

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
BOARD OF EDUCATION REGULAR MEETING
THURSDAY, MAY 16, 2024
7:00 PM - LIBRARY
285 E. GRAND AVENUE
FOX LAKE, ILLINOIS 60020**

AGENDA

AMENDED 2023/24 BUDGET HEARING - 6:45 PM

I.	Call to Order	
II.	Pledge of Allegiance	
III.	Roll Call	
IV.	Consent Agenda **	3
V.	Other Business	
VI.	Public Comment	
VII.	Superintendent's Report – Recognition and Informational Items	
	A. Student of the Month	66
	B. Student Representative to the Board of Education	67
	C. Honors Night	68
	D. Lake County Educator of the Year Awards	
	E. Hall of Fame 2024	
	F. Principal's Report	81
	G. Student Representative's Report	84
VIII.	Superintendent's Report – Action Items	
	A. Consolidated District Plan **	87
	B. School Board Policy Modifications – Second Reading **	135
	C. Community Youth Network Counseling Support 2024/25 **	205
	D. Lake County Health Department – Assessment and Counseling Services 2024/25 **	206
	E. Pilot Clubs 2024/25 **	208
	F. Overnight Travel Requests **	214
	G. Co-Curricular Sponsors 2024/25 **	218
	H. Fall Coaches 2024/25 **	220
	I. Personnel ** <u>REVISED</u>	221
IX.	Business Affairs	
	A. 2023/24 Amended Budget **	230
	B. Resolution Authorizing Accounting Transfer(s) to Capital Projects Fund **	266
	C. Resolution Abating the Working Cash Fund of Grant Community High School District 124, Lake County, Illinois **	269
	D. 2024/25 Tentative Budget **	273
	E. Quest Food Service Management Contract 2024/25 **	309
	F. Medical Rate Renewal **	
X.	Closed Session	
	A. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1) **	
	B. Other matters relating to individual students 5 ILCS 120/2 (c)(10) **	
XI.	Action items from closed session discussion	
	A. Potential Board action regarding personnel and compensation **	
	B. Potential Board action regarding matters relating to individual students **	

XII. Adjourn

** Indicates potential action item in open session

The next regular Board of Education meeting will be held on Thursday, June 20, 2024

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
MINUTES OF BOARD OF EDUCATION MEETING
APRIL 18, 2024**

CALL TO ORDER

A Regular Meeting of the Board of Education of Grant Community High School District 124, County of Lake, State of Illinois, was held on Thursday, April 18, 2024 and called to order at 7:00 p.m. in the Library of Grant Community High School, 285 E. Grand Avenue, Fox Lake.

PLEDGE OF ALLEGIANCE

All those in attendance stood to recite the Pledge of Allegiance.

ROLL CALL

On Roll Call, the following Members were found to be present:

Mr. Steve Hill, President
Mrs. Kathy Kusiak, Vice President
Mrs. Shelly Booth, Member
Mrs. Ivy Fleming, Member
Mr. Ed Lescher, Member
Mr. Bob Yanik, Member

Members absent:

Mr. John Jared, Secretary

Administration present:

Dr. Christine A. Sefcik, Superintendent
Mrs. Beth Reich, Business Manager
Dr. Jeremy Schmidt, Principal

Student Representative: Ms. Julia Podgorski

Mrs. Kathy Kusiak served as Secretary Pro Tem due to the absence of Secretary, John Jared

AUDIENCE

Marek, Agnieszka, and Amelia Podgorski, Molly Vezensky, Savannah Eagon, Christi Flaker

CONSENT AGENDA

Minutes of regular meeting held March 21, 2024

Minutes of closed meeting held March 21, 2024

April Bills Payable

March Treasurer's Report

Destruction of closed meeting audio recording from October 20, 2022

Quarterly list of authorized depositories, investment managers, dealers, and brokers

** A motion was made by Mrs. Kusiak, second by Mrs. Fleming to approve the Consent Agenda as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Kusiak, Booth, Fleming, Lescher, Yanik, Hill

Nay: None

Absent: Jared

Motion – **Passed**

SUPERINTENDENT'S REPORT – Recognition and Informational Items

April Student of the Month

Dr. Sefcik introduced Julia Podgorski, in the presence of her family, Marek, Agnieszka, and Amelia, as the April Student of the Month. She read Julia's profile of accomplishments, which included academic achievements, extracurricular activities, service as the Student Representative to the School Board, service to the community, what she enjoys in her spare time, and future plans. Dr. Sefcik offered Julia the opportunity to speak to the Board and she thanked the Board for the recognition. She feels lucky to be a part of the GCHS environment and getting to witness opportunities and work being done by students. She also thanked her parents, teachers, and her peers for making her years here so amazing. She's looking forward to continuing her education at Wesleyan University in Connecticut. The Board and audience applauded Julia and Dr. Sefcik presented her with a certificate to commemorate being chosen as the April Student of the Month.

English Language Learning (EL) / Transitional Bilingual Education (TBE) Coordinator – Shared Position

Dr. Sefcik informed the Board that with growing enrollment in the EL/TBE program, she is asking the Board to consider the sharing of a 10-month administrative coordinator position in partnership with Big Hollow School District 38. Enrollment data was presented to the Board. To remain in compliance with Illinois State Board of Education requirements and provide quality education services for these students, the number of teaching staff required has increased. Also shared were program details such as courses, screening resources, testing requirements, and information on the Bilingual Parent Advisory Committee. Actual shared costs would be based upon experience and other school district comparable salaries.

Special Education Position

Dr. Sefcik apprised the Board that over the last 10 years, the number of students with an IEP and/or accommodation required by Section 504 of the Rehabilitation Act has increased substantially. With an increased number of students to provide support for, additional supports provided for in-house that were taken back from SEDOL, combined with an increasing number of staff to provide leadership for, the administration is requesting the Board of Education consider adding a full-time Assistant Director of Special Education effective with the 2024/25 school year. With a certified teacher already providing part-time administrative support, this is not an entirely new cost. Rather, this is an increase of approximately .4 FTE. Actual costs would be based upon experience and other school district comparable salaries.

Safety Position

Dr. Sefcik notified the Board that safety and security of everyone on campus continues to be a priority. The responsibility is currently shared by a number of administrators, and supported by faculty, staff, security personnel, and the School Resource Officer. While we maintain comprehensive emergency and crisis plans, and practice those plans diligently, we believe that designing a position, whose role would focus solely on core school safety responsibilities would improve the overall safety of our school. A Director of Safety and Security would be charged with the development, implementation, and oversight of all of our safety protocols, including emergency preparedness, crisis management, security infrastructure, safety training, and risk assessments. We are proposing this position at a time that a security personnel retirement is occurring, thereby offsetting the cost of establishing this position. Actual costs would be based upon experience and comparable salaries.

School Board Policy Modifications – First Reading

Dr. Sefcik provided the following School Board Policy modifications as a first reading:

Section 200 School Board

- 2:40 Qualifications, Term, and Duties of Board Officers
- 2:260 Uniform Grievance Procedure
- 2:265 Title IX Grievance Procedure
- 2:270 Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited

Section 400 Operational Services

- 4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Section 500 Personnel

- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:100 Staff Development Program (complete rewrite)
- 5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

Section 700 Students

- 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

Graduation

Dr. Sefcik said we are looking forward to our graduation ceremony on Sunday, May 19th at 2:00 pm, in the Fieldhouse. All Board members are welcomed and encouraged to attend this celebratory event! She asked them to respond at their earliest convenience so that seating and diploma distribution arrangements may be made.

Principal's Report

Mr. Schmidt presented his monthly report which included information on End of Semester Information, Assessment Updates, Spring Events and Activities, and Student Recognition.

Student Representative's Report

Julia Podgorski provided her report which included information on Activities: FBLA, Math Team, Theater, FCCLA, NHS, Student Council, and Gender-Sexuality Alliance. Sports: Color Guard and National Wheelchair Basketball Association Junior Nationals. Events: Spain and France Trips, Writer's Expo/Writer's Week, Activity Fair, and ABC Countdown.

PUBLIC COMMENT

No public comment was given.

SUPERINTENDENT'S REPORT – Action Items

English Language Learning (EL) / Transitional Bilingual Education (TBE) Coordinator – Shared Position

Dr. Sefcik recommended approval of the EL/TBE Coordinator position to be shared among GCHS District 124 and Big Hollow School District 38 beginning with the 2024/25 school year, as presented.

** A motion was made by Mr. Yanik, second by Mrs. Booth to approve the addition of an EL/TBE Coordinator position to be shared among GCHS District 124 and Big Hollow School District 38 beginning with the 2024/25 school year, as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Booth, Fleming, Lescher, Yanik, Hill, Kusiak
Nay: None
Absent: Jared

Motion – **Passed**

Special Education Position

Dr. Sefcik recommended approval of an Assistant Director of Special Education effective with the 2024/25 school year, as presented.

** A motion was made by Mrs. Booth, second by Mrs. Fleming to approve the addition of an Assistant Director of Special Education effective with the 2024/25 school year, as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Fleming, Lescher, Yanik, Hill, Kusiak, Booth
Nay: None
Absent: Jared

Motion – **Passed**

Safety Position

Dr. Sefcik recommended approval of a Director of Safety and Security effective with the 2024/25 school year, as presented.

** A motion was made by Mr. Lescher, second by Mr. Yanik to approve the addition of a Director of Safety and Security effective with the 2024/25 school year, as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Lescher, Yanik, Hill, Kusiak, Booth, Fleming
Nay: None
Absent: Jared

Motion – **Passed**

Future Business Leaders of America National Competition (FBLA)

Dr. Sefcik was proud to announce that seven students qualified for the National FBLA Competition and National Leadership Conference. The competition will take place in Orlando, Florida, from June 29 to July 2. The sponsor, an additional chaperone, and the seven students will travel to Orlando on June 28 and return on July 3. When students qualify for extracurricular or co-curricular national competitions, the District has traditionally contributed half of the student costs to attend. The estimated Board paid costs for the competition will be \$10,070.75. FBLA is contributing \$1,000 from activity funds, resulting in a student cost of \$614.34 each to participate.

** A motion was made by Mrs. Fleming, second by Mrs. Kusiak to approve the FBLA National Competition travel, as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Yanik, Hill, Kusiak, Booth, Fleming, Lescher
Nay: None
Absent: Jared

Motion – **Passed**

Overnight Travel

Dr. Sefcik requested approval of the overnight travel for the following teams, as presented:

Girls' varsity basketball team to attend a team camp at Purdue University in Lafayette, IN, June 21-23 for approximately 8-10 student-athletes and three coaches.

Wrestling team to attend a team camp at the University of Illinois in Champaign, IL, June 23-26 for approximately 35-45 student-athletes and four coaches.

Dance team to attend camp at Illinois State University in Bloomington, IL, June 25-27 for approximately 30 student-athletes and four coaches.

** A motion was made by Mr. Lescher, second by Mrs. Fleming to approve the overnight travel for the girls' varsity basketball team, the wrestling team, and the dance team, all as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Hill, Kusiak, Booth, Fleming, Lescher, Yanik
Nay: None
Absent: Jared

Motion – **Passed**

2024/25 Board of Education Meeting Date Changes

Dr. Sefcik reported the need to consider changing two Board of Education meeting dates for scheduling conflicts. The November 21, 2024 meeting date conflicts with the IASB/IASA/IASBO Joint Conference and members' ability to attend early professional development sessions. She recommends changing the November 21 meeting to November 14, 2024. The June 19, 2025 meeting conflicts with the Juneteenth holiday, a day the District is required to be closed. She recommended changing the June 19 meeting to June 12, 2025.

** A motion was made by Mrs. Fleming, second by Mr. Lescher to approve changing the November 21, 2024 meeting date to November 14, 2024, and the June 19, 2025 meeting date to June 12, 2025.

Votes were taken by roll call. Votes were cast as follows:

Aye: Kusiak, Booth, Fleming, Lescher, Yanik, Hill
Nay: None
Absent: Jared

Motion – **Passed**

Personnel

Dr. Sefcik made the following personnel recommendations:

Accept the resignation letters from the following individuals:

- Lauren Becmer, Chess Club Sponsor, effective immediately
- Will Schmadeke, Black Student Union and Chess Club Sponsor, effective immediately

Notification of a FMLA request for Cheryl Trevithick for March 26, 2024 to April 12, 2024

Notification of a FMLA request for Shane Rivette for April 19, 2024 on an intermittent basis

** A motion was made by Mrs. Kusiak, second by Mrs. Booth to approve the personnel recommendations, as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Booth, Fleming, Lescher, Yanik, Hill, Kusiak

Nay: None

Absent: Jared

Motion – **Passed**

BUSINESS AFFAIRS

2023/24 Amended Budget

Mrs. Reich reminded the Board that the 2023/24 amended budget is on display and will be on the agenda for approval at the May meeting.

2024/25 Budget

Mrs. Reich told the Board that the 2024/25 budget is under construction and she has been meeting with department heads to determine expenses for next year. As those meetings occur, she has been updating the budget. Additionally, she should have the health insurance renewal rates within the next month. She plans to bring the tentative budget to the Board in May for display and a hearing and request for approval in July.

Tax Cap Adjustment

Mrs. Reich notified the Board that the county multiplier from the Illinois Department of Revenue is 1.00 for tax year 2023. This equalizer is then applied to our equalized assessed value (EAV) resulting in a total EAV of \$1,178,955,217. This is an increase of \$100,213,131 from 2022. The EAV increased 9.29% from last year. As a result, the tax rate is 2.190976. The consumer price index for this tax cycle was 6.5%, so it was capped at 5%. Approximately, \$191,373 had to be cut from the levied amount to comply with the tax cap limitation. A copy of the detailed cap adjustments is attached, as well as a comparison of Grant High School's tax rate to other high school districts in Lake County.

National School Lunch Program – 2024-2025 School Lunch Price

Mrs. Reich reported that as part of the Healthy Hunger Free Act of 2010, Section 205, the district each year must analyze the price charged for the school lunches using a paid lunch equity calculator provided by the Illinois State Board of Education (ISBE). The purpose is to comply with the law which requires that schools charge students for paid meals at a price that is on average equal to the difference between free meal reimbursement and paid meal reimbursement. The paid lunch equity calculator determines the amount that the lunch price must be increased based on our lunch prices and number of paid lunches served in October of 2023. She recommended the school lunch price be increased to \$3.60 per meal for all meals and the school breakfast price stay the same at \$1.50 for all breakfast meals.

** A motion was made by Mr. Lescher, second by Mrs. Booth to approve the price charged for breakfast and lunch as calculated by the ISBE equity calculator, as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Fleming, Lescher, Yanik, Hill, Kusiak, Booth

Nay: None

Absent: Jared

Motion – **Passed**

Weight Room Construction Update

Mrs. Reich provided an update on the weight room construction, including the project is on schedule; they did find bad soil, excavated, and replaced it; footings are in; and walls will be poured next Wednesday.

OTHER BUSINESS

Dr. Sefcik said that the interviews for the 2024/25 Student Representative to the Board of Education went terrific. Four students were interviewed and she expects a decision soon so that they are able to shadow Julia beginning with the May meeting.

CLOSED SESSION

** At 7:49 p.m. a motion was made by Mrs. Kusiak, second by Mr. Lescher to go into closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance or dismissal of specific employees 5 ILCS 120/2 (c)(1); other matters relating to individual students 5 ILCS 120/2 (c)(10); and student disciplinary cases 5 ILCS 120/2 (c)(9).

Votes were taken by roll call. Votes were cast as follows:

Aye: Lescher, Yanik, Hill, Kusiak, Booth, Fleming

Nay: None

Absent: Jared

Motion – **Passed**

** At 8:22 p.m. a motion was made by Mrs. Booth, second by Mr. Yanik to end closed session and return to open session.

Votes were taken by roll call. Votes were cast as follows:

Aye: Yanik, Hill, Kusiak, Booth, Fleming, Lescher

Nay: None

Absent: Jared

Motion – **Passed**

ACTION CLOSED SESSION

** A motion was made by Mrs. Kusiak, second by Mrs. Booth to approve the 2024/25 contract for Dave Behm as Athletic Director.

Votes were taken by roll call. Votes were cast as follows:

Aye: Hill, Kusiak, Booth, Fleming, Lescher, Yanik

Nay: None

Absent: Jared

Motion – **Passed**

ADJOURN

** At 8:24 p.m. a motion was made by Mr. Lescher, second by Mrs. Fleming to adjourn the meeting.

Steve Hill, President

Kathy Kusiak, Secretary Pro Tem

Grant Community High School District 124
AP Invoice Listing Report
May 16, 2024

Total Invoices:	403	\$1,405,016.01
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VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
ABRAHTOD000	Abraham, Todd	04112024 6:15	0000000000	mm0524	AP	G Soccer V	B		04/11/2024	05/16/2024	R	\$82.00
							23-24					\$82.00
						NUMBER OF INVOICES: 1						\$82.00
ACCURATE001	ACCURATE BIOMETRICS	198662404	0000000000	mm0524	AP	Fingerprinting APR24	B		04/30/2024	05/16/2024	R	\$292.50
							23-24					\$292.50
						NUMBER OF INVOICES: 1						\$292.50
AIRGAS U000	Airgas Usa, Llc	5506717385	0000000000	mm0524	AP	Cylinder Rental	B		03/31/2024	05/16/2024	R	\$164.88
							23-24					\$164.88
						NUMBER OF INVOICES: 1						\$164.88
ALBERTSO000	Albertsons / Safeway	186151	0000000000	mm050824	AP	Jewel Prchs 041524-050324	H		05/07/2024	05/08/2024	R	\$1,819.77
							23-24			116690		\$1,819.77
						NUMBER OF INVOICES: 1						\$1,819.77
ALLENDALE002	Allendale	202404173289	0000000000	mm0524	AP	Tuition MAR2024	B		03/31/2024	05/16/2024	R	\$5,175.00
							23-24					\$5,175.00
						NUMBER OF INVOICES: 1						\$5,175.00
ALPHA BA000	Alpha Baking Co., Inc.	APR 2024	0000000000	mm0524	AP	Baking 040124-043024	B		04/30/2024	05/16/2024	R	\$10,164.63
							23-24					\$10,164.63
						NUMBER OF INVOICES: 1						\$10,164.63
ALVARNAT001	Alvarado, Nathan	04122024	0000000000	mm0524	AP	B VBall V	B		04/12/2024	05/16/2024	R	\$150.00
							23-24					\$150.00
ALVARNAT001	Alvarado, Nathan	04232024	0000000000	mm0524	AP	Volleyball, Boys JV/V	B		04/23/2024	05/16/2024	R	\$116.00
							23-24					\$116.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 2						\$266.00
AMAZON C000	Amazon Capital Services	1RY3-6TPL-HLG7 (AP)	0002400040	mm0524	AP	Amazon purchases 2023-2024	B		05/01/2024	05/16/2024	R	\$15,290.10
							23-24					\$15,290.10
AMAZON C000	Amazon Capital Services	CM#14DR-3NWF-HXH7	0002400040	mm0524	AP	Amazon purchases 2023-2024	B		05/01/2024	05/16/2024	R	\$-37.68
							23-24					\$-37.68
						NUMBER OF INVOICES: 2						\$15,252.42
ASHMOSTE000	Ashmore, Stephanie	04222024	0000000000	mm0524	AP	Theater reimbursement	B		04/22/2024	05/16/2024	R	\$185.97
							23-24					\$185.97
ASHMOSTE000	Ashmore, Stephanie	04292024	0000000000	mm0524	AP	Theater reimbursement	B		04/29/2024	05/16/2024	R	\$77.16
							23-24					\$77.16
						NUMBER OF INVOICES: 2						\$263.13
AT & T 001	AT & T	2181138809	0000000000	mm042624	AP	8310011444996 040724-050624	H		04/07/2024	04/26/2024	R	\$375.80
							23-24			116683		\$375.80
AT & T 001	AT & T	8380088803	0000000000	mm042624	AP	8310011444894 040724-050624	H		04/07/2024	04/26/2024	R	\$378.69
							23-24			116683		\$378.69
						NUMBER OF INVOICES: 2						\$754.49
AT&T 002	AT&T	847587259704	0000000000	mm043024	AP	84758725975566 032024-041924	H		04/19/2024	04/30/2024	R	\$12,918.32
							23-24			116687		\$12,918.32
						NUMBER OF INVOICES: 1						\$12,918.32
AVALON P000	Avalon Petroleum Co.	009548	0000000000	mm0524	AP	RFG 10% Ethanol	B		04/09/2024	05/16/2024	R	\$6,126.82
							23-24					\$6,126.82
						NUMBER OF INVOICES: 1						\$6,126.82
BADMINTO000	Badminton Warehouse	44342	0502400050	mm0524	AP	3RD LEVEL BADMINTON	F	B	04/29/2024	05/16/2024	R	\$1,842.45

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
BADMINTO000	Badminton Warehouse	44342				*****CONTINUED***** EQUIPMENT					\$1,842.45
							23-24				
						NUMBER OF INVOICES: 1					\$1,842.45
BALANCED000	Balanced Environments Inc	B117	0000000000	mm0524	AP	Landscape Maint APR24	B	04/01/2024	05/16/2024	R	\$6,748.25
							23-24				\$6,748.25
						NUMBER OF INVOICES: 1					\$6,748.25
BARKEALL000	Barker, Allison	04152024	0000000000	mm0524	AP	SpecOlympics travel reimbursement	B	04/15/2024	05/16/2024	R	\$65.50
							23-24				\$65.50
						NUMBER OF INVOICES: 1					\$65.50
BASAVE E000	Basave Elite Inc	04112024 4:45	0000000000	mm0524	AP	G Soccer JV	B	04/11/2024	05/16/2024	R	\$65.00
							23-24				\$65.00
BASAVE E000	Basave Elite Inc	04112024 6:15	0000000000	mm0524	AP	G Soccer V	B	04/11/2024	05/16/2024	R	\$82.00
							23-24				\$82.00
BASAVE E000	Basave Elite Inc	08212023 5:00	0000000000	mm0524	AP	B Soccer JV2	B	08/21/2023	05/16/2024	R	\$65.00
							23-24				\$65.00
						NUMBER OF INVOICES: 3					\$212.00
BENNY'S 000	Benny's Service Center Inc.	5557	0000000000	mm0524	AP	Bus safety inspections	B	05/01/2024	05/16/2024	R	\$486.00
							23-24				\$486.00
						NUMBER OF INVOICES: 1					\$486.00
BERGLPAT000	Bergl, Patricia	04192024	0000000000	mm0524	AP	Bass Fishing fuel reimbursement	B	04/19/2024	05/16/2024	R	\$61.78
							23-24				\$61.78

13

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1						\$61.78
BIBLELON000	Bible, Lonnie	041224-041324	0000000000	mm0524	AP	B VBall V (2 days)	B		04/13/2024	05/16/2024	R	\$300.00
									23-24			\$300.00
						NUMBER OF INVOICES: 1						\$300.00
BILBRAMA000	Bilbrey, Amanda	04302024	0000000000	mm0524	AP	Wellness Fair reimbursement	B		04/30/2024	05/16/2024	R	\$27.11
									23-24			\$27.11
BILBRAMA000	Bilbrey, Amanda	04302024(2)	0000000000	mm0524	AP	Wellness Fair lunch reimbursement	B		04/30/2024	05/16/2024	R	\$125.14
									23-24			\$125.14
BILBRAMA000	Bilbrey, Amanda	04302024(3)	0000000000	mm0524	AP	Wellness Fair reimbursement	B		04/30/2024	05/16/2024	R	\$21.40
									23-24			\$21.40
						NUMBER OF INVOICES: 3						14 \$173.65
BITLEGAR000	Bitler, Gary	04102024	0000000000	mm0524	AP	Baseball V	B		04/10/2024	05/16/2024	R	\$77.00
									23-24			\$77.00
BITLEGAR000	Bitler, Gary	05012024	0000000000	mm0524	AP	Baseball, V	B		05/01/2024	05/16/2024	R	\$77.00
									23-24			\$77.00
						NUMBER OF INVOICES: 2						\$154.00
BLANKDAV000	Blanke, David	05082024	0000000000	mm0524	AP	PBIS donut reimbursement	B		05/08/2024	05/16/2024	R	\$28.98
									23-24			\$28.98
						NUMBER OF INVOICES: 1						\$28.98
BLICK AR000	BLICK ART MATERIALS	2798184	0042400014	mm0524	AP	Art Supply Order	P	B	04/04/2024	05/16/2024	R	\$4,749.59
									23-24			\$4,749.59

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
BLICK AR000	BLICK ART MATERIALS	2818503	0042400017	mm0524	AP	Art Show Matting	F	B	04/08/2024	05/16/2024	R	\$164.55
							23-24					\$164.55
BLICK AR000	BLICK ART MATERIALS	2824943	0042400016	mm0524	AP	Art Supplies	F	B	04/09/2024	05/16/2024	R	\$141.00
							23-24					\$141.00
BLICK AR000	BLICK ART MATERIALS	2829475	0042400014	mm0524	AP	Art Supply Order	P	B	04/09/2024	05/16/2024	R	\$87.91
							23-24					\$87.91
BLICK AR000	BLICK ART MATERIALS	CM#2842123	0042400014	mm0524	AP	Art Supply Order	P	B	04/11/2024	05/16/2024	R	\$-49.80
							23-24					\$-49.80
NUMBER OF INVOICES: 5											\$5,093.25	
BOLDELAW000	Bolden, Lawrence JR	ID 27743 Intern	0000000000	mm041524	AP	Career Intern-Surebonder FPC Corp	H		04/11/2024	04/15/2024	R	\$280.00
							23-24			116647		\$280.00
NUMBER OF INVOICES: 1											\$280.00	
BOOMBAH 000	BOOMBAH	179010	0502400056	mm0524	AP	SOFTBALL BELTS FOR PROGRAM	F	B	03/07/2024	05/16/2024	R	\$81.90
							23-24					\$81.90
NUMBER OF INVOICES: 1											\$81.90	
BORKMTOM000	Borkman, Tom	04182024 4:45pm	0000000000	mm0524	AP	IHSA - GSOC JV2	B		04/18/2024	05/16/2024	R	\$72.00
							23-24					\$72.00
BORKMTOM000	Borkman, Tom	04182024 6:15pm	0000000000	mm0524	AP	IHSA - GSOC, V	B		05/06/2024	05/16/2024	R	\$82.00
							23-24					\$82.00
NUMBER OF INVOICES: 2											\$154.00	
BOTONMAX000	Boton, Maxwell	PLS5153	0000000000	mm0524	AP	23/24 Tuition Reimbursement	B		05/07/2024	05/16/2024	R	\$1,295.30
							23-24					\$1,295.30

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
BOTONMAX000	Boton, Maxwell	PLS5200	0000000000	mm0524	AP	23/24 Tuition Reimbursement	B		05/07/2024	05/16/2024	R	\$1,295.30
									23-24			\$1,295.30
						NUMBER OF INVOICES: 2						\$2,590.60
BOWMAGRE000	Bowman, Gregory	04242024	0000000000	mm0524	AP	Baseball Frosh/Soph	B		04/24/2024	05/16/2024	R	\$74.00
									23-24			\$74.00
						NUMBER OF INVOICES: 1						\$74.00
BTUCK CH000	BTUCK Choreography LLC	1(2024)	0000000000	mm0524	AP	JV Dance choreography	B		05/01/2024	05/16/2024	R	\$5,050.00
									23-24			\$5,050.00
						NUMBER OF INVOICES: 1						\$5,050.00
BUILDING000	Building Blocks For Kids Success	507	0000000000	mm0524	AP	OT Services APR24	B		04/12/2024	05/16/2024	R	\$3,222.00
									23-24			\$3,222.00
						NUMBER OF INVOICES: 1						\$3,222.00
BURCHALL000	Burchfield, Allan JR	04112024	0000000000	mm0524	AP	Softball, JV 1	B		04/11/2024	05/16/2024	R	\$74.00
									23-24			\$74.00
						NUMBER OF INVOICES: 1						\$74.00
CALHOPAT000	Calhoun, Patrice	BIO4835	0000000000	mm0524	AP	23/24 Tuition Reimbursement	B		05/07/2024	05/16/2024	R	\$1,726.40
									23-24			\$1,726.40
						NUMBER OF INVOICES: 1						\$1,726.40
CANNOVIN000	Cannon, Vincent	04182024	0000000000	mm0524	AP	Baseball, V	B		04/18/2024	05/16/2024	R	\$77.00
									23-24			\$77.00
						NUMBER OF INVOICES: 1						\$77.00
CDW GOVE000	CDW Government, Inc.	QM77850	0042400015	mm0524	AP	Art Supply Order	F	B	04/02/2024	05/16/2024	R	\$462.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
CDW GOVE000	CDW Government, Inc.	QM77850				*****CONTINUED*****						
							23-24					\$462.00
						NUMBER OF INVOICES: 1						\$462.00
CEISEALA000	Ceisel, Alan	04132024	0000000000	mm0524	AP	B VBall V	B		04/13/2024	05/16/2024	R	\$150.00
							23-24					\$150.00
						NUMBER OF INVOICES: 1						\$150.00
CENTRAL 010	Central Clothing Company	2468	0000000000	mm0524	AP	AP Psych shirts	B		04/10/2024	05/16/2024	R	\$271.15
							23-24					\$271.15
						NUMBER OF INVOICES: 1						\$271.15
CHANGE A000	Change Academy at Lake of the Ozar	INV085047	0000000000	mm0524	AP	Rsdnt/Tuition MAR24	B		03/31/2024	05/16/2024	R	\$4,638.60
							23-24					\$4,638.60
						NUMBER OF INVOICES: 1						\$4,638.60
CINTAS 4000	Cintas 47P	APR 2024	0000000000	mm0524	AP	Towel Service APR24	B		04/26/2024	05/16/2024	R	\$355.68
							23-24					\$355.68
						NUMBER OF INVOICES: 1						\$355.68
CITICARE000	CITICARE SERVICES LLC	5650	0000000000	mm0524	AP	Student Trnsprt APR24	B		05/02/2024	05/16/2024	R	\$1,625.20
							23-24					\$1,625.20
						NUMBER OF INVOICES: 1						\$1,625.20
CITYWIDE000	Citywide Building Maintenance Inc	49696	0000000000	mm0524	AP	Janitorial Srv APR24	B		04/01/2024	05/16/2024	R	\$21,827.53
							23-24					\$21,827.53
						NUMBER OF INVOICES: 1						\$21,827.53
CLARKPAU000	Clark, Paul	040824 5:00	0000000000	mm0524	AP	Lacrosse V	B		04/08/2024	05/16/2024	R	\$82.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
CLARKPAU000	Clark, Paul	040824 5:00		*****CONTINUED*****								
							23-24					\$82.00
CLARKPAU000	Clark, Paul	04132024 11:00	0000000000	mm0524	AP	Lacrosse JV	B		04/13/2024	05/16/2024	R	\$70.00
							23-24					\$70.00
CLARKPAU000	Clark, Paul	04132024 9:00	0000000000	mm0524	AP	Lacrosse V	B		04/13/2024	05/16/2024	R	\$82.00
							23-24					\$82.00
CLARKPAU000	Clark, Paul	04272024 10:00am	0000000000	mm0524	AP	Lacrosse, JV	B		04/27/2024	05/16/2024	R	\$70.00
							23-24					\$70.00
CLARKPAU000	Clark, Paul	04272024 12:00pm	0000000000	mm0524	AP	Lacrosse, V	B		04/27/2024	05/16/2024	R	\$82.00
							23-24					\$82.00
						NUMBER OF INVOICES: 5						\$386.00
												18
COLLIDON000	Collings, Donald	04092024 4:45	0000000000	mm0524	AP	Softball JV1	B		04/09/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
COLLIDON000	Collings, Donald	04102024 4:45	0000000000	mm0524	AP	Softball V	B		04/10/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 2						\$151.00
COMCAST 001	Comcast	198544531	0000000000	mm041524	AP	900023977 APR24	H		04/01/2024	04/15/2024	R	\$2,975.05
							23-24			116648		\$2,975.05
COMCAST 001	Comcast	198906065	0000000000	mm041524	AP	960050207 APR24	H		04/01/2024	04/15/2024	R	\$579.75
							23-24			116648		\$579.75
COMCAST 001	Comcast	198906076	0000000000	mm041524	AP	974472148 APR24	H		04/01/2024	04/15/2024	R	\$379.90
							23-24			116648		\$379.90
						NUMBER OF INVOICES: 3						\$3,934.70
COMCAST 002	Comcast Cable	8771100240009348	0000000000	mm050824	AP	CABLE 050824-060724	H		04/28/2024	05/08/2024	R	\$10.56

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
COMCAST 002	Comcast Cable	8771100240009348		*****CONTINUED*****								
							23-24			116691		\$10.56
COMCAST 002	Comcast Cable	8771100240354868	0000000000	mm042624	AP	Internet 041724-051624	H		04/13/2024	04/26/2024	R	\$144.85
							23-24			116684		\$144.85
COMCAST 002	Comcast Cable	8771101420419695	0000000000	mm042624	AP	Internet 041224-051124	H		04/08/2024	04/26/2024	R	\$42.81
							23-24			116684		\$42.81
NUMBER OF INVOICES: 3											\$198.22	
COMPASS 004	Compass Group USA	ORD279852	0000000000	mm0524	AP	Coffee Bar supply	B		05/01/2024	05/16/2024	R	\$133.53
							23-24					\$133.53
NUMBER OF INVOICES: 1											\$133.53	
CONNECTI002	Connections Day School	36384	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$10,327.17
							23-24					\$10,327.17
CONNECTI002	Connections Day School	36385	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36386	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36387	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36388	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36389	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36390	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
CONNECTI002	Connections Day School	36391	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36392	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36393	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
CONNECTI002	Connections Day School	36394	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,714.54
							23-24					\$6,714.54
						NUMBER OF INVOICES:						11
												\$77,472.57
CONNECTI004	Connections Academy East	12652	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$7,355.04
							23-24					\$7,355.04
						NUMBER OF INVOICES:						1
												\$7,355.04
CONSERV 000	Conserv Fs	65172720	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/22/2024	05/16/2024	R	\$1,035.42
							23-24					\$1,035.42
						NUMBER OF INVOICES:						1
												\$1,035.42
CONSTELL000	Constellation New Energy, Inc	68168112401	0000000000	mm0524	AP	764073-46292 Mar-Apr24	B		04/30/2024	05/16/2024	R	\$960.85
							23-24					\$960.85
CONSTELL000	Constellation New Energy, Inc	68169381101	0000000000	mm0524	AP	2857041-0 APR24	B		04/19/2024	05/16/2024	R	\$118.80
							23-24					\$118.80
CONSTELL000	Constellation New Energy, Inc	68169550801	0000000000	mm0524	AP	764073-46291 Mar-Apr24	B		04/30/2024	05/16/2024	R	\$82,610.44
							23-24					\$82,610.44
CONSTELL000	Constellation New Energy, Inc	68203501201	0000000000	mm0524	AP	2857041-0 MAR24	B		04/25/2024	05/16/2024	R	\$66.80
							23-24					\$66.80

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES:	4					\$83,756.89
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	4011045	0000000000	mm0524	AP	BG-5862 MAR24	B		04/12/2024	05/16/2024	R	\$15,264.35
									23-24			\$15,264.35
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	4011046	0000000000	mm0524	AP	BG-11642 MAR24	B		04/12/2024	05/16/2024	R	\$997.89
									23-24			\$997.89
						NUMBER OF INVOICES:	2					\$16,262.24
CORD LES000	Cord, Leslie	041224-041324	0000000000	mm0524	AP	B VBall V (2 days)	B		04/13/2024	05/16/2024	R	\$300.00
									23-24			\$300.00
CORD LES000	Cord, Leslie	04232024	0000000000	mm0524	AP	Volleyball Boys, JV/V	B		04/23/2024	05/16/2024	R	\$116.00
									23-24			\$116.00
						NUMBER OF INVOICES:	2					\$416.00
CORRECT 001	CORRECT DIGITAL DISPLAYS	5166A	0000000000	mm0524	AP	Baseball Scoreboard service	B		05/02/2024	05/16/2024	R	\$780.00
									23-24			\$780.00
						NUMBER OF INVOICES:	1					\$780.00
COZZINI 000	Cozzini Bros Inc	C15565670	0000000000	mm0524	AP	Knife service	B		04/24/2024	05/16/2024	R	\$43.00
									23-24			\$43.00
						NUMBER OF INVOICES:	1					\$43.00
CSES SCH000	CSES Schools LLC	D124-042024	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$7,903.14
									23-24			\$7,903.14
						NUMBER OF INVOICES:	1					\$7,903.14
CULLEMIC000	Cullen II, Michael	04232024	0000000000	mm0524	AP	Softball, JV	B		04/23/2024	05/16/2024	R	\$74.00
									23-24			\$74.00

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1						\$74.00
DALLAJOR001	DallaValle, Jorie	ID#27794	0000000000	mm0524	AP	Lunch Balance refund	B		04/25/2024	05/16/2024	R	\$31.20
							23-24					\$31.20
						NUMBER OF INVOICES: 1						\$31.20
DAVISJIM000	Davis III, Jim	04152024	0000000000	mm0524	AP	Coed Track	B		04/15/2024	05/16/2024	R	\$147.00
							23-24					\$147.00
						NUMBER OF INVOICES: 1						\$147.00
DISCOVER009	Discovery Education Inc	CINV-130950	0002400035	mm0524	AP	Reading Plus License Renewal - Intervention Reading Program	F B		04/05/2024	05/16/2024	R	\$4,485.00
							23-24					\$4,485.00
						NUMBER OF INVOICES: 1						\$4,485.00
DK CONTR000	Dk Contractors Inc.	PROJ 23012	0000000000	mm0524	AP	APP3-Weight Room Expansion	B		04/30/2024	05/16/2024	S	\$129,963.60
							23-24					\$129,963.60
						NUMBER OF INVOICES: 1						\$129,963.60
DURHAM S001	Durham School Services	92031448	0000000000	mm0524	AP	SpecEd Trnsprt APR24	B		05/02/2024	05/16/2024	R	\$33,629.63
							23-24					\$33,629.63
						NUMBER OF INVOICES: 1						\$33,629.63
ED FOGAR000	Ed Fogarty Concrete Construction I	PROJ 23012	0000000000	mm0524	AP	APP3-Weight Room Expansion	B		04/30/2024	05/16/2024	S	\$139,410.00
							23-24					\$139,410.00
						NUMBER OF INVOICES: 1						\$139,410.00
EI US LL000	EI US LLC	INV188826	0000000000	mm0524	AP	Hospital Tutoring	B		04/05/2024	05/16/2024	R	\$315.20
							23-24					\$315.20

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EI US LL000	EI US LLC	INV188827	0000000000	mm0524	AP	Hospital Tutoring	B	04/05/2024	05/16/2024	R	\$394.00
							23-24				\$394.00
EI US LL000	EI US LLC	INV189788	0000000000	mm0524	AP	Hospital Tutoring	B	04/12/2024	05/16/2024	R	\$394.00
							23-24				\$394.00
EI US LL000	EI US LLC	INV189789	0000000000	mm0524	AP	Hospital Tutoring	B	04/12/2024	05/16/2024	R	\$315.20
							23-24				\$315.20
EI US LL000	EI US LLC	INV190669	0000000000	mm0524	AP	Hospital Tutoring	B	04/19/2024	05/16/2024	R	\$394.00
							23-24				\$394.00
EI US LL000	EI US LLC	INV190670	0000000000	mm0524	AP	Hospital Tutoring	B	04/19/2024	05/16/2024	R	\$78.80
							23-24				\$78.80
EI US LL000	EI US LLC	INV191956	0000000000	mm0524	AP	Hospital Tutoring	B	04/26/2024	05/16/2024	R	\$394.00
							23-24				\$394.00
											23
						NUMBER OF INVOICES: 7					\$2,285.20
ESCOBADA001	Escobedo, Adan	04202024	0000000000	mm0524	AP	Baseball, V	B	04/20/2024	05/16/2024	R	\$154.00
							23-24				\$154.00
						NUMBER OF INVOICES: 1					\$154.00
EVANSTHO000	Evans, Thomas	05012024	0000000000	mm0524	AP	Meeting food reimbursement	B	05/01/2024	05/16/2024	R	\$115.98
							23-24				\$115.98
						NUMBER OF INVOICES: 1					\$115.98
EXCEPTIO000	Exceptional Learners Collaborative	00024152	0000000000	mm0524	AP	Physical Thrpy MAR24	B	04/15/2024	05/16/2024	R	\$220.60
							23-24				\$220.60
						NUMBER OF INVOICES: 1					\$220.60
FOLLETT 009	Follett Content Solutions LLC	374279	0000000000	mm0524	AP	Library supply	B	04/09/2024	05/16/2024	R	\$41.16

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
FOLLETT 009	Follett Content Solutions LLC	374279				*****CONTINUED*****						
							23-24					\$41.16
						NUMBER OF INVOICES: 1						\$41.16
FOOTELAW000	Foote, Lawrence	04192024	0000000000	mm0524	AP	Baseball, Frosh/Soph	B		04/19/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
FOOTELAW000	Foote, Lawrence	04302024	0000000000	mm0524	AP	Baseball, Frosh/Soph	B		04/30/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
FOOTELAW000	Foote, Lawrence	05022024	0000000000	mm0524	AP	Baseball, Frosh/Soph	B		05/02/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
						NUMBER OF INVOICES: 3						\$222.00
FOUNTDUA000	Fountain, Duane	05022024	0000000000	mm0524	AP	Volleyball Boys, JV/V	B		05/02/2024	05/16/2024	R	\$116.00
							23-24					\$116.00
						NUMBER OF INVOICES: 1						\$116.00
FOX LAKE016	Fox Lake School District 114	05062024	0000000000	mm0524	AP	Title3-Feb/Mar24 Coop Partner	B		05/06/2024	05/16/2024	R	\$681.00
							23-24					\$681.00
						NUMBER OF INVOICES: 1						\$681.00
FRANCMIC000	Francisco, Michael	04182024	0000000000	mm0524	AP	IHSA - GSOC, JV	B		04/18/2024	05/16/2024	R	\$65.00
							23-24					\$65.00
FRANCMIC000	Francisco, Michael	04302024	0000000000	mm0524	AP	IHSA - GSOC, JV2	B		04/30/2024	05/16/2024	R	\$72.00
							23-24					\$72.00
						NUMBER OF INVOICES: 2						\$137.00
FRANCZEK000	Franczek P.C.	230601	0000000000	mm050824	AP	MAR24 Legal Services	H		04/29/2024	05/08/2024	R	\$1,284.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
FRANCZEK000	Franczek P.C.	230601				*****CONTINUED*****						
							23-24			116692		\$1,284.00
						NUMBER OF INVOICES: 1						\$1,284.00
FSS TECH000	FSS TECHNOLOGIES	I-23313	0000000000	mm0524	AP	Cntrl Stn Mntr-GCHS	B		04/16/2024	05/16/2024	R	\$180.00
							23-24					\$180.00
FSS TECH000	FSS TECHNOLOGIES	I-23314	0000000000	mm0524	AP	Cntrl Stn Mntr-Fieldhouse	B		04/16/2024	05/16/2024	R	\$180.00
							23-24					\$180.00
						NUMBER OF INVOICES: 2						\$360.00
G.C. MAS000	G.C. Masonry Inc.	PROJ 23012	0000000000	mm0524	AP	APP3-Weight Room Expansion	B		04/30/2024	05/16/2024	S	\$24,300.00
							23-24					\$24,300.00
						NUMBER OF INVOICES: 1						\$24,300.00
GALBAJAM000	Galbavy, James	04162024	0000000000	mm0524	AP	Softball, V	B		04/16/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 1						\$77.00
GALLAGHE000	Gallagher Bassett Services	010003-016047-AP-01	0000000000	mm041524	AP	Collision Deductible	H		04/11/2024	04/15/2024	R	\$2,500.00
							23-24			116649		\$2,500.00
						NUMBER OF INVOICES: 1						\$2,500.00
GARTNGRA000	Gartner, Grant	ID#27664	0000000000	mm0524	AP	Credit Balance refund	B		05/07/2024	05/16/2024	R	\$63.00
							23-24					\$63.00
						NUMBER OF INVOICES: 1						\$63.00
GEIMAKIM000	Geiman, Kimberly	04302024	0000000000	mm0524	AP	Trnsprt lunch end-of-year	B		04/30/2024	05/16/2024	R	\$420.00
							23-24					\$420.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>	
						NUMBER OF INVOICES:						1	\$420.00
GEISTRYA000	Geist, Ryan	05012024	0000000000	mm0524	AP	Phone Reimbursement	B		05/01/2024	05/16/2024	R	\$100.00	
									23-24			\$100.00	
						NUMBER OF INVOICES:						1	\$100.00
GFC LEAS000	GFC Leasing	I00912435	0000000000	mm0524	AP	Copier Lease Pymt	B		04/16/2024	05/16/2024	R	\$7,281.76	
									23-24			\$7,281.76	
						NUMBER OF INVOICES:						1	\$7,281.76
GILL NIC000	Gill, Nicole	04292024	0000000000	mm0524	AP	IACAC mileage reimbursement	B		04/29/2024	05/16/2024	R	\$43.89	
									23-24			\$43.89	
						NUMBER OF INVOICES:						1	\$43.89
GLOBAL W001	Global Water Technology, Inc	111637	0000000000	mm0524	AP	Steam Boiler Treatment	B		04/16/2024	05/16/2024	R	\$735.60	
									23-24			\$735.60	
						NUMBER OF INVOICES:						1	\$735.60
GOLDBRIC001	Goldberg, Richard	04162024	0000000000	mm0524	AP	Soccer Girls, V	B		04/16/2024	05/16/2024	R	\$82.00	
									23-24			\$82.00	
GOLDBRIC001	Goldberg, Richard	04182024 4:45pm	0000000000	mm0524	AP	IHSA - GSOC, JV	B		04/18/2024	05/16/2024	R	\$65.00	
									23-24			\$65.00	
GOLDBRIC001	Goldberg, Richard	04182024 6:15pm	0000000000	mm0524	AP	IHSA - GSOC, V	B		04/18/2024	05/16/2024	R	\$82.00	
									23-24			\$82.00	
						NUMBER OF INVOICES:						3	\$229.00
GOPHER 000	Gopher	IN362056	0212400010	mm0524	AP	IPE Equipment	F B		04/03/2024	05/16/2024	R	\$214.44	
									23-24			\$214.44	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES:	1					\$214.44
GORDON F000	Gordon Flesch Company Inc.	IN14638790	0000000000	mm0524	AP	Copier Staples/Toner	B	04/09/2024	05/16/2024	R		\$429.00
							23-24					\$429.00
GORDON F000	Gordon Flesch Company Inc.	IN14667079	0000000000	mm0524	AP	Copier Staples	B	04/30/2024	05/16/2024	R		\$433.82
							23-24					\$433.82
GORDON F000	Gordon Flesch Company Inc.	IN14673846	0000000000	mm0524	AP	Per copy maint charges	B	05/05/2024	05/16/2024	R		\$2,572.15
							23-24					\$2,572.15
GORDON F000	Gordon Flesch Company Inc.	IN14676658	0000000000	mm0524	AP	Per copy maint charges	B	05/06/2024	05/16/2024	R		\$69.44
							23-24					\$69.44
						NUMBER OF INVOICES:	4					\$3,504.41
GORDON F001	Gordon Food Service, Inc.	9008776858	0000000000	mm0524	AP	Food Lab supply	B	04/16/2024	05/16/2024	R		\$720.95
							23-24					\$720.95
GORDON F001	Gordon Food Service, Inc.	9009058620	0000000000	mm0524	AP	Food Lab supply	B	04/23/2024	05/16/2024	R		\$423.75
							23-24					\$423.75
GORDON F001	Gordon Food Service, Inc.	9009146871	0000000000	mm0524	AP	Food Lab supply	B	04/25/2024	05/16/2024	R		\$142.04
							23-24					\$142.04
GORDON F001	Gordon Food Service, Inc.	9009395615	0000000000	mm0524	AP	Food Lab supply	B	05/02/2024	05/16/2024	R		\$157.70
							23-24					\$157.70
GORDON F001	Gordon Food Service, Inc.	APR24-100217416	0000000000	mm0524	AP	FOOD APR24	B	04/30/2024	05/16/2024	R		\$59,041.87
							23-24					\$59,041.87
GORDON F001	Gordon Food Service, Inc.	CM#2001169887	0000000000	mm0524	AP	Food Lab supply CREDIT	B	04/24/2024	05/16/2024	R		\$-5.08
							23-24					\$-5.08
						NUMBER OF INVOICES:	6					\$60,481.23
GRANT B0000	Grant Boosters	Booster Gift Cert	0000000000	mm0524	AP	PBIS Reward-Beach	B	05/02/2024	05/16/2024	S		\$30.00

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
GRANT B0000	Grant Boosters	Booster Gift Cert		*****CONTINUED*****								
							23-24					\$30.00
						NUMBER OF INVOICES: 1						\$30.00
GRANT CH003	Grant Chsd 124 Activity Fund	04302024	0000000000	mm0524	AP	Summer Camp APR24	B		04/30/2024	05/16/2024	S	\$4,620.00
							23-24					\$4,620.00
GRANT CH003	Grant Chsd 124 Activity Fund	05022024	0000000000	mm0524	AP	Fees Pd APR24	B		05/02/2024	05/16/2024	S	\$16,483.00
							23-24					\$16,483.00
						NUMBER OF INVOICES: 2						\$21,103.00
GRANT C0001	Grant Community High School Distri	05022024	0000000000	mm0524	AP	Fees Pd APR24-AAPPL	B		05/02/2024	05/16/2024	S	\$154.90
							23-24					\$154.90
GRANT C0001	Grant Community High School Distri	Petty Cash APR24	0000000000	mm0524	AP	Petty Cash Reimbursement	B		04/30/2024	05/16/2024	S	\$85.39
							23-24					\$85.39
						NUMBER OF INVOICES: 2						\$240.29
GRANT F0001	Grant Foundation	ID#29702	0000000000	mm0524	AP	A Acosta refund SS Geometry Honors	B		05/07/2024	05/16/2024	S	\$260.00
							23-24					\$260.00
GRANT F0001	Grant Foundation	ID#29859	0000000000	mm0524	AP	V Reyna refund SS-PE1	B		04/18/2024	05/16/2024	S	\$130.00
							23-24					\$130.00
						NUMBER OF INVOICES: 2						\$390.00
GRANTBRI001	Grant, Brian	04242024	0000000000	mm0524	AP	Baseball, JV	B		04/24/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
						NUMBER OF INVOICES: 1						\$74.00
GRASCGAR000	Grasch, Gary	04232024	0000000000	mm0524	AP	Baseball, V	B		04/23/2024	05/16/2024	R	\$77.00

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
GRASCGAR000	Grasch, Gary	04232024				*****CONTINUED*****						
							23-24					\$77.00
						NUMBER OF INVOICES: 1						\$77.00
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	40775435006	0000000000	mm0524	AP	Beverages-Vending	B		04/10/2024	05/16/2024	R	\$920.91
							23-24					\$920.91
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	40885053007	0000000000	mm0524	AP	Beverages-Vending	B		04/17/2024	05/16/2024	R	\$652.98
							23-24					\$652.98
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	40986656006	0000000000	mm0524	AP	Beverages-Vending	B		04/24/2024	05/16/2024	R	\$1,344.71
							23-24					\$1,344.71
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	41097803007	0000000000	mm0524	AP	Beverages-Vending	B		05/01/2024	05/16/2024	R	\$576.93
							23-24					\$576.93
						NUMBER OF INVOICES: 4						29 \$3,495.53
GUARDIAN001	Guardian	00 554362	0000000000	mm043024	AP	Dental/Life MAY24	H		04/22/2024	04/30/2024	R	\$4,907.78
							23-24			116688		\$4,907.78
						NUMBER OF INVOICES: 1						\$4,907.78
GUILDJOH000	Guild, John	08292023 5:00	0000000000	mm0524	AP	B Soccer V	B		08/29/2023	05/16/2024	R	\$82.00
							23-24					\$82.00
GUILDJOH000	Guild, John	08292023 6:30	0000000000	mm0524	AP	B Soccer V	B		08/29/2023	05/16/2024	R	\$82.00
							23-24					\$82.00
GUILDJOH000	Guild, John	09012023 5:00	0000000000	mm0524	AP	B Soccer V	B		09/01/2023	05/16/2024	R	\$82.00
							23-24					\$82.00
GUILDJOH000	Guild, John	09012023 6:30	0000000000	mm0524	AP	B Soccer V	B		09/01/2023	05/16/2024	R	\$82.00
							23-24					\$82.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 4						\$328.00
GUTSMJEF000	Gutsmiedl, Jeffrey	04112024 4:45	0000000000	mm0524	AP	G Soccer JV	B		04/11/2024	05/16/2024	R	\$65.00
							23-24					\$65.00
GUTSMJEF000	Gutsmiedl, Jeffrey	04112024 6:15	0000000000	mm0524	AP	G Soccer V	B		04/11/2024	05/16/2024	R	\$82.00
							23-24					\$82.00
						NUMBER OF INVOICES: 2						\$147.00
HANSEROD000	Hansen, Rodd	04182024	0000000000	mm0524	AP	Theater reimbursement	B		04/18/2024	05/16/2024	R	\$44.97
							23-24					\$44.97
HANSEROD000	Hansen, Rodd	04232024	0000000000	mm0524	AP	Tech Ed reimbursement	B		04/23/2024	05/16/2024	R	\$27.98
							23-24					\$27.98
HANSEROD000	Hansen, Rodd	04232024(2)	0000000000	mm0524	AP	Theater mileage reimbursement	B		04/23/2024	05/16/2024	R	\$63.88
							23-24					\$62.88
						NUMBER OF INVOICES: 3						\$135.83
HEARTLAN006	Heartland Alliance Health	24971	0000000000	mm0524	AP	Telephonic	B		03/31/2024	05/16/2024	R	\$119.35
							23-24					\$119.35
						NUMBER OF INVOICES: 1						\$119.35
HERFF JO000	Herff Jones	1217705	0000000000	mm0524	AP	Diploma IN01062	B		04/17/2024	05/16/2024	R	\$157.70
							23-24					\$157.70
HERFF JO000	Herff Jones	1218707	0000000000	mm0524	AP	Diploma IN01062	B		04/22/2024	05/16/2024	R	\$2,216.39
							23-24					\$2,216.39
HERFF JO000	Herff Jones	1219324	0000000000	mm0524	AP	Diploma Cover CV01062	B		04/23/2024	05/16/2024	R	\$4,863.40
							23-24					\$4,863.40

