 404246099 Company: Liberty Mutual Insurance Company Effective: 7/1/2024 to 6/30/2025

| Item # | Trans Eff Date | Due Date | Trans | Description | Amount |
|----------|----------------|----------|-------|-----------------|-------------|
| 34435708 | 7/1/2024 | 7/1/2024 | RENB | Renewal Premium | \$13,783.00 |

\$21,204,020 Treasurer - Jeremy Davis

Rate: .65/1000 @ 15% comm
 Refer to bond form for cancellation provisions

Questions, contact Jodie Sellers at 630 2854084



Total Invoice Balance: \$13,783.00

Please return this portion with your payment. Include your invoice number on your remittance to expedite processing.

SELJO1

North Shore SD 112
 445 Sheridan Road
 Highwood, IL 60040

| | |
|------------------|----------------|
| Invoice # | 5144106 |
| ACCOUNT NUMBER | DATE |
| NORTSHO-81 | 5/24/2024 |
| BALANCE DUE ON | AMOUNT DUE |
| 7/1/2024 | \$13,783.00 |
| AMOUNT PAID | |
| | |

Please send your remittance to:

Arthur J. Gallagher Risk Management Services, LLC
 P.O. Box 39735
 Chicago, IL 60694-9700

PAY ONLINE AT: WWW.AJG.COM/EZPAY



Insurance | Risk Management | Consulting



Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations

Subject: Designation of Depositories/Signers for the 2024-2025 School Year

Policy Alignment: 4:30 - Revenue and Investments

Disposition: Action

Executive Summary:

Per Board Policy 4:30, the Board of Education shall review and approve the Designation of Depositories and Signers annually. At the June 11, 2024, Regular Board of Education meeting, the administration recommends that the Board approves Mr. Jeremy Davis, Assistant Superintendent for Finance and Operations, and Mrs. Becky Hany, Director of Finance, as authorized signers to the financial institutions the District has relationships with, effective July 1, 2024.

Recommendation: Approval

Roll call vote to approve the Designation of Depositories and Signer, as presented.



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NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations
Becky Hany, Director of Finance

Subject: Tentative FY 2024-2025 Budget Update

Policy Alignment: 4:10 - Budget Planning

Disposition: Action

Executive Summary:

District 112 is required per the Illinois School Code to file an annual Board-approved budget with the County by September 30 of each year. To enhance this process, the Administration has prepared the FY 2024-2025 Tentative Budget to be discussed prior to the Final Budget currently scheduled for August 20, 2024

The Tentative Budget is primarily based on the expectations of future revenues and expenditures and relies upon the best information available at this time. It is subject to potential changes from July through the Public Hearing on the budget currently scheduled for August 2024. It includes staff and benefit projections, as well as expected capital expenditures. Detailed line items, such as supplies and purchased services, are developed and coordinated by the Business Office. The budget process is built upon participatory, “zero-based budgeting” input from budget leaders (principals and department leadership). The budget leaders engage in a cycle of meetings with the Business Office staff to gather their requests for the upcoming year. Participatory budgeting increases responsibility and ownership in decision-making, builds an understanding of school budgets, directs funds to pressing needs, and encourages budget leaders to be innovative. Zero-based budgeting (ZBB) is a process that asks administrators to build a budget from the ground up, where all expenditures must be justified and analyzed for need. The benefits of this process include challenging budget leaders to evaluate and prepare effective requests, improving operations/reducing wastefulness, and requiring requests to be aligned with the district's strategic goals.

1. Revenues

In District 112, the majority of our annual operating revenue comes from property tax receipts. This is the case with most school districts in the State of Illinois. We predict a collection rate of 99.1% for our Property Tax allocation for budgeting purposes. Our collectibility rate was 99.32%

in FY24. We decided to be conservative and budget 99.1% as we have done in previous years. The budgeted levy is \$94,350,027.82. This number includes the new recapture levy as well.

Moving on to state revenue, the Evidence-Based Funding (EBF) budget is at \$3.38 million for the coming year, a minimal increase of approximately \$3K. We budgeted for two additional state grants for FY25. We budgeted \$780,000 for the Early Childhood Block Grant and \$50,000 for the School Infrastructure/Maintenance Grant. Other state revenue was budgeted flat.

Federal revenue for next year shows minimal change, with a slight increase of \$68K, which is due to the carryover allocations from the Title grants. This comes alongside the conclusion of ESSER funding, which provided an additional \$140,000 last year. Other federal revenue was budgeted relatively flat.

We are increasing the budget for interest income from the last fiscal year by approximately \$2.36 million. This increase is primarily due to the interest we will be earning in the operating funds. If the District maintains its construction schedule, we are anticipating to receive approximately \$1.5M in interest from the referendum bonds. We will continue implementing a laddered portfolio strategy to maximize our investment returns next year. Our expected proceeds from our maturing investments have been included in the budget and we have included an estimate for our future investments.

We are projecting a decrease in Corporate Personal Property Replacement Taxes (CPPRT) to receive closer to the 2021 estimate, which is at \$1M. Once the state releases estimates for FY 2024-2025, we will update the budget to reflect those numbers. We expect to have an estimate from the state for FY 2024-2025 in August.

2. Salaries and Employee Benefits

The administration has been collaboratively developing a staffing plan since December 2023 for the upcoming school year, meeting with principals and leadership members. This in-depth analysis is based on building enrollment, special education and English Learners (EL) guidelines, retirements, class size guidelines, and teacher endorsements. We have budgeted total headcount to increase by 11.5 FTE versus the prior fiscal year.

The district continues to be a member of the Northern Illinois Health Insurance Program (NIHIP). NIHIP is a school district purchasing cooperative for health insurance, administered by Gallagher Insurance. In May 2024, the district received the renewal for FY 2024-2025, which was a 7.1% increase for the HMO plans and a 4.9% increase for the PPO plans. There is an anticipated 5.56% blended increase in health insurance costs for FY 2024-2025.

The District reached a new collective bargaining agreement with the NSEA staff in the Spring of 2024. All certified “on schedule” staff will be receiving a 6% increase pursuant to the new collective bargaining agreement. All other teachers that are “off schedule” shall receive an increase of 4%. All current classified staff will be receiving a 5% increase in FY 2024-2025.

3. IMRF Rate

The district's IMRF contribution rate for the calendar year 2024 was 6.33%. The preliminary notice for the calendar year 2025 is 6.96%. In budgeting for FY 2024-2025, we will assume a blended rate of 6.64% due to an increase in our Net Retirement Rate component of the total rate.

4. Property / Casualty and Liability Insurance Renewal

The district is a member of the Collective Liability Insurance Cooperative (CLIC) insurance pool for the property, casualty, liability, and worker's compensation. We are anticipating an overall 11% increase in our insurance costs. This was driven by a large workers' compensation increase for the upcoming school year of 21.3%. Our experience was high in 2018-2019, and it continues to negatively impact our workers' compensation rates. Next year, we anticipate a much lower increase in workers' compensation.

5. Custodial Services Renewal

The District outsources its custodial services to ABM. The new contract for FY 2024-2025 will see a 7.9% increase over our current rates.

6. Transportation

The district is in the final year of its three-year contract with First Student Transportation, which will increase by 3.4% next fiscal year. According to the contract, increases in the third year are capped at the Consumer Price Index for All Urban Consumers (CPI-U) or 5%, whichever is lower. Additionally, the Special Ed Transportation contract with Safeway Transportation will increase by 3.2% for FY 2024-2025.

7. Costs Related to Health Life Safety / Capital

From the General Obligation School Bonds issued in December 2022, we project a remaining fund balance of \$18.5 million. In FY 2024-2025, the District plans to complete renovations at Indian Trail, continue renovations at Ravinia, and begin renovations at Sherwood. We have budgeted approximately \$40.2 million for these projects, which is accounted for in the Capital Projects Fund. As the fund balance will be spent down, we plan to issue the second half of the bonds in summer 2024 in the amount of approximately \$58 million.

We will continue to invest significantly in the elementary schools next fiscal year, with \$11.4 million in operational funds budgeted for additional capital projects. The District plans to upgrade the roof at Ravinia School, convert the Oak Terrace tinkering lab into a motor lab, and modify the outdoor space to comply with the Preschool for All grant. Additionally, the District plans to replace the BluePoint security system and the firewall, refresh STEM/CMA devices, and install cell signal boosters in the three remaining schools. Also, the District plans on adding a kitchen at Edgewood, upgrading the kitchen at Northwood, and purchasing food service satellite equipment.

8. Other Expenditures

The Teaching and Learning department is planning for additional expenditures this fiscal year. We have allocated \$350K for the new Middle School ELA core curricular resource, \$550K for the Middle School Math adoption, and an additional \$300K for the potential renewal of K-5 CKLA Skills.

Special Education tuition and related expenditures are based on ongoing cases and estimates from projected enrollment and tuition costs. The district is conservatively budgeting for sufficient full-time student placements, with a \$298K increase in private tuition payments and a \$381K increase in public tuition payments. Dr. Colin has contributed input to the budget concerning special education expenditures and tuition payments for students.

9. Budget Summary

The FY 2024-2025 Preliminary Operating Budget has a deficit balance of approximately \$1.9M, with \$109.6M in revenues and \$111.6M in expenditures. This includes the Debt Service Fund Deficit of approximately \$3.6 million. With the issuance of the second set of bonds and the additional spending from Capital Projects for the renovation work at Ravinia, Indian Trail, and Sherwood, we are projecting a surplus of \$17.6 million on an all-funds basis. Additional refinement of the budget will continue through August.

BUDGET SUMMARY - The FY25 Proposed Budget All Funds is as follows:

Revenue

| | |
|----------------------------|-------------------|
| ● Education | \$ 80,797,318 |
| ● Operations & Maintenance | \$ 12,660,634 |
| ● Bond & Interest | \$ 9,274,778 |
| ● Transportation | \$ 5,635,082 |
| ● SS/IMRF | \$ 903,995 |
| ● Capital | \$ 59,757,505 |
| ● Working Cash | <u>\$ 346,800</u> |
| Total Revenue | \$ 169,376,112 |

Expenditures

| | |
|----------------------------|----------------------|
| ● Education | \$ 74,921,738 |
| ● Operations & Maintenance | \$ 16,256,576 |
| ● Bond & Interest | \$ 12,873,335 |
| ● Transportation | \$ 5,945,108 |
| ● SS/IMRF | \$ 1,561,711 |
| ● Capital | \$ 40,200,906 |
| ● Working Cash | <u>\$ 0</u> |
| Total Expenditure | \$ 151,759,374 |
| Budget Surplus/(Deficit) | <u>\$ 17,616,738</u> |

The 2024-2025 Final Budget will be presented to the Board, with any updates, at a public hearing on August 20, 2024. This process will be in preparation for formal filings with the county and state before September 30, 2024.

Subject to Board discussion and evaluation at the Regular Board Meeting on June 11, 2024, the administration will recommend that the Board approve publishing a Legal Notice to set a Public Hearing on the 2024-2025 Tentative Budget and displaying the 2024-2025 Tentative Budget for public inspection, at least 30 days prior to the public hearing.

Recommendation:

Roll call vote to approve publishing a Legal Notice to set a Public Hearing on the 2024-2025 Tentative Budget and displaying the 2024-2025 Tentative Budget for public inspection, at least 30 days prior to the public hearing.

LEGAL NOTICE OF PUBLIC HEARING

Notice is hereby given by the Board of Education of North Shore School District 112, in the County of Lake, State of Illinois, that a Public Hearing on the Tentative Budget for the fiscal year ending June 30, 2025, will be held at 7:00 P.M. on August 20, 2024, at Northwood Middle School Auditorium, located at 945 North Ave, Highland Park, IL 60035

Notice is further given that copies of the Tentative Budget will be on file and available for public inspection at the District Office at 445 Sheridan Rd. Highwood, Illinois 60040 and on the district's website at

<https://www.nssd112.org/departments/business-services/budget-information>

from June 12, 2024, through August 20, 2024.

Adoption of the Tentative Budget is scheduled to occur at the August 20, 2024 Regular Meeting of the Board.

Board of Education
North Shore School District 112
County of lake
State of Illinois

Secretary

District Type:
 School District
 Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
 School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2024 - June 30, 2025

Accounting Basis:
 Cash
 Accrual

Balanced budget; no Deficit Reduction Plan is required.

Is this an amended budget? _____
Date of Amended Budget: _____
 (MM/DD/YY)

District Name: North Shore SD 112
District RCDT No: 34049112002

If your FY2024 AFR states that you need to do a deficit reduction plan and your FY2025 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of North Shore SD 112, County of Lake,
 State of Illinois, for the Fiscal Year beginning July 1, 2024 and ending June 30, 2025.

WHEREAS the Board of Education of North Shore SD 112,
 County of Lake, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 20 day of August, 2024, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be beginning July 1, 2024 and ending June 30, 2025.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 20 day of August, 2024 by a roll call vote of _____ Yeas, and _____ Nays, to wit:

| ** MEMBERS VOTING YEA: | ** MEMBERS VOTING NAY: |
|------------------------|------------------------|
| | |
| | |
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| | |
| | |
| | |
| | |
| | |

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.
 ** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.

- (1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
- (2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?is=true>
 Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

| | A | B | C | D | E | F | G | H | I | J | K |
|----|--|--------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | <i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i> | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 3 | ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) ¹ as of July 1, 2024 | | 47,042,799 | 4,268,200 | 288,650 | 2,007,726 | 3,662,351 | 18,859,900 | 5,104,272 | 0 | 0 |
| 4 | RECEIPTS/REVENUES (without Student Activity Funds) | | | | | | | | | | |
| 5 | LOCAL SOURCES | 1000 | 73,999,159 | 12,610,634 | 8,416,731 | 4,040,184 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 6 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | STATE SOURCES | 3000 | 4,421,554 | 50,000 | 0 | 1,594,898 | 0 | 0 | 0 | 0 | 0 |
| 8 | FEDERAL SOURCES | 4000 | 2,376,605 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | Total Direct Receipts/Revenues ⁸ | | 80,797,318 | 12,660,634 | 8,416,731 | 5,635,082 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 10 | Receipts/Revenues for "On Behalf" Payments ² | 3998 | 30,000,000 | | | | | | | | |
| 11 | Total Receipts/Revenues | | 110,797,318 | 12,660,634 | 8,416,731 | 5,635,082 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 12 | DISBURSEMENTS/EXPENDITURES (without Student Activity Funds) | | | | | | | | | | |
| 13 | INSTRUCTION | 1000 | 46,857,081 | | | | 748,407 | | | 0 | |
| 14 | SUPPORT SERVICES | 2000 | 26,208,781 | 16,256,576 | | 5,945,108 | 813,241 | 40,200,906 | | 0 | 0 |
| 15 | COMMUNITY SERVICES | 3000 | 10,000 | 0 | | 0 | 63 | | | 0 | |
| 16 | PAYMENTS TO OTHER DISTRICTS & GOVT UNITS | 4000 | 1,845,876 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 17 | DEBT SERVICES | 5000 | 0 | 0 | 12,873,335 | 0 | 0 | | | 0 | 0 |
| 18 | PROVISION FOR CONTINGENCIES | 6000 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 19 | Total Direct Disbursements/Expenditures ⁹ | | 74,921,738 | 16,256,576 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | | 0 | 0 |
| 20 | Disbursements/Expenditures for "On Behalf" Payments ² | 4180 | 30,000,000 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 21 | Total Disbursements/Expenditures | | 104,921,738 | 16,256,576 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | | 0 | 0 |
| 22 | Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures | | 5,875,580 | (3,595,942) | (4,456,604) | (310,026) | (657,716) | (38,523,917) | 346,800 | 0 | 0 |
| 23 | OTHER SOURCES/USES OF FUNDS | | | | | | | | | | |
| 24 | OTHER SOURCES OF FUNDS (7000) | | | | | | | | | | |
| 25 | PERMANENT TRANSFER FROM VARIOUS FUNDS | | | | | | | | | | |
| 26 | Abolishment the Working Cash Fund ¹⁶ | 7110 | | | | | | | | | |
| 27 | Abatement of the Working Cash Fund ¹⁶ | 7110 | | | | | | | | | |
| 28 | Transfer of Working Cash Fund Interest | 7120 | | | | | | | | | |
| 29 | Transfer Among Funds | 7130 | | 3,500,000 | | | | | | | |
| 30 | Transfer of Interest | 7140 | | | | | | | | | |
| 31 | Transfer from Capital Projects Fund to O&M Fund | 7150 | | 0 | | | | | | | |
| 32 | Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund | 7160 | | 0 | | | | | | | |
| 33 | Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund | 7170 | | | 0 | | | | | | |
| 34 | SALE OF BONDS (7200) | | | | | | | | | | |
| 35 | Principal on Bonds Sold ⁴ | 7210 | | | 858,047 | | | 54,850,338 | | | |
| 36 | Premium on Bonds Sold | 7220 | | | | | | 3,230,178 | | | |
| 37 | Accrued Interest on Bonds Sold | 7230 | | | | | | | | | |
| 38 | Sale or Compensation for Fixed Assets ⁵ | 7300 | | | | | | | | | |
| 39 | Transfer to Debt Service to Pay Principal on GASB 87 Leases | 7400 | | | 0 | | | | | | |
| 40 | Transfer to Debt Service to Pay Interest on GASB 87 Leases | 7500 | | | 0 | | | | | | |
| 41 | Transfer to Debt Service Fund to Pay Principal on Revenue Bonds | 7600 | | | 2,200,000 | | | | | | |
| 42 | Transfer to Debt Service Fund to Pay Interest on Revenue Bonds | 7700 | | | 1,667,388 | | | | | | |
| 43 | Transfer to Capital Projects Fund | 7800 | | | | | | 0 | | | |
| 44 | ISBE Loan Proceeds | 7900 | | | | | | | | | |
| 45 | Other Sources Not Classified Elsewhere | 7990 | | | | | | | | | |
| 46 | Total Other Sources of Funds ⁸ | | 0 | 3,500,000 | 4,725,435 | 0 | 0 | 58,080,516 | 0 | 0 | 0 |