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES:						\$7,237.49
HOME DEP001	Home Depot Commercial Credit	6035322531946634	0000000000	mm0524	AP	Bldg & Grnds Supply	B		04/12/2024	05/16/2024	R	\$596.48
									23-24			\$596.48
						NUMBER OF INVOICES:						\$596.48
HUDGISAN000	Hudgins, Sandra	04112024	0000000000	mm0524	AP	B VBall JV2	B		04/11/2024	05/16/2024	R	\$57.00
									23-24			\$57.00
						NUMBER OF INVOICES:						\$57.00
HUIRANAT000	Huiras, Nathan	04242024	0000000000	mm0524	AP	IHSA - GSOC, V	B		04/24/2024	05/16/2024	R	\$82.00
									23-24			\$82.00
						NUMBER OF INVOICES:						\$82.00
IASA 000	Iasa	64-6.2024	0000000000	mm0524	AP	Superintendent Academy tuition	B		04/26/2024	05/16/2024	R	\$1,950.00
									23-24			\$1,950.00
						NUMBER OF INVOICES:						31
IASA 000	Iasa	7233-FY24	0000000000	mm0524	AP	IL Ed Job Bank renewal	B		04/09/2024	05/16/2024	S	\$400.00
									23-24			\$400.00
IASA 000	Iasa	MMBRSH 24/25	0000000000	mm0524	AP	Sefcik MMBRSH 24/25	B		05/07/2024	05/16/2024	S	\$1,855.00
									23-24			\$1,855.00
						NUMBER OF INVOICES:						\$4,205.00
IHC CONS000	Ihc Construction Companies, Llc.	PROJ 23012	0000000000	mm0524	AP	APP3-Weight Room Expansion	B		04/30/2024	05/16/2024	S	\$54,898.70
									23-24			\$54,898.70
						NUMBER OF INVOICES:						\$54,898.70
ILLINOIS007	Illinois High School Association	34337	0000000000	mm0524	AP	G Basketball Regionals	B		02/29/2024	05/16/2024	S	\$88.00
									23-24			\$88.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
ILLINOIS007	Illinois High School Association	JRN24-022	0000000000	mm0524	AP	Journalism Sect/State event fees	B		05/06/2024	05/16/2024	R	\$140.00
									23-24			\$140.00
						NUMBER OF INVOICES: 2						\$228.00
ILLINOIS009	Illinois School Services, Inc.	0257CG-0052	0000000000	mm0524	AP	Keeper Gown/Cap/Tassel	B		04/15/2024	05/16/2024	R	\$14,036.00
									23-24			\$14,036.00
						NUMBER OF INVOICES: 1						\$14,036.00
INTEGRAT000	Integrated Systems Corp	0738834	0000000000	mm0524	AP	Skyward JUN24	B		05/01/2024	05/16/2024	R	\$1,021.68
									23-24			\$1,021.68
						NUMBER OF INVOICES: 1						\$1,021.68
INTERSTA000	Interstate All Battery Center	1903901042463	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/25/2024	05/16/2024	R	\$175.50
									23-24			\$175.50
						NUMBER OF INVOICES: 2						\$15.50
INTERSTA000	Interstate All Battery Center	CM#1903901034815	0000000000	mm0524	AP	BLDG & GRNDS CREDIT	B		07/20/2022	05/16/2024	R	\$-160.00
									23-24			\$-160.00
						NUMBER OF INVOICES: 2						\$15.50
IPSENEL000	Ipsen, Ellen	04132024	0000000000	mm0524	AP	B VBall V	B		04/13/2024	05/16/2024	R	\$150.00
									23-24			\$150.00
IPSENEL000	Ipsen, Ellen	05022024	0000000000	mm0524	AP	Volleyball Boys, JV 2	B		05/02/2024	05/16/2024	R	\$57.00
									23-24			\$57.00
						NUMBER OF INVOICES: 2						\$207.00
J.W. PEP000	J.W. Pepper & Son, Inc.	366346518	0122400030	mm0524	AP	Choir Music Order	P B		04/01/2024	05/16/2024	R	\$421.53
									23-24			\$421.53

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
J.W. PEP000	J.W. Pepper & Son, Inc.	366348581	0122400030	mm0524	AP	Choir Music Order	P	B	04/01/2024	05/16/2024	R	\$49.99
							23-24					\$49.99
J.W. PEP000	J.W. Pepper & Son, Inc.	366359709	0122400031	mm0524	AP	Choir Music	F	B	04/04/2024	05/16/2024	R	\$105.97
							23-24					\$105.97
J.W. PEP000	J.W. Pepper & Son, Inc.	366397132	0122400031	mm0524	AP	Choir Music	F	B	04/17/2024	05/16/2024	R	\$49.99
							23-24					\$49.99
J.W. PEP000	J.W. Pepper & Son, Inc.	CM#366355856	0122400030	mm0524	AP	Choir Music Order	P	B	04/03/2024	05/16/2024	R	\$-149.97
							23-24					\$-149.97
J.W. PEP000	J.W. Pepper & Son, Inc.	CM#366355857	0122400030	mm0524	AP	Choir Music Order	P	B	04/03/2024	05/16/2024	R	\$-5.99
							23-24					\$-5.99
						NUMBER OF INVOICES: 6						\$471.52
												33
JABLOJIM000	Jablonski, Jim	04162024	0000000000	mm0524	AP	Baseball, V	B		04/16/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 1						\$77.00
JEFFRLIN000	Jeffrey, Linda	04112024	0000000000	mm0524	AP	B VBall V/JV	B		04/11/2024	05/16/2024	R	\$116.00
							23-24					\$116.00
JEFFRLIN000	Jeffrey, Linda	041224-041324	0000000000	mm0524	AP	B VBall V (2 days)	B		04/13/2024	05/16/2024	R	\$300.00
							23-24					\$300.00
JEFFRLIN000	Jeffrey, Linda	04182024	0000000000	mm0524	AP	Volleyball Boys, JV/V	B		04/18/2024	05/16/2024	R	\$116.00
							23-24					\$116.00
						NUMBER OF INVOICES: 3						\$532.00
JOHNNY D000	JOHNNY D TEES	11229	0000000000	mm0524	AP	AP Biology shirts	B		04/17/2024	05/16/2024	R	\$334.00
							23-24					\$334.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1						\$334.00
JOHNSKEL000	Johnson, Kelly	04202024	0000000000	mm0524	AP	Baseball, V	B		04/20/2024	05/16/2024	R	\$154.00
							23-24					\$154.00
JOHNSKEL000	Johnson, Kelly	04292024	0000000000	mm0524	AP	Baseball, V	B		04/29/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 2						\$231.00
JOHNSON 002	Johnson Controls Fire Protection L	51773502	0000000000	mm0524	AP	Mapnet Transceiver Board	B		03/22/2024	05/16/2024	R	\$3,119.52
							23-24					\$3,119.52
						NUMBER OF INVOICES: 1						\$3,119.52
JOLCOMAR000	Jolcover, Mark	EDCI628-001	0000000000	mm0524	AP	23/24 Tuition reimbursement	B		05/07/2024	05/16/2024	R	\$460.00
							23-24					\$460.00
JOLCOMAR000	Jolcover, Mark	EDUC960F	0000000000	mm0524	AP	23/24 Tuition reimbursement	B		05/07/2024	05/16/2024	R	\$460.00
							23-24					\$460.00
						NUMBER OF INVOICES: 2						\$920.00
JONESDAR000	Jones, Darnell	04132024	0000000000	mm0524	AP	B VBall V	B		04/13/2024	05/16/2024	R	\$150.00
							23-24					\$150.00
						NUMBER OF INVOICES: 1						\$150.00
JOSHUA A000	Joshua A Barras PH.D. PC	04162024	0000000000	mm0524	AP	Fit for Duty Evaluation	B		04/16/2024	05/16/2024	R	\$2,500.00
							23-24					\$2,500.00
						NUMBER OF INVOICES: 1						\$2,500.00
KALMUERM000	Kalmus, Emma	04132024	0000000000	mm0524	AP	B VBall V	B		04/13/2024	05/16/2024	R	\$150.00
							23-24					\$150.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1						\$150.00
KAUKEKEN000	Kauke, Kenneth	04172024 5:00pm	0000000000	mm0524	AP	Lacrosse, JV	B		04/17/2024	05/16/2024	R	\$70.00
									23-24			\$70.00
KAUKEKEN000	Kauke, Kenneth	04172024 7:00pm	0000000000	mm0524	AP	Lacrosse, V	B		04/17/2024	05/16/2024	R	\$82.00
									23-24			\$82.00
						NUMBER OF INVOICES: 2						\$152.00
KAUKESPE000	Kauke, Spencer	04172024 5:00pm	0000000000	mm0524	AP	Lacrosse, JV	B		04/17/2024	05/16/2024	R	\$70.00
									23-24			\$70.00
KAUKESPE000	Kauke, Spencer	04172024 7:00pm	0000000000	mm0524	AP	Lacrosse, V	B		04/17/2024	05/16/2024	R	\$82.00
									23-24			\$82.00
						NUMBER OF INVOICES: 2						\$152.00
KEMPFAUS000	Kempf, Austin	04162024	0000000000	mm0524	AP	Baseball, V	B		04/16/2024	05/16/2024	R	\$77.00
									23-24			\$77.00
						NUMBER OF INVOICES: 1						\$77.00
KENNEMIC003	Kennedy, Michael	04222024	0000000000	mm0524	AP	Job Site Mileage reimbursement	B		04/22/2024	05/16/2024	R	\$12.97
									23-24			\$12.97
						NUMBER OF INVOICES: 1						\$12.97
KOSKEKRI000	Koske, Krista	04172024	0000000000	mm0524	AP	Sheet Music reimbursement	B		04/17/2024	05/16/2024	R	\$11.50
									23-24			\$11.50
						NUMBER OF INVOICES: 1						\$11.50
KRAUSJER000	Krause, Jerry	04242024	0000000000	mm0524	AP	Softball V	B		04/24/2024	05/16/2024	R	\$77.00
									23-24			\$77.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>	
						NUMBER OF INVOICES:						1	\$77.00
KRIHA B0000	Kriha Boucek LLC	6620	0000000000	mm0524	AP	APR24 Legal Services	B		05/06/2024	05/16/2024	R	\$655.50	
									23-24			\$655.50	
						NUMBER OF INVOICES:						1	\$655.50
KUMARVIJ000	Kumar, Vijay	04092024	0000000000	mm0524	AP	Baseball Frosh/Soph	B		04/09/2024	05/16/2024	R	\$74.00	
									23-24			\$74.00	
KUMARVIJ000	Kumar, Vijay	05062024	0000000000	mm0524	AP	Baseball Frosh/Soph	B		05/06/2024	05/16/2024	R	\$74.00	
									23-24			\$74.00	
						NUMBER OF INVOICES:						2	\$148.00
KUSIAKEV000	Kusiak, Kevin	04162024	0000000000	mm0524	AP	Soccer, Girls JV2/V	B		04/16/2024	05/16/2024	R	\$147.00	
									23-24			\$147.00	
						NUMBER OF INVOICES:						1	\$147.00
LAKE COU012	Lake County Regional Office Of Edu	1000350524	0000000000	mm0524	AP	Tuition 032224-042124	B		04/30/2024	05/16/2024	R	\$3,000.00	
									23-24			\$3,000.00	
LAKE COU012	Lake County Regional Office Of Edu	501100035	0000000000	mm0524	AP	RSSP Tuition APR24	B		04/30/2024	05/16/2024	R	\$1,980.00	
									23-24			\$1,980.00	
						NUMBER OF INVOICES:						2	\$4,980.00
LAKES CO001	Lakes Community High School	05072024	0000000000	mm0524	AP	LakeCo B VBall event workers	B		05/07/2024	05/16/2024	R	\$848.24	
									23-24			\$848.24	
						NUMBER OF INVOICES:						1	\$848.24
LAKESIDE002	Lakeside Transportation	RTINV1005402	0000000000	mm0524	AP	SpecEd Trnsprt APR24	B		04/30/2024	05/16/2024	R	\$12,426.96	
									23-24			\$12,426.96	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1						\$12,426.96
LANGUAGE000	Language Testing International	L83644-IN	0000000000	mm0524	AP	AAPPL Testing	B		04/20/2024	05/16/2024	R	\$230.00
									23-24			\$230.00
LANGUAGE000	Language Testing International	L84898-IN	0000000000	mm0524	AP	AAPPL Testing	B		05/07/2024	05/16/2024	R	\$5.00
									23-24			\$5.00
						NUMBER OF INVOICES: 2						\$235.00
LINNAKII000	Linna, Kiirsti	04222024	0000000000	mm0524	AP	Softball, JV 1	B		04/22/2024	05/16/2024	R	\$74.00
									23-24			\$74.00
						NUMBER OF INVOICES: 1						\$74.00
LOBITJAC000	Lobitz, Jackson	04192024 4:45pm	0000000000	mm0524	AP	Lacrosse, JV	B		04/19/2024	05/16/2024	R	\$70.00
									23-24			\$70.00
LOBITJAC000	Lobitz, Jackson	04192024 6:45pm	0000000000	mm0524	AP	Lacrosse, V	B		04/19/2024	05/16/2024	R	\$82.00
									23-24			\$82.00
						NUMBER OF INVOICES: 2						\$152.00
LUKEMVER000	Lukemeyer, Veronica	04302024	0000000000	mm0524	AP	ELA Training travel reimbursement	B		04/30/2024	05/16/2024	R	\$51.21
									23-24			\$51.21
						NUMBER OF INVOICES: 1						\$51.21
MACHEDEN000	Machesky, Dennis	04182024	0000000000	mm0524	AP	Baseball, V	B		04/18/2024	05/16/2024	R	\$77.00
									23-24			\$77.00
						NUMBER OF INVOICES: 1						\$77.00
MAIWOROS000	Maiworm, Rosa	ID#27684	0000000000	mm0524	AP	Lunch Balance refund	B		04/15/2024	05/16/2024	R	\$8.25
									23-24			\$8.25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1						\$8.25
MAKI JAM000	Maki, James	04122024	0000000000	mm0524	AP	Baseball Frosh/Soph	B		04/12/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
						NUMBER OF INVOICES: 1						\$74.00
MALIKCHU000	MALIK, CHUCK	04242024	0000000000	mm0524	AP	IHSA - GSOC, JV 2	B		04/24/2024	05/16/2024	R	\$72.00
							23-24					\$72.00
						NUMBER OF INVOICES: 1						\$72.00
MANUSOS 000	Manusos General Contracting, Inc.	PROJ 23012	0000000000	mm0524	AP	APP3-Weight Room Expansion	B		04/30/2024	05/16/2024	S	\$4,590.00
							23-24					\$4,590.00
						NUMBER OF INVOICES: 1						\$4,590.00
MARAVELA001	Maravela's Inc.	05082024	0000000000	mm050824	AP	Honors Night 2024	H		05/08/2024	05/08/2024	R	\$3,260.00
							23-24			116693		\$3,260.00
						NUMBER OF INVOICES: 1						\$3,260.00
MARROSTE000	Marron, Steven	05012024	0000000000	mm0524	AP	Softball, V	B		05/01/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 1						\$77.00
MARSHJAM001	Marshall, James	04162024	0000000000	mm0524	AP	Softball, V	B		04/16/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 1						\$77.00
MARTIN P000	Martin Petersen Company Inc	PROJ 23012	0000000000	mm0524	AP	APP3-Weight Room Expansion	B		04/30/2024	05/16/2024	S	\$1,890.00
							23-24					\$1,890.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1					\$1,890.00
MARTISAN003	Martinez, Sandra	1004	0000000000	mm0524	AP	24 SAT prep program	B	04/09/2024	05/16/2024	R	\$6,350.00
							23-24				\$6,350.00
						NUMBER OF INVOICES: 1					\$6,350.00
MCHENRY 010	McHenry Specialties	2024-247	0000000000	mm0524	AP	Ex in Education Award	B	04/12/2024	05/16/2024	R	\$60.00
							23-24				\$60.00
						NUMBER OF INVOICES: 1					\$60.00
MCINTBIL000	McIntee, Bill	04132024	0000000000	mm0524	AP	B VBall V	B	04/13/2024	05/16/2024	R	\$150.00
							23-24				\$150.00
						NUMBER OF INVOICES: 1					\$150.00
MCQUEEN 000	McQueen Technology Group LLC	011409	0000000000	mm0524	AP	IT Support APR24	B	05/01/2024	05/16/2024	R	\$7,000.00
							23-24				\$7,000.00
						NUMBER OF INVOICES: 1					\$7,000.00
MELENDAN000	Melendez, Daniel	202411	0000000000	mm0524	AP	Spring Musical audio/video seivces	B	04/22/2024	05/16/2024	R	\$3,000.00
							23-24				\$3,000.00
MELENDAN000	Melendez, Daniel	202413	0000000000	mm0524	AP	Band Concert audio/video services	B	05/06/2024	05/16/2024	R	\$500.00
							23-24				\$500.00
						NUMBER OF INVOICES: 2					\$3,500.00
MEMISSAM000	Memishi, Samuel	04242024 5:00pm	0000000000	mm0524	AP	IHSA - GSOC, JV	B	04/24/2024	05/16/2024	R	\$65.00
							23-24				\$65.00

39

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
MEMISSAM000	Memishi, Samuel	04242024 6:30pm	0000000000	mm0524	AP	IHSA - GSOC, V	B		04/24/2024	05/16/2024	R	\$82.00
							23-24					\$82.00
NUMBER OF INVOICES: 2												
\$147.00												
MENARDS 001	Menards	67276	0000000000	mm0524	AP	Theater supply	B		03/20/2024	05/16/2024	R	\$24.95
							23-24					\$24.95
MENARDS 001	Menards	68189	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/03/2024	05/16/2024	R	\$73.03
							23-24					\$73.03
MENARDS 001	Menards	68257	0000000000	mm0524	AP	Tech Ed supply	B		04/04/2024	05/16/2024	R	\$46.63
							23-24					\$46.63
MENARDS 001	Menards	68429	0000000000	mm0524	AP	Theater supply	B		04/06/2024	05/16/2024	R	\$103.90
							23-24					\$103.90
MENARDS 001	Menards	68557	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/08/2024	05/16/2024	R	\$35.32
							23-24					\$35.32
MENARDS 001	Menards	68833	0000000000	mm0524	AP	Theater supply	B		04/11/2024	05/16/2024	R	\$66.21
							23-24					\$66.21
MENARDS 001	Menards	68834	0000000000	mm0524	AP	Tech Ed supply	B		04/11/2024	05/16/2024	R	\$60.37
							23-24					\$60.37
MENARDS 001	Menards	69280	0000000000	mm0524	AP	Transportation supply	B		04/18/2024	05/16/2024	R	\$11.79
							23-24					\$11.79
MENARDS 001	Menards	69286	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/18/2024	05/16/2024	R	\$25.98
							23-24					\$25.98
MENARDS 001	Menards	69500	0000000000	mm0524	AP	Theater supply	B		04/21/2024	05/16/2024	R	\$484.89
							23-24					\$484.89

40

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
MENARDS 001	Menards	69824	0000000000	mm0524	AP	Tech Ed supply	B		04/25/2024	05/16/2024	R	\$79.09
							23-24					\$79.09
						NUMBER OF INVOICES: 11						\$1,012.16
MENTA AC000	Menta Academy North	SESINV-036775	0000000000	mm0524	AP	Rate Adjst Sept23-Mar24	B		04/30/2024	05/16/2024	R	\$829.29
							23-24					\$829.29
MENTA AC000	Menta Academy North	SESINV-036776	0000000000	mm0524	AP	Rate Adjst Sept23-Mar24	B		04/30/2024	05/16/2024	R	\$288.75
							23-24					\$288.75
MENTA AC000	Menta Academy North	SESINV-037558	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$12,760.02
							23-24					\$12,760.02
MENTA AC000	Menta Academy North	SESINV-037559	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$7,877.31
							23-24					\$7,877.31
						NUMBER OF INVOICES: 4						41
												\$21,755.37
MEYERJAM000	Meyer, Jammie	SEC510	0000000000	mm0524	AP	23/24 Tuition reimbursement	B		05/07/2024	05/16/2024	R	\$548.60
							23-24					\$548.60
						NUMBER OF INVOICES: 1						\$548.60
MG MECHA000	MG Mechanical Contracting Inc	PROJ 23012	0000000000	mm0524	AP	APP3-Weight Room Expansion	B		04/30/2024	05/16/2024	S	\$5,193.00
							23-24					\$5,193.00
						NUMBER OF INVOICES: 1						\$5,193.00
MILLENAT002	Miller, Nathaniel	04262024	0000000000	mm0524	AP	Skyward Conf mileage reimbursement	B		04/26/2024	05/16/2024	R	\$179.47
							23-24					\$179.47
MILLENAT002	Miller, Nathaniel	05082024	0000000000	mm0524	AP	Honors Night award reimbursement	B		05/08/2024	05/16/2024	R	\$24.00
							23-24					\$24.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 2						\$203.47
MING JER000	Ming, Jerry	04232024	0000000000	mm0524	AP	Volleyball Boys, JV 2	B		04/23/2024	05/16/2024	R	\$57.00
									23-24			\$57.00
						NUMBER OF INVOICES: 1						\$57.00
MINGEPAU000	Minger, Paul	04302024	0000000000	mm0524	AP	Softball, JV 1	B		04/30/2024	05/16/2024	R	\$74.00
									23-24			\$74.00
						NUMBER OF INVOICES: 1						\$74.00
MIP V ON000	MIP V Onion Parent LLC	LR5694864	0000000000	mm0524	AP	Rolloff WO#2419929	B		04/25/2024	05/16/2024	R	\$510.00
									23-24			\$510.00
						NUMBER OF INVOICES: 1						\$510.00
MUNARMIC000	Munaretto, Michelle	04302024	0000000000	mm0524	AP	Mar-Apr24 mileage reimbursement	B		04/30/2024	05/16/2024	R	\$92.22
									23-24			\$92.22
						NUMBER OF INVOICES: 1						\$92.22
MUSIC & 000	Music & Arts Center, Inc.	INV043469096	0122400032	mm0524	AP	Band Equipment	F B		04/06/2024	05/16/2024	R	\$184.50
									23-24			\$184.50
						NUMBER OF INVOICES: 1						\$184.50
NAATZRIC000	Naatz, Rick	04302024	0000000000	mm0524	AP	IHSA - GSOC, V	B		04/30/2024	05/16/2024	R	\$82.00
									23-24			\$82.00
						NUMBER OF INVOICES: 1						\$82.00
NAPA AUT000	Napa Auto Supply	084644	0000000000	mm050824	AP	BLDG & GRNDS supply	H		04/11/2024	05/08/2024	R	\$74.94
									23-24	116694		\$74.94

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
NAPA AUT000	Napa Auto Supply	084817	0000000000	mm050824	AP	BLDG & GRNDS supply	H	04/15/2024	05/08/2024	R	\$62.90
							23-24			116694	\$62.90
NAPA AUT000	Napa Auto Supply	085161	0000000000	mm050824	AP	BLDG & GRNDS supply	H	04/22/2024	05/08/2024	R	\$39.84
							23-24			116694	\$39.84
NAPA AUT000	Napa Auto Supply	085658	0000000000	mm050824	AP	BLDG & GRNDS supply	H	04/30/2024	05/08/2024	R	\$83.94
							23-24			116694	\$83.94
						NUMBER OF INVOICES: 4					\$261.62
NARANMIC000	Naranjo, Michael	05022024 4:45	0000000000	mm0524	AP	Softball V	B	05/02/2024	05/16/2024	R	\$77.00
							23-24				\$77.00
						NUMBER OF INVOICES: 1					\$77.00
NARANTHE000	Narantic, Theresa	04132024	0000000000	mm0524	AP	B VBall V	B	04/13/2024	05/16/2024	R	\$150.00
							23-24				\$150.00
						NUMBER OF INVOICES: 1					\$150.00
NATIONAL014	National School Forms	58981	0000000000	mm0524	AP	Trip Mileage Report	B	04/05/2024	05/16/2024	R	\$115.72
							23-24				\$115.72
						NUMBER OF INVOICES: 1					\$115.72
NATIONAL025	National Cheerleaders Association	REG-0011243702	0000000000	mm0524	AP	Frosh Tier3 Platinum 2-day	B	05/07/2024	05/16/2024	R	\$2,700.00
							23-24				\$2,700.00
						NUMBER OF INVOICES: 1					\$2,700.00
NAVIGATE001	Navigate360 LLC	INV-21504	0000000000	mm0524	AP	Emer Mgmt Suite subscription	B	06/01/2024	05/16/2024	R	\$1,114.05
							23-24				\$1,114.05
						NUMBER OF INVOICES: 1					\$1,114.05
NESTENAN000	Nester, Nancy	04112024	0000000000	mm0524	AP	B VBall V/JV	B	04/11/2024	05/16/2024	R	\$116.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>	<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
NESTENAN000	Nester, Nancy	04112024				*****CONTINUED*****					
							23-24				\$116.00
NESTENAN000	Nester, Nancy	04132024	0000000000	mm0524	AP	B VBall V	B	04/13/2024	05/16/2024	R	\$150.00
							23-24				\$150.00
						NUMBER OF INVOICES: 2					\$266.00
NICOR 001	Nicor	08-78-68-1000 5	0000000000	mm0524	AP	032124-041924 ES Hawthorne	B	04/19/2024	05/16/2024	R	\$46.43
							23-24				\$46.43
NICOR 001	Nicor	78-90-06-3769 1	0000000000	mm0524	AP	Ingleside 031424-041224	B	04/12/2024	05/16/2024	R	\$386.67
							23-24				\$386.67
						NUMBER OF INVOICES: 2					\$433.10
NIELSGLE000	Nielsen, Glen	04252024	0000000000	mm0524	AP	Volleyball Boys, JV/V	B	04/25/2024	05/16/2024	R	\$116.00
							23-24				\$116.00
						NUMBER OF INVOICES: 1					\$116.00
NOISESTA000	Noisey, Stacie	May 2024	0000000000	mm0524	AP	Phone Reimbursement	B	05/01/2024	05/16/2024	R	\$100.00
							23-24				\$100.00
						NUMBER OF INVOICES: 1					\$100.00
NORTHWES024	Northwestern Med Occ Health	549609	0000000000	mm0524	AP	Physical/DOT Panel	B	03/29/2024	05/16/2024	R	\$325.00
							23-24				\$325.00
						NUMBER OF INVOICES: 1					\$325.00
ORKIN PE000	Orkin Pest Control	258976795	0000000000	mm0524	AP	Pest Control-122 Sayton	B	04/08/2024	05/16/2024	R	\$127.99
							23-24				\$127.99
ORKIN PE000	Orkin Pest Control	259122821	0000000000	mm0524	AP	Pest Control-25700 W Old Grand	B	04/29/2024	05/16/2024	R	\$151.99

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
ORKIN PE000	Orkin Pest Control	259122821				*****CONTINUED*****						
							23-24					\$151.99
ORKIN PE000	Orkin Pest Control	259730379	0000000000	mm0524	AP	Pest Control-285 E Grand Ave	B		05/01/2024	05/16/2024	R	\$174.99
							23-24					\$174.99
						NUMBER OF INVOICES: 3						\$454.97
PADDOCK 000	Paddock Publications	289022	0000000000	mm0524	AP	Public Meeting notice	B		05/06/2024	05/16/2024	R	\$34.50
							23-24					\$34.50
						NUMBER OF INVOICES: 1						\$34.50
PALATINE002	Palatine High School	PALATINE TRACK	0000000000	mm0524	AP	GRANT ENTRY FEE FOR TWO PARTICIPANTS IN THE PALATINE DISTANCE CLASSIC	B		04/23/2024	05/16/2024	R	\$70.00
							23-24					\$70.00
						NUMBER OF INVOICES: 1						\$70.00
PALMEJAS000	Palmer, Jason	04122024	0000000000	mm0524	AP	B VBall V	B		04/12/2024	05/16/2024	R	\$150.00
							23-24					\$150.00
PALMEJAS000	Palmer, Jason	09212023	0000000000	mm0524	AP	G VBall V/JV	B		09/21/2023	05/16/2024	R	\$116.00
							23-24					\$116.00
						NUMBER OF INVOICES: 2						\$266.00
PANAGCYN000	Panagiotaros, Cynthia	04132024	0000000000	mm0524	AP	B VBall V	B		04/13/2024	05/16/2024	R	\$150.00
							23-24					\$150.00
						NUMBER OF INVOICES: 1						\$150.00
PARKWAY 000	Parkway Banquets	04242024	0000000000	mm0524	AP	Frosh Honors Breakfast	B		04/24/2024	05/16/2024	R	\$4,987.50
							23-24					\$4,987.50

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 1						\$4,987.50
PARTS TO000	Parts Town, Llc	2102198536	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/15/2024	05/16/2024	R	\$361.78
							23-24					\$361.78
						NUMBER OF INVOICES: 1						\$361.78
PEERLESS001	Peerless Network, Inc	48979	0000000000	mm0524	AP	041524-051424	B		04/15/2024	05/16/2024	R	\$238.91
							23-24					\$238.91
						NUMBER OF INVOICES: 1						\$238.91
PERSPECT000	Perspectives LTD	PER-IN-101384	0000000000	mm0524	AP	Employee Assistance	B		05/01/2024	05/16/2024	R	\$400.50
							23-24					\$400.50
						NUMBER OF INVOICES: 1						\$400.50
PESEKSON000	Pesek, Sonny	04292024	0000000000	mm0524	AP	Baseball, V	B		04/29/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 1						\$77.00
PETER SN000	Peter Snelton & Sons Inc.	67668	0000000000	mm0524	AP	Chlorinate wells service	B		04/11/2024	05/16/2024	R	\$715.00
							23-24					\$715.00
						NUMBER OF INVOICES: 1						\$715.00
POLICROD000	Polich, Rod	04122024	0000000000	mm0524	AP	B VBall V	B		04/12/2024	05/16/2024	R	\$150.00
							23-24					\$150.00
						NUMBER OF INVOICES: 1						\$150.00
QASABPAT000	Qasabian, Patricia	04172024	0000000000	mm0524	AP	FCCLA state fuel reimbursement	B		04/17/2024	05/16/2024	R	\$90.01
							23-24					\$90.01

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>	
						NUMBER OF INVOICES:						1	\$90.01
QUADIENT001	Quadient Inc	40226038	0000000000	mm042624	AP	Sealing Kit	H		04/16/2024	04/26/2024	R	\$33.00	
							23-24			116685		\$33.00	
						NUMBER OF INVOICES:						1	\$33.00
QUEST F0000	Quest Food Management Services, LL	IN123290	0000000000	mm0524	AP	Accurate Printing sign	B		04/19/2024	05/16/2024	R	\$158.86	
							23-24					\$158.86	
QUEST F0000	Quest Food Management Services, LL	IN123512	0000000000	mm0524	AP	Food Service fee APR24	B		04/30/2024	05/16/2024	R	\$19,869.18	
							23-24					\$19,869.18	
						NUMBER OF INVOICES:						2	\$20,028.04
RAPTOR 000	Raptor	INV115044	3002400075	mm0524	AP	Raptor Visitor Badges	F B		04/08/2024	05/16/2024	R	\$185.00	
							23-24					\$185.00	
						NUMBER OF INVOICES:						1	\$185.00
RATAYMAR000	Ratay, Marilyn	04122024	0000000000	mm0524	AP	B VBall V	B		04/12/2024	05/16/2024	R	\$150.00	
							23-24					\$150.00	
RATAYMAR000	Ratay, Marilyn	04182024	0000000000	mm0524	AP	Volleyball Boys, JV/V	B		04/18/2024	05/16/2024	R	\$116.00	
							23-24					\$116.00	
						NUMBER OF INVOICES:						2	\$266.00
REALITYW000	Realityworks Inc.	55454	0112400015	mm0524	AP	FCS Supplies	F B		04/05/2024	05/16/2024	R	\$175.00	
							23-24					\$175.00	
						NUMBER OF INVOICES:						1	\$175.00
REICHBET000	Reich, Beth	May 2024	0000000000	mm0524	AP	Phone Reimbursement	B		05/01/2024	05/16/2024	R	\$100.00	
							23-24					\$100.00	

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>	
						NUMBER OF INVOICES:						1	\$100.00
RIDELCAM000	Ridella, Cameron	04102024 4:45	0000000000	mm0524	AP	Lacrosse V	B		04/10/2024	05/16/2024	R	\$82.00	
									23-24			\$82.00	
						NUMBER OF INVOICES:						1	\$82.00
ROMERRON000	Romero, Ronald	04302024 4:45pm	0000000000	mm0524	AP	IHSA - GSOC, JV	B		04/30/2024	05/16/2024	R	\$65.00	
									23-24			\$65.00	
						NUMBER OF INVOICES:						2	\$147.00
ROSS THO000	Ross, Thomas	05072024	0000000000	mm0524	AP	Mileage reimbursement	B		05/07/2024	05/16/2024	R	\$688.14	
									23-24			\$688.14	
						NUMBER OF INVOICES:						1	\$688.14
SAFEWAY 000	Safeway Transportation Services Co	1332	0000000000	mm0524	AP	SpecEd Trnsprt APR24	B		04/30/2024	05/16/2024	R	\$142,438.08	
									23-24			\$142,438.08	
						NUMBER OF INVOICES:						1	\$142,438.08
SALTZELI000	Saltz, Elias	04182024	0000000000	mm0524	AP	IHSA - GSOC, V	B		04/18/2024	05/16/2024	R	\$82.00	
									23-24			\$82.00	
						NUMBER OF INVOICES:						1	\$82.00
SCHAAJON001	Schaap, Jon	04262024	0000000000	mm0524	AP	FBLA National flight reimbursement	B		04/26/2024	05/16/2024	R	\$2,257.64	
									23-24			\$2,257.64	
						NUMBER OF INVOICES:						1	\$2,257.64
SCHAEHEA000	Schaefer, Heather	04292024	0000000000	mm0524	AP	IACAC mileage reimbursement	B		04/29/2024	05/16/2024	R	\$43.23	

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
SCHAEHEA000	Schaefer, Heather	04292024				*****CONTINUED*****						
							23-24					\$43.23
						NUMBER OF INVOICES: 1						\$43.23
SCHICDAL000	Schichner, Dale	04102024	0000000000	mm0524	AP	Baseball V	B		04/10/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
SCHICDAL000	Schichner, Dale	04232024	0000000000	mm0524	AP	Baseball, V	B		04/23/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 2						\$154.00
SCHOPDAV000	Schopf, David	04102024 4:45	0000000000	mm0524	AP	Softball V	B		04/10/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
SCHOPDAV000	Schopf, David	04192024	0000000000	mm0524	AP	Baseball, JV	B		04/19/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
						NUMBER OF INVOICES: 2						\$151.00
SCHURING000	Schuring & Schuring, Inc.	APR24 18192	0000000000	mm0524	AP	Milk Delivery APR24	B		04/29/2024	05/16/2024	R	\$3,354.05
							23-24					\$3,354.05
						NUMBER OF INVOICES: 1						\$3,354.05
SEDOL 001	Sedol	2024-04-16-NOB-124	0000000000	mm0524	AP	FY24 3rd Qtr-Nurse on Bus	B		04/16/2024	05/16/2024	R	\$205.41
							23-24					\$205.41
SEDOL 001	Sedol	2024-04-18-ITIN-124	0000000000	mm0524	AP	FY24 3rd Qtr-Itinerant	B		04/18/2024	05/16/2024	R	\$43,106.87
							23-24					\$43,106.87
SEDOL 001	Sedol	2024-04-26-BBuddies	0000000000	mm0524	AP	FY24 3rd Qtr-Best Buddies	B		04/26/2024	05/16/2024	R	\$92.22
							23-24					\$92.22

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	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>	
SEDOL 001	Sedol	2024-04-26-Eval-124	0000000000	mm0524	AP	FY24 3rd Qtr-Evaluations	B		04/26/2024	05/16/2024	R	\$1,812.00	
												23-24	\$1,812.00
SEDOL 001	Sedol	36293	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$7,572.60	
												23-24	\$7,572.60
SEDOL 001	Sedol	36294	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$7,572.60	
												23-24	\$7,572.60
SEDOL 001	Sedol	36417	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$360.60	
												23-24	\$360.60
NUMBER OF INVOICES: 7												\$60,722.30	
SEFCICHR000	Sefcik, Christine	May 2024	0000000000	mm0524	AP	Phone Reimbursement	B		05/01/2024	05/16/2024	R	\$100.00	
												23-24	\$100.00
SEFCICHR000	Sefcik, Christine	May 2024.	0000000000	mm0524	AP	Misc Expense Reimbursement	B		05/01/2024	05/16/2024	R	\$450.00	
												23-24	\$450.00
NUMBER OF INVOICES: 2												\$550.00	
SELF BRY000	Self, Bryan	04082024 5:00	0000000000	mm0524	AP	Lacrosse V	B		04/08/2024	05/16/2024	R	\$82.00	
												23-24	\$82.00
SELF BRY000	Self, Bryan	04102024 6:30	0000000000	mm0524	AP	Lacrosse JV	B		04/10/2024	05/16/2024	R	\$70.00	
												23-24	\$70.00
SELF BRY000	Self, Bryan	04132024 11:00	0000000000	mm0524	AP	Lacrosse JV	B		04/13/2024	05/16/2024	R	\$70.00	
												23-24	\$70.00
SELF BRY000	Self, Bryan	04132024 9:00	0000000000	mm0524	AP	Lacrosse V	B		04/13/2024	05/16/2024	R	\$82.00	
												23-24	\$82.00
SELF BRY000	Self, Bryan	04272024 10:00am	0000000000	mm0524	AP	Lacrosse, JV	B		04/27/2024	05/16/2024	R	\$70.00	
												23-24	\$70.00

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SELF BRY000	Self, Bryan	04272024 12:00pm	0000000000	mm0524	AP	Lacrosse, V	B	04/27/2024	05/16/2024	R		\$82.00
							23-24					\$82.00
						NUMBER OF INVOICES: 6						\$456.00
SHORELIN000	Shoreline Graphics	6205	0000000000	mm0524	AP	Honors Night invite	B	05/02/2024	05/16/2024	R		\$472.96
							23-24					\$472.96
						NUMBER OF INVOICES: 1						\$472.96
SILBEKEN000	Silber, Kenneth	04162024	0000000000	mm0524	AP	Soccer Girls, JV/V	B	04/16/2024	05/16/2024	R		\$147.00
							23-24					\$147.00
						NUMBER OF INVOICES: 1						\$147.00
SILVER L000	Silver Lining Therapeutic Services	0940	0000000000	mm0524	AP	Therapeutic Srvc-KR	B	05/01/2024	05/16/2024	R		\$675.00
							23-24					\$675.00
												51
SILVER L000	Silver Lining Therapeutic Services	0941	0000000000	mm0524	AP	Therapeutic Srvc-SKH	B	05/01/2024	05/16/2024	R		\$337.50
							23-24					\$337.50
SILVER L000	Silver Lining Therapeutic Services	0951	0000000000	mm0524	AP	Therapeutic Srvc-RY	B	05/01/2024	05/16/2024	R		\$675.00
							23-24					\$675.00
SILVER L000	Silver Lining Therapeutic Services	0956	0000000000	mm0524	AP	Therapeutic Srvc-VM	B	05/01/2024	05/16/2024	R		\$405.00
							23-24					\$405.00
SILVER L000	Silver Lining Therapeutic Services	0975	0000000000	mm0524	AP	Therapeutic Srvc-JS	B	05/01/2024	05/16/2024	R		\$405.00
							23-24					\$405.00
SILVER L000	Silver Lining Therapeutic Services	0979	0000000000	mm0524	AP	Therapeutic Srvc-KKK	B	05/01/2024	05/16/2024	R		\$675.00
							23-24					\$675.00
						NUMBER OF INVOICES: 6						\$3,172.50
SIWEKTHE000	Siwek, Theodore	04132024	0000000000	mm0524	AP	Baseball V	B	04/13/2024	05/16/2024	R		\$144.00

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SIWEKTHE000	Siwek, Theodore	04132024				*****CONTINUED*****						
							23-24					\$144.00
SIWEKTHE000	Siwek, Theodore	05012024	0000000000	mm0524	AP	Baseball, V	B		05/01/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
						NUMBER OF INVOICES: 2						\$221.00
SK TRANS000	SK Transportation Company Inc	107	0000000000	mm0524	AP	Trnsprt Share APR24	B		05/03/2024	05/16/2024	R	\$492.00
							23-24					\$492.00
						NUMBER OF INVOICES: 1						\$492.00
SKEELPAM000	Skeels, Pamela	EDCL537	0000000000	mm0524	AP	23/24 Tuition reimbursement	B		05/07/2024	05/16/2024	R	\$475.00
							23-24					\$475.00
SKEELPAM000	Skeels, Pamela	EDUC960R	0000000000	mm0524	AP	23/24 Tuition reimbursement	B		05/07/2024	05/16/2024	R	\$460.00
							23-24					\$460.00
						NUMBER OF INVOICES: 2						\$935.00
SMITHERI000	Smith, Erin	04292024 Day1	0000000000	mm0524	AP	IACAC Mileage reimbursement	B		04/29/2024	05/16/2024	R	\$43.89
							23-24					\$43.89
SMITHERI000	Smith, Erin	04292024 Day2	0000000000	mm0524	AP	IACAC Mileage reimbursement	B		04/29/2024	05/16/2024	R	\$43.89
							23-24					\$43.89
						NUMBER OF INVOICES: 2						\$87.78
SONDETIN000	Sonders, Tina	May 2024	0000000000	mm0524	AP	Phone Reimbursement	B		05/01/2024	05/16/2024	R	\$100.00
							23-24					\$100.00
						NUMBER OF INVOICES: 1						\$100.00
SPECTRUM004	Spectrum Center Inc.	03312024	0000000000	mm0524	AP	Tuition MAR24	B		03/31/2024	05/16/2024	R	\$4,987.84
							23-24					\$4,987.84

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SPECTRUM004	Spectrum Center Inc.	04302024	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$6,546.54
							23-24					\$6,546.54
						NUMBER OF INVOICES: 2						\$11,534.38
STEVENS0000	Stevenson High School	04262024	0000000000	mm0524	AP	LakeCo G Track meet	B		04/26/2024	05/16/2024	R	\$232.34
							23-24					\$232.34
						NUMBER OF INVOICES: 1						\$232.34
SULLISHA000	Sullivan, Sharon	04152024	0000000000	mm041524	AP	SB Trip Food reimbursement	H		04/15/2024	04/15/2024	R	\$238.89
							23-24			116650		\$238.89
						NUMBER OF INVOICES: 1						\$238.89
TECHNOLO000	Technology Campus	April 2024	0000000000	mm0524	AP	Tuition APR24	B		04/15/2024	05/16/2024	R	\$59,586.39
							23-24					\$59,586.39
						NUMBER OF INVOICES: 1						\$59,586.39
TELCOM I000	Telcom Innovations Group	A60738	3002400074	mm0524	AP	Mitel Desk telephones	F	B	04/12/2024	05/16/2024	R	\$858.00
							23-24					\$858.00
						NUMBER OF INVOICES: 1						\$858.00
THE HOME001	The Home Depot Pro	796713014	0000000000	mm0524	AP	BLDG & GRNDS supply	B		03/27/2024	05/16/2024	R	\$127.80
							23-24					\$127.80
THE HOME001	The Home Depot Pro	800002479	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/16/2024	05/16/2024	R	\$148.80
							23-24					\$148.80
THE HOME001	The Home Depot Pro	801430364	0000000000	mm0524	AP	BLDG & GRNDS supply	B		04/24/2024	05/16/2024	R	\$4,898.25
							23-24					\$4,898.25
THE HOME001	The Home Depot Pro	803341122	0000000000	mm0524	AP	BLDG & GRNDS supply	B		05/06/2024	05/16/2024	R	\$3,008.00
							23-24					\$3,008.00

53

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>				<u>ADJUSTMENT DESCRIPTION</u>	FY		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
						NUMBER OF INVOICES: 4						\$8,182.85
THE HOPE000	The Hope School	SINV007222	0000000000	mm0524	AP	Tuition/Trnsprt APR24	B		04/30/2024	05/16/2024	R	\$9,005.24
							23-24					\$9,005.24
THE HOPE000	The Hope School	SINV007272	0000000000	mm0524	AP	Room & Board APR24	B		04/30/2024	05/16/2024	R	\$18,510.00
							23-24					\$18,510.00
						NUMBER OF INVOICES: 2						\$27,515.24
THE OMNI000	The Omni Group	2405-7100	0000000000	mm0524	AP	Compliance Oversight	B		05/01/2024	05/16/2024	R	\$3.00
							23-24					\$3.00
						NUMBER OF INVOICES: 1						\$3.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	103183	0000000000	mm0524	AP	Reg Ed Trnsprt APR24	B		05/01/2024	05/16/2024	R	\$5,940.00
							23-24					\$5,940.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	103184	0000000000	mm0524	AP	Student Trnsprt APR24	B		05/01/2024	05/16/2024	R	\$65,618.00
							23-24					\$65,618.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	103185	0000000000	mm0524	AP	Homeless Trnsprt APR24	B		05/01/2024	05/16/2024	R	\$21,869.00
							23-24					\$21,869.00
						NUMBER OF INVOICES: 3						\$93,427.00
TURNCLI000	Turner, Clifton	04132024 10:00	0000000000	mm0524	AP	Softball JV1	B		04/13/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
TURNCLI000	Turner, Clifton	04132024 12:00	0000000000	mm0524	AP	Softball JV1	B		04/13/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
TURNCLI000	Turner, Clifton	04132024 2:00	0000000000	mm0524	AP	Softball JV1	B		04/13/2024	05/16/2024	R	\$74.00
							23-24					\$74.00

34

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>		<u>DISC AMT</u>		<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
TURNELI000	Turner, Clifton	04192024	0000000000	mm0524	AP	Softball, JV 1	B		04/19/2024	05/16/2024	R	\$74.00
							23-24					\$74.00
						NUMBER OF INVOICES: 4						\$296.00
TYLER TE000	Tyler Technologies, Inc.	045-464502	0000000000	mm0524	AP	Project Mgmt	B		04/24/2024	05/16/2024	R	\$205.00
							23-24					\$205.00
						NUMBER OF INVOICES: 1						\$205.00
VERIZON 000	VERIZON WIRELESS	9960908101	0000000000	mm041524	AP	942086720 030624-040524	H		04/05/2024	04/15/2024	R	\$770.90
							23-24			116651		\$770.90
						NUMBER OF INVOICES: 1						\$770.90
VERSION2000	VERSION2 HOSTING	12482	0000000000	mm0524	AP	Veeam Backup	B		05/01/2024	05/16/2024	R	\$677.00
							23-24					\$675.00
						NUMBER OF INVOICES: 1						\$677.00
VILLAGE 016	Village Of Fox Lake	021624-041524	0000000000	mm042624	AP	Water/Sewer	H		04/15/2024	04/26/2024	R	\$4,973.58
							23-24			116686		\$4,973.58
						NUMBER OF INVOICES: 1						\$4,973.58
VIRTUAL 001	Virtual Connections Academy	5132	0000000000	mm0524	AP	Tuition APR24	B		04/30/2024	05/16/2024	R	\$7,291.62
							23-24					\$7,291.62
						NUMBER OF INVOICES: 1						\$7,291.62
VISION S000	Vision Service Plan IL (VSP)	820274637	0000000000	mm043024	AP	Vision Premium MAY24	H		04/17/2024	04/30/2024	R	\$696.40
							23-24			116689		\$696.40
						NUMBER OF INVOICES: 1						\$696.40
VRBA RIC000	Vrba, Richard	04252024	0000000000	mm0524	AP	Volleyball Boys, JV/V	B		04/25/2024	05/16/2024	R	\$116.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>
VRBA RIC000	Vrba, Richard	04252024				*****CONTINUED*****						
							23-24					\$116.00
						NUMBER OF INVOICES: 1						\$116.00
WALKEKEV001	Walker, Kevin	041224-041324	0000000000	mm0524	AP	B VBall V (2 days)	B		04/13/2024	05/16/2024	R	\$300.00
							23-24					\$300.00
WALKEKEV001	Walker, Kevin	05022024	0000000000	mm0524	AP	Volleyball Boys, JV/V	B		05/02/2024	05/16/2024	R	\$116.00
							23-24					\$116.00
						NUMBER OF INVOICES: 2						\$416.00
WALLIJOH000	Wallin, John Otto	05012024	0000000000	mm0524	AP	Softball, V	B		05/01/2024	05/16/2024	R	\$77.00
							23-24					\$77.00
WALLIJOH000	Wallin, John Otto	05022024	0000000000	mm0524	AP	Softball, V	B		05/02/2024	05/16/2024	R	\$76.00
							23-24					\$77.00
						NUMBER OF INVOICES: 2						\$154.00
WARREN T002	Warren Township High School	SECTIONAL BOYS BWL	0000000000	mm0524	AP	GRANT BOYS BOWLING SECTIONAL INDIVIDUAL LANE FEE 2024	B		04/16/2024	05/16/2024	R	\$45.00
							23-24					\$45.00
						NUMBER OF INVOICES: 1						\$45.00
WAUGHBEE000	Waugh, Beena	ID#28352	0000000000	mm0524	AP	Registration Fees refund	B		05/02/2024	05/16/2024	R	\$165.00
							23-24					\$165.00
						NUMBER OF INVOICES: 1						\$165.00
WEX BANK000	WEX BANK	96388958	0000000000	mm0524	AP	Fuel Purchases	B		04/15/2024	05/16/2024	M	\$1,250.55
							23-24			116652		\$1,250.55

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>		<u>INVOICE AMOUNT</u>	
						NUMBER OF INVOICES:						1	\$1,250.55
WIEDETOM000	Wiedemann, Tom	04222024	0000000000	mm0524	AP	Track Boys/Girls, V	B		04/22/2024	05/16/2024	R	\$187.00	
									23-24			\$187.00	
						NUMBER OF INVOICES:						1	\$187.00
WIGHT & 000	Wight & Company	230081-009	0000000000	mm0524	AP	Weight Room Expansion	B		03/31/2024	05/16/2024	R	\$9,644.22	
									23-24			\$9,644.22	
						NUMBER OF INVOICES:						1	\$9,644.22
WINKEBEN000	Winkelman, Benjamin	04132024	0000000000	mm0524	AP	Baseball V	B		04/13/2024	05/16/2024	R	\$144.00	
									23-24			\$144.00	
						NUMBER OF INVOICES:						1	\$144.00
WOJDAWOJ000	Wojdak, Wojciech	04302024 4:45pm	0000000000	mm0524	AP	IHSA - GSOC, JV	B		04/30/2024	05/16/2024	R	\$65.00	
									23-24			\$65.00	
						NUMBER OF INVOICES:						57	\$65.00
WOJDAWOJ000	Wojdak, Wojciech	04302024 6:15pm	0000000000	mm0524	AP	IHSA - GSOC, V	B		04/30/2024	05/16/2024	R	\$82.00	
									23-24			\$82.00	
						NUMBER OF INVOICES:						2	\$147.00
WOZNYMIK000	Wozny, Mike	04242024	0000000000	mm0524	AP	Softball, V	B		04/24/2024	05/16/2024	R	\$77.00	
									23-24			\$77.00	
						NUMBER OF INVOICES:						1	\$77.00
WU LIL000	Wu, Lily	04302024	0000000000	mm0524	AP	Skyward Conf travel reimbursement	B		04/30/2024	05/16/2024	R	\$164.79	
									23-24			\$164.79	
						NUMBER OF INVOICES:						1	\$164.79
XHEMARAS000	Xhemaili, Rasim	04162024	0000000000	mm0524	AP	Soccer Girls, JV	B		04/16/2024	05/16/2024	R	\$65.00	

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT	
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT	
						TOTAL NUMBER OF BATCH INVOICES:						\$1,366,184.34	
						TOTAL NUMBER OF HISTORY INVOICES:						\$38,831.67	
										402 COMPUTER CHECK INVOICES		\$1,403,765.46	
										1 MANUAL CHECK INVOICES		\$1,250.55	
						TOTAL INVOICES:						\$1,405,016.01	
						BANK TOTALS:							
						BANK						INVOICE AMOUNT	NET AMOUNT
						AP				**A000 1120 0000 00 000000		\$1,405,016.01	\$1,405,016.01

LIQUIDATION STATUS (LQ) CODE LEGEND:

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

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

FD	SOURCE	2023-24 ANNUAL BUDGET	April 2023-24 MONTHLY ACTIVITY	2023-24 FYTD ACTIVITY	2023-24 BALANCE	2023-24 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	20,197,080.00	174,148.03	10,910,574.25	9,286,505.75	54.02
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	23,250,698.00	744,446.91	6,235,792.76	17,014,905.24	26.82
10	FEDERAL SOURCES	2,031,412.00	341,577.54	1,705,625.00	325,787.00	83.96
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	45,479,190.00	1,260,172.48	18,851,992.01	26,627,197.99	41.45
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	4,932,854.00	75,147.03	2,702,012.37	2,230,841.63	54.78
20	STATE SOURCES	50,000.00	50,000.00	50,000.00	0.00	100.00
20	FEDERAL SOURCES	0.00	0.00	0.00	0.00	0.00
20	TRANSFERS	0.00	0.00	0.00	0.00	0.00
20	OPERATIONS & MAINTENANCE F	4,982,854.00	125,147.03	2,752,012.37	2,230,841.63	55.23
30	DEBT SERVICE FUND					
30	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
30	TRANSFERS	0.00	0.00	0.00	0.00	0.00
30	DEBT SERVICE FUND	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND					
40	REVENUE FROM LOCAL SOURCES	1,524,290.00	101,579.81	972,791.40	551,498.60	63.82
40	STATE SOURCES	1,901,049.00	468,038.94	1,877,169.76	23,879.24	98.74
40	TRANSFERS	742,547.00	0.00	0.00	742,547.00	0.00
40	TRANSPORTATION FUND	4,167,886.00	569,618.75	2,849,961.16	1,317,924.84	68.38
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	968,443.00	85,164.03	564,691.67	403,751.33	58.31
50	I.M.R.F./SOCIAL SECURITY F	968,443.00	85,164.03	564,691.67	403,751.33	58.31
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
60	TRANSFERS	4,500,000.00	0.00	0.00	4,500,000.00	0.00
60	CAPITAL PROJECTS FUND	4,500,000.00	0.00	0.00	4,500,000.00	0.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	331,732.00	332.10	171,142.28	160,589.72	51.59
70	WORKING CASH FUND	331,732.00	332.10	171,142.28	160,589.72	51.59
Grand Revenue Totals		60,430,105.00	2,040,434.39	25,189,799.49	35,240,305.51	41.68

FD	OBJ	OBJ	2023-24 ANNUAL BUDGET	April 2023-24 MONTHLY ACTIVITY	2023-24 FYTD ACTIVITY	2023-24 BALANCE	2023-24 FY %
10		EDUCATION FUND					
10	1---	SALARIES	19,245,574.00	1,699,503.35	15,893,485.65	3,352,088.35	82.58
10	2---	BENEFITS	2,465,224.00	271,525.91	2,267,478.13	197,745.87	91.98
10	3---	PURCHASED SERVICES	3,044,929.00	249,071.91	2,699,695.41	326,440.27	88.66
10	4---	SUPPLIES	2,273,620.00	105,542.63	1,953,704.93	240,860.04	85.93
10	5---	CAPITAL OUTLAY	516,026.00	11,733.30	463,284.82	51,282.12	89.78
10	6---	OTHER OBJECTS	2,178,736.00	151,096.54	1,744,731.39	434,004.61	80.08
10	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
10	8---	TUITION	0.00	0.00	0.00	0.00	0.00
10	----	EDUCATION FUND	29,724,109.00	2,488,473.64	25,022,380.33	4,602,421.26	84.18
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,127,911.00	92,034.26	938,286.16	189,624.84	83.19
20	2---	BENEFITS	173,322.00	943.70	128,533.37	44,788.63	74.16
20	3---	PURCHASED SERVICES	1,121,597.00	156,592.39	1,020,139.78	101,467.78	90.95
20	4---	SUPPLIES	960,000.00	38,821.00	682,214.92	276,874.99	71.06
20	5---	CAPITAL OUTLAY	400,000.00	7,227.76	348,904.29	40,472.71	87.23
20	6---	OTHER OBJECTS	700.00	0.00	262.00	438.00	37.43
20	7---	NON-CAP EQUIPMENT	1,500,000.00	0.00	0.00	1,500,000.00	0.00
20	----	OPERATIONS & MAINTENANCE FUND	5,283,530.00	295,619.11	3,118,340.52	2,153,666.95	59.02
30		DEBT SERVICE FUND					
30	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
30	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
30	----	DEBT SERVICE FUND	0.00	0.00	0.00	0.00	0.00
40		TRANSPORTATION FUND					
40	1---	SALARIES	797,000.00	71,507.05	665,651.68	131,348.32	83.52
40	2---	BENEFITS	165,900.00	0.00	121,351.90	44,548.10	73.15
40	3---	PURCHASED SERVICES	2,916,386.00	212,658.87	2,276,603.20	639,782.80	78.06
40	4---	SUPPLIES	168,500.00	19,140.24	143,987.75	24,512.25	85.45
40	5---	CAPITAL OUTLAY	120,000.00	0.00	119,998.78	1.22	100.00
40	6---	OTHER OBJECTS	100.00	0.00	100.00	0.00	100.00
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	4,167,886.00	303,306.16	3,327,693.31	840,192.69	79.84
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	968,443.00	82,834.53	831,370.12	137,072.88	85.85
50	----	I.M.R.F./SOCIAL SECURITY FUND	968,443.00	82,834.53	831,370.12	137,072.88	85.85
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	4,500,000.00	304,027.80	648,312.99	3,315,926.18	14.41
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	4,500,000.00	304,027.80	648,312.99	3,315,926.18	14.41

FD	OBJ	OBJ	2023-24 ANNUAL BUDGET	April 2023-24 MONTHLY ACTIVITY	2023-24 FYTD ACTIVITY	2023-24 BALANCE	2023-24 FY %
70		WORKING CASH FUND					
70	6---	OTHER OBJECTS	3,742,547.00	0.00	0.00	3,742,547.00	0.00
70	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
70	----	WORKING CASH FUND	3,742,547.00	0.00	0.00	3,742,547.00	0.00
Grand Expense Totals			48,386,515.00	3,474,261.24	32,948,097.27	14,791,826.96	68.09

Number of Accounts: 1188

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

**GRANT COMM. HIGH SCHOOL DISTRICT #124
PROPERTY TAX DISTRIBUTION 2022**

E.A.V.
TOTAL EXTENSION

1,078,742,086
24,413,821.25

RATES	1.593	0.409	0.138	0.036	0.043	0.028	0.000	0.005
% OF TOTAL DISTRIBUTION	70.73%	18.18%	6.13%	1.59%	1.91%	1.23%	0.00%	0.22%

DATE	AMOUNT		EDUCATION	O & M	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
Current Year										
GL Account #			10-1111-100000	20-1111-100000	40-1111-100000	50-1151-100000	50-1151-100000	70-1111-100000		50-1153-100000
05/25/23	840,751.63	3.46%	594,697.86	152,868.55	51,500.11	13,393.29	16,092.41	10,363.41	0.00	1,836.00
PTAB/CE Recapture - 5/25	4,148.56		0.00	4,148.56	0.00	0.00	0.00	0.00	0.00	0.00
06/08/23	2,761,089.32	14.83%	1,953,030.89	502,031.40	169,130.10	43,984.54	52,848.64	34,034.20	0.00	6,029.55
PTAB/CE Recapture - 6/8	13,595.80		0.00	13,595.80	0.00	0.00	0.00	0.00	0.00	0.00
06/20/23	6,709,443.30	42.44%	4,745,862.42	1,219,935.62	410,985.92	106,882.38	128,422.12	82,703.06	0.00	14,651.79
PTAB/CE Recapture - 6/29	33,045.19		0.00	33,045.19	0.00	0.00	0.00	0.00	0.00	0.00
06/29/23	1,490,171.38	48.58%	1,054,058.89	270,948.43	91,280.22	23,738.64	28,522.63	18,368.40	0.00	3,254.17
PTAB/CE Recapture - 7/13	7,338.94		0.00	7,338.94	0.00	0.00	0.00	0.00	0.00	0.00

Total FY23 Distribution including Recapture	11,859,584.12	48.58%	8,347,650.07	2,203,912.48	722,896.36	187,998.85	225,885.79	145,469.06	0.00	25,771.50
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Prior Year	Amount		EDUCATION	O & M	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
GL Account #			10-1112-100000	20-1112-100000	40-1112-100000	50-1152-100000	50-1152-100000	70-1112-100000		50-1153-100000
07/13/23	559,843.97	50.88%	396,000.43	101,792.89	34,293.16	8,918.39	10,715.69	6,900.84	0.00	1,222.56
PTAB/CE Recapture - 7/13	2,757.18		0.00	2,757.18	0.00	0.00	0.00	0.00	0.00	0.00
07/27/23	292,044.52	52.08%	206,574.98	53,100.61	17,889.14	4,652.31	5,589.88	3,599.85	0.00	637.75
PTAB/CE Recapture - 7/27	1,442.88		0.00	1,442.88	0.00	0.00	0.00	0.00	0.00	0.00
08/17/23	152,241.06	52.71%	107,686.30	27,681.03	9,325.50	2,425.22	2,913.97	1,876.58	0.00	332.46
PTAB/CE Recapture - 8/17	750.77		0.00	750.77	0.00	0.00	0.00	0.00	0.00	0.00
09/11/23	6,106,353.50	77.85%	4,319,272.45	1,110,279.61	374,043.75	97,275.07	116,878.67	75,269.15	0.00	13,334.79
PTAB/CE Recapture - 9/11	30,074.86		0.01	30,074.86	0.00	0.00	0.00	0.00	0.00	0.00
09/29/23	2,119,765.83	86.57%	1,499,396.68	385,423.61	129,845.93	33,768.17	40,573.38	26,129.01	0.00	4,629.05
PTAB/CE Recapture - 9/29	10,444.02		0.00	10,444.02	0.00	0.00	0.00	0.00	0.00	0.00
10/20/23	1,366,399.38	92.20%	966,509.91	248,443.75	83,698.59	21,766.93	26,153.57	16,842.74	0.00	2,983.88
PTAB/CE Recapture - 10/20	6,741.26		0.01	6,741.26	0.00	0.00	0.00	0.00	0.00	0.00
11/16/23	1,369,251.44	97.83%	968,527.29	248,962.32	83,873.29	21,812.37	26,208.16	16,877.89	0.00	2,990.11
			0.01							

PTAB/CE Recapture	6,740.12			6,740.12							
11/22/23	6,619.66	97.86%	4,682.36 (0.01)	1,203.61	405.49	105.45	126.70	81.60	0.00	14.46	
PTAB/CE Recapture	19.56			19.56							
12/15/23	363,363.98	99.35%	257,022.14 (0.01)	66,068.17	22,257.81	5,788.44	6,954.97	4,478.96	0.00	793.50	
PTAB/CE Recapture	800.28			800.28							
01/23/24	115.32	99.35%	81.57	20.97	7.06	1.84	2.21	1.42	0.00	0.25	
PTAB/CE Recapture	0.21			0.21							
1/31/2024 (Interest)	18,704.97	99.43%	13,230.79	3,401.01	1,145.77	297.97	358.02	230.56	0.00	40.85	
PTAB/CE Recapture	92.13			92.13							
4/12/2024 (Final)	840.88	99.43%	594.79	152.89	51.51	13.40	16.09	10.36	0.00	1.84	
PTAB/CE Recapture	4.13			4.13							
4/30/24 (Sold Tax)	896.35	99.44%	634.02 (0.01)	162.98	54.91	14.28	17.16	11.05	0.00	1.96	
PTAB/CE Recapture-4/30	4.43			4.43							

FY24 Total INCLUDING Recapture	12,416,312.69	50.86%	8,740,213.72	2,306,565.28	756,891.90	196,839.85	236,508.49	152,310.02	0.00	26,983.45
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Special Distribution - Prior Yr Audit	43,384.72	% of Distribution	Recapture Extension: \$ 119,654.07							
GL Account #			10-1112-100000	20-1112-100000	40-1112-100000	50-1152-100000	50-1152-100000	70-1112-100000		50-1153-100000
08/02/23	92.40	0.21%	65.36	16.80	5.66	1.47	1.77	1.14	0.00	0.20
08/07/23	4,683.53	11.01%	3,312.85	851.58	286.89	74.61	89.65	57.73	0.00	10.23
08/29/23	4,554.79	21.51%	3,221.79	828.17	279.00	72.56	87.18	56.14	0.00	9.95
08/31/23	4,156.37	31.09%	2,939.97	755.73	254.60	66.21	79.56	51.23	0.00	9.08
08/31/23	65.74	31.24%	46.50	11.95	4.03	1.05	1.26	0.81	0.00	0.14
09/01/23	12,105.05	59.14%	8,562.39	2,200.98	741.49	192.84	231.70	149.21	0.00	26.43
09/01/23	7,683.07	76.85%	5,434.55	1,396.96	470.63	122.39	147.06	94.70	0.00	16.78
09/05/23	11,945.74	104.38%	8,449.71	2,172.02	731.73	190.30	228.65	147.25	0.00	26.09
Total Spec Distribution:	45,286.69	104.38%	32,033.13	8,234.19	2,774.03	721.42	866.81	558.22	0.00	98.90

GRAND TOTAL	24,321,183.50	99.62%	17,119,896.91	4,518,711.95	1,482,562.29	385,560.12	463,261.09	298,337.30	0.00	52,853.85
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(including Special Distribution)

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124

INVESTMENT SCHEDULE AS OF April 30, 2024

PMA FINANCIAL NETWORK, INC.

10687-101															
Trans.	Date		Date												
No.	Placed	Coupon	Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	SITE/CONST	WORK CSH	INT. EST.
296051	06/27/23		06/26/24	TS	Term Series	1,300,000.00	5.250	1,300,000.00							68,250.00
29694	12/08/23		07/08/24	TS	Term Series	2,000,000.00	5.150	1,687,824.14	312,175.86						60,106.85
63632	03/05/24		07/18/24	TNOTE	US Treasury	2,199,367.57	5.170	2,199,367.57							41,632.43
296947	12/08/23		08/08/24	TS	Term Series	2,000,000.00	5.140	1,299,735.59						700,264.41	68,721.10
63633	03/05/24		08/08/24	TNOTE	US Treasury	499,086.71	5.163		499,086.71						10,913.29
1359420	03/05/24		08/14/24	CD	Third Coast Bank	244,250.00	5.201				244,250.00				5,638.24
1359421	03/05/24		08/14/24	CD	BOM Bank	244,250.00	5.171					244,250.00			5,605.60
1359422	03/05/24		08/14/24	CD	First National Bank	244,250.00	5.201	244,250.00							5,568.80
1359423	03/05/24		08/14/24	CD	First National Bank	244,300.00	5.136	244,300.00							5,568.80
49435	10/28/21		10/31/24	TNOTE	US Treasury	1,984,269.80	0.609	1,974,637.10			9,632.70				14,261.13
49428	11/03/21		11/04/24	DTC	Goldman Sachs Bank USA	249,443.64	0.690	249,443.64							443.64
49429	11/03/21		11/04/24	DTC	UBS Bank USA	249,074.04	0.690	99,971.28				114,588.53		34,514.23	74.04
61861	09/29/23		11/30/24	TNOTE	US Treasury	1,690,890.47	5.223	1,690,890.47							73,109.53
61863	09/29/23		12/15/24	TNOTE	US Treasury	896,335.08	5.210	896,335.08							45,664.92
61864	09/29/23		12/31/24	TNOTE	US Treasury	696,024.14	5.217	696,024.14							29,975.86
61865	09/29/23		01/15/25	TNOTE	US Treasury	1,196,000.82	5.198	1,196,000.82							62,999.18
61878	09/29/23		01/31/25	TNOTE	US Treasury	597,654.84	5.184	597,654.84							28,866.89
					Subtotal Investments	16,535,197.11		14,376,434.67	811,262.57	0.00	253,882.70	358,838.53	0.00	734,778.64	16,535,197.11
			04/30/24	MMA	ISDLAF	10,788,631.53		6,117,059.78	371,941.72	0.00	350,242.85	347,182.20	0.00	3,602,204.98	10,788,631.53
			04/30/24	MMA	ISDMAX	288,376.85		167,392.61	50,498.15	0.00	248.76	24.77	0.00	70,212.57	288,376.85
					Total	27,612,205.49		20,660,887.06	1,233,702.44	0.00	604,374.31	706,045.49	0.00	4,407,196.19	27,612,205.49

Finn Joiner

The Grant Community High School May Student of the Month is senior Finn Joiner, son of Elizabeth and Matthew Joiner of Volo.

Finn's academic achievements include taking nine Advanced Placement courses and he has been named All-Academic Student Athlete and Scholar Athlete for all sports he has participated in each year. He holds a tremendous 4.79 GPA.

His extracurricular activities include four years of Varsity Soccer, earning all-conference player accolades as a junior, two-year Captain of Varsity Volleyball, and freshman basketball. He is currently serving as the Editor in Chief of *The Bark* newspaper and was Assistant Editor in Chief as a junior, and sports editor during his sophomore year. He is a Big Dawg Mentor, member of the Principal's Advisory Council, involved in Student Council, Senior Class, and Academic Team. Outside of GCHS, he was a violinist in the McHenry County Youth Orchestra and played club soccer for Mundelein Soccer Club.

Finn's volunteer activities include helping with the GCHS Foundation Gala, assisted with PADS to help feed unhoused people, Knots of Love, and WINGS, which makes baskets for women and children in protective housing.

In addition to all of his activities, Finn works at Goldfish Swim School teaching kids from 6 months through 12 years old how to swim. He also was a summer babysitter for 7-year-old twin boys. His interests include politics and music.

His plans for the future include attending Butler University in the fall to study political science.

Casey McCleery

The Grant Community High School Student Representative to the School Board for the 2024/25 school year is Casey McCleery, daughter of Rebecca and Jason McCleery.

Casey will be a senior next year and is looking forward to continuing to be an involved student. She has previously been involved in the Fall Play, Spring Musical, National Art Honor Society, Future Business Leaders of America, and Tennis.

She has taken many AP and honors level courses and holds an impressive GPA of 4.252.

Casey communicated that as a freshman, she was inspired to become involved by seniors who set a positive example. She thinks it is important for every individual to do their part in improving their community, and shared serving as the Student Representative to the School Board is a great way for her to do that.

She enjoys writing, watching films, video editing and thrifting with friends. She has held a political internship, worked as a hostess, and volunteered at Camp Invention.

She hopes to study Sociology at the University of Illinois Urbana/Champaign and pursue a career in community organization.

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124

SENIOR HONORS NIGHT

May 8, 2024
7:00 p.m.



Christine Sefcik, Ed.D., Superintendent
Jeremy Schmidt, Ed.D., Principal

PROGRAM

Pledge of Allegiance

Khushi Viramgami
President, National Honor Society

Welcome

Dr. Jeremy Schmidt
Principal

Department Awards

English and Social Studies

English

Jacqueline Bendfeldt

Emergent Bilingual Award

Jonathan Becerra Martinez

Journalism

Finn Joiner

Social Studies

Julia Podgorski

Theater

Winter Wasilewski

Yearbook

Ashlin Driscoll

Fine and Performing Arts

Art

Nikolai Gartner

Music

Savannah Eagon

Health and Wellness

Physical Education

Claire Henney
Bryce Pemberton

Math and Science

Math

Khushi Viramgami

Science

Skyler Johnson

Department Awards Continued

Career and Technical Education

Business	Braden Otahal
Family & Consumer Sciences	Zuzanna Janicki
Technology Education	Lara Neiweem

World Language

French	Elaine Molsen Taylor Ullrich
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Spanish	Milla Laskosky
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Seal of Biliteracy	Jocelyn Albiter Kimberly Becerra Miah Bustamante Jimena Camargo-Medina Eliza Carrera Diego Delgado Laura Jimenez Cristal Lopez Erika Martinez Yuri Lopez-Perez Julia Podgorski Melanie Ruiz Dulcemaria Torres Marisol Torres
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Commendation Towards the Seal of Biliteracy	Kyle Herrera Elise Neiweem
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Community and State Awards

American Legion Good Citizen Award	Rylan Art Savannah Dickson Ella Kilmer Katelyn Rossini
Daughters of the American Revolution Good Citizen Award	Sebastian Gonzalez
Distinguished Bulldog Award	Magdalen Kolar Kristin Rose Raidon Uy Khushi Viramgami
Fox Lake Rotary—World Affairs Seminar	Isabella Little Julia Podgorski
Fred Loffredo Award	Christopher Davis Savannah Dickson Alyssa Sandquist Ayden Sheppard
Girls State 2023 Attendees	Tumi Ademola Jacqueline Bendfeldt Isabella Little Diana Ngo Julia Podgorski
National Honor Society Certificate of Merit	Julia Podgorski
Outstanding Student Council Member	Zuzanna Janicki
Rotary Youth Leadership	Zuzanna Janicki

Scholarships

Grant Community High School Foundation

National Honor Society President	Khushi Viramgami
Student Council President	Milla Laskosky
Senior Class President	Catherine Fabian

Organizational and Regional Scholarships

American Legion Auxiliary Scholarship	Karol Aviles Rivera Isabella Little Khushi Viramgami
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American Legion Auxiliary Nursing Scholarship	Noelia Huizar
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B & B Coatings Scholarship	Zachary Langhoff
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Big Hollow School District 38 Scholarship	Skyler Johnson Isabella Little Khushi Viramgami
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Chain O'Lakes Chamber of Commerce Scholarship	Melanee Hobson
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Ferrigan Family Scholarship	Gabriela Nieto
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Fox Lake Round Lake Area Rotary Club Scholarship	Jacqueline Bendfeldt Delaney Blancett
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Fox Lake Grade School District 114 Scholarship	Ashlin Driscoll Averie Schultz
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Fox Lake Lions Club Scholarship	Adia DeAvilla George Jackson
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Fox Lake Volunteer Fire Department	Ella Kilmer Kennedy Kilmer
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Organizational and Regional Scholarships Continued

Friends of STEM Scholarship	Khushi Viramgami Armaan Yazdani
Gavin Education Association Scholarship	Kayleigh Davis
Grant Booster Club Scholarship	Savannah Eagon Claire Henney Melanee Hobson Zuzanna Janicki Zachary Langhoff Jenny Lin Thomas Whitson
Grant Council Lake County Federation of Teachers Union Scholarship	Ayane Jasinski
Grant Student Council - Christine Bronken Memorial Scholarship	Josiah Jefferson
Grant Student Council - Liz Willding Memorial Scholarship	Claire Henney
Kaz Family Scholarship	Jameson Zeller
Keep It R.E.D. Scholarship	Catherine Fabian
Loffredo Family Scholarship	Regan Wegner
Superior Paving Scholarship	Rylan Art
Tough Guy Scholarship	Ayane Jasinski

Commemorative Scholarships

Atkins Memorial Scholarship	McKaylah Inman
Bob and Bertie Miller Memorial Scholarship	Sebastian Gonzalez
Bronken Family Memorial Scholarship	Austin Smith
Daniel Graff Memorial Scholarship	Alessandra Donald Charlie Graff
Donald Wehrstein Memorial Scholarship	Sebastian Gonzalez
Elizabeth Anne Willding Memorial Varsity Volleyball Scholarship	Claire Henney
Emilie Fjellstedt Woods Memorial Scholarship	Nevada Holm
Grant Memorial Scholarship	Noelia Huizar
Jack Frost Memorial Education Scholarship	Layna Peters
Jack Frost Memorial Trades Scholarship	Regan Wegner
Melinda Bowen Scholarship	Abbey Schiller
Paul and Joan Vickers Memorial Scholarship	Savannah Dickson Savannah Eagon Nathaniel Maxwell
Susan Thandupurakal Memorial Scholarship	Sebastian Gonzalez

COMMEMORATIVE SCHOLARSHIPS

Atkins Memorial Scholarship

A native Nebraskan, Dwayne “Hoke” Atkins relocated to northern Illinois after completing his college education. After a stint as an Army paratrooper in the 1950’s, he earned a bachelor’s degree from Wayne State Teacher College and a master’s degree from Northern Illinois University. Mr. Atkins began teaching mathematics at Grant Community High School in 1959. He impacted the lives of many students during his 34 years of teaching mathematics, retiring in 1993. Education was always very important to him, and Hoke admired those who improved themselves with education. A known storyteller with a unique sense of humor, Hoke left behind countless stories and his passion for life with his family. Fellow retired members of the Grant Teachers Union began a scholarship fund in his honor in 2022.

Bob and Bertie Miller Memorial Scholarship

Alberta “Bertie” Miller graduated from Grant Community High School with the Class of 1940. A lifelong resident of Ingleside, she and her husband, Robert “Bob” Miller raised six children, all of whom attended Grant Community High School in the 1960’s and 1970’s. Later in life, she watched three of her grandchildren graduate from Grant Community High School in the 2000’s. Bertie was employed by Gavin School District 37, Fox Lake School District 114, and later Grant Township. She proudly served as Grant Township Supervisor from 1979 until her retirement in 1992. In addition, she worked many Fox Lake community events as Mrs. Claus in retirement. A co-owner of Accurate Screw Company in Chicago, Bob was active in the community as a Little League baseball coach, a trustee for the Fox Lake Fire Protection District, a Gavin School Board member, and an officer in St. Bede Parish’s Knights of Columbus Council. Both Bob and Bertie valued their family, their community, and the spirit of service to others. This scholarship recognizes students with a strong commitment to helping others and giving back to the Grant community. The Miller family began this scholarship fund in their honor in 2022.

Bronken Family Memorial Scholarship

Jeff Bronken loved his family and loved his community. He was the owner of Inman Glass in Highland Park. Jeff was a beloved coach of baseball, basketball, and softball. He was an avid Blackhawks fan. Jeff will always be remembered as a kind, generous, and fun-loving man with a larger than life personality.

Christy Bronken passed away on December 19, 2009. Christy was a junior at Saint Norbert College and graduated from Grant Community High School in 2007. While attending Grant, Christy was involved in numerous activities which included a four-year membership in Student Council and president during her senior year. She was also in the National Honor Society and served as secretary during her senior year. Christy was a varsity cheerleader and also a member of the Dance Team. She was Student of the Month, T.E.A.M. member, and homecoming organizer, as well as a class leader. Christy spent her summers as a lifeguard at the Round Lake Park District where she also taught swim lessons. She will always be remembered for her love of life and her kindness, but most of all she will be remembered for her smile.

Katie Bronken was a freshman at Grant when she passed away on March 26, 2014. In the short time she attended Grant, she was involved in several activities. She played Volleyball and had just made the Softball team. In addition to athletics, she was a member of the Student Council and also did the Freshman Boys Basketball statistics. Katie was a loyal friend who brought laughter and happiness to those around her. Katie was also an avid Blackhawks fan. Katie will always be remembered for her adventurous spirit, her love of music, her smile, and her infectious laughter.

Daniel Graff Memorial Scholarship

Daniel Graff grew up in the Grant community and was a 2005 graduate of Grant Community High School. He loved to learn from others through conversation. Keeping in line with Graff family tradition, he was a born entrepreneur with a big heart and a strong work ethic. When he put his mind to something, he would pursue it with his whole being. Daniel genuinely loved the time he spent with his classmates, his teachers, and was a friend to all in the Grant community. This scholarship is intended for students demonstrating financial need who embody Daniel’s spirit, his willingness to learn, and possess the same zeal for life in pursuit of their future endeavors. The Graff family began this scholarship fund in his honor in 2022.

COMMEMORATIVE SCHOLARSHIPS CONTINUED

Donald Wehrstein Memorial Scholarship

Donald Wehrstein, a Grant Community High School alumnus and officer for the class of 1952, was also the father of four Grant alumni. A veteran of the U.S. Marine Corp., Wehrstein was a life-long resident of the Fox Lake and Ingleside area. A man of charm, wit, and acute stubbornness, he is truly missed by all who knew and loved him, especially his three friends who established this memorial in his name. The award is presented to a good student with athletic involvement.

Elizabeth Anne Willding Memorial Varsity Volleyball Scholarship

The Elizabeth Anne Willding Memorial Varsity Volleyball Scholarship is awarded to the senior varsity volleyball player with the highest GPA in honor of Liz Willding and her passion for volleyball and education. Liz was born on July 27, 1987 and died before her senior year on July 14, 2004. She made a lasting impression on Grant High School through her participation in volleyball, National Honor Society, Student Council, the Performing Arts Society, choir, and as a student aide in the Guidance Department. Her accomplishments outside of the classroom and Grant High School included participation in Net Force Volleyball Club and many outstanding performances on the stage of PM&L Theatre in Antioch. During her junior year, Liz worked to develop a tutoring program, which she planned to coordinate with the Student Council. Her career goal was to become a pediatric plastic surgeon so that she could make a difference in the lives of children. Liz had a zest for life, people, and she always faced challenges head-on. She was an integral part of the Class of 2005, and her memory will be carried on through the Elizabeth Anne Willding Memorial Varsity Volleyball Scholarship.

Emilie Fjellstedt Woods Memorial Scholarship

Emilie Fjellstedt Woods graduated from Grant Community High School in 1956, where she played the clarinet in the marching band. After graduation, she attended classes at the University of Wisconsin in Madison and at Lake Forest College. She often reminisced about her high school days and volunteered on her class reunion committee. She was fond of the saying "Tough as Nails, Hard as Bricks, We're the Class of '56." Her only regret about high school was that in the 1950s, female students were not given many opportunities to participate in athletics. Therefore, she always encouraged her daughter and her two granddaughters (GCHS Classes of 2027 and 2028) to participate in sports. She also enjoyed mentoring young people in the community; this scholarship is an opportunity to continue her legacy.

Grant Memorial Scholarship Fund

The Grant Memorial Scholarship is in memory of Amelia Birdsell, John Hodge, Mark Warden and Louis Orr. These four wonderful people will not only be remembered by family and friends, but by the school community as well. Throughout the years many other teachers, students, and family members were remembered through this scholarship. There are too many to name at this time, but all of them are honored by the Grant Memorial Scholarship.

COMMEMORATIVE SCHOLARSHIPS CONTINUED

Jack Frost Memorial Scholarship- Education

Jack Frost graduated from Big Hollow Grade School, and soon after Grant Community High School in 1961. After working in the trades for Ralph H. Simpson in Chicago, he moved back home and established his own steel fabrication business, Jack Frost Ironworks, here in Fox Lake, IL. For 35 years, Jack Frost ran his successful business with the help of his family, who, to this day, still run the company out of Fox Lake. Jack's main philosophy for his family was hard work and consistency. It was through his example that his family strived for the same philosophy and success. His first grandson, Garrett Olsen, became the first teacher in the family. His memorial scholarship wants to honor those who are pursuing a career in education, and recognize their dedication to such meaningful work.

Jack Frost Memorial Trades Scholarship

Jack Frost graduated from Big Hollow Grade School, and soon after Grant Community High School in 1961. After working in the trades for Ralph H. Simpson in Chicago, he moved back home and established his own steel fabrication business, Jack Frost Ironworks, here in Fox Lake, IL. For 35 years, Jack Frost ran his successful business with the help of his family, who, to this day, still run the company out of Fox Lake. Jack's main philosophy for his family was hard work and consistency. It was through his example that his family strived for the same philosophy and success. Jack Frost worked hard to establish himself and his family within the steel fabrication business. The Memory of Jack Frost Trades Scholarship recognizes those who dedicate themselves to such an important part of our society.

Melinda Bowen Memorial Scholarship

Melinda Bowen was a member of the Grant Community High School Board of Education for nine years. She had three children who attended Grant and were deeply involved in music and drama. Mrs. Bowen was a great supporter of music and drama activities, now known as the "Performing Arts Society." She did much to strengthen these departments and their events. She touched many lives and continues to touch the lives of others through this memorial scholarship.

Paul and Joan Vickers Memorial Scholarship

This memorial scholarship was established in 1984 to honor Paul Vickers and as of 2009, the honor has been extended to include his wife Joan as well. Both Paul (a Grant alumnus) and Joan were supporters of the academic and athletic programs at GCHS. They were two of the many founders of WAGS (Wrestling Association of Grant High School), a program established to raise funds to support the Bulldog Wrestling Program. All four of Paul and Joan's children are alumni of Grant Community High School. Ron, Pat, Sheryl, and Tom, along with their families, continue to honor their parents and assist students with future academics through this scholarship.

Presenters

Mr. Boyce Carsella
Dr. Dan Deligio
Ms. Sheryl Dempsey
Mr. Ryan Geist
Ms. Ruth Geger
Ms. Jeannine Graff
Ms. Elizabeth Hopkins
Mr. Mark Jolcover
Mr. Fritz Kazlauskys
Mr. Fred Loffredo
Mr. Bill Lomas
Ms. Veronica Lukemeyer
Dr. Nate Miller
Mr. Chris Robinson
Mr. Tom Ross
Dr. Jeremy Schmidt
Mr. Blair Schoell
Ms. Jill Schroeder
Mr. Jeff Sefcik
Ms. Sue Stark
Mr. Eric Taubery
Mr. Sean Thandupurakal
Mr. Ron Vickers
Mr. Tom Vickers

Board of Education

Steve Hill

Kathy Kusiak

John Jared

Shelly Booth

Ivy Fleming

Ed Lescher

Bob Yanik

Summer School

Summer School 2024 outreach, enrollment, and curriculum development continue as the first day of summer school, June 10, is rapidly approaching. Initial sections have been determined and staff have been notified of assignments. Fortunately, again all but two positions have been filled by Grant faculty members. We are again offering a diverse, robust summer program. Summer School has grown into a five-part program. It includes a 1) Summer Academy bridge program for qualifying incoming freshmen, 2) enrichment classes, 3) credit recovery options, 4) EL summer courses, and 5) Extended School Year programming.

Student Recognition

- **Freshman Honors Breakfast:** 147 freshmen received their academic numerals at freshmen honors breakfast on April 24. These freshmen students have thrived academically and earned a GPA of 3.75 or better in their first semester at Grant. This is an excellent start for these students, and we are excited to see them flourish throughout their next four years. This year the breakfast was held at Parkway Salon in Round Lake.
- **Illinois Principals Association:** Julia Podgorski and Finn Joiner were honored on April 25 as Grant's representatives at the annual Illinois Principals' Association Student Recognition Breakfast. Both Julia and Finn have made significant impacts on the students and staff at Grant. They are excellent models for their peers, and therefore are excellent choices to represent Grant to Lake County principals.
- **NLCC Art Festival:** All eight conference schools participated in the annual NLCC Art Festival on April 26 by sending students and teachers to set up the show, participate in workshops and lectures from local artists, and strike the show. The show was open to families and the public for several hours. The rotating event was hosted at Antioch this year.
- **Seal of Biliteracy:** The Seal of Biliteracy is an award high schools may give in collaboration with the State of Illinois to students who have studied and attained proficiency in two or more languages by high school graduation. The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and highlights skills that are attractive to future employers and college admissions offices.

Students may qualify for the Seal of Biliteracy by showing proficiency in the English language as well as proficiency in another language (Spanish or French). To prove proficiency, students must adequately demonstrate their skills via scores earned on Advanced Placement (AP) Spanish Tests and Assessment of Performance toward Proficiency in Languages (AAPPL) Tests.

This is our third year of recognizing graduating seniors who have the opportunity to receive the honor. The 14 students who earned the designation for the Seal of Biliteracy were

recognized at Honors Night, received a medallion to wear at graduation, will see an official stamp on their diplomas, and will have it documented on their official transcripts as well.

- **Distinguished Bulldog Award:** This is the third year recognizing students with the Distinguished Bulldog Award. The four seniors receiving this prestigious award are celebrated at both Honors Night and Graduation. The Distinguished Bulldog Award is the most comprehensive achievement award recognized by Grant. Supported through State initiatives and adapted to our local needs, it represents the type of well-rounded graduates who have successfully taken full advantage of Grant's broad range of opportunities. Distinguished Bulldog recipients have achieved the following:
 - Minimum GPA of 3.75
 - SAT Composite Score of 1400 or higher
 - 95% attendance in junior and senior years
 - Accomplished at least three career-ready indicators from areas such as:
 - Contributed to Community service
 - Participated in 2 or more co-curricular activities
 - Participated in an Internship experience
 - Held consistent employment
 - Successfully completed dual credit coursework
 - Accomplished endorsements/Certificates

Student Activities

- **Spring Musical:** This year's spring musical, *Annie*, ran two evening shows and one matinee April 19 - April 21. The cast, crew, and pit orchestra worked hard to prepare, and it was amazing to see this theater classic come to life on Grant's stage. Again this year, we invited the feeder schools to a dress rehearsal performance the week of April 15, and we were happy to share the performance with the next generation of Bulldogs.
- **FIDO Fest:** Hosted by the Canine Connections Club on April 20, Grant hosted our inaugural FIDO Fest. The event included dog demonstrations by the 4-H Club, Wisconsin-Illinois Agility Group, and the Lake County Sheriff's K-9 Unit. Local vendors and organizations provided a variety of dog-related products and services, while fundraising activities such as painted rock sales, dog toys, and face painting added to the fun. Generous donations raised funds for local adoption and rescue agencies.
- **Health and Wellness Fair:** The 10th annual Wellness Fair was hosted on April 24. The event was coordinated by Amanda Bilbrey who leads the Health and Wellness Committee. The committee is a subcommittee of PBIS, and they have been working for the better part of the second semester to plan this student-run event. The fair consisted of booths and exhibits engaging participants in health and wellness activities and information. Scheduled on a flex start day, PE classes took their classes through the fair, and students interacted at booths and earned prizes.
- **Pep Assembly:** The final pep assembly of the year was held on April 26. Performances were given by the Winter Guard, the Grant Band, and the Spring Musical Cast.

Accomplishments of winter athletics and activities were recognized, spring athletics and activities participated, the Prom Court was announced, the annual Rock, Paper, Scissors Finals Competition was held, and the Bulldog Cup was awarded to the Senior Class.

- **BPAC Multicultural Event:** On April 27, the Bilingual Parental Advisory Committee hosted a celebration of diversity and heritage, bringing together families to share the richness of their cultures. Attendees were encouraged to showcase elements of their cultural identity, resulting in a colorful array of traditions, cuisines, performances, and attire from around the world. The festival provided a platform for families to spend time together and celebrate culture.
- **Prom:** On May 3, we successfully hosted our traditional in-person Prom at the Belvedere Banquets in Elk Grove. Students checked in at the Fieldhouse, rode coach buses, ate a delicious three-course meal, took photos, danced, and enjoyed the magical evening.

Graduation

Graduation will be held on May 19, 2024, at 2:00 p.m. in the Fieldhouse. Tickets, caps, and gowns were distributed to seniors during lunch periods, and the mandatory graduation rehearsal will be at 1:00 p.m. on May 17. Once again this year, we will offer a live stream of the Graduation ceremony on Grant's homepage for those who wish to watch from alternative locations.

Student Representative to the Board of Education
May Report

Activities

Family, Career, and Community Leaders of America

- After competing in their State competition this month, Zuzanna Janicki received Most Outstanding for Fashion Construction and earned a Gold Medal for her dress design. In June, she will be representing Grant as well as the state of Illinois at the FCCLA National Conference in Seattle, Washington.
- Moreover, McKenna Arnold and Savannah Eagon both earned gold in their respective categories, Apparel Construction and PreSchool Lesson Planning. Yarely Mercado Garcia earned Silver in Apparel Construction, as did Roselynn Torres in Cookie Decorating.

Choir

- Concert Choir, Advanced Treble Choir, and Chamber Singers all competed in the IHSA State Organizational Music Concert at Harvard High School on April 13. All three choirs earned a Division 1 ranking, the highest ranking at the concert. Additionally, Advanced Treble Choir was recognized with a “Best of the Day Award,” a distinction the choir earned over 20 other schools who competed.

Tech Campus

- 10 Grant students competed at Skills USA this month, a weekend of competition in competitive events from the best career and technical education programs in the country.

Journalism

- Journalism competed in their State Competition, in Bloomington Illinois. Brisa Zequeida competed in Headline Writing, while Izzy Ellington competed in Infographics.

Yearbook

- Students are getting ready for the end of the year by preparing to hand out yearbooks this week.

Future Business Leaders of America

- The business bulldogs had their annual spring roadside cleanup just in time for Earth Day, and cleared the road of several bags of trash.

Student Council

- The council has launched their Bulldog Buzzfeed with Unidos, featuring trivia activities and fun facts to spread the word about the club.

Sports

Girls Soccer

- The Varsity Girls Soccer team competed in the Body Armor Tournament against Joliet Catholic Academy, taking them down in a game of 2-1. Congratulations to Ryan Kadlec for earning Game MVP.

Special Olympics

- The Track and Field team competed at SOILL's spring games, and earned several top placements.
- Chris Davis, Claire Watkins, Andrew Jacobsen, Julien Tennyson, Katie Pratt, and Brayden Henriot all placed first and will compete at State this June.

Senior Night

- Badminton, Track and Field, Girls Soccer, and Boys Tennis all recognized their seniors in April, for their commitment and dedication to their respective programs.

Boys Volleyball

- The team has had a record breaking season, earning 17 wins for the first time in Grant history!

Track and Field

- At the Jody Gitelis Invitational, girls track and field had multiple individuals medal at the event. Congratulations to everyone who placed!
- The girls team also attended their County Meet at Stevenson on April 25th.
- The boys team attended the NLCC track and field championships last week.
- The girls throwers attended their Conference meet on May 1 at Grayslake North.
- The boys throwers attended their Conference meet on May 8 at Wauconda.

Events

Spring Musical

- *Annie* opened on April 19 after the Spaghetti Dinner hosted by NHS. Our thespians put on a great performance, while being supported by the students backstage as well.

Spring Pep Assembly

- To end the year off, Grant students attended the Spring pep assembly, finding out who won the Bulldog Cup - congratulations seniors! - and which class took first in the Rock, Paper, Scissors tournament. Prom royalty was also announced, and Spring sports and

activities were recognized. Students also watched performances from *Annie*, the Winter Guard, and Tumi Ademola, the winner of this year's Grant's Got Talent competition.

Spring Band Concert

- All levels of band performed in their last concert of the year, where the seniors were honored for their dedication and hard work in the band program.

Prom

- Prom was on May 3rd, with the theme being "A Starry Night to Remember." Students danced the night away after a good dinner and drive up to Belvedere Banquets.

Senior Awards Night

- Seniors were honored on May 8th at Maravela's. Students received recognition, awards, and scholarships from community members and organizations.

eGrant Management System

Printed Copy of Application

Applicant: GRANT COMM H S DISTRICT 124

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: GRANT COMM H S DISTRICT 124

Date Generated: 5/7/2024 1:01:53 PM

Generated By: crdogg30

1. Contact Information for Person Completing This Form

Last Name*

Miller

Phone*

847 973 3407

Extension

First Name*

Nathaniel

Middle Initial

J

Email*

nmiller@grantbulldogs.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)

Grant Community High School will maintain English and Math interventionists, provide engaging and meaningful professional development for all certified staff and paraprofessionals, encourage participation in co-curricular offerings, emphasize quality Tier 1 Instruction for all learners, infuse more equitable practices in all classrooms throughout the building, increase staffing in Special Education, and augment other educational opportunities for students, teachers and other beneficiaries to overcome barriers to equitable program participation.

3. Bilingual Program Director Assurance

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

148

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)

Title 1 Funds, in combination with state and local funding resources, will be used to provide a full-time English interventionist position and a full-time Math interventionist position for FY 2025. Additional funds will be allocated to purchase supplies for McKinney-Vento students to ensure academic success and to engage in community outreach efforts via the district's Parent University series. Title 2 Funds, in combination with state and local funding sources, will be used to provide quality professional development for members of our certified staff, with particular focus on classroom equity training via Synergy Consulting, funding for staff professional development opportunities, acquisition of materials for ongoing books studies (particularly in equity, grading practices, and Tier 1 strategies), and membership in NAICC for the district's instructional coaches. Title 3 Funds (LIEP), in combination with state and local funding sources, will be used to purchase instructional materials to support the district's EL Program, to fund BPAC community outreach efforts, and for professional development for EL educators in the district. Title 4 Funds, in combination with state and local funding sources, will be used to provide new opportunities for students to experience a well-rounded learning experience at Grant Community High School. The district intends to utilize Title IV funds support a full-time position, a College and Career Counselor, for FY2025. IDEA Part B Funds, in combination with state and local funding sources, will be used for training and coaching staff in Tier 1 instructional strategies to use with special education students, curricular needs for the in-district Transition Program, the salaries & benefits of Job Coaches for the Transition program, the salary & benefits of a Vocational Coordinator, partnerships with local agencies for itinerant services, and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports. Additionally, IDEA, Part B funds will be utilized to pay tuition for Special Education District of Lake County (SEDOL)-placed students to best meet their educational needs for the 2024-2025 school year.

Response from the approved prior year Consolidated District Plan.

Title 1 Funds, in combination with state and local funding resources, will be used to provide a full-time English interventionist position and a full-time Math interventionist position for FY 2024. Additional funds will be allocated to purchase supplies for McKinney-Vento students to ensure academic success and to engage in community outreach efforts via the district's Parent University series. Title 2 Funds, in combination with state and local funding sources, will be used to provide quality professional development for members of our certified staff, with particular focus on Tier 1 instructional strategies, classroom equity training via Synergy Consulting, access to virtual professional development opportunities via Solution Tree Global, acquisition of materials for ongoing books studies (particularly in equity, grading practices, and Tier 1 strategies), and membership in NAICC for the district's instructional coaches. Title 3 Funds (LIEP), in combination with state and local funding sources, will be used to purchase instructional materials to support the district's EL Program, to fund BPAC community outreach efforts, and for professional development for EL educators in the district. Title 4 Funds, in combination with state and local funding sources, will be used to provide new opportunities for students to experience a well-rounded learning experience at Grant Community High School. The district intends to utilize Title IV funds support a full-time position, a College and Career Counselor, for FY2024. IDEA Part B Funds, in combination with state and local funding sources, will be used for training and coaching staff in Tier 1 instructional strategies to use with special education students, curricular needs for the in-district Transition Program, the salaries & benefits of Job Coaches for the Transition program, the salary & benefits of a Vocational Coordinator, partnerships with local agencies for itinerant services, and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports. Additionally, IDEA, Part B funds will be utilized to pay tuition for Special Education District of Lake County (SEDOL)-placed students to best meet their educational needs for the 2023-2024 school year. ARP-ESSER III Funds, in combination with state and local funding sources, will be used to purchase additional 21st Century classroom furniture for FY2024. This multi-year project seeks to replace traditional student desks and classroom technologies with mobile furniture that allows for multiple configurations to facilitate learning activities. Using three points of projection, 21st Century classroom provide more opportunities for small-group work and student collaboration as teaching and learning takes place.

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

N/A

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)

According to feedback received from student surveys (5Essentials, pre-SAT surveys, Panorama, DESSA, etc.), parental feedback (5Essentials, Parent University program), and the collaborative partnership with Synergy Consulting, the district has identified areas for growth. Students expressed a stronger desire to feel connected with the Grant community, a greater need for a school culture rooted in equity, and a stronger emphasis on student voice in guiding district decisions and initiatives. Parents continue to expect a rigorous academic program with a variety of co-curricular activity offerings, and more opportunities for early college (dual-credit) coursework. The administrative team has assisted the district in identifying tangible strategies in the realms of interventions and supports (MTSS). In order to align with the requirements of the College and Career Readiness Indicators, the district will be investing time, energy, and resources into expanding course offerings, honing Tier 1 instruction for all learners, provide a robust intervention program for students who struggle, and beginning to build a curricular program where all students are exposed to curricula taught at grade level. In addition, school leaders will continue to infuse the principles of diversity, equity, inclusion, and belonging throughout the school climate to ensure that all students feel a sense of belonging within our four walls. There will be a greater emphasis on garnering student voice with the Principal's Advisory Committee, Student Council, and with a student representative to the Board of Education. With a focus on equity, academic alignment to rigorous standards, and active student participation, the district hopes to make significant progress on addressing the findings of the needs assessment.

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.

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

In order to improve academic outcomes for all learners, the district must identify and remediate learning gaps, provide fluid interventions for students demonstrating signs of struggle, and support whole-student instruction (academics, social-emotional, physical, etc.). With the pandemic as a contributing factor, students are entering the high school setting with a greater prevalence of deficient skills, particularly in English and Mathematics. In order to close those inherent gaps, the district maintains a full-time MTSS Coordinator, as well as a full-time English interventionist and a full-time Math interventionist. In addition, three full-time instructional coaches will support an all-encompassing campaign to improve Tier 1 instruction district-wide. With Title 1 grants, the district can provide the timely, targeted, and fluid interventions needed to help students overcome barriers to learning. The district has the ability to meet students where they are and determine an individual's best learning path forward. This is particularly true for our students of color and students with IEP's, as their standardized test scores and local assessment scores continue to lag those of their White and non-IEP peers. The hope is with an established, data-driven MTSS program, students will receive the help and resources that they need to remain on-track and at grade-level in their coursework. Additional programmatic changes may be needed as the district hones its MTSS system throughout its second year of implementation. An ongoing needs assessment and feedback loop will track progress toward desired outcomes.

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 district continues its journey toward greater equity with an ongoing partnership with Synergy Consulting for 2024-2025. It became evident to members of the Professional Development committee that some of the district's current practices do not align with equitable best practice, particularly in the realms of classroom instruction and grading practices. Therefore, it is at the forefront of PD efforts for 2024-2025 to educate, train, and support classroom practitioners toward a more equitable school culture and climate. This will occur through in-person training opportunities at teacher institute days, flex start mornings, ongoing book studies, as well as access to online resources. Thus, the focus for the 2024-2025 school year will be rooted in equitable Tier 1 instructional practices and the further implementation of a comprehensive MTSS system at Grant Community High School. In this way, all students- particularly students of color, students with unique learning needs, and EL students- will receive comprehensive, quality instruction.

G. Title III - LIEP

In 2024-2025, Grant Community High School will utilize Title III funds to continue to engage its BPAC committee with evening programming for the district's Spanish-speaking families, such as English language instruction, community-building, and supports for bilingual students and their parents and guardians. In addition to community outreach efforts, Title III funding will be utilized to provide instructional materials, cutting-edge translation software earbuds, and attendance at EL and ITBE conferences for EL faculty members to better serve the program's students.

H. Title III - ISEP

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

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

In 2024-2025, the district will continue to employ a full-time College and Career Counselor. Knowing that most students are not meeting or exceeding the thresholds for being deemed college and career ready within the ISBE framework, this individual will be tasked with helping students identify and pursue their post-secondary goals. From identifying a career pathway of interest by the Sophomore year, to exploring institutions of higher learning during the Junior year, to garnering relevant work experiences via part-time employment or internships, to successfully submitting the FAFSA by the Senior year, this role will help students unlock their future potential and know specifically what steps to take in order to get there. Title IV-A funds will enable the district to provide this collaborative opportunity for all students.

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

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

In 2024-2025, the district will utilize its IDEA, Part B funds to provide needed curriculum supplies and resources for the in-district Transition program. This program continues to thrive since transitioning back to our campus several school years ago and needs continue to evolve as the curriculum is honed, including an ongoing commitment to a Job Coach position. To supplement the important work in all Tier 1 classrooms, the district will retain paraprofessionals to serve as classroom aides for students with IEP's. In addition, funds will be set aside to engage paraprofessionals in Tier 1 instructional strategies during flex starts and institute days to ensure that all stakeholders in the classroom (primary teachers, co-teachers, teacher aides) are all implementing the research-based strategies with fidelity. The district intends to allocate IDEA funds to continue its partnerships with contracted itinerants, as well as paying tuition to the Special Education District of Lake County for students placed off-campus in order to best fit their unique learning needs. Data points such as standardized test scores, local assessments, the school report card, Synergy Consulting feedback and STAR testing indicate that these uses of funds are most likely to attain the desired outcomes for our students.

L. IDEA, Part B - Preschool

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)

On Wednesday, May 14, 2024, a Timely Meaningful Consultation Meeting was held in-person at 2:00pm. Stakeholders were notified via personalized letters and an advertisement in the local newspaper. Required documentation for this meeting is on file and available upon request. At the May 16, 2024 Board of Education meeting, a presentation was made to discuss historical uses of Title grant monies as well as proposed allocations for school year 2024-2025. Next year's funds were estimated at this time, using previous years' Title fund allocations. Stakeholders were informed that Title 1 Plan monies have historically been used to staff Reading and Math interventions, to provide resources to McKinney-Vento students, and to engage families via the Parent University series. A draft of the proposed Consolidated District Plan was read by all members of the Board of Education. The Board of Education approved the 2024-2025 Consolidated District Plan on May 16, 2024.

Response from the prior year Consolidated District Plan.

On Wednesday, May 3, 2023, a Timely Meaningful Consultation Meeting was held in-person at 2:00pm. Stakeholders were notified via personalized letters and an advertisement in the local newspaper. Required documentation for this meeting is on file and available upon request. At the May 2023 Board of Education meeting, a presentation was made to discuss historical uses of Title grant monies as well as proposed allocations for school year 2023-2024. Next year's funds were estimated at this time, using previous years' Title fund allocations. Stakeholders were informed that Title 1 Plan monies have historically been used to staff Reading and Math interventions, to provide resources to McKinney-Vento students, and to engage families via the Parent University series. A draft of the proposed Consolidated District Plan was read by all members of the Board of Education. The Board of Education approved the 2023-2024 Consolidated District Plan on May 18, 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.

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Grant Community High School District 124 School Board Policy 6:170 states: "The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parent and Family Engagement Compact The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Consolidated District Plan requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent and Family Engagement Compact- Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under the Consolidated District Plan." Parental/family interactions include meetings, phone conversations, email correspondence, and parent teacher conferences. A digital newsletter is distributed on a monthly basis to provide updates on school activities and instructional programs. The district website highlights important parent/student information, academic information, and extra-curricular information. The District maintains programs, activities, and procedures for parental involvement for all students receiving services or programming under the umbrella of the Consolidated District Plan.

Response from the prior year Consolidated District Plan.

Grant Community High School District 124 School Board Policy 6:170 states: "The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parent and Family Engagement Compact The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Consolidated District Plan requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent and Family Engagement Compact- Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under the Consolidated District Plan." Parental/family interactions include meetings, phone conversations, email correspondence, and parent teacher conferences. A digital newsletter is distributed on a monthly basis to provide updates on school activities and instructional programs. The district website highlights important parent/student information, academic information, and extra-curricular information. The District maintains programs, activities, and procedures for parental involvement for all students receiving services or programming under the umbrella of the Consolidated District Plan.

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

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

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The District will use social media, parent universities, the District website, the District newsletter, Back-to-School Night, Parent Teacher Conferences, comprehensive 8th grade enrollment nights and other public meetings to effectively engage parents and families.

Response from the prior year Consolidated District Plan.

The District will use social media, parent universities, the District website, the District newsletter, Back-to-School Night, Parent Teacher Conferences, comprehensive 8th grade enrollment nights and other public meetings to effectively engage parents and families.

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Private School Participation

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

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

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

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

Comments:

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

ISBE Goals:

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

District Goal(s):

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

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)

No Preschool Programs

Response from the approved prior year Consolidated District Plan.