| 1 | A | B | C | D | E | F | G | H | I | J | K |
|----|---|--------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| | <i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i> | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 2 | | | | | | | | | | | |
| 47 | OTHER USES OF FUNDS (8000) | | | | | | | | | | |
| 49 | TRANSFER TO VARIOUS OTHER FUNDS (8100) | | | | | | | | | | |
| 50 | Abolishment or Abatement of the Working Cash Fund ¹⁶ | 8110 | | | | | | | 0 | | |
| 51 | Transfer of Working Cash Fund Interest | 8120 | | | | | | | 0 | | |
| 52 | Transfer Among Funds | 8130 | 3,500,000 | | | | | | | | |
| 53 | Transfer of Interest ⁶ | 8140 | | | | | | | | | |
| 54 | Transfer from Capital Projects Fund to O&M Fund | 8150 | | | | | | | | | |
| 55 | Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund | 8160 | | | | | | | | | |
| | Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int | 8170 | | | | | | | | | |
| 56 | Proceeds to Debt Service Fund | | | | | | | | | | |
| 57 | Taxes Pledged to Pay Principal on GASB 87 Leases | 8410 | | | | | | | | | |
| 58 | Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases | 8420 | | | | | | | | | |
| 59 | Other Revenues Pledged to Pay Principal on GASB 87 Leases | 8430 | | | | | | | | | |
| 60 | Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases | 8440 | | | | | | | | | |
| 61 | Taxes Pledged to Pay Interest on GASB 87 Leases | 8510 | | | | | | | | | |
| 62 | Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases | 8520 | | | | | | | | | |
| 63 | Other Revenues Pledged to Pay Interest on GASB 87 Leases | 8530 | | | | | | | | | |
| 64 | Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases | 8540 | | | | | | | | | |
| 65 | Taxes Pledged to Pay Principal on Revenue Bonds | 8610 | | | | | | | | | |
| 66 | Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds | 8620 | | | | | | | | | |
| 67 | Other Revenues Pledged to Pay Principal on Revenue Bonds | 8630 | | | | | | | | | |
| 68 | Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds | 8640 | | 2,200,000 | | | | | | | |
| 69 | Taxes Pledged to Pay Interest on Revenue Bonds | 8710 | | | | | | | | | |
| 70 | Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds | 8720 | | | | | | | | | |
| 71 | Other Revenues Pledged to Pay Interest on Revenue Bonds | 8730 | | | | | | | | | |
| 72 | Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds | 8740 | | 1,667,388 | | | | | | | |
| 73 | Taxes Transferred to Pay for Capital Projects | 8810 | | | | | | | | | |
| 74 | Grants/Reimbursements Pledged to Pay for Capital Projects | 8820 | | | | | | | | | |
| 75 | Other Revenues Pledged to Pay for Capital Projects | 8830 | | | | | | | | | |
| 76 | Fund Balance Transfers Pledged to Pay for Capital Projects | 8840 | | | | | | | | | |
| 77 | Transfer to Debt Service Fund to Pay Principal on ISBE Loans | 8910 | | | | | | | | | |
| 78 | Other Uses Not Classified Elsewhere | 8990 | | | | | | | | | |
| 79 | Total Other Uses of Funds ⁹ | | 3,500,000 | 3,867,388 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 80 | Total Other Sources/Uses of Fund | | (3,500,000) | (367,388) | 4,725,435 | 0 | 0 | 58,080,516 | 0 | 0 | 0 |
| 81 | ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2025 | | 49,418,379 | 304,870 | 557,481 | 1,697,700 | 3,004,635 | 38,416,499 | 5,451,072 | 0 | 0 |
| 82 | | | | | | | | | | | |
| 83 | Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2024 | | 200,000 | | | | | | | | |
| 84 | RECEIPTS/REVENUES (For Student Activity Funds) | | | | | | | | | | |
| 85 | Total Student Activity Direct Receipts/Revenues (Local Sources) | 1799 | 200,000 | | | | | | | | |
| 86 | DISBURSEMENTS/EXPENDITURES (For Student Activity Funds) | | | | | | | | | | |
| 87 | Total Student Activity Direct Disbursements/Expenditures | 1999 | 200,000 | | | | | | | | |
| 88 | Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures | | 0 | | | | | | | | |
| 89 | Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2025 | | 200,000 | | | | | | | | |
| 90 | | | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|--------|-------------|--------------------------|--------------|----------------|---------------------------------------|------------------|--------------|------|--------------------------|
| 1 | <i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i> | | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 2 | Description: Enter Whole Numbers Only | Acct # | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 91 | Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2024 | | 47,242,799 | 4,268,200 | 288,650 | 2,007,726 | 3,662,351 | 18,859,900 | 5,104,272 | 0 | 0 |
| 92 | RECEIPTS/REVENUES (All Sources with Student Activity Funds) | | | | | | | | | | |
| 93 | LOCAL SOURCES | 1000 | 74,199,159 | 12,610,634 | 8,416,731 | 4,040,184 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 94 | FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 95 | STATE SOURCES | 3000 | 4,421,554 | 50,000 | 0 | 1,594,898 | 0 | 0 | 0 | 0 | 0 |
| 96 | FEDERAL SOURCES | 4000 | 2,376,605 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 97 | Total Direct Receipts/Revenues⁸ | | 80,997,318 | 12,660,634 | 8,416,731 | 5,635,082 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 98 | Receipts/Revenues for "On Behalf" Payments ² | 3998 | 30,000,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 99 | Total Receipts/Revenues | | 110,997,318 | 12,660,634 | 8,416,731 | 5,635,082 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 100 | DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds) | | | | | | | | | | |
| 101 | INSTRUCTION | 1000 | 47,057,081 | | | | 748,407 | | | 0 | |
| 102 | SUPPORT SERVICES | 2000 | 26,208,781 | 16,256,576 | | 5,945,108 | 813,241 | 40,200,906 | | 0 | 0 |
| 103 | COMMUNITY SERVICES | 3000 | 10,000 | 0 | | 0 | 63 | | | 0 | |
| 104 | PAYMENTS TO OTHER DISTRICTS & GOVT UNITS | 4000 | 1,845,876 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 105 | DEBT SERVICES | 5000 | 0 | 0 | 12,873,335 | 0 | 0 | | | 0 | 0 |
| 106 | PROVISION FOR CONTINGENCIES | 6000 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 107 | Total Direct Disbursements/Expenditures⁹ | | 75,121,738 | 16,256,576 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | | 0 | 0 |
| 108 | Disbursements/Expenditures for "On Behalf" Payments ² | 4180 | 30,000,000 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 109 | Total Disbursements/Expenditures | | 105,121,738 | 16,256,576 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | | 0 | 0 |
| 110 | Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures | | 5,875,580 | (3,595,942) | (4,456,604) | (310,026) | (657,716) | (38,523,917) | 346,800 | 0 | 0 |
| 111 | OTHER SOURCES/USES OF FUNDS | | | | | | | | | | |
| 112 | OTHER SOURCES OF FUNDS (7000) | | | | | | | | | | |
| 113 | Total Other Sources of Funds ⁸ | | 0 | 3,500,000 | 4,725,435 | 0 | 0 | 58,080,516 | 0 | 0 | 0 |
| 114 | OTHER USES OF FUNDS (8000) | | | | | | | | | | |
| 116 | Total Other Uses of Funds ⁹ | | 3,500,000 | 3,867,388 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 117 | Total Other Sources/Uses of Fund | | (3,500,000) | (367,388) | 4,725,435 | 0 | 0 | 58,080,516 | 0 | 0 | 0 |
| 118 | ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2025 | | 49,618,379 | 304,870 | 557,481 | 1,697,700 | 3,004,635 | 38,416,499 | 5,451,072 | 0 | 0 |
| 120 | SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object) | | | | | | | | | | |
| 121 | Description | Acct # | (10) | (20) | (30) | (40) | (50) | (60) | (70) | (80) | (90) |
| 122 | | | Educational | Operations & Maintenance | Debt Service | Transportation | Municipal Retirement/ Social Security | Capital Projects | Working Cash | Tort | Fire Prevention & Safety |
| 123 | Object Name | | | | | | | | | | |
| 124 | Salaries | 100 | 48,599,031 | 1,486,144 | | 94,456 | | 0 | | 0 | 0 |
| 125 | Employee Benefits | 200 | 8,897,764 | 240,932 | | 19,122 | 1,561,711 | 0 | | 0 | 0 |
| 126 | Purchased Services | 300 | 7,973,129 | 4,979,500 | 858,997 | 5,821,530 | | 0 | | 0 | 0 |
| 127 | Supplies & Materials | 400 | 2,735,824 | 1,290,000 | | 10,000 | | 0 | | 0 | 0 |
| 128 | Capital Outlay | 500 | 3,119,235 | 8,260,000 | | 0 | | 40,200,906 | | 0 | 0 |
| 129 | Other Objects | 600 | 3,596,755 | 0 | 12,014,338 | 0 | 0 | 0 | | 0 | 0 |
| 130 | Non-Capitalized Equipment | 700 | 0 | 0 | | 0 | | 0 | | 0 | 0 |
| 131 | Termination Benefits | 800 | 0 | 0 | | 0 | | 0 | | 0 | 0 |
| 132 | Total Expenditures | | 74,921,738 | 16,256,576 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | | 0 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|
| | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety |
| 1 | | | | | | | | | | | |
| 2 | | | | | | | | | | | |
| 3 | BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2024 | | 47,042,799 | 4,268,200 | 288,650 | 2,007,726 | 3,662,351 | 18,859,900 | 5,104,272 | 0 | 0 |
| 4 | Total Direct Receipts & Other Sources⁸ | | 80,797,318 | 16,160,634 | 13,142,166 | 5,635,082 | 903,995 | 59,757,505 | 346,800 | 0 | 0 |
| 5 | OTHER RECEIPTS | | | | | | | | | | |
| 6 | Interfund Loans Payable (Loans from Other Funds) | 411 | | | | | | | | | |
| 7 | Interfund Loans Receivable (Repayment of Loans) | 141 | | | | | | | | | |
| 8 | Notes and Warrants Payable | 433 | | | | | | | | | |
| 9 | Other Current Assets | 199 | | | | | | | | | |
| 10 | Total Other Receipts | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | Total Direct Receipts, Other Sources, & Other Receipts | | 80,797,318 | 16,160,634 | 13,142,166 | 5,635,082 | 903,995 | 59,757,505 | 346,800 | 0 | 0 |
| 12 | Total Amount Available | | 127,840,117 | 20,428,834 | 13,430,816 | 7,642,808 | 4,566,346 | 78,617,405 | 5,451,072 | 0 | 0 |
| 13 | Total Direct Disbursements & Other Uses⁹ | | 78,421,738 | 20,123,964 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | 0 | 0 | 0 |
| 14 | OTHER DISBURSEMENTS | | | | | | | | | | |
| 15 | Interfund Loans Receivable (Loans to Other Funds) ¹⁰ | 141 | | | | | | | | | |
| 16 | Interfund Loans Payable (Repayment of Loans) | 411 | | | | | | | | | |
| 17 | Notes and Warrants Payable | 433 | | | | | | | | | |
| 18 | Other Current Liabilities | 499 | | | | | | | | | |
| 19 | Total Other Disbursements | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | Total Direct Disbursements, Other Uses, & Other Disbursements | | 78,421,738 | 20,123,964 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | 0 | 0 | 0 |
| 21 | ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2025 | | 49,418,379 | 304,870 | 557,481 | 1,697,700 | 3,004,635 | 38,416,499 | 5,451,072 | 0 | 0 |
| 22 | | | | | | | | | | | |
| 23 | Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2024 | | 200,000 | | | | | | | | |
| 24 | Total Direct Receipts & Other Sources⁸ | | 200,000 | | | | | | | | |
| 25 | Total Amount Available | | 400,000 | | | | | | | | |
| 26 | Total Direct Disbursements & Other Uses⁹ | | 200,000 | | | | | | | | |
| 27 | Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2025 | | 200,000 | | | | | | | | |
| 28 | | | | | | | | | | | |
| 29 | Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2024 | | 47,242,799 | 4,268,200 | 288,650 | 2,007,726 | 3,662,351 | 18,859,900 | 5,104,272 | 0 | 0 |
| 30 | Total Direct Receipts & Other Sources⁸ | | 80,997,318 | 16,160,634 | 13,142,166 | 5,635,082 | 903,995 | 59,757,505 | 346,800 | 0 | 0 |
| 31 | Total Other Receipts | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 32 | Total Direct Receipts, Other Sources, & Other Receipts | | 80,997,318 | 16,160,634 | 13,142,166 | 5,635,082 | 903,995 | 59,757,505 | 346,800 | 0 | 0 |
| 33 | Total Amount Available | | 128,240,117 | 20,428,834 | 13,430,816 | 7,642,808 | 4,566,346 | 78,617,405 | 5,451,072 | 0 | 0 |
| 34 | Total Direct Disbursements & Other Uses⁹ | | 78,621,738 | 20,123,964 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | 0 | 0 | 0 |
| 35 | Total Other Disbursements | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 36 | Total Direct Disbursements, Other Uses, & Other Disbursements | | 78,621,738 | 20,123,964 | 12,873,335 | 5,945,108 | 1,561,711 | 40,200,906 | 0 | 0 | 0 |
| 37 | Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2025 | | 49,618,379 | 304,870 | 557,481 | 1,697,700 | 3,004,635 | 38,416,499 | 5,451,072 | 0 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|
| 1 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety |
| 2 | RECEIPTS/REVENUES FROM LOCAL SOURCES (1000) | | | | | | | | | | |
| 3 | AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY | | | | | | | | | | |
| 4 | | 1100 | | | | | | | | | |
| 5 | Designated Purposes Levies ^{11 (1110-1120)} | - | 69,305,100 | 12,131,700 | 8,228,428 | 3,676,500 | | | 210,000 | | |
| 6 | Leasing Purposes Levy ¹² | 1130 | | | | | | | | | |
| 7 | Special Education Purposes Levy | 1140 | 798,300 | | | | | | | | |
| 8 | FICA and Medicare Only Levies | 1150 | | | | | | | | | |
| 9 | Area Vocational Construction Purposes Levy | 1160 | | | | | | | | | |
| 10 | Summer School Purposes Levy | 1170 | | | | | | | | | |
| 11 | Other Tax Levies (Describe & Itemize) | 1190 | | | | | | | | | |
| 12 | Total Ad Valorem Taxes Levied by District | | 70,103,400 | 12,131,700 | 8,228,428 | 3,676,500 | 0 | 0 | 210,000 | 0 | 0 |
| 13 | PAYMENTS IN LIEU OF TAXES | | | | | | | | | | |
| 14 | Mobile Home Privilege Tax | 1210 | | | | | | | | | |
| 15 | Payments from Local Housing Authority | 1220 | | | | | | | | | |
| 16 | Corporate Personal Property Replacement Taxes ¹³ | 1230 | | 100,000 | | 160,000 | 740,000 | | | | |
| 17 | Other Payments in Lieu of Taxes (Describe & Itemize) | 1290 | | | | | | | | | |
| 18 | Total Payments in Lieu of Taxes | | 0 | 100,000 | 0 | 160,000 | 740,000 | 0 | 0 | 0 | 0 |
| 19 | TUITION | | | | | | | | | | |
| 20 | Regular Tuition from Pupils or Parents (In State) | 1311 | | | | | | | | | |
| 21 | Regular Tuition from Other Districts (In State) | 1312 | | | | | | | | | |
| 22 | Regular Tuition from Other Sources (In State) | 1313 | | | | | | | | | |
| 23 | Regular Tuition from Other Sources (Out of State) | 1314 | | | | | | | | | |
| 24 | Summer School Tuition from Pupils or Parents (In State) | 1321 | | | | | | | | | |
| 25 | Summer School Tuition from Other Districts (In State) | 1322 | | | | | | | | | |
| 26 | Summer School Tuition from Other Sources (In State) | 1323 | | | | | | | | | |
| 27 | Summer School Tuition from Other Sources (Out of State) | 1324 | | | | | | | | | |
| 28 | CTE Tuition from Pupils or Parents (In State) | 1331 | | | | | | | | | |
| 29 | CTE Tuition from Other Districts (In State) | 1332 | | | | | | | | | |
| 30 | CTE Tuition from Other Sources (In State) | 1333 | | | | | | | | | |
| 31 | CTE Tuition from Other Sources (Out of State) | 1334 | | | | | | | | | |
| 32 | Special Education Tuition from Pupils or Parents (In State) | 1341 | | | | | | | | | |
| 33 | Special Education Tuition from Other Districts (In State) | 1342 | | | | | | | | | |
| 34 | Special Education Tuition from Other Sources (In State) | 1343 | | | | | | | | | |
| 35 | Special Education Tuition from Other Sources (Out of State) | 1344 | | | | | | | | | |
| 36 | Adult Tuition from Pupils or Parents (In State) | 1351 | | | | | | | | | |
| 37 | Adult Tuition from Other Districts (In State) | 1352 | | | | | | | | | |
| 38 | Adult Tuition from Other Sources (In State) | 1353 | | | | | | | | | |
| 39 | Adult Tuition from Other Sources (Out of State) | 1354 | | | | | | | | | |
| 40 | Total Tuition | | 0 | | | | | | | | |
| 41 | TRANSPORTATION FEES | | | | | | | | | | |
| 42 | Regular Transportation Fees from Pupils or Parents (In State) | 1411 | | | | 30,000 | | | | | |
| 43 | Regular Transportation Fees from Other Districts (In State) | 1412 | | | | | | | | | |
| 44 | Regular Transportation Fees from Other Sources (In State) | 1413 | | | | | | | | | |
| 45 | Regular Transportation Fees from Co-curricular Activities (In State) | 1415 | | | | | | | | | |
| 46 | Regular Transportation Fees from Other Sources (Out of State) | 1416 | | | | | | | | | |
| 47 | Summer School Transportation Fees from Pupils or Parents (In State) | 1421 | | | | | | | | | |
| 48 | Summer School Transportation Fees from Other Districts (In State) | 1422 | | | | | | | | | |
| 49 | Summer School Transportation Fees from Other Sources (In State) | 1423 | | | | | | | | | |
| 50 | Summer School Transportation Fees from Other Sources (Out of State) | 1424 | | | | | | | | | |
| 51 | CTE Transportation Fees from Pupils or Parents (In State) | 1431 | | | | | | | | | |
| 52 | CTE Transportation Fees from Other Districts (In State) | 1432 | | | | | | | | | |
| 53 | CTE Transportation Fees from Other Sources (In State) | 1433 | | | | | | | | | |
| 54 | CTE Transportation Fees from Other Sources (Out of State) | 1434 | | | | | | | | | |
| 55 | Special Education Transportation Fees from Pupils or Parents (In State) | 1441 | | | | | | | | | |
| 56 | Special Education Transportation Fees from Other Districts (In State) | 1442 | | | | | | | | | |
| 57 | Special Education Transportation Fees from Other Sources (In State) | 1443 | | | | | | | | | |
| 58 | Special Education Transportation Fees from Other Sources (Out of State) | 1444 | | | | | | | | | |
| 59 | Adult Transportation Fees from Pupils or Parents (In State) | 1451 | | | | | | | | | |
| 60 | Adult Transportation Fees from Other Districts (In State) | 1452 | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|--|---|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|
| 1 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety |
| 2 | | | | | | | | | | | |
| 61 | Adult Transportation Fees from Other Sources (In State) | 1453 | | | | | | | | | |
| 62 | Adult Transportation Fees from Other Sources (Out of State) | 1454 | | | | | | | | | |
| 63 | Total Transportation Fees | | | | | 30,000 | | | | | |
| 64 | EARNINGS ON INVESTMENTS | 1500 | | | | | | | | | |
| 65 | Interest on Investments | 1510 | 3,106,319 | 201,549 | 188,303 | 173,684 | 163,995 | 1,676,989 | 136,800 | | |
| 66 | Gain or Loss on Sale of Investments | 1520 | | | | | | | | | |
| 67 | Total Earnings on Investments | | 3,106,319 | 201,549 | 188,303 | 173,684 | 163,995 | 1,676,989 | 136,800 | 0 | 0 |
| 68 | FOOD SERVICE | 1600 | | | | | | | | | |
| 69 | Sales to Pupils - Lunch | 1611 | 145,000 | | | | | | | | |
| 70 | Sales to Pupils - Breakfast | 1612 | | | | | | | | | |
| 71 | Sales to Pupils - A la Carte | 1613 | | | | | | | | | |
| 72 | Sales to Pupils - Other (Describe & Itemize) | 1614 | | | | | | | | | |
| 73 | Sales to Adults | 1620 | | | | | | | | | |
| 74 | Other Food Service (Describe & Itemize) | 1690 | 20,000 | | | | | | | | |
| 75 | Total Food Service | | 165,000 | | | | | | | | |
| 76 | DISTRICT/SCHOOL ACTIVITY INCOME | 1700 | | | | | | | | | |
| 77 | Admissions - Athletic | 1711 | | | | | | | | | |
| 78 | Admissions - Other | 1719 | | | | | | | | | |
| 79 | Fees | 1720 | | | | | | | | | |
| 80 | Book Store Sales | 1730 | | | | | | | | | |
| 81 | Other District/School Activity Revenue (Describe & Itemize) | 1790 | | | | | | | | | |
| 82 | Student Activity Fund Revenues | 1799 | 200,000 | | | | | | | | |
| 83 | Total District/School Activity Income (without Student Activity Funds 1799) | | 0 | 0 | | | | | | | |
| 84 | Total District/School Activity Income (with Student Activity Funds 1799) | | 200,000 | | | | | | | | |
| 85 | TEXTBOOK INCOME | 1800 | | | | | | | | | |
| 86 | Textbook Rentals - Regular Textbooks | 1811 | | | | | | | | | |
| 87 | Textbook Rentals - Summer School Textbooks | 1812 | | | | | | | | | |
| 88 | Textbook Rentals - Adult/Continuing Education Textbooks | 1813 | | | | | | | | | |
| 89 | Textbook Rentals - Other (Describe & Itemize) | 1819 | | | | | | | | | |
| 90 | Textbook Sales - Regular Textbooks | 1821 | | | | | | | | | |
| 91 | Textbook Sales - Summer School | 1822 | | | | | | | | | |
| 92 | Textbook Sales - Adult/Continuing Education | 1823 | | | | | | | | | |
| 93 | Textbook Sales - Other (Describe & Itemize) | 1829 | | | | | | | | | |
| 94 | Other Textbook Income (Describe & Itemize) | 1890 | | | | | | | | | |
| 95 | Total Textbooks | | 0 | | | | | | | | |
| 96 | OTHER REVENUE FROM LOCAL SOURCES | 1900 | | | | | | | | | |
| 97 | Rentals | 1910 | | 5,000 | | | | | | | |
| 98 | Contributions and Donations from Private Sources | 1920 | | | | | | | | | |
| 99 | Impact Fees from Municipal or County Governments | 1930 | | 150,000 | | | | | | | |
| 100 | Services Provided Other Districts | 1940 | | | | | | | | | |
| 101 | Refund of Prior Years' Expenditures | 1950 | 15,000 | | | | | | | | |
| 102 | Payments of Surplus Moneys from TIF Districts | 1960 | | | | | | | | | |
| 103 | Drivers' Education Fees | 1970 | | | | | | | | | |
| 104 | Proceeds from Vendors' Contracts | 1980 | 40,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 105 | School Facility Occupation Tax Proceeds | 1983 | | | | | | | | | |
| 106 | Payment from Other Districts | 1991 | | | | | | | | | |
| 107 | Sale of Vocational Projects | 1992 | | | | | | | | | |
| 108 | Other Local Fees (Describe & Itemize) | 1993 | 544,440 | | | | | | | | |
| 109 | Other Local Revenues (Describe & Itemize) | 1999 | 25,000 | 22,385 | | | | | | | |
| 110 | Total Other Revenue from Local Sources | | 624,440 | 177,385 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 111 | Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799) | 1000 | 73,999,159 | 12,610,634 | 8,416,731 | 4,040,184 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 112 | Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799) | | 74,199,159 | | | | | | | | |
| FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000) | | | | | | | | | | | |
| 113 | | | | | | | | | | | |
| 114 | Flow-Through Revenue from State Sources | 2100 | | | | | | | | | |
| 115 | Flow-Through Revenue from Federal Sources | 2200 | | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|
| 1 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety |
| 2 | | | | | | | | | | | |
| 116 | Other Flow-Through Revenue <i>(Describe & Itemize)</i> | 2300 | | | | | | | | | |
| 117 | Total Flow-Through Receipts/Revenues From One District to Another District | 2000 | 0 | 0 | | 0 | 0 | | | | |
| 118 | RECEIPTS/REVENUES FROM STATE SOURCES (3000) | | | | | | | | | | |
| 119 | UNRESTRICTED GRANTS-IN-AID (3001-3099) | | | | | | | | | | |
| 120 | Evidence Based Funding Formula (Section 18-8.15) | 3001 | 3,376,554 | | | | | | | | |
| 121 | Reorganization Incentives (Accounts 3005-3021) | 3005 | | | | | | | | | |
| 122 | Fast Growth District Grants | 3030 | | | | | | | | | |
| 123 | Other Unrestricted Grants-In-Aid From State Sources <i>(Describe & Itemize)</i> | 3099 | | | | | | | | | |
| 124 | Total Unrestricted Grants-In-Aid | | 3,376,554 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 125 | RESTRICTED GRANTS-IN-AID (3100-3900) | | | | | | | | | | |
| 126 | SPECIAL EDUCATION | | | | | | | | | | |
| 127 | Special Education - Private Facility Tuition | 3100 | 225,000 | | | | | | | | |
| 128 | Special Education - Funding for Children Requiring Sp Ed Services | 3105 | | | | | | | | | |
| 129 | Special Education - Personnel | 3110 | | | | | | | | | |
| 130 | Special Education - Orphanage - Individual | 3120 | 35,000 | | | | | | | | |
| 131 | Special Education - Orphanage - Summer Individual | 3130 | | | | | | | | | |
| 132 | Special Education - Summer School | 3145 | | | | | | | | | |
| 133 | Special Education - Other <i>(Describe & Itemize)</i> | 3199 | | | | | | | | | |
| 134 | Total Special Education | | 260,000 | 0 | | 0 | | | | | |
| 135 | CAREER AND TECHNICAL EDUCATION (CTE) | | | | | | | | | | |
| 136 | CTE - Technical Education - Tech Prep | 3200 | | | | | | | | | |
| 137 | CTE - Secondary Program Improvement (CTEI) | 3220 | | | | | | | | | |
| 138 | CTE - WECEP | 3225 | | | | | | | | | |
| 139 | CTE - Agriculture Education | 3235 | | | | | | | | | |
| 140 | CTE - Instructor Practicum | 3240 | | | | | | | | | |
| 141 | CTE - Student Organizations | 3270 | | | | | | | | | |
| 142 | CTE - Other <i>(Describe & Itemize)</i> | 3299 | | | | | | | | | |
| 143 | Total Career and Technical Education | | 0 | 0 | | | 0 | | | | |
| 144 | BILINGUAL EDUCATION | | | | | | | | | | |
| 145 | Bilingual Education - Downstate - TPI and TBE | 3305 | | | | | | | | | |
| 146 | Bilingual Education - Downstate - Transitional Bilingual Education | 3310 | | | | | | | | | |
| 147 | Total Bilingual Education | | 0 | | | | 0 | | | | |
| 148 | State Free Lunch & Breakfast | 3360 | 5,000 | | | | | | | | |
| 149 | School Breakfast Initiative | 3365 | | | | | | | | | |
| 150 | Driver Education | 3370 | | | | | | | | | |
| 151 | Adult Education (from ICCB) | 3410 | | | | | | | | | |
| 152 | Adult Education - Other <i>(Describe & Itemize)</i> | 3499 | | | | | | | | | |
| 153 | TRANSPORTATION | | | | | | | | | | |
| 154 | Transportation - Regular and Vocational | 3500 | | | | 976,540 | | | | | |
| 155 | Transportation - Special Education | 3510 | | | | 618,358 | | | | | |
| 156 | Transportation - Other <i>(Describe & Itemize)</i> | 3599 | | | | | | | | | |
| 157 | Total Transportation | | 0 | 0 | | 1,594,898 | 0 | | | | |
| 158 | Learning Improvement - Change Grants | 3610 | | | | | | | | | |
| 159 | Scientific Literacy | 3660 | | | | | | | | | |
| 160 | Truant Alternative/Optional Education | 3695 | | | | | | | | | |
| 161 | Early Childhood - Block Grant | 3705 | 780,000 | | | | | | | | |
| 162 | Chicago General Education Block Grant | 3766 | | | | | | | | | |
| 163 | Chicago Educational Services Block Grant | 3767 | | | | | | | | | |
| 164 | School Safety & Educational Improvement Block Grant | 3775 | | | | | | | | | |
| 165 | Technology - Technology for Success | 3780 | | | | | | | | | |
| 166 | State Charter Schools | 3815 | | | | | | | | | |
| 167 | Extended Learning Opportunities - Summer Bridges | 3825 | | | | | | | | | |
| 168 | Infrastructure Improvements - Planning/Construction | 3920 | | | | | | | | | |
| 169 | School Infrastructure - Maintenance Projects | 3925 | | 50,000 | | | | | | | |
| 170 | Other Restricted Revenue from State Sources <i>(Describe & Itemize)</i> | 3999 | | | | | | | | | |
| 171 | Total Restricted Grants-In-Aid | | 1,045,000 | 50,000 | 0 | 1,594,898 | 0 | 0 | 0 | 0 | 0 |
| 172 | Total Receipts/Revenues from State Sources | 3000 | 4,421,554 | 50,000 | 0 | 1,594,898 | 0 | 0 | 0 | 0 | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|
| 1 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety |
| 173 | RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000) | | | | | | | | | | |
| 174 | UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009) | | | | | | | | | | |
| 175 | Federal Impact Aid | 4001 | 420,000 | | | | | | | | |
| 176 | Other Unrestricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize) | 4009 | | | | | | | | | |
| 177 | Total Unrestricted Grants-In-Aid Received Directly from Fed Govt | | 420,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 178 | RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090) | | | | | | | | | | |
| 179 | Head Start | 4045 | | | | | | | | | |
| 180 | Construction (Impact Aid) | 4050 | | | | | | | | | |
| 181 | MAGNET | 4060 | | | | | | | | | |
| 182 | Other Restricted Grants-In-Aid Received from Fed. Govt. (Describe & Itemize) | 4090 | | | | | | | | | |
| 183 | Total Restricted Grants-In-Aid Received Directly from Federal Govt. | | 0 | 0 | | 0 | 0 | 0 | | | 0 |
| 184 | RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999) | | | | | | | | | | |
| 185 | TITLE V | | | | | | | | | | |
| 186 | Title V - Flexibility and Accountability | 4100 | | | | | | | | | |
| 187 | Title V - SEA Projects | 4105 | | | | | | | | | |
| 188 | Title V - Rural Education Initiative (REI) | 4107 | | | | | | | | | |
| 189 | Title V - Other (Describe & Itemize) | 4199 | | | | | | | | | |
| 190 | Total Title V | | 0 | 0 | | 0 | 0 | | | | |
| 191 | FOOD SERVICE | | | | | | | | | | |
| 192 | Breakfast Start-Up Expansion | 4200 | | | | | | | | | |
| 193 | National School Lunch Program | 4210 | 250,000 | | | | | | | | |
| 194 | Special Milk Program | 4215 | 6,000 | | | | | | | | |
| 195 | School Breakfast Program | 4220 | 30,000 | | | | | | | | |
| 196 | Summer Food Service Admin/Program | 4225 | | | | | | | | | |
| 197 | Child and Adult Care Food Program | 4226 | | | | | | | | | |
| 198 | Fresh Fruit and Vegetables | 4240 | | | | | | | | | |
| 199 | Food Service - Other (Describe & Itemize) | 4299 | | | | | | | | | |
| 200 | Total Food Service | | 286,000 | | | | 0 | | | | |
| 201 | TITLE I | | | | | | | | | | |
| 202 | Title I - Low Income | 4300 | 393,227 | | | | | | | | |
| 203 | Title I - Low Income - Neglected, Private | 4305 | | | | | | | | | |
| 204 | Title I - Migrant Education | 4340 | | | | | | | | | |
| 205 | Title I - Other (Describe & Itemize) | 4399 | | | | | | | | | |
| 206 | Total Title I | | 393,227 | 0 | | 0 | 0 | | | | |
| 207 | TITLE IV | | | | | | | | | | |
| 208 | Title IV - Student Support & Academic Enrichment Grant | 4400 | | | | | | | | | |
| 209 | Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools | 4415 | | | | | | | | | |
| 210 | Title IV - 21st Century | 4421 | | | | | | | | | |
| 211 | Title IV - Other (Describe & Itemize) | 4499 | | | | | | | | | |
| 212 | Total Title IV | | 0 | 0 | | 0 | 0 | | | | |
| 213 | FEDERAL - SPECIAL EDUCATION | | | | | | | | | | |
| 214 | Federal Special Education - Preschool Flow-Through | 4600 | 35,611 | | | | | | | | |
| 215 | Federal Special Education - Preschool Discretionary | 4605 | | | | | | | | | |
| 216 | Federal Special Education - IDEA Flow Through | 4620 | 929,127 | | | | | | | | |
| 217 | Federal Special Education - IDEA Room & Board | 4625 | | | | | | | | | |
| 218 | Federal Special Education - IDEA Discretionary | 4630 | | | | | | | | | |
| 219 | Federal Special Education - IDEA - Other (Describe & Itemize) | 4699 | | | | | | | | | |
| 220 | Total Federal Special Education | | 964,738 | 0 | | 0 | 0 | | | | |
| 221 | CTE - PERKINS | | | | | | | | | | |
| 222 | CTE - Perkins-Title III Tech Prep | 4770 | | | | | | | | | |
| 223 | CTE - Other (Describe & Itemize) | 4799 | | | | | | | | | |
| 224 | Total CTE - Perkins | | 0 | 0 | | 0 | 0 | | | | |
| 225 | Federal - Adult Education | 4810 | | | | | | | | | |
| 226 | ARRA - General State Aid - Education Stabilization | 4850 | | | | | | | | | |