No Preschool Programs

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]

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Grant Community High School District 124's instructional program focuses on students in grades 9-12. Student learning needs and academic progress are identified through a myriad of assessment strategies. A combination of Type 1, Type 2, and Type 3 assessments are used to determine if students have successfully learned the content and skills necessary to achieve the desired learning outcomes of their current coursework as well as to predict their propensity for success in subsequent coursework. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments allow teachers to gauge the effectiveness of teaching strategies, learner accommodations, and instructional resources. Teachers then have the ability to make instructional changes or appropriately differentiate their instruction to ensure that all learners can experience academic success. Grant Community High School utilizes Fall and Spring NWEA/MAP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth on essential content and skills throughout the academic year in English and Math. Using MAP data, the district identifies specific areas of student strength or deficiency and places students into tiered English and Math courses. The district offers a double-block Algebra course for students below grade level, a fluid Math Workshop intervention, a regular-level Algebra I course, and Honors Algebra I coursework. Similarly in English, the district offers Special Education reading course, a fluid Read 180 reading intervention, and two levels of English instruction- English 9 and Honors English 9. This format ensures that students are placed in alignment with their current skill proficiencies and have the ability to move vertically (up or down) by academic term as they progress through the curriculum or improve their MAP scores. Identified students may also receive Special Education services, such as study support with a case manager and/or cross categorical coursework in smaller educational settings. In addition, Special Education faculty will co-teach select coursework with regular education teachers, providing support for both Special Education and regular education students on the roster. The district provides a comprehensive ELL program with three full-time faculty members providing support via ELL Language coursework, ELL study halls, and co-taught sections where regular education teachers and the ELL instructor work as a team to meet the unique needs of the district's ELL population while meeting the rigorous academic requirements of the course curriculum. To accommodate gifted and talented students, each core academic department (English, Mathematics, Social Studies, and Science) offers Honors-level coursework. Ten dual-credit course options will be offered in six different academic areas. In addition, the district currently offers 18 Advanced Placement courses in seven different academic departments. In this way, the district provides AP and dual-credit opportunities to Sophomore, Junior, and Senior students. Lastly, the district has implemented a T.E.A.M. period within the instructional day for all students. This program, Together Everyone Achieves More, pairs students with a faculty mentor for thirty minutes each instructional day to promote a positive building culture and climate, monitor individual student academic progress via one-to-one conferencing, provide time for students to visit academic resource labs in a variety of content areas, and to focus on personal and academic goal-setting. During this time, all faculty members, specialists, therapists, and student mentors are available to support students in reaching their potentials within academic coursework and the Grant community.

Response from the prior year Consolidated District Plan.

Grant Community High School District 124's instructional program focuses on students in grades 9-12. Student learning needs and academic progress are identified through a myriad of assessment strategies. A combination of Type 1, Type 2, and Type 3 assessments are used to determine if students have successfully learned the content and skills necessary to achieve the desired learning outcomes of their current coursework as well as to predict their propensity for success in subsequent coursework. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments allow teachers to gauge the effectiveness of teaching strategies, learner accommodations, and instructional resources. Teachers then have the ability to make instructional changes or appropriately differentiate their instruction to ensure that all learners can experience academic success. Grant Community High School utilizes Fall and Spring NWEA/MAP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth on essential content and skills throughout the academic year in English and Math. Using MAP data, the district identifies specific areas of student strength or deficiency and places students into tiered English and Math courses. The district offers a double-block Algebra course for students below grade level, a fluid Math Workshop intervention, a regular-level Algebra I course, and Honors Algebra I coursework. Similarly in English, the district offers Special Education reading course, a fluid Read 180 reading intervention, and two levels of English instruction- English 9 and Honors English 9. This format ensures that students are placed in alignment with their current skill proficiencies and have the ability to move vertically (up or down) by academic term as they progress through the curriculum or improve their MAP scores. Identified students may also receive Special Education services, such as study support with a case manager and/or cross categorical coursework in smaller educational settings. In addition, Special Education faculty will co-teach select coursework with regular education teachers, providing support for both Special Education and regular education students on the roster. The district provides a comprehensive ELL program with three full-time faculty members providing support via ELL Language coursework, ELL study halls, and co-taught sections where regular education teachers and the ELL instructor work as a team to meet the unique needs of the district's ELL population while meeting the rigorous academic requirements of the course curriculum. To accommodate gifted and talented students, each core academic department (English, Mathematics, Social Studies, and Science) offers Honors-level coursework. In addition, the district currently offers 18 Advanced Placement courses in seven different academic departments. In this way, the district provides AP opportunities to Sophomore, Junior, and Senior students. Lastly, the district has implemented a T.E.A.M. period within the instructional day for all students. This program, Together Everyone Achieves More, pairs students with a faculty mentor for thirty minutes each instructional day to promote a positive building culture and climate, monitor individual student academic progress via one-to-one conferencing, provide time for students to visit academic resource labs in a variety of content areas, and to focus on personal and academic goal-setting. During this time, all faculty members, specialists, therapists, and student mentors are available to support students in reaching their potentials within academic coursework and the Grant community.

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]

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([count] of 7500 maximum characters used)

Students at risk of failure in academic courses may be identified in a variety of ways. Classroom teachers and T.E.A.M. teachers often make referrals to the Student Services Team for students experiencing academic challenges. In addition to traditional referrals, the district utilizes the Panorama platform to track student progress in the realms of attendance, academic performance, and behavioral infractions. This intuitive software indicates students at-risk of truancy, academic failure, or chronic behavioral issues so appropriate and timely interventions can be deployed. Based on these referrals, students can be issued passes to academic resources labs either during T.E.A.M., before school, after school, or throughout the instructional day. Students in the EL program are also provided with access to support periods, co-taught sections, Spanish language sections, and differentiated texts to improve academic outcomes. The district provides English and Math academic labs before school, after school, and during each instructional period of the school day. These labs are staffed by highly-qualified, content area teachers as supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.M. classrooms or study halls to attend Math or English Labs on an as-needed basis. During T.E.A.M., the district also provides academic resource labs for the following content area: Art, Music, French, Spanish, and Science. In addition to teacher referrals, students at risk of failure of Math or English can be identified by Fall or Spring MAP scores. Students falling below the 25th percentile nationally on any one of these assessment are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop or Math Workshop, should they show signs of academic struggle. Another effort used by the district to increase the likelihood of student success is teacher recommendations. Classroom teachers recommend students for appropriate levels of subsequent coursework based on their current-year levels of performance and proficiency. Guidance counselors and the Student Services Team use this information during preregistration meetings to select coursework that accommodates student interests, future aspirations, and ensures that coursework is of the appropriate level of rigor for individual students. In this proactive way, students are set-up for success in the four-year plans. Throughout the academic year, the Student Services Team (comprised of Counselors, Deans, and Therapists) explore attendance, disciplinary records and hospitalization records to help identify students at risk of failure. In this way, students can be identified for targeted interventions in an efficient and timely manner.

Response from the prior year Consolidated District Plan.

Students at risk of failure in academic courses may be identified in a variety of ways. Classroom teachers and T.E.A.M. teachers often make referrals to the Student Services Team for students experiencing academic challenges. In addition to traditional referrals, the district utilizes the Panorama platform to track student progress in the realms of attendance, academic performance, and behavioral infractions. This intuitive software indicates students at-risk of truancy, academic failure, or chronic behavioral issues so appropriate and timely interventions can be deployed. Based on these referrals, students can be issued passes to academic resources labs either during T.E.A.M., before school, after school, or throughout the instructional day. Students in the EL program are also provided with access to support periods, co-taught sections, Spanish language sections, and differentiated texts to improve academic outcomes. The district provides English and Math academic labs before school, after school, and during each instructional period of the school day. These labs are staffed by highly-qualified, content area teachers as supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.M. classrooms or study halls to attend Math or English Labs on an as-needed basis. During T.E.A.M., the district also provides academic resource labs for the following content area: Art, Music, French, Spanish, and Science. In addition to teacher referrals, students at risk of failure of Math or English can be identified by Fall or Spring MAP scores. Students falling below the 25th percentile nationally on any one of these assessment are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop or Math Workshop, should they show signs of academic struggle. Another effort used by the district to increase the likelihood of student success is teacher recommendations. Classroom teachers recommend students for appropriate levels of subsequent coursework based on their current-year levels of performance and

proficiency. Guidance counselors and the Student Services Team use this information during preregistration meetings to select coursework that accommodates student interests, future aspirations, and ensures that coursework is of the appropriate level of rigor for individual students. In this proactive way, students are set-up for success in the four-year plans. Throughout the academic year, the Student Services Team (comprised of Counselors, Deans, and Therapists) explore attendance, disciplinary records and hospitalization records to help identify students at risk of failure. In this way, students can be identified for targeted interventions in an efficient and timely manner.

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

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Via T.E.A.M., students strengths and areas for improvement can be readily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Partners 4 Results, classroom teachers and T.E.A.M. teachers have the ability to add records of specific interventions attempted with individual students, such as student-teacher conferences, parent correspondence, academic resource lab referrals, and referrals to case managers or specialists or therapists. In this way, students are less likely to struggle academically and targeted, individualized educational assistance can be provided to students in a timely and effective manner. For students in the EL student population, services are provided in a variety of ways. First, EL students are assigned to EL-specific study hall sections with EL-certified faculty members to provide additional instructional assistance beyond the traditional classroom setting. In addition, select sections of graduation-required courses, such as Economics and Government (Civics) will be co-taught in 2023-2024 with a social studies teacher and an EL instructor present in the classroom at the same time. EL Language services are provided as Spanish Language Arts (EL 1) and EL Language 1 (Non-Spanish), EL Language 2, and EL Language 3. All sections are taught by the district's EL certified staff members as well. With the EL curriculum, students have access to differentiated texts based on English proficiency and the English 3D program from Houghton Mifflin Harcourt to rapidly acquire English proficiency in the high school setting.

Response from the prior year Consolidated District Plan.

Via T.E.A.M., students strengths and areas for improvement can be readily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Partners 4 Results, classroom teachers and T.E.A.M. teachers have the ability to add records of specific interventions attempted with individual students, such as student-teacher conferences, parent correspondence, academic resource lab referrals, and referrals to case managers or specialists or therapists. In this way, students are less likely to struggle academically and targeted, individualized educational assistance can be provided to students in a timely and effective manner. For students in the EL student population, services are provided in a variety of ways. First, EL students are assigned to EL-specific study hall sections with EL-certified faculty members to provide additional instructional assistance beyond the traditional classroom setting. In addition, select sections of graduation-required courses, such as Economics and Government (Civics) will be co-taught in 2023-2024 with a social studies teacher and an EL instructor present in the classroom at the same time. EL Language services are provided as Spanish Language Arts (EL 1) and EL Language 1 (Non-Spanish), EL Language 2, and EL Language 3. All sections are taught by the district's EL certified staff members as well. With the EL curriculum, students have access to differentiated texts based on English proficiency and the English 3D program from Houghton Mifflin Harcourt to rapidly acquire English proficiency in the high school setting.

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

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

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The district invests resources into articulation efforts among teacher teams, within vertical teams (e.g. English 9, 10, 11 and 12), and with the district's feeder school districts. The goal of this professional development is to identify specific instructional outcomes, improve the quality of classroom assessments via data analysis, and to create continuity in providing students with a comprehensive 6-12 curriculum scope and sequence. In this way, academic programs are strengthened and students can be measured based on a given level of mastery of essential skills and content. The district has adopted a Positive Behavioral Intervention and Supports (PBIS) system to improve school conditions with the goal of building a positive learning environment by ensuring that students are keeping it R.E.D. (respectful, engaged, dependable). With these target behaviors at the forefront of district conversations and initiatives, they play an important role in supporting the instructional program. Students who exhibit these three behaviors are more likely to experience a greater level of academic success, in addition to social-emotional development. As far as specific instructional strategies are concerned, the district has invested professional development time into Teaching with Purpose, Classroom Equity, and Formative Assessment over the past three years. These strategies are implemented in classrooms on a daily basis and discussed during weekly Late Starts within content-specific Professional Learning Teams. In addition, co-teaching occurs throughout the building in a variety of content areas. The goal of co-teaching in the district is to pair a regular education teacher with a special educator to effectively develop student skills and competencies with rosters comprised of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment. For students in the EL student population, services are provided in a variety of ways. First, EL students are assigned to EL-specific study hall sections with EL-certified faculty members to provide additional instructional assistance beyond the traditional classroom setting. In addition, select sections of graduation-required courses, such as US History, will be co-taught in 2024-2025 with a social studies teacher and an EL instructor present in the classroom at the same time. EL Language services are provided as Spanish Language Arts (EL 1) and EL Language 1 (Non-Spanish), EL Language 2, and EL Language 3. All sections are taught by the district's EL certified staff members as well. With the EL curriculum, students have access to differentiated texts based on English proficiency and the English 3D program from Houghton Mifflin Harcourt to rapidly acquire English proficiency in the high school setting.

Response from the prior year Consolidated District Plan.

The district invests resources into articulation efforts among teacher teams, within vertical teams (e.g. English 9, 10, 11 and 12), and with the district's feeder school districts. The goal of this professional development is to identify specific instructional outcomes, improve the quality of classroom assessments via data analysis, and to create continuity in providing students with a comprehensive 6-12 curriculum scope and sequence. In this way, academic programs are strengthened and students can be measured based on a given level of mastery of essential skills and content. The district has adopted a Positive Behavioral Intervention and Supports (PBIS) system to improve school conditions with the goal of building a positive learning environment by ensuring that students are keeping it R.E.D. (respectful, engaged, dependable). With these target behaviors at the forefront of district conversations and initiatives, they play an important role in supporting the instructional program. Students who exhibit these three behaviors are more likely to experience a greater level of academic success, in addition to social-emotional development. As far as specific instructional strategies are concerned, the district has invested professional development time into Teaching with Purpose, Classroom Equity, and Formative Assessment over the past three years. These strategies are implemented in classrooms on a daily basis and discussed during weekly Late Starts within content-specific Professional Learning Teams. In addition, co-teaching occurs throughout the building in a variety of content areas. The goal of co-teaching in the district is to pair a regular education teacher with a special educator to effectively develop student skills and competencies with rosters comprised of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment. For students in the EL student population, services are provided in a variety of ways. First, EL students are assigned to EL-specific study hall sections with EL-certified faculty members to provide additional instructional assistance beyond the traditional classroom setting. In addition, select sections of graduation-required courses, such as Economics and Government (Civics) will be co-taught in 2023-2024 with a social studies teacher and an EL instructor present in the classroom at the same time. EL Language services are provided as Spanish Language Arts (EL 1) and EL Language 1 (Non-Spanish), EL Language 2, and EL Language 3. All sections are taught by the district's EL certified staff members as well. With the EL curriculum, students have access to differentiated texts based on English proficiency and the English 3D program from Houghton Mifflin Harcourt to rapidly acquire English proficiency in the high school setting.

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

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

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According to Grant Community High School District 124's School Board Policy 5:190, "A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. b. Provide the District Office with a complete transcript of credits earned in institutions of higher education. c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements." All faculty members in the district are deemed "highly qualified" according to State guidelines for teachers. Title I teachers, paid with Title I funds, have required endorsements. In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5:280: "Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE). Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules." Reading Workshop, Reading Plus, and Math Workshop are academic interventions taught by regular education teachers. These educators are familiar with the rigors of the English and Math curricula and work hand-in-hand with students to address areas for improvement. These are treated as fluid interventions where students return to at-grade-level coursework once they demonstrate proficiency and readiness. Read180 and System 44 are taught by special education teachers, also highly qualified in their content areas. Paraprofessionals serve primarily as instructional aides in classroom settings, but also supervise testing, such as STAR testing, for members of our student body. In addition to ensuring proper credentialing for all certified staff and paraprofessionals, the district engages in an annual teacher evaluation cycle in which certified staff are observed both informally and formally throughout the academic year. In addition, instructional coaches engage in classroom walk-throughs to assess the level to which district initiatives are implemented effectively and with fidelity. Any staff member failing to meet district expectations at a "proficient" or higher level on any domain of the Danielson framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in protected classifications. In this way, the district ensures that all students, including low-income and minority students, are taught by highly effective and experienced teachers. The district provides in-district opportunities for professional development to assist certified staff in keeping up-to-date credentials, logging professional development hours, and maintaining active professional educator licenses.

Response from the prior year Consolidated District Plan.

According to Grant Community High School District 124's School Board Policy 5:190, "A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. b. Provide the District Office with a complete transcript of credits earned in institutions of higher education. c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements." All faculty members in the district are deemed "highly qualified" according to State guidelines for teachers. Title I teachers, paid with Title I funds, have required endorsements. In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5:280: "Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE). Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules." Reading Workshop, Reading Plus, and Math Workshop are academic interventions taught by regular education teachers. These educators are familiar with the rigors of the English and Math curricula and work hand-in-hand with students to address areas for improvement. These are treated as fluid interventions where students return to at-grade-level coursework once they demonstrate proficiency and readiness. Read180 and System 44 are taught by special education teachers, also highly qualified in their content areas. Paraprofessionals serve primarily as instructional aides in classroom settings, but also supervise testing, such as STAR testing, for members of our student body. In addition to ensuring proper credentialing for all certified staff and paraprofessionals, the district engages in an annual teacher evaluation cycle in which certified staff are observed both informally and formally throughout the academic year. In addition, instructional coaches engage in classroom walk-throughs to assess the level to which district initiatives are implemented effectively and with fidelity. Any staff member failing to meet district expectations at a "proficient" or higher level on any domain of the Danielson framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in protected classifications. In this way, the district ensures that all students, including low-income and minority students, are taught by highly effective and experienced teachers. The district provides in-district opportunities for professional development to assist certified staff in keeping up-to-date credentials, logging professional development hours, and maintaining active professional educator licenses.

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

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

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([count] of 7500 maximum characters used)

As a one-school district, Grant Community High School has the benefit of providing multiple collaborative learning opportunities between classroom teachers and the school librarian throughout the academic year. In these collaborations, the librarian leads book talks, library orientations, and pulls resources to support academic projects. Other sessions, however, afford our librarian the opportunity to teach digital literacy skills, such as finding reliable sources on the web, using databases to find high-quality sources, and how to compile a proper bibliography page for research papers. In turn, the librarian learns more about the scope of sequence of courses in a variety of academic departments. These collaborations directly benefit students' development as researchers and digital citizens and provide opportunities for the district to capitalize on staff member expertise in a symbiotic way. Beyond collaborations, the library continually invests in resources to directly benefit students, including quality databases, novels in varying Lexile ranges, and non-fiction titles to supplement coursework in English and Social Studies.

Response from the prior year Consolidated District Plan.

As a one-school district, Grant Community High School has the benefit of providing multiple collaborative learning opportunities between classroom teachers and the school librarian throughout the academic year. In these collaborations, the librarian leads book talks, library orientations, and pulls resources to support academic projects. Other sessions, however, afford our librarian the opportunity to teach digital literacy skills, such as finding reliable sources on the web, using databases to find high-quality sources, and how to compile a proper bibliography page for research papers. In turn, the librarian learns more about the scope of sequence of courses in a variety of academic departments. These collaborations directly benefit students' development as researchers and digital citizens and provide opportunities for the district to capitalize on staff member expertise in a symbiotic way. Beyond collaborations, the library continually invests in resources to directly benefit students, including quality databases, novels in varying Lexile ranges, and non-fiction titles to supplement coursework in English and Social Studies.

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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While a good amount of focus and resources are allocated to provide interventions and supports for struggling students, the district also places a strong value on providing rigorous coursework to adequately challenge its gifted and talented learners. Ongoing professional development for certified staff continues to emphasize the importance of differentiated instruction, including the development of enrichment learning opportunities for gifted and talented students in every academic course. The district currently provides Honors and AP coursework offerings in all core academic areas, as well as advanced coursework opportunities in World Languages, Technology Education, Art, and Music. Nearly every school year, a new AP course is offered, most recently AP Music Theory. In 2024-2025, Grant Community High School will offer 22 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2024-2025, GCHS will offer 30 Honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. In addition to traditional AP and Honors offering, the district will also offer 10 dual-credit courses offerings next year in conjunction with the College of Lake County. Student enrollment in AP-level, Honors-level, or dual credit coursework is determined by objective criteria, such as student academic potential for success. In addition, students are strongly encouraged to take AP exams in the spring. If financial barriers are preventing students from registering for AP exams, the district will subsidize or cover the cost of such exams.

Response from the prior year Consolidated District Plan.

While a good amount of focus and resources are allocated to provide interventions and supports for struggling students, the district also places a strong value on providing rigorous coursework to adequately challenge its gifted and talented learners. Ongoing professional development for certified staff continues to emphasize the importance of differentiated instruction, including the development of enrichment learning opportunities for gifted and talented students in every academic course. The district currently provides Honors and AP coursework offerings in all core academic areas, as well as advanced coursework opportunities in World Languages, Technology Education, Art, and Music. Nearly every school year, a new AP course is offered, most recently AP Music Theory. In 2023-2024, Grant Community High School will offer 22 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2023-2024, GCHS will offer 30 Honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. Student enrollment in AP- or Honors-level coursework is determined by objective criteria, such as student academic potential for success. In addition, students are strongly encouraged to take AP exams in the spring. If financial barriers are preventing students from registering for AP exams, the district will subsidize or cover the cost of such exams.

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.*

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Through articulation efforts, the district ensures that the transition from feeder middle schools to the high school district occurs seamlessly. Teams of teachers from core content areas collaborate with their middle school counterparts on a rotating schedule to ensure that essential content and skills spiral through instruction from Grade 6 to Grade 12. All feeder school districts participate in NWEA MAP testing in the fall and in the spring. The student performance data is shared with the high school district. MAP scores in English and Math are used to determine Freshmen placement, in addition to prior academic performance and middle school teacher recommendations. District principals and superintendents meet on a monthly basis to discuss programmatic alignment. The district hosts multiple Parent University events throughout the academic year for both returning students' parents and parents of new high school students. The first session, High School 101, is designed to communicate high school expectations and identify supports for first-time high school parents. The district hosts an 8th Grade Enrollment Night program in January of the students' eighth grade year to introduce students to the high school building, its extracurricular programs, its academic program, and high school graduation requirements. (A) Grant Community High School facilitates a transition program for students with Individualized Education Plans to garner job skills, attend classes at the College of Lake County, and to obtain and maintain post-secondary employment. Grant Community High School maintains a partnership with the College of Lake County and meets monthly as part of the CLC Alliance to identify post-secondary interests, maximize dual credit opportunities, assist students with the transition from high school to post-secondary education, all with the goal to increase successful completion of post-secondary education. We have an intergovernmental agreement with the Lake County High Schools Technology Campus, which provides career and tech education focused programs for high school students. Students attend Tech Campus during the instructional day, pursuing a field of study, such as Culinary Arts, Principles of Engineering, or Cosmetology. Taught by credentialed and experienced instructors, students earn both high school credit hours and credit hours at the College of Lake County when they successfully complete course requirements and develop core competencies. This program prepares students for the 21st century workforce and assists them in pursuing their post-secondary goals while in high school. Since 2016, Grant Community High School has partnered with the University of Illinois Urbana-Champaign to offer a Calculus III course on Grant Community High School's campus. The course is taught by a highly-qualified Math teacher in Grant's Math department, with content delivered and facilitated by the University of Illinois. Students may elect to take the course for local credit only or earn math coursework credits at UIUC for a fraction of the credit-hour tuition and student fees. Once again, students aspiring to attend UIUC upon graduation have the ability to earn college credits prior to stepping foot on campus. In addition, 10 newly-adopted dual credit courses will be offered in 2024-2025 in partnership between Grant Community High School and the College of Lake County. These courses include the following content areas: English, History, Applied Mathematics, Biology, Chemistry, Accounting, and Education. (B) In addition to the dual-credit options listed above in Section A, students may access early college learning opportunities through the district's Advanced Placement options. For 2023-2024, students will have 22 different AP offerings to choose from in seven academic departments: Art, French, Spanish, English, Math, Social Studies, and Science. Students earning university-specific proficiency scores on the Spring scores are eligible to receive credits for college-level coursework completed in the high school setting. Members of the Student Services Team, particularly Guidance Counselors, assist individual students in pursuing their post-secondary goals through individual conferencing and a series of evening programs. The district offers a College Information Night in September, an AP Parent Night in November, and Financial Aid Night in April. All of these programs seek to provide students and their parents with the tools necessary to achieve beyond high school. Grant Community High School has allocated the resources to staff the Student Services Team with a part-time Career Counselor. The Career Counselor is available to all students to assist them in identifying their post-secondary interests, pursue career options, and to support them in securing part-time and summer job opportunities.

Response from the approved prior year Consolidated District Plan.

Through articulation efforts, the district ensures that the transition from feeder middle schools to the high school district occurs seamlessly. Teams of teachers from core content areas collaborate with their middle school counterparts on a rotating schedule to ensure that essential content and skills spiral through instruction from Grade 6 to Grade 12. All feeder school districts participate in NWEA MAP testing in the fall and in the spring. The student performance data is shared with the high school district. MAP scores in English and Math are used to determine Freshmen placement, in addition to prior academic performance and middle school teacher recommendations. District principals and superintendents meet on a monthly basis to discuss programmatic alignment. The district hosts multiple Parent University events throughout the academic year for both returning students' parents and parents of new high school students. The first session, High School 101, is designed to communicate high school expectations and identify supports for first-time high school parents. The district hosts an 8th Grade Enrollment Night program in January of the students' eighth grade year to introduce students to the high school building, its extracurricular programs, its academic program, and high school graduation requirements. (A) Grant Community High School facilitates a transition program for students with Individualized Education Plans to garner job skills, attend classes at the College of Lake County, and to obtain and maintain post-secondary employment. Grant Community High School maintains a partnership with the College of Lake County and meets monthly as part of the CLC Alliance to identify post-secondary interests, maximize dual credit opportunities, assist students with the transition from high school to post-secondary education, all with the goal to increase successful completion of post-secondary education. We have an intergovernmental agreement with the Lake County High Schools Technology Campus, which provides career and tech education focused programs for high school students. Students attend Tech Campus during the instructional day, pursuing a field of study, such as Culinary Arts, Principles of Engineering, or Cosmetology. Taught by credentialed and experienced instructors, students earn both high school credit hours and credit hours at the College of Lake County when they successfully complete course requirements and develop core competencies. This program prepares students for the 21st century workforce and assists them in pursuing their post-secondary goals while in high school. Since 2016, Grant Community High School has partnered with the University of Illinois Urbana-Champaign to offer a Calculus III course on Grant Community High School's campus. The course is taught by a highly-qualified Math teacher in Grant's Math department, with content delivered and facilitated by the University of Illinois. Students may elect to take the course for local credit only or earn math coursework credits at UIUC for a fraction of the credit-hour tuition and student fees. Once again, students aspiring to attend UIUC upon graduation have the ability to earn college credits prior to stepping foot on campus. (B) In addition to the dual-credit options listed above in Section A, students may access early college learning opportunities through the district's Advanced Placement options. For 2023-2024, students will have 22 different AP offerings to choose from in seven academic departments: Art, French, Spanish, English, Math, Social Studies, and Science. Students earning university-specific proficiency scores on the Spring scores are eligible to receive credits for college-level coursework completed in the high school setting. Members of the Student Services Team, particularly Guidance Counselors, assist individual students in pursuing their post-secondary goals through individual conferencing and a series of evening programs. The district offers a College Information Night in September, an AP Parent Night in November, and Financial Aid Night in April. All of these programs seek to provide students and their parents with the tools necessary to achieve beyond high school. Grant Community High School has allocated the resources to staff the Student Services Team with a part-time Career Counselor. The Career Counselor is available to all students to assist them in identifying their post-secondary interests, pursue career options, and to support them in securing part-time and summer job opportunities.

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.

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

([count] of 7500 maximum characters used)

(A) Grant Community High School facilitates a myriad of course offerings on the high school campus within the realm of Career and Technical Education. In Technology Education courses, students develop proficiency with woodworking equipment, laser engraving, CNC routing, and CAD softwares, including Revit and Inventor within the realms of Architectural and Mechanical Computer-Aided Design. A Tech Support Internship prepares students for real world jobs in the field of information technology. Project Lead the Way coursework provides work-based learning opportunities in the field of math, science, and engineering. In Family and Consumer Sciences courses, students develop proficiency in food preparation and sanitation, child care, and sewing. In Business Education courses, students develop proficiency within the Microsoft Office Suite (including MOS certification testing opportunities), website design, and utilizing accounting softwares. All of these CTE programs provide students with tactical, experiential learning opportunities that align with today's in-demand occupations. In addition to the CTE program, Grant Community High School offers students with opportunities to acquire career and technical education experiences at the College of Lake County's Technology Campus. Students may choose a path from the twenty-two current offerings to develop career-specific skills and knowledge and to earn credits at the College of Lake County while a full-time high school student. Each year, GCHS sends approximately 150 students from the Junior and Senior class to take advantage of this learning opportunity. Since the 2022-2023 school year, students will have the opportunity to serve as student interns within the surrounding business community. In this way, students will earn high school credits but also garner relevant, hands-on workplace experience to align with their future goals. To prepare students for this learning opportunity, academic credit will also be offered for students serving as student aides, peer mentors, and

academic tutors in the 2024-2025 school year. This new department, Service Learning, is designed to provide students with tangible, real-world learning opportunities in a variety of workplace settings to build the skills and employability competencies necessary to be successful in the 21st century workforce.

Response from the approved prior year Consolidated District Plan.

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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

Professional development activities utilizing 2024-2025 Title II-A funds will include: Tier 1 instructional strategies, a collaboration with Synergy Consulting Group for equity-based professional development, materials for quarterly book studies (equity, grading practices, Tier 1 strategies), instructional coach training with Jim Knight, and membership in the North America Instructional Coaching Collaborative for the district's three full-time instructional coaches. There are no participating private schools within the district's boundaries.

G. Title III - LIEP

Professional development activities utilizing 2024-2025 Title III-LIEP funds will include: Tier 1 instructional strategies for co-teachers working with students with limited English proficiency, supportive services for students immigrating in the middle of a school year, program-specific training for the district's self-contained bilingual instructors (including SLA-specific professional development and training), translation air pods for students and faculty, and staff-wide training on best supporting LEP students in the general education curriculum.

H. Title III - ISEP

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

NOT PROVIDING

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

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

Professional development activities utilizing 2024-2025 IDEA, Part B funds will include: Professional development via flex start and institute day programming for paraprofessionals and Special Education teachers on Tier 1 instructional strategies and classroom equity, STAR testing training/re-training, and a particular focus on effective co-teaching practices to ensure equity, progress-monitoring, and academic rigor for all students.

L. IDEA, Part B - Preschool

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.
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- 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]:**
- each major racial and ethnic group;
 - economically disadvantaged students as compared to students who are not economically disadvantaged;
 - children with disabilities as compared to children without disabilities;
 - English proficiency status;
 - gender; and
 - migrant status.

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Per School Board Policy 7:20, "No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race, color, national origin, military status, unfavorable discharge status from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential martial or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment." Students who experience or witness bullying activities are referred to the district's Deans of students to submit formal complaints and statements. All accusations of bullying are taken seriously and handled as swiftly and thoroughly as possible. The district's PBIS team and Discipline Committee continually review SWIS data to analyze the frequency of bullying behavior, as well as the use of discipline practices that may remove students from the classroom setting. To prevent bullying on campus, the Deans office has partnered with stopbullying.gov to provide information to students. The PBIS team has developed behavioral matrices for a variety of settings within the building, emphasizing the importance of "Keeping it R.E.D. (Respectful, Engaged, Dependable)." One particular area of focus has been the prevention of bullying using two strategies. Posters around the building and presentations during T.E.A.M. time encourage those engaging in bullying to Stop, Breathe, and Leave (S.B.L.) and encourage those experiencing bullying to ask the aggressor to Stop, Walk Away, and Talk to someone about what is occurring (S.W.A.T.). These efforts seek to reduce the overall incidences of bullying and harassment on the school campus.

Response from the prior year Consolidated District Plan.

Per School Board Policy 7:20, "No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race, color, national origin, military status, unfavorable discharge status from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, actual or potential martial or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment." Students who experience or witness bullying activities are referred to the district's Deans of students to submit formal complaints and statements. All accusations of bullying are taken seriously and handled as swiftly and thoroughly as possible. The district's PBIS team and Discipline Committee continually review SWIS data to analyze the frequency of bullying behavior, as well as the use of discipline practices that may remove students from the classroom setting. To prevent bullying on campus, the Deans office has partnered with stopbullying.gov to provide information to students. The PBIS team has developed behavioral matrices for a variety of settings within the building, emphasizing the importance of "Keeping it R.E.D. (Respectful, Engaged, Dependable)." One particular area of focus has been the prevention of bullying using two strategies. Posters around the building and presentations during T.E.A.M. time encourage those engaging in bullying to Stop, Breathe, and Leave (S.B.L.) and encourage those experiencing bullying to ask the aggressor to Stop, Walk Away, and Talk to someone about what is occurring (S.W.A.T.). These efforts seek to reduce the overall incidences of bullying and harassment on the school campus.

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

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

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

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

([count] of 7500 maximum characters used)

Per School Board Policy 6:140, "Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law." The district Superintendent has appointed Dr. Nathaniel Miller as Liaison for Homeless Children in District 124. Dr. Miller has been trained to serve as the Grant Community High School Homeless Liaison through the Regional Office of Education in Lake County.

Response from the prior year Consolidated District Plan.

Per School Board Policy 6:140, "Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her

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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](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - GRANT COMMUNITY HIGH SCHOOL	<input type="radio"/>	<input checked="" type="radio"/>	<input 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)

According to School Board Policy 6:15: "The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed: 1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement. 2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE. 3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. 4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers." District parents and legal guardians will be notified if the school is identified as a member of a Targeted Assistance or Consolidated District Plan program.

Response from the approved prior year Consolidated District Plan.

According to School Board Policy 6:15: "The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed: 1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement. 2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE. 3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation. 4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers." District parents and legal guardians will be notified if the school is identified as a member of a Targeted Assistance or Consolidated District Plan program.

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

- Yes
- No

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

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

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

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

[Section 1114 and 1115](#)

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

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

[[count] of 7500 maximum characters used)

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and System 44 as academic interventions. The goal of these programs is to identify specific reading challenges of English students and to close pertinent learning gaps using individualized, differentiated instruction with a variety of texts. Student success is defined as an increase in reading and/or language arts scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.The district offers targeted assistance programs within Math department coursework using STAR and Ascend Math as academic interventions. The goal of these programs is to identify specific computational challenges of Math students to close pertinent learning gaps using individualized, differentiated instruction with a variety of mathematical problems. Student success is defined as an increase in math scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.

Response from the approved prior year Consolidated District Plan.

The district offers targeted assistance programs within English department coursework using STAR, Read 180, Reading Plus, and System 44 as academic interventions. The goal of these programs is to identify specific reading challenges of English students and to close pertinent learning gaps using individualized, differentiated instruction with a variety of texts. Student success is defined as an increase in reading and/or language arts scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.The district offers targeted assistance programs within Math department coursework using STAR and Ascend Math as academic

interventions. The goal of these programs is to identify specific computational challenges of Math students to close pertinent learning gaps using individualized, differentiated instruction with a variety of mathematical problems. Student success is defined as an increase in math scores of five percent or higher on fall to spring Measures of Academic Progress. In addition, the goal is to return students to grade-level coursework and remove interventions as students exhibit higher proficiency.

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

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

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

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

([count] of 7500 maximum characters used)

Grant Community High School objectively identifies eligible children most in need of service uses formal assessments, such as local common assessments and NWEA/MAP student performance data. In addition, Grant Community High School maintains programs, activities, and procedures for the involvement or parents/guardians for students receiving Consolidated District Plan services within the School-Level Parent and Family Engagement Compact. Students identified for consideration in targeted assistance programs are approved for such coursework or programs by the supervising Divisional Administrator (Math Workshop, Reading Workshop) or Special Education Director. School Board Policy 6:120 dictates the procedural safeguards for students considered for Special Education services or program. It states: "For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the Student's parent(s)/guardian(s), representation by counsel, and a review procedure." When needed services are identified that may result to changes in a student's course schedule, parents are notified prior to the implementation of such interventions. Pertinent information is available in English or Spanish to circumvent potential literacy barriers with our bilingual parents and students.

Response from the approved prior year Consolidated District Plan.

Grant Community High School objectively identifies eligible children most in need of service uses formal assessments, such as local common assessments and NWEA/MAP student performance data. In addition, Grant Community High School maintains programs, activities, and procedures for the involvement or parents/guardians for students receiving Consolidated District Plan services within the School-Level Parent and Family Engagement Compact. Students identified for consideration in targeted assistance programs are approved for such coursework or programs by the supervising Divisional Administrator (Math Workshop, Reading Workshop) or Special Education Director. School Board Policy 6:120 dictates the procedural safeguards for students considered for Special Education services or program. It states: "For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the Student's parent(s)/guardian(s), representation by counsel, and a review procedure." When needed services are identified that may result to changes in a student's course schedule, parents are notified prior to the implementation of such interventions. Pertinent information is available in English or Spanish to circumvent potential literacy barriers with our bilingual parents and students.

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)

Using STAR, SAT, and other academic metrics, the district seeks to improve academic performance, while supporting the social-emotional needs, of its students with active Individualized Education Plans. To best support students and meet the needs dictated by their IEP's, the district will invest IDEA-Part B funds to staff and train paraprofessionals who serve as 1:1 aides for students throughout the school day. In addition, IDEA funds will be used to provide supports for students from the Special Education District of Lake County, such as hearing itinerants and pre-vocational services.

Response from the approved prior year Consolidated District Plan.

Using STAR, SAT, and other academic metrics, the district seeks to improve academic performance, while supporting the social-emotional needs, of its students with active Individualized Education Plans. To best support students and meet the needs dictated by their IEP's, the district will invest IDEA-Part B funds to staff and train paraprofessionals who serve as 1:1 aides for students throughout the school day. In addition, IDEA funds will be used to provide supports for students from the Special Education District of Lake County, such as hearing itinerants and pre-vocational services.

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)

For FY 2025, several district initiatives will be funded with IDEA-Part B funds. The district will continue to utilize IDEA funds to pay salaries for paraprofessionals working directly in its Special Education classrooms, in addition to funding contracted itinerants and/or other related services from the Special Education District of Lake County (SEDOL), and providing professional development to Special Education faculty.

Response from the approved prior year Consolidated District Plan.

For FY 2024, several district initiatives will be funded with IDEA-Part B funds. The district will continue to utilize IDEA funds to pay salaries for paraprofessionals working directly in its Special Education classrooms, in addition to funding contracted itinerants and/or other related services from the Special Education District of Lake County (SEDOL), and providing professional development to Special Education faculty.

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)

Since no new programming will be adopted in FY2025, the scope of services will remain the same as provided in school year 2023-2024.

Response from the approved prior year Consolidated District Plan.

Since no new programming will be adopted in FY2024, the scope of services will remain the same as provided in school year 2022-2023.

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)

Using STAR assessment data, state assessment data, and local performance data, students with IEP's are engaging in conversations, conferences, and 1:1 meetings with their school counselors to identify appropriate postsecondary goals in order to develop a strong transition plan in order to maximize postsecondary outcomes for all learners (SPP Indicator 13). District professional development efforts and opportunities within the realm of equitable practices will assist the district with identifying any potential disproportionality in representation of racial and ethnic groups in special education and related services (SPP Indicators 9 and 10). Lastly, the use of paraprofessionals greatly assists the district with providing services to students with IEP's inside the general education environment to the maximum extent that is appropriate (SPP Indicator 5).

*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="Miller"/>	<input type="text" value="Nathaniel"/>	<input type="text" value="Assistant Principal"/>	<input type="text" value="nmiller@grantbulldogs.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="Geiman"/>	<input type="text" value="Kimberly"/>	<input type="text" value="Transportation Director"/>	<input type="text" value="kgeiman@grantbulldogs.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.

Instructional continuity and the best interest of the child dictate the decisions the district makes with regard to providing Foster Care transportation. Similar to the district's process in determining placement of McKinney-Vento students, Dr. Miller typically begins the conversation with DCFS, the school counselor, the student, and the foster parent to determine the best placement for the student. Several factors are taken into account including, but not limited to: proximity of new address to Grant Community High School, academic coursework, social-emotional needs of the student, the student's level of desire to remain in the school of origin, the student's involvement in co-curricular activities, placement of siblings, and availability of student services. Once the student's best interest is determined by all stakeholders, Dr. Miller, in cooperation with the Special Education administrative assistant, either coordinates transportation to and from school or expedites the enrollment of the student into the neighboring local educational agency.

Response from the approved prior year Consolidated District Plan.

Instructional continuity and the best interest of the child dictate the decisions the district makes with regard to providing Foster Care transportation. Similar to the district's process in determining placement of McKinney-Vento students, Dr. Miller typically begins the conversation with DCFS, the school counselor, the student, and the foster parent to determine the best placement for the student. Several factors are taken into account including, but not limited to: proximity of new address to Grant Community High School, academic coursework, social-emotional needs of the student, the student's level of desire to remain in the school of origin, the student's involvement in co-curricular activities, placement of siblings, and availability of student services. Once the student's best interest is determined by all stakeholders, Dr. Miller, in cooperation with the Special Education administrative assistant, either coordinates transportation to and from school or expedites the enrollment of the student into the neighboring local educational agency.

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.

While the process detailed above is typically followed for all students, student placements for those with documented disabilities under IDEA or Section 504 must be in direct alignment with the student's IEP or 504 Plan, in addition to continuation of all related services. The Director of Special Education and the student's case manager are also consulted in the process to verify the best interest of the student.

Response from the approved prior year Consolidated District Plan.

While the process detailed above is typically followed for all students, student placements for those with documented disabilities under IDEA or Section 504 must be in direct alignment with the student's IEP or 504 Plan, in addition to continuation of all related services. The Director of Special Education and the student's case manager are also consulted in the process to verify the best interest of the student.

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.

While the process detailed above is typically followed for all students, student placements for those who are English Learners differ in that information is communicated and documented in English, as well as the student's native language. Based on need or stakeholder request, the use of in-district or over-the-phone translation services will be made available at meetings where the student's placement is determined. In this way, information is clearly communicated and understood by all stakeholders.

Response from the approved prior year Consolidated District Plan.

While the process detailed above is typically followed for all students, student placements for those who are English Learners differ in that information is communicated and documented in English, as well as the student's native language. Based on need or stakeholder request, the use of in-district or over-the-phone translation services will be made available at meetings where the student's placement is determined. In this way, information is clearly communicated and understood by all stakeholders.

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.

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

Response from the approved prior year Consolidated District Plan.

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

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.

At the Institute Day program, hosted on Friday, February 16, 2024, Dr. Miller led a session in the school auditorium regarding the unique educational, social-emotional, and physical needs of students categorized as Youth in Care or McKinney-Vento. In this presentation, ESSA requirements for educational stability were shared with key stakeholders, including certified staff, paraprofessionals, and non-certified staff. Dr. Miller intends to facilitate a similar presentation each year as a refresher and to ensure that school personnel are cognizant of the importance of maintaining instructional and social continuity for our students 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.

Once information is received via DCFS and stakeholders meetings are held to determine the placement most appropriate for the student, Dr. Miller, in cooperation with the Special Education administrative assistant, elicits assistance from a contracted private transportation company and adds the students' placement information to a perpetual spreadsheet file. Whenever possible, the goal is to begin providing transportation to and from the new address on file within 2 school days. When applicable and available, the district may try to arrange a transportation cost share between DCFS and Grant Community High School, but the district will pay 100% of transportation costs, when necessary, to keep the student enrolled at his or her school of origin. This arrangement continues indefinitely, until the student exits foster care or there is another change in placement. In the event that it is determined that the school of best fit is not Grant Community High School, Dr. Miller contacts the neighboring district's Foster Care liaison to inform them of the situation to expedite enrollment and minimize the loss of instructional time. When developing a transportation plan for a student in foster care, factors such as the best interest of the child, the length of a daily commute, the student's preference of which school to attend, the guidance/recommendation from the DCFS case worker, and instructional continuity should all contribute to the decision-making process.

Response from the approved prior year Consolidated District Plan.

Once information is received via DCFS and stakeholders meetings are held to determine the placement most appropriate for the student, Dr. Miller, in cooperation with the Special Education administrative assistant, elicits assistance from a contracted private transportation company and adds the students' placement information to a perpetual spreadsheet file. Whenever possible, the goal is to begin providing transportation to and from the new address on file within 2 school days. When applicable and available, the district may try to arrange a transportation cost share between DCFS and Grant Community High School, but the district will pay 100% of transportation costs, when necessary, to keep the student enrolled at his or her school of origin. This arrangement continues indefinitely, until the student exits foster care or there is another change in placement. In the event that it is determined that the school of best fit is not Grant Community High School, Dr. Miller contacts the neighboring district's Foster Care liaison to inform them of the situation to expedite enrollment and minimize the loss of instructional time. When developing a transportation plan for a student in foster care, factors such as the best interest of the child, the length of a daily commute, the student's preference of which school to attend, the guidance/recommendation from the DCFS case worker, and instructional continuity should all contribute to the decision-making process.

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.

If the student moves to a foster care home within district boundaries, the district will continue to provide daily bus service to and from the new in-district address. Should the student move outside of the busing radius of the district, then private transportation options (e.g. cab services) will be pursued next. Should the student have an active IEP on file and already be receiving IDEA-eligible transportation, that funding source will continue to be utilized for both morning and afternoon transportation from the student's new address. In the event that a student requires private transportation (taxi) service to and from campus, the district may elect to submit the DCFS Transportation Invoice form to seek 50% reimbursement of the actual cost of such services.

Response from the approved prior year Consolidated District Plan.

If the student moves to a foster care home within district boundaries, the district will continue to provide daily bus service to and from the new in-district address. Should the student move outside of the busing radius of the district, then private transportation options (e.g. cab services) will be pursued next. Should the student have an active IEP on file and already be receiving IDEA-eligible transportation, that funding source will continue to be utilized for both morning and afternoon transportation from the student's new address. In the event that a student requires private transportation (taxi) service to and from campus, the district may elect to submit the DCFS Transportation Invoice form to seek 50% reimbursement of the actual cost of such services.

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.

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

Response from the approved prior year Consolidated District Plan.

While stakeholder meetings with the student, foster parents, school counselor, Foster Care liaison, and DCFS should minimize disagreements regarding the best interest determination, it is possible that two stakeholders view the situation differently. The Foster Care liaison's responsibility is to navigate the conversation to seek consensus. In the event that consensus cannot be reached, the Director of Student Services may be called into the meeting as an additional consultant. If no resolution is found, the ultimate decision resides with the opinion of DCFS. Should the student best interest be to enroll in the LEA instead of the school of origin, this may lead to disagreement between the districts. That being said, transportation is not a factor or potential barrier in the determination of placement. Once again, DCFS makes the ultimate decision for the student in this circumstance.

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.

In the event that disputes arise regarding the placement of a student in foster care, the school of origin will be responsible for transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

In the event that disputes arise regarding the placement of a student in foster care, the school of origin will be responsible for transportation while all disputes are being resolved.

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.

Per School Board Policy 4:110, "Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act." This policy and protocol will be revisited annually to ensure that it fits the needs of our students and that it directly aligns with ISBE policy. Key stakeholders, including, but not limited to, the District Foster Care Liaison, the Director of Special Education, the Director of Student Services, the Head of Transportation, the Special Education administrative assistant, and members of the Student Services Team (school counselors, psychologists, social workers, school registrar, and deans) will be provided information regarding local policy and procedure. Since most referrals for services originate in conversations with Student Services staff, the next step in the process is to contact Dr. Miller regarding the student situation. Dr. Miller will then arrange a meeting with stakeholders, such as DCFS caseworkers, students, foster parents, and the school counselor to determine the best placement for the student and to begin providing transportation services.

Response from the approved prior year Consolidated District Plan.

Per School Board Policy 4:110, "Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act." This policy and protocol will be revisited annually to ensure that it fits the needs of our students and that it directly aligns with ISBE policy. Key stakeholders, including, but not limited to, the District Foster Care Liaison, the Director of Special Education, the Director of Student Services, the Head of Transportation, the Special Education administrative assistant, and members of the Student Services Team (school counselors, psychologists, social workers, school registrar, and deans) will be provided information regarding local policy and procedure. Since most referrals for services originate in conversations with Student Services staff, the next step in the process is to contact Dr. Miller regarding the student situation. Dr. Miller will then arrange a meeting with stakeholders, such as DCFS caseworkers, students, foster parents, and the school counselor to determine the best placement for the student and to begin providing transportation services.

*Required field

BSP Overview

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

BSP Contact Information

148 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

148 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.	Grant Community High School District 124	9-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3	0	3	0	001
2.	Connections Day School	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
3.	Lake County Technology Campus	11-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
4.	Special Education District of Lake County	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
5.	Transition Attendance	9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	0	0	0	
6.			<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"/>					
7.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
21.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
22.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
23.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
24.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
25.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

If one or more attendance centers 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)

Students who are outplaced for a portion of their school day will continue to receive EL services during the times spent on campus. For example, Technology Campus students attend GCHS for three to four instructional periods of the day and will continue to receive English Learners instruction (EL 1, EL 2, or EL 3), as well as be enrolled in a EL-specific study support period with members of the EL faculty. Grant Community High School will ensure that EL students with off-campus placements continue to have access to specific EL supports and instructional materials.

*If district has more than 25 attendance centers, please contact Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

148 English Learners (ELs) are in the district

BSP Short Form Page - Use only for Districts with 1 to 19 ELs.

148 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"/>
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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"/>
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Describe the instructional and evaluation methods used to measure student progress with respect to the Illinois [Spanish Language Arts Standards](#).

Teachers utilize the Spanish Language Arts Standards in instruction; students are expected to master the skills and priority standards. Curriculum focuses on Reading, Writing, Listening, and Speaking Skills using fiction and nonfiction literature. Standards encompass, but are not limited to: textual evidence, theme, vocabulary acquisition, developing claim and reasoning, and effective discussion techniques. Students will be evaluated through the use of formative and summative assessments, standardized testing measures, and Student Learning Objectives. Interventions will take place as needed. All faculty teaching Spanish Language Arts will receive specific professional development and training related to best practices in teaching SLA students in the high school setting. Within the SLA course, students will apply reading strategies to improve understanding of Spanish texts, recognize and analyze literary elements, read materials from Spanish-speaking countries and communities, write in Spanish to communicate with an audience, hone listening skills, orally communicate thoughts and opinions in Spanish, and utilize correct grammar, spelling, punctuation, and capitalization. Instructional activities will directly align with the Illinois Spanish Language Arts Learning Standards (November 2021).

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 type="radio"/>	No	<input checked="" type="radio"/>
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[Part-Time Transitional Bilingual Education \(TBE\) Placement](#)

*Required field

148 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	Veronica Lukemeyer	Role	T	Language(s)	English	Telephone	847 973 3409
Street	285 E. Grand Avenue	City	Fox Lake	State	IL	Zip+4	60020
Name	Carmen Carbajal	Role	CM	Language(s)	Spanish	Telephone	815 354 3937
Street	235 Rainier Way Apt. 4	City	Fox Lake	State	IL	Zip+4	60020
Name	Yesenia Flory	Role	P	Language(s)	Spanish	Telephone	224 225 6301
Street	1283 Grass Lake Road	City	Fox Lake	State	IL	Zip+4	60020
Name	Maria Ledezma	Role	P	Language(s)	Spanish	Telephone	847 973 0846
Street	35647 N. Laurel Avenue	City	Ingleside	State	IL	Zip+4	60041
Name	Brenda Mendoza	Role	P	Language(s)	Spanish	Telephone	773 677 6413
Street	45 Marvin Street	City	Fox Lake	State	IL	Zip+4	60020
Name	Adriana Molina	Role	P	Language(s)	Spanish	Telephone	815 388 7671
Street	25706 N. Greenleaf Avenue	City	Ingleside	State	IL	Zip+4	60041
Name	Itzel Ortiz	Role	P	Language(s)	Spanish	Telephone	224 392 7455
Street	37 Tremont Road	City	Fox Lake	State	IL	Zip+4	60020
Name	Julio Ponce	Role	P	Language(s)	Spanish	Telephone	847 693 8254
Street	37241 N. Fairview Lane	City	Lake Villa	State	IL	Zip+4	60046
Name	Nancy Zulbaran	Role	P	Language(s)	Spanish	Telephone	847 276 7725
Street	37241 N. Fairview Lane	City	Lake Villa	State	IL	Zip+4	60046
Name	Jeremy Schmidt	Role	T	Language(s)	English	Telephone	847 973 3403
Street	285 E. Grand Avenue	City	Fox Lake	State	IL	Zip+4	60020

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: 05/16/2024 Name of Committee Chairperson: Yesenia Flory

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.

Projected Dates

Meeting (7/1/2024 - 6/30/2025)

Activity

1.	09/01/2024	Bilingual Advisory Committee Training (required activity).
2.	09/06/2024	Financial Aid Night
3.	02/18/2025	ACCESS Testing Information for Parents
4.	06/01/2025	Review of Bilingual Service Plan and Evidence-Based Funding Formula

148 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	10/11/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	150
<input type="checkbox"/> Methods for Teaching in the Native Language and Method of Teaching ESL		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Language Assessment		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to the Native Culture and the Culture of the United States		<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Issues Related to EL Students with Disabilities		<input type="checkbox"/>	<input type="checkbox"/>	
<input checked="" type="checkbox"/> Program Standards	09/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5
<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	10/11/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12
<input checked="" type="checkbox"/> Spanish Language Arts	09/01/2024	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
<input type="checkbox"/> Others (Specify):		<input type="checkbox"/>	<input type="checkbox"/>	

*Required field

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

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

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

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

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

http://www.ecfr.gov/cgi-bin/text-idx?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

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

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

Contents

Instructions..... p. 1

PRESS Terminology p. 2

PRESS Issue 114 Topic Bundles p. 2

Progress Report p. 5

Revisions to Policies, Administrative Procedures, and Exhibits (numerical table) p. 6

Next Issue: Summer Five-Year Reviews

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Issue 114 Lead Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, (630) 629-3776, ext. 1219, Jeremy Duffy, IASB General Counsel and **PRESS** Editor, (630) 629-3776, ext. 1234; or Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, (630) 629-3776, ext. 1211.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated Policy Reference Manual (PRM) pages.