| 1 | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|--------|---------------------|----------------------------------|----------------------|------------------------|---|--------------------------|----------------------|--------------|----------------------------------|
| 2 | Description: Enter Whole Numbers Only | Acct # | (10) Educational | (20) Operations & Maintenance | (30) Debt Service | (40) Transportation | (50) Municipal Retirement/ Social Security | (60) Capital Projects | (70) Working Cash | (80) Tort | (90) Fire Prevention & Safety |
| 227 | ARRA - Title I - Low Income | 4851 | | | | | | | | | |
| 228 | ARRA - Title I - Neglected, Private | 4852 | | | | | | | | | |
| 229 | ARRA - Title I - Delinquent, Private | 4853 | | | | | | | | | |
| 230 | ARRA - Title I - School Improvement (Part A) | 4854 | | | | | | | | | |
| 231 | ARRA - Title I - School Improvement (Section 1003g) | 4855 | | | | | | | | | |
| 232 | ARRA - IDEA - Part B - Preschool | 4856 | | | | | | | | | |
| 233 | ARRA - IDEA - Part B - Flow-Through | 4857 | | | | | | | | | |
| 234 | ARRA - Title IID - Technology - Formula | 4860 | | | | | | | | | |
| 235 | ARRA - Title IID - Technology - Competitive | 4861 | | | | | | | | | |
| 236 | ARRA - McKinney - Vento Homeless Education | 4862 | | | | | | | | | |
| 237 | ARRA - Child Nutrition Equipment Assistance | 4863 | | | | | | | | | |
| 238 | Impact Aid Formula Grants | 4864 | | | | | | | | | |
| 239 | Impact Aid Competitive Grants | 4865 | | | | | | | | | |
| 240 | Qualified Zone Academy Bond Tax Credits | 4866 | | | | | | | | | |
| 241 | Qualified School Construction Bond Credits | 4867 | | | | | | | | | |
| 242 | Build America Bond Tax Credits | 4868 | | | | | | | | | |
| 243 | Build America Bond Interest Reimbursement | 4869 | | | | | | | | | |
| 244 | ARRA - General State Aid - Other Government Services Stabilization | 4870 | | | | | | | | | |
| 245 | Other ARRA Funds - II | 4871 | | | | | | | | | |
| 246 | Other ARRA Funds - III | 4872 | | | | | | | | | |
| 247 | Other ARRA Funds - IV | 4873 | | | | | | | | | |
| 248 | Other ARRA Funds - V | 4874 | | | | | | | | | |
| 249 | ARRA - Early Childhood | 4875 | | | | | | | | | |
| 250 | Other ARRA Funds - VII | 4876 | | | | | | | | | |
| 251 | Other ARRA Funds - VIII | 4877 | | | | | | | | | |
| 252 | Other ARRA Funds - IX | 4878 | | | | | | | | | |
| 253 | Other ARRA Funds - X | 4879 | | | | | | | | | |
| 254 | Other ARRA Funds - Ed Job Fund Program | 4880 | | | | | | | | | |
| 255 | Total Stimulus Programs | | 0 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 256 | Race to the Top Program | 4901 | | | | | | | | | |
| 257 | Race to the Top - Preschool Expansion Grant | 4902 | | | | | | | | | |
| 258 | Title III - Instruction for English Learners & Immigrant Students | 4905 | | | | | | | | | |
| 259 | Title III - English Language Acquisition | 4909 | 90,942 | | | | | | | | |
| 260 | McKinney Education for Homeless Children | 4920 | | | | | | | | | |
| 261 | Title II - Eisenhower - Professional Development Formula | 4930 | | | | | | | | | |
| 262 | Title II - Teacher Quality | 4932 | 106,698 | | | | | | | | |
| 263 | Title II - Part A - Supporting Effective Instruction - State Grants | 4935 | | | | | | | | | |
| 264 | Federal Charter Schools | 4960 | | | | | | | | | |
| 265 | State Assessment Grants | 4981 | | | | | | | | | |
| 266 | Grant for State Assessments and Related Activities | 4982 | | | | | | | | | |
| 267 | Medicaid Matching Funds - Administrative Outreach | 4991 | 25,000 | | | | | | | | |
| 268 | Medicaid Matching Funds - Fee-For-Service Program | 4992 | 90,000 | | | | | | | | |
| 269 | Other Restricted Grants Received from Fed. Govt. thru State (Describe & Itemize) | 4998 | | | | | | | | | |
| 270 | Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State | | 1,956,605 | 0 | 0 | 0 | 0 | 0 | | 0 | 0 |
| 271 | TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES | 4000 | 2,376,605 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 272 | TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799) | | 80,797,318 | 12,660,634 | 8,416,731 | 5,635,082 | 903,995 | 1,676,989 | 346,800 | 0 | 0 |
| 273 | TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799) | | 80,997,318 | | | | | | | | |

| | A | B | C | D | E | F | G | H | I | J | K |
|----|---|-------------|-------------------|----------------------------|-----------------------------|-------------------------------|-------------------------|------------------------|------------------------------------|-------------------------------|-------------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 3 | 10 - EDUCATIONAL FUND (ED) | | | | | | | | | | |
| 4 | INSTRUCTION (ED) | 1000 | | | | | | | | | |
| 5 | Regular Programs | 1100 | 23,731,102 | 3,967,229 | 650,950 | 513,977 | 34,000 | 0 | 0 | 0 | 28,897,258 |
| 6 | Tuition Payment to Charter Schools | 1115 | | | | | | | | | 0 |
| 7 | Pre-K Programs | 1125 | 638,295 | 121,807 | 8,000 | 119,575 | | | | | 887,677 |
| 8 | Special Education Programs (Functions 1200 - 1220) | 1200 | 5,770,524 | 959,769 | 818,500 | 100,470 | 10,000 | 3,600 | | | 7,662,863 |
| 9 | Special Education Programs Pre-K | 1225 | 483,515 | 79,159 | 41,148 | | | | | | 603,822 |
| 10 | Remedial and Supplemental Programs K-12 | 1250 | 1,312,038 | 221,877 | | | | | | | 1,533,915 |
| 11 | Remedial and Supplemental Programs Pre-K | 1275 | | | | | | | | | 0 |
| 12 | Adult/Continuing Education Programs | 1300 | | | | | | | | | 0 |
| 13 | CTE Programs | 1400 | | | | | | | | | 0 |
| 14 | Interscholastic Programs | 1500 | | | | | | | | | 0 |
| 15 | Summer School Programs | 1600 | 70,000 | 15,790 | | | | | | | 85,790 |
| 16 | Gifted Programs | 1650 | 736,744 | 128,875 | | | | | | | 865,619 |
| 17 | Driver's Education Programs | 1700 | | | | | | | | | 0 |
| 18 | Bilingual Programs | 1800 | 3,733,786 | 623,961 | | | | | | | 4,357,747 |
| 19 | Truant Alternative & Optional Programs | 1900 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 20 | Pre-K Programs - Private Tuition | 1910 | | | | | | | | | 0 |
| 21 | Regular K-12 Programs Private Tuition | 1911 | | | | | | | | | 0 |
| 22 | Special Education Programs K-12 Private Tuition | 1912 | | | | | | 1,962,390 | | | 1,962,390 |
| 23 | Special Education Programs Pre-K Tuition | 1913 | | | | | | | | | 0 |
| 24 | Remedial/Supplemental Programs K-12 Private Tuition | 1914 | | | | | | | | | 0 |
| 25 | Remedial/Supplemental Programs Pre-K Private Tuition | 1915 | | | | | | | | | 0 |
| 26 | Adult/Continuing Education Programs Private Tuition | 1916 | | | | | | | | | 0 |
| 27 | CTE Programs Private Tuition | 1917 | | | | | | | | | 0 |
| 28 | Interscholastic Programs Private Tuition | 1918 | | | | | | | | | 0 |
| 29 | Summer School Programs Private Tuition | 1919 | | | | | | | | | 0 |
| 30 | Gifted Programs Private Tuition | 1920 | | | | | | | | | 0 |
| 31 | Bilingual Programs Private Tuition | 1921 | | | | | | | | | 0 |
| 32 | Truants Alternative/Opt Ed Programs Private Tuition | 1922 | | | | | | | | | 0 |
| 33 | Student Activity Fund Expenditures | 1999 | | | | | | 200,000 | | | 200,000 |
| 34 | Total Instruction¹⁴ (Without Student Activity Funds 1999) | 1000 | 36,476,004 | 6,118,467 | 1,518,598 | 734,022 | 44,000 | 1,965,990 | 0 | 0 | 46,857,081 |
| 35 | Total Instruction¹⁴ (With Student Activity Funds 1999) | 1000 | 36,476,004 | 6,118,467 | 1,518,598 | 734,022 | 44,000 | 2,165,990 | 0 | 0 | 47,057,081 |
| 36 | SUPPORT SERVICES (ED) | 2000 | | | | | | | | | |
| 37 | Support Services - Pupil | 2100 | | | | | | | | | |
| 38 | Attendance & Social Work Services | 2110 | | | | 124,127 | | | | | 124,127 |
| 39 | Guidance Services | 2120 | 1,801,673 | 300,986 | | | | | | | 2,102,659 |
| 40 | Health Services | 2130 | 525,312 | 82,850 | 18,000 | 4,000 | 10,000 | | | | 640,162 |
| 41 | Psychological Services | 2140 | 584,142 | 105,350 | 15,000 | 10,000 | | | | | 714,492 |
| 42 | Speech Pathology & Audiology Services | 2150 | 1,561,686 | 266,107 | 2,000 | 3,000 | | | | | 1,832,793 |
| 43 | Other Support Services - Pupils (Describe & Itemize) | 2190 | 425,273 | 109,615 | 279,000 | 15,000 | | | | | 828,888 |
| 44 | Total Support Services - Pupil | 2100 | 4,898,086 | 864,908 | 314,000 | 156,127 | 10,000 | 0 | 0 | 0 | 6,243,121 |
| 45 | Support Services - Instructional Staff | 2200 | | | | | | | | | |
| 46 | Improvement of Instruction Services | 2210 | 525,726 | 331,569 | 1,371,034 | 1,575,365 | | 5,000 | | | 3,808,694 |
| 47 | Educational Media Services | 2220 | 1,688,366 | 285,278 | 1,689,255 | 177,370 | 3,064,235 | 2,500 | | | 6,907,004 |
| 48 | Assessment & Testing | 2230 | | | 83,000 | | | | | | 83,000 |
| 49 | Total Support Services - Instructional Staff | 2200 | 2,214,092 | 616,847 | 3,143,289 | 1,752,735 | 3,064,235 | 7,500 | 0 | 0 | 10,798,698 |
| 50 | Support Services - General Administration | 2300 | | | | | | | | | |
| 51 | Board of Education Services | 2310 | | 8,598 | 900,000 | 8,000 | | 30,000 | | | 946,598 |
| 52 | Executive Administration Services | 2320 | 476,005 | 202,320 | 8,000 | 1,500 | | 15,000 | | | 702,825 |
| 53 | Special Area Administration Services | 2330 | | | | | | | | | 0 |
| 54 | Tort Immunity Services | 2361, 2365 | 0 | 0 | 601,123 | 0 | 0 | 0 | 0 | 0 | 601,123 |
| 55 | Total Support Services - General Administration | 2300 | 476,005 | 210,918 | 1,509,123 | 9,500 | 0 | 45,000 | 0 | 0 | 2,250,546 |
| 56 | Support Services - School Administration | 2400 | | | | | | | | | |
| 57 | Office of the Principal Services | 2410 | 2,985,128 | 712,052 | 17,600 | | | | | | 3,714,780 |
| 58 | Other Support Services - School Administration (Describe & Itemize) | 2490 | | | | | | | | | 0 |
| 59 | Total Support Services - School Administration | 2400 | 2,985,128 | 712,052 | 17,600 | 0 | 0 | 0 | 0 | 0 | 3,714,780 |
| 60 | Support Services - Business | 2500 | | | | | | | | | |
| 61 | Direction of Business Support Services | 2510 | 572,737 | 125,423 | | | | | | | 698,160 |
| 62 | Fiscal Services | 2520 | 254,408 | 55,342 | 140,500 | 5,470 | | 54,500 | | | 510,220 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|-------------------|----------------------------|-----------------------------|-------------------------------|-------------------------|------------------------|------------------------------------|-------------------------------|-------------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 63 | Operation & Maintenance of Plant Services | 2540 | | | 10,000 | | | | | | 10,000 |
| 64 | Pupil Transportation Services | 2550 | | | | | | | | | 0 |
| 65 | Food Services | 2560 | | | 671,908 | 2,000 | | | | | 673,908 |
| 66 | Internal Services | 2570 | | | | 500 | | | | | 500 |
| 67 | Total Support Services - Business | 2500 | 827,145 | 180,765 | 822,408 | 7,970 | 0 | 54,500 | 0 | 0 | 1,892,788 |
| 68 | Support Services - Central | 2600 | | | | | | | | | |
| 69 | Direction of Central Support Services | 2610 | | | | | | | | | 0 |
| 70 | Planning, Research, Development & Evaluation Services | 2620 | | | | | | | | | 0 |
| 71 | Information Services | 2630 | 112,625 | 24,953 | 149,500 | | 1,000 | 10,500 | | | 298,578 |
| 72 | Staff Services | 2640 | 606,446 | 168,804 | 163,000 | 65,470 | | 3,000 | | | 1,006,720 |
| 73 | Data Processing Services | 2660 | | | | | | | | | 0 |
| 74 | Total Support Services - Central | 2600 | 719,071 | 193,757 | 312,500 | 65,470 | 1,000 | 13,500 | 0 | 0 | 1,305,298 |
| 75 | Other Support Services - Misc. (Describe & Itemize) | 2900 | 3,500 | 50 | | | | | | | 3,550 |
| 76 | Total Support Services | 2000 | 12,123,027 | 2,779,297 | 6,118,920 | 1,991,802 | 3,075,235 | 120,500 | 0 | 0 | 26,208,781 |
| 77 | COMMUNITY SERVICES (ED) | 3000 | | | | 10,000 | | | | | 10,000 |
| 78 | PAYMENTS TO OTHER DIST & GOVT UNITS (ED) | 4000 | | | | | | | | | |
| 79 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 80 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 81 | Payments for Special Education Programs | 4120 | | | 335,611 | | | | | | 335,611 |
| 82 | Payments for Adult/Continuing Education Programs | 4130 | | | | | | | | | 0 |
| 83 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |
| 84 | Payments for Community College Programs | 4170 | | | | | | | | | 0 |
| 85 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 86 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 335,611 | | | 0 | | | 335,611 |
| 87 | Payments for Regular Programs - Tuition | 4210 | | | | | | | | | 0 |
| 88 | Payments for Special Education Programs - Tuition | 4220 | | | | | | 1,510,265 | | | 1,510,265 |
| 89 | Payments for Adult/Continuing Education Programs - Tuition | 4230 | | | | | | | | | 0 |
| 90 | Payments for CTE Programs - Tuition | 4240 | | | | | | | | | 0 |
| 91 | Payments for Community College Programs - Tuition | 4270 | | | | | | | | | 0 |
| 92 | Payments for Other Programs - Tuition | 4280 | | | | | | | | | 0 |
| 93 | Other Payments to In-State Govt Units - Tuition (Describe & Itemize) | 4290 | | | | | | | | | 0 |
| 94 | Total Payments to Other Dist & Govt Units - Tuition (In State) | 4200 | | | | | | 1,510,265 | | | 1,510,265 |
| 95 | Payments for Regular Programs - Transfers | 4310 | | | | | | | | | 0 |
| 96 | Payments for Special Education Programs - Transfers | 4320 | | | | | | | | | 0 |
| 97 | Payments for Adult/Continuing Ed Programs - Transfers | 4330 | | | | | | | | | 0 |
| 98 | Payments for CTE Programs - Transfers | 4340 | | | | | | | | | 0 |
| 99 | Payments for Community College Program - Transfers | 4370 | | | | | | | | | 0 |
| 100 | Payments for Other Programs - Transfers | 4380 | | | | | | | | | 0 |
| 101 | Other Payments to In-State Govt Units - Transfers (Describe & Itemize) | 4390 | | | | | | | | | 0 |
| 102 | Total Payments to Other Dist & Govt Units-Transfers (In State) | 4300 | | | 0 | | | 0 | | | 0 |
| 103 | Payments to Other Dist & Govt Units (Out of State) | 4400 | | | | | | | | | 0 |
| 104 | Total Payments to Other Dist & Govt Units | 4000 | | | 335,611 | | | 1,510,265 | | | 1,845,876 |
| 105 | DEBT SERVICE (ED) | 5000 | | | | | | | | | |
| 106 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 107 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 108 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 109 | Corporate Personal Property Repl Tax Anticipated Notes | 5130 | | | | | | | | | 0 |
| 110 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 111 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 112 | Total Debt Service - Interest on Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 113 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 114 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 115 | PROVISION FOR CONTINGENCIES (ED) | 6000 | | | | | | | | | 0 |
| 116 | Total Direct Disbursements/Expenditures (without Student Activity Funds (1999)) | | 48,599,031 | 8,897,764 | 7,973,129 | 2,735,824 | 3,119,235 | 3,596,755 | 0 | 0 | 74,921,738 |
| 117 | Total Direct Disbursements/Expenditures (with Student Activity Funds (1999)) | | 48,599,031 | 8,897,764 | 7,973,129 | 2,735,824 | 3,119,235 | 3,796,755 | 0 | 0 | 75,121,738 |
| 118 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999) | | | | | | | | | | 5,875,580 |
| 119 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999) | | | | | | | | | | 5,875,580 |

| 1 | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|-------------------|----------------------------|-----------------------------|-------------------------------|-------------------------|------------------------|------------------------------------|-------------------------------|--------------------|
| 2 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 120 | 20 - OPERATIONS AND MAINTENANCE FUND (O&M) | | | | | | | | | | |
| 122 | SUPPORT SERVICES (O&M) | 2000 | | | | | | | | | |
| 123 | Support Services - Pupil | 2100 | | | | | | | | | |
| 124 | Other Support Services - Pupils (Describe & Itemize) | 2190 | | | | | | | | | 0 |
| 125 | Support Services - Business | 2500 | | | | | | | | | |
| 126 | Direction of Business Support Services | 2510 | | | | | | | | | 0 |
| 127 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 128 | Operation & Maintenance of Plant Services | 2540 | 1,486,144 | 240,932 | 4,979,500 | 1,290,000 | 8,260,000 | | | | 16,256,576 |
| 129 | Pupil Transportation Services | 2550 | | | | | | | | | 0 |
| 130 | Food Services | 2560 | | | | | | | | | 0 |
| 131 | Total Support Services - Business | 2500 | 1,486,144 | 240,932 | 4,979,500 | 1,290,000 | 8,260,000 | 0 | 0 | 0 | 16,256,576 |
| 132 | Other Support Services - Misc. (Describe & Itemize) | 2900 | | | | | | | | | 0 |
| 133 | Total Support Services | 2000 | 1,486,144 | 240,932 | 4,979,500 | 1,290,000 | 8,260,000 | 0 | 0 | 0 | 16,256,576 |
| 134 | COMMUNITY SERVICES (O&M) | | | | | | | | | | |
| 135 | PAYMENTS TO OTHER DIST & GOVT UNITS (O&M) | 4000 | | | | | | | | | |
| 136 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 137 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 138 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 139 | Payments for CTE Program | 4140 | | | | | | | | | 0 |
| 140 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 141 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 0 | | | 0 | | | 0 |
| 142 | Payments to Other Dist & Govt Units (Out of State) ¹⁴ | 4400 | | | | | | | | | 0 |
| 143 | Total Payments to Other Dist & Govt Unit | 4000 | | | 0 | | | 0 | | | 0 |
| 144 | DEBT SERVICE (O&M) | | | | | | | | | | |
| 145 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 146 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 147 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 148 | Corporate Personal Prop Repl Tax Anticipated Notes | 5130 | | | | | | | | | 0 |
| 149 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 150 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 151 | Total Debt Service - Interest on Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 152 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 153 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 154 | PROVISION FOR CONTINGENCIES (O&M) | | | | | | | | | | |
| 155 | Total Direct Disbursements/Expenditures | | 1,486,144 | 240,932 | 4,979,500 | 1,290,000 | 8,260,000 | 0 | 0 | 0 | 16,256,576 |
| 156 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | (3,595,942) |
| 157 | 30 - DEBT SERVICE FUND (DS) | | | | | | | | | | |
| 159 | PAYMENTS TO OTHER DIST & GOVT UNITS (DS) | 4000 | | | | | | | | | |
| 160 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 161 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 162 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 163 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 164 | Total Payments to Other Dist & Govt Units (In-State) | 4000 | | | | | | 0 | | | 0 |
| 165 | DEBT SERVICE (DS) | | | | | | | | | | |
| 166 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 167 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 168 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 169 | Corporate Personal Prop Repl Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 170 | State Aid Anticipation Certificates | 5140 | | | | | | 12,014,338 | | | 12,014,338 |
| 171 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 172 | Total Debt Service - Interest On Short-Term Debt | 5100 | | | | | | 12,014,338 | | | 12,014,338 |
| 173 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 174 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize) | 5300 | | | | | | | | | 0 |
| 175 | Debt Service - Other (Describe & Itemize) | 5400 | | | | 858,997 | | | | | 858,997 |
| 176 | Total Debt Service | 5000 | | | | 858,997 | | 12,014,338 | | | 12,873,335 |
| 177 | PROVISION FOR CONTINGENCIES (DS) | | | | | | | | | | |
| | | 6000 | | | | | | | | | 0 |

| | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|---------------|-------------------|--------------------|----------------------|----------------|---------------|---------------------------|----------------------|------------------|
| 1 | Description: Enter Whole Numbers Only | Funct # | (100) | (200) | (300) | (400) | (500) | (600) | (700) | (800) | (900) |
| 2 | | | Salaries | Employee Benefits | Purchased Services | Supplies & Materials | Capital Outlay | Other Objects | Non-Capitalized Equipment | Termination Benefits | Total |
| 178 | Total Direct Disbursements/Expenditures | | | | 858,997 | | | 12,014,338 | | | 12,873,335 |
| 179 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | (4,456,604) |
| 180 | | | | | | | | | | | |
| 181 | 40 - TRANSPORTATION FUND (TR) | | | | | | | | | | |
| 182 | SUPPORT SERVICES (TR) | 2000 | | | | | | | | | |
| 183 | Support Services - Pupils | 2100 | | | | | | | | | |
| 184 | Other Support Services - Pupils (Describe & Itemize) | 2190 | | | | | | | | | 0 |
| 185 | Support Services - Business | | | | | | | | | | |
| 186 | Pupil Transportation Services | 2550 | 94,456 | 19,122 | 5,821,530 | 10,000 | | | | | 5,945,108 |
| 187 | Other Support Services - Business (Describe & Itemize) | 2900 | | | | | | | | | 0 |
| 188 | Total Support Services | 2000 | 94,456 | 19,122 | 5,821,530 | 10,000 | 0 | 0 | 0 | 0 | 5,945,108 |
| 189 | COMMUNITY SERVICES (TR) | 3000 | | | | | | | | | 0 |
| 190 | PAYMENTS TO OTHER DIST & GOVT UNITS (TR) | 4000 | | | | | | | | | |
| 191 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 192 | Payments for Regular Program | 4110 | | | | | | | | | 0 |
| 193 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 194 | Payments for Adult/Continuing Education Programs | 4130 | | | | | | | | | 0 |
| 195 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |
| 196 | Payments for Community College Programs | 4170 | | | | | | | | | 0 |
| 197 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 198 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 0 | | | 0 | | | 0 |
| 199 | Payments to Other Dist & Govt Units (Out-of-State) (Describe & Itemize) | 4400 | | | | | | | | | 0 |
| 200 | Total Payments to Other Dist & Govt Units | 4000 | | | 0 | | | 0 | | | 0 |
| 201 | DEBT SERVICE (TR) | 5000 | | | | | | | | | |
| 202 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 203 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 204 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 205 | Corporate Personal Prop Repl Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 206 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 207 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 208 | Total Debt Service - Interest On Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 209 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 210 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) (Describe & Itemize) | 5300 | | | | | | | | | 0 |
| 211 | Debt Service - Other (Describe & Itemize) | 5400 | | | | | | | | | 0 |
| 212 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 213 | PROVISION FOR CONTINGENCIES (TR) | 6000 | | | | | | | | | 0 |
| 214 | Total Direct Disbursements/Expenditures | | 94,456 | 19,122 | 5,821,530 | 10,000 | 0 | 0 | 0 | 0 | 5,945,108 |
| 215 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | (310,026) |
| 216 | | | | | | | | | | | |
| 217 | 50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS) | | | | | | | | | | |
| 218 | INSTRUCTION (MR/SS) | 1000 | | | | | | | | | |
| 219 | Regular Program | 1100 | | 374,588 | | | | | | | 374,588 |
| 220 | Pre-K Programs | 1125 | | 35,348 | | | | | | | 35,348 |
| 221 | Special Education Programs (Functions 1200-1220) | 1200 | | 211,190 | | | | | | | 211,190 |
| 222 | Special Education Programs Pre-K | 1225 | | 28,095 | | | | | | | 28,095 |
| 223 | Remedial and Supplemental Programs K-12 | 1250 | | 20,123 | | | | | | | 20,123 |
| 224 | Remedial and Supplemental Programs Pre-K | 1275 | | 325 | | | | | | | 325 |
| 225 | Adult/Continuing Education Programs | 1300 | | | | | | | | | 0 |
| 226 | CTE Programs | 1400 | | | | | | | | | 0 |
| 227 | Interscholastic Programs | 1500 | | | | | | | | | 0 |
| 228 | Summer School Programs | 1600 | | 3,609 | | | | | | | 3,609 |
| 229 | Gifted Programs | 1650 | | 11,808 | | | | | | | 11,808 |
| 230 | Driver's Education Programs | 1700 | | | | | | | | | 0 |
| 231 | Bilingual Programs | 1800 | | 63,321 | | | | | | | 63,321 |
| 232 | Truant Alternative & Optional Programs | 1900 | | | | | | | | | 0 |
| 233 | Total Instruction | 1000 | | 748,407 | | | | | | | 748,407 |
| 234 | SUPPORT SERVICES (MR/SS) | 2000 | | | | | | | | | |
| 235 | Support Services - Pupil | 2100 | | | | | | | | | |

| 1 | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|-------------------|----------------------------|-----------------------------|-------------------------------|-------------------------|------------------------|------------------------------------|-------------------------------|------------------|
| 2 | Description: Enter Whole Numbers Only | Func# | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 236 | Attendance & Social Work Services | 2110 | | | | | | | | | 0 |
| 237 | Guidance Services | 2120 | | 22,421 | | | | | | | 22,421 |
| 238 | Health Services | 2130 | | 84,890 | | | | | | | 84,890 |
| 239 | Psychological Services | 2140 | | 10,450 | | | | | | | 10,450 |
| 240 | Speech Pathology & Audiology Services | 2150 | | 21,685 | | | | | | | 21,685 |
| 241 | Other Support Services - Pupils (Describe & Itemize) | 2190 | | 11,670 | | | | | | | 11,670 |
| 242 | Total Support Services - Pupil | 2100 | | 151,116 | | | | | | | 151,116 |
| 243 | Support Services - Instructional Staff | 2200 | | | | | | | | | |
| 244 | Improvement of Instruction Services | 2210 | | 17,573 | | | | | | | 17,573 |
| 245 | Educational Media Services | 2220 | | 112,247 | | | | | | | 112,247 |
| 246 | Assessment & Testing | 2230 | | | | | | | | | 0 |
| 247 | Total Support Services - Instructional Staff | 2200 | | 129,820 | | | | | | | 129,820 |
| 248 | Support Services - General Administration | 2300 | | | | | | | | | |
| 249 | Board of Education Services | 2310 | | | | | | | | | 0 |
| 250 | Executive Administration Services | 2320 | | 25,571 | | | | | | | 25,571 |
| 251 | Special Area Administrative Services | 2330 | | | | | | | | | 0 |
| 252 | Claims Paid from Self Insurance Fund | 2361 | | | | | | | | | 0 |
| 253 | Risk Management and Claims Services Payments | 2365 | | | | | | | | | 0 |
| 254 | Total Support Services - General Administration | 2300 | | 25,571 | | | | | | | 25,571 |
| 255 | Support Services - School Administration | 2400 | | | | | | | | | |
| 256 | Office of the Principal Services | 2410 | | 131,672 | | | | | | | 131,672 |
| 257 | Other Support Services - School Administration (Describe & Itemize) | 2490 | | | | | | | | | 0 |
| 258 | Total Support Services - School Administration | 2400 | | 131,672 | | | | | | | 131,672 |
| 259 | Support Services - Business | 2500 | | | | | | | | | |
| 260 | Direction of Business Support Services | 2510 | | 56,966 | | | | | | | 56,966 |
| 261 | Fiscal Services | 2520 | | 29,737 | | | | | | | 29,737 |
| 262 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 263 | Operation & Maintenance of Plant Service | 2540 | | 218,632 | | | | | | | 218,632 |
| 264 | Pupil Transportation Services | 2550 | | 14,784 | | | | | | | 14,784 |
| 265 | Food Services | 2560 | | | | | | | | | 0 |
| 266 | Internal Services | 2570 | | | | | | | | | 0 |
| 267 | Total Support Services - Business | 2500 | | 320,119 | | | | | | | 320,119 |
| 268 | Support Services - Central | 2600 | | | | | | | | | |
| 269 | Direction of Central Support Services | 2610 | | | | | | | | | 0 |
| 270 | Planning, Research, Development & Evaluation Services | 2620 | | | | | | | | | 0 |
| 271 | Information Services | 2630 | | 12,826 | | | | | | | 12,826 |
| 272 | Staff Services | 2640 | | 41,996 | | | | | | | 41,996 |
| 273 | Data Processing Services | 2660 | | | | | | | | | 0 |
| 274 | Total Support Services - Central | 2600 | | 54,822 | | | | | | | 54,822 |
| 275 | Other Support Services - Misc. (Describe & Itemize) | 2900 | | 121 | | | | | | | 121 |
| 276 | Total Support Services | 2000 | | 813,241 | | | | | | | 813,241 |
| 277 | COMMUNITY SERVICES (MR/SS) | 3000 | | 63 | | | | | | | 63 |
| 278 | PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS) | 4000 | | | | | | | | | |
| 279 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 280 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 281 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |
| 282 | Total Payments to Other Dist & Govt Units | 4000 | | 0 | | | | | | | 0 |
| 283 | DEBT SERVICE (MR/SS) | 5000 | | | | | | | | | |
| 284 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 285 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 286 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 287 | Corporate Personal Prop Repl Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 288 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 289 | Other Interest on Short-Term Debt (Describe & Itemize) | 5150 | | | | | | | | | 0 |
| 290 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 291 | PROVISION FOR CONTINGENCIES (MR/SS) | 6000 | | | | | | | | | 0 |
| 292 | Total Direct Disbursements/Expenditures | | | 1,561,711 | | | | 0 | | | 1,561,711 |
| 293 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | (657,716) |
| 294 | | | | | | | | | | | |
| 295 | 60 - CAPITAL PROJECTS (CP) | | | | | | | | | | |

| 1 | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|-------------------|----------------------------|-----------------------------|-------------------------------|-------------------------|------------------------|------------------------------------|-------------------------------|----------------|
| 2 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 296 | SUPPORT SERVICES (CP) | 2000 | | | | | | | | | |
| 297 | Support Services - Business | | | | | | | | | | |
| 298 | Facilities Acquisition & Construction Services | 2530 | | | | | 40,200,906 | | | | 40,200,906 |
| 299 | Other Support Services - Business (Describe & Itemize) | 2900 | | | | | | | | | 0 |
| 300 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 40,200,906 | 0 | 0 | | 40,200,906 |
| 301 | PAYMENTS TO OTHER DIST & GOVT UNITS (CP) | 4000 | | | | | | | | | |
| 302 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 303 | Payments to Regular Programs | 4110 | | | | | | | | | 0 |
| 304 | Payment for Special Education Programs | 4120 | | | | | | | | | 0 |
| 305 | Payment for CTE Programs | 4140 | | | | | | | | | 0 |
| 306 | Payments to Other Govt Units - Programs (In-State) (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 307 | Total Payments to Other Districts & Govt Units | 4000 | | | 0 | | | 0 | | | 0 |
| 308 | PROVISION FOR CONTINGENCIES (CP) | 6000 | | | | | | | | | 0 |
| 309 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 40,200,906 | 0 | 0 | | 40,200,906 |
| 310 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | (38,523,917) |
| 311 | | | | | | | | | | | |
| 312 | 70 WORKING CASH FUND (WC) | | | | | | | | | | |
| 313 | | | | | | | | | | | |
| 314 | 80 - TORT FUND (TF) | | | | | | | | | | |
| 315 | INSTRUCTION (TF) | 1000 | | | | | | | | | |
| 316 | Regular Programs | 1100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 317 | Tuition Payment to Charter Schools | 1115 | | | | | | | | | 0 |
| 318 | Pre-K Programs | 1125 | | | | | | | | | 0 |
| 319 | Special Education Programs (Functions 1200 - 1220) | 1200 | | | | | | | | | 0 |
| 320 | Special Education Programs Pre-K | 1225 | | | | | | | | | 0 |
| 321 | Remedial and Supplemental Programs K-12 | 1250 | | | | | | | | | 0 |
| 322 | Remedial and Supplemental Programs Pre-K | 1275 | | | | | | | | | 0 |
| 323 | Adult/Continuing Education Programs | 1300 | | | | | | | | | 0 |
| 324 | CTE Programs | 1400 | | | | | | | | | 0 |
| 325 | Interscholastic Programs | 1500 | | | | | | | | | 0 |
| 326 | Summer School Programs | 1600 | | | | | | | | | 0 |
| 327 | Gifted Programs | 1650 | | | | | | | | | 0 |
| 328 | Driver's Education Programs | 1700 | | | | | | | | | 0 |
| 329 | Bilingual Programs | 1800 | | | | | | | | | 0 |
| 330 | Truant Alternative & Optional Programs | 1900 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 331 | Pre-K Programs - Private Tuition | 1910 | | | | | | | | | 0 |
| 332 | Regular K-12 Programs Private Tuition | 1911 | | | | | | | | | 0 |
| 333 | Special Education Programs K-12 Private Tuition | 1912 | | | | | | | | | 0 |
| 334 | Special Education Programs Pre-K Tuition | 1913 | | | | | | | | | 0 |
| 335 | Remedial/Supplemental Programs K-12 Private Tuition | 1914 | | | | | | | | | 0 |
| 336 | Remedial/Supplemental Programs Pre-K Private Tuition | 1915 | | | | | | | | | 0 |
| 337 | Adult/Continuing Education Programs Private Tuition | 1916 | | | | | | | | | 0 |
| 338 | CTE Programs Private Tuition | 1917 | | | | | | | | | 0 |
| 339 | Interscholastic Programs Private Tuition | 1918 | | | | | | | | | 0 |
| 340 | Summer School Programs Private Tuition | 1919 | | | | | | | | | 0 |
| 341 | Gifted Programs Private Tuition | 1920 | | | | | | | | | 0 |
| 342 | Bilingual Programs Private Tuition | 1921 | | | | | | | | | 0 |
| 343 | Truants Alternative/Opt Ed Programs Private Tuition | 1922 | | | | | | | | | 0 |
| 344 | Total Instruction¹⁴ | 1000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 345 | SUPPORT SERVICES (TF) | 2000 | | | | | | | | | |
| 346 | Support Services - Pupil | 2100 | | | | | | | | | |
| 347 | Attendance & Social Work Services | 2110 | | | | | | | | | 0 |
| 348 | Guidance Services | 2120 | | | | | | | | | 0 |
| 349 | Health Services | 2130 | | | | | | | | | 0 |
| 350 | Psychological Services | 2140 | | | | | | | | | 0 |
| 351 | Speech Pathology & Audiology Services | 2150 | | | | | | | | | 0 |
| 352 | Other Support Services - Pupils (Describe & Itemize) | 2190 | | | | | | | | | 0 |
| 353 | Total Support Services - Pupil | 2100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 354 | Support Services - Instructional Staff | 2200 | | | | | | | | | |
| 355 | Improvement of Instruction Services | 2210 | | | | | | | | | 0 |

| 1 | A | B | C | D | E | F | G | H | I | J | K |
|-----|---|-------------|-------------------|----------------------------|-----------------------------|-------------------------------|-------------------------|------------------------|------------------------------------|-------------------------------|----------------|
| 2 | Description: Enter Whole Numbers Only | Funct # | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 356 | Educational Media Services | 2220 | | | | | | | | | 0 |
| 357 | Assessment & Testing | 2230 | | | | | | | | | 0 |
| 358 | Total Support Services - Instructional Staff | 2200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 359 | Support Services - General Administration | 2300 | | | | | | | | | |
| 360 | Board of Education Services | 2310 | | | | | | | | | 0 |
| 361 | Executive Administration Services | 2320 | | | | | | | | | 0 |
| 362 | Special Area Administration Services | 2330 | | | | | | | | | 0 |
| 363 | Claims Paid from Self Insurance Fund | 2361 | | | | | | | | | 0 |
| 364 | Risk Management and Claims Services Payments | 2365 | | | | | | | | | 0 |
| 365 | Total Support Services - General Administration | 2300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 366 | Support Services - School Administration | 2400 | | | | | | | | | |
| 367 | Office of the Principal Services | 2410 | | | | | | | | | 0 |
| 368 | Other Support Services - School Administration (Describe & Itemize) | 2490 | | | | | | | | | 0 |
| 369 | Total Support Services - School Administration | 2400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 370 | Support Services - Business | 2500 | | | | | | | | | |
| 371 | Direction of Business Support Services | 2510 | | | | | | | | | 0 |
| 372 | Fiscal Services | 2520 | | | | | | | | | 0 |
| 373 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 374 | Operation & Maintenance of Plant Services | 2540 | | | | | | | | | 0 |
| 375 | Pupil Transportation Services | 2550 | | | | | | | | | 0 |
| 376 | Food Services | 2560 | | | | | | | | | 0 |
| 377 | Internal Services | 2570 | | | | | | | | | 0 |
| 378 | Total Support Services - Business | 2500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 379 | Support Services - Central | 2600 | | | | | | | | | |
| 380 | Direction of Central Support Services | 2610 | | | | | | | | | 0 |
| 381 | Planning, Research, Development & Evaluation Services | 2620 | | | | | | | | | 0 |
| 382 | Information Services | 2630 | | | | | | | | | 0 |
| 383 | Staff Services | 2640 | | | | | | | | | 0 |
| 384 | Data Processing Services | 2660 | | | | | | | | | 0 |
| 385 | Total Support Services - Central | 2600 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 386 | Other Support Services - Misc. (Describe & Itemize) | 2900 | | | | | | | | | |
| 387 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 388 | COMMUNITY SERVICES (TF) | 3000 | | | | | | | | | |
| 389 | PAYMENTS TO OTHER DIST & GOVT UNITS (TF) | 4000 | | | | | | | | | |
| 390 | Payments to Other Dist & Govt Units (In-State) | 4100 | | | | | | | | | |
| 391 | Payments for Regular Programs | 4110 | | | | | | | | | 0 |
| 392 | Payments for Special Education Programs | 4120 | | | | | | | | | 0 |
| 393 | Payments for Adult/Continuing Education Programs | 4130 | | | | | | | | | 0 |
| 394 | Payments for CTE Programs | 4140 | | | | | | | | | 0 |
| 395 | Payments for Community College Programs | 4170 | | | | | | | | | 0 |
| 396 | Other Payments to In-State Govt Units - Programs (Describe & Itemize) | 4190 | | | | | | | | | 0 |
| 397 | Total Payments to Other Dist & Govt Units (In-State) | 4100 | | | 0 | | | 0 | | | 0 |
| 398 | Payments for Regular Programs - Tuition | 4210 | | | | | | | | | 0 |
| 399 | Payments for Special Education Programs - Tuition | 4220 | | | | | | | | | 0 |
| 400 | Payments for Adult/Continuing Education Programs - Tuition | 4230 | | | | | | | | | 0 |
| 401 | Payments for CTE Programs - Tuition | 4240 | | | | | | | | | 0 |
| 402 | Payments for Community College Programs - Tuition | 4270 | | | | | | | | | 0 |
| 403 | Payments for Other Programs - Tuition | 4280 | | | | | | | | | 0 |
| 404 | Other Payments to In-State Govt Units - Tuition (Describe & Itemize) | 4290 | | | | | | | | | 0 |
| 405 | Total Payments to Other Dist & Govt Units - Tuition (In State) | 4200 | | | | | | 0 | | | 0 |
| 406 | Payments for Regular Programs - Transfers | 4310 | | | | | | | | | 0 |
| 407 | Payments for Special Education Programs - Transfers | 4320 | | | | | | | | | 0 |
| 408 | Payments for Adult/Continuing Ed Programs - Transfers | 4330 | | | | | | | | | 0 |
| 409 | Payments for CTE Programs - Transfers | 4340 | | | | | | | | | 0 |
| 410 | Payments for Community College Program - Transfers | 4370 | | | | | | | | | 0 |
| 411 | Payments for Other Programs - Transfers | 4380 | | | | | | | | | 0 |
| 412 | Other Payments to In-State Govt Units - Transfers (Describe & Itemize) | 4390 | | | | | | | | | 0 |
| 413 | Total Payments to Other Dist & Govt Units-Transfers (In State) | 4300 | | | 0 | | | 0 | | | 0 |
| 414 | Payments to Other Dist & Govt Units (Out of State) | 4400 | | | | | | | | | 0 |
| 415 | Total Payments to Other Dist & Govt Units | 4000 | | | 0 | | | 0 | | | 0 |

| 1 | A | B | C | D | E | F | G | H | I | J | K |
|-----|--|-------------|-------------------|----------------------------|-----------------------------|-------------------------------|-------------------------|------------------------|------------------------------------|-------------------------------|----------------|
| | Description: Enter Whole Numbers Only | Func# | (100) Salaries | (200) Employee Benefits | (300) Purchased Services | (400) Supplies & Materials | (500) Capital Outlay | (600) Other Objects | (700) Non-Capitalized Equipment | (800) Termination Benefits | (900) Total |
| 416 | DEBT SERVICE (TF) | 5000 | | | | | | | | | |
| 417 | Debt Service - Interest on Short-Term Debt | | | | | | | | | | |
| 418 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 419 | Tax Anticipation Notes | 5120 | | | | | | | | | 0 |
| 420 | Corporate Personal Property Replacement Tax Anticipation Notes | 5130 | | | | | | | | | 0 |
| 421 | State Aid Anticipation Certificates | 5140 | | | | | | | | | 0 |
| 422 | Other Interest on Short-Term Debt <i>(Describe & Itemize)</i> | 5150 | | | | | | | | | 0 |
| 423 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 424 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i> | 5300 | | | | | | | | | 0 |
| 425 | Debt Service - Other <i>(Describe & Itemize)</i> | 5400 | | | | | | | | | 0 |
| 426 | Total Debt Service | 5000 | | | 0 | | | 0 | | | 0 |
| 427 | PROVISION FOR CONTINGENCIES (TF) | 6000 | | | | | | | | | 0 |
| 428 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 429 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |
| 430 | | | | | | | | | | | |
| 431 | 90 - FIRE PREVENTION & SAFETY FUND (FP&S) | | | | | | | | | | |
| 432 | SUPPORT SERVICES (FP&S) | 2000 | | | | | | | | | |
| 433 | Support Services - Business | 2500 | | | | | | | | | |
| 434 | Facilities Acquisition & Construction Services | 2530 | | | | | | | | | 0 |
| 435 | Operation & Maintenance of Plant Service | 2540 | | | | | | | | | 0 |
| 436 | Total Support Services - Business | 2500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 437 | Other Support Services - Misc. <i>(Describe & Itemize)</i> | 2900 | | | | | | | | | 0 |
| 438 | Total Support Services | 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 439 | PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S) | 4000 | | | | | | | | | |
| 440 | Payments to Regular Programs | 4110 | | | | | | | | | 0 |
| 441 | Payments to Special Education Programs | 4120 | | | | | | | | | 0 |
| 442 | Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i> | 4190 | | | | | | | | | 0 |
| 443 | Total Payments to Other Districts & Govt Units (FPS) | 4000 | | | | | | 0 | | | 0 |
| 444 | DEBT SERVICE (FP&S) | 5000 | | | | | | | | | |
| 445 | Debt Service - Interest on Short-Term Debt | 5100 | | | | | | | | | |
| 446 | Tax Anticipation Warrants | 5110 | | | | | | | | | 0 |
| 447 | Other Interest on Short-Term Debt <i>(Describe & Itemize)</i> | 5150 | | | | | | | | | 0 |
| 448 | Total Debt Service - Interest on Short-Term Debt | 5100 | | | | | | 0 | | | 0 |
| 449 | Debt Service - Interest on Long-Term Debt | 5200 | | | | | | | | | 0 |
| 450 | Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i> | 5300 | | | | | | | | | 0 |
| 451 | Total Debt Service | 5000 | | | | | | 0 | | | 0 |
| 452 | PROVISIONS FOR CONTINGENCIES (FP&S) | 6000 | | | | | | | | | 0 |
| 453 | Total Direct Disbursements/Expenditures | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| 454 | Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures | | | | | | | | | | 0 |

| | B | C | D | E | F | G | H | |
|----|---|---|---|---|------------|---|---|--|
| 1 | If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H. | | | | | | | |
| 2 | Revenue Check: | OK | | | | | | |
| 3 | Expenditure Check: | Error - Please describe all the expenditures. | | | | | | |
| 4 | Revenues Acct. (EstRev tab) | Amount | Describe Revenue | Expenditures Fund-Function (EstExp tab) | Amount | Describe Expenditures | | |
| 5 | 1190 | | | 10-2190 | \$ 828,888 | Student Services Department costs (Salaries, Purchased Services & S | | |
| 6 | 1290 | | | 10-2490 | | | | |
| 7 | 1614 | | | 10-2900 | \$ 3,550 | Tutoring Salaries | | |
| 8 | 1690 | \$ 20,000 | Milk fees for non national school lunch program | 10-4190 | | | | |
| 9 | 1790 | | | 10-4290 | | | | |
| 10 | 1819 | | | 10-4390 | | | | |
| 11 | 1829 | | | 10-4400 | | | | |
| 12 | 1890 | | | 10-5150 | | | | |
| 13 | 1993 | \$ 544,440 | Student Registration Fees | 20-2190 | | | | |
| 14 | 1999 | \$ 47,385 | Other revenue (Erate, Private Pay Insurance, Other Refunds) | 20-2900 | | | | |
| 15 | 2300 | | | 20-4190 | | | | |
| 16 | 3099 | | | 20-4400 | | | | |
| 17 | 3199 | | | 20-5150 | | | | |
| 18 | 3299 | | | 30-4190 | | | | |
| 19 | 3499 | | | 30-5150 | | | | |
| 20 | 3599 | | | 30-5300 | | | | |
| 21 | 3999 | | | 30-5400 | \$ 858,997 | | | |
| 22 | 4009 | | | 40-2190 | | | | |
| 23 | 4090 | | | 40-2900 | | | | |
| 24 | 4199 | | | 40-4190 | | | | |
| 25 | 4299 | | | 40-4400 | | | | |
| 26 | 4399 | | | 40-5150 | | | | |
| 27 | 4499 | | | 40-5300 | | | | |
| 28 | 4699 | | | 40-5400 | | | | |
| 29 | 4799 | | | 50-2190 | \$ 11,670 | Student Services Department Personnel IMRF | | |
| 30 | 4998 | | | 50-2490 | | | | |
| 31 | | | | 50-2900 | \$ 121 | Tutoring IMRF | | |
| 32 | | | | 50-5150 | | | | |
| 33 | | | | 60-2900 | | | | |
| 34 | | | | 60-4190 | | | | |
| 35 | | | | 80-2190 | | | | |
| 36 | | | | 80-2490 | | | | |
| 37 | | | | 80-2900 | | | | |
| 38 | | | | 80-4190 | | | | |
| 39 | | | | 80-4290 | | | | |
| 40 | | | | 80-4390 | | | | |
| 41 | | | | 80-4400 | | | | |
| 42 | | | | 80-5150 | | | | |
| 43 | | | | 80-5300 | | | | |
| 44 | | | | 80-5400 | | | | |
| 45 | | | | 90-2900 | | | | |
| 46 | | | | 90-4190 | | | | |
| 47 | | | | 90-5150 | | | | |
| 48 | | | | 90-5300 | | | | |

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)

| Description | EDUCATIONAL FUND (10) | OPERATIONS & MAINTENANCE FUND (20) | TRANSPORTATION FUND (40) | WORKING CASH FUND (70) | TOTAL |
|--|-----------------------|------------------------------------|--------------------------|------------------------|------------|
| Direct Revenues | 80,797,318 | 12,660,634 | 5,635,082 | 346,800 | 99,439,834 |
| Direct Expenditures | 74,921,738 | 16,256,576 | 5,945,108 | | 97,123,422 |
| Difference | 5,875,580 | (3,595,942) | (310,026) | 346,800 | 2,316,412 |
| Estimated Fund Balance - June 30, 2025 | 49,418,379 | 304,870 | 1,697,700 | 5,451,072 | 56,872,021 |

Balanced budget; no Deficit Reduction Plan is required.