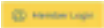

The Committee Worksheets, found by selecting a **PRESS Issue** at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a.k.a “tracked changes.”

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – Policy Reference Education Subscription Service**.

For answers to common questions about using **PRESS**, see [Q&A: Getting the Most Out of Your PRESS Subscription](#), now available on IASB’s website.

Online Instructions

Please follow these four easy steps to log in to **PRESS**:

- Go to www.iasb.com and click on the  button on the top navigation.
- Enter your email address and password.
 - If you do not know your password, do not create a new account; reset your password using your district email address. Use the “forgot your password?” link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
 - If you are still having difficulty logging in, please contact your District’s Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
 - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
- Click the  button on the top navigator bar. This will bring you to your account page
- Under “**My Account Links**,” click on “**PRESS Login**.”

PRESS Bundles

Each bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 6.

Please spend time reviewing the **PRESS** online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Have feedback on **PRESS** materials?

Click on the **PRESS** Feedback Button, located on the header bar of **PRESS Online**. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.

Bullying

Public Act 103-47 amended the definition of bullying in 105 ILCS 5/27-23.7 to include bullying based on physical appearance, socioeconomic status, academic status, pregnancy, parenting status, and homelessness. In addition, district bullying policies must include provisions for notifying parents/guardians of all students involved in an alleged incident of bullying within 24 hours after school administration is made aware of students' involvement. While P.A. 103-47 became effective 6-9-23, it gave the Ill. State Board of Education (ISBE) until 1-1-24 to post a template for a model bullying prevention policy. IASB collaborated with ISBE to ensure that the update to sample **PRESS** policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment* aligns with the ISBE model bullying prevention policy and meets statutory policy requirements.

The following **PRESS** materials are updated in response to this legislation:

- 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:180-AP1, Prevention, Identification, Investigation, and Response to Bullying
- 7:180-AP1, E1, Resource Guide for Bullying Prevention
- 7:180-AP1, E5, Report Form for Bullying
- 7:180-AP1, E7, Response to Bullying

Racism-Free Schools Law

Last spring, the General Assembly passed P.A. 103-472, the Racism-Free Schools Law (RFSL). The law requires school districts to have policies and procedures in place by 8-1-24 that specifically address discrimination, including harassment, based on race, color, and national origin. New sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, and new sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, address the policy and procedure requirements of this new law. Like other non-discrimination and harassment policies in the **PRM**, the new policy utilizes the existing complaint process in sample policy 2:260, *Uniform Grievance Procedure*.

Sample policy 5:100, *Staff Development Program*, is updated to reflect training required by RFSL and has also been 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.

The following **PRESS** materials are updated in response to this legislation:

- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
- 2:260, Uniform Grievance Procedure
- 2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct

PRESS Terminology

What are the meanings of the “AP” and “E” after certain policy numbers?

The **PRESS Policy Reference Manual (PRM)** is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedure manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work, and staff work.

Policy. The board develops policies with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policies, often after more than one consideration.

After adoption by the board, each policy should have an adoption date.

Administrative Procedures. Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

It is important to remember that administrative procedures do not require formal board adoption and are not included in a board policy manual.

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, board policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

Exhibits labeled with an “E” may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.

Administrative procedures exhibits, always labeled with the “AP, E” format should be dated for implementation by the administrative staff.

2:260-AP2, Nondiscrimination Coordinator and Complaint Manager
2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited – **NEW**
2:270-AP, Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin – **NEW**

5:10, Equal Employment Opportunity and Minority Recruitment – **REFORMATTED**
5:20, Workplace Harassment Prohibited
5:100, Staff Development Program – **REWRITTEN**
7:10, Equal Educational Opportunities
7:20, Harassment of Students Prohibited
7:20-AP, Harassment of Students Prohibited
7:190-E2, Student Handbook Checklist

School Violence Prevention

Sample policy 4:190, *Targeted School Violence Prevention Program*, and its suite of accompanying administrative procedures and exhibits regarding school threat assessment teams are adapted from the nationally recognized resource *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, provided by the Virginia Dept. of Criminal Justice Services and Virginia Center for School and Campus Safety. The fifth edition of this resource was published in July 2023, and the 4:190 policy suite has been updated to incorporate it. Where updates and editing were extensive, the material has been labeled as **REWRITTEN**.

The following **PRESS** materials are updated:

4:190, Targeted School Violence Prevention Program

4:190-AP1, Targeted School Violence Prevention Program
4:190-AP1, E1, Targeted School Violence Prevention Program Resources – **REWRITTEN**
4:190-AP2, Threat Assessment Team (TAT) – **REWRITTEN**
4:190-AP2, E1, Principles of Threat Assessment – **REWRITTEN**
4:190-AP2, E2, Threat Assessment Documentation
4:190-AP2, E3, Threat Assessment Key Areas and Questions; Examples – **REWRITTEN**
4:190-AP2, E4, Responding to Types of Threats
4:190-AP2, E5, Threat Assessment Case Management Strategies – **REWRITTEN**
4:190-AP2, E6, Targeted School Violence Prevention and Threat Assessment Education

Veto Session

The General Assembly passed trailer legislation in its Veto Session last fall to clarify bills passed last spring. P.A. 103-564 aligned the start of all new instruction related to Native American history and experience to the 2024-2025 school year and requires the Ill. State Board of Education to make certain instructional resources available on its website by

7-1-24. Additionally, P.A. 103-567 requires safety education to include water safety instruction.

The following **PRESS** materials are updated:

6:60, Curriculum Content
6:60-AP1, Comprehensive Health Education Program

Title Changes Only 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). In anticipation of these regulatory changes, and to make titles within the **PRM** more timeless in the face of changing federal administrations, the titles of **PRM** materials related to Title IX, in the 2:265 policy suite, are updated to delete the term *sexual harassment*, as follows:

2:265, Title IX ~~Sexual Harassment~~ Grievance Procedure – **RENAMED**
2:265-AP1, Title IX ~~Sexual Harassment~~ Response – **RENAMED**
2:265-AP2, Formal Title IX ~~Sexual Harassment~~ Complaint Grievance Process – **RENAMED**
2:265-E, Title IX ~~Sexual Harassment~~ Glossary of Terms – **RENAMED**

In addition, text in the following **PRESS** materials reference the 2:265 suite by name, and are included in this **PRESS** issue solely to update the titles to those materials:

2:150-AP, Superintendent Committees
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors
5:90-AP1, Coordination with Children’s Advocacy Center
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest
7:185, Teen Dating Violence Prohibited

Please note that because these materials only contain suite 2:265 title changes and have not undergone a substantive review for this issue, the month and year indicated in the upper left-hand corner of each document is not updated to March 2024.

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule, and/or continuous improvement changes, including subscriber feedback.

The following **PRESS** materials are updated:

4:170-AP2, E6, Letter to Parents/Guardians About Safe Firearm Storage – **NEW**

5:10-AP, Workplace Accommodations for Nursing Mothers
5:300, Schedules and Employment Year
6:120-AP1, Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities
7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students

PRM Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRM** occurs once every five years. The **PRM** contains approximately 462 separate pieces of material, including policies, administrative procedures, and safety related exhibits.

The following **PRESS** material is updated in response to a five-year review:

2:40, Board Member Qualifications
2:60, Board Member Removal from Office
2:140, Communications To and From the Board
2:140-E, Guidance for Board Member Communications, Including Email Use
2:170-AP, Qualification Based Selection
2:250-E1, Written Request for District Public Records
4:20, Fund Balances
4:45-AP1, Insufficient Fund Checks
4:45-E1, Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)
4:45-E2, Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge
4:55-AP, Controls for the Use of District Credit and Procurement Cards
4:110-AP1, School Bus Post-Accident Checklist
4:110-AP3, School Bus Safety Rules

4:110-E, Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses
4:170-AP2, E1, Letter to Parents/Guardians Regarding Student Safety
4:170-AP2, E2, Letter to Parents/Guardians Regarding the Dangers of Underage Drinking
4:170-AP2, E3, Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers
4:170-AP2, E4, Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting
4:170-AP6, Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video
4:170-AP8, Movable Soccer Goal Safety
4:175-AP1, E1, Informing Parents/Guardians About Offender Community Notification Laws
6:185, Remote Educational Program
7:10-E, Equal Educational Opportunities Within the School Community

Please also spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

PRESS Issue 114 Trivia

298 PRM pages • 118,081 words • 70 PRM materials

Progress Report - The contents of this table frequently change.

Topics	Our Response
<p>Final Title IX Regulations Expected Soon</p> <p>The U.S. Department of Education is expected to release final Title IX regulations in the next few months or later. These regulations would replace 2020 Title IX regulations and would require extensive updates to existing policies and procedures governing discrimination based on sex, including sexual harassment.</p>	<p>Relevant PRESS materials, including sample policy 2:265, <i>Title IX Grievance Procedure</i>, and its accompanying materials will be substantively updated once the final regulations are issued.</p>
<p>Boards Need to Study and Decide Potential Opt-Out From College and Career Pathway Endorsement Requirement by 7-1-25</p> <p>105 ILCS 5/10-20.83, added by P.A. 102-917, will require boards to elect to implement College and Career Pathway Endorsements for grades 9 through 12 by 7-1-25, unless a board decides to opt out of all or part of the requirement by adopting a set of findings that considers six different factors. See https://ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0917.</p>	<p>Relevant PRESS materials, including sample policy 6:60, <i>Curriculum Content</i>, will be updated in the legislative PRESS issue released in the fall.</p>

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revision Table and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions
2:40, Board Member Qualifications	The policy is updated for continuous improvement. The Cross References and footnotes are updated in response to a five-year review. <input type="checkbox"/>
2:60, Board Member Removal from Office	The policy is unchanged. The footnotes are updated in response to a five-year review. <input type="checkbox"/>
2:140, Communications To and From the Board	The policy is unchanged. The footnotes are updated in response to a five-year review. <input type="checkbox"/>
2:140-E, Guidance for Board Member Communications, Including Email Use	The exhibit is updated in response to a five-year review. <input type="checkbox"/>
2:150-AP, Superintendent Committees	The procedure is solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking. <input type="checkbox"/>
2:170-AP, Qualification Based Selection	The procedure is updated in response to a five-year review. <input type="checkbox"/>
2:250-E1, Written Request for District Public Records	The exhibit is updated in response to a five-year review. <input type="checkbox"/>
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	<p>The exhibit is updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 5/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, requiring a district to web-post its policy (or policies) that prohibit discrimination and harassment based on race, color, and national origin, as well as retaliation; 2. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504, requiring a district to web-post the name(s) of designated Prioritization of Urgency of Need for Services (PUNS)-trained employee(s) in each school; 3. Title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking; and 4. Continuous improvement. <input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

2:260, Uniform Grievance Procedure	The policy, Legal References, Cross References, and footnotes are 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. The policy and footnotes are also updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking, and for continuous improvement. Continuous improvement changes are also made to the Legal References and footnotes. The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> .	<input type="checkbox"/>
2:260-AP1, Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct	The procedure is 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 procedures for responding to complaints of discrimination and harassment based on race, color, and national origin, and retaliation, and for continuous improvement.	<input type="checkbox"/>
2:260-AP2, Nondiscrimination Coordinator and Complaint Manager	The procedure is updated in response to: <ol style="list-style-type: none"> 1. 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; 2. Titles changes to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, 2:265-AP1, <i>Title IX Sexual Harassment-Response</i>, and 2:265-AP1, <i>Title IX Sexual Harassment-Response</i>, in anticipation of Title IX rulemaking; and 3. Continuous improvement. 	<input type="checkbox"/>
2:265, Title IX Sexual Harassment Grievance Procedure	RENAMED. The policy title only is changed to delete the term <i>sexual harassment</i> in anticipation of Title IX rulemaking.	<input type="checkbox"/>
2:265-AP1, Title IX Sexual Harassment Response	RENAMED. The procedure title only is changed for the reason stated in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-AP2, Formal Title IX Sexual Harassment Complaint Grievance Process	RENAMED. The procedure title only is changed for the reason stated in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:265-E, Title IX Sexual Harassment Glossary of Terms	RENAMED. The exhibit title only is changed for the reason stated in 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , above.	<input type="checkbox"/>
2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited	NEW. The policy is created 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.	<input type="checkbox"/>
2:270-AP, Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin	NEW. The procedure is created 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 procedures for responding to complaints of discrimination and harassment based on race, color, and national origin, and retaliation.	<input type="checkbox"/>
4:20, Fund Balances	The policy is unchanged. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>
4:45-AP1, Insufficient Fund Checks	The procedure is updated in response to a five-year review.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

4:45-E1, Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:45-E2, Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:55-AP, Controls for the Use of District Credit and Procurement Cards	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:110-AP1, School Bus Post-Accident Checklist	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:110-AP3, School Bus Safety Rules	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:110-E, Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses	The exhibit is unchanged in response to a five-year review.	<input type="checkbox"/>
4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors	The policy and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
4:170-AP2, E1, Letter to Parents/Guardians Regarding Student Safety	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E2, Letter to Parents/Guardians Regarding the Dangers of Underage Drinking	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E3, Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E4, Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP2, E6, Letter to Parents/Guardians About Safe Firearm Storage	NEW. The optional exhibit is created based on a template recently developed by the U.S. Dept. of Education's Readiness and Emergency Management for Schools Technical Assistance Center.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

4:170-AP6, Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP6, E2, Notification to Staff and Parents/Guardians of CPR and AED Video	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:170-AP8, Movable Soccer Goal Safety	The procedure is updated in response to a five-year review.	<input type="checkbox"/>
4:175-AP1, E1, Informing Parents/Guardians About Offender Community Notification Laws	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
4:190, Targeted School Violence Prevention Program	The policy and footnotes are updated in response to <i>Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines</i> , Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcps.virginia.gov/sites/dcps.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf .	<input type="checkbox"/>
4:190-AP1, Targeted School Violence Prevention Program	The procedure is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP1, E1, Targeted School Violence Prevention Program Resources	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, Threat Assessment Team (TAT)	REWRITTEN. The procedure is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E1, Principles of Threat Assessment	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E2, Threat Assessment Documentation	The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E3, Threat Assessment Key Areas and Questions; Examples	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E4, Responding to Types of Threats	The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E5, Threat Assessment Case Management Strategies	REWRITTEN. The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>
4:190-AP2, E6, Targeted School Violence Prevention and Threat Assessment Education	The exhibit is updated for the reason stated in 4:190, <i>Targeted School Violence Prevention Program</i> , above.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

<p>5:10, Equal Employment Opportunity and Minority Recruitment</p>	<p>REFORMATTED. The policy, Legal References, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, above. The Legal References and footnotes are also updated in response to:</p> <ol style="list-style-type: none"> 1. Pregnant Worker Fairness Act, 42 U.S.C. §2000gg <i>et seq.</i>, added by Pub.L. 117-328, the Fair Labor Standards Act; 2. Fair Labor Standards Act (FLSA), 29 U.S.C. §218d, added by Pub.L. 117-328, requiring employers to provide reasonable break time for nursing employees to express breast milk; and 3. Continuous improvement. <p>The footnotes are further updated in response to the Gender Violence Act, 740 ILCS 82/11, added by P.A. 103-202, imposing liability on employers for gender-related violence in the workplace under limited circumstances, and <i>Groff v. DeJoy</i>, 600 U.S. 447 (2023), a U.S. Supreme Court case addressing an employer’s obligation to reasonably accommodate an employee’s religious practices.</p> <p>The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking.</p>	<input type="checkbox"/>
<p>5:10-AP, Workplace Accommodations for Nursing Mothers</p>	<p>The procedure is updated in response to FLSA, 29 U.S.C. §218d, added by Pub. L. 117-328, requiring employers to provide reasonable break time for nursing employees to express breast milk.</p>	<input type="checkbox"/>
<p>5:20, Workplace Harassment Prohibited</p>	<p>The policy, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, above, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. The footnotes are updated for continuous improvement.</p>	<input type="checkbox"/>
<p>5:90-AP1, Coordination with Children’s Advocacy Center</p>	<p>The procedure is solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking.</p>	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

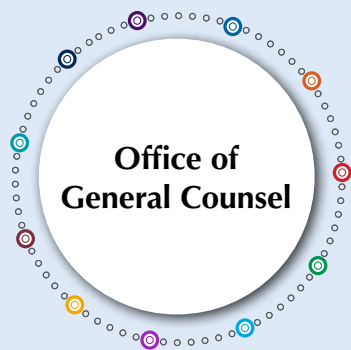
5:100, Staff Development Program	<p>REWRITTEN. The policy, Legal References, Cross References, Administrative Procedure references, and footnotes are updated. The policy and footnotes are updated in response to:</p> <ol style="list-style-type: none"> 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 7-1-24, streamlining school staff training requirements into eight distinct categories; 775 ILCS 5/5A-103, added by P.A. 103-472, eff. 8-1-24, requiring all employees be trained on the prevention of discrimination and harassment based on race, color, and national origin; and Subscriber feedback, to include a new default subheading, Additional Training Requirements, listing training required by State and/or federal law that is not required to be specified in policy. Boards that choose not to list these additional trainings may delete this subheading. <p>The Legal References are updated to include 105 ILCS/22-95 (final citation pending), added by P.A. 103-472, eff. 8-1-24, for the reason stated above.</p> <p>The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>.</p> <p>The Administrative Procedure references are updated to include new administrative procedure 2:270-AP, <i>Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin</i>, and to incorporate title changes to 2:265-AP1, <i>Title IX Sexual Harassment Response</i>, and 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>, in anticipation of Title IX rulemaking.</p>	<input type="checkbox"/>
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest	The policy, footnotes, and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
5:300, Schedules and Employment Year	The Legal References, Cross References, and footnotes are updated. The Legal References and footnotes are updated for the reason stated in 5:10-AP, <i>Workplace Accommodations for Nursing Mothers</i> , above. Other continuous improvement updates are made to the footnotes. 5:10, <i>Equal Employment Opportunity and Minority Recruitment</i> , is added to the Cross References.	<input type="checkbox"/>
6:60, Curriculum Content	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/27-21 and 105 ILCS 5/27-20.3, amended by P.A. 103-564, requiring ISBE to make certain instructional materials available on its website regarding Native American history and experience by 7-1-24, and for continuous improvement.	<input type="checkbox"/>
6:60-AP1, Comprehensive Health Education Program	The procedure is updated in response to 105 ILCS 5/27-17, amended by P.A. 103-457, mandating water safety instruction for students in pre-K through grade 6 as part of safety education, and for continuous improvement.	<input type="checkbox"/>
6:120-AP1, Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities	This procedure is updated to solely consist of the location of the district's special education procedures and to move the description of available resources to footnote 1.	<input type="checkbox"/>
6:185, Remote Educational Program	The policy is unchanged. The footnotes are updated in response to a five-year review.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:10, Equal Educational Opportunities	The policy, Legal References, Cross References, and footnotes are updated. The policy and footnotes are updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> . The Legal References and footnotes are also updated for continuous improvement, and the footnotes are further updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> . The Cross References are updated to include new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students	The procedure is updated in response to: <ol style="list-style-type: none"> 1. <i>A.C. v. Metropolitan Sch. Dist. of Martinsville</i>, 45 F.4th 760 (7th Cir. 2023), holding that a school’s refusal to allow a transgender student access to the bathroom that aligns with his gender identity violates Title IX; 2. Title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking; and 3. Continuous improvement. 	<input type="checkbox"/>
7:10-E, Equal Educational Opportunities Within the School Community	The exhibit is updated in response to a five-year review.	<input type="checkbox"/>
7:20, Harassment of Students Prohibited	The policy, Legal References, Cross References, and footnotes are updated. The policy is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , above, and in response to: <ol style="list-style-type: none"> 1. 105 ILCS 5/27-23.7, amended by P.A. 103-47, adding protected categories to the prohibition on bullying; and 2. Title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking. <p>The Legal References are updated for continuous improvement. The footnotes are updated for the same reasons as the policy, to incorporate the title changes to 2:265-E, <i>Title IX Sexual Harassment Glossary of Terms</i>, 2:265-AP1, <i>Title IX Sexual Harassment Response</i>, and 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>, in anticipation of Title IX rulemaking, and for continuous improvement. New policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>, is added to the Cross References.</p>	<input type="checkbox"/>
7:20-AP, Harassment of Students Prohibited	The procedure is updated for the reason stated in 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i> , above, and to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy and footnotes are updated in response to: <ol style="list-style-type: none"> 1. 105 ILCS 5/27-23.7, amended by P.A. 103-47, to include additional bases for bullying, require data collection by districts, and require notification within 24 hours to the parents/guardians of students involved in bullying incidents; and 2. New policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>. <p>The Cross References are updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>, in anticipation of Title IX rulemaking, and new policy 2:270, <i>Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited</i>.</p>	<input type="checkbox"/>
7:180-AP1, Prevention, Identification, Investigation, and Response to Bullying	The procedure is updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, to require notification within 24 hours to the parents/guardians of students involved in bullying incidents, and for continuous improvement.	<input type="checkbox"/>

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

7:180-AP1, E1, Resource Guide for Bullying Prevention	The exhibit is updated to include a link to ISBE’s model policy for bullying prevention and for continuous improvement.	<input type="checkbox"/>
7:180-AP1, E5, Report Form for Bullying	The exhibit is updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, to include additional bases for bullying.	<input type="checkbox"/>
7:180-AP1, E7, Response to Bullying	The exhibit is updated in response to 105 ILCS 5/27-23.7, amended by P.A. 103-47, to require notification within 24 hours to the parents/guardians of students involved in bullying incidents.	<input type="checkbox"/>
7:185, Teen Dating Violence Prohibited	The policy and Cross References are solely updated to incorporate the title change to 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i> , in anticipation of Title IX rulemaking.	<input type="checkbox"/>
7:190-E2, Student Handbook Checklist	<p>The exhibit is updated in response to:</p> <ol style="list-style-type: none"> 1. 105 ILCS 5/2-3.163(c), amended by P.A. 103-504, requiring districts to list in student handbook(s) the names of employees trained on the Prioritization of Urgency of Need for Services (PUNS) database in each school; 2. 105 ILCS 5/22-95(b)(3) (final citation pending), requiring a board’s policy prohibiting discrimination and harassment based on race, color, and national origin, and retaliation be included in student handbook(s), along with an accessible and age-appropriate summary of the policy; 3. 105 ILCS 5/2-3.188, added by P.A. 102-676, requiring districts to notify parents/guardians at the beginning of the school year of the availability of ISBE’s resource guide on sexual abuse response and prevention; and 4. Continuous improvement. 	<input type="checkbox"/>



The IASB Office of General Counsel's mission is to honestly, professionally, and credibly protect and preserve IASB through legal risk management and compliance services for the IASB Board of Directors and staff; promote best practices to IASB members; create educational products and services; and maintain strong, collaborative relationships with the public education community.

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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: October 20, 2022

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: 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 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:

Christy Sefcik

Name

152

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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), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

[ADOPTED: October 20, 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, Dean of Students, 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, Dean of Students, 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:

Christy Sefcik

Name

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Ingleside, IL 60041

Address

csefcik@grantbulldogs.org

Email

847-587-2561 _____

Telephone

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.

[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: January 19, 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.

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**

Operational Services

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors ¹

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of:² (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children,³ and define prohibited grooming behaviors,⁴ the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ Required by *Erin's Law*, 105 ILCS 5/10-23.13, amended by P.A. 102-610. Also infused into this policy are concepts from *Faith's Law*, 105 ILCS 5/22-85.5, added by P.A. 102-676, which provides helpful guidance for districts to implement *Erin's Law* due to its vagueness. See f/ns 1 and 15 in sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, for further information regarding *Faith's Law*.

Three additional statutes address a district's responsibility to provide age-appropriate sexual abuse and assault awareness and prevention education programs:

1. 105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act (requires districts to establish a Comprehensive Health Education Program that includes age-appropriate sexual abuse and assault awareness and prevention education in grades pre-K through 12) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-API, *Comprehensive Health Education Program*);
2. 105 ILCS 5/27-9.1a(b), added by P.A. 102-552 (requires comprehensive personal health and safety and comprehensive sexual health education a/k/a National Sex Education Standards (NSES) to: (a) be age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma informed, (b) replicate evidence-based or evidence-informed programs or substantially incorporate elements of evidence-based programs or evidence-informed programs or characteristics of effective programs, (c) provide information about local resources where students can obtain additional information and confidential services related to sexual violence (including sexual abuse and assault), and (d) provide information about State laws related to mandated reporting of child abuse and neglect, and school policies addressing the prevention of and response to sexual violence) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*); and
3. 105 ILCS 5/27-13.2 (addresses (a) written objections to sexual abuse prevention instruction and notice provisions (minimum five days) for students in grades K through 8, and (b) distribution by the Ill. State Board of Education (ISBE) and Ill. Dept. of Children and Family Services (DCFS) of information for districts to provide to their communities about this instruction) (see sample policy 6:60, *Curriculum Content*, and administrative procedure exhibit 6:60-API, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*).

² 105 ILCS 5/10-23.13, amended by P.A. 102-610, at (b)(1).

³ *Id.* at (b).

⁴ *Id.* at (b).

- a. An age-appropriate and evidence-informed health and safety education⁵ curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities,⁶ through policy 6:60, *Curriculum Content*;⁷
 - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse,⁸ and (ii) community-based Children’s Advocacy Centers and sexual assault crisis centers and how to access those serving the District.⁹
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include: ¹⁰
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*;
 - b. Evidence-informed¹¹ content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX ~~Sexual Harassment~~–Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
 - c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX ~~Sexual Harassment~~–Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
 3. Provide information to parents/guardians in student handbooks about the warning signs¹² of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes: ¹³

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁵ *Id.* at (b)(1).

⁶ *Id.* at (b)(4).

⁷ 105 ILCS 5/10-23.13(b). See policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, for information on school board choices related to health and safety education, including sex education.

⁸ *Id.* at (b)(2) and (3).

⁹ *Id.* at (b)(5). See policy 5:90, *Abused and Neglected Child Reporting*, and administrative procedure 5:90-AP1, *Coordination with Children’s Advocacy Center*, for more information on Children’s Advocacy Centers.

¹⁰ Citations for each letter:

- a. 105 ILCS 5/10-23.13(b).
- b. *Id.* at (b), (b)(1.5), and (c).
- c. *Id.* at (b) and (b)(1.5).

¹¹ Two Illinois laws address “evidence-informed.” *Evidence-informed per Erin’s Law* means modalities that were created utilizing components of evidence-based treatments or curriculums. 105 ILCS 5/10-23.13(a), added by P.A. 102-610. Contrast with NSES at 105 ILCS 5/27-9.1a(a), added by P.A. 102-552, which defines an *evidence-informed program* as “a program that uses the best available research and practice knowledge to guide program design and implementation.”

¹² 105 ILCS 5/10-23.13(b) and (b)(1); warning signs and *likely* warning signs are mentioned twice in the law. This policy uses likely in the purpose introduction. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/resources/model-student-handbook.

¹³ This information is listed in 7:190-E2, *Student Handbook Checklist*. Citations for each letter:

- 105 ILCS 5/10-23.13(b) and (b)(1).
- Id.* at (b)(4) and (5).

- a. Assistance, referral, or resource information, including how to recognize grooming behaviors,¹⁴ appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,¹⁵ and how to prevent child sexual abuse from happening;
 - b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
 - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing. ¹⁶

LEGAL REF.: 105 ILCS 5/10-23.13, 5/22-85.5, 5/27-9.1a, and 5/27-13.2.
 105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
 325 ILCS 5/, Abused and Neglected Child Reporting Act.
 720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 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), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁴ *Id.* at (b).

¹⁴ Providing information to parents/guardians about how to recognize grooming behaviors is not in *Erin's Law*; it only addresses informing parents/guardians about the methods for increasing their awareness and knowledge of grooming behaviors. 105 ILCS 5/10-23.13(b)(1). This policy requires the district to provide information to parents/guardians about how to recognize grooming behaviors to: (1) effect the purpose of *Erin's Law*, (2) align with the intent of the statutes cited in f/n 1, above (educating all students to recognize and avoid sexual abuse and assault), and (3) align with the notification requirements in 105 ILCS 5/27-13.2 (parents/guardians of K-8 students prior to commencing instruction in recognizing and avoiding sexual abuse (see f/n 15, below)).

¹⁵ 105 ILCS 5/22-85.5(e), added by P.A. 102-676, requires the employee code of professional conduct policy be included in any staff, student or parent/guardian handbook provided by the district. See sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and 7:190-E2, *Student Handbook Checklist*.

¹⁶ Required by 105 ILCS 5/27-13.2. See 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*. Delete for high school districts.

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:

Christy Sefcik

Name

25700 Old Grand Ave.,

Ingleside, IL 60041

Address

csefcik@grantbulldogs.org

Email

847-587-2561

Telephone

Complaint Managers:

Jeremy Schmidt

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Fox Lake, IL 60020

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Beth Reich

Name

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Ingleside, IL 60041

Address

breich@grantbulldogs.org

Email

847-587-2561

Telephone

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: October 20, 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:

Christy Sefcik

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Name

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Ingleside, IL 60041

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Email

173

847-587-2561

Telephone

847-587-2561

Telephone

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 that 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). 175

[*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: January 19, 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. ¹⁷⁷ [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. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training 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**

General Personnel

Employee Ethics; Code of Professional Conduct; and Conflict of Interest ¹

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.²

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct.³

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/), *Erin's Law* (105 ILCS 5/10-23.13, amended by P.A. 102-610), and *Faith's Law* (105 ILCS 5/22-85.5, added by P.A. 102-676), require a policy on subjects covered in this sample policy; State and federal law controls its content.

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.

This policy largely cites 105 ILCS 5/22-85.5, a small portion of the *Faith's Law* package. *Faith's Law* is the entirety of Public Act 102-676, which closed significant legal loopholes related to combating grooming by: (1) broadening the definition of grooming prohibited by the Criminal Code of 2012 (720 ILCS 5/11-25); (2) authorizing the Ill. Dept. of Children and Family Services to investigate grooming allegations under the Abused and Neglected Child Reporting Act (325 ILCS 5/3); and (3) requiring the Ill. State Board of Education (ISBE) to develop and maintain a resource guide for students, parents/guardians, and teachers about sexual abuse response and prevention resources available in their community (105 ILCS 5/2-3.188). ISBE's *Sexual Abuse Response and Prevention Resource Guide* (June 2023) is at: www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf. A *Faith's Law* trailer bill, P.A. 102-702, further combats grooming by amending School Code provisions related to district and third-party contractor hiring practices, suspension and revocation of employee licenses, and criminal history records checks for prospective and current employees.

² Required by 105 ILCS 5/22-85.5(e), added by P.A. 102-676. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, and 7:190-E2, *Student Handbook Checklist*. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

³ See 105 ILCS 5/22-85.5(b), added by P.A. 102-676.

The Superintendent or designee shall identify employee conduct standards⁴ that define appropriate employee-student boundaries, provide training about them, and monitor the District’s employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy.⁵
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.⁶
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students’ ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:⁷
 - a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee’s professional role.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴ Sample conduct standards are contained in administrative procedure 5:120-AP2, *Employee Conduct Standards*. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them.

⁵ 105 ILCS 5/22-85.5(d)(1), added by P.A. 102-676; 23 Ill.Admin.Code Part 22. 105 ILCS 5/22-85.5(d)(1) requires boards to incorporate ISBE’s *Code of Ethics for Illinois Educators* in their policies. Prior to this law requiring boards to incorporate the *Code* by reference, this policy incorporated it to demonstrate a board’s commitment to the *Code*’s principles, potentially allowing a board to enforce the *Code* independently from any action taken by the State Superintendent.

⁶ 105 ILCS 5/22-85.5(d)(5), added by P.A. 102-676, requires districts to reference required employee training related to child abuse and educator ethics in its employee professional conduct policy.

105 ILCS 5/10-22.39(b-35), added by P.A. 103-542, eff. 1-1-24, requires that beginning 7-1-24, each board conduct in-service training on educator ethics and responding to child sexual abuse and grooming behavior including, but not limited to, teacher-student conduct, school employee-student conduct, and evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (a/k/a *Erin’s Law*) for all teachers, administrators, and school support personnel. These expectations will be most effective when the in-service curriculum reflects local conditions and circumstances. While the School Code only requires the in-service, the requirement presents an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-service that instructs all district employees to maintain boundaries and act appropriately, professionally, and ethically with students. See discussion in f/n 4 in 5:100, *Staff Development Program*. After its discussion of these issues, the board may have further expectations and may choose to reflect those expectations here.

105 ILCS 5/10-23.13(c), amended by P.A. 102-610, requires districts to provide evidenced-informed training for school personnel on preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior by no later than January 31 of each year. See sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, for further detail about the training requirements.

325 ILCS 5/4(j), amended by P.A. 102-604, requires district employees to complete mandated reporter training within three months of initial employment and at least every three years thereafter.

775 ILCS 5/2-109 requires districts to provide annual workplace sexual harassment prevention training to all employees. See f/n 4 in sample policy 5:20, *Workplace Harassment Prohibited*, for further detail about the training requirements.

⁷ Required by 105 ILCS 5/10-23.13(b), amended by P.A. 102-610; 105 ILCS 5/22-85.5(d)(3), added by P.A. 102-676. Sample expectations and guidelines are contained in administrative procedure 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.⁸
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:⁹
 - a. Violates expectations and guidelines for employee-student boundaries.¹⁰
 - b. Sexually harasses a student.¹¹
 - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/),¹² Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).¹³
 - d. Engages in grooming as defined in 720 ILCS 5/11-25.¹⁴
 - e. Engages in grooming behaviors. Prohibited grooming behaviors¹⁵ include, at a minimum, *sexual misconduct*. *Sexual misconduct*¹⁶ is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁸ Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676. See also 105 ILCS 5/10-23.13(b), amended by P.A. 102-610.

⁹ Required by 105 ILCS 5/22-85.5(f), added by P.A. 102-676.

¹⁰ Sample expectations and guidelines are contained in administrative procedure 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them.

¹¹ The Ill. Human Rights Act makes it a civil rights violation to fail to take remedial action, or to fail to take appropriate disciplinary action, against any employee when the district knows that the employee committed or engaged in sexual harassment of a student. 775 ILCS 5/5A-102, amended by P.A. 103-472, eff. 8-1-24. Sexual harassment of a student is also prohibited by 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, and 7:20, *Harassment of Students Prohibited*. Sexual harassment of an employee is also prohibited by policy 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*, and 5:20, *Workplace Harassment Prohibited*.

¹² 325 ILCS 5/4(a)(4); 105 ILCS 5/10-23.12(c) (all district employees); 105 ILCS 5/21B-75(b) (teachers), amended by P.A.s 102-552 and 102-702.

¹³ Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676.

¹⁴ 720 ILCS 5/11-25(a), amended by P.A. 102-676, defines *grooming* as follows: “A person commits grooming when he or she knowingly uses a computer on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission, performs an act in person or by conduct through a third party, or uses written communication to seduce, solicit, lure, or entice, or attempt to seduce, solicit, lure, or entice, a child, a child's guardian, or another person believed by the person to be a child or a child's guardian, to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act, to distribute photographs depicting the sex organs of the child, or to otherwise engage in any unlawful sexual conduct with a child or with another person believed by the person to be a child. As used in this Section, ‘child’ means a person under 17 years of age.”

¹⁵ Required by 105 ILCS 5/10-23.13(b), amended by P.A. 102-610.

¹⁶ Required by 105 ILCS 5/22-85.5(d)(2), added by P.A. 102-676. This definition of *sexual misconduct* is adapted from 105 ILCS 5/22-85.5(c), added by P.A. 102-676. It results from collaboration to implement some recommendations of the *Make Sexual and Severe Physical Abuse Fully Extinct (Make S.A.F.E.) Taskforce* and was endorsed by Stop Educator Sexual Abuse Misconduct & Exploitation (S.E.S.A.M.E.), a national organization working to prevent sexual exploitation, abuse, and harassment of students by teachers and other school staff. See www.sesamenet.org/ for further information.

- ii. Dating or soliciting a date.
- iii. Engaging in sexualized or romantic dialog.
- iv. Making sexually suggestive comments that are directed toward or with a student.
- v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
- vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the III. Governmental Ethics Act: ¹⁷

- 1. Superintendent;
- 2. Building Principal;
- 3. Head of any department;
- 4. Any employee who, as the District’s agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of \$1,000 or greater;
- 5. Hearing officer;
- 6. Any employee having supervisory authority for 20 or more employees; and
- 7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees.¹⁸ Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, “no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected,” except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board.¹⁹ An employee having an interest in instructional materials must file an annual statement with the Board Secretary. ²⁰

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁷ 5 ILCS 420/4A-101.5. See 5 ILCS 420/4A-102, amended by P.A.s 102-664 and 102-813, for economic interests of an employee’s spouse or any other party that is considered the employee’s interests if the employee constructively controls them. Any county clerk may use a mandatory system of Internet-based filing of economic interest statements; if done, the clerk must post the statements, without the addresses, of the filers, on a publicly accessible website. 5 ILCS 420/4A-108, amended by P.A. 102-664.

¹⁸ The SOEEA prohibits State employees from engaging in certain political activities and accepting certain gifts. 5 ILCS 430/. It requires all school districts to adopt an *ordinance or resolution* “in a manner no less restrictive” than the Act’s provisions. See sample policy 2:105, *Ethics and Gift Ban*.

Districts may not inhibit or prohibit employees from petitioning, making public speeches, campaigning for or against political candidates, speaking out on public policy questions, distributing political literature, making campaign contributions, and seeking public office. 50 ILCS 135/, Local Governmental Employees Political Rights Act. An employee may not use his/her position of employment to coerce or inhibit others in the free exercise of their political rights or engage in political activities at work. Id.

¹⁹ This sentence quotes 105 ILCS 5/22-5 because the statute does not define important terms making it difficult to paraphrase. No appellate decision defines *school officer* or *apparatus*, or what is meant by *connected*. The statute was enacted in 1961, but earlier versions were in the School Code much longer. A violation of this prohibition is a Class A misdemeanor.

²⁰ Id.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest.²¹ A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee's immediate family;

An employee's partner²²; or

2. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.²³

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts.²⁴ Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.²⁵

Guidance Counselor Gift Ban ²⁶

Guidance counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For guidance counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the guidance counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the guidance counselor believes that it was provided due to the official position or employment of the guidance counselor and not due to the personal friendship. In determining whether a gift is

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²¹ 2 C.F.R. §200.318(c)(1) prohibits employees, officers, or agents of a school district from participating in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent *conflict of interest*. The uniform federal rules on procurement standards in 2 C.F.R. Part 200 also apply to eligible State grants through the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/). Authoritative sources and guidance regarding conflict of interest and financial disclosure are provided through the GATA Resource Library at <https://gata.illinois.gov/>. See also ISBE's *Procurement and Purchasing Checklist* at: www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. See sample policy 2:100, *Board Member Conflict of Interest*, at f/n 6, for further discussion.

²² See sample policy 2:100, *Board Member Conflict of Interest*, at f/n 7 for a discussion of the term *partner*.

²³ 2 C.F.R. §200.318(c)(1).

²⁴ *Id.*

²⁵ *Id.* The rule provides flexibility for school districts to "set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value," along with "disciplinary actions to be applied for violations." Referring to sample policy 2:105, *Ethics and Gift Ban*, for these standards provides clarity and consistency. Sample policy 2:105 refers to **Limitations on Receiving Gifts** in the Ethics Act at 5 ILCS 430/10-10 – 10-30, along with discussion of the specific penalties available under the Ethics Act at 5 ILCS 430/50-5 in its **Enforcement** subhead.

²⁶ This section is only for those districts with a high school. 105 ILCS 5/22-93, added by P.A. 102-327 and renumbered by P.A. 102-813. *Guidance counselor* means a person employed by a school district and working in a high school to offer students advice and assistance in making career or college plans. *Id.*

provided on the basis of personal friendship, the guidance counselor must consider the circumstances in which the gift was offered, including any of the following:

- a. The history of the relationship between the individual giving the gift and the guidance counselor, including any previous exchange of gifts between those individuals.
 - b. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
 - c. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.
5. Bequests, inheritances, or other transfers at death.
 6. Any item(s) during any calendar year having a cumulative total value of less than \$100.
 7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.

A guidance counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.: U.S. Constitution, First Amendment.
2 C.F.R. §200.318(c)(1).
5 ILCS 420/4A-101, Ill. Governmental Ethics Act.
5 ILCS 430/, State Officials and Employee Ethics Act.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 135/, Local Governmental Employees Political Rights Act.
105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.
775 ILCS 5/5A-102, Ill. Human Rights Act.
23 Ill.Admin.Code Part 22, Code of Ethics for Ill. Educators.
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 7:20 (Harassment of Students Prohibited)

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 identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under 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, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

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

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), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

~~ADOPTED: October 20, 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 identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status;^{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:

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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: October 20, 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.

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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, as appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period. [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. 7:315, *Restrictions on Publications; High 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 (Anaphylaxis Prevention, Response, and Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted: January 19, 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**

Students

Teen Dating Violence Prohibited¹

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited.² For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.³

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:⁴

1. Fully implements and enforces each of the following Board policies:⁵
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX ~~Sexual Harassment~~ Grievance Procedure*. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ All school boards must have a policy on teen dating violence. 105 ILCS 110/3.10. This sample policy is designed to align with a district's already-existing procedures for reporting bullying and school violence. See f/n 7. The curriculum components for teen dating violence education, which apply to districts with students enrolled in grades 7 through 12, are listed in 6:60-AP, *Comprehensive Health Education Program*.

² 105 ILCS 110/3.10(b)(1). School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus conduct is much more limited than incidents that occur on school grounds. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations.

³ 105 ILCS 110/3.10(a). For districts that wish to broaden the ages (e.g., perhaps include 11-12 year olds in a middle school setting), delete the following phrase from the first sentence: "~~who is 13 to 19 years of age~~". The law defines *dating* or *dating relationship* as an "ongoing social relationship of a romantic or intimate nature between two persons." The terms do not include "a casual relationship or ordinary fraternization between two persons in a business or social context."

⁴ Required by 105 ILCS 110/3.10(b)(3).

⁵ Be sure the referenced board policies, as adopted locally, contain the language paraphrased in this policy. If not, either substitute similar language from the locally adopted board policies on the same topics, or just insert the titles from relevant locally adopted policies.

The statutory content requirements for a teen dating policy include "establish[ing] procedures for the manner in which employees of a school are to respond to incidents of teen dating violence." This policy fulfills this requirement by incorporating by reference the following administrative procedure: 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*. This means that 7:180-AP1 should be considered to be part of this policy.

- of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
- d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
 2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals: ⁶
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District’s established procedures for the prevention, identification, investigation, and response to bullying and school violence. ⁷
 3. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*. ⁸
 4. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District’s comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District’s educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*. ⁹
 5. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. ¹⁰
 6. Notifies students and parents/guardians of this policy. ¹¹

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁶ 105 ILCS 110/3.10(b)(4), requires the policy to identify by job title which school officials are responsible for receiving reports related to teen dating violence.

⁷ *Id.* at f/ns 5 and 6. Sexual violence is one listed component of teen dating violence. 105 ILCS 110/3.10(a). Sexual violence has also been found by the Ill. Gen. Assembly to be a component of bullying and school violence. 105 ILCS 5/27-23.7. Thus, identifying *any school staff member* is consistent with 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*, which uses the student-friendly reporting system outlined in 7:180-AP1, E2, *Be a Hero by Reporting Bullying*.

⁸ *Id.* Under any reporting system, a report involving bullying and school violence that is based upon a protected status (often teen dating violence will involve conduct based upon the target’s sex) must be referred to the district’s Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager (7:20, *Harassment of Students Prohibited*). Customize this list to reflect local conditions. These individuals may also take reports directly from students.

⁹ Required by 105 ILCS 110/3.10(b)(2). The curriculum-specific components for teen dating violence education are listed in 6:60-AP, *Comprehensive Health Education Program*.

¹⁰ *Id.* For boards that add the optional paragraphs in policy 5:100, *Staff Development Program*, add the phrase “and policy 5:100, *Staff Development Program*.”

¹¹ Required by 105 ILCS 110/3.10(b)(5). Boards must communicate this policy to students and their parents/guardians. This may be accomplished, in part, by (1) sending 7:185-E, *Memo to Parents/Guardians Regarding Teen Dating Violence*, and (2) amending the district’s anti-bullying campaign statement(s), such as the following, in the student handbook and school website:

Bullying, teen dating violence, intimidation, and harassment are not acceptable in any form and will not be tolerated at school or any school-related activity. The School District will take disciplinary action against any student who participates in such conduct or who retaliates against someone for reporting incidents of bullying, teen dating violence, intimidation, or harassment.

Incorporated
by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX ~~Sexual Harassment~~ Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

DRAFT



18640 West Route 120, Grayslake, Illinois 60030 | 847.548.6000 | www.cyngrayslake.org
 Executive Director: Gail Weil, LCSW, CADC

This agreement, dated May 16, 2024 between CYN Counseling Center, 18640 W. Belvidere Road, Grayslake, IL 60030, and Grant Community High School District 124, 285 E Grand Avenue, Fox Lake, IL 60020.

Phone (847)587-2561

Outlines the provision of Behavioral Health Services and/or Alternative to Suspension to students who are identified by the school as "at risk;" on site during school hours.

Services: Pricing reflects one day /week / school year. Indicate licensure and # of days needed.	
<input checked="" type="checkbox"/> LPC, LSW Therapist \$14,500	Requested # of Days <u>1</u> Total per year: <u>\$14,500</u>
<input type="checkbox"/> LCPC, LCSW Therapist \$15,750	Requested # of Days _____ Total per year: _____
<input type="checkbox"/> LPC, LSW Bilingual Therapist \$15,250	Requested # of Days _____ Total per year: _____
<input type="checkbox"/> LCPC, LCSW Bilingual Therapist \$16,750	Requested # of Days _____ Total per year: _____

CYN Counseling Center agrees to provide the above staffing to the school throughout the 2023-2024 school year at the above rates. This agreement is predicated on the cooperation of both parties and the school's ability to a) Identify students in need; b) Provide a private place in the school where the services can take place; c) Facilitate getting the student to the session; and d) Secure all necessary paperwork from the student's parents before treatment begins. School agrees not to employ CYN staff outside of this agreement.

Invoices sent at the conclusion of each semester Checks payable to CYN Counseling Center

 School Representative Signature

 Title

 CYN Representative

 Title

May 7, 2024

Ryan Geist, Assistant Principal
Grant Community High School
285 East Grand Avenue
Fox Lake, IL 60020

Dear Mr. Geist,

Lake County Health Department and Community Health Center (LCHD/CHC) is pleased at the opportunity to continue providing assessment and counseling services to Grant High School (GHS) students during the 2024-2025 school year. The contract agreement allows for:

- a total of 37 weeks coverage between August 12, 2024, and May 16, 2025.
- the exclusion of non-attendance weeks (winter and spring breaks).
- one week of flexibility/cushion in the event of inclement weather, emergencies, or scheduled time off; and
- 7.5-hour workdays.

LCHD/CHC will provide GHS a total of three 7.5-hour days and one 3.5 hour day.

Budget: 3.5 Days/Week

Salaries.....	\$37,177
Fringe.....	\$17,137
Mileage	\$ 2,182
Training.....	\$ 100
TOTAL	\$56,596

Please make check payable to Lake County Health Department, include a copy of this letter with the check, and mail to:

Lake County Health Department & Community Health Center
Finance Department
3010 Grand Avenue, 3rd Fl.
Waukegan, Illinois 60085

For questions, please contact Tara Rahn, TRahn@lakecountyil.gov or (847) 377-8324. We look forward to another year of partnership.

Sincerely,



Mark A. Pfister
Executive Director

Enclosure

GRANT HIGH SCHOOL BUDGET
 August 12, 2024 – May 16, 2025

Three and a Half Days/Week

	HOURLY RATE	ANNUAL HOURS	AMOUNT
SALARIES			
EISENMENGER, TISHA LEE	\$ 34.05	962	\$ 32,759
ENDSLEY, MCKENZIE	\$ 45.92	96	\$ 4,418
			<u>\$ 37,177</u>
FRINGE			
FICA			\$ 2,844
IMRF			\$ 2,071
Health, Life, Dental Insurance			\$ 12,222
			<u>\$ 17,137</u>
OTHER			
Mileage 22 miles round trip per day. Mileage rate 0.67/mile.			\$ 2,182
Training			\$ 100
			<u>\$ 2,282</u>
TOTAL DUE			\$ 56,596



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 • Fax: 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

May 7th, 2024

Dear Board of Education,

We have attached three club pilot proposals for the 2024-2025 school year. Each of these clubs, Baking Club, Creative Fiber Arts Club and Girls Flag Football, are highly recommended for your consideration. If successful in the 2024-25 school year, these clubs may be recommended for formal adoption for the 2025-26 school year.

Baking Club is a club that will create an opportunity for students to expand on their passions for pastry baking and create an environment that enriches their lives. They will be utilizing familiar skills to enhance one's passion for baking. Christy Flaker is a sponsor that is excited to give students an opportunity to expand baking beyond the classroom.

Creative Fiber Arts Club offers a unique opportunity for our students. Fiber arts such as knitting, crocheting, weaving and spinning are crafts that use fibers, typically yarn, to create artistic and/or practice projects. This club would provide an inclusive opportunity for all students to explore a new skill or expand on a hobby. Megan McKinney will be the sponsor to support these students.

Girls Flag Football is a fast-growing activity, not only in Illinois, but across the country. We have a sponsor Cassi Reid that is willing to take on the role and has a passion for creating new opportunities for our students. She will be an excellent role model for our students to follow. We have conference schools that have already formed teams of their own and they are excited for the potential of competing against our flag football club. This opportunity will be great for our students as they will be developing skills from team work, leadership and to develop friendships along the way. Many students have been truly interested in getting this activity up and running and we look forward to seeing that happen.

We truly appreciate your time and consideration for these phenomenal opportunities for our students.

Sincerely,

Kevin Geist
Student Activities Director

Baking Club Proposal

Purpose and Goals

Our purpose is to create an environment that evokes inspiration, creativity, and enriches an unfamiliar skill that helps to enlighten one's passion for baking. Our main goal is to help students improve cooperation with others and expand their knowledge of pastry making.

Need or Demand for organization

As a baking club is not already in the school, this organization offers new opportunities for everyone. This club will not only provide educational value, but also support the growth of the school.

Target student participants

Students of all ages are welcome to participate in the club. We encourage new to experienced bakers interested in expanding their knowledge and skills in the kitchen.

Membership requirements

Anyone and everyone is welcome to join the club.

Club Organization:

The club will consist of two presidents, one vice president, one secretary, one running secretary, and one publicist. We will run an election for vice president, secretary/running secretary, and publicist. The election will occur during the second meeting on September 10th, 2024. It will be a fair election based on majority rule.

Schedule:

The club will be set to run every Tuesday and will last from 3:30pm-5:30pm in accordance with the activity bus schedule. If there is a scheduling issue and the meeting cannot occur on Tuesday it will be postponed to Thursday. If presidents cannot attend meeting the vice president/secretary will run the meeting for that particular day. The first meeting of every month will consist of an introduction of the monthly schedule. The monthly schedule will contain major events and weekly meeting details. The three meetings following the first meeting of the month will focus on a specific dessert genre. This process will start over again the following month.

Baking Club Proposal

Weekly Meeting Activities:

The first meeting of the month will consist of an introduction to the monthly schedule as discussed earlier, but it will also include research for the monthly dessert genre. The research will be based around a specific dessert genre (ex. cookies, cupcakes, brownies, muffins, cheesecakes, pies, etc.). As a group the club will decide the six specific recipes that will be used for that month. This research will be a group discussion and an effort will be made to include everyone in the discussion.

Funding requirements

We would utilize the base club amount (\$500) from the school district in addition to hosting pre-approved fundraisers.

Sponsor

Christi Flaker cflaker@grantbulldogs.org

Proposal for a Creative Fiber Arts Club at GCHS

Fiber arts such as knitting, crocheting, weaving, and spinning are crafts using fibers, typically yarn, to create artistic and/or practical projects. Many of these have origins thousands of years ago with important ties to history and culture. This club would provide an inclusive opportunity for all students to explore a new skill or expand on a hobby that they already enjoy.

1. Purpose and/or Goals
 - a. The purpose of this club would be to introduce students to fiber-related activities such as crocheting, knitting, weaving, spinning and more.
 - b. Students who are both new and experienced would be able to learn more advanced techniques, collaborate with other like-minded students, learn a life-long hobby, be creative, reduce stress, give back to their community, and work cooperatively with other clubs here at GCHS.
2. Need or Demand for Organization
 - a. There is no other similar club that exists at GCHS and it would provide many benefits to members including inclusivity, stress reduction, creative outlet, and ability to work with and for their community.
 - b. The initial informational meeting had 15 attendees. A follow-up meeting had 6 attendees with several more expressing interest but who couldn't attend due to other time conflicts.
3. Target Student Participants
 - a. Any student of GCHS in good standing in grades 9-12 with an interest in learning or practicing a fiber-related craft.
4. Membership Requirements
 - a. Students in good standing
 - b. Collaborate with other clubs such as Student Council, National Art Honor Society, FCCLA
5. Intended Activities
 - a. Introduce a new type or technique of fiber art at each meeting OR practice something previously learned.
 - b. Discuss community or school service ideas (EX: making and donating projects to charitable donations, donating items to booster club fundraisers, teacher appreciation gifts, etc).
 - c. Members can bring projects that they are currently working on
 - d. Possibly invite guest speakers to share techniques or expertise (EX: local farmer with sheep or alpacas to speak about wool collection and dying for yarn production, local historian who can speak about the history or contribution of a particular fiber art, etc)
6. Meeting Requirements
 - a. Meet once a month in the library or sponsor's classroom
 - b. After school 3:15-4:00 PM
 - c. Sponsors: Ms. McKinney. Ms. Becmer also indicated an interest in assisting or being involved in the club.
7. Funding Requirements
 - a. Initial funding would be minimal, approximately \$75
 - i. Crochet hooks (Amazon) \$18.74
 - ii. Knitting needle sets (Amazon) ~~\$3.87~~^{2.11} x5 = \$19.35

- iii. Yarn skeins (Amazon) 32 ct @ \$22.99
- b. Future funding could be offset by membership dues and/or selling the items created as a fundraiser

Fiber arts has many benefits: it is a lifelong hobby that can be practiced by all ages, it is portable, it is fairly inexpensive to get started, it allows for giving back to the community, it is relatable to subjects such as art, history, math, and science, it provides a creative outlet and stress reduction, it is an inclusive activity open to all.