A deficit reduction plan is required if the local board of education adopts (or amends) the 2024-2025 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2023-2024 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)

(For Local Use Only)

This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2025 budgeted expenditures over actual FY2024 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET

(Section 17-1.5 of the School Code)

School District Name: **North Shore SD 112**

RCDT Number: **34049112002**

| | | Estimated Actual Expenditures, Fiscal Year 2024 | | | | Budgeted Expenditures, Fiscal Year 2025 | | | |
|---|------------|---|-------------------------------|-----------|-----------|---|-------------------------------|-----------|-----------|
| | | (10) | (20) | (80) | | (10) | (20) | (80) | |
| Description | Funct. No. | Educational Fund | Operations & Maintenance Fund | Tort Fund | Total | Educational Fund | Operations & Maintenance Fund | Tort Fund | Total |
| 1. Executive Administration Services | 2320 | 750,035 | | | 750,035 | 702,825 | | 0 | 702,825 |
| 2. Special Area Administration Services | 2330 | | | | 0 | 0 | | 0 | 0 |
| 3. Other Support Services - School Administration | 2490 | | | | 0 | 0 | | 0 | 0 |
| 4. Direction of Business Support Services | 2510 | 579,972 | | | 579,972 | 698,160 | 0 | 0 | 698,160 |
| 5. Internal Services | 2570 | 245 | | | 245 | 500 | | 0 | 500 |
| 6. Direction of Central Support Services | 2610 | | | | 0 | 0 | | 0 | 0 |
| 7. Deduct - Early Retirement or other pension obligations required by state law and included above. | | | | | 0 | | | | 0 |
| 8. Totals | | 1,330,252 | 0 | 0 | 1,330,252 | 1,401,485 | 0 | 0 | 1,401,485 |
| 9. Estimated Percent Increase (Decrease) for FY2025 (Budgeted) over (Actual) FY 2024 | | | | | | | | | 5% |

Reference Description

- 1 Each fund balance should correspond to the fund balance reflected on the books as of June 30th - Balance Sheet Accounts #720 and #730 (audit figures, if available).
- 2 Accounting and Financial Reporting for Certain Grants and Other Financial Assistance. The "On-Behalf" Payments should only be reflected on this page (Budget Summary, Lines 10 and 20).
- 3 Requires the secretary of the school board to notify the county clerk (within 30 days of the transfer approval) to abate an equal amount of taxes to be next extended. See Sec. 10-22.14 & 17-2.11.
- 3a Requires notification to the county clerk to abate an equal amount from taxes next extended. See section 10-22.14
- 4 Principal on Bonds Sold:
- (1) Funding Bonds are to be entered in the fund or funds in which the liability occurs.
 - (2) Refunding Bonds can be entered in the Debt Services Fund only.
 - (3) Building Bonds can be entered in the Capital Projects Fund only.
 - (4) Fire Prevention and Safety Bonds can be entered in the Fire Prevention & Safety Fund only.
- 5 The proceeds from the sale of school sites, buildings, or other real estate shall be used first to pay the principal and interest on any outstanding bonds on the property being sold, and after all such bonds have been retired, the remaining proceeds from the sale next shall be used by the school board to meet any urgent district needs as determined under Sections 2-3.12 and 17-2.11 of the School Code. Once these issues have been addressed, any remaining proceeds may be used for any other authorized purpose and for deposit into any district fund.
- 6 The School Code, Section 10-22.44 prohibits the transfer of interest earned on the investment of "any funds for purposes of Illinois Municipal Retirement under the Pension Code." This prohibition does not include funds for Social Security and Medicare-only purposes. For additional requirements on interest earnings, see 23 Illinois Administrative Code, Part 100, Section 100.50.
- 7 Cash plus investments must be greater than or equal to zero.
- 8 For cash basis budgets, this total will equal the Budget Summary - Total Direct Receipts/Revenues (Line 9) plus Total Other Sources of Funds (Line 46).
- 9 For cash basis budgets, this total will equal the Budget Summary - Total Direct Disbursements/Expenditures (Line 19) plus Total Other Uses of Funds (Line 79).
- 10 Working Cash Fund loans may be made to any district fund for which taxes are levied (Section 20-5 of the School Code).
- 11 Include revenue accounts 1110 through 1115, 1117,1118 & 1120.
- 12 The School Code Section 17-2.2c. Tax for leasing educational facilities or computer technology or both, and for temporary relocation expense purposes.
- 13 Corporate personal property replacement tax revenue must be first applied to the Municipal Retirement/Social Security Fund to replace tax revenue lost due to the abolition of the corporate personal property tax (30 ILCS 115/12). This provision does not apply to taxes levied for Medicare-Only purposes.
- 14 Only tuition payments made to private facilities. See Functions 4200 or 4400 for estimated public facility disbursements/expenditures.
- 15 Payment towards the retirement of lease/purchase agreements or bonded/other indebtedness (principal only) otherwise reported within the fund - e.g.: alternate revenue bonds. (Describe & Itemize)
- 16 Only abolishment of Working Cash Fund must transfer its funds directly to the Educational Fund upon adoption of a resolution and at the close of the current school Year (see 105 ILCS 5/20-8 for further explanation)
Only abatement of working cash fund can transfer its funds to any fund in most need of money
(see 105 ILCS 5/20-10 for further explanation)



Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations

Subject: Approval of Resolution No. 240611 Setting A Hearing To Discuss
An Interfund Transfer

Policy: Policy 4:10 - Budget Planning

Disposition: Action

Executive Summary:

For various reasons, NSSD 112 needs to transfer money from its Education Fund to its Operations and Maintenance Fund this fiscal year. A permanent interfund transfer is recommended and is permitted pursuant to Section 17-2A of the *School Code* (105 ILCS 5/17-2A). Section 17-2A permits permanent interfund transfers between the Education, Operations and Maintenance, and Transportation Funds.

The administration recommends a permanent interfund transfer to cover the necessary operating costs of the School District for \$3,500,000, to be transferred from the Education Fund to the Operations and Maintenance Fund effective for the 2024-2025 school year. In order to make this interfund transfer, a public hearing must be set and held by the Board of Education through a resolution, and a notice of hearing must be published in a newspaper.

At the August 20, 2024, Regular Board of Education Meeting, the administration will recommend that the Board adopt Resolution No. 240611, Setting A Hearing To Discuss An Interfund Transfer. The administration also recommends that the Board approves publishing a legal notice, substantively per the attached draft notice, in regards to Resolution No. 240611b, Setting A Hearing To Discuss An Interfund Transfer.

Recommendation:

Roll call vote to approve Resolution No. 240611; Setting A Hearing To Discuss An Interfund Transfer, as presented and authorizing the publication of a legal notice, in regards to Resolution No. 240611, Setting A Hearing To Discuss An Interfund Transfer.

RESOLUTION 240611
OF THE BOARD OF EDUCATION OF
NORTH SHORE SCHOOL DISTRICT NO. 112
LAKE COUNTY, ILLINOIS

SETTING A HEARING TO DISCUSS AN INTERFUND TRANSFER

WHEREAS, pursuant to Section 17-2A of the *School Code* (105 ILCS 5/17-2A), the Board of Education (“Board”) of North Shore School District No. 112, Lake County, Illinois (“School District”), by proper resolution, may authorize the Treasurer of the School District to make interfund transfers between the Education, Operations and Maintenance, and Transportation Funds, and from the Tort Immunity to the Operations and Maintenance Fund; and

WHEREAS, the adoption of such resolution must follow a public hearing set by the Board or Board President that is preceded by 1) at least one notice, over the name of the Board Secretary or Clerk, published at least seven (7) days and not more than thirty (30) days prior to the hearing in a newspaper of general circulation within the School District, and 2) a notice, over the name of the Board Secretary or Clerk, posted at least forty-eight (48) hours before the hearing at the principal office of the School Board, or the building where the hearing is to be held *if a principal office does not exist*, with both notices setting forth the time, date, place and subject matter of the hearing; and

WHEREAS, the Board has determined that it is in the best interests of the School District to transfer money currently in the Educational Fund to the Operations and Maintenance Fund.

NOW, THEREFORE, It Is Hereby Resolved by the Board of Education of North Shore School District No. 112 as follows:

Section 1. The Board has determined that it is in the best interests of the School District to transfer the following amount between the following funds:

| <u>Amount</u> | <u>Transfer From</u> | <u>Transfer To</u> |
|----------------------|-----------------------------|--|
| \$3,500,000 | Educational Fund | Operations and Maintenance Fund |

Section 2. A hearing shall be held to discuss the proposed transfer on July 16, 2024, at 7:00 p.m., at Northwood Middle School Auditorium at 945 North Ave, Highland Park, Illinois, or, if needed due to pandemic social distancing requirements, by remote electronic means pursuant to procedures published with the agenda for the meeting on the District’s website at www.nssd112.org.

Section 3. The Secretary is authorized and directed to publish notice of said hearing at least seven (7) days and not more than thirty (30) days prior to the hearing in a newspaper of

general circulation within the School District, and to post a notice, at least forty-eight (48) hours before the hearing, at the principal office of the School Board. Both notices shall be in substantially the following form:

NOTICE OF HEARING

NORTH SHORE SCHOOL DISTRICT NO. 112
COUNTY OF LAKE
STATE OF ILLINOIS

NOTICE IS HEREBY GIVEN that a hearing will be held on August 20, 2024, at 7:00 p.m., at Northwood Middle School Auditorium at 945 North Ave, Highland Park, Illinois, to discuss the intention of the Board of Education of North Shore School District No. 112, Lake County, Illinois, to transfer Three Million Five Hundred Dollars (\$3,500,000) from the Educational Fund to the Operations and Maintenance Fund pursuant to Section 17-2A of the *School Code* (105 ILCS 5/17-2A).

Dated at Highland Park, Illinois, this ____ day of _____, 2024.

Secretary, Board of Education

Section 4. This Resolution shall be in full force and effect immediately upon its adoption.

ADOPTED this 11th day of June, 2024, by the following roll call vote:

AYE:

NAY:

ABSENT:

President, Board of Education

ATTEST:

Secretary, Board of Education



Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations

Subject: 2024-25 Collective Liability Insurance Coop. (CLIC) Renewal

Policy Alignment: 4:100 - Insurance Management; 4:170 Safety - Student Insurance

Disposition: Action

Executive Summary:

North Shore School District 112 has been a member of the Collective Liability Insurance Cooperative (CLIC) since July 1, 1993. CLIC provides a comprehensive, cost-effective, school-specific Risk Management Program. CLIC also provides a benefits package program and other ancillary lines of coverage needed by school districts, such as low district deductibles, high per-occurrence limits for all coverages, loss prevention services, and efficient claims administration services.

Attached is the executive summary for the property/casualty, and student accident coverage, which details the market conditions, claims histories, and cost control methods. The administration believes that being a member of CLIC allows the district to receive broader coverage with better limits than if we were to acquire this insurance on our own.

Additionally, attached is the property/casualty and student accident program cost comparison sheet showing the 2024-2025 proposed amount of \$319,930, a 4.1% increase over the prior fiscal year. Additionally, through CLIC, we have a fiduciary liability policy with a one-year term at the rate of \$2,200. That premium has remained the same as last year.

The administration recommends at the June 11, 2024 Regular Board of Education meeting, that the the Board approves the annual renewal with CLIC for the FY 2024-2025, per the attached.

Recommendation: Approval

Roll call vote to approve the annual renewal with CLIC for the FY 2024-2025, as presented.

Executive Summary

PROPERTY/CASUALTY

As CLIC on July 1, 2024 embarks upon its 42nd year of service to Illinois Public School Districts, we are honored to continue providing our services to all of you.

As we began the CLIC 2024\2025 renewal process we have continued for the past 6 years to see a “hard” market for public entities. It is clear that challenges continue on the property side of the market, but we also are seeing challenges on the casualty side of the market due to rising automobile claims, and social inflation and “nuclear” jury awards on general liability claims.

On the property side of the market, the large double digit rate increases are not as prevalent as in past years, but rate increases are still more moderate in part due to the following reasons:

- Wild fires, freezes and convective storms continue to plague the market. In fact during the second quarter of 2023 the Midwest saw catastrophic claims on 88 of 90 days. The Midwest is the new loss leader for property claims.
- The reinsurance market is experiencing its most dislocated market since 2005. This is having a direct impact on both how much protection carriers themselves can afford, and as a direct result, the limits they can offer to clients.
- Insurance to value is still part of the conversation in 2024. If clients have not had a recent appraisal within 3 years, carriers are mandating that risks get an updated appraisal.

The continued increases in loss costs and the factors driving nuclear verdicts and social inflation in casualty claims are at the fore front of concern for carriers and reinsurers. The carriers are taking a hard line stance on their books of businesses and rate increases and limit decreases are due to a few of the following reasons:

- Automobile continue to be a loss leader. Lack of qualified bus drivers in schools is driving up claims not only from a frequency stand point but from a severity standpoint.
- Increased practices such as third party litigation spending and strategies such as time limit demands are becoming the new norm.
- Legal advertising and attorney spending has reached nearly 1 billion annually. Those levels have never been seen before and are expected to continue to rise.

For CLIC 2024 Package renewal we met early with our reinsurance carrier, Great American Insurance Company, in early February. During our negotiations, it was brought up that CLIC did see some significant movement on cases involving sexual abuse, automobile liability and general liability from prior policy terms. Our reinsurers and their actuaries have taken the movement on various claim files into account when pricing the 2024 renewal. Our carrier gave us three potential models to consider for the 2024/2025 renewal. Fortunately last year (2023/2024) CLIC added an annual aggregate deductible under the casualty coverage in the amount of \$500,000 to the policy. This deductible allowed CLIC to fund through equity and not pass any costs on to our members. By keeping this in play for the 2024/2025 policy term, our reinsurance gave us a very competitive renewal in spite of increased several claims.

Our long term Boiler strategic partner, Chubb Insurance Company, has announced that CLIC again qualified for a rate guaranteed in 2024 and afforded an extension of that guarantee another year subject to a favorable loss ratio. Please remember while the rate remains the same, the exposure did increase due to higher schedule of values reported by our membership.

In regards to the excess property renewal we again negotiated a very competitive rate for the 2024/2025 policy term with our reinsuring partner Travelers. We were able to keep our program limits in place and we avoided having the carrier adding a margin clause which could penalize a district in the case of a loss if the building is not insured properly within a certain percentage of its replacement cost valuation. Our renewal rate is extremely competitive when compared to other program rates for K-12 school districts uninsured placement in Illinois, which continues to see rates in the 9-16 cent range per \$100 in value.

CLIC also has embraced upon a design study with often similar pools of our size to explore a potential property captive. The January results have been favorable and we hope to get it off the ground by July 1, 2025.

Last year we did an extensive marketing effort on CLIC's School Board legal Liability coverage. This resulted in moving the coverage to Lexington Insurance Company, which is an AIG company. Our average loss rates on this line of coverage from 2014 to 2019 exceeded 127%. Insurers typically target a loss rate of 40% - 50% to be profitable and make money. This line of coverage continues to be marred by questionable HR decisions in our schools that lead to significant EPLI claims and IEP\Due Process matters that continue to rise each year, exhausting through member deductibles and the cooperative's claims dollars through entire process. For the 2024\2025 policy term our carrier has given us a competitive renewal.

As previously discussed, the excess liability carriers continue to under quote in fear of the "nuclear" sexual abuse case, or the significant bus crash (which Illinois unfortunately did see this year) that results in the excess layers being exhausted. CLIC has experienced substantial increases in reserves on 5 claims, which required notification to higher limit carriers. We conducted an extensive marketing effort to find carriers willing to be a partners with 37 million limit in liability protection, with no exclusions for sexual abuse, TBI or Violent acts. This line of coverage will see a rate increase, but still below the average increase that educational risks have seen over the last year.

The state of the cyber market place continues to show signs of stabilization for risks that have engaged in preventative mitigation measures. We also were able to speak highly of CLIC's engagement of cyber loss control through our partnership with Secure Halo. Our first year engagement with secure Halo has gone so well that CLIC will now increase the members hours of mandatory cyber security consulting form (4) hours to (8) hours at no cost to our members. Our 2024 cyber renewal is competitive and higher limits are available to all members.

We are completing year 1 of a 2 year rate guarantee on CLIC's student accident program, with our current insuring partner Gerber. For the 2024\2025 policy term, Gerber has offered a rollover of the rate guarantee.

CLIC's remaining ancillary lines of coverage like Gallagher Crisis Protect (GCP) and pollution liability will see minimal increases. In regards to GCP world events like the riots in Hati, the ongoing Russia\Ukraine war are causing reinsurance cost to increase and be passed back into the marketplace in the form of premium increases. In regards to the Pollution Coverage the area of concern deals with mold claims. These claims,

while not frequent, can lead to a severe claim issue and 2-3 of these a year can easily negate all of the premium a carrier collects.

CLIC's 2024\2025 renewal pricing, limits and deductibles remain very competitive. We are pleased to see districts approaching us from other less competitive pooled programs, seeking to join CLIC. These districts recognize that CLIC offers more than just cost savings. They appreciate our comprehensive coverage offerings and the tools we provide to help improve their claims processes and ensure the safety of their schools.

CLIC continues to build upon its status in the Self-Insured pool world as one of the premier Scholastic Risk Management Cooperatives.

We would like to thank you and your staff for your support and cooperation you exhibit to our team.

Yours Truly,



Michael J. McHugh
Area Senior Executive Vice President
Program Administrator



Tyler MacKenzie
Account Executive – Key Accounts
Program Administrator



Byron Given
Branch President
Program Administrator



Collective Liability Insurance Cooperative (CLIC)
North Shore School District #112
 Member Cost Comparison

| Coverage Description | Additional Description | 2023-2024 | 2024-2025 | % Change |
|---|---------------------------------|------------------|------------------|-------------|
| Fixed Costs | | | | |
| Package (includes General Liability, Auto Liability, Garage Liability, Police Professional/Security Guards, Bullying and Crime) | | \$7,249 | \$8,400 | |
| Property (including Auto Physical Damage) | \$500,000,000 Limit | \$74,993 | \$80,776 | |
| Boiler & Machinery | | \$5,901 | \$5,823 | |
| School Board Legal Liability | \$40,000 Deductible | \$13,392 | \$14,506 | |
| Excess Liability | \$41M xs \$1M Limit | \$19,423 | \$24,352 | |
| Student Accident - Mandatory | | \$13,399 | \$13,885 | |
| Student Accident - Catastrophic | | \$3,671 | \$3,804 | |
| Pollution Liability | | \$4,319 | \$4,440 | |
| Primary Cyber Liability ⁽¹⁾ | \$2M Limit; \$25,000 Deductible | \$37,800 | \$29,934 | |
| Excess Cyber Liability | \$1M Limit | \$10,872 | \$10,872 | |
| Crisis Protect | | \$1,931 | \$2,068 | |
| RPA Administration Fee | | \$12,776 | \$13,287 | |
| Gallagher Bassett Services Claims Administration Fee | | \$2,268 | \$2,378 | |
| Gallagher Bassett Services Loss Control Fee | | \$995 | \$995 | |
| CLIC Program Management Operating Fee | | N/A | N/A | |
| Total Fixed Costs | | \$208,989 | \$215,520 | 3.1% |

| | | | | |
|---|--|-----------------|------------------|-------------|
| Variable Costs | | | | |
| Loss Fund - Package | includes actuarial debit/credit ⁽²⁾ | \$57,754 | \$68,773 | |
| Actuarial Debit/Credit - Package | | 6.8% | 20.0% | |
| Loss Fund - School Board Legal Liability | includes actuarial debit/credit ⁽²⁾ | \$40,639 | \$35,637 | |
| Actuarial Debit/Credit - School Board Legal Liability | | 20.0% | -11.7% | |
| Total Variable Costs | | \$98,393 | \$104,410 | 6.1% |

| | | | | |
|---|--|------------------|------------------|-------------|
| Statistical Information | | | | |
| Total Insurable Values (Includes Vehicles) | | \$312,667,387 | \$308,304,118 | -1.4% |
| Students | | 3,671 | 3,804 | 3.6% |
| Vehicles | | 12 | 13 | 8.3% |
| Total Property & Casualty Program Costs: | | \$307,382 | \$319,930 | 4.1% |

(1) Full Limit for Ransomware. If your district is not receiving the "Full Limit" for Ransomware that means your district is receiving a sublimit as Multi-Factor Authentication (MFA) was not being completely engaged when renewal info was collected this past January. This sublimit can be removed with completion of the MFA Attestation form included in your district's electronic packet to be delivered week of 5/20.

(2) Actuarial Debit/Credit is provided by independent audit firm Milliman, Inc. based on each district's loss experience for the past 5 years, not including the current year.



INSPIRE • INNOVATE • ENGAGE

NORTH SHORE
SCHOOL DISTRICT 112

Date: June 11, 2024

To: Dr. Michael Lubelfeld, Superintendent of Schools
Members of the Board of Education

From: Jeremy Davis, Assistant Superintendent for Finance and Operations

Subject: 2024-25 Collective Liability Insurance Coop. (CLIC) Worker's
Compensation Program Renewal

Policy Alignment: 4:100 - Insurance Management

Disposition: Action

Executive Summary:

North Shore School District 112 has been a member of the Collective Liability Insurance Cooperative (CLIC) Worker's Compensation Program since July 1, 2007. CLIC Worker's Compensation Program offers cost-effective, stable pricing and many risk management tools to assist a member in controlling and reducing their losses. Currently, CLIC has about 150 member districts in the Worker's Compensation Program.

Attached is the executive summary for the worker's compensation renewal, which details the market conditions, cost containment changes, and other factors impacting renewals. Also attached is the worker's compensation cost comparison sheet showing the 2024-2025 proposed amount of \$249,509, representing a premium *increase* of 21.3%, or \$43,836. The District had a bad year in 2018-2019, and that year will fall "off the books" next year. Thus, I do not anticipate a large increase in worker's compensation the year after 2024-2025 (FY26). The large increase should be limited to this upcoming school year as long as we do not have another bad year of claims.

The administration recommends at the June 11, 2024 Regular Board of Education meeting, that the Board approves the annual CLIC Worker's Compensation Program renewal for the fiscal year 2024-2025, per the attached.

Recommendation: Approval

Roll call vote to approve the annual CLIC Worker's Compensation Program renewal for the fiscal year 2024-2025, as presented.

Executive Summary

As the CLIC Workers' Compensation begins its 24th year of services to Illinois school districts, we would like to thank each of you for allowing us to be of service and to help your districts mitigate workers compensation losses.

The Workers Compensation marketplace for schools continue to see a limited marketplace. This limited marketplace is driven by the following factors:

- Inflation-Drives up Medical costs which in turn drives up claim costs.
- Medical advancements which improve mortality patterns for older Americans
- Work force continues to age which insure people are retiring from the workforce much later in life. The 65 retirement age is closer to 70 years old today.

In order to combat the rising costs of claims & medical inflation CLIC begins its tenth year of a dedicated claims services team with Sedgwick Claims Management Services. We currently have a dedicated claims team of five (5) individuals who all they do is handle CLIC claims on a daily basis. The team handles over 2,000 claims a year.

Throughout the dedication efforts of the Sedgwick team it continues to allow us to accomplish a number of achievements over the years. A few examples of those achievements are as follows:

- Based on CLIC's fiscal year audit 2023 CLIC's net position of estimated surplus for workers' compensation statements at \$27,061,349.
- The Sedgwick loss control program continues to be a benefit to our members. The many of services offered by Sedgwick continues to expand. Our members used 227 out of 212 required service elements during the past year.
- The company nurse partnership continues to be a great asset for our members. Our reporting of claims or lag time of reporting claims has continued to improve. We now average a 2 day reporting lag of claims which is down from the previous four day average.
- The CLIC Ad-HOC Committee which consists of your peers meets monthly to review settlements that Sedgwick will present to the CLIC Executive Committee on a monthly basis.

In regards to our 24/25 renewal, the NCCI Illinois Workers' Compensation rates for school related class codes decreased on average by over 9.46%. What this means to each district is that many of you will see your districts experience modification factor increase. This is because of the Expected Loss Rate (ELR). The ELR is a correlating rate to the NCCI premium rates. The ELR is used in the formulation of your districts experience modification factors.

The ELR compares your districts actual losses with the losses that would be expected for a school district of your payroll size. This is done by multiplying a districts payroll (per \$100) for a given class code by that class codes ELR. The lower the ELR for each class code the more challenging it is to lower or maintain a lower Experience Modification factor. This is because the lower the ELR is "Raising the bar" for what your expected losses are so even if your actual loss activity remains stable your mod is probably increasing since your actual losses are not decreasing.

The Cooperative's estimated payrolls for 2024 are increasing by 4.8% to a new figure of \$3,868,297,058. We presented our renewal data to our incumbent carrier Safety National to discuss our renewal strategy and our competition within the state of Illinois.

Based upon our discussions we came to agreeable market terms and conditions. We reviewed and received three alternative options from our partner Safety National. All of the options we reviewed were competitively priced based upon the Cooperative's five year loss history and payroll history. In addition Safety National will continue to provide a \$25,000 grant to CLIC for Loss Control Services. It's our recommendation that CLIC continues its partnership with Safety National and review the \$1,000,000 SIR option.

On behalf of our Gallagher CLIC team, we want to thank each of you and your staff for your cooperation during the renewal process and for your continued support of CLIC.

Yours truly,



Michael J. McHugh
Area Senior Executive Vice President
Program Administrator



Tyler MacKenzie
Account Executive – Key Accounts
Program Administrator



Byron Given
Branch President
Program Administrator



Collective Liability Insurance Cooperative (CLIC)
North Shore School District #112
 Member Cost Comparison

| Coverage Description | 2023-2024 | 2024-2025 | % Change |
|---|---------------------|---------------------|--------------|
| Payroll Information | | | |
| 7380 – Drivers | \$0 | \$0 | |
| 8868 – Teachers/Professionals | \$43,550,144 | \$44,855,487 | |
| 9082 – Cafeteria | \$0 | \$0 | |
| 9101 – Maintenance/All Other | \$1,256,231 | \$1,279,395 | |
| Total Payroll | \$44,806,375 | \$46,134,882 | 3.0% |
| Experience Modification Factor (MOD) | 0.93 | 1.28 | 37.6% |
| Modified Premium | \$143,118 | \$185,461 | 29.6% |

| | | | |
|------------------------------------|-----------------|-----------------|--------------|
| Fixed Costs | | | |
| Worker's Compensation Premium | \$9,257 | \$10,715 | |
| RPA Administration Fee | \$12,784 | \$13,295 | |
| Sedgwick Claims Administration Fee | \$9,813 | \$9,980 | |
| Sedgwick Loss Control Fee | \$985 | \$2,955 | |
| Total Fixed Costs | \$32,839 | \$36,945 | 12.5% |

| | | | |
|--|------------------|------------------|--------------|
| Variable Costs | | | |
| Loss Fund – Initial 100% | \$179,974 | \$236,462 | |
| Actuarial Debit/Credit | -4.0% | -10.1% | |
| Loss Fund – 100% with Actuarial Debit/Credit | \$172,834 | \$212,564 | |
| High/Low Plan 10% Supplemental Loss Fund Contribution, if applicable | \$0 | \$0 | |
| Total Loss Fund w/Debit/Credit and High/Low | \$172,834 | \$212,564 | 23.0% |
| Total Worker's Compensation Program Costs: | \$205,673 | \$249,509 | 21.3% |



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NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024
To: Members of the Board of Education
From: Dr. Holly Colin, Asst. Superintendent for Student Services
Subject: NSEA Memorandum of Understanding- Related Service Pay

Policy Alignment: 5:35 Compliance with Fair Labor Standards Act

Disposition: Approval

Executive Summary:

Due to the absence of a school psychologist at Red Oak School this year, members of the Student Services team incurred additional responsibilities. These responsibilities were specific to initial evaluations.

The District and the North Shore Education Association, respectively, wish to memorialize their agreement regarding the payment for additional responsibilities to certain staff incurred due to the vacant psychologist position at Red Oak Elementary School in the 2023-24 school year. To that end, the parties agree to the following:

- The Board and the NSEA agree to pay the employees listed in the MOU for responsibilities incurred due to an unfilled psychologist position at Red Oak Elementary School.
- Compensation is \$60.00 per hour and payment will be issued in the June 30, 2024 pay period.

This Memorandum of Understanding is non-precedential. This Memorandum of Understanding shall not modify, amend, or supersede the terms or conditions set forth in the respective current Collective Bargaining Agreements outside of the terms in sections 1 and 2 as noted above.

Recommendation:

Roll Call vote to approve the Memorandum of Understanding Between the District 112 Board of Education and the North Shore Education Association Regarding Related Services Coverage Pay, as presented.

**Memorandum of Understanding Between
North Shore School District 112 and the
North Shore Education Association (IEA/NSEA)
Regarding Related Services Coverage Pay**

The District and the North Shore Education Association, respectively, wish to memorialize their agreement regarding the payment for additional responsibilities to certain staff incurred due to the vacant psychologist position at Red Oak Elementary School in the 2023-24 school year. To that end, the parties agree to the following:

Section 1. The Board and the NSEA agree to pay the employees listed in the table for responsibilities incurred due to an unfilled psychologist position at Red Oak Elementary School.

Section 2. The pay is \$60.00 per hour and payment will be issued in the June 30, 2024 pay period.

| Employee Name | Hourly Rate | Total Hours | Total Pay |
|------------------|-------------|-------------|-----------|
| Kim, Sharon | \$60.00 | 8 | \$480 |
| Jacoby, Jennifer | \$60.00 | 8.5 | \$510 |
| Polivka, Nori | \$60.00 | 6.75 | \$405 |
| Howe, Colleen | \$60.00 | 7 | \$420 |

This Memorandum of Understanding is non-precedential. This Memorandum of Understanding shall not modify, amend, or supersede the terms or conditions set forth in the respective current Collective Bargaining Agreements outside of the terms in sections 1 and 2 as noted above.

This Memorandum of Understanding is agreed to and authorized by the signatures of the parties' representatives as set forth below.

Board of Education, North Shore School District 112

Date

North Shore Education Association President

Date



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NORTH SHORE

SCHOOL DISTRICT 112

Date: June 11, 2024
To: Members of the Board of Education
From: Dr. Holly Colin, Asst. Superintendent for Student Services
Subject: FY25 Consolidated Dist. Plan & Title I Schoolwide Plans, Red Oak, Oak Terrace & Northwood

Disposition: Approval

Executive Summary:

The Consolidated District Plan streamlines the federal grant application and the management process. It reduces the burden on grantees and supports holistic service to students. The Consolidated District Plan (CDP) ensures meaningful collaboration between grant managers and assists ISBE in understanding each grantee in order to provide improved assistance grounded in equity across educational programs and services.

All Illinois school districts are required to submit the CDP in order to begin the process of applying for federal grants. The CDP is designed to promote collaboration among district administrators and stakeholders and allows the grantee to answer one set of planning questions to meet the requirements of all Federal formula grants (e.g., Title I, II, III, Title IV, and IDEA).

North Shore School District 112 must have an approved Consolidated District Plan in order to receive final approval on Federal grant applications. Dr. Holly Colin and Dr. Leah Kimmelman collaborated to complete the Consolidated District Plan as part of the coordination of the following federal grants:

- Title I, Part A - Improving Basic Programs
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Education Program
- IDEA, Part B - Flow-Through
- IDEA, Part B - Preschool
- ARP-EESER III (Elementary and Secondary Emergency Relief III)

Recommendation:

Roll Call vote to approve the 2024-25 Consolidated District Plan & Title I Schoolwide Plans for Red Oak, Oak Terrace & Northwood as presented.

eGrant Management System

Printed Copy of Application

Applicant: NORTH SHORE SD 112

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: NORTH SHORE SD 112

Date Generated: 6/3/2024 11:00:43 AM

Generated By: kimmelman

1. Contact Information for Person Completing This Form

Last Name*

Colin

Phone*

224 765 3048

Extension

First Name*

Holly

Middle Initial

Email*

hcolin@nssd112.org

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

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

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

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

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

((count) of 2500 maximum characters used)

North Shore School District Board of Education Policies 5:10 and 7:10 address equal opportunities and access for students, staff, and other beneficiaries. In addition, both policies serve to prevent the six barriers of gender, race, national origin, color, disability, or age. This includes the appointment of a nondiscrimination coordinator. All students and district employees, regardless of gender, race, national origin, color, disability or age will have access to the District's federally funded programs. Administrators, teachers, and instructional staff receive annual training to ensure all students are included in every aspect of the curriculum including extracurricular activities. There are no barriers identified to preventing participation. Students' special needs are identified on an individual basis through a 504 or Individualized Education Plan and accommodations/modifications are provided per the plan that is developed. Staff receive training on how to ensure individual student needs are supported and appropriate services are provided. Staff members' special needs are identified on an individual basis and ADA accommodations are provided per a plan that is developed with Personnel Services. Administrators receive training on how to ensure that employee special needs are met and appropriate support is provided.

3. Bilingual Program Director Assurance

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

558

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

4. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

Some pages display sections based on which grants were selected on the Funding page as anticipated as funded. To change the sections that display, return to the Funding page and select or de-select grants for which funding is anticipated.

*Required field, applicable for all funding sources

Amendments

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

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

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

Plan Changes

Provide a brief description of the changes which have been made to the APPROVED initial application for the fiscal year or a subsequent APPROVED amendment with this amendment. Include the name of any page that was changed.

[[count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2024-2025.* [1]

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

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

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

The grant directors responsible for administering and overseeing the grants collaborate to ensure that a coordinated plan is developed and that funding resources are maximized, aligned, and not duplicitous. The LEA will align federal resources to support academic and social emotional needs of all students, with a focus on students with a status of low-income, English learner, and special education for the related federal funds. Funding will be utilized to provide staffing for academic interventions; social emotional supports; and services based on student eligibility for special education services or language development. The professional development emphasis will include improving instruction for all children and evidenced-based strategies to engage all learners and their families. Additional professional development will be provided to staff based on identified student needs from various data sources utilized in our district survey tools. Parent and community support will be provided based on identified needs from various data sources utilized in our local survey tools.

Response from the approved prior year Consolidated District Plan.

The grant directors responsible for administering and overseeing the grants collaborate to ensure that a coordinated plan is developed and that funding resources are maximized, aligned, and not duplicitous. The LEA will align federal resources to support academic and social emotional needs of students based on status of low-income, English learner, and special education. Funding is utilized to provide upgrades to the local educational program, academic interventions, social emotional supports, and services based on student eligibility for special education services (speech, occupational therapy, physical therapy, social work, behavior intervention, etc.). The professional development emphasis will include improving instruction for all children and evidenced-based strategies to engage all learners and their families. Additional professional development will be provided to staff based on identified student needs from various data sources utilized in our district survey tools. Parent and community support will be provided based on identified needs from various data sources utilized in our local survey tools.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- No Braiding
- Title I, Part A - Improving Basic Programs
- Title I, Part A - School Improvement Part 1003
- Title I, Part D - Delinquent
- Title I, Part D - Neglected
- Title I, Part D - State Neglected/Delinquent
- Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program (LIEP)
- Title III - Immigrant Student Education Program (ISEP)
- Title IV, Part A - Student Support and Academic Enrichment
- Title V, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through

N/A

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, enter N/A in the text field.

If No Transfer of Funds is selected, additional hybrid blending options will not be checked.

- No Transfer of Funds
- Title II to Title I
- Title IV to Title I
- Title II to Title IV

Title IV to Title II

Transferring Title IV to Title II will provide us the opportunity to support the development of our leadership and instructional coaching team, both of which have an impact on student learning.

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

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

[[count] of 7500 maximum characters used)

The results of our local needs assessments indicated the following priorities: eliminating academic achievement gaps and providing intervention accordingly; providing professional development for teachers to support the development and improvement of instruction; and providing professional development for building and district leadership to support the development and improvement of instruction.

Legislative References:

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

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

*Required field, applicable for all funding sources

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

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

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

In addition to the tools listed above, the development of this plan also included the use of a local survey tool, INSIGHTeX. This survey tool is administered to staff, students, and families twice per year. The dimensions of its results are analyzed at the district and building level to identify improvement goals.

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

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

A. Title I, Part A - Improving Basic Programs

The results of our needs assessment include an ongoing need to ameliorate opportunity gaps. As such, Title I funds will provide additional academic support and learning opportunities to all students participating in school-wide programming to meet state learning standards in core academic subjects. Funds will also be used to increase family engagement, and offer extended learning experiences outside of the school day and year.

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

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

The results of our needs assessment reflect a continued need to develop the practices of our instructional staff. As such, Title II funds will be utilized to continue the development of our leadership team and instructional coaching team.

G. Title III - LIEP

The results of our needs assessment reflect a continued need to professional develop staff on language acquisition and the instruction of English Learners. Title III funds will be utilized to pay consultants.

H. Title III - ISEP

The district has experienced an increase in the number of immigrant students with specific learning needs. Title III ISEP funds will be utilized to pay consultants that will help the district continue to develop its newcomer programming. Additionally, the funds are utilized for supplies in the newcomer program.

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

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

Title IV funds will be reallocated to Title II.

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

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

Based on the local needs assessment, the following areas are identified as priorities: students with disabilities demonstrate an achievement gap when compared with students without disabilities and often require services above and beyond the needs of other students (e.g., speech pathology, social work services, psychological services, occupational therapy, physical therapy, and programs outside of the general education setting). The needs assessment prioritized professional development in the following areas: facilitated IEP training, coaching, instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Additionally, services from the Special Education Cooperative will be used to support students with extensive or low incidence needs, including occupational therapy, physical therapy, hearing itinerant and vision itinerant services, tuition, and coaching. IDEA funds will be used to pay for professional development in co-teaching, facilitated IEP training, coaching, instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists as well as services from the Special Education Cooperative to support students with extensive or low incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching.

L. IDEA, Part B - Preschool

Based on the local needs assessment the following areas are identified as priorities: services above and beyond the needs of other students (e.g., speech pathology, social work services, psychological services, occupational therapy, physical therapy). The needs assessment prioritized professional development in the following areas: inclusion, facilitated IEP training, instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Additionally, services from the Special Education Cooperative will be used to support students with extensive or low incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching. IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists as well as services from the Special Education Cooperative to support students with extensive or low incidence needs, including occupational therapy, physical therapy, hearing itinerant and vision itinerant services, tuition.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

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

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

Program Footnotes:

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

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

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

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

([count] of 7500 maximum characters used)

The District's three Title I schools developed the Title I plans with the following stakeholders: administrator, teacher, parent, instructional coach, and mental health provider. The District's Director of Special Education held meetings with the following stakeholders: special education teacher, mental health provider, and related service provider. The District's Coordinator of Bilingual and EL services met with the BPAC Board to review the Bilingual Service Plan.

Response from the prior year Consolidated District Plan.

The District consults with the following stakeholders to develop the Consolidated District Plan: district and building leaders, teachers, specialists, and parent groups. Meetings took place on the following dates: 04/14/23; 06/02/2023; 06/07/2023.

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

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

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

([count] of 7500 maximum characters used)

The District will consult with parents and family members through parent organizations, as well as parent participation on the school leadership schoolwide planning teams.

Response from the prior year Consolidated District Plan.

The District will consult with parents and family members through parent organizations, as well as parent participation on the school leadership schoolwide planning teams. These meetings took place on 06/07/23.

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

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

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

([count] of 7500 maximum characters used)

The district employs two full-time, Bilingual Family Engagement Specialists to support at-risk and linguistically diverse families at its schools. This position is focused on eliminating barriers to parent participation and family engagement in district-wide initiatives and events as well as to provide assistance related to the immediate needs of recently arrived newcomer families. The district also provides family engagement events that emphasize improving student academic success and home-school connections as well as a district-wide Bilingual Parent Advisory Committee (BPAC).

Response from the prior year Consolidated District Plan.

The district employs two full-time, Bilingual Family Engagement Specialists to support at-risk and linguistically diverse families at its schools. This position is also responsible for eliminating barriers to parent participation and family engagement in district-wide initiatives and events as well as to provide assistance related to the immediate needs of recently arrived newcomer families. Events include technology classes, community resource fairs, and seminars for minimizing achievement gaps and increasing parent involvement in school. The district also provides family engagement events that emphasize improving student academic success and home-school connections as well as a district-wide Bilingual Parent Advisory Committee (BPAC).

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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



Private School Participation

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

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

| Private School Name | School Closing | Title I <input type="radio"/> Yes <input checked="" type="radio"/> No Number of Low-Income Student(s): | Title II <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): | Title IV <input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): | Nonpublic Consultation Form |
|--|--------------------------|--|--|--|---|
| Montessori Connect East | <input type="checkbox"/> | | | | <input type="text" value="Choose File"/> No file chosen MFP@dpoe.com_20240507_085618.pdf |
| Highland Park Montessori | <input type="checkbox"/> | | | | <input type="text" value="Choose File"/> No file chosen 2024 HP Montessori Consultation Form- Signed.pdf |

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

The district provides half-day early childhood programming for students who have been identified as at-risk for kindergarten readiness and academic failure through Preschool for All. Child Find screenings are offered at a minimum of four times per year and as frequently as four times per year. Families are invited to attend an informational meeting about the transition to kindergarten. Articulation between early childhood and kindergarten teachers follows a common protocol to ensure that the proper support is in place for students.

Response from the approved prior year Consolidated District Plan.

The district provides half-day early childhood programming for students who have been identified as at-risk for kindergarten readiness and academic failure. The district also offers students the opportunity to enroll in the early childhood program on a tuition basis. In addition, Child Find is provided to the community at least four times annually, in both English and Spanish. Families are invited to attend an informational meeting about the transition to kindergarten. Articulation between early childhood and kindergarten teachers follows a common protocol to ensure that the proper supports are in place for students.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

([count] of 7500 maximum characters used)

Curriculum: One of the district's priorities is to sustain a guaranteed and viable curriculum and to continue to strengthen its use of a common assessment system to inform instructional decisions, intervention and enrichment. An emphasis is placed on the selection of high quality core instructional materials. For each of the implemented curriculum, the district has emphasized common instructional pacing, prioritized learning standards, and learning scales/progressions. Professional Development: The district is committed to providing ongoing, job-embedded professional development to all teachers. The professional development focuses on utilizing best instructional practices, increasing collaboration within professional learning communities, and examining student performance to inform instruction and identify systems of support for students. Intervention: In order to provide instructional support to our most at-risk and underperforming students, instructional schedules in the elementary schools and middle school dedicate time for intervention. At the elementary schools, a daily 30-minute 'Student Success Block' provides identified students with additional instruction in language arts and math. An additive course in language arts and math at the middle schools serves the same purpose. The elementary and middle schools have reading specialists who utilize a research-based intervention program for students who need intensive reading support. Finally, each elementary school has at least one math interventionist to support low-performing students in math. Enrichment: The district is committed to providing meaningful opportunities to enrich the student learning experience. Each elementary school has an Advanced Learning Opportunities (ALO) teacher whose role is to plan standards-based learning extensions in language arts and math. At the middle schools, there are opportunities for students to participate in advanced and accelerated courses in mathematics and language arts. School-wide Plans: Each school-wide program conducted a needs assessment with a representative group of stakeholders. After the completion of the needs assessment process, each school developed an action plan for the 2024-2025 school year.

Response from the prior year Consolidated District Plan.

Curriculum: One of the district's priorities is to sustain a guaranteed and viable curriculum and to continue its development of a common assessment system and standards-based grading and reporting. In the last six years, the district has implemented core curricular resources in K-8 mathematics, language arts, science, social studies, and numerous fine arts courses. The district will continue to emphasize the selection of high quality core instructional materials. For each of the implemented curriculum, the district has emphasized common instructional pacing, prioritized learning standards, and learning scales/progressions. Professional Development: The district is committed to providing ongoing, job-embedded professional development to all teachers. The professional development focuses on utilizing best instructional practices, increasing collaboration within professional learning communities, and examining student performance to inform instruction and identify systems of support for students. Additionally, the district has established a partnership with Marzano Resources and will enter its fifth year of implementation of an Instructional Framework that emphasizes instructional best practices. Intervention: In order to provide instructional support to our most at-risk and underperforming students, instructional schedules in the elementary schools and middle school dedicate time for intervention. At the elementary schools, a daily 30-minute 'Student Success Block' provides identified students with additional instruction in language arts and math. An additive course in language arts and math at the middle schools serves the same purpose. The elementary and middle schools have reading specialists who utilize a research-based intervention program for students who need intensive reading support. Finally, each elementary school has at least one math interventionist to support low-performing students in math. Enrichment: The district is committed to providing meaningful opportunities to enrich the student learning experience. Each elementary school has an Advanced Learning Opportunities (ALO) teacher whose role is to plan standards-based learning extensions in language arts and math. At the middle schools, there are opportunities for students to participate in advanced and accelerated courses in mathematics and language arts. School-wide Plans: Each school-wide program conducted a needs assessment with a representative group of stakeholders. After the completion of the needs assessment process, each school developed an action plan for the 2023-2024 school year.

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

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

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

([count] of 7500 maximum characters used)

All students in kindergarten through 8th grade take the NWEA MAP Assessment in reading and math, three times per year. Students enrolled in the dual language program also take the NWEA MAP reading assessment in Spanish. Additionally, students in kindergarten, 1st grade, and 2nd grade, are universally screened three times per year using the FastBridge assessment to support the identification of students who are at risk for early reading failure. This data is analyzed at the district and school level and is utilized to inform instructional and programmatic decisions. Common assessments are administered before, during, and after units of instruction in language arts and math, and these results are utilized to examine student learning needs, including identifying students for intervention, enrichment, and summer school. Finally, once per year, the district administers required state assessments (e.g. IAR, DLM, Illinois Science Assessment, and ACCESS for ELs), and student results are used to further inform instructional and programmatic decision-making.

Response from the prior year Consolidated District Plan.

All students in kindergarten through 8th grade take the NWEA MAP Assessment in reading and math, three times per year. Students enrolled in the dual language program also take the NWEA MAP reading assessment in Spanish. Additionally, students in kindergarten, 1st grade, and 2nd grade, are universally screened three times per year using the FastBridge assessment to support the identification of students who are at risk for early reading failure. This data is analyzed at the district and school level and is utilized to inform instructional and programmatic decisions. Common assessments are administered at the conclusion of units of instruction in language arts and math, and these results are utilized to examine student learning needs, including identifying students for intervention, enrichment, and summer school. The district has a comprehensive MTSS Plan that was implemented in the 2022-2023 school year. Finally, once per year, the district administers required state assessments (e.g. IAR, DLM, Illinois Science Assessment, and ACCESS for ELs), and student results are used to further inform instructional and programmatic decision-making.

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

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

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

([count] of 7500 maximum characters used)

Students identified as English learners and new to the country students receive support from designated English Learner teachers. The support students receive varies based on student need, but includes co-teaching, push-in support, self-contained newcomer intensive English support, before and after school academic tutoring, as well as a variety of resource services available to any student who is struggling academically. The support for English Learner and new to the country students also extends to their families in the form of support from our Bilingual Parent Engagement Specialists, who support individual families in navigating school and community resources to support the overall well being and academic growth of their children.

Response from the prior year Consolidated District Plan.

Students identified as English learners and new to the country students receive support from designated English Learner teachers. The support students receive varies based on student need, but includes co-teaching, push-in support, self-contained newcomer intensive English support, before and after school academic tutoring, as well as a variety of resource services available to any student who is struggling academically. The support for English Learner and new to the country students also extends to their families in the form of support from our Bilingual Parent Engagement Specialists, who support individual families in navigating school and community resources to support the overall well being and academic growth of their children.

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

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

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

([count] of 7500 maximum characters used)

Based on the individual school needs assessments, district demographic and achievement data, as well as feedback from teachers, students, and families, each school plans for integrated support for their linguistically diverse students and professional learning opportunities for staff and families. All staff have been engaged in the continued implementation of an instructional framework to strengthen academic programs for all students. The instructional framework has given the district a foundation for which to provide comprehensive professional learning around best practice for all students, but with a particular emphasis on linguistically and culturally diverse learners. The instructional framework includes a variety of evidenced-based best practices for improved student outcomes as it relates to content delivery, interaction, and social emotional conditions for learning.

Response from the prior year Consolidated District Plan.

Based on the individual school needs assessments, district demographic and achievement data, as well as feedback from teachers, students, and families, each school plans for integrated support for their linguistically diverse students and professional learning opportunities for staff and families. All staff have been engaged in the continued implementation of an instructional framework to strengthen academic programs for all students. The instructional framework has given the district a foundation for which to provide comprehensive professional learning around best practice for all students, but with a particular emphasis on linguistically and culturally diverse learners. The instructional framework includes a variety of evidenced-based best practices for improved student outcomes as it relates to content delivery, interaction, and social emotional conditions for learning.

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

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

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

([count] of 7500 maximum characters used)

The district ensures that all students are taught by highly qualified teachers. Each year, the district creates a staffing plan that is reviewed by all administrators and is approved by the Board of Education. The district requires that individuals applying for positions hold the necessary professional educator license. In addition, the district places a priority on recruiting teachers who have a Bilingual and/or English as a Second Language endorsement. The district's teacher evaluation plan is comprehensive across all domains of instruction. There is a process for development of teachers who are identified as underperforming or ineffective. All inexperienced teachers participate in the district's mentoring program, which provides support during the first and second year of teaching.

Response from the prior year Consolidated District Plan.

The district ensures that all students are taught by highly qualified teachers. Each year, the district creates a staffing plan that is reviewed by all administrators and is approved by the Board of Education. The district requires that individuals applying for positions hold the necessary professional educator license. In addition, the district places a priority on recruiting teachers who have a Bilingual and/or English as a Second Language endorsement. The district's teacher evaluation plan is comprehensive across all domains of instruction. There is a process for development of teachers who are identified as underperforming or ineffective. All inexperienced teachers participate in the district's mentoring program, which provides support during the first and second year of teaching.