Grant Community HS would benefit greatly from the introduction of a Creative Fiber Arts Club.

Girls Flag Football

Flag Football is a fast-growing sport, having expanded not only in Illinois, but across the country. Last year, other schools in our conference created school teams and competed against one another. The activity was fast-tracked by the IHSA this school year without going through the traditional emerging sport process. In the fall of 2024, we are hoping to join our conference as a pilot club to gauge student interest and to create another opportunity for our students to play in competitive activities.

1. Purpose and/or Goals
 - a. Create another opportunity for students to participate in a competitive activity
 - b. Work together as a team towards a common goal and form friendships and lifelong skills
2. Need or Demand for Organization
 - a. We have had an overwhelming amount of interest in this activity. We had over 100 students complete a survey and express interest in participating in Girls Flag Football.
 - b. At our recent Activities and Athletics Fair, we had numerous students and parents ask if a team was going to be adopted at Grant High School.
3. Target Student Participants
 - a. All students who are interested in another co-curricular opportunity in the fall, primarily Junior and Senior female students
4. Membership Requirements
 - a. Students meeting the academic eligibility requirements
 - b. Complete a physical exam
 - c. Complete the registration process for participation in the club
5. Intended Activities
 - a. Practice fundamentals and build on the aspects of Flag Football
 - b. Learn the game, the rules, and follow the standards of competition
 - c. Compete against other conference skills and work on skills for building a positive culture
6. Meeting Requirements
 - a. Practice one to two times per week
 - b. Participate in NLCC-based competitions on Saturdays and potentially one other time during the week (up to 2 competitions per week)
 - c. Field-sharing with other fall athletic programs
7. Funding Requirements
 - a. Initial equipment costs: footballs, jerseys, cones and flags (would apply \$500 BOE start-up)
 - b. Compensation for head sponsor

Out of State or Overnight Athletics Trip Request February 2025

Name of Event	DTU Championship (Dance Team Union)
Coach in Charge	Vicki Shifley
Sport	Dance
Destination (City and State)	Orlando, FL
Destination (Location of Event)	Hyatt Regency Orlando, FL
Dates of Event	February 13-17, 2025
Description of the Event	This is an elite dance competitive tournament with teams from all over the country. It's run by the same organization we attend camp with (Dance Team Union). The tournament also includes collegiate courses and master classes for all dancers and coaches.
Number of student-athletes attending	Approximately 15
Total cost of the trip	\$575 pp for Registration, Hotel Accommodations, Admission, Airport Transfer, Fan T-Shirt, Two Free Breakfasts, Educational Courses, Master Classes (Airfare TBA \$200?) and other Meals TBA)
How will You Fund the Event	Families Pay and we plan to fundraise to offset the cost.
Value to the Athletes	This tournament's goal is for dance teams to fulfill their maximum potential as athletes and to be recognized and appreciated for their skill. There are more diverse teams, judges and performance levels that will provide a huge growth opportunity for our students to expand their dance vocabulary with a broader experience. There are also amazing college connections, master classes and networking opportunities that our student athletes do not get access to otherwise.
Names of Chaperones	4 Coaches: Vicki Shifley, Paige Gruber, Julia Beard, Lauren Becmer (anticipated pending Board Approval)
Date and Time Leaving for the Event	February 12, pm flight
Date and Time Returning from the Event	February 17, am flight
Approval from Athletic Director	<i>Thomas S. Kas</i>
Approval from Principal	<i>Greg Schmidt 5/6/24</i>



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 • Fax: 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

May 8, 2024

Dear Esteemed Members of the Board of Education,

We have two proposals for teams to compete in overnight State Competitions: Special Olympics and Bass Fishing.

This year, members of our Special Olympics team, under the direction Head Coach Ms. Allison Barker and Assistant Coach Ryan Reynolds, performed well by qualifying for the State Competition. In total, 6 athletes qualified to attend the Special Olympics of Illinois State Competition in Bloomington, IL. The current plan is to arrive Friday, June 7th in Bloomington/Normal with the Special Olympics group. Students and chaperones will stay overnight Friday and travel home on Saturday, June 8th at the conclusion of the competition. Both Allison Barker (Sponsor/Head Coach) and Ryan Reynolds (Co-Sponsor/Asst Coach) will attend the competition.

Secondly, our Bass Fishing team, coached by David Blanke and Andy Flaker, performed well in the Sectionals to qualify for the State Competition. Two of our students qualified to attend the Bass Fishing IHSA State Competition at Carlyle Lake. The current plan is for the team to leave Wednesday, May 15th, pre-fish the lake on Thursday May 16th, and compete on Friday, May 17th and Saturday, May 18th. The group will return home on the evening of Saturday, May 18th. Both David Blanke and Andy Flaker will attend the competition.

I have attached a spreadsheet with projected costs for the overnight trips for your perusal. We wholeheartedly appreciate your support of our Special Olympics and Bass Fishing student competitors.

You have been so supportive of our student groups and we would love the opportunity to bring home state awards this year to Grant Community High School. Thank you for your time and your consideration.

Sincerely,

Kevin Geist
Assistant Director of Activities & Athletics

Co-Curricular Club or Activity	ACTIVE 23-24	ACTIVE 24-25	2024-2025 SPONSOR(S)
Academic Team	Yes	Yes	Chris Van Alstine and Lauren Becmer (Asst.)
American Sign Language Club	Yes	Yes	Alana Stephens
Anime Club	No	Yes	TBA
Art Club	Yes	Yes	TBA
Baking Club	N/A	Potential Pilot	Christi Flaker
Band Program	Yes	Yes	Ellen Skolar
Bass Fishing	Yes	Yes	Dave Blanke and Andy Flaker (Asst.)
Black Student Union	Yes	Yes	TBA
Bulldog Buddies	Yes	Yes	Jessica Mitchell and Marissa Myers (split)
Canine Connections Club	Yes	Yes	Cheryl Trevithick
Chess Team	Yes	Yes	TBA
Choir Program	Yes	Yes	Krista Koske
Computer Science Club	Yes	Yes	Meghan McKinney
Creative Fiber Arts Club	N/A	Potential Pilot	Meghan McKinney
Debate Team	Yes	Yes	Max Boton
Disc Golf	No	Yes	TBA
eSports	Yes	Yes	Dan Nitz
Environmental Club	Yes	Yes	Laura Widenhoefer
Fall Flags	Yes	Yes	Bridgette Bennett
Fall Play	Yes	Yes	Jeff Austin (Director), Rodd Hansen (Co-Set Designer), Stephanie Ashmore (Co-Set Designer), Kim Christensen (Costumer)
FBLA	Yes	Yes	Jon Schaap
FCCLA	Yes	Yes	Patricia Qasabian
Fellowship of Christian Athletes	Yes	Yes	Mark Jolcover
Film Club	Yes	Yes	TBA
Freshman Class	Yes	Yes	Allison Barker
Gamers Club	Yes	Yes	Emmy Diana
Girls Flag Football Club	N/A	Potential Pilot	Cassi Reid
GSA	Yes	Yes	Jill Schroeder
Guitar Club	Yes	Yes	Luke Fischer
Jazz Band	Yes	Yes	Ellen Skolar
Junior Class	Yes	Yes	Tracy Highley and Trisha Crambes (split)
Latinx Club	Yes	Yes	Liz Rohrbach
Marching Band	Yes	Yes	Ellen Skolar and Austin Caraher (Asst.)

Math Team	Yes	Yes	Eric Weinmann and Marty Grum (Asst.)
MEDS	Yes	Yes	Cassi Reid
National Art Honor Society	Yes	Yes	TBA
National Honor Society	Yes	Yes	Chris Robinson
Pep Band	Yes	Yes	Allison Barker
Science Club	Yes	Yes	Michael Anderson
Senior Class	Yes	Yes	Stephanie Lesperance and Nikki Frett (split)
Snow Dogs	Yes	Yes	Kristen Arndt and Michelle Vendegna (Asst.)
Sophomore Class	Yes	Yes	Amy Gunsallus
Special Olympics	Yes	Yes	Allison Barker and TBA (Asst.)
Speech Team	Yes	Yes	Trisha Crambes and Marissa Myers (Asst.)
Spring Musical	Yes	Yes	Jeff Austin (Director), Stephanie Ashmore (Co-Set Director), Rodd Hansen (Co-Set Director), Brooke Nagra (Choreographer), Ellen Skolar (Pit Director), Kim Christensen (Costumer), and Krista Koske (Choral Director)
Student Council	Yes	Yes	Payton Montemayor
Table Tennis Club	Yes	Yes	Michael Anderson
Winter Guard	Yes	Yes	Rita Gier

FALL COACHING STAFF RECOMMENDATIONS 2024 - 2025

Head Varsity	Tim Norwood	Football
Assistant	Kevin Art	
Assistant	Joe Bridge	
Assistant	Josh Christian	
Assistant	Jim Cramer	
Assistant	Tom Evans	
Assistant	Mark Jolcover	
Assistant	Peter Laubenstein	
Assistant	David Mills	
Assistant	Kyle Whitman	
Assistant	Charles Williams/David Whitson (Split Stipend)	
Head Varsity	Max Boton	Girls' Tennis
Assistant	Justin Strebel	
Head Varsity	JP Gizowski	Girls' Volleyball
Assistant	Rachel Bicknase	
Assistant	Sienna Kallner	
Assistant	Alex Sullivan	
Assistant	Emily Weber	
Head Varsity	Benjamin Burnet	Boys' Soccer
Assistant	Tyler Clausen	
Assistant	Bob Janusz	
Assistant	OPEN	
Head Varsity	Jeff Durlak	Cross Country
Assistant	Jeff Harvey	
Head Varsity	John Eiduke	Boys' Golf
Assistant	Matt Lukemeyer	
Head Varsity	AJ Havenga	Girls' Golf
Assistant	Corey Hutcheson	
Head Varsity	Marissa Kelley	Sideline Cheer
Assistant	Sarah Brezinski	
Assistant	Joseph Califf	
Assistant	Nick Peterson	
Head Varsity	Vicki Shifley	Sideline Dance
Assistant	Julia Beard/Lauren Becmer (Split Stipend)	
Assistant	Paige Gruber	
Fall Event Coordinator	OPEN	

April 19, 2024

Dear Mrs. Lukemeyer,

I am writing to formally resign my position as EL/Bilingual Teacher at Grant Community High School effective the last day of school, May 21, 2024. Please consider this letter as my formal notice and let me know how I can assist with this transition period. Thank you for the opportunity.

Sincerely,



Carmen Terselic



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 • Fax: 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

May 10th, 2024

To the Board of Education, Dr. Sefcik, Dr. Schmidt, and Ms. Lukemeyer,

I am writing to resign from my position at Grant Community High School, effective at the end of the 2023-2024 school year. Though I have loved my last ten years here, I am moving into an administrator position at another school. The experiences and memories I have gained during my time here are ones that I will always cherish - especially working alongside dedicated colleagues and inspiring students. Thank you for your understanding and support in this job transition.

Sincerely,

Ashley Gaura

GCHS English teacher

May 16, 2024

Grant Community High School
285 E. Grand Avenue
Fox Lake, IL 60020

Dear Tina Sonders,

Please accept this letter as my formal resignation from my position as a Special Education teacher at Grant Community High School effective at the end of the 2023/2024 school year. I have been provided an opportunity that I feel is not only best for myself but for my future family.

I want to thank you for all of your guidance throughout my time at Grant Community High School. I consider myself very fortunate to have had you and the rest of the Special Education department to lean on whenever times were tough (queue my first year during COVID). I would also like to thank Eric Taubery, Mike Werner, and the rest of the math department for all of their help along the way. I will surely miss my time within the Blue Hallway... just maybe not the bathrooms.

I will provide all of my teaching materials upon request along with any assistance you may need as you transition the role to a new teacher over the summer months.

I have enjoyed my time here at GCHS as I have worked to advance my craft as not only a special educator but also as a coach for my Special Olympians. I wish you all of the best during this hiring process and for the years ahead. Thank you again for giving me the opportunity to not only work at GCHS but for granting me the ability to succeed as an educator.

With gratitude,

A handwritten signature in cursive script that reads "Ryan Reynolds". The signature is written in black ink and is positioned above the printed name.

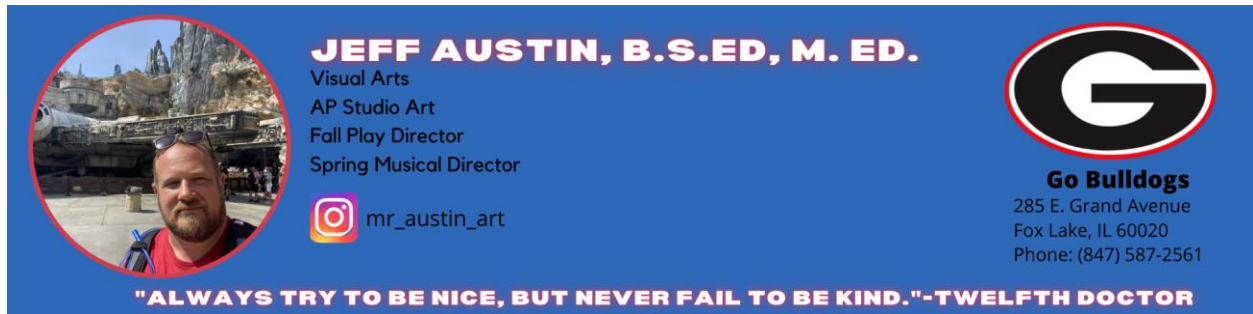
Ryan Reynolds

From: Austin, Jeffrey <jaustin@grantbulldogs.org>
Sent: Tuesday, April 30, 2024 12:13 PM
To: Geist, Kevin <KGeist@grantbulldogs.org>; Miller, Nate <nmiller@grantbulldogs.org>
Subject: Re: 2024-2025 Sponsors


Good Afternoon,


I will be officially stepping down as Art Club Sponsor for the 2024-2025 school year.

Thank You,



JEFF AUSTIN, B.S.ED, M. ED.
Visual Arts
AP Studio Art
Fall Play Director
Spring Musical Director

 [mr_austin_art](https://www.instagram.com/mr_austin_art)


Go Bulldogs
285 E. Grand Avenue
Fox Lake, IL 60020
Phone: (847) 587-2561

"ALWAYS TRY TO BE NICE, BUT NEVER FAIL TO BE KIND."-TWELFTH DOCTOR

Date: April 25, 2024

To: Grant Community High School Board of Education

From: Debbie Carole

Re: Retirement

Dear Board of Education,

Please accept this letter as notice of my retirement, effective May 21, 2024.

I have enjoyed working at Grant High School for the past 40 years and wish to thank you for the opportunity to serve my community and the students who live here. I have learned a great deal over my many years and hope that my contributions to Grant were as valuable to you as well.

Even though I look forward to retiring, I will certainly miss being a part of the transportation team and the school as a whole.

Please let me know if you have questions for me or if there is anything I can do to be of help during these final days leading up to my departure. I believe that the past year spent working with and advising my replacement, will benefit the department greatly making for a smooth transition.

Respectively,

Debbie Carole

From: "Jones, Vernon" <VJones@grantbulldogs.org>

Date: April 11, 2024 at 4:27:54 PM CDT

To: "Geist, Ryan" <rgeist@grantbulldogs.org>

Subject: Retirement for Vern Jones

It has been difficult for me to finally reach my decision to leave my Security Lead position here at Grant however after 8 years my body tells me that the time has come. So at the conclusion of this school year the time has come to stop and smell the roses after 49 years in the working world.

In my heart, I know I will always be a Bulldog and I will miss the students and friends I have made over the last few years. Thank you for giving me this opportunity to ensure a safe learning environment for the staff and students and especially for your support year after year. Please free to give me a call if you need anything. My wife of 40 years and I plan to do some traveling but with family located close by we plan to remain in the area.

Best wishes to everyone who I have touched in the Grant Family and continued success in shaping the future leaders.

Vern Jones - Grant HS SECURITY Lead

APRIL 22, 2024

TO: GRANT Community HIGH School

FROM: LAWRENCE STENZEL

TO WHOM IT MAY CONCERN:

THIS LETTER IS TO INFORM EVERYONE THAT I WANT TO BE RETIRED IN TWO WEEKS, WHICH WOULD BE MAY 5, 2024.

REASON: PERSONAL MATTERS PERTAINING TO FAMILY AND EXTENDED FAMILY, WHICH REQUIRE MY PERSONAL ATTENTION AND PRESENCE, INCLUDING THE FIRST WEEK OF JUNE, 2024.

ALL THIS MEANS THERE IS THE CHANCE THAT THERE COULD BE DAYS OF MISSING WORK.

APRIL 22, 2024 LAWRENCE STENZEL
Lawrence Stenzel

FAMILY AND MEDICAL LEAVE REQUEST FORM

Name: **Therese Feuling**

Title: **Attendance**

Seniority Date: **4/27/2018**

Date of Request: **4/17/2024**

PURPOSE OF LEAVE (check one):

- Birth of Child
- Expected placement of child for adoption
- Expected placement of child for foster care
- Serious illness of family member
Name of family member: Jerry Feuling
Relationship to employee: Son
- Employee's serious illness

LEAVE DATES Beginning: **April 17, 2024** Ending: **After use of 60 days**

TYPE OF LEAVE (check one):

- Continuous
- Intermittent basis
Schedule requested: Upon completion of 60 days
- Reduced schedule
Schedule requested: _____

This form is to be completed either by the employee requesting leave or the employer's designated representative to whom the request is made. Attach any written leave requests from the employee to this form.



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 • fax 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

FAMILY AND MEDICAL LEAVE REQUEST APPROVAL FORM

TO: Therese Feuling

The Board of Education is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "Act") of 1993. This is to notify you that your leave request has been granted. Your leave is scheduled to **begin on April 17, 2024** and is scheduled to **end after use of 60 days**. The stated purpose for your leave is **serious illness of a family member** and it will be taken on the following basis:

- Continuous basis
- Intermittent basis
Schedule of leave: Upon completion of 60 days
- Reduced schedule
Schedule of leave: _____

This is also to notify you that the Board will require you to substitute N/A (days) (weeks) of your accrued paid N/A time for N/A (days) (weeks) of your unpaid FMLA leave.

President, Board of Education

Date

District Type:

- School District
- Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2023 - June 30, 2024

Accounting Basis:

- Cash
- Accrual

Is this an amended budget? Yes _____

Date of Amended Budget: 03/21/2024
(MM/DD/YY)

District Name: Grant CHSD 124

District RCDT No: 34049124016

Balanced budget; no Deficit Reduction Plan is required.

If your FY2023 AFR states that you need to do a deficit reduction plan and your FY2024 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Grant CHSD 124, County of Lake, State of Illinois, for the Fiscal Year beginning July 1, 2023 and ending June 30, 2024.

WHEREAS the Board of Education of Grant CHSD 124, 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 16th day of May, 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, 2023 and ending June 30, 2024.

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 16th day of May, 2024 by a roll call vote of _____ Yeas, and _____ Nays, to wit:

** MEMBERS VOTING YEA:	** MEMBERS VOTING NAY:

* 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?js=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	L
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, 2023		28,016,794	1,952,787	0	1,386,772	1,132,301	0	4,244,731	0	0	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	20,197,080	4,932,854	0	1,524,290	968,443	0	331,732	0	0	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	7,450,698	50,000	0	1,901,049	0	0	0	0	0	
8	FEDERAL SOURCES	4000	2,031,412	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		29,679,190	4,982,854	0	3,425,339	968,443	0	331,732	0	0	
10	Receipts/Revenues for "On Behalf" Payments ²	3998	15,800,000									
11	Total Receipts/Revenues		45,479,190	4,982,854	0	3,425,339	968,443	0	331,732	0	0	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	16,656,094				317,424			0	0	
14	SUPPORT SERVICES	2000	10,748,857	3,659,933		4,167,886	593,596	4,500,000		0	0	
15	COMMUNITY SERVICES	3000	208,700	0		0	4,373			0	0	
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,110,458	123,597	0	0	53,050	0		0	0	
17	DEBT SERVICES	5000	0	0	0	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		29,724,109	3,783,530	0	4,167,886	968,443	4,500,000		0	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	15,800,000	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		45,524,109	3,783,530	0	4,167,886	968,443	4,500,000		0	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(44,919)	1,199,324	0	(742,547)	0	(4,500,000)	331,732	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				742,547		3,000,000				
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
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										
36	Premium on Bonds Sold	7220										
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			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						1,500,000				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	0	0	742,547	0	4,500,000	0	0	0	0

231

	A	B	C	D	E	F	G	H	I	J	K	L
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	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							3,742,547			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
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										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund	8170										
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										
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										
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		1,500,000								
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		0	1,500,000	0	0	0	0	3,742,547	0	0	
80	Total Other Sources/Uses of Fund		0	(1,500,000)	0	742,547	0	4,500,000	(3,742,547)	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2024		27,971,875	1,652,111	0	1,386,772	1,132,301	0	833,916	0	0	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2023		260,699									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	20,650									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	20,650									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		0									
89	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2024		260,699									
90												

232

	A	B	C	D	E	F	G	H	I	J	K	L
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, 2023		28,277,493	1,952,787	0	1,386,772	1,132,301	0	4,244,731	0	0	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	20,217,730	4,932,854	0	1,524,290	968,443	0	331,732	0	0	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
95	STATE SOURCES	3000	7,450,698	50,000	0	1,901,049	0	0	0	0	0	
96	FEDERAL SOURCES	4000	2,031,412	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		29,699,840	4,982,854	0	3,425,339	968,443	0	331,732	0	0	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	15,800,000	0	0	0	0	0		0	0	
99	Total Receipts/Revenues		45,499,840	4,982,854	0	3,425,339	968,443	0	331,732	0	0	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	16,676,744				317,424			0		
102	SUPPORT SERVICES	2000	10,748,857	3,659,933		4,167,886	593,596	4,500,000		0	0	
103	COMMUNITY SERVICES	3000	208,700	0		0	4,373			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	2,110,458	123,597	0	0	53,050	0		0	0	
105	DEBT SERVICES	5000	0	0	0	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures ⁹		29,744,759	3,783,530	0	4,167,886	968,443	4,500,000		0	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	15,800,000	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		45,544,759	3,783,530	0	4,167,886	968,443	4,500,000		0	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(44,919)	1,199,324	0	(742,547)	0	(4,500,000)	331,732	0	0	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	0	0	742,547	0	4,500,000	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		0	1,500,000	0	0	0	0	3,742,547	0	0	
117	Total Other Sources/Uses of Fund		0	(1,500,000)	0	742,547	0	4,500,000	(3,742,547)	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2024		28,232,574	1,652,111	0	1,386,772	1,132,301	0	833,916	0	0	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
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	19,245,574	1,127,911		797,000		0		0	0	21,170,485
125	Employee Benefits	200	2,465,224	173,322		165,900	968,443	0		0	0	3,772,889
126	Purchased Services	300	3,044,929	1,121,597	0	2,916,386		0		0	0	7,082,912
127	Supplies & Materials	400	2,273,620	960,000		168,500		0		0	0	3,402,120
128	Capital Outlay	500	516,026	400,000		120,000		4,500,000		0	0	5,536,026
129	Other Objects	600	2,178,736	700	0	100	0	0		0	0	2,179,536
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0		0		0	0	0
132	Total Expenditures		29,724,109	3,783,530	0	4,167,886	968,443	4,500,000		0	0	43,143,968

	A	B	C	D	E	F	G	H	I	J	K
1			(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	BEGINNING CASH BALANCE ON HAND (without Student Activity Funds)7 as of July 1, 2023		28,016,409	1,952,772	0	1,386,772	1,132,301	0	4,244,731	0	0
4	Total Direct Receipts & Other Sources ⁸		29,679,190	4,982,854	0	4,167,886	968,443	4,500,000	331,732	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		29,679,190	4,982,854	0	4,167,886	968,443	4,500,000	331,732	0	0
12	Total Amount Available		57,695,599	6,935,626	0	5,554,658	2,100,744	4,500,000	4,576,463	0	0
13	Total Direct Disbursements & Other Uses ⁹		29,724,109	5,283,530	0	4,167,886	968,443	4,500,000	3,742,547	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		29,724,109	5,283,530	0	4,167,886	968,443	4,500,000	3,742,547	0	0
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2024		27,971,490	1,652,096	0	1,386,772	1,132,301	0	833,916	0	0
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND7 as of July 1, 2023		260,699								
24	Total Direct Receipts & Other Sources ⁸		20,650								
25	Total Amount Available		281,349								
26	Total Direct Disbursements & Other Uses ⁹		20,650								
27	Activity funds ENDING CASH BALANCE ON HAND7 as of June 30, 2024		260,699								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds)7 as of July 1, 2023		28,277,108	1,952,772	0	1,386,772	1,132,301	0	4,244,731	0	0
30	Total Direct Receipts & Other Sources ⁸		29,699,840	4,982,854	0	4,167,886	968,443	4,500,000	331,732	0	0
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		29,699,840	4,982,854	0	4,167,886	968,443	4,500,000	331,732	0	0
33	Total Amount Available		57,976,948	6,935,626	0	5,554,658	2,100,744	4,500,000	4,576,463	0	0
34	Total Direct Disbursements & Other Uses ⁹		29,744,759	5,283,530	0	4,167,886	968,443	4,500,000	3,742,547	0	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		29,744,759	5,283,530	0	4,167,886	968,443	4,500,000	3,742,547	0	0
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds)7 as of June 30, 2024		28,232,189	1,652,096	0	1,386,772	1,132,301	0	833,916	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
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ^{11 (1110-1120)}	-	17,601,636	4,599,354		1,524,280			306,732		
6	Leasing Purposes Levy ¹²	1130									
7	Special Education Purposes Levy	1140									
8	FICA and Medicare Only Levies	1150					928,443				
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		17,601,636	4,599,354	0	1,524,280	928,443	0	306,732	0	0
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230	685,944				30,000				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		685,944	0	0	0	30,000	0	0	0	0
19	TUITION	1300									
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	58,000								
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		58,000								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
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									

235

	A	B	C	D	E	F	G	H	I	J	K
1			(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
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									
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					0					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	850,000	326,500		10	10,000		25,000		
66	Gain or Loss on Sale of Investments	1520									
67	Total Earnings on Investments		850,000	326,500	0	10	10,000	0	25,000	0	0
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611									
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613	550,000								
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	Total Food Service		550,000								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711	35,000								
78	Admissions - Other	1719	1,000								
79	Fees	1720									
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790	415,000								
82	Student Activity Fund Revenues	1799	20,650								
83	Total District/School Activity Income (without Student Activity Funds 1799)		451,000	0							
84	Total District/School Activity Income (with Student Activity Funds 1799)		471,650								
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									
98	Contributions and Donations from Private Sources	1920									
99	Impact Fees from Municipal or County Governments	1930		5,000							
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950									
102	Payments of Surplus Moneys from TIF Districts	1960									
103	Drivers' Education Fees	1970									
104	Proceeds from Vendors' Contracts	1980	0	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									
109	Other Local Revenues (Describe & Itemize)	1999	500	2,000							
110	Total Other Revenue from Local Sources		500	7,000	0	0	0	0	0	0	0

236

	A	B	C	D	E	F	G	H	I	J	K
1			(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
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	20,197,080	4,932,854	0	1,524,290	968,443	0	331,732	0	0
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		20,217,730								
113	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
114	Flow-Through Revenue from State Sources	2100									
115	Flow-Through Revenue from Federal Sources	2200									
116	Other Flow-Through Revenue (Describe & Itemize)	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	7,075,697								
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	Total Unrestricted Grants-in-Aid		7,075,697	0	0	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private Facility Tuition	3100	285,245								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120	10,000								
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other (Describe & Itemize)	3199									
134	Total Special Education		295,245	0		0					
135	CAREER AND TECHNICAL EDUCATION (CTE)										
136	CTE - Technical Education - Tech Prep	3200									
137	CTE - Secondary Program Improvement (CTEI)	3220	35,698								
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235									
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other (Describe & Itemize)	3299									
143	Total Career and Technical Education		35,698	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	1,500								
149	School Breakfast Initiative	3365									
150	Driver Education	3370	41,000								
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other (Describe & Itemize)	3499									
153	TRANSPORTATION										
154	Transportation - Regular and Vocational	3500				45,276					
155	Transportation - Special Education	3510				1,855,773					
156	Transportation - Other (Describe & Itemize)	3599									
157	Total Transportation		0	0		1,901,049	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695									

237

	A	B	C	D	E	F	G	H	I	J	K
1			(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
161	Early Childhood - Block Grant	3705									
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									
170	Other Restricted Revenue from State Sources <i>(Describe & Itemize)</i>	3999	1,558	50,000							
171	Total Restricted Grants-In-Aid		375,001	50,000	0	1,901,049	0	0	0	0	0
172	Total Receipts/Revenues from State Sources	3000	7,450,698	50,000	0	1,901,049	0	0	0	0	0
173	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
174	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. <i>(Describe & Itemize)</i>	4009									
177	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	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. <i>(Describe & Itemize)</i>	4090									238
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 <i>(Describe & Itemize)</i>	4199									
190	Total Title V		0	0		0	0				
191	FOOD SERVICE										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210	450,000								
194	Special Milk Program	4215									
195	School Breakfast Program	4220	32,000								
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 <i>(Describe & Itemize)</i>	4299									
200	Total Food Service		482,000				0				
201	TITLE I										
202	Title I - Low Income	4300	201,582								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other <i>(Describe & Itemize)</i>	4399									
206	Total Title I		201,582	0		0	0				
207	TITLE IV										
208	Title IV - Student Support & Academic Enrichment Grant	4400	14,440								
209	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									

	A	B	C	D	E	F	G	H	I	J	K
1			(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
210	Title IV - 21st Century	4421									
211	Title IV - Other (Describe & Itemize)	4499									
212	Total Title IV		14,440	0		0	0				
213	FEDERAL - SPECIAL EDUCATION										
214	Federal Special Education - Preschool Flow-Through	4600									
215	Federal Special Education - Preschool Discretionary	4605									
216	Federal Special Education - IDEA Flow Through	4620	511,079								
217	Federal Special Education - IDEA Room & Board	4625	325,000								
218	Federal Special Education - IDEA Discretionary	4630									
219	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
220	Total Federal Special Education		836,079	0		0	0				
221	CTE - PERKINS										
222	CTE - Perkins-Title III E Tech Prep	4770	21,596								
223	CTE - Other (Describe & Itemize)	4799									
224	Total CTE - Perkins		21,596	0			0				
225	Federal - Adult Education	4810									
226	ARRA - General State Aid - Education Stabilization	4850									
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									239
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	17,700								
260	McKinney Education for Homeless Children	4920									
261	Title II - Eisenhower - Professional Development Formula	4930									
262	Title II - Teacher Quality	4932	41,735								
263	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
264	Federal Charter Schools	4960									
265	State Assessment Grants	4981									

	A	B	C	D	E	F	G	H	I	J	K
1			(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
266	Grant for State Assessments and Related Activities	4982									
267	Medicaid Matching Funds - Administrative Outreach	4991	85,000								
268	Medicaid Matching Funds - Fee-For-Service Program	4992									
269	Other Restricted Grants Received from Fed. Govt. thru State <i>(Describe & Itemize)</i>	4998	331,280								
270	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		2,031,412	0	0	0	0	0		0	0
271	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	2,031,412	0	0	0	0	0	0	0	0
272	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		29,679,190	4,982,854	0	3,425,339	968,443	0	331,732	0	0
273	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		29,699,840								

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
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	9,081,776	402,471	64,640	465,854	15,500	3,700	0	0	10,033,941
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125									0
8	Special Education Programs (Functions 1200 - 1220)	1200	1,887,971	192,479	1,306,000	21,240					3,407,690
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250									0
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400	848,702	26,119	3,700	94,216	19,742	9,000			1,001,479
14	Interscholastic Programs	1500	1,414,249	97,775	172,000	126,000	14,000	47,250			1,871,274
15	Summer School Programs	1600	110,407	6,866							117,273
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700	208,826	2,611	6,900	6,100					224,437
18	Bilingual Programs	1800									0
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									0
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									241
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						20,650			20,650
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	13,551,931	728,321	1,553,240	713,410	49,242	59,950	0	0	16,656,094
35	Total Instruction¹⁴ (With Student Activity Funds 1999)	1000	13,551,931	728,321	1,553,240	713,410	49,242	80,600	0	0	16,676,744
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	434,896	19,168		5,000					459,064
39	Guidance Services	2120	1,011,469	52,022	19,000	19,600		1,600			1,103,691
40	Health Services	2130	96,373		6,500	2,100					104,973
41	Psychological Services	2140	263,884	7,699							271,583
42	Speech Pathology & Audiology Services	2150	113,631	3,318		350					117,299
43	Other Support Services - Pupils (Describe & Itemize)	2190			25,000	2,700		25,000			52,700
44	Total Support Services - Pupil	2100	1,920,253	82,207	50,500	29,750	0	26,600	0	0	2,109,310
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	1,181,201	286,690	249,190	413,647	22,751	900			2,154,379
47	Educational Media Services	2220	239,780	17,451		61,983	19,995	200			339,409
48	Assessment & Testing	2230									0
49	Total Support Services - Instructional Staff	2200	1,420,981	304,141	249,190	475,630	42,746	1,100	0	0	2,493,788
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	33,904	901,152	462,197	18,500		20,000			1,435,753
52	Executive Administration Services	2320	231,261	31,331							262,592
53	Special Area Administration Services	2330									0
54	Tort Immunity Services	2361, 2365	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	265,165	932,483	462,197	18,500	0	20,000	0	0	1,698,345
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	684,366	161,385	4,000	45,000		17,500			912,251
58	Other Support Services - School Administration (Describe & Itemize)	2490									0
59	Total Support Services - School Administration	2400	684,366	161,385	4,000	45,000	0	17,500	0	0	912,251

	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
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	20,360	3,762							24,122
62	Fiscal Services	2520	385,998	96,352	124,810	15,000		3,500			625,660
63	Operation & Maintenance of Plant Services	2540	263,009			16,000					279,009
64	Pupil Transportation Services	2550									0
65	Food Services	2560	368,000	84,000	217,000	501,500	20,000	1,900			1,192,400
66	Internal Services	2570				24,504	189,038				213,542
67	Total Support Services - Business	2500	1,037,367	184,114	341,810	557,004	209,038	5,400	0	0	2,334,733
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	350,511	72,573	120,520	429,326	215,000				1,187,930
72	Staff Services	2640									0
73	Data Processing Services	2660			12,500						12,500
74	Total Support Services - Central	2600	350,511	72,573	133,020	429,326	215,000	0	0	0	1,200,430
75	Other Support Services - Misc. (Describe & Itemize)	2900									0
76	Total Support Services	2000	5,678,643	1,736,903	1,240,717	1,555,210	466,784	70,600	0	0	10,748,857
77	COMMUNITY SERVICES (ED)	3000	15,000		188,500	5,000		200			208,700
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			62,472			20,000			82,472
81	Payments for Special Education Programs	4120						1,449,340			1,449,340
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140						578,646			578,646
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			62,472			2,047,986			2,110,458
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220									0
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						0			0
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			62,472			2,047,986			2,110,458
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))		19,245,574	2,465,224	3,044,929	2,273,620	516,026	2,178,736	0	0	29,724,109

	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
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		19,245,574	2,465,224	3,044,929	2,273,620	516,026	2,199,386	0	0	29,744,759
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(44,919)
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(44,919)
120											
121	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	1,127,911	173,322	998,000	960,000	400,000	700			3,659,933
129	Pupil Transportation Services	2550									0
130	Food Services	2560									0
131	Total Support Services - Business	2500	1,127,911	173,322	998,000	960,000	400,000	700	0	0	3,659,933
132	Other Support Services - Misc. (Describe & Itemize)	2900									0
133	Total Support Services	2000	1,127,911	173,322	998,000	960,000	400,000	700	0	0	3,659,933
134	COMMUNITY SERVICES (O&M)	3000									0
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			110,097						110,097
139	Payments for CTE Program	4140			13,500						13,500
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0
141	Total Payments to Other Dist & Govt Units (In-State)	4100			123,597			0			123,597
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									0
143	Total Payments to Other Dist & Govt Unit	4000			123,597			0			123,597
144	DEBT SERVICE (O&M)	5000									
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)	6000									0
155	Total Direct Disbursements/Expenditures		1,127,911	173,322	1,121,597	960,000	400,000	700	0	0	3,783,530
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										1,199,324
157											
158	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)	5000									
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									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
171	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200									0
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ <i>(Lease/Purchase Principal Retired) (Describe & Itemize)</i>	5300									0
175	Debt Service - Other <i>(Describe & Itemize)</i>	5400									0
176	Total Debt Service	5000			0			0			0
177	PROVISION FOR CONTINGENCIES (DS)	6000									0
178	Total Direct Disbursements/Expenditures				0			0			0
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550	797,000	165,900	2,916,386	168,500	120,000	100			4,167,886
187	Other Support Services - Business <i>(Describe & Itemize)</i>	2900									0
188	Total Support Services	2000	797,000	165,900	2,916,386	168,500	120,000	100	0	0	4,167,886
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									244
197	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	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 <i>(Describe & Itemize)</i>	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 <i>(Lease/Purchase Principal Retired) (Describe & Itemize)</i>	5300									0
211	Debt Service - Other <i>(Describe & Itemize)</i>	5400									0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		797,000	165,900	2,916,386	168,500	120,000	100	0	0	4,167,886
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(742,547)
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100									0
220	Pre-K Programs	1125		165,269							165,269
221	Special Education Programs (Functions 1200-1220)	1200		83,782							83,782
222	Special Education Programs Pre-K	1225									0
223	Remedial and Supplemental Programs K-12	1250									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
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400		9,048							9,048
227	Interscholastic Programs	1500		55,310							55,310
228	Summer School Programs	1600		1,567							1,567
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700		2,448							2,448
231	Bilingual Programs	1800									0
232	Truant Alternative & Optional Programs	1900									0
233	Total Instruction	1000		317,424							317,424
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		11,015							11,015
237	Guidance Services	2120		18,960							18,960
238	Health Services	2130		14,433							14,433
239	Psychological Services	2140		2,889							2,889
240	Speech Pathology & Audiology Services	2150		1,524							1,524
241	Other Support Services - Pupils (Describe & Itemize)	2190									0
242	Total Support Services - Pupil	2100		48,821							48,821
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		30,446							30,446
245	Educational Media Services	2220		9,781							9,781
246	Assessment & Testing	2230									0
247	Total Support Services - Instructional Staff	2200		40,227							40,227
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		141							141
250	Executive Administration Services	2320		18,853							18,853
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		18,994							18,994
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		34,106							34,106
257	Other Support Services - School Administration (Describe & Itemize)	2490									0
258	Total Support Services - School Administration	2400		34,106							34,106
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510		1,778							1,778
261	Fiscal Services	2520		21,913							21,913
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		203,606							203,606
264	Pupil Transportation Services	2550		131,883							131,883
265	Food Services	2560		57,684							57,684
266	Internal Services	2570									0
267	Total Support Services - Business	2500		416,864							416,864
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		34,584							34,584
272	Staff Services	2640									0
273	Data Processing Services	2660									0
274	Total Support Services - Central	2600		34,584							34,584
275	Other Support Services - Misc. (Describe & Itemize)	2900									0
276	Total Support Services	2000		593,596							593,596
277	COMMUNITY SERVICES (MR/SS)	3000		4,373							4,373
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120		53,050							53,050
281	Payments for CTE Programs	4140									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
282	Total Payments to Other Dist & Govt Units	4000		53,050							53,050
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			968,443				0			968,443
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530					4,500,000				4,500,000
299	Other Support Services - Business (Describe & Itemize)	2900									0
300	Total Support Services	2000	0	0	0	0	4,500,000	0	0		4,500,000
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									246
309	Total Direct Disbursements/Expenditures		0	0	0	0	4,500,000	0	0		4,500,000
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(4,500,000)
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

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
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
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	247
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

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
396	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	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 <i>(Describe & Itemize)</i>	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 <i>(Describe & Itemize)</i>	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
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									248
423	Debt Service - Interest on Long-Term Debt	5200									0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ <i>(Lease/Purchase Principal Retired)</i> <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 <i>(Lease/Purchase Principal Retired)</i> <i>(Describe & Itemize)</i>	5300									0

	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
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: OK						
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190	\$ 52,700	Expenses for student activities competition and travel	
6	1290			10-2490			
7	1614			10-2900			
8	1690			10-4190			
9	1790	\$ 415,000	Student Fees	10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890			10-5150			
13	1993			20-2190			
14	1999	\$ 2,500	Misc Revenue from donations	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	\$ 51,558	Misc State Revenue	30-5400			
22	4009			40-2190			
23	4090			40-2900			
24	4199			40-4190			250
25	4299			40-4400			
26	4399			40-5150			
27	4499			40-5300			
28	4699			40-5400			
29	4799			50-2190			
30	4998	\$ 331,280	Federal ESSER Grants	50-2490			
31				50-2900			
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	29,679,190	4,982,854	3,425,339	331,732	38,419,115
Direct Expenditures	29,724,109	3,783,530	4,167,886		37,675,525
Difference	(44,919)	1,199,324	(742,547)	331,732	743,590
Estimated Fund Balance - June 30, 2024	27,971,875	1,652,111	1,386,772	833,916	31,844,674

Balanced budget; no Deficit Reduction Plan is required.

A deficit reduction plan is required if the local board of education adopts (or amends) the 2023-2024 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 2022-2023 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.

	A	B	C	D	E	F	G
1	*School Districts Only		DEFICIT REDUCTION PLAN ESTIMATED BUDGET FY2023-2024				
2							
3	34049124016						
4	<i>District Number</i>						
5	Grant CHSD 124						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		28,016,794	1,952,787	1,386,772	4,244,731	35,601,084
8	RECEIPTS/REVENUES		Acct #				
9	LOCAL SOURCES		1000	20,197,080	4,932,854	1,524,290	331,732
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT		2000	0	0	0	0
11	STATE SOURCES		3000	7,450,698	50,000	1,901,049	0
12	FEDERAL SOURCES		4000	2,031,412	0	0	0
13	Total Receipts/Revenues			29,679,190	4,982,854	3,425,339	331,732
14	DISBURSEMENTS/EXPENDITURES		Funct #				
15	INSTRUCTION		1000	16,656,094			16,656,094
16	SUPPORT SERVICES		2000	10,748,857	3,659,933	4,167,886	18,576,676
17	COMMUNITY SERVICES		3000	208,700	0	0	208,700
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000	2,110,458	123,597	0	2,234,055
19	DEBT SERVICES		5000	0	0	0	0
20	PROVISION FOR CONTINGENCIES		6000	0	0	0	0
21	Total Disbursements/Expenditures			29,724,109	3,783,530	4,167,886	37,675,525
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			(44,919)	1,199,324	(742,547)	331,732
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)			0	0	742,547	0
25	OTHER USES OF FUNDS (8000)			0	1,500,000	0	3,742,547
26	TOTAL OTHER SOURCES/USES OF FUNDS			0	(1,500,000)	742,547	(3,742,547)
27	ESTIMATED ENDING FUND BALANCE			27,971,875	1,652,111	1,386,772	833,916

	A	B	H	I	J	K	L
1	*School Districts Only		ESTIMATED BUDGET FY2024-2025				
2							
3	34049124016						
4	<i>District Number</i>						
5	Grant CHSD 124						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		27,971,875	1,652,111	1,386,772	833,916	31,844,674
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		27,971,875	1,652,111	1,386,772	833,916	31,844,674

	A	B	M	N	O	P	Q
1	*School Districts Only		ESTIMATED BUDGET FY2025-2026				
2							
3	34049124016						
4	<i>District Number</i>						
5	Grant CHSD 124						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		27,971,875	1,652,111	1,386,772	833,916	31,844,674
8	RECEIPTS/REVENUES	Acct #					
9	LOCAL SOURCES	1000					0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000					0
11	STATE SOURCES	3000					0
12	FEDERAL SOURCES	4000					0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES	Funct #					
15	INSTRUCTION	1000					0
16	SUPPORT SERVICES	2000					0
17	COMMUNITY SERVICES	3000					0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS	4000					0
19	DEBT SERVICES	5000					0
20	PROVISION FOR CONTINGENCIES	6000					0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		27,971,875	1,652,111	1,386,772	833,916	31,844,674

	A	B	R	S	T	U	V
1	*School Districts Only		ESTIMATED BUDGET FY2026-2027				
2							
3	34049124016						
4	<i>District Number</i>						
5	Grant CHSD 124						
6	<i>District Name</i>		Educational Fund	Operations & Maintenance Fund	Transportation Fund	Working Cash Fund	Total
7	ESTIMATED BEGINNING FUND BALANCE (must equal prior Ending Fund Balance)		27,971,875	1,652,111	1,386,772	833,916	31,844,674
8	RECEIPTS/REVENUES		Acct #				
9	LOCAL SOURCES		1000				0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT		2000				0
11	STATE SOURCES		3000				0
12	FEDERAL SOURCES		4000				0
13	Total Receipts/Revenues		0	0	0	0	0
14	DISBURSEMENTS/EXPENDITURES		Funct #				
15	INSTRUCTION		1000				0
16	SUPPORT SERVICES		2000				0
17	COMMUNITY SERVICES		3000				0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000				0
19	DEBT SERVICES		5000				0
20	PROVISION FOR CONTINGENCIES		6000				0
21	Total Disbursements/Expenditures		0	0	0		0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures		0	0	0	0	0
23	OTHER SOURCES/USES OF FUNDS						
24	OTHER SOURCES OF FUNDS (7000)						0
25	OTHER USES OF FUNDS (8000)						0
26	TOTAL OTHER SOURCES/USES OF FUNDS		0	0	0	0	0
27	ESTIMATED ENDING FUND BALANCE		27,971,875	1,652,111	1,386,772	833,916	31,844,674

	A	B	W	X	Y	Z
1	*School Districts Only		SUMMARY BUDGET ADDENDUM - DEFICIT REDUCTION PLAN ESTIMATED BUDGET Date of Adoption: <input type="text"/> <i>(Enter as MM/DD/YY)</i>			
2						
3	34049124016					
4	District Number					
5	Grant CHSD 124					
6	District Name		FY2023-2024	FY2024-2025	FY2025-2026	FY2026-2027
7	ESTIMATED BEGINNING FUND BALANCE <i>(must equal prior Ending Fund Balance)</i>		35,601,084	31,844,674	31,844,674	31,844,674
8	RECEIPTS/REVENUES		Acct #			
9	LOCAL SOURCES		1000	26,985,956	0	0
10	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT		2000	0	0	0
11	STATE SOURCES		3000	9,401,747	0	0
12	FEDERAL SOURCES		4000	2,031,412	0	0
13	Total Receipts/Revenues			38,419,115	0	0
14	DISBURSEMENTS/EXPENDITURES		Funct #			
15	INSTRUCTION		1000	16,656,094	0	0
16	SUPPORT SERVICES		2000	18,576,676	0	0
17	COMMUNITY SERVICES		3000	208,700	0	0
18	PAYMENTS TO OTHER DISTRICTS & GOVT. UNITS		4000	2,234,055	0	0
19	DEBT SERVICES		5000	0	0	0
20	PROVISION FOR CONTINGENCIES		6000	0	0	0
21	Total Disbursements/Expenditures			37,675,525	0	0
22	Excess of Receipts/Revenue Over/(Under) Disbursements/Expenditures			743,590	0	0
23	OTHER SOURCES/USES OF FUNDS					
24	OTHER SOURCES OF FUNDS (7000)			742,547	0	0
25	OTHER USES OF FUNDS (8000)			5,242,547	0	0
26	TOTAL OTHER SOURCES/USES OF FUNDS			(4,500,000)	0	0
27	ESTIMATED ENDING FUND BALANCE			31,844,674	31,844,674	31,844,674

Deficit Reduction Plan-Background/Assumptions (School Districts Only)

**Fiscal Year 2023-2024
through Fiscal Year 2026-2027**

Grant CHSD 124 34049124016

Please complete the following schedule and include a brief description to identify any areas of the budget that will be impacted from one year to the next. If the deficit reduction plan relies upon new local revenues, identify contingencies for further budget reductions which will be enacted in the event those new revenues are not available.

1. Background and Narrative of Budget Reductions:

2. Assumptions Used in the Deficit Reduction Plan:

- EBF and Estimated New Tier Funding:

- Equal Assessed Valuation and Tax Rates:

- Employee Salaries and Benefits:

Deficit Reduction Plan-Background/Assumptions (School Districts Only)

Fiscal Year 2023-2024

through Fiscal Year 2026-2027

- Short- and Long-Term Borrowing:

- Educational Impact:

- Other Assumptions:

- Has the district considered shared services or outsourcing (Ex: Transportation, Insurance)? If yes, please explain:

Evidence-Based Funding: Fiscal Year 2024 Spending Plan

GRANT COMM H S DISTRICT 124

Part I: Achieving Student Growth and Making Progress Toward State Education Goals

The questions below allow you to indicate the strategic priorities and strategies that will drive your efforts to achieve student growth and make progress toward state education goals. These may involve investing in any combination of an Organizational Unit's core resources: time, money, people, and programs.

Collaboration Opportunity - Organizational Units may find that Part I is most easily and effectively completed if led by program leaders in consultation with finance leaders.

1) What are the Organizational Unit's strategic goals for student success for the 2023-24 school year? What measures will be used to evaluate progress? (No more than 2000 characters, including spaces.)

MTSS - Students are appropriately placed, best practice instruction that meets needs, aligned instruction with standards and assessments, SEL strategies and protocol in place, clear organizational structures and systems in place, on roads and off-ramps, fluid, common philosophy that every student can learn, common grading/assessment practices. Outcomes: By spring MAP testing, the number of students meeting entrance criteria for Tier II and Tier III interventions will decrease by 5%.

Pathways- Share philosophy that every student can learn, process reaches below 9-12, core content aligned with pathways, student voice guides changes, successful placements and credentialing, authentic learning experiences, staff understand the purpose of pathways and how they can support students, explore personalized learning/competency-based options, decreased credit recovery/dropout rates, increased student engagement and enthusiasm for learning. Outcomes: At the conclusion of the 23/24 school year, we will see an increase in dual credits earned, certifications earned, internships completed and at least 1 ISBE endorsement in place.

SEL – SEL will be integrated across all content areas, staff that works collaboratively, opportunities and PD for staff support, students and staff have strategies, clear Tier I, II, III, competencies are directly addressed, becomes part of who we are/what we do, recognize and respond to cultural expectations, progress monitoring/screening tools are available for students, parents, and staff. Outcomes: By the end of the 23/24 school year, SEL will be included in the curriculum development of new courses; SEL lessons will be incorporated into TEAM classes, all teachers will have completed a DESSA screener for all students.

	Top Strategy 1	Top Strategy 2	Top Strategy 3
2) Select the top three strategies that the Organizational Unit will employ to achieve student growth and make progress toward state education goals. (Select three different responses from the dropdown list.)	Focus increased time and attention on special student groups	Maintain or expand college and career readiness options (e.g., CTE programming, AP/IB programming, dual credit/dual enrollment programming)	Improve programs, curriculum, and/or learning tools
If "Other" was selected in question 2, please describe. (No more than 1000 characters, including spaces.)			

259

Part II: Planned Use of Evidence-Based Funding

The questions below provide an opportunity to document the stakeholders with whom you consulted and the data you analyzed as you determined your strategic allocations of FY 2024 EBF dollars. Key statistics related to EBF distributions are provided for your reference. Form 50-36/50-39 is typically released before current-year appropriations are known. Therefore, the figures provided are for the prior fiscal year.

Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed if led by finance leaders in consultation with program leaders.

Evidence-Based Funding Organizational Unit Results (FY 2023)	Final Resources / Adequacy Target = Percent of Adequacy	Average Student Enrollment	1,820.50	Adequacy Target	\$27,610,294.52
		Final Resources	\$18,753,392.11	Percent of Adequacy	68%
	Base Funding Minimum + Tier Funding = Gross State Contribution	Tier Assignment	1	Gross State Contribution	\$5,872,879.87
		FY23 Base Funding Minimum	\$5,202,204.49	FY 2023 Tier Funding	\$670,675.38
	Within FY 2023 Gross State Contribution, Resources Attributable to Specific Populations	Low-Income Students	\$555,249.21		
		English Learners (Els)	\$13,367.57		
Special Education		\$645,848.83			
	FY 2024 Tier Funding		Funding Type (Select)	*Note: Tier Funding allocations are published annually at https://www.isbe.net/Pages/ebfdistribution.aspx . Amounts are available in early August. Districts are encouraged to use actual funding amounts if they are available before transmitting the budget to ISBE.	
1) FY 2024 Tier Funding Allocation*: Enter the dollar amount of Tier Funding allocated to the Organizational Unit within the FY 2024 Gross State Contribution. Enter "0" if current-year appropriations did not include Tier Funding. Select whether the amount is estimated or actual funding.	\$1,202,817.52		Actual		

		Data Source 1	Data Source 2	Data Source 3		
2)	Select the top three sources of data used to inform the Organizational Unit's planned allocation of EBF dollars. (Select three different responses.)	Attendance data (e.g., chronic absenteeism, graduation or dropout rates)	Student growth and achievement data, disaggregated by student groups	Student discipline and behavior data		
3)	Indicate with which groups the Organizational Unit engaged to inform its intended allocation of EBF dollars. (Select any that apply; otherwise leave blank.)	Bilingual Program Director(s)	Yes	Principals	Yes	Bilingual Parent Advisory Committee
		Special Ed. Program Director(s)	Yes	School Improvement Teams		Other Parent Group(s)
		Other Program Leaders		Teacher or Support Staff Unions	Yes	Community Focus Group(s)
		School Board Members	Yes	Other School Staff	Yes	Other
[Optional] Provide a brief description of the Organizational Unit's process for consulting with internal and external stakeholders in determining the allocation of EBF dollars. (No more than 1000 characters, including spaces.)						
		Priority Investment 1	Priority Investment 2	Priority Investment 3		
4)	Given the data analyzed, the stakeholders consulted, and the priorities identified in Part I, indicate the top three priority investments the Organizational Unit will make with its FY 2024 Base Funding Minimum (e.g., excluding Tier Funding). Choose "Other" if investments do not match the provided list. (Select three different responses. "Other" may be selected more than once if needed.)	Core Intervention Teacher	Specialist Teachers	Core Teachers		
If "Other" was selected in question 4, please describe. (No more than 1000 characters, including spaces.)						