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

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

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

([count] of 7500 maximum characters used)

The district provides digital and print resources through its library at each grade level in both English and Spanish. Online tools include informational and literary texts to help with research and develop students' digital literacy skills. Kindergarten through fifth grade students have a dedicated weekly library time. The Department of Teaching and Learning collaborates with all librarians to engage in analysis and application of the Illinois Standards of Aligned Instruction for Librarians (I-SAIL). This includes prioritizing and mapping the standards, writing learning progressions, and identifying student outcomes. Additionally, librarians are supported in building a culturally diverse collection.

Response from the prior year Consolidated District Plan.

The district provides digital and print resources through its library at each grade level in both English and Spanish. Online tools include informational and literary texts to help with research and develop students' digital literacy skills. Kindergarten through fifth grade students have a dedicated weekly library time. The Department of Teaching and Learning collaborates with all librarians to engage in analysis and application of the Illinois Standards of Aligned Instruction for Librarians (I-SAIL). This includes prioritizing and mapping the standards, writing learning progressions, and identifying student outcomes. Additionally, librarians are supported in building a culturally diverse collection.

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

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

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([count] of 7500 maximum characters used)

The district is committed to providing meaningful opportunities to enrich the student learning experience. Each elementary school has an Advanced Learning Opportunities (ALO) teacher whose role is to plan standards-based cross-curricular learning extension. At the middle schools, students have the opportunity to qualify for accelerated and advanced courses in both language arts and mathematics. In addition, the district has an established Accelerated Placement Plan.

Response from the prior year Consolidated District Plan.

The district is committed to providing meaningful opportunities to enrich the student learning experience. Each elementary school has an Advanced Learning Opportunities (ALO) teacher whose role is to plan standards-based learning extensions in reading and math in collaboration with classroom teachers. Students also participate in problem-based learning experiences. At the middle schools, students have the opportunity to qualify for accelerated and advanced courses in both language arts and mathematics. In addition, the district has an established Accelerated Placement Plan.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

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

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

[(count) of 7500 maximum characters used]

North Shore 112 Strategic Plan Goals: 1) Every student will achieve personal academic excellence by demonstrating growth as measured by North Shore School District 112 standards and assessments and 2) Every child will understand and consistently demonstrate the character attributes of respect, responsibility, trustworthiness, caring, fairness and citizenship at school and in the community. (already from Title I last year)

Response from the approved prior year Consolidated District Plan.

North Shore School District 112 is committed to collaboration with our high school district, Township High School District 113. Our collaboration includes ongoing articulation as it relates to the delivery of our instructional programs, with a particular focus on English language arts and mathematics course alignment. Articulation is also structured to support our Dual Language students, English learners, and special education students from 8th to 9th grades.

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

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

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

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

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

[(count) of 7500 maximum characters used]

Elementary District

Response from the approved prior year Consolidated District Plan.

Elementary District

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Not providing

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

The district will continue to develop instructional coaches and school leadership teams on pedagogical best practices aligned to the district's Instructional Framework.

G. Title III - LIEP

Not providing

H. Title III - ISEP

Not providing

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

Funds re-allocated to Title II.

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

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

The needs assessment prioritized professional development in the following areas: instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Additionally, services from the Special Education Cooperative will be used to support students with extensive or low incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching.

L. IDEA, Part B - Preschool

IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists.

Legislative Requirement:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

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

- i. reduce incidences of bullying and harassment;
- ii. reduce the overuse of discipline practices that remove students from the classroom [1];
- iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:
 - a. each major racial and ethnic group;
 - b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 - c. children with disabilities as compared to children without disabilities;
 - d. English proficiency status;
 - e. gender; and
 - f. migrant status.

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

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

([count] of 7500 maximum characters used)

North Shore School District 112 takes reports of bullying very seriously. We have a policy that addresses bullying, Policy 7:180, and Dr. Holly Colin, Assistant Superintendent for Student Services serves as the District complaint manager for bullying accusations. NSSD112 currently uses the Suite360 SEL curriculum for all classrooms, K-8. The district also uses Calm Classroom, a curricular resource focused on mindfulness. Social workers have been trained in anti-bullying strategies, and use a variety of techniques to increase acceptance among all student groups. Additionally, all students are entitled to and guaranteed an equal educational opportunity under Policy 7:10 Equal Educational Opportunities.North Shore School District 112 has enacted policies to reduce the use of disciplinary actions that remove students from the classroom, increase the use of positive behavioral supports, and reduce suspensions for all students: 7:190 Student Discipline; 7:191 Time out and Restraint; 7:200 Suspension Procedures; 7:210 Expulsion Procedures; 7:220 Bus Conduct; 7:230 Misconduct by Students with Disabilities and 7:20 Harassment of Students Prohibited. As a district behavioral data is disaggregated by student groups to identify disproportionality.North Shore School District 112 emphasizes positive behavioral strategies in all buildings through the use of Positive Behavior Intervention and Supports (PBIS) as well as policies 7:190 Student Discipline; 7:191 Time out and Restraint; and 7:230 Misconduct by Students with Disabilities. The District is using Restorative Justice strategies in middle schools. Staff who work with children with disruptive behaviors are trained in the use of Nonviolent Crisis Intervention verbal de-escalation procedures.

Response from the prior year Consolidated District Plan.

North Shore School District 112 takes reports of bullying very seriously. We have a policy that addresses bullying, Policy 7:180, and Dr. Holly Colin, Assistant Superintendent for Student Services serves as the District complaint manager for bullying accusations. NSSD112 currently uses the Second Step Social Emotional curriculum and the Second Step Anti-Bullying Resource for all classrooms, K-8. The district also uses Calm Classroom, a curricular resource focused on mindfulness. Social workers have been trained in anti-bullying strategies, and use a variety of techniques to increase acceptance among all student groups. Additionally, all students are entitled to and guaranteed an equal educational opportunity under Policy 7:10 Equal Educational Opportunities.North Shore School District 112 has enacted policies to reduce the use of disciplinary actions that remove students from the classroom, increase the use of positive behavioral supports, and reduce suspensions for all students: 7:190 Student Discipline; 7:191 Time out and Restraint; 7:200 Suspension Procedures; 7:210 Expulsion Procedures; 7:220 Bus Conduct; 7:230 Misconduct by Students with Disabilities and 7:20 Harassment of Students Prohibited. As a district behavioral data is disaggregated by student groups to identify disproportionality.North Shore School District 112 emphasizes positive behavioral strategies in all buildings through the use of Positive Behavior Intervention and Supports (PBIS) as well as policies 7:190 Student Discipline; 7:191 Time out and Restraint; and 7:230 Misconduct by Students with Disabilities. The District is using Restorative Justice strategies in middle schools. Staff who work with children with disruptive behaviors are trained in the use of Nonviolent Crisis Intervention verbal de-escalation procedures.

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

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

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([count] of 7500 maximum characters used)

District administrative assistants, social workers, the parent family engagement specialist, and school psychologists are trained to identify and establish relationships with homeless families. Any homeless child is immediately registered, even if the child or child's parent/guardian is unable to produce records typically required for enrollment.The district provides transportation via bus or cab to homeless students and provides other items such as clothing, school, and hygiene supplies.

Response from the prior year Consolidated District Plan.

District administrative assistants, social workers, the parent family engagement specialist, and school psychologists are trained to identify and establish relationships with homeless families. Any homeless child is immediately registered, even if the child or child's parent/guardian is unable to produce records typically required for enrollment.The district provides transportation via bus or cab to homeless students and provides other items such as clothing, school, and hygiene supplies.

Title I Requirement:

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

Legislative Requirements:

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

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

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

| Attendance Center | Schoolwide | Targeted Assistance | Not Served | Closed | Board Approved Date |
|---------------------------------|----------------------------------|-----------------------|----------------------------------|-----------------------|---------------------|
| 1001 - NORTHWOOD JR HIGH SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 06/11/2024 |
| 1002 - EDGEWOOD MIDDLE SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2002 - BRAESIDE ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2003 - INDIAN TRAIL ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2004 - RAVINIA ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2005 - SHERWOOD ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |
| 2006 - RED OAK ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 06/11/2024 |
| 2007 - OAK TERRACE ELEM SCHOOL | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 06/11/2024 |
| 2008 - WAYNE THOMAS ELEM SCHOOL | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | |

Describe anticipated Reorganizations:

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

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

ISBE Goals:

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

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

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

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

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

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

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

No schools identified under this part

([count] of 7500 maximum characters used)

No schools are identified under this part.

Response from the approved prior year Consolidated District Plan.

No schools are identified under this part.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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([count] of 7500 maximum characters used)

The following schools will operate school-wide assistance programs:Oak Terrace Elementary SchoolRed Oak Elementary SchoolNorthwood Junior HighEach school conducted a comprehensive needs assessment and developed a school-wide action plan that focuses on meeting the academic needs of the students it serves. Central to the goal of each school-wide plan is to improve the academic performance in language arts and mathematics. This includes providing substantive intervention for students at risk of academic failure, increasing family engagement, and providing extended learning opportunities outside of the school day.

Response from the approved prior year Consolidated District Plan.

The following schools will operate school-wide assistance programs:Oak Terrace Elementary SchoolRed Oak Elementary SchoolNorthwood Junior HighEach school conducted a comprehensive needs assessment and developed a school-wide action plan that focuses on meeting the academic needs of the students it serves. Central to the goal of each school-wide plan is to improve the academic performance in language arts and mathematics. This includes providing substantive intervention for students at risk of academic failure, increasing family engagement, and strengthening systems that support social emotional health and well-being.

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

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

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

([count] of 7500 maximum characters used)

All of the Title I schools in North Shore School District 112 will operate a school-wide assistance program.

Response from the approved prior year Consolidated District Plan.

All of the Title I schools in North Shore School District 112 will operate a school-wide assistance program.

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

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

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

([count] of 7500 maximum characters used)

Based on the local needs assessment following areas are identified as priorities: students with disabilities demonstrate an achievement gap when compared with students without disabilities and often require services above and beyond the needs of other students (e.g., speech pathology, social work services, psychological services, occupational therapy, physical therapy, and programs outside of the general education setting).

Response from the approved prior year Consolidated District Plan.

Based on the local needs assessment following areas are identified as priorities: students with disabilities demonstrate an achievement gap when compared with students without disabilities and often require services above and beyond the needs of other students (e.g., speech pathology, social work services, psychological services, occupational therapy, physical therapy, and programs outside of the general education setting).

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

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

([count] of 7500 maximum characters used)

IDEA Part B - The needs assessment prioritized professional development in the following areas: instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Services from the Special Education Cooperative will be used to support students with extensive or low incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching. Additionally, funds will be allocated to allow the District to contract with behavioral specialists to support students with IEPs and special education programs. IDEA Preschool - IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists.

Response from the approved prior year Consolidated District Plan.

IDEA Part B - The needs assessment prioritized professional development in the following areas: instructional strategies and discipline-specific training for psychologists, social workers, and speech pathologists. Services from the Special Education Cooperative will be used to support students with extensive or low incidence needs, including hearing itinerant and vision itinerant services, tuition, and coaching. Additionally, funds will be allocated to allow the District to contract with behavioral specialists to support students with IEPs and special education programs. IDEA Preschool - IDEA Preschool funds will be used to pay for discipline-specific training for psychologists, social workers, and speech pathologists.

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

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

([count] of 7500 maximum characters used)

At this time there are not any changes to the scope or nature of services from the prior fiscal year.

Response from the approved prior year Consolidated District Plan.

At this time there are not any changes to the scope or nature of services from the prior fiscal year.

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

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

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

([count] of 7500 maximum characters used)

Holly to complete.

*Required field

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP
5. Local funds

Contact Information

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

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

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

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

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

| Last Name* | First Name* | Position/Title* | Email* |
|------------------------------------|------------------------------------|---|---|
| <input type="text" value="Colin"/> | <input type="text" value="Holly"/> | <input type="text" value="Assistant Superintendent"/> | <input type="text" value="hcolin@nssd112.org"/> |

Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

| Last Name* | First Name* | Position/Title* | Email* |
|------------------------------------|-------------------------------------|---|---|
| <input type="text" value="Rabin"/> | <input type="text" value="Susana"/> | <input type="text" value="Director of Transportation"/> | <input type="text" value="srabin@nssd112.org"/> |

Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

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

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

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

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

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

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

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact (POC) for the district is notified and invited to participate in the Best Interest Determination (BID). The Child Welfare Agency worker, foster care point of contact and other essential members of the Best Interest Determination process share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the child's current school in the decision-making process. The SOO (school of origin) transportation designee identifies the potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. Members of the team and positions for all district personnel include: Child's Social Worker-Child's Teacher-Child's Principal-Parent-DCFS Worker-Assistant Superintendent for Student Services (or designee)

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the Child Welfare Agency (CWA) worker assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care point of contact (POC) for the district is notified and invited to participate in the Best Interest Determination (BID). The Child Welfare Agency worker, foster care point of contact and other essential members of the Best Interest Determination process share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the child's current school in the decision-making process. The SOO (school of origin) transportation designee identifies the potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. Members of the team and positions for all district personnel include: Child's Social Worker-Child's Teacher-Child's Principal-Parent-DCFS Worker-Assistant Superintendent for Student Services (or designee). Factors that should be considered include: 1. Preferences of the child; 2. Preferences of the child's parent(s) or education decision maker(s); 3. The child's attachment to the school, including meaningful relationships with staff and peers; 4. Placement of the child's sibling(s); 5. Influence of the school climate on the child, including safety; 6. The availability and quality of the services in the school to meet the child's educational and social and emotional needs; 7. History of school transfers and how they have impacted the child; 8. How the length of the commute would impact the child, based on the child's developmental stage; 9. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and 10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation here See Section 504 here

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

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

Students who are eligible for services under the Individuals with Disabilities Education Act or Section 504 of the Americans with Disabilities Act shall be entitled to all rights and services granted to them under these Acts and will have the same protections as students that are not in foster care. Students who are eligible for special education transportation as a related service will be provided with this support under the IDEA. All accommodations and supplementary aids and services designated by a child's Individual Education Program or Section 504 accommodation plan will be provided as designated in the IEP or 504 Plan. The following factors are considered: Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving aids and services and, if so, the availability of those required services in a school other than the school of origin. There shall be no lapse in services.

Response from the approved prior year Consolidated District Plan.

Students who are eligible for services under the Individuals with Disabilities Education Act or Section 504 of the Americans with Disabilities Act shall be entitled to all rights and services granted to them under these Acts and will have the same protections as students that are not in foster care. Students who are eligible for special education transportation as a related service will be provided with this support under the IDEA. All accommodations and supplementary aids and services designated by a child's Individual Education Program or Section 504 accommodation plan will be provided as designated in the IEP or 504 Plan. The following factors are considered: Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving aids and services and, if so, the availability of those required services in a school other than the school of origin. There shall be no lapse in services.

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

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

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

English Language Learners in foster care will have the same opportunity for a transportation plan as a student who is not in foster care. If the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin is considered. There shall be no lapse in services.

Response from the approved prior year Consolidated District Plan.

English Language Learners in foster care will have the same opportunity for a transportation plan as a student who is not in foster care. If the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin is considered. There shall be no lapse in services.

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

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

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

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

If an agreement between the district and the Child Welfare agency cannot be reached, the student must remain in his or her school of origin while any dispute regarding transportation costs are being resolved. Below is the process for dispute resolution: Child welfare agencies, SEAs, and LEAs each bring valuable perspectives to the best interest determination. Recognizing this, both the Fostering Connections Act and Title I require coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Given these coordination requirements, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. A best interest determination process includes the following steps: 1. The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. 2. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. 3. The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. 4. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. 5. The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. Disagreements over the best interest determination among parents, education decision makers, and other important stakeholders should be handled in the following way: 1. SEAs and LEAs to collaborate with child welfare agencies to develop a dispute resolution process at the local level for parties to address disagreements over the best interest determination decision. 2. Since the best interest determination process will ideally represent input from multiple parties, a clear dispute resolution process may help to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner. 3. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties. To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).

Response from the approved prior year Consolidated District Plan.

If an agreement between the district and the Child Welfare agency cannot be reached, the student must remain in his or her school of origin while any dispute regarding transportation costs are being resolved. Below is the process for dispute resolution: Child welfare agencies, SEAs, and LEAs each bring valuable perspectives to the best interest determination. Recognizing this, both the Fostering Connections Act and Title I require coordination among agencies at the State and local level to ensure the educational stability of children in foster care. Given these coordination requirements, the relevant agencies should make every effort to reach agreement regarding the appropriate school placement of children in foster care. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency should be considered the final decision maker in making the best interest determination (unless State law or policy dictates otherwise). The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. A best interest

determination process includes the following steps:1. The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement.2. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process.3. The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners.4. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest.5. The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin.Disagreements over the best interest determination among parents, education decision makers, and other important stakeholders should be handled in the following way: 1. SEAs and LEAs to collaborate with child welfare agencies to develop a dispute resolution process at the local level for parties to address disagreements over the best interest determination decision. 2. Since the best interest determination process will ideally represent input from multiple parties, a clear dispute resolution process may help to clarify a complicated process and enable parents and families to address disagreements about school placement in an orderly manner.3. The dispute resolution process should be fair to all parties and reached in an expeditious manner. Once the decision is made, a written explanation should be provided to all involved parties.To the extent feasible and appropriate, an LEA must ensure that a child remains in his or her school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. (See ESEA section 1111(g)(1)(E)(i)).

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

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

The Assistant Superintendent provides guidance to the Director of Transportation and the District's registrar on the rights (e.g. registration and enrollment, transportation, assistance, etc.) of Youth in Care.

*Required field

Youth in Care Stability Plan Development

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

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

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

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

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

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

When a student is placed in foster care or changes residence while in foster care, the CWA (Child Welfare Agency) worker assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC for the district is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the child's current school in the decision-making process.

Response from the approved prior year Consolidated District Plan.

When a student is placed in foster care or changes residence while in foster care, the CWA (Child Welfare Agency) worker assigned to the student notifies the child's current school. If the child moves to a new residence and is not in the same school zone, the foster care POC for the district is notified and invited to participate in the Best Interest Determination (BID). The CWA worker, foster care POC and other essential members of BID share information on the appropriateness of the current educational setting. The CWA takes into account this information and the distance from the potential placements to the child's current school in the decision-making process. The SOO (school of origin) transportation designee identifies the potential ways that the child could be transported. This information is given to the foster care POC to include in the BID. The following factors should be considered when developing the transportation procedures for a student in foster care: 1. Safety 2. Duration of the need for services 3. The time/length of travel time for the student each day 4. Time of placement change 5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.) 6. Traffic patterns 7. Flexibility in school schedule 8. Impact of extracurricular activities on transportation options 9. Maturity and behavioral capacity of student The personnel involved in the process include: - Child's Teacher - Child's Social Worker - Child's Principal - DCFS Worker - Transportation Director (or designee) - Assistant Superintendent for Student Services (or designee)

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

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

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

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

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

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

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

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

The CWA agrees to reimburse the LEA for the cost of such transportation The LEA agrees to pay for the cost of such transportation The LEA and the local CWA agree to share the cost of such transportation.

Response from the approved prior year Consolidated District Plan.

The CWA agrees to reimburse the LEA for the cost of such transportation The LEA agrees to pay for the cost of such transportation The LEA and the local CWA agree to share the cost of such transportation.

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

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

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

In general, the dispute resolution process would include the following: 1. The district/school and DCFS would meet (in person or via phone) to discuss the dispute at hand. 2. The district/school and DCFS would identify a variety of possible transportation solutions for transportation based on the students' needs. 3. After careful consideration about the students' best interests, costs, and determining how transportation will be funded, a joint solution would be reached.

Response from the approved prior year Consolidated District Plan.

In general, the dispute resolution process would include the following: 1. The district/school and DCFS would meet (in person or via phone) to discuss the dispute at hand. 2. The district/school and DCFS would identify a variety of possible transportation solutions for transportation based on the students' needs. 3. After careful consideration about the students' best interests, costs, and determining how transportation will be funded, a joint solution would be reached.

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

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

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

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

The LEA will work with the SOO and CWA to ensure the foster student is attending the SOO.

Response from the approved prior year Consolidated District Plan.

The LEA will work with the SOO and CWA to ensure the foster student is attending the SOO.

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

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

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

The Transportation Plan for Students in Foster Care will be distributed to key personnel in North Shore School District 112 to ensure the procedures are followed.

Response from the approved prior year Consolidated District Plan.

The Transportation Plan for Students in Foster Care will be distributed to key personnel in North Shore School District 112 to ensure the procedures are followed.

*Required field

BSP Overview

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

BSP Contact Information

558 English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*

Phone*

First Name*

Middle

Initial

Email*

EL Program Director Requirements:

Does the Program Director meet the requirements to administer an English Learner program?*

Yes

No

[Administrator Requirements](#)If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

*Required field

558 English Learners (ELs) are in the district

Complete the requested information below.

Key: Types of Instructional Design

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

| | Attendance Center Name | Grade Span | Program Type (check all that apply) | | Types of Instructional Design (check all that apply) | | | | | | PEL with ESL and/or Bilingual Endorsement - Enter zero if no teachers in a category. | | | ELS-TBE and ELS-VIT - Enter zero if no teachers in a category. | Language Codes | |
|-----|--|------------|-------------------------------------|-------------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--|--|---|--|----------------|-----|
| | | | TBE | TPI | 1 | 2 | 3 | 4 | 5 | 6 | Number of PEL Teachers with ESL Endorsement Only | Number of PEL Teachers with Bilingual Endorsement Only | Number of PEL Teachers with ESL and Bilingual Endorsement | Number of Teachers with ELS-TBE or ELS-VIT Endorsements | | |
| | In addition to district attendance centers that have ELs, special education co-ops and non-public special education program attendance centers that have out placed dually identified (ELs with IEPs) students must be listed.* | | | | | | | | | | | | | | | |
| 1. | Oak Terrace Elementary School | PK-5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12 | 11 | 14 | 2 | 001 |
| 2. | Red Oak Elementary School | K-5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2 | 4 | 10 | 2 | 001 |
| 3. | Ravinia Elementary School | K-5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 5 | 0 | 0 | 0 | |
| 4. | Braeside Elementary School | K-5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 5 | 0 | 0 | 0 | |
| 5. | Sherwood Elementary School | K-5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 9 | 0 | 1 | 0 | 001 |
| 6. | Indian Trail Elementary School | K-5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 9 | 0 | 1 | 0 | 001 |
| 7. | Wayne Thomas Elementary School | K-5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 6 | 0 | 0 | 0 | |
| 8. | Northwood Middle School | 6-8 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 13 | 0 | 8 | 0 | 001 |
| 9. | Edgewood Middle School | 6-8 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 7 | 0 | 0 | 0 | |
| 10. | North Shore Academy Elementary | K-5 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 | 0 | 0 | 0 | |
| 11. | Connections Day School | 2-12 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 | 0 | 0 | 0 | |
| 12. | Chaddock School | 6-8 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 | 0 | 0 | 0 | |
| 13. | Menta Academy North | PK-12 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 | 0 | 0 | 0 | |
| 14. | South Campus | 2-12 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 | 0 | 0 | 0 | |
| 15. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 16. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 17. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 18. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 19. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 20. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 21. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 22. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 23. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 24. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 25. | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | |

If one or more attendance centers has EL enrollment but no ESL/Bilingual endorsed teachers above, then describe how the district will ensure that EL students receive appropriate language support for their education from properly endorsed teachers.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

558 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

558 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Check the type(s) of Program Enrollment offered

| | | | |
|-----|-------------------------------------|-----|-------------------------------------|
| TBE | <input checked="" type="checkbox"/> | TPI | <input checked="" type="checkbox"/> |
|-----|-------------------------------------|-----|-------------------------------------|

SPANISH LANGUAGE ARTS CURRICULUM

Indicate whether or not the district is offering Spanish language arts. All districts with a full-time TBE Spanish program must offer Spanish language arts.

Does the district offer Spanish language arts to TBE/TPI students?*

| | | | |
|-----|----------------------------------|----|-----------------------|
| Yes | <input checked="" type="radio"/> | No | <input type="radio"/> |
|-----|----------------------------------|----|-----------------------|

Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois [Spanish Language Arts Standards](#).

North Shore School District 112 provides comprehensive Spanish Language Arts instruction to students enrolled in our Transitional Bilingual Education (TBE) program, whether they are full-time or part-time participants. As part of our two-way dual language program spanning PreK-8, Spanish Language Arts is integrated into the curriculum. Teachers utilize NWEA MAP assessments to effectively assess student progress and gather valuable data on their growth. In addition they provide formative assessments throughout units to see areas of focus for effective tailoring of lessons and small-group instruction. Moreover, we prioritize ongoing professional development for our educators to ensure they are well-equipped with the necessary knowledge and skills. Through year-round training sessions, teachers receive guidance on the standards, their progressions, and how to effectively apply them to instruction. This happens at staff meetings, institute days, and release days with consultants. Additionally, our district employs instructional coaches in our dual language schools who serve as on-site resources for professional development. These coaches assist teachers in crafting and delivering lessons that effectively address the needs of students in all subject areas, including Spanish Language Arts.

REMINDER: Districts that offer Spanish language arts instruction to TBE or TPI students must provide at least one training session annually related to the implementation of the Illinois Spanish Language Arts Standards to staff who provide instruction in Spanish language arts.

Indicate whether the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3) and has the part-time TBE rational template in the students' records.

| | | | |
|-----|----------------------------------|----|-----------------------|
| Yes | <input checked="" type="radio"/> | No | <input type="radio"/> |
|-----|----------------------------------|----|-----------------------|

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

*Required field

558 English Learners (ELs) are in the district

Parent Advisory Committee Page- Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendance center has 20 or more EL students with the same language group (Preschool counted separately).

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

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

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review district's annual Bilingual Service Plan and EBF spending plan submitted to the State Board of Education.

Identify all members of the Bilingual Parent Advisory Committee. Indicate under Role whether they are a parent (P), legal guardian (G), teacher (T), counselor (C), or community member (CM). Indicate the language(s) spoken by the member. Indicate the members home address and phone number where they can be reached.

| | | | | | | | |
|--------|---------------------------|------|---------------|-------------|------------------|-----------|--------------|
| Name | DIANA GRAN | Role | CM | Language(s) | SPANISH, ENGLISH | Telephone | 847 830 0085 |
| Street | 294 CENTRAL AVE | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 2611 |
| Name | ROSA REBOLLEDO | Role | CM | Language(s) | SPANISH, ENGLISH | Telephone | 773 724 0826 |
| Street | 1641 BEVERLY PL | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 2305 |
| Name | LIZ CHAVEZ | Role | P | Language(s) | SPANISH, ENGLISH | Telephone | 312 246 3187 |
| Street | 216 GREEN BAY RD N #FRONT | City | HIGHWOOD | State | IL | Zip+4 | 60040 1703 |
| Name | JOSE RODRIGUEZ | Role | P | Language(s) | SPANISH, ENGLISH | Telephone | 224 619 9142 |
| Street | 538 BARBERRY RD | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 4428 |
| Name | LUIS GONZALEZ | Role | CM | Language(s) | SPANISH, ENGLISH | Telephone | 847 770 0658 |
| Street | 2861 ARLINGTON AVE | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 1115 |
| Name | SARAH DAVIDSON | Role | CM | Language(s) | SPANISH, ENGLISH | Telephone | 847 962 2687 |
| Street | 1067 RIDGEWOOD DR | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 4023 |
| Name | HILDA SALAZAR | Role | P | Language(s) | SPANISH | Telephone | 847 527 9948 |
| Street | 43 CLAY AVE #1 | City | HIGHWOOD | State | IL | Zip+4 | 60040 1431 |
| Name | JENNY CONTRERAS | Role | P | Language(s) | SPANISH, ENGLISH | Telephone | 224 241 4976 |
| Street | 2488 TRILLIUM LN | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 1926 |
| Name | SUZANA FLORES | Role | P | Language(s) | SPANISH, ENGLISH | Telephone | 847 721 2070 |
| Street | 533 SKOKIE AVE | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 2031 |
| Name | CINDY HAMILTON | Role | P | Language(s) | ENGLISH | Telephone | 312 659 0554 |
| Street | 39 PRALLS LOOP | City | HIGHWOOD | State | IL | Zip+4 | 60040 2005 |
| Name | JARET FISHMAN | Role | CM | Language(s) | ENGLISH | Telephone | 847 477 2302 |
| Street | 608 BARBERRY RD | City | HIGHLAND PARK | State | IL | Zip+4 | 60035 4430 |
| Name | JILL JAMISON | Role | T | Language(s) | SPANISH, ENGLISH | Telephone | 847 477 2302 |
| Street | 738 HINMAN AVE APT. 1E | City | EVANSTON | State | IL | Zip+4 | 60202 2576 |

| | | | | | | | |
|--------|----------------------|------|----------------------|-------------|----------------------|-----------|----------------------|
| Name | <input type="text"/> | Role | <input type="text"/> | Language(s) | <input type="text"/> | Telephone | <input type="text"/> |
| Street | <input type="text"/> | City | <input type="text"/> | State | <input type="text"/> | Zip+4 | <input type="text"/> |
| Name | <input type="text"/> | Role | <input type="text"/> | Language(s) | <input type="text"/> | Telephone | <input type="text"/> |
| Street | <input type="text"/> | City | <input type="text"/> | State | <input type="text"/> | Zip+4 | <input type="text"/> |
| Name | <input type="text"/> | Role | <input type="text"/> | Language(s) | <input type="text"/> | Telephone | <input type="text"/> |
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| Name | <input type="text"/> | Role | <input type="text"/> | Language(s) | <input type="text"/> | Telephone | <input type="text"/> |
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| Name | <input type="text"/> | Role | <input type="text"/> | Language(s) | <input type="text"/> | Telephone | <input type="text"/> |
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| Name | <input type="text"/> | Role | <input type="text"/> | Language(s) | <input type="text"/> | Telephone | <input type="text"/> |
| Street | <input type="text"/> | City | <input type="text"/> | State | <input type="text"/> | Zip+4 | <input type="text"/> |

I certify that the Bilingual Parent Advisory Committee has had an opportunity to review this Bilingual Service Plan. I furthermore assure on behalf of the district that the Bilingual Advisory Committee has had the opportunity to review the EL-EBF Spending Plan as required by 23 IL Admin Code Part 228.30, section C, (4) A, by or before October 31, 2024.

Date: Name of Committee Chairperson:

A committee chair must be a member of the BPAC.

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

| <u>Meeting</u> | <u>Projected Dates</u> | <u>Activity</u> |
|----------------|---|--|
| 1. | <input type="text" value="09/17/2024"/> | Bilingual Advisory Committee Training (required activity). |
| 2. | <input type="text" value="11/05/2024"/> | REPORT CARDS, ASSESSMENTS, AND CONFERENCES OVERVIEW |
| 3. | <input type="text" value="02/25/2025"/> | ACADEMICS ACROSS THE CONTENT AREAS |
| 4. | <input type="text" value="04/29/2025"/> | MULTILINGUAL LEARNER RECOGNITION |

558 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

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

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

Inservice activities must be provided to all TBE/TPI staff at least twice yearly. Specify the areas to be addressed, which must include, but need not be limited to, one of the following: Current Research in the Teaching of EL Students; Methods for Teaching in the Native Language and Methods of Teaching ESL; Content Area and Language Proficiency Assessment of EL Students; Issues Related to the Native Culture and the Culture of the United States; and Issues Related to EL Students with Disabilities. Additionally, for new certificated and noncertificated program staff, the following must be addressed: Minimum Program Standards; District Identification and Assessment Procedures; Program Design; and Basic Instructional Techniques for Teachers of EL Students.

Districts that offer Spanish language arts must offer at least one session related to the implementation of Spanish language arts for staff members who provide the instruction in that course subject.

| Activity* | Date (Projected) | Certified Staff | Non-Certified Staff | Expected No. of Participants |
|---|------------------|-------------------------------------|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> Current Research in the Teaching of EL Students | 10/22/2024 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 12 |
| <input checked="" type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL | 10/14/2024 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 50 |
| <input type="checkbox"/> Language Assessment | | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States | 08/13/2024 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 50 |
| <input type="checkbox"/> Issues Related to EL Students with Disabilities | | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Program Standards | | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> District Identification Assessment | | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input type="checkbox"/> Program Design | | <input type="checkbox"/> | <input type="checkbox"/> | |
| <input checked="" type="checkbox"/> Basic Instructional Techniques for Teachers of EL Students | 09/10/2024 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 12 |
| <input checked="" type="checkbox"/> Spanish Language Arts | 11/12/2024 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 35 |
| <input type="checkbox"/> Others (Specify): | | <input type="checkbox"/> | <input type="checkbox"/> | |

*Required field

Board Approval, Certification, and Assurances

Instructions

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

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

05/14/2024

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

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

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

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

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

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

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

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

NO BINDING OBLIGATION

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

PROJECT

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

FUNDING

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

INVOLUNTARY TERMINATION

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

GENERAL CERTIFICATIONS AND ASSURANCES

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

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

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

DRUG-FREE WORKPLACE CERTIFICATION

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

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

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

- a) Publishing a statement:
 - 1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - 2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - 3) Notifying the employee that, as a condition of employment on such contract or grant, they:
 - A) Abide by the terms of the statement; and
 - B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- b) Establishing a drug-free awareness program to inform employees about:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The grantees or contractors policy of maintaining a drug-free workplace;
 - 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
- c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
- e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
- f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

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

Instructions

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

Before completing this certification, read instructions below.

CERTIFICATION

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

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

Instructions for Certification

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

v.04.26.2021

Certification Regarding Lobbying

Instructions

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

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

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

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

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances

Instructions

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

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

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

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

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

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

Not calling IWAS Web Service
Holly Colin

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

Agreed to on this Date: 04/01/2024
RCDDT when agreed to: 34-049-1120-02

The Consistency Check must be successfully processed before you can submit your application.

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

Application was created on:

4/1/2024

Assurances were agreed to on:

4/1/2024

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

This Application has not been submitted

Page Review Status Instructions

Expand All

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

Save

Selectable Application Print

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by kimmelman on 6/3/2024](#)

[Requested by kimmelman on 6/3/2024](#)

[Requested by kimmelman on 6/3/2024](#)

Completed Print Jobs



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NORTH SHORE

SCHOOL DISTRICT 112

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN

Section 1114, Every Student Succeeds Act

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

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

| DISTRICT INFORMATION | |
|-----------------------|---------------------------------|
| District | North Shore School District 112 |
| Superintendent | Dr. Michael Lubelfeld |
| Telephone | 224-765-3000 |
| Email address | mlubelfeld@nssd112.org |

| SCHOOL INFORMATION | |
|--------------------------|---------------------------------------|
| School | Northwood Middle School |
| RCDT | 340491120021001 |
| Principal | Will Kaplan |
| Address | 945 North Ave, Highland Par, IL 60035 |
| Telephone | 224-765-3600 |
| Poverty Rate | 45% |
| Waiver (Y/N) | N |
| BOE Approval Date | |

Superintendent's Signature

Date

1. Schoolwide Plan Participants

| NAME | REPRESENTATION |
|-----------------|------------------------|
| Will Kaplan | Building Administrator |
| Sam Blanks | Teacher |
| Rebecca Wodrich | Interventionist |
| Jen Boiles | Parent |
| Jess Nathan | Teacher |
| | |
| | |
| | |

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

1. Not Applicable

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

- a. Humanex Staff, Student, Family Survey
- b. IAR and MAP Data

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

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

The results of Northwood's local needs assessments indicated the following priority areas: 1) Eliminate academic achievement gaps; 2) Increase the engagement of families and community to support home-school connections.

Title I funds will provide additional academic support and learning opportunities to all students participating in school-wide programming to meet state learning standards in core academic subjects. This includes providing additional FTE and the purchase of instructional materials for math and/or reading intervention and summer school for students performing below state grade level standards. Funds will also be used to increase family engagement through events and experiences to ensure that families are able to participate in the educational program at the school.

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

Northwood employs the following staff to support school-based mental health: 3 social workers and one school psychologist. In addition to these employees, the school partners with outside agencies such as the Nuestro Center, Highwood Public Library Life and Wellness, and the Lake County Health Department to support students and families outside of the school day.

Northwood offers students a wide range of extracurricular activities such as after school tutoring (PM Cafe), after school reading intervention, athletic teams like soccer and wrestling, the musical, Northwood Gives Back, 10th hour (executive functioning support), high school transition support (Future Giants), and various other clubs and activities to support the overall development and improve skills outside of the academic subject areas.

Northwood currently uses Suite 360 as the social-emotional learning resource.

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

N/A - Elementary district

- 7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening**

services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Northwood partners with TrueNorth to participate in an SEL cohort. This cohort provides building teams with resources and strategies to strength the SEL continuum and address problem behavior. Northwood partners with outside agencies which appropriate such as Rosecrance to provide substance abuse assessments and counseling. Northwood also has a Youth Advisory Committee, which is student run organization, faculty sponsored, which organizes games, activities, and events to encourage healthy lifestyles among all students.

- 8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.**

Professional development will focus on the District's Instructional Framework which has identified best pedagogical practices to meet the needs of each student. This includes engaging students in their learning, using assessment to inform instruction, and understanding the needs and backgrounds of students. Staff will also have opportunities to collaboratively plan instruction using scaled focus standards that are accompanied by planning resources. The District's recruitment process is rigorous and includes a structured screening process.

Northwood reviews data after every district assessment to review and identify students in need of intervention or extention. Further, Northwood facilitates weekly curriculum meetings, where teacher teams review student assessment data and respond to student needs.

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

N/A



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NORTH SHORE

SCHOOL DISTRICT 112

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN Section 1114, Every Student Succeeds Act

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

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

| DISTRICT INFORMATION | |
|-----------------------|---------------------------------|
| District | North Shore School District 112 |
| Superintendent | Dr. Michael Lubelfeld |
| Telephone | 224-765-3000 |
| Email address | mlubelfeld@nssd112.org |

| SCHOOL INFORMATION | |
|--------------------------|--------------------|
| School | Oak Terrace School |
| RCDT | |
| Principal | Lilli Melamed |
| Address | 240 Prairie Ave |
| Telephone | 224-765-3100 |
| Poverty Rate | 59.5% |
| Waiver (Y/N) | N |
| BOE Approval Date | |

Superintendent's Signature

Date

1. Schoolwide Plan Participants

| NAME | REPRESENTATION |
|-------------------|------------------------|
| Lilli Melamed | Building Administrator |
| Mary Jordan | Teacher/Social Worker |
| José Castrejon | Specialist |
| Adriana Castrejon | Parent |
| Paola Cruz | Social Worker |
| | |
| | |
| | |

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

1. Not Applicable

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

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

The results of Oak Terrace School local needs assessments through our School Improvement Team (a group of admin, staff and specialist to address building-based needs) indicated the following priority areas when data was reviewed prior to the beginning of the year:

- 1) Close academic **achievement gaps in literacy and math** by focusing on robust Tier 1 instruction aligned to the district Instructional Framework and focus standards for ELA and math with scaffolds and supports for language acquisition embedded into all lessons.

- 2) Using **team meeting time** with instructional coaches to look at data and make data informed decisions around the next steps of instruction based on student performance and instructional next steps.

3) Funds will also be used to increase **family engagement through events** and experiences to ensure that families are able to participate in the educational program in the district such as, The Latino Family Literacy Program and events for Parents of Multilingual Learners.

4) Working relationships with special education teachers, coaches and coordinators to address, in particular, behavior and emotional regulation. Planned instructional; activities to take place each early release day that explicitly teach executive function skills. Dedicated SEL time on Mondays for the whole school to come together through learning about emotional regulation and and build community.

5) All staff will be trained in the fall of 24-25 in Safe and Civil Schools. (CHAMPS) Expectations.

6) **Family Engagement Specialist** at Oak Terrace builds relationships with families, providing resources for families through drives, visits and other modes of communication. This staff member works closely with our school improvement team to support the connection of our Latino families into the school community through all events.

7) Students will be provided the opportunity to engage in Engineering and STEAM learning experiences through before and after school programming provided by Oak Terrace teachers.

8) Title I funds will also provide additional FTE and the purchase of instructional materials for math and/or reading intervention and summer school for students performing below state grade level standards.

- Reading specialist

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

Oak Terrace employs the following staff to support school-based mental health: two social workers and one school psychologist. In addition to these employees, the school partners with outside agencies such as the Nuestro Center, Highwood Public Library, Life and Wellness, and the Lake County Health Department to support students and families outside of the school day.

Oak Terrace offers students a wide range of extracurricular activities such as sports clubs, ecology club, book match, chess club, soccer club, yoga club, student leadership, and student safety patrol to support the overall development and improve skills outside of the academic subject areas.

Oak Terrace School currently uses Suite 360 as the social-emotional learning resource.

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

N/A - Elementary district

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

Oak Terrace partners with TrueNorth to participate in an SEL cohort. This cohort provides building teams with resources and strategies to strengthen the SEL continuum and address problem behavior. [School] partners with outside agencies which are appropriate such as Rosecrance to provide substance abuse assessments and counseling.

- 7. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.**

Professional development has and will continue to focus on on the District's Instructional Framework which has identified best pedagogical practices to meet the needs of each student. This includes engaging students in their learning, using assessment to inform instruction, and understanding the needs and backgrounds of students. Staff will also have opportunities to collaboratively plan instruction using scaled focus standards that are accompanied by planning resources. The District's recruitment process is rigorous and includes a structured screening process.

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

Oak Terrace School houses the district's preschool program. As such, articulation between kindergarten and preschool is ongoing before, during, and after students transition to kindergarten.

Oak Terrace School holds robust articulation meetings with the District preschool staff to ensure that students are supported in their transition to kindergarten. Staff spends time observing students in their preschool classrooms, meets with parents, and articulates with staff.

During the summer before our preschool students enter kindergarten, administrators and the family engagement specialist conduct kindergarten home visits to welcome families to Oak Terrace. This provides all students with an opportunity to meet staff and begin to feel comfortable in their new school environment. Oak Terrace also hosts kindergarten play dates during the summer, which allow students and families an opportunity to meet each other and begin forging connections in the community. The PTO and family engagement specialist attend this event as well to ensure parents meet with and have the opportunity to learn more about school.



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NORTH SHORE

SCHOOL DISTRICT 112

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN

Section 1114, Every Student Succeeds Act

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

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

| DISTRICT INFORMATION | |
|-----------------------|---------------------------------|
| District | North Shore School District 112 |
| Superintendent | Dr. Michael Lubelfeld |
| Telephone | 224-765-3000 |
| Email address | mlubelfeld@nssd112.org |

| SCHOOL INFORMATION | |
|--------------------------|------------------|
| School | Red Oak School |
| RCDT | 340491120022006 |
| Principal | Chelsey Maxwell |
| Address | 530 Red Oak Lane |
| Telephone | (224) 765-3750 |
| Poverty Rate | |
| Waiver (Y/N) | Y |
| BOE Approval Date | |

Superintendent's Signature

Date

1. Schoolwide Plan Participants

| NAME | REPRESENTATION |
|-----------------------|------------------------------|
| Chelsey Maxwell | Building Administrator |
| Victoria Dobies | Teacher/ Instructional Coach |
| Kristin Salamanca | Parent |
| Hannah Rosenblat | Teacher/ Instructional Coach |
| Sarah DeMarco Dowling | Social Worker |
| | |
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| | |

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

1. Not Applicable

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

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

The results of Red Oak School local needs assessments through our Guiding Coalition (a group of admin, staff and specialist to address building-based needs) indicated the following priority areas when data was reviewed prior to the beginning of the year:

- 1) Eliminate academic **achievement gaps in math** by focusing on small groups focused on NWEA RIT band scores, math unit pre-tests, and classroom assessments.

- 2) Using **team meeting time** to look at data to drive instruction

- a) K-2 → CKLA, tracking fluency, phonemic awareness, encoding, concepts of print (K)
- b) 3-5 → bridging language, focus on morphology (prefixes, suffixes, root words)

3) During Number Corner, which is in Spanish in the dual language allocation:

- a) A heavier emphasis on sentence starters to promote Spanish oracy
- b) Focus on Workplace games as another opportunity for oracy

4) Reading and Math intervention for students not meeting standards with progress monitored through FastBridge. For students needing reinforcement or extension of grade level standards with a general education teacher, Advanced Learning Opportunities teacher (ALO). The focus this year was to provide more **flexible grouping** so that students would change intervention groups when needed based on classroom assessments, district assessment (e.g. MAP) and teacher-collected evidence.

5) Funds will also be used to increase **family engagement through events** and experiences to ensure that families are able to participate in the educational program in the district such as, The Latino Family Literacy Program and events for Parents of Multilingual Learners. Science Night with SACNAS (Society for the Advancement of Chicanos/Hispanics in Science) is an annual tradition to support family engagement in science.

6) Working relationship with **TrueNorth** special education teachers, intervention and behavior specialists to address, in particular, behavior and emotional regulation. Meetings, modeled lessons and strategies for general education teachers. All staff will be trained in the fall of 24-25 in CHAMPS Expectations.

7) **Family Engagement Specialist** at Red Oak this year in order to address needs with building relationships with families, providing resources for families through drives, visits and other modes of communication. Also worked closely with the FES to provide more social opportunities for families to gather at Red Oak (e.g. Lotería/Bingo night).

8) **Kagan** - Ongoing instructional coaching to train teachers to use collaborative strategies to support: content-delivery, student engagement, classroom community building, social emotional skills, and application of academic skills.

9) **LETRS** - Teachers have engaged in ongoing training in LETRS (both online and in person), a professional learning course for instructors of reading, spelling, and related language skills based on the Science of Reading. In team meetings, teachers have discussed and adapted lesson plans to integrate LETRS principles and strategies across all English literacy instruction.

4. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services,

and other strategies to improve students' skills outside the academic subject areas.

Red Oak School employs the following staff to support school-based mental health:

- Social worker
- Special Education Resource Teachers
- Principal
- Teachers and support staff
- Family Engagement Specialist

Red Oak currently uses Suite 360 as the social-emotional learning curriculum for the Tier 1 population. This is a weekly lesson taught in the classroom based on CASEL's 5 core characteristics of social and emotional growth and development. Sown-to-Grow is utilized as a weekly emotional check-in for students to share how they are doing with their teachers.

Students are also invited to participate in Calm Classroom. Calm Classroom includes 3-minute daily practices involving breathing, stretching, and relaxation techniques to support the mental and emotional growth of teachers and students. The mission of Calm Classroom is to empower students and educators with mindfulness skills that support their overall emotional wellbeing.

The Social-Emotional Learning (SEL) team is a cross grade-level committee focused on boosting the social emotional wellness and learning of all students and staff. The SEL Team identifies target areas of need and organizes school-wide goals and celebrations based on student success related to specific goals. The team provides training to staff in SEL and best practices in the mental health and well-being of students.

Every classroom participated in the Knowtice program, led by a non-profit organization focused on mindfulness. Students learned how to put in place age appropriate mindfulness practices, and parents were provided education in the program at a PTO meeting. In addition to classrooms, all specials teachers (art, music, PE) were also included in a lesson so that the program could be integrated into their programming.

About 25% of the student population partake in more directed SEL activities with the social worker. These activities/lessons are targeted to the individual student's growth based on the data collected in the Tier 1 resources. Activities include: small group counseling, individual counseling, peer mediation, and daily check ins. The team connects with their classroom teachers to help generalize the lessons and provide support in working with students who have more emotional needs. The team also connects with parents to provide teaching around their child's social/emotional development.

The Rocket Team is a group of staff trained in Nonviolent Crisis Prevention and Intervention and mental health first aid. All staff are encouraged to call for the Rocket Team if they need support with a student. Team responds to the call and assesses the level of support needed based on the care, welfare, safety, and security of all present in

the situation. Team then debriefs with those involved to support the well-being of all and provide understanding to the situation.

During the school day students have the opportunity to participate and attend clubs and activities that boost mental health and wellbeing including mind body club, student leadership club, book match, rockets on the run and various other teams. Students also have the opportunity to work with others in the community garden during their recess time. There is a buddy bench at recess for those who may be looking for a new friend to connect and play together. Some clubs provide students with leadership opportunities where students can develop the capacity to grow their leadership skills while also giving back to their own school through service projects and opportunities to connect with other students.

Red Oak has a Parent- Teacher Organization (PTO) in which parents and staff work together to provide school wide community events where families can come together outside of the school day. Some events include: Popsicle Picnic for New Families, Back To School Bash, Fall Fest, Día de los Muertos, Lotería, Science Night, Spring Fling and more. PTO also organizes various fundraisers to support our student population and they have been instrumental in coordinating with the school principal to provide additional opportunities for students to connect at recess in the community garden or through various art projects.

In addition to these employees, the school partners with outside agencies such as the Nuestro Center, Highwood Public Library Life and Wellness, and the Lake County Health Department to support students and families outside of the school day. Red Oak has been a member of No Place for Hate - a program through the Anti-Defamation League - since Fall 2021.

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

N/A - Elementary district

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

Red Oak partners with TrueNorth to participate in an SEL cohort. This cohort provides building teams with resources and strategies to strengthen the SEL continuum and address problem behavior. Red Oak partners with outside agencies which are appropriate such as Rosecrance to

provide substance abuse assessments and counseling. The school created an SEL team who reviews behavior data, determining needs for interventions and student supports.

7. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

Professional development will focus on the District's Instructional Framework which has identified best pedagogical practices to meet the needs of each student. This includes engaging students in their learning, using assessment to inform instruction, and understanding the needs and backgrounds of students. Staff will also have opportunities to collaboratively plan instruction using scaled focus standards that are accompanied by planning resources. The District's recruitment process is rigorous and includes a structured screening process through Humanex. Additionally all teachers Pre-K to 5th grade receive professional development in LETRS- Language Essentials for Teaching Reading and Spelling which aims to improve literacy outcomes for all students. Finally, our district has a partnership with Kagan Cooperative Learning to increase student engagement and teachers are trained annually in various workshop settings. PD was provided for coaches/admin at La Cosecha DL Conference to develop, support and advocate for dual language enriched education.

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

Red Oak held robust articulation meetings with the District preschool staff to ensure that students are supported in their transition to kindergarten. Staff spent time observing students in their preschool classrooms, met with parents, and articulated with staff. An orientation was held for students in transition, providing suggested support, including community resources. We also host a Kindergarten playdate in August and the PTO arranges opportunities for incoming kindergarteners to use the kindergarten park during the summer.