Cost Factor Table

The table below presents the regionally adjusted amount embedded in the Organizational Unit's FY 2023 Adequacy Target for each of the 34 cost factors in the Evidence-Based Funding model (Column F). Column G is required for all Organizational Units that receive at least \$5,000 in Tier Funding, while column H is optional. Organizational Units may choose to provide additional narrative context in Columns I-M to elaborate on the figures included in the table. ISBE has produced guidance for populating the cost factor table. The guidance includes a definition for each cost factor, along with suggestions for using Employee Information System position codes and common expenditure accounts to support a determination of expenditures. This guidance is available at <https://www.isbe.net/ebfspendingplan>.

Column G: If the Organizational Unit will receive at least \$5,000 in FY 2024 Tier Funding (as entered in Q2.1/cell G31), column G is required. Please indicate the Organizational Unit's planned expenditures in FY 2024 from Tier Funds only. Organizational Units are not expected to place a value in each cell. Rather, the table allows for the communication of priority investments with new state resources for the current fiscal year. During years in which there is no new Tier Funding, column G will not be required. During years in which Tier Funding is available, the amount of new Tier Funding entered in Q2.1/cell G31 above must equal the sum in cell G90 below. If some or all Tier Funding is invested outside of the cost factors, enter a dollar amount in cell G89 and provide additional context in the space for a narrative beginning in row 93.

Column H: Optionally, Organizational Units may populate column H with total planned expenditures in FY 2024 for each cost factor from all revenue sources (e.g., not just from EBF). By comparing the figures in column F to the figures entered in column H, the Organizational Unit may engage local stakeholders in productive dialogue about resource allocation decisions.

Cost Factors	Amount in FY 2023 Adjusted Adequacy Target	Budgeted FY 2024 Investments with New Tier Funding [Required]	Budgeted FY 2024 Expenditures (All Resources) [Optional]	Optional District Narratives
Core Investments	Core Teachers	\$6,442,922.66	\$121,324.00	Enter optional context for core investment decisions.
	Specialist Teachers	\$2,147,426.12		
	Instructional Facilitator	\$743,288.49	\$251,128.00	
	Core Intervention Teacher	\$247,490.56		
	Substitute Teachers	\$214,372.54	\$142,302.00	
	Guidance Counselor	\$643,232.32		
	Nurse	\$153,674.25		
	Supervisory Aide	\$269,798.23		
	Librarian	\$247,395.56		
	Librarian Aide	\$179,667.83		
	Principal	\$369,434.03		
	Assistant Principal	\$318,638.24		
	School Site Staff	\$323,740.76		
Subtotal	\$12,301,081.59	\$514,754.00		

Per Student Investments	Gifted	\$163,845.00		<i>Enter optional context for per student investment decisions.</i>
	Professional Development	\$227,562.50	\$151,218.00	
	Instructional Materials	\$489,714.50	\$155,309.52	
	Assessments	\$52,794.50		
	Computer & Tech Equipment	\$1,039,505.50		
	Student Activities	\$1,418,169.50		
	Maintenance & Operations	\$2,233,753.50		
	Central Office	\$1,607,501.50		
	Employee Benefits	\$4,864,161.57		
Subtotal*	\$12,171,228.08	\$306,527.52		
Additional Investments	Low-Income Intervention Teacher	\$361,633.49	\$72,296.00	<i>Enter optional context for additional investment decisions.</i>
	Low-Income Pupil Support Staff	\$361,633.49		
	Low-Income Extended Day Teacher	\$377,324.20		
	Low-Income Summer School Teacher	\$377,324.20		
	EL Intervention Teacher	\$30,634.24	\$148,850.00	
	EL Pupil Support Staff	\$30,634.24		
	EL Extended Day Teacher	\$31,381.41		
	EL Summer School Teacher	\$31,381.41		
	EL Core Teacher	\$38,106.00		
	Sp Ed Teacher	\$964,605.04	\$116,285.00	
	Sp Ed Instructional Assistant	\$382,757.72	\$44,105.00	
	Sp Ed Psychologist	\$150,569.27		
	Subtotal	\$3,137,984.71	\$381,536.00	
Other Investments				
Total**	\$27,610,294.52	\$1,202,817.52	Tier Funding Check (Cell G90) Complete, G90=G31	
<p>*The subtotal for Per Student Investments is a calculated figure that adjusts salary portions of Central Office and Maintenance & Operations to account for regional salary differences. As a result, the sum of each individual cost factor will not equal the subtotal.</p> <p>**The total is the Final Adequacy Target (adjusted for Regionalization Factor) calculated in the Full FY 2023 EBF Calculation file. Due to differences in rounding, this figure may vary slightly from the sum of the subtotals in this table.</p>				

If some or all Tier Funding was invested outside of the cost factors, please describe. (No more than 1000 characters, including spaces.)

Part III: Support for Special Student Groups

EBF statute sets aside specific allocations to be spent for special education, English learners, and low-income students. Per statute these designated funds must be spent on programs and services benefiting these specific student groups. Funds for English learners and low-income students must be spent in addition to, and not in lieu of, funding that supports general programs of instruction for all students. Funds attributable to special education must be used for the provision of special education facilities and services as outlined in ILCS 14-1.08. Current-year EBF amounts attributable to each of the special student groups must be reported in cells G100-G102 below. If the Organizational Unit received at least \$5,000 for any of the student groups, a response to the questions below is required. For amounts less than \$5,000, a response is optional. All other EBF funds may be spent in any manner deemed appropriate by the school district.

Collaboration Opportunity - Organizational Units may find that questions in this section are most easily and effectively completed through collaboration between program leaders affiliated with each student group and finance leaders.

1)	FY 2024 Student Population Allocations*: Enter the dollar amount of resources attributable to Specific Populations within the FY24 Gross State Contribution. Enter "0" if no funds are allocated for a student group. Select whether amounts are estimated or actual.	Low-Income Students	Enter Amounts	Select type	<i>*Note: Allocations for each of the three student groups are published annually at isbe.net/ebfdist under "Reports." Amounts are typically available by September 1. Districts are encouraged to use actual amounts if they are available before transmitting the budget to ISBE.</i>
		English Learners	\$670,960.25	Actual	
		Special Education	\$26,478.28	Actual	
			\$729,805.49	Actual	

2) Organizational Unit investment of EBF dollars for low-income students: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Low-Income Intervention Teacher	Yes	Low-Income Extended Day Teacher		Other Investments	
	\$248,869.26		[Optional - Enter \$]		[Optional - Enter \$]	
	Low-Income Pupil Support Staff	Yes	Low-Income Summer School Teacher			
	\$637,154.29		[Optional - Enter \$]			
Additional context for the Organizational Unit's planned use of dollars attributable to low-income students in FY 2024. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)						

3) Organizational Unit investment of EBF dollars for English learners: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	English Learner Intervention Teacher	Yes	English Learner Extended Day Teacher		English Learner Core Teacher	
	\$148,850.00		[Optional - Enter \$]		[Optional - Enter \$]	
	English Learner Pupil Support Staff		English Learner Summer School Teacher		Other Investments	
	[Optional - Enter \$]		[Optional - Enter \$]		[Optional - Enter \$]	
Additional context for the Organizational Unit's planned use of dollars attributable to English learners in FY 2024. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)						

4) Organizational Units investment of EBF dollars for Special Education: Select the investments that apply. (Optionally, dollar amounts for each investment may be entered.) Response Required	Special Education Teacher	Yes	Special Education Psychologist			
	\$1,352,105.00		[Optional - Enter \$]			
	Special Education Instructional Assistant		Other Investments			
	[Optional - Enter \$]		[Optional - Enter \$]			
Additional context for the Organizational Unit's planned use of dollars attributable to Special Education students in FY 2024. (Required if "Other Investments" selected above. No more than 500 characters, including spaces.)						

262

Plan Assurances

Please complete the assurances below related to Article 14C of the Illinois School Code, which stipulates allowable expenditures for English learners. Organizational Units should maintain supporting documentation (e.g., sign-in sheets, meeting agendas) to affirm the veracity of the below assurances. Note that a separate collection of the Bilingual Service Plan takes place before each school year and must be separately reviewed by the Bilingual Parent Advisory Committee (BPAC). Responses in this plan should be aligned with information contained in the Bilingual Service Plan. Responses in this section are only required if an Organizational Unit receives any amount of EBF dollars attributable to English learners.

Collaboration Opportunity - Organizational Units may find that the plan assurances are most easily and effectively completed if led by program leaders.

1). "I hereby affirm that at least 60% of the school district's state funds attributable to English learners will be used for instructional costs of programs and services for English learners (function 1000), in accordance with Article 14C of the Illinois School Code. The remaining balance of state funds attributable to English learners will also be used to serve English learners."

Required

2). "My school district has at least one attendance center with 20 or more English learners (including parental refusals) who speak the same home language other than English in grades K-12. Alternatively and/or additionally, my school district has at least one attendance center with 20 or more English learners (including parent refusals) who speak the same home language other than English in pre-K."

Required

3). "I hereby affirm that the school district's BPAC will review this EBF Spending Plan by or before October 31, 2023."

Required

4). Enter the anticipated date on which the BPAC review will take place and the name of the BPAC chair for SY 2023-24.

Required

BPAC Meeting (MM/DD/YYYY)	9/11/2023
Name of Chair	Yesenia Flory

Spending Plan Completion Tracker		
Use the information below to confirm completion of all required questions. Note that the "status" column adjusts to responses, so the tracker is most helpful to consult after you have completed the spending plan.		
Question	Status	Acceptance Criteria
Part 1, Q1	Complete	Character length of response must be >10 and <=2000, including spaces.
Part 1, Q2	Complete	A different response must be selected in G11, I11, and L11; cells cannot be blank.
Part 1, Q2 (Narrative)	Complete	Response required only if "Other" selected in G11, I11, or L11; character length of response must be >10 and <=1000, including spaces.
Part 2, Q1	Complete	A numeric value must be entered in cell G31 (estimated or actual Tier Funding, or 0 if appropriations did not include Tier Funding). A type must be selected in cell H31.
Part 2, Q2	Complete	A different response must be selected in G35, I35, and L35; cells cannot be blank.
Part 2, Q3	Complete	At least one response must be selected.
Part 2, Q4	Complete	Cells G43, I43, and L43 cannot be blank. "Other" may be selected more than once, but other responses may not be repeated.
Part 2, Q4 (Narrative)	Complete	Response required only if "Other" selected in G43, I43, or L43; character length of response must be >10 and <=1000, including spaces.
Part 2, Q5 (Cell G90)	Complete	Cell G90 must be equal to the value in cell G31.
Part 2, Q5 (Narrative)	Complete	Response required only if a value was entered in cell G89; character length of response must be >10 and <=1000, including spaces.
Part 3, Q1 Low-Income Funds	Complete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H100.
Part 3, Q1 English Learner Funds	Complete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H101.
Part 3, Q1 Spec. Ed. Funds	Complete	A numeric value must be entered, which may be "0" if the organizational unit received no funding for the specified student group. A type must be selected in cell H102.
Part 3, Q2	Complete	At least one response must be selected.
Part 3, Q2 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q3	Complete	At least one response must be selected.
Part 3, Q3 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Part 3, Q4	Complete	At least one response must be selected.
Part 3, Q4 (Narrative)	Complete	Response required only if "Other Investments" was selected in the previous question; character length of response must be >10 and <=500, including spaces.
Assurances 1	Complete	Response required if the value entered in cell G101>0.
Assurances 2	Complete	Response required if the value entered in cell G101>0.
Assurances 3	Complete	Response required if "Yes" selected in cell E133.
Assurances 4 (Meeting Date)	Complete	Response required if "Yes" selected in cell E133; enter date in MM/DD/YYYY format.
Assurances 4 (Name of Chair)	Complete	Response required if "Yes" selected in cell E133.

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 FY2024 budgeted expenditures over actual FY2023 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: **Grant CHSD 124**

RCDT Number: **34049124016**

		Estimated Actual Expenditures, Fiscal Year 2023				Budgeted Expenditures, Fiscal Year 2024			
		(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	383,137			383,137	262,592		0	262,592
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	92,509			92,509	24,122	0	0	24,122
5. Internal Services	2570				0	213,542		0	213,542
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		475,646	0	0	475,646	500,256	0	0	500,256
9. Estimated Percent Increase (Decrease) for FY2024 (Budgeted) over (Actual) FY 2023									5%

264

RESOLUTION
OF THE BOARD OF EDUCATION OF
GRANT COMMUNITY HIGH SCHOOL DISTRICT NO. 124
LAKE COUNTY, ILLINOIS

AUTHORIZING ACCOUNTING TRANSFER(S) TO
CAPITAL PROJECTS FUND
TO IMPLEMENT STATE REGULATIONS

WHEREAS, pursuant to Sections 2-3, 2-3.27, and 2-3.28 of the *School Code*, the Illinois State Board of Education (“ISBE”) has the power and duty to formulate and approve forms, procedures and regulations for school district accounts and budgets; and

WHEREAS, ISBE Regulation Section 100.40(a), effective as of FY 2009, requires the establishment of a Capital Projects Fund to replace the fund formerly known as the Site and Construction Fund; and

WHEREAS, the Board of Education ("Board") of Grant Community High School District No. 124, Lake County, Illinois ("District"), has previously established a Capital Projects Fund in compliance with these regulations; and

WHEREAS, in addition to expenditures which were in previous fiscal years properly made out of the Site and Construction Fund, ISBE Regulation Section 100.50(d)(2) provides that when revenues or other sources of funds are pledged to pay for a capital project or acquisition, the moneys shall be transferred for accounting purposes into the Capital Projects Fund and expended from that Fund, except in case of acquisition of any equipment that must be financed from the transportation fund pursuant to Section 17-8 of the *School Code*.

NOW, THEREFORE, it is hereby resolved by the Board of Education of Grant Community High School District No. 124, Lake County, Illinois that:

- Section 1:** The Preamble above is hereby incorporated into the body of this Resolution.
- Section 2:** The accounting transfer of revenues and other sources of funds into the Capital Projects Fund by the Treasurer is hereby approved for the pledged expenditures itemized on Exhibit A.
- Section 3:** All such accounting transfers shall be reflected in District financial reports in accordance with ISBE regulations.
- Section 4:** All expenditures from District Funds shall continue to be approved by the Board in accordance with law and Board Policy.

Section 5: All inter-fund transfers expressly authorized by statute shall continue to be approved by the Board as provided in the applicable statute.

Section 6: The Treasurer is directed to implement this Resolution.

Section 7: This Resolution shall take effect immediately upon adoption.

Adopted this 16th day of May 2024, by the following roll call vote:

AYES: _____

NAY: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

**EXHIBIT A
TO**

**RESOLUTION AUTHORIZING ACCOUNTING TRANSFER(S) TO
CAPITAL PROJECTS FUND
TO IMPLEMENT STATE REGULATIONS**

<u>Transfer From</u>	<u>Transfer To</u>	<u>Amount</u>	<u>Pledged For</u>
Operations and Maintenance Fund	Capital Projects Fund	\$ 1,500,000	School building facility remodeling.

**RESOLUTION abating the Working Cash Fund of
Grant Community High School District 124, Lake
County, Illinois.**

* * *

WHEREAS, the Board of Education (the “*Board*”) of Grant Community High School District 124, Lake County, Illinois (the “*District*”), has heretofore created and established a Working Cash Fund (the “*Fund*”) in and for the District for the purpose of enabling the District to have in its treasury at all time sufficient money to meet demands thereon for ordinary and necessary expenditures for corporate purposes; and

WHEREAS, the Fund presently has on hand cash and/or outstanding loans to its credit of at least \$4,244,731; and

WHEREAS, the Board has determined and does hereby determine that it is necessary and in the best interests of the District that the Fund be abated in the amount of \$3,742,547; and

WHEREAS, the Board finds and determines that after abatement, the Fund will maintain an amount to the credit of the Fund at least equal to 0.05% of the then current value, as equalized or assessed by the Department of Revenue, of the taxable property in the District in accordance with Section 20-10 of the *School Code* of the State of Illinois [105 ILCS 5/20-10], as amended (the “*Code*”); and

WHEREAS, Section 20-10 of the *Code* authorizes the Board to abate the Fund at any time, and upon the adoption of a resolution so providing, direct the transfer at any time of moneys in the Fund to any fund or funds of the District most in need of the money; and

WHEREAS, the Board finds and determines that the District’s Transportation Fund and the District’s Capital Projects Fund are the funds most in need of the money

transferred after abatement of the Fund for Transportation Fund and Capital Projects Fund purposes; and

NOW THEREFORE, Be it and It is Hereby Resolved by the Board of Education of Grant Community High School District 124, Lake County, Illinois, as follows:

Section 1. *Incorporation of Preambles.* The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true, and correct and does incorporate them in to this Resolution by this reference.

Section 2. *Amount of Abatement.* The Fund shall be abated as of the date hereof by the amount of \$3,742,547 (the “*Abatement Amount*”).

Section 3. *Permanent Transfer.* The School Treasurer of the District is hereby authorized and directed to forthwith permanently transfer, without requirement of repayment, the Abatement Amount of \$742,547 to the Transportation Fund of the District; and the Abatement Amount of \$3,000,000 to the Capital Projects Fund of the District.

Section 4. *Outstanding Loans.* If necessary to effectuate such abatement and permanent transfer, outstanding loans from the Fund to any other funds of the District in an amount, together with any cash immediately transferred pursuant to Section 2 above, equal in the aggregate to the Abatement Amount shall be paid to the Transportation Fund of the District and the Capital Projects Fund of the District, and other any remaining outstanding loans shall be paid to the Fund at the time and in the manner required by the *Code*.

Section 5. *Severability.* If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity of

unenforceability of such section, paragraph, or provision shall not affect any of the remaining provisions of this Resolution.

Section 6. *Effective Date.* This Resolution shall be in full force and effect forthwith upon its adoption.

Adopted: May 16, 2024.

AYES: _____

NAYS: _____

ABSENT: _____

BOARD OF EDUCATION OF
GRANT COMMUNITY HIGH SCHOOL
DISTRICT 124, Lake County, Illinois

By: _____
President

Attest: _____
Secretary

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATION OF RESOLUTION

I, the undersigned, DO HEREBY CERTIFY that I am the duly qualified and acting Secretary of the Board of Education (the "School Board") of Grant Community High School District 124, Lake County, Illinois (the "District"), and that as such official I am the keeper of the records and files of the School Board.

I DO FURTHER CERTIFY that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the School Board held on the 16th day of May, 2024, insofar as the same relates to adoption of a resolution entitled:

**RESOLUTION abating the Working Cash Fund of
Grant Community High School District 124, Lake
County, Illinois**

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

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

IN WITNESS WHEREOF, I hereunto affix my official signature this 16th day of May, 2024.

Secretary, Board of Education

To: Dr. Christy Sefcik, Superintendent
From: Beth Reich, Business Manager/CSBO
RE: Tentative 2024-2025 Budget

I am continuing to adjust the tentative budget for the 2024-2025 fiscal year, which runs from July 1, 2024 to June 30, 2025. Planning for the 2024-2025 budget had a sense of normalcy, specifically on the revenue side. The state budget increases our Evidence Based Funding level for next year with new funds. Interest rates are turning upward significantly with some of our short- and long-term investments seeing rates that we have not seen in quite some time. My assumptions include food service revenue continuing to increase as we operate the coffee shop for the second year, and continue to offer new entrée options. I have kept flat any expenses I could. Our two largest expenses are salaries, which reflect increases tied to contractual obligations, and benefits, which include insurance and pension obligations. Benefits reflect a slight increase as we are recommending increase to the premiums for health insurance tied to increase in fixed costs, while other benefits tied to salary reflect proportionate increases.

Attached to this memo, please find a brief summary by the different funds, which explains the assumptions used to create the tentative budget. I will bring a numerical summary of the tentative budget for 2024-2025, and the reports from our financial system for estimated revenues and expenditures to the meeting for the Board to review. Once the state releases the official budget form, I will upload the budget from our financial system to that form.

SUMMARY OF ASSUMPTIONS FOR 2023-2024 TENTATIVE BUDGET

Education Fund

Revenues – In this fund, we receive revenue from local, state and federal sources.

- Our local revenue is property taxes, school fees, and interest. I am anticipating property taxes to be paid on schedule. I expect to see a 98-99% collection rate. Additionally, I have built in an increase for next year, knowing that CPI is 6.5% (capped at 5%) for the 2023 levy year and is 3.4% for the 2024 levy year. I expect fee payments to be up, lunch revenue to be increasing and interest increasing slightly. I've budgeted interest conservatively as we monitor the Federal Reserve meetings regarding rates. Last year we saw a large increase in Corporate Personal Property Tax (CPPRT), which was unusual but according to the Illinois Department of Revenue, tied to Business Income Tax (BIT) and Individual Income Tax (IIT) receipts being larger than expected. We have heard that is not continuing, so I budgeted less than what we received last year.
- State revenue is tied to evidence-based funding, which I mentioned above, as well as categorical payments for special education, driver education and state free lunch. I'm increasing evidence-based funding and holding steady most of the others, based on what was received during 2023-2024 fiscal year.
- Federal funds come from programs including breakfast and lunch programs, special education, Title I, II, III and IV, and vocational programs. This year, the relief funds provided by the emergency acts tied to COVID-19 are completed, so you will see those funds from Section 2001 of the American Rescue Plan (ARP) Act fall off completely.

Expenses – In this fund, all expenses are related to the education of students.

- Salaries – have been entered as they are contractually required to be. Non-certified are estimated as we are proposing to the Board this month.
- Benefits – estimating that they are holding as they were this year related to medical with a small increase, but a decrease in retirement tied to the contractual agreement. Tuition reimbursement was raised to match the negotiated amounts as well.
- Purchased Services – will increase due to tuition increases from both SEDOL and Lake County Tech Campus. Tuition for students who attend therapeutic schools tied to individualized education programs is also accounted for in this area.
- Supplies – Department supply lines have been held steady. All other supply lines in the education fund have been held steady. The only slight increases are in technology due to rising costs for ancillary items.
- Capital Purchases – These items are being kept to a minimum. We continue to upgrade our security with the purchase of cameras and camera software.

Operations and Maintenance Fund

Revenues – In this fund, revenues are primarily from local sources, including property taxes and impact fees. There is a small portion of state funding that is allocated to this fund as well.

- The same methodology as was applied in the education fund, was applied here to property taxes: increased by the cap of 5% for the 2023 levy year and is 3.4% for the 2024 levy year.

- Impact fees were not realized at 100% of what was budgeted this year. Expecting it to be even less in the coming year, I lowered it slightly. This is reflected in the budget.
- State funds in the form of the School Maintenance Grant. The School Maintenance Grant will be available only if the state has funding for it.

Expenses – In this fund, all expenses are related to running the building.

- Salaries – the District runs their own custodial and maintenance department, so salaries paid from this fund are for that department. Salaries were entered as proposed to the Board at this month’s meeting.
- Benefits – remain the same as this year, except increase line item to accommodate any employee coming onto the insurance.
- Purchased Services – I increased for next year related to the contractual custodial service we have been working with to supplement where we have been unable to fill positions, and our landscaping contract. Additionally, there are funds budgeted for items scheduled to be completed from the capital projects plan.
- Supplies – I applied slightly less from this year to next year for building supplies. I increased natural gas and electric to accommodate increased costs.
- Capital Purchases – this line item includes updating some furniture for the building and some of the other significant projects happening per the capital projects plan.

Transportation Fund

Revenues – In this fund, revenues are primarily from local sources and state sources.

- The same methodology as was applied in the education fund, was applied here to property taxes: increased by the cap of 5% for the 2023 levy year and 3.4% for the 2024 levy year.
- State funding for transportation is considered a categorical grant. Our costs in 2023-2024 were up significantly, especially in special education and homeless transportation. When we file our claim for funding, I expect our reimbursement will be up significantly as well.

Expenses – in this fund, all expenses are related to transporting students to and from school, as well as all extracurricular sports and activities.

- Salaries – the District runs their own transportation department, so salaries paid from this fund are for that department. The salaries reflect what is being proposed to the Board at tonight’s meeting.
- Benefits – these have increased only to accommodate any employee coming onto the insurance.
- Purchased Services – this is one of the largest expenses of this fund tied to special education transportation, homeless transportation and leases for the buses. Our bus leases are up as we moved companies for our lease last year and added one additional white bus. Special education transportation costs were up significantly this past year, and I expect them to continue to increase for the coming year. To counteract that, we expect to put a bid out for specialized transportation in the winter to begin next year.
- Supplies – these include office supplies, gasoline for the buses and computer software. Also, slight increases based on where the year is expecting to end in June 2024 have been applied as well.

- Capital Purchases – we budgeted for the purchase of two mini-vans as we continue to expand running some of our own specialized transportation routes.

Social Security/IMRF Fund

Revenues for this fund come primarily from property taxes.

Expenses for this fund are benefits paid on salaries for social security, Medicare and Illinois Municipal Retirement Fund (IMRF). All have increased in correlation to the salary increases.

Capital Projects Fund

Revenue for this fund should be tied to the capital projects plan. We will make an accounting transfer to cover those costs and will bring a resolution for the Board to approve.

Expenses for this fund continues to include construction costs to finish the weight room expansion project tied to the curriculum modifications the Strength and Conditioning Professional Learning Team have made. Other expenses come from the capital projects plan.

Grant Community High School District #124 - 2024-2025 Tentative Budget by the Numbers

Budget Summary		Education Fund	O&M	Bond & Interest	Transportation	IMRF/SS	Capital Projects	Working Cash
Estimated Beginning Fund Balance		\$ 27,971,875.00	\$ 1,652,111.00	\$ -	\$ 1,386,772.00	\$ 1,132,301.00	\$ -	\$ 833,916.00
Revenues		\$ 29,824,614.00	\$ 4,865,440.00		\$ 3,670,394.00	\$ 969,118.00	\$ 1,500,000.00	\$ 345,816.00
Expenses		\$ 30,220,295.00	\$ 5,505,353.00		\$ 4,037,886.00	\$ 935,968.00	\$ 1,500,000.00	\$ -
Difference		\$ (395,681.00)	\$ (639,913.00)	\$ -	\$ (367,492.00)	\$ 33,150.00	\$ -	\$ 345,816.00
Estimated Ending Fund Balance		\$ 27,576,194.00	\$ 1,012,198.00	\$ -	\$ 1,019,280.00	\$ 1,165,451.00	\$ -	\$ 1,179,732.00

FDTLLOC	FUNC	OBJ	SJ	2024/25 Budget	2023/24 Budget	2023/24 Activity	2023-24 FY %
10R000	1111	0000	00	1000000	8,111,883.00	0.00	0.00
	CURRENT YR LEVY GENERAL						
10R000	1112	0000	00	1000000	8,836,603.00	8,774,087.72	99.29
	PRIOR YR LEVY GENERAL						
10R000	1230	0000	00	1000000	525,000.00	524,322.42	76.44
	CORP PERS PROP REPLACEMENT TAX						
10R000	1321	0000	00	1000000	58,000.00	43,420.00	74.86
	SUMMER TUITION						
10R000	1510	0000	00	1000000	450,000.00	670,886.70	78.93
	INTEREST						
10R000	1511	0000	00	1000000	100,000.00	105,909.52	0.00
	PUPIL LUNCH						
10R000	1513	0000	00	1000000	500,000.00	498,125.63	90.57
	PUPIL ALA CARTE						
10R000	1711	0000	00	1000000	35,000.00	34,546.82	98.71
	ADMISSIONS ATHLETIC						
10R000	1719	0000	00	1000000	1,000.00	744.00	74.40
	ADMISSIONS OTHER						
10R000	1720	0000	00	1000000	0.00	3,836.84	0.00
	FEES						
10R000	1790	0000	00	1000000	300,000.00	204,785.02	54.61
	OTHER PUPIL ACTIVITY REVENUE						
10R000	1791	0000	00	1000000	28,000.00	27,366.90	68.42
	DRIVER ED FEES						
10R000	1999	0000	00	1000000	500.00	3,357.32	671.46
	OTHER						
10R---	----		1	20,318,908.00	20,197,080.00	10,891,388.89	53.93
	*REVENUE FROM LOCAL SOURCES						
10R000	3001	0000	00	3000000	7,600,000.00	6,219,235.42	87.90
	GENERAL STATE AID						
10R000	3100	0000	00	3000000	300,000.00	285,243.75	100.00
	SPECIAL ED PRIVATE FACILITY						
10R000	3120	0000	00	3000000	0.00	0.00	0.00
	SPECIAL ED ORPHANAGE INDIVIDUA						
10R000	3200	0000	00	3000000	35,698.00	29,742.05	83.32
	VOC ED PROGRAM IMPROVEMENT						
10R000	3360	0000	00	3000000	4,800.00	4,793.08	319.54
	STATE FREE LUNCH						
10R000	3370	0000	00	3000000	41,000.00	40,959.58	99.90
	DRIVER EDUCATION						
10R000	3999	0000	00	3000000	1,558.00	0.00	0.00
	OTHER STATE REV						
10R000	3998	0000	00	3998000	16,590,000.00	0.00	0.00
	TRS ON-BEHALF PAYMENTS						
10R---	----		3	24,573,056.00	23,250,698.00	6,579,973.88	28.30
	*STATE SOURCES						
10R000	4210	0000	00	4000000	450,000.00	381,811.71	84.85
	NATIONAL SCHOOL LUNCH						
10R000	4220	0000	00	4000000	32,000.00	31,563.08	98.63
	SCHOOL BREAKFAST PROGRAM						
10R000	4300	0000	00	4000000	169,317.00	188,239.00	93.38
	TITLE I						
10R000	4400	0000	00	4000000	11,577.00	14,440.00	100.00
	TITLE IV						
10R000	4620	0000	00	4000000	376,465.00	482,334.00	94.38
	SPECIAL ED IDEA						
10R000	4625	0000	00	4000000	325,000.00	168,816.29	51.94
	SPECIAL ED IDEA ROOM & BOARD						
10R000	4770	0000	00	4000000	21,596.00	21,916.00	101.48
	VOC ED PERKINS TECH PREP						
10R000	4909	0000	00	4000000	17,700.00	8,482.00	47.92
	TITLE III						
10R000	4932	0000	00	4000000	33,995.00	28,291.00	67.79
	TITLE II						
10R000	4991	0000	00	4000000	85,000.00	27,015.75	31.78
	MEDICAID MATCHING FUNDS						
10R000	4998	0000	00	4000000	0.00	242,514.00	957.34
	FED ELEM/SEC RELIEF ACT						
10R000	4210	0000	00	4998000	0.00	3,256.00	0.00
	NATIONAL SCHOOL LUNCH						
10R000	4998	0000	00	4998000	0.00	164,590.00	53.80
	FED ELEM/SEC RELIEF ACT						
10R---	----		4	1,522,650.00	2,031,412.00	1,763,268.83	86.80
	*FEDERAL SOURCES						

EDTLOC	FUNC	OBJ	SJ	FUNC	2024-25	2023-24	2023-24	2023-24
1-----	----	-----			2024/25 Budget	2023/24 Budget	2023/24 Activity	FY %
				*EDUCATION FUND	46,414,614.00	45,479,190.00	19,234,631.60	42.29

FDTLOC	FUNC	OBJ	SJ	2024-25 Budget	2023-24 Budget	2023/24 Activity	2023-24 FY %
20R000	1111	0000	00	1000000	2,343,414.00	0.00	0.00
	CURRENT YR LEVY GENERAL				2,266,358.00		
20R000	1112	0000	00	1000000	2,368,526.00	2,315,281.09	99.24
	PRIOR YR LEVY GENERAL				2,332,996.00		
20R000	1510	0000	00	1000000	100,000.00	383,847.37	117.56
	INTEREST				326,500.00		
20R000	1930	0000	00	1000000	1,500.00	1,425.00	28.50
	IMPACT FEES				5,000.00		
20R000	1999	0000	00	1000000	2,000.00	1,940.53	97.03
	OTHER				2,000.00		
20R---	----		1	-----	4,815,440.00	2,702,493.99	54.79
	*REVENUE FROM LOCAL SOURCES				4,932,854.00		
20R000	3999	0000	00	3000000	50,000.00	50,000.00	100.00
	OTHER STATE REV				50,000.00		
20R---	----		3	-----	50,000.00	50,000.00	100.00
	*STATE SOURCES				50,000.00		
2	-----			-----	4,865,440.00	2,752,493.99	55.24
	*OPERATIONS & MAINTENANCE FUND				4,982,854.00		

FDILOC	FUNC	OBJ	SJ	FUNC	2024/25 Budget	2023/24 Budget	2023/24 Activity	2023-24 FY %
40R000	1111	0000	00	1000000	822,691.00	759,041.00	0.00	0.00
				CURRENT YR LEVY GENERAL				
40R000	1112	0000	00	1000000	831,507.00	765,239.00	759,825.36	99.29
				PRIOR YR LEVY GENERAL				
40R000	1510	0000	00	1000000	20,000.00	10.00	213,125.46	2,131,254.60
				INTEREST				
40R----	----	----	1	-----	1,674,198.00	1,524,290.00	972,950.82	63.83
				*REVENUE FROM LOCAL SOURCES				
40R000	3500	0000	00	3000000	47,635.00	45,276.00	44,419.18	98.11
				TRANSPORTATION REGULAR				
40R000	3510	0000	00	3000000	1,948,561.00	1,855,773.00	1,832,750.58	98.76
				TRANSPORTATION SPECIAL ED				
40R----	----	----	3	-----	1,996,196.00	1,901,049.00	1,877,169.76	98.74
				*STATE SOURCES				
40R000	7130	0000	00	7000000	0.00	742,547.00	0.00	0.00
				*TRANSFERS				
40R----	----	----	7	-----	0.00	742,547.00	0.00	0.00
				*TRANSPORTATION FUND				
4	-----	-----		-----	3,670,394.00	4,167,886.00	2,850,120.58	68.38

FDTLOC	FUNC	OBJ	SJ	FUNC	2024-25 Budget	2023-24 Budget	2023/24 Activity	2023-24 FY %
50R000	1151	0000	00	1000000	453,733.00	434,578.00	0.00	0.00
				CURRENT YR LEVY SS/MED				
50R000	1152	0000	00	1000000	458,595.00	438,127.00	435,027.83	99.29
				PRIOR YR LEVY SS/MED				
50R000	1153	0000	00	1000000	10,451.00	28,457.00	27,088.04	95.19
				PRIOR YR LEVY SEDOL				
50R000	1154	0000	00	1000000	10,339.00	27,281.00	0.00	0.00
				CURRENT YR LEVY SEDOL				
50R000	1230	0000	00	1000000	30,000.00	30,000.00	0.00	0.00
				CORP PERS PROP REPLACEMENT TAX				
50R000	1510	0000	00	1000000	6,000.00	10,000.00	102,672.75	1,026.73
				INTEREST				
50R---	----			1-----	969,118.00	968,443.00	564,788.62	58.32
				*REVENUE FROM LOCAL SOURCES				
5-----	----			1-----	969,118.00	968,443.00	564,788.62	58.32
				*I.M.R.F./SOCIAL SECURITY FUND				

FDTLOC	FUNC	OBJ	SJ	2024/25 Budget	2023/24 Budget	2023/24 Activity	2023-24 FY
60R000	7130	0000	00	700000	4,500,000.00	0.00	0.00
60R----	7-----			1,500,000.00	4,500,000.00	0.00	0.00
				*TRANSFERS			
6-----				1,500,000.00	4,500,000.00	0.00	0.00
				*CAPITAL PROJECTS FUND			

FDTLOC	FUNC	OBJ	SJ	FUNC	2024-25 Budget	2023-24 Budget	2023/24 Activity	2023-24 FY %
70R000	1111	0000	00	100000	159,553.00	152,742.00	0.00	0.00
				CURRENT YR LEVY GENERAL				
70R000	1112	0000	00	100000	161,263.00	153,990.00	152,900.30	99.29
				PRIOR YR LEVY GENERAL				
70R000	1510	0000	00	100000	25,000.00	25,000.00	18,274.06	73.10
				INTEREST				
70R---	----	----	1	-----	345,816.00	331,732.00	171,174.36	51.60
				*REVENUE FROM LOCAL SOURCES				
7	-----	-----		-----	345,816.00	331,732.00	171,174.36	51.60
				*WORKING CASH FUND				

FDTLOC	FUNC	OBJ	SJ	FUNC	2024-25 Budget	2023-24 Budget	2023-24 Activity	FY %
Grand Revenue Totals					57,765,382.00	60,430,105.00	25,573,209.15	42.32

Number of Accounts: 56

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

FTFLOC		OBJ		SJ		SOURCE		2024/25 Budget		2023/24 Budget		2023-24 Activity		FY %	
FUNC	OBJ	SJ	OBJ	SJ	SOURCE	2024/25 Budget	2023/24 Budget	2023/24 Activity	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24	2023-24
10E000	1130 1110 00 000000	REG INSTRUCT	SALARIES			567,027.00	475,000.00	478,254.12	100.69						
10E000	1130 1110 01 000000	REG INSTRUCT	SALARIES	ART		278,089.00	286,298.00	252,373.73	88.15						
10E000	1130 1110 05 000000	REG INSTRUCT	SALARIES	ENGLISH		1,565,568.00	1,493,537.00	1,292,503.23	86.54						
10E000	1130 1110 06 000000	REG INSTRUCT	SALARIES	FOREIGN		798,931.00	839,728.00	730,149.67	86.95						
10E000	1130 1110 07 000000	REG INSTRUCT	SALARIES	ESL		358,137.00	305,048.00	262,480.25	86.05						
10E000	1130 1110 11 000000	REG INSTRUCT	SALARIES	MATH		1,366,395.00	1,303,885.00	1,152,506.34	88.39						
10E000	1130 1110 12 000000	REG INSTRUCT	SALARIES	MUSIC		259,433.00	243,550.00	212,979.35	87.45						
10E000	1130 1110 13 000000	REG INSTRUCT	SALARIES	NATURAL		1,438,367.00	1,304,168.00	1,141,305.57	87.51						
10E000	1130 1110 15 000000	REG INSTRUCT	SALARIES	SOCIAL S		1,182,676.00	1,088,450.00	981,912.66	90.21						
10E000	1130 1110 50 000000	REG INSTRUCT	SALARIES	PHYS ED		1,175,389.00	1,168,744.00	1,045,243.89	89.43						
10E000	1130 1110 70 000000	REG INSTRUCT	SALARIES	COCURRIC		210,000.00	203,736.00	145,241.15	71.29						
10E000	1130 1150 00 000000	REG INSTRUCT	SALARIES OFC			215,710.00	212,516.00	177,412.99	83.48						
10E000	1130 2110 00 000000	REG INSTRUCT	TRS EXPENSE			8,000.00	35,000.00	16,997.33	48.56						
10E000	1130 2110 01 000000	REG INSTRUCT	TRS EXPENSE	ART		3,500.00	10,101.00	6,898.19	68.29						
10E000	1130 2110 05 000000	REG INSTRUCT	TRS EXPENSE	ENGLISH		20,000.00	55,711.00	41,198.25	73.95						
10E000	1130 2110 06 000000	REG INSTRUCT	TRS EXPENSE	FOREIGN		10,000.00	25,443.00	17,860.20	70.20						
10E000	1130 2110 07 000000	REG INSTRUCT	TRS EXPENSE	ESL		5,000.00	7,222.00	5,367.37	74.32						
10E000	1130 2110 11 000000	REG INSTRUCT	TRS EXPENSE	MATH		20,000.00	54,035.00	40,369.48	74.71						
10E000	1130 2110 12 000000	REG INSTRUCT	TRS EXPENSE	MUSIC		3,500.00	8,000.00	5,503.36	68.79						
10E000	1130 2110 13 000000	REG INSTRUCT	TRS EXPENSE	NATURAL		18,000.00	41,038.00	28,670.63	69.86						
10E000	1130 2110 15 000000	REG INSTRUCT	TRS EXPENSE	SOCIAL S		15,000.00	36,241.00	25,180.36	69.48						
10E000	1130 2110 50 000000	REG INSTRUCT	TRS EXPENSE	PHYS ED		15,000.00	37,357.00	26,113.92	69.90						
10E000	1130 2110 70 000000	REG INSTRUCT	TRS EXPENSE	COCURRIC		2,700.00	2,547.00	1,606.57	63.08						
10E000	1130 2220 00 000000	REG INSTRUCT	HEALTH INS			18,500.00	18,500.00	14,772.20	79.85						
10E000	1130 2300 00 000000	REG INSTRUCT	TUITION REIMBUR			30,000.00	10,000.00	7,398.99	73.99						
10E000	1130 2300 01 000000	REG INSTRUCT	TUITION REIMBUR	ART		5,630.00	2,760.00	1,655.00	59.96						
10E000	1130 2300 05 000000	REG INSTRUCT	TUITION REIMBUR	ENGLISH		28,150.00	5,520.00	7,285.00	131.97						
10E000	1130 2300 06 000000	REG INSTRUCT	TUITION REIMBUR	FOREIGN		11,260.00	2,760.00	0.00	0.00						
10E000	1130 2300 11 000000	REG INSTRUCT	TUITION REIMBUR	MATH		33,780.00	8,280.00	6,147.46	74.24						
10E000	1130 2300 13 000000	REG INSTRUCT	TUITION REIMBUR	NATURAL		16,890.00	8,280.00	8,225.94	99.35						
10E000	1130 2300 15 000000	REG INSTRUCT	TUITION REIMBUR	SOCIAL S		8,445.00	8,280.00	9,615.00	116.12						
10E000	1130 2300 50 000000	REG INSTRUCT	TUITION REIMBUR	PHYS ED		8,445.00	5,520.00	4,776.46	86.53						
10E000	1130 2320 00 000000	REG INSTRUCT	UNEMPLOYMENT			4,000.00	4,000.00	705.00	17.63						
10E000	1130 3100 00 000000	REG INSTRUCT	PROF SVC			1,300.00	1,300.00	0.00	0.00						
10E000	1130 3100 05 000000	REG INSTRUCT	PROF SVC	ENGLISH		16,000.00	16,000.00	15,400.00	96.25						
10E000	1130 3100 17 000000	REG INSTRUCT	PROF SVC	MUSICAL		3,000.00	3,000.00	6,600.00	220.00						
10E000	1130 3230 01 000000	REG INSTRUCT	SERVICE	ART		0.00	0.00	1,134.25	0.00						
10E000	1130 3230 12 000000	REG INSTRUCT	SERVICE	MUSIC		12,000.00	12,000.00	10,609.15	88.41						
10E000	1130 3230 50 000000	REG INSTRUCT	SERVICE	PHYS ED		2,000.00	2,000.00	1,393.36	69.67						
10E000	1130 3250 17 000000	REG INSTRUCT	RENTALS	MUSICAL		5,500.00	5,500.00	5,018.27	91.24						

FY		2023-24		2023-24		2023-24		2023-24		2023-24		2023-24	
ED	FLOC	FUNC	OBJ	SJ	SOURCE	2024/25 Budget	2023/24 Budget	2023/24 Activity	FY %	2024/25 Budget	2023/24 Budget	2023/24 Activity	FY %
10E000	1130	3320	00	000000	REG INSTRUCT TRAVEL	500.00	500.00	0.00	0.00	500.00	500.00	0.00	0.00
10E000	1130	3320	12	000000	REG INSTRUCT TRAVEL	1,500.00	1,500.00	1,839.65	122.64	1,500.00	1,500.00	1,839.65	122.64
10E000	1130	3900	17	000000	REG INSTRUCT OTHER SERVICES	500.00	500.00	0.00	0.00	500.00	500.00	0.00	0.00
10E000	1130	4100	00	000000	REG INSTRUCT SUPPLIES	25,000.00	25,000.00	19,713.47	78.85	25,000.00	25,000.00	19,713.47	78.85
10E000	1130	4100	01	000000	REG INSTRUCT SUPPLIES	16,213.00	16,213.00	15,774.80	100.82	16,213.00	16,213.00	15,774.80	100.82
10E000	1130	4100	03	000000	REG INSTRUCT SUPPLIES	1,000.00	1,000.00	0.00	0.00	1,000.00	1,000.00	0.00	0.00
10E000	1130	4100	05	000000	REG INSTRUCT SUPPLIES	9,526.00	9,526.00	8,303.06	87.16	9,526.00	9,526.00	8,303.06	87.16
10E000	1130	4100	06	000000	REG INSTRUCT SUPPLIES	8,000.00	8,000.00	7,452.65	93.16	8,000.00	8,000.00	7,452.65	93.16
10E000	1130	4100	07	000000	REG INSTRUCT SUPPLIES	3,261.00	3,261.00	789.20	24.20	3,261.00	3,261.00	789.20	24.20
10E000	1130	4100	09	000000	REG INSTRUCT SUPPLIES	250.00	250.00	0.00	0.00	250.00	250.00	0.00	0.00
10E000	1130	4100	10	000000	REG INSTRUCT SUPPLIES	4,000.00	4,000.00	1,857.74	46.44	4,000.00	4,000.00	1,857.74	46.44
10E000	1130	4100	11	000000	REG INSTRUCT SUPPLIES	8,640.00	8,640.00	7,537.25	88.51	8,640.00	8,640.00	7,537.25	88.51
10E000	1130	4100	12	000000	REG INSTRUCT SUPPLIES	22,863.00	22,863.00	21,058.71	94.74	22,863.00	22,863.00	21,058.71	94.74
10E000	1130	4100	13	000000	REG INSTRUCT SUPPLIES	53,000.00	53,000.00	53,413.29	102.77	53,000.00	53,000.00	53,413.29	102.77
10E000	1130	4100	15	000000	REG INSTRUCT SUPPLIES	6,092.00	6,092.00	3,051.67	50.09	6,092.00	6,092.00	3,051.67	50.09
10E000	1130	4100	17	000000	REG INSTRUCT SUPPLIES	15,000.00	15,000.00	9,187.13	61.25	15,000.00	15,000.00	9,187.13	61.25
10E000	1130	4100	50	000000	REG INSTRUCT SUPPLIES	10,000.00	10,000.00	7,942.42	80.69	10,000.00	10,000.00	7,942.42	80.69
10E000	1130	4200	00	000000	REG INSTRUCT TEXTBOOKS	175,000.00	175,000.00	172,268.94	98.44	175,000.00	175,000.00	172,268.94	98.44
10E000	1130	4700	05	000000	REG INSTRUCT COMPUTER SOFTWA	20,280.00	20,280.00	20,280.00	100.00	20,280.00	20,280.00	20,280.00	100.00
10E000	1130	4700	50	000000	REG INSTRUCT COMPUTER SOFTWA	2,000.00	2,000.00	1,940.00	97.00	2,000.00	2,000.00	1,940.00	97.00
10E000	1130	4920	00	000000	REG INSTRUCT YEARBOOK	600.00	2,500.00	718.43	28.74	600.00	2,500.00	718.43	28.74
10E000	1130	4930	00	000000	REG INSTRUCT NEWSPAPER	24,000.00	24,000.00	15,502.84	64.60	24,000.00	24,000.00	15,502.84	64.60
10E000	1130	4960	00	000000	REG INSTRUCT LOCKS	5,000.00	5,000.00	4,017.82	80.36	5,000.00	5,000.00	4,017.82	80.36
10E000	1130	4990	00	000000	REG INSTRUCT P. E. UNIFORMS	13,700.00	13,700.00	13,617.87	99.40	13,700.00	13,700.00	13,617.87	99.40
10E000	1130	5400	12	000000	REG INSTRUCT SITE IMPROVE	8,500.00	8,500.00	8,250.00	97.06	8,500.00	8,500.00	8,250.00	97.06
10E000	1130	5400	13	000000	REG INSTRUCT SITE IMPROVE	7,000.00	7,000.00	6,599.07	94.27	7,000.00	7,000.00	6,599.07	94.27
10E000	1130	6400	12	000000	REG INSTRUCT DUES & FEES	1,200.00	1,200.00	1,415.00	117.92	1,200.00	1,200.00	1,415.00	117.92
10E000	1130	6400	50	000000	REG INSTRUCT DUES & FEES	2,400.00	2,400.00	2,004.00	83.50	2,400.00	2,400.00	2,004.00	83.50
10E000	1130	6900	17	000000	REG INSTRUCT MISC. EXPENSES	100.00	100.00	0.00	0.00	100.00	100.00	0.00	0.00
10E	1130	----	----	000000	REG INSTRUCT	10,186,447.00	9,798,080.00	8,593,399.70	87.73	10,186,447.00	9,798,080.00	8,593,399.70	87.73
10E000	1400	1110	00	000000	VOCATIONAL P SALARIES	900,475.00	838,839.00	721,955.69	86.07	900,475.00	838,839.00	721,955.69	86.07
10E000	1400	2110	00	000000	VOCATIONAL P TRS EXPENSE	24,089.00	24,089.00	17,113.57	71.04	24,089.00	24,089.00	17,113.57	71.04
10E000	1400	2300	00	000000	VOCATIONAL P TUITION REIMBUR	8,445.00	2,030.00	3,258.44	160.51	8,445.00	2,030.00	3,258.44	160.51
10E000	1400	3230	00	000000	VOCATIONAL P SERVICE	3,700.00	3,700.00	3,602.26	97.36	3,700.00	3,700.00	3,602.26	97.36
10E000	1400	4100	00	000000	VOCATIONAL P SUPPLIES	40,027.00	40,027.00	24,049.04	61.24	40,027.00	40,027.00	24,049.04	61.24
10E000	1400	4700	00	000000	VOCATIONAL P COMPUTER SOFTWA	10,000.00	10,000.00	9,554.00	95.54	10,000.00	10,000.00	9,554.00	95.54
10E000	1400	4910	00	000000	VOCATIONAL P LAB SUPPLIES	16,000.00	16,000.00	12,585.18	78.66	16,000.00	16,000.00	12,585.18	78.66
10E000	1400	5400	00	000000	VOCATIONAL P SITE IMPROVE	500.00	500.00	0.00	0.00	500.00	500.00	0.00	0.00
10E000	1400	6400	00	000000	VOCATIONAL P DUES & FEES	9,000.00	9,000.00	8,200.00	91.11	9,000.00	9,000.00	8,200.00	91.11
10E	1400	-----	----	000000	VOCATIONAL P	1,012,236.00	944,185.00	800,318.18	84.81	1,012,236.00	944,185.00	800,318.18	84.81

FDTLOC		FUNC		OBJ		SJ		SOURCE		2024-25		2023-24		2023-24	
FUNC	OBJ	SJ	SJ	FUNC	OBJ	SJ	SJ	SOURCE	2024/25 Budget	2023/24 Budget	2023/24 Activity	FY %	2023-24	FY %	
10E000	1500	1110	00	000000	INTERSCHOLAS SALARIES				296,666.00	311,762.00	263,202.17	84.42		84.42	
10E000	1500	1120	00	000000	INTERSCHOLAS SALARIES				8,242.00	8,242.00	0.00	0.00		0.00	
10E000	1500	1150	00	000000	INTERSCHOLAS SALARIES OFC				50,591.00	47,741.00	38,911.95	81.51		81.51	
10E000	1500	1200	00	000000	INTERSCHOLAS SALARIES				6,000.00	1,700.00	5,815.04	342.06		342.06	
10E000	1500	1210	00	000000	INTERSCHOLAS SALARIES				150,691.00	143,515.00	95,784.04	66.74		66.74	
10E000	1500	2110	00	000000	INTERSCHOLAS TRS EXPENSE				20,349.00	20,231.00	20,574.11	101.70		101.70	
10E000	1500	2220	00	000000	INTERSCHOLAS HEALTH INS				58,286.00	58,286.00	33,369.88	57.25		57.25	
10E000	1500	3100	00	000000	INTERSCHOLAS PROF SVC				55,000.00	55,000.00	55,571.00	101.04		101.04	
10E000	1500	3101	00	000000	INTERSCHOLAS PROF SVC - WKSH				2,000.00	2,000.00	2,487.74	124.39		124.39	
10E000	1500	3230	00	000000	INTERSCHOLAS SERVICE				15,000.00	15,000.00	14,732.38	98.22		98.22	
10E000	1500	3320	00	000000	INTERSCHOLAS TRAVEL				35,600.00	35,600.00	31,242.50	87.76		87.76	
10E000	1500	4100	00	000000	INTERSCHOLAS SUPPLIES				10,000.00	10,000.00	8,018.76	94.95		94.95	
10E000	1500	4980	00	000000	INTERSCHOLAS UNIFORMS				53,500.00	53,500.00	40,521.19	78.37		78.37	
10E000	1500	5450	00	000000	INTERSCHOLAS EQUIPMENT-REPLA				14,000.00	14,000.00	17,221.00	123.01		123.01	
10E000	1500	6400	00	000000	INTERSCHOLAS DUES & FEES				30,000.00	30,000.00	30,031.43	100.10		100.10	
10E000	1500	6900	00	000000	INTERSCHOLAS MISC. EXPENSES				2,000.00	2,000.00	0.00	0.00		0.00	
10E	1500	----	--	000000	INTERSCHOLAS			*INTERSC	807,925.00	808,577.00	657,483.19	81.67		81.67	
10E000	1501	1200	00	000000	FOOTBALL SALARIES				120,165.00	102,000.00	101,996.00	100.00		100.00	
10E000	1501	2110	00	000000	FOOTBALL TRS EXPENSE				1,502.00	1,750.00	1,748.72	99.93		99.93	
10E000	1501	4100	00	000000	FOOTBALL SUPPLIES				4,500.00	4,500.00	4,602.79	102.28		102.28	
10E	1501	----	--	000000	FOOTBALL			*FOOTBAL	126,167.00	108,250.00	108,347.51	100.09		100.09	
10E000	1502	1200	00	000000	GIRLS VOLLEY SALARIES				44,653.00	40,190.00	40,189.20	100.00		100.00	
10E000	1502	2110	00	000000	GIRLS VOLLEY TRS EXPENSE				558.00	475.00	471.23	99.21		99.21	
10E000	1502	4100	00	000000	GIRLS VOLLEY SUPPLIES				2,500.00	2,500.00	2,655.12	106.20		106.20	
10E	1502	----	--	000000	GIRLS VOLLEY			*GIRLS V	47,711.00	43,165.00	43,315.55	100.35		100.35	
10E000	1503	1200	00	000000	CROSS COUNTR SALARIES				19,906.00	17,900.00	17,852.80	99.74		99.74	
10E000	1503	2110	00	000000	CROSS COUNTR TRS EXPENSE				249.00	300.00	295.52	98.51		98.51	
10E000	1503	4100	00	000000	CROSS COUNTR SUPPLIES				1,500.00	1,500.00	410.92	27.39		27.39	
10E	1503	----	--	000000	CROSS COUNTR			*CROSS C	21,655.00	19,700.00	18,559.24	94.21		94.21	
10E000	1504	1200	00	000000	GIRLS TENNIS SALARIES				19,906.00	16,300.00	16,292.80	99.96		99.96	
10E000	1504	2110	00	000000	GIRLS TENNIS TRS EXPENSE				249.00	204.00	203.68	99.84		99.84	
10E000	1504	4100	00	000000	GIRLS TENNIS SUPPLIES				1,500.00	1,500.00	1,399.35	93.29		93.29	
10E	1504	----	--	000000	GIRLS TENNIS			*GIRLS T	21,655.00	18,004.00	17,895.83	99.40		99.40	
10E000	1505	1200	00	000000	BOYS TENNIS SALARIES				19,906.00	19,137.00	10,876.40	56.83		56.83	
10E000	1505	2110	00	000000	BOYS TENNIS TRS EXPENSE				249.00	500.00	367.40	73.48		73.48	
10E000	1505	4100	00	000000	BOYS TENNIS SUPPLIES				1,500.00	1,500.00	1,337.94	89.20		89.20	
10E	1505	----	--	000000	BOYS TENNIS			*BOYS TE	21,655.00	21,137.00	12,581.74	59.52		59.52	
10E000	1506	1200	00	000000	GOLF SALARIES				19,783.00	16,200.00	16,173.00	99.83		99.83	
10E000	1506	2110	00	000000	GOLF TRS EXPENSE				247.00	239.00	202.17	84.59		84.59	
10E000	1506	4100	00	000000	GOLF SUPPLIES				1,000.00	1,000.00	1,219.85	121.99		121.99	

FTFLOC	FUNC	OBJ	SJ	SOURCE	2024-25 Budget	2023/24 Budget	2023/24 Activity	2023-24 FY %
10E000	1506	6400	00	0000000	4,500.00	4,500.00	0.00	0.00
				DUES & FEES				
10E	1506	----	--	0000000	25,530.00	21,939.00	17,595.02	80.20
				GOLF				
10E000	1507	1200	00	0000000	55,265.00	53,222.00	52,962.00	99.51
				BOYS BASKETBALL				
10E000	1507	2110	00	0000000	691.00	750.00	933.10	124.41
				BOYS BASKETBALL TRS EXPENSE				
10E000	1507	4100	00	0000000	3,000.00	3,000.00	2,696.21	89.87
				BOYS BASKETBALL SUPPLIES				
10E	1507	----	--	0000000	58,956.00	56,972.00	56,591.31	99.33
				BOYS BASKETBALL				
10E000	1508	1200	00	0000000	54,031.00	52,024.00	49,814.00	95.75
				GIRLS BASKETBALL				
10E000	1508	2110	00	0000000	675.00	650.00	454.64	69.94
				GIRLS BASKETBALL TRS EXPENSE				
10E000	1508	4100	00	0000000	3,000.00	3,000.00	85.67	2.86
				GIRLS BASKETBALL SUPPLIES				
10E	1508	----	--	0000000	57,706.00	55,674.00	50,354.31	90.44
				GIRLS BASKETBALL				
10E000	1509	1200	00	0000000	20,893.00	20,095.00	17,251.20	85.85
				BOWLING GIRL				
10E000	1509	2110	00	0000000	261.00	251.00	119.80	47.73
				BOWLING GIRL TRS EXPENSE				
10E000	1509	4100	00	0000000	1,000.00	1,000.00	0.00	0.00
				BOWLING GIRL SUPPLIES				
10E000	1509	6400	00	0000000	4,300.00	4,300.00	2,335.00	54.30
				BOWLING GIRL DUES & FEES				
10E000	1509	6400	00	0000000	26,454.00	25,646.00	19,706.00	76.84
				BOWLING GIRL DUES & FEES				
10E	1509	----	--	0000000	78,920.00	65,223.00	68,751.86	105.41
				BOWLING GIRL				
10E000	1510	1200	00	0000000	986.00	2,000.00	1,368.01	68.40
				WRESTLING				
10E000	1510	2110	00	0000000	2,500.00	2,500.00	-1,365.00	-54.60
				WRESTLING TRS EXPENSE				
10E000	1510	4100	00	0000000	82,406.00	69,723.00	68,754.87	98.61
				WRESTLING SUPPLIES				
10E	1510	----	--	0000000	38,378.00	35,140.00	35,137.20	99.99
				WRESTLING				
10E000	1511	1200	00	0000000	480.00	610.00	607.01	99.51
				BOYS SOCCER				
10E000	1511	2110	00	0000000	1,750.00	1,750.00	1,620.36	92.59
				BOYS SOCCER TRS EXPENSE				
10E000	1511	4100	00	0000000	40,608.00	37,500.00	37,364.57	99.64
				BOYS SOCCER SUPPLIES				
10E	1511	----	--	0000000	56,499.00	54,420.00	27,262.80	50.10
				BOYS SOCCER				
10E000	1512	1200	00	0000000	706.00	1,800.00	693.72	38.54
				BASEBALL				
10E000	1512	2110	00	0000000	4,000.00	4,000.00	4,215.98	105.40
				BASEBALL TRS EXPENSE				
10E000	1512	4100	00	0000000	61,205.00	60,220.00	32,172.50	53.42
				BASEBALL SUPPLIES				
10E	1512	----	--	0000000	45,288.00	43,617.00	21,638.00	49.61
				BASEBALL				
10E000	1513	1200	00	0000000	566.00	1,500.00	421.49	28.10
				GIRLS TRACK				
10E000	1513	2110	00	0000000	3,000.00	3,000.00	860.55	28.69
				GIRLS TRACK TRS EXPENSE				
10E000	1513	4100	00	0000000	48,854.00	48,117.00	22,920.04	47.63
				GIRLS TRACK SUPPLIES				
10E	1513	----	--	0000000	47,756.00	44,815.00	21,847.00	48.75
				GIRLS TRACK				
10E000	1514	1200	00	0000000	597.00	1,500.00	481.35	32.09
				BOYS TRACK				
10E000	1514	2110	00	0000000	3,000.00	3,000.00	860.55	28.69
				BOYS TRACK TRS EXPENSE				
10E000	1514	4100	00	0000000	51,353.00	49,315.00	23,188.90	47.02
				BOYS TRACK SUPPLIES				
10E	1514	----	--	0000000	56,499.00	54,420.00	24,870.00	45.70
				BOYS TRACK				
10E000	1515	1200	00	0000000	706.00	800.00	297.17	37.15
				SOFTBALL				
10E000	1515	2110	00	0000000	3,500.00	3,500.00	1,401.87	47.71
				SOFTBALL TRS EXPENSE				
10E000	1515	4100	00	0000000	60,705.00	58,720.00	26,569.04	45.70
				SOFTBALL SUPPLIES				
10E	1515	----	--	0000000	43,314.00	41,700.00	18,235.20	43.73
				SOFTBALL				
10E000	1516	1200	00	0000000				
				BOYS VOLLEYBALL				

FTFLOC	FUNC	OBJ	SJ	OBJ	SOURCE	2024-25 Budget	2023-24 Budget	2023-24 Activity	2023-24 FY %
10E000	1516	2110	00	000000	BOYS VOLLEYB	541.00	1,500.00	177.04	11.80
10E000	1516	4100	00	000000	TRS EXPENSE	2,500.00	2,500.00	420.25	16.81
10E	1516	----	--	000000	SUPPLIES	46,355.00	45,700.00	18,832.49	41.21
10E000	1517	1200	00	000000	BOYS VOLLEYB	37,391.00	35,950.00	18,066.70	50.26
10E000	1517	2110	00	000000	GIRLS SOCCER	467.00	1,200.00	228.24	19.02
10E000	1517	4100	00	000000	GIRLS SOCCER	1,750.00	1,750.00	1,748.80	118.03
10E	1517	----	--	000000	SUPPLIES	39,608.00	38,900.00	20,043.74	52.34
10E000	1518	1110	00	000000	GIRLS SOCCER	59,355.00	62,307.00	57,063.20	91.58
10E000	1518	2110	00	000000	CHEERLEADING	742.00	779.00	566.26	72.69
10E000	1518	3100	00	000000	CHEERLEADING	6,700.00	6,700.00	6,841.00	102.10
10E000	1518	4100	00	000000	CHEERLEADING	1,000.00	1,000.00	1,413.85	141.39
10E000	1518	4100	00	000000	CHEERLEADING	67,797.00	70,786.00	65,884.31	93.08
10E	1518	----	--	000000	CHEERLEADING	44,548.00	38,507.00	37,851.69	98.30
10E000	1519	1110	00	000000	DANCE	557.00	481.00	623.32	129.59
10E000	1519	2110	00	000000	DANCE	7,700.00	7,700.00	15,575.00	202.27
10E000	1519	3100	00	000000	DANCE	0.00	0.00	400.00	0.00
10E000	1519	4100	00	000000	DANCE	52,805.00	46,688.00	54,450.01	116.63
10E	1519	----	--	000000	DANCE	19,783.00	16,175.00	16,173.00	99.99
10E000	1520	1110	00	000000	GIRLS GOLF	247.00	203.00	202.17	99.59
10E000	1520	2110	00	000000	GIRLS GOLF	1,000.00	1,000.00	0.00	0.00
10E000	1520	4100	00	000000	GIRLS GOLF	2,500.00	2,500.00	1,380.00	55.20
10E000	1520	6400	00	000000	GIRLS GOLF	23,530.00	19,878.00	17,755.17	89.32
10E	1520	----	--	000000	GIRLS GOLF	20,893.00	20,095.00	19,461.20	96.85
10E000	1521	1110	00	000000	BOWLING BOYS	261.00	355.00	236.95	66.75
10E000	1521	2110	00	000000	BOWLING BOYS	1,000.00	1,000.00	-336.98	-33.70
10E000	1521	4100	00	000000	BOWLING BOYS	3,750.00	3,750.00	3,768.00	100.48
10E000	1521	6400	00	000000	BOWLING BOYS	25,904.00	25,200.00	23,129.17	91.78
10E	1521	----	--	000000	BOWLING BOYS	38,378.00	34,992.00	18,755.20	53.60
10E000	1522	1110	00	000000	BOYS LACROSS	480.00	1,200.00	583.04	48.59
10E000	1522	2110	00	000000	BOYS LACROSS	2,500.00	2,500.00	-145.00	100.00
10E000	1522	4100	00	000000	BOYS LACROSS	41,358.00	38,692.00	19,193.24	56.44
10E	1522	----	--	000000	BOYS LACROSS	25,317.00	16,860.00	10,123.10	60.04
10E000	1523	1200	00	000000	BADMINTON GI	316.00	211.00	126.55	59.98
10E000	1523	2110	00	000000	BADMINTON GI	3,000.00	3,000.00	2,147.13	265.17
10E000	1523	4100	00	000000	BADMINTON GI	28,633.00	20,071.00	12,396.78	90.70
10E	1523	----	--	000000	BADMINTON GI	0.00	0.00	6,300.00	0.00
10E000	1599	1110	00	000000	ATHLETIC TRA	50,000.00	50,000.00	15,936.97	31.87
10E000	1599	3100	00	000000	ATHLETIC TRA	12,500.00	12,500.00	11,519.08	93.74
10E000	1599	4100	00	000000	ATHLETIC TRA	200.00	200.00	500.00	250.00
10E000	1599	6400	00	000000	ATHLETIC TRA	62,700.00	62,700.00	34,256.05	54.95
10E	1599	----	--	000000	ATHLETIC TRA				

FDTLOC FUNC OBJ SJ		FUNC	OBJ	SJ	SOURCE	2024/25 Budget	2023/24 Budget	2023-24	2023-24
								Activity	FY %
10E000	1600	1110	00	000000	SUMMER SCHOO	SALARIES	110,407.00	110,407.00	41.30
10E000	1600	2110	00	000000	SUMMER SCHOO	TRS EXPENSE	6,866.00	4,806.08	70.00
10E	1600	----	--	000000	SUMMER SCHOO		117,273.00	50,408.23	42.98
10E000	2110	1150	00	000000	ATTENDANCE/S	SALARIES OFC	95,351.00	83,329.65	87.39
10E000	2110	2220	00	000000	ATTENDANCE/S	HEALTH INS	9,300.00	7,386.10	79.42
10E000	2110	4100	00	000000	ATTENDANCE/S	SUPPLIES	5,000.00	1,062.58	21.25
10E	2110	----	--	000000	ATTENDANCE/S		109,651.00	91,778.33	83.70
10E000	2113	1110	00	000000	SOCIAL WORK	SALARIES	339,545.00	294,617.17	86.77
10E000	2113	2110	00	000000	SOCIAL WORK	TRS EXPENSE	9,868.00	7,404.07	75.03
10E	2113	----	--	000000	SOCIAL WORK		349,413.00	302,021.24	86.44
10E000	2120	1110	00	000000	GUIDANCE	SALARIES	1,005,753.00	803,338.90	84.63
10E000	2120	1150	00	000000	GUIDANCE	SALARIES OFC	949,272.00	803,338.90	84.63
10E000	2120	2110	00	000000	GUIDANCE	TRS EXPENSE	49,140.00	42,249.78	85.98
10E000	2120	2220	00	000000	GUIDANCE	HEALTH INS	30,815.00	20,843.17	67.64
10E000	2120	2300	00	000000	GUIDANCE	TUITION REIMBUR	9,000.00	7,386.10	82.07
10E000	2120	3100	00	000000	GUIDANCE	PROF SVC	10,824.00	7,100.00	65.59
10E000	2120	3320	00	000000	GUIDANCE	TRAVEL	18,000.00	25,585.00	142.14
10E000	2120	4100	00	000000	GUIDANCE	SUPPLIES	1,000.00	112.99	11.30
10E000	2120	4700	00	000000	GUIDANCE	COMPUTER SOFTWA	1,600.00	1,794.25	112.45
10E000	2120	6400	00	000000	GUIDANCE	DUES & FEES	18,000.00	17,192.50	95.51
10E	2120	----	--	000000	GUIDANCE		1,600.00	1,418.00	88.63
10E000	2130	1110	00	000000	HEALTH SERVI	SALARIES	1,143,220.00	927,020.69	85.11
10E000	2130	1150	00	000000	HEALTH SERVI	SALARIES OFC	66,165.00	58,760.88	88.81
10E000	2130	3100	00	000000	HEALTH SERVI	PROF SVC	30,208.00	25,519.65	84.48
10E000	2130	4100	00	000000	HEALTH SERVI	SUPPLIES	6,500.00	1,886.79	29.03
10E	2130	----	--	000000	HEALTH SERVI		2,100.00	721.95	43.40
10E000	2140	1110	00	000000	PSYCH SVCS	SALARIES	111,143.00	104,973.00	82.95
10E000	2140	2110	00	000000	PSYCH SVCS	TRS EXPENSE	263,884.00	227,174.77	86.09
10E	2140	----	--	000000	PSYCH SVCS		7,699.00	5,767.84	74.92
10E000	2150	1110	00	000000	Speech Pathl	SALARIES	282,437.00	232,942.61	85.77
10E000	2150	2110	00	000000	Speech Pathl	TRS EXPENSE	113,631.00	100,022.75	88.02
10E000	2150	4100	00	000000	Speech Pathl	SUPPLIES	3,318.00	2,513.92	75.77
10E	2150	----	--	000000	Speech Pathl		350.00	0.00	0.00
10E000	2190	3320	00	000000	OTHER STUD S	TRAVEL	117,299.00	102,536.67	87.41
10E000	2190	4100	00	000000	OTHER STUD S	SUPPLIES	25,000.00	31,123.44	124.49
10E000	2190	6400	00	000000	OTHER STUD S	DUES & FEES	2,700.00	687.46	25.46
10E	2190	----	--	000000	OTHER STUD S		25,000.00	26,713.99	106.86
10E000	2210	1110	00	000000	IMP INSTRUCT	SALARIES	52,700.00	58,524.89	111.05
10E000	2210	1120	00	000000	IMP INSTRUCT	SALARIES	482,826.00	396,345.07	82.61
10E000	2210	1150	00	000000	IMP INSTRUCT	SALARIES OFC	667,913.00	559,047.71	86.44
10E	2210	----	--	000000	IMP INSTRUCT		64,360.00	45,309.16	82.78

FDTLOC		FUNC		OBJ		SUB		SOURCE		2024-25 Budget		2023-24 Budget		2023-24 Activity		FY %	
10E000	2210	00	000000	TRF	EXPENSE					87,078.00	89,690.00	80,077.75	89.28				
10E000	2210	00	000000	IMP INSTRUCT	TRF EXPENSE					197,000.00	197,000.00	140,480.90	71.31				
10E000	2210	00	000000	IMP INSTRUCT	HEALTH INS					75,800.00	75,800.00	65,680.32	86.65				
10E000	2210	3100	000000	IMP INSTRUCT	PROF SVC					21,218.00	21,218.00	2,307.55	10.88				
10E000	2210	3101	000000	IMP INSTRUCT	PROF SVC - WKSH					2,000.00	2,000.00	1,266.37	63.32				
10E000	2210	3320	000000	IMP INSTRUCT	TRAVEL					250.00	250.00	0.00	0.00				
10E000	2210	3600	000000	IMP INSTRUCT	PRINTING & BIND					160,647.00	160,647.00	129,692.18	82.53				
10E000	2210	4100	000000	IMP INSTRUCT	SUPPLIES					3,000.00	3,000.00	765.55	25.52				
10E000	2210	4105	000000	IMP INSTRUCT	SUPPLIES/FOOD					200,000.00	200,000.00	210,155.64	105.08				
10E000	2210	4700	000000	IMP INSTRUCT	COMPUTER SOFTWA					2,751.00	2,751.00	2,750.34	99.98				
10E000	2210	5400	000000	IMP INSTRUCT	SITE IMPROVE					900.00	900.00	856.00	95.11				
10E000	2210	6400	000000	IMP INSTRUCT	DUES & FEES					1,965,743.00	1,934,457.00	1,634,734.54	84.66				
10E	2210	----	000000	IMP INSTRUCT						87,454.00	80,090.00	72,129.66	90.06				
10E000	2220	1110	000000	EDUC MEDIA	SALARIES					48,947.00	46,200.00	40,502.71	87.67				
10E000	2220	1150	000000	EDUC MEDIA	SALARIES OFC					1,093.00	2,377.00	1,788.73	75.25				
10E000	2220	2110	000000	EDUC MEDIA	TRF EXPENSE					9,217.00	9,217.00	7,386.10	80.14				
10E000	2220	2220	000000	EDUC MEDIA	HEALTH INS					2,815.00	2,760.00	2,760.00	100.00				
10E000	2220	2300	000000	EDUC MEDIA	TUITION REIMBUR					20,425.00	20,425.00	13,986.26	68.68				
10E000	2220	4100	000000	EDUC MEDIA	SUPPLIES					4,000.00	4,000.00	3,269.83	81.75				
10E000	2220	4400	000000	EDUC MEDIA	PERIODICALS					35,000.00	35,000.00	31,629.73	90.37				
10E000	2220	4700	000000	EDUC MEDIA	COMPUTER SOFTWA					1,000.00	1,000.00	431.88	67.38				
10E000	2220	4800	000000	EDUC MEDIA	DUES & FEES					200.00	200.00	0.00	0.00				
10E	2220	----	000000	EDUC MEDIA						210,151.00	201,269.00	173,884.90	86.54				
10E000	2225	1110	000000	COMP ASSIST	SALARIES					114,967.00	113,490.00	101,142.33	89.12				
10E000	2225	2110	000000	COMP ASSIST	TRF EXPENSE					1,437.00	3,097.00	2,274.67	73.45				
10E	2225	----	000000	COMP ASSIST						116,404.00	116,587.00	103,417.00	88.70				
10E000	2310	2220	000000	BOE SERVICES	HEALTH INS					900,000.00	900,000.00	1,086,646.13	120.74				
10E000	2310	3100	000000	BOE SERVICES	PROF SVC					50,000.00	50,000.00	21,652.41	43.30				
10E000	2310	3170	000000	BOE SERVICES	AUDIT					17,500.00	17,500.00	18,000.00	102.86				
10E000	2310	3180	000000	BOE SERVICES	LEGAL FEES					40,000.00	40,000.00	23,784.00	59.46				
10E000	2310	3320	000000	BOE SERVICES	TRAVEL					11,000.00	11,000.00	5,212.48	47.39				
10E000	2310	3500	000000	BOE SERVICES	ADVERTISING					37,500.00	37,500.00	10,062.31	26.83				
10E000	2310	3800	000000	BOE SERVICES	INSURANCE					296,897.00	296,897.00	296,897.00	100.00				
10E000	2310	4100	000000	BOE SERVICES	SUPPLIES					18,500.00	18,500.00	12,336.18	66.68				
10E000	2310	6400	000000	BOE SERVICES	DUES & FEES					20,000.00	20,000.00	21,070.92	105.35				
10E	2310	----	000000	BOE SERVICES						1,391,397.00	1,391,397.00	1,495,661.43	107.49				
10E000	2313	1110	000000	BOE TREASURE	SALARIES					9,400.00	33,904.00	32,728.23	96.53				
10E000	2313	2110	000000	BOE TREASURE	TRF EXPENSE					1,152.00	1,152.00	1,008.00	87.50				
10E000	2313	3800	000000	BOE TREASURE	INSURANCE					9,300.00	9,300.00	3,800.00	40.86				
10E	2313	----	000000	BOE TREASURE						19,852.00	44,356.00	37,536.23	84.62				

FTDLOC	FUNC	OBJ	SJ	SOURCE	2024-25 Budget	2023-24 Budget	2023/24 Activity	2023-24 FY %	
10E000	2320	1120	00	000000	EXEC ADMIN	SALARIES	231,261.00	199,290.48	86.18
10E000	2320	1150	00	000000	EXEC ADMIN	SALARIES OFC	0.00	0.00	0.00
10E000	2320	2110	00	000000	EXEC ADMIN	TRS EXPENSE	31,331.00	27,420.75	87.52
10E000	2320	2220	00	000000	EXEC ADMIN	HEALTH INS	0.00	1,241.70	0.00
10E	2320	----	--	000000	EXEC ADMIN				
10E000	2410	1120	00	000000	PRINCIPAL	SALARIES	262,592.00	227,952.93	86.81
10E000	2410	1150	00	000000	PRINCIPAL	SALARIES OFC	504,366.00	441,320.25	87.50
10E000	2410	2110	00	000000	PRINCIPAL	TRS EXPENSE	180,000.00	158,215.94	87.90
10E000	2410	2220	00	000000	PRINCIPAL	HEALTH INS	61,785.00	56,144.34	90.87
10E000	2410	3100	00	000000	PRINCIPAL	PROF SVC	99,600.00	75,339.07	75.64
10E000	2410	3320	00	000000	PRINCIPAL	TRAVEL	2,000.00	225.00	11.25
10E000	2410	4100	00	000000	PRINCIPAL	SUPPLIES	2,000.00	835.78	41.79
10E000	2410	4105	00	000000	PRINCIPAL	SUPPLIES/FOOD	17,000.00	6,842.20	40.25
10E000	2410	4106	00	000000	PRINCIPAL	SUPPLIES	6,000.00	4,280.27	71.34
10E000	2410	4107	00	000000	PRINCIPAL	SUPPLIES	4,000.00	2,492.47	62.31
10E000	2410	4108	00	000000	PRINCIPAL	SUPPLIES	3,000.00	3,660.00	122.00
10E000	2410	6400	00	000000	PRINCIPAL	PBIS	15,000.00	10,922.13	72.81
10E000	2410	6900	00	000000	PRINCIPAL	DUES & FEES	16,000.00	12,559.62	78.50
10E	2410	----	--	000000	PRINCIPAL	MISC. EXPENSES	1,500.00	0.00	0.00
10E000	2510	1110	00	000000	BUSINESS OFC	SALARIES	912,251.00	772,837.07	84.72
10E000	2510	1120	00	000000	BUSINESS OFC	SALARIES	20,360.00	20,360.00	100.00
10E000	2510	2110	00	000000	BUSINESS OFC	TRS EXPENSE	0.00	0.00	0.00
10E000	2510	3100	00	000000	BUSINESS OFC	PROF SVC	3,762.00	2,508.32	66.68
10E	2510	----	--	000000	BUSINESS OFC		0.00	4,879.04	0.00
10E000	2520	1120	00	000000	FISCAL SERVI	SALARIES	24,122.00	27,747.36	115.03
10E000	2520	1150	00	000000	FISCAL SERVI	SALARIES OFC	102,775.00	87,382.81	85.02
10E000	2520	2110	00	000000	FISCAL SERVI	TRS EXPENSE	283,223.00	238,823.42	84.32
10E000	2520	2220	00	000000	FISCAL SERVI	HEALTH INS	15,084.00	10,692.70	70.89
10E000	2520	3100	00	000000	FISCAL SERVI	PROF SVC	81,268.00	52,061.37	64.06
10E000	2520	3230	00	000000	FISCAL SERVI	SERVICE	118,000.00	89,825.42	76.12
10E000	2520	3320	00	000000	FISCAL SERVI	TRAVEL	1,810.00	0.00	0.00
10E000	2520	4100	00	000000	FISCAL SERVI	SUPPLIES	5,000.00	1,927.54	38.55
10E000	2520	4100	00	000000	FISCAL SERVI	SUPPLIES	5,000.00	3,700.08	74.00
10E000	2520	4700	00	000000	FISCAL SERVI	COMPUTER SOFTWA	10,000.00	6,352.00	63.52
10E000	2520	6400	00	000000	FISCAL SERVI	DUES & FEES	3,500.00	1,559.00	44.54
10E	2520	----	--	000000	FISCAL SERVI		625,660.00	492,324.34	78.69
10E000	2546	1120	00	000000	SECURITY SVC	SALARIES	0.00	0.00	0.00
10E000	2546	1150	00	000000	SECURITY SVC	SALARIES OFC	263,009.00	225,589.38	85.77
10E000	2546	4100	00	000000	SECURITY SVC	SUPPLIES	14,000.00	21,014.41	150.10
10E000	2546	4980	00	000000	SECURITY SVC	UNIFORMS	2,000.00	0.00	0.00
10E	2546	----	--	000000	SECURITY SVC		397,028.00	246,603.79	88.39

FDTLOC		FUNC		OBJ		SJ		SOURCE		2024-25 Budget		2023-24 Budget		2023-24 Activity		FY %	
10E000	2560	1110	00	000000	FOOD SERVICE	SALARIES				395,000.00	365,000.00	322,026.78	88.23				
10E000	2560	1300	00	000000	FOOD SERVICE	SALARIES - OT				4,500.00	3,000.00	3,222.43	107.41				
10E000	2560	2220	00	000000	FOOD SERVICE	HEALTH INS				84,000.00	84,000.00	64,259.07	76.50				
10E000	2560	3230	00	000000	FOOD SERVICE	SERVICE				216,000.00	216,000.00	183,302.90	84.86				
10E000	2560	3320	00	000000	FOOD SERVICE	TRAVEL				1,000.00	1,000.00	49.26	4.93				
10E000	2560	4010	00	000000	FOOD SERVICE	FOOD				450,000.00	450,000.00	552,957.65	122.88				
10E000	2560	4030	00	000000	FOOD SERVICE	SUPPLIES				5,000.00	5,000.00	1,548.05	30.96				
10E000	2560	4040	00	000000	FOOD SERVICE	POP				42,000.00	42,000.00	25,142.40	59.86				
10E000	2560	4700	00	000000	FOOD SERVICE	COMPUTER SOFTWA				500.00	500.00	0.00	0.00				
10E000	2560	4980	00	000000	FOOD SERVICE	UNIFORMS				4,000.00	4,000.00	3,320.40	83.01				
10E000	2560	5400	00	000000	FOOD SERVICE	SITE IMPROVE				20,000.00	20,000.00	1,640.31	8.20				
10E000	2560	6400	00	000000	FOOD SERVICE	DUES & FEES				1,400.00	1,400.00	1,371.00	97.93				
10E000	2560	6900	00	000000	FOOD SERVICE	MISC. EXPENSES				500.00	500.00	0.00	0.00				
10E	2560	----	----	000000	FOOD SERVICE		*FOOD SE			1,223,900.00	1,192,400.00	1,158,840.25	97.19				
10E000	2630	1110	00	000000	IT SERVICES	SALARIES				366,000.00	350,511.00	317,540.36	90.59				
10E000	2630	2110	00	000000	IT SERVICES	TRS EXPENSE				16,199.00	15,573.00	13,917.43	89.37				
10E000	2630	2220	00	000000	IT SERVICES	HEALTH INS				57,000.00	57,000.00	51,267.80	89.94				
10E000	2630	3100	00	000000	IT SERVICES	PROF SVC				110,000.00	110,000.00	107,811.48	115.43				
10E000	2630	3230	00	000000	IT SERVICES	SERVICE				10,520.00	10,520.00	10,520.00	100.00				
10E000	2630	3320	00	000000	IT SERVICES	TRAVEL				0.00	0.00	542.50	0.00				
10E000	2630	4100	00	000000	IT SERVICES	SUPPLIES				273,326.00	273,326.00	242,490.21	99.83				
10E000	2630	4700	00	000000	IT SERVICES	COMPUTER SOFTWA				156,000.00	156,000.00	138,451.45	90.83				
10E000	2630	5400	00	000000	IT SERVICES	SITE IMPROVE				215,000.00	215,000.00	198,171.78	92.85				
10E	2630	----	----	000000	IT SERVICES		*IT SERV			1,204,045.00	1,187,930.00	1,080,713.01	95.54				
10E000	2660	3000	00	000000	DATA PROC SV	PURCHASED SVCS				12,500.00	12,500.00	11,238.48	89.91				
10E	2660	----	----	000000	DATA PROC SV		*DATA PR			12,500.00	12,500.00	11,238.48	89.91				
10E000	3100	1100	00	000000	COMMUNITY SV	SALARIES				15,000.00	15,000.00	-9,477.97	-63.19				
10E000	3100	3100	00	000000	COMMUNITY SV	PROF SVC				200,000.00	188,000.00	137,423.42	73.10				
10E000	3100	3320	00	000000	COMMUNITY SV	TRAVEL				500.00	500.00	0.00	0.00				
10E000	3100	4100	00	000000	COMMUNITY SV	SUPPLIES				5,000.00	5,000.00	1,410.00	28.20				
10E000	3100	6400	00	000000	COMMUNITY SV	DUES & FEES				200.00	200.00	0.00	0.00				
10E	3100	----	----	000000	COMMUNITY SV		*COMMUNI			220,700.00	208,700.00	129,355.45	61.98				
10E000	4100	3100	00	000000	PYMT GOVT UN	PROF SVC				55,672.00	55,672.00	55,672.00	100.00				
10E	4100	----	----	000000	PYMT GOVT UN		*PYMT GO			55,672.00	55,672.00	55,672.00	100.00				
10E000	4110	6700	00	000000	PYMT REG PRO	TUITION				20,000.00	20,000.00	14,838.94	74.19				
10E	4110	----	----	000000	PYMT REG PRO		*PYMT RE			20,000.00	20,000.00	14,838.94	74.19				
10E000	4120	6700	00	000000	PYMT SPEC ED	TUITION				1,450,000.00	1,344,000.00	1,065,881.73	79.31				
10E	4120	----	----	000000	PYMT SPEC ED		*PYMT SP			1,450,000.00	1,344,000.00	1,065,881.73	79.31				
10E000	4140	6700	00	000000	PYMT VOC ED	TUITION				651,009.00	578,646.00	573,873.03	99.18				
10E	4140	----	----	000000	PYMT VOC ED		*PYMT VO			651,009.00	578,646.00	573,873.03	99.18				

EDDLOC	FUNC	OBJ	SJ	OBJ	SJ	SOURCE	2024-25 Budget	2023-24 Budget	2023/24 Activity	2023-24 FY %
10E000	4180	0000	00	0000000		CASH IN BANK ED	16,590,000.00	15,800,000.00	0.00	0.00
10E	4180	----	--	0000000	*		16,590,000.00	15,800,000.00	0.00	0.00
10E	----	-----	--	0-----	*		43,051,891.00	41,017,230.00	22,028,292.87	53.88
10E000	1205	1110	00	311000		LEARNING DIS SALARIES	1,293,102.00	1,294,201.00	1,148,002.18	88.70
10E000	1205	1120	00	311000		LEARNING DIS SALARIES	238,768.00	147,854.00	129,372.18	87.50
10E000	1205	1130	00	311000		LEARNING DIS SALARIES	106,003.00	9,000.00	2,631.97	29.24
10E000	1205	1150	00	311000		LEARNING DIS SALARIES OFC	50,000.00	50,000.00	43,159.89	86.32
10E000	1205	2110	00	311000		LEARNING DIS TRS EXPENSE	16,164.00	73,691.00	44,310.43	60.13
10E000	1205	2220	00	311000		LEARNING DIS HEALTH INS	102,688.00	102,688.00	105,168.35	102.42
10E000	1205	2300	00	311000		LEARNING DIS TUITION REIMBUR	42,225.00	13,000.00	3,730.00	28.69
10E000	1205	3100	00	311000		LEARNING DIS PROF SVC	5,000.00	5,000.00	2,443.34	48.87
10E000	1205	3230	00	311000		LEARNING DIS SERVICE	30,000.00	30,000.00	47,182.64	157.28
10E000	1205	3320	00	311000		LEARNING DIS TRAVEL	8,000.00	8,000.00	5,619.71	70.25
10E000	1205	4100	00	311000		LEARNING DIS SUPPLIES	10,000.00	10,000.00	9,504.73	95.05
10E000	1205	4700	00	311000		LEARNING DIS COMPUTER SOFTWA	11,240.00	11,240.00	12,824.00	114.09
10E000	1205	6400	00	311000		LEARNING DIS DUES & FEES	0.00	0.00	445.00	0.00
10E	1205	----	--	311000		LEARNING DIS	1,913,190.00	1,754,674.00	1,554,394.42	88.59
10E000	1212	2110	02	311000		BEHAVIOR DIS TRS EXPENSE	3,100.00	3,100.00	373.22	12.04
10E000	1212	3100	01	311000		BEHAVIOR DIS PROF SVC	1,206,000.00	1,206,000.00	1,429,040.37	118.49
10E000	1212	3100	02	311000		BEHAVIOR DIS PROF SVC	57,000.00	57,000.00	47,495.41	83.33
10E	1212	----	--	311000		BEHAVIOR DIS	1,266,100.00	1,266,100.00	1,476,909.00	116.65
10E000	1400	1110	00	322000		VOCATIONAL P SALARIES	9,863.00	9,863.00	9,863.00	100.00
10E000	1400	4100	00	322000		VOCATIONAL P SUPPLIES	25,147.00	25,147.00	22,027.39	98.11
10E000	1400	5500	00	322000		VOCATIONAL P CAP EQUIPMENT	688.00	688.00	688.46	100.07
10E	1400	----	--	322000		VOCATIONAL P	35,698.00	35,698.00	32,578.85	98.67
10E000	1700	1110	00	337000		DRIVER ED SALARIES	123,877.00	118,628.00	103,507.47	87.25
10E000	1700	1120	00	337000		DRIVER ED SALARIES	90,198.00	90,198.00	61,616.40	68.31
10E000	1700	2110	00	337000		DRIVER ED TRS EXPENSE	2,700.00	2,611.00	4,677.59	179.15
10E000	1700	3230	00	337000		DRIVER ED SERVICE	3,000.00	3,000.00	2,548.75	84.96
10E000	1700	3250	00	337000		DRIVER ED RENTALS	3,600.00	3,600.00	0.00	0.00
10E000	1700	3320	00	337000		DRIVER ED TRAVEL	300.00	300.00	0.00	0.00
10E000	1700	4100	00	337000		DRIVER ED SUPPLIES	2,600.00	2,600.00	41.65	1.60
10E000	1700	4640	00	337000		DRIVER ED GASOLINE	3,500.00	3,500.00	2,539.35	72.55
10E	1700	----	--	337000		DRIVER ED	229,775.00	224,437.00	174,931.21	77.94
10E000	2220	4100	00	380000		EDUC MEDIA SUPPLIES	1,558.00	1,558.00	0.00	0.00
10E	2220	----	--	380000		EDUC MEDIA	1,558.00	1,558.00	0.00	0.00
10E	----	-----	--	3-----		*STATE SOURC	3,446,321.00	3,282,467.00	3,238,813.48	98.75
10E000	1130	1110	00	430000		REG INSTRUCT SALARIES	169,317.00	157,116.00	146,975.52	93.55
10E000	1130	2110	00	430000		REG INSTRUCT TRS EXPENSE	0.00	15,876.00	16,030.59	100.97
10E000	1130	3100	00	430000		REG INSTRUCT PROF SVC	12,340.00	12,340.00	7,014.84	56.85

FDTLOC		FUNC		OBJ		SBJ		SOURCE		2024/25 Budget		2023/24 Budget		2023-24 Activity		2023-24 FY %	
10E000	1130	4100	00	430000	REG INSTRUCT	SUPPLIES		TITLE I		2,000.00	2,000.00	0.00	0.00				
10E	1130	4100	00	430000	REG INSTRUCT	SUPPLIES		TITLE I		2,000.00	2,000.00	0.00	0.00				
10E	1130	4100	00	430000	REG INSTRUCT	SUPPLIES		TITLE I		183,657.00	183,657.00	170,020.95	90.76				
10E	1205	3100	00	430000	LEARNING DIS	PROF SVC		TITLE I		0.00	0.00	2,450.00	0.00				
10E	1205	3100	00	430000	LEARNING DIS	PROF SVC		TITLE I		0.00	0.00	2,450.00	0.00				
10E	2210	3100	00	430000	IMP INSTRUCT	PROF SVC		TITLE I		14,250.00	14,250.00	14,250.00	100.00				
10E	2210	3100	00	430000	IMP INSTRUCT	PROF SVC		TITLE I		14,250.00	14,250.00	14,250.00	100.00				
10E	2120	1110	00	440000	SALARIES	SALARIES		TITLE IV		11,577.00	13,057.00	13,057.00	100.00				
10E	2120	1110	00	440000	SALARIES	SALARIES		TITLE IV		0.00	1,383.00	1,383.00	100.00				
10E	2120	2110	00	440000	GUIDANCE	TRS EXPENSE		TITLE IV		11,577.00	14,440.00	14,440.00	100.00				
10E	2120	2110	00	440000	GUIDANCE	TRS EXPENSE		TITLE IV		0.00	0.00	0.00	0.00				
10E	1205	1130	00	462000	LEARNING DIS	SALARIES		SPECIAL ED IDEA		376,465.00	386,916.00	345,725.72	89.35				
10E	1205	1130	00	462000	LEARNING DIS	SALARIES		SPECIAL ED IDEA		0.00	0.00	3.73	0.00				
10E	1205	2110	00	462000	LEARNING DIS	TRS EXPENSE		SPECIAL ED IDEA		376,465.00	386,916.00	345,729.45	89.36				
10E	1205	2110	00	462000	LEARNING DIS	TRS EXPENSE		SPECIAL ED IDEA		18,823.00	18,823.00	2,635.02	14.00				
10E	2210	3100	00	462000	IMP INSTRUCT	PROF SVC		SPECIAL ED IDEA		18,823.00	18,823.00	2,635.02	14.00				
10E	2210	3100	00	462000	IMP INSTRUCT	PROF SVC		SPECIAL ED IDEA		18,823.00	18,823.00	2,635.02	14.00				
10E	4120	6700	00	462000	PYMT SPEC ED	TUITION		SPECIAL ED IDEA		0.00	105,340.00	105,340.00	100.00				
10E	4120	6700	00	462000	PYMT SPEC ED	TUITION		SPECIAL ED IDEA		0.00	105,340.00	105,340.00	100.00				
10E	1400	4140	00	474500	VOCATIONAL P	SUPPLIES		VOC ED PERKINS		3,042.00	3,042.00	2,812.00	137.08				
10E	1400	4140	00	474500	VOCATIONAL P	SUPPLIES		VOC ED PERKINS		18,554.00	18,554.00	18,930.86	102.03				
10E	1400	5500	00	474500	VOCATIONAL P	CAP EQUIPMENT		VOC ED PERKINS		21,596.00	21,596.00	21,742.86	106.97				
10E	1400	5500	00	474500	VOCATIONAL P	CAP EQUIPMENT		VOC ED PERKINS		2,763.00	2,763.00	0.00	0.00				
10E	1130	4100	00	490900	REG INSTRUCT	SUPPLIES		TITLE III		7,801.00	7,801.00	10,397.48	133.28				
10E	1130	4100	00	490900	REG INSTRUCT	SUPPLIES		TITLE III		10,564.00	10,564.00	10,397.48	98.42				
10E	1130	4200	00	490900	REG INSTRUCT	TEXTBOOKS		TITLE III		336.00	336.00	0.00	0.00				
10E	1130	4200	00	490900	REG INSTRUCT	TEXTBOOKS		TITLE III		336.00	336.00	0.00	0.00				
10E	2210	3100	00	490900	IMP INSTRUCT	PROF SVC		TITLE III		6,800.00	6,800.00	681.00	10.01				
10E	2210	3100	00	490900	IMP INSTRUCT	PROF SVC		TITLE III		6,800.00	6,800.00	681.00	10.01				
10E	4100	3100	00	490900	PYMT GOVT UN	PROF SVC		TITLE III		41,735.00	41,735.00	19,573.78	46.90				
10E	4100	3100	00	490900	PYMT GOVT UN	PROF SVC		TITLE III		41,735.00	41,735.00	19,573.78	46.90				
10E	2210	3100	00	493200	IMP INSTRUCT	PROF SVC		TITLE II		15,000.00	15,000.00	104.50	0.70				
10E	2210	3100	00	493200	IMP INSTRUCT	PROF SVC		TITLE II		50,000.00	50,000.00	11,383.37	22.94				
10E	2210	3100	00	499100	IMP INSTRUCT	PROF SVC		MEDICAID MATCHI		20,000.00	20,000.00	0.00	0.00				
10E	2210	3100	00	499100	IMP INSTRUCT	PROF SVC		MEDICAID MATCHI		85,000.00	85,000.00	11,487.87	13.62				
10E	2210	3100	00	499100	IMP INSTRUCT	PROF SVC		MEDICAID MATCHI		24,504.00	24,504.00	24,504.00	100.00				
10E	2570	4100	00	499820	Internal Ser	SUPPLIES		MEDICAID MATCHI		828.00	828.00	828.00	100.00				
10E	2570	4100	00	499820	Internal Ser	SUPPLIES		MEDICAID MATCHI		25,332.00	25,332.00	25,332.00	100.00				
10E	2570	4100	00	499820	Internal Ser	SUPPLIES		MEDICAID MATCHI		10,000.00	10,000.00	10,000.00	100.00				
10E	1130	3100	00	499830	REG INSTRUCT	PROF SVC		ARP-ESSERIII		27,965.00	27,965.00	27,965.00	100.00				
10E	1130	3100	00	499830	REG INSTRUCT	PROF SVC		ARP-ESSERIII		37,965.00	37,965.00	37,965.00	100.00				
10E	1130	4100	00	499830	REG INSTRUCT	SUPPLIES		ARP-ESSERIII		59,778.00	59,778.00	59,778.00	100.00				
10E	1130	4100	00	499830	REG INSTRUCT	SUPPLIES		ARP-ESSERIII		59,778.00	59,778.00	59,778.00	100.00				
10E	2210	3100	00	499830	IMP INSTRUCT	PROF SVC		ARP-ESSERIII		59,778.00	59,778.00	59,778.00	100.00				
10E	2210	3100	00	499830	IMP INSTRUCT	PROF SVC		ARP-ESSERIII		59,778.00	59,778.00	59,778.00	100.00				

EDTLOC	FUNC	OBJ	SJ	OBJ	SJ	SOURCE	2024-25		2023-24		2023-24
							Budget	Budget	Budget	Activity	
10E000	2220	5400	00	499830		EDUC MEDIA	19,995.00	19,995.00	19,995.00	19,995.00	100.00
10E	2220	----	--	499830		EDUC MEDIA	19,995.00	19,995.00	19,995.00	19,995.00	100.00
10E000	2570	5400	00	499830		Internal Ser	188,210.00	188,210.00	188,210.00	188,210.00	100.00
10E	2570	----	--	499830		Internal Ser	188,210.00	188,210.00	188,210.00	188,210.00	100.00
10E	----	----	--	4-----		*FEDERAL SOU	1,102,083.00	1,224,412.00	1,050,028.41	1,050,028.41	85.88
1--	----	----	--	4-----		*EDUCATION F	47,600,295.00	45,524,109.00	26,317,134.76	26,317,134.76	57.98

FTDLOC	FUNC	OBJ	SJ	OBJ	SJ	SOURCE	2024/25 Budget	2023/24 Budget	2023/24 Activity	2023-24 FY %
20E000	2540	1110	00	000000		OPER MAINT	1,150,000.00	950,286.00	824,992.73	86.82
						SALARIES				
20E000	2540	1120	00	000000		OPER MAINT	92,425.00	92,425.00	80,872.47	87.50
						SALARIES				
20E000	2540	1300	00	000000		OPER MAINT	85,200.00	85,200.00	80,210.99	94.14
						SALARIES - OT				
20E000	2540	2110	00	000000		OPER MAINT	11,322.00	11,322.00	9,908.85	87.52
						TRF EXPENSE				
20E000	2540	2220	00	000000		OPER MAINT	162,000.00	162,000.00	128,638.40	79.41
						HEALTH INS				
20E000	2540	3100	00	000000		OPER MAINT	5,000.00	5,000.00	3,289.00	65.78
						PROF SVC				
20E000	2540	3220	00	000000		OPER MAINT	78,000.00	78,000.00	48,691.25	62.42
						LANDSCAPE MAINT				
20E000	2540	3230	00	000000		OPER MAINT	590,000.00	590,000.00	599,322.95	101.58
						SERVICE				
20E000	2540	3250	00	000000		OPER MAINT	26,000.00	26,000.00	25,206.59	96.95
						RENTALS				
20E000	2540	3251	00	000000		OPER MAINT	82,000.00	82,000.00	72,751.60	88.72
						COPIER LEASE				
20E000	2540	3400	00	000000		OPER MAINT	182,000.00	182,000.00	167,136.16	91.83
						COMMUNICATIONS				
20E000	2540	3700	00	000000		OPER MAINT	35,000.00	35,000.00	28,346.76	80.99
						WATER & SEWER				
20E000	2540	4100	00	000000		OPER MAINT	300,000.00	300,000.00	222,619.00	74.21
						SUPPLIES				
20E000	2540	4640	00	000000		OPER MAINT	6,000.00	6,000.00	3,738.15	62.30
						GASOLINE				
20E000	2540	4650	00	000000		OPER MAINT	111,000.00	111,000.00	98,612.64	88.84
						NATURAL GAS				
20E000	2540	4660	00	000000		OPER MAINT	540,000.00	540,000.00	474,233.28	87.82
						ELECTRICITY				
20E000	2540	4980	00	000000		OPER MAINT	3,000.00	3,000.00	0.00	0.00
						UNIFORMS				
20E000	2540	5000	00	000000		OPER MAINT	400,000.00	400,000.00	348,904.29	89.88
						CAPITAL OUTLAY				
20E000	2540	6400	00	000000		OPER MAINT	700.00	700.00	262.00	37.43
						DUES & FEES				
20E	2540	----	---	000000		OPER MA	3,859,647.00	3,659,933.00	3,217,737.11	88.21
20E000	4120	3230	00	000000		PYMT SPEC ED SERVICE	132,206.00	110,097.00	112,139.00	101.85
20E	4120	----	---	000000		PYMT SPEC ED	132,206.00	110,097.00	112,139.00	101.85
20E000	4140	3230	00	000000		PYMT VOC ED SERVICE	13,500.00	13,500.00	12,859.00	95.25
20E	4140	----	---	000000		PYMT VOC ED	13,500.00	13,500.00	12,859.00	95.25
20E000	8100	7130	00	000000		TRANSFER	1,500,000.00	1,500,000.00	0.00	0.00
20E	8100	----	---	000000		TRANSFER	1,500,000.00	1,500,000.00	0.00	0.00
20E	----	----	---	0-----		*TRANSFE	5,505,353.00	5,283,530.00	3,342,735.11	63.47
2---	----	----	---	-----		*O & M	5,505,353.00	5,283,530.00	3,342,735.11	63.47

FY	FUNC	OBJ	SJ	SOURCE	2024/25 Budget	2023/24 Budget	2023/24 Activity	FY %
40E000	2550	1110	00	0000000	PUPIL TRANSP SALARIES	520,000.00	650,000.00	90.55
40E000	2550	1130	00	0000000	PUPIL TRANSP SALARIES	60,000.00	60,000.00	86.01
40E000	2550	1300	00	0000000	PUPIL TRANSP SALARIES - OT	87,000.00	87,000.00	72.61
40E000	2550	2220	00	0000000	PUPIL TRANSP HEALTH INS	165,900.00	165,900.00	78.36
40E000	2550	3100	00	0000000	PUPIL TRANSP PROF SVC	615.00	615.00	100.00
40E000	2550	3230	00	0000000	PUPIL TRANSP SERVICE	23,000.00	23,000.00	2.93
40E000	2550	3310	00	0000000	PUPIL TRANSP SPED TRANS	2,100,000.00	2,100,000.00	85.50
40E000	2550	3320	00	0000000	PUPIL TRANSP TRAVEL	200.00	200.00	119.45
40E000	2550	3330	00	0000000	PUPIL TRANSP	240,000.00	240,000.00	88.25
40E000	2550	3390	00	0000000	PUPIL TRANSP OTHER TRANS SVC	552,571.00	552,571.00	100.00
40E000	2550	4100	00	0000000	PUPIL TRANSP SUPPLIES	18,500.00	18,500.00	95.26
40E000	2550	4640	00	0000000	PUPIL TRANSP GASOLINE	130,000.00	113,304.67	87.16
40E000	2550	4700	00	0000000	PUPIL TRANSP COMPUTER SOFTWA	20,000.00	20,000.00	104.21
40E000	2550	5400	00	0000000	PUPIL TRANSP SITE IMPROVE	120,000.00	119,998.78	100.00
40E000	2550	6400	00	0000000	PUPIL TRANSP DUES & FEES	100.00	100.00	100.00
40E	2550	-----	0000000		4,037,886.00	4,167,886.00	3,666,697.22	87.97
40E	-----	0-----	*		4,037,886.00	4,167,886.00	3,666,697.22	87.97
4--	-----	-----	*TRANSPORTAT		4,037,886.00	4,167,886.00	3,666,697.22	87.97

FTDLOC		FUNC		OBJ		SJ		SOURCE		2024-25 Budget		2023/24 Budget		2023-24 Activity		2023-24 FY %	
50E000	1130	2120	00	000000	REG INSTRUCT	IMRF				25,616.00	25,616.00	14,067.67	54.92				
50E000	1130	2120	00	000000	REG INSTRUCT	IMRF				1,355.00	1,355.00	762.18	56.25				
50E000	1130	2130	00	000000	REG INSTRUCT	FICA				18,778.00	18,778.00	12,051.57	64.18				
50E000	1130	2130	12	000000	REG INSTRUCT	FICA				195.00	195.00	265.83	136.32				
50E000	1130	2130	00	000000	REG INSTRUCT	FICA				1,817.00	1,817.00	1,204.74	66.30				
50E000	1130	2140	00	000000	REG INSTRUCT	MEDICARE				12,054.00	12,054.00	9,340.93	77.49				
50E000	1130	2140	01	000000	REG INSTRUCT	MEDICARE				4,620.00	4,620.00	3,522.20	76.24				
50E000	1130	2140	05	000000	REG INSTRUCT	MEDICARE				17,246.00	17,246.00	17,580.81	101.94				
50E000	1130	2140	06	000000	REG INSTRUCT	MEDICARE				9,949.00	9,949.00	10,171.04	102.23				
50E000	1130	2140	07	000000	REG INSTRUCT	MEDICARE				2,823.00	2,823.00	3,447.45	122.12				
50E000	1130	2140	11	000000	REG INSTRUCT	MEDICARE				17,078.00	17,078.00	15,532.80	90.95				
50E000	1130	2140	12	000000	REG INSTRUCT	MEDICARE				2,895.00	2,895.00	2,850.04	98.45				
50E000	1130	2140	13	000000	REG INSTRUCT	MEDICARE				16,720.00	16,720.00	15,774.38	94.34				
50E000	1130	2140	15	000000	REG INSTRUCT	MEDICARE				14,563.00	14,563.00	13,753.44	94.44				
50E000	1130	2140	50	000000	REG INSTRUCT	MEDICARE				14,411.00	14,411.00	14,058.67	97.56				
50E000	1130	2140	70	000000	REG INSTRUCT	MEDICARE				2,877.00	2,877.00	2,028.19	70.50				
50E	1130	----	---	000000	REG INSTRUCT					162,997.00	162,997.00	136,411.94	83.69				
50E000	1400	2140	00	000000	VOCATIONAL P	MEDICARE				9,048.00	9,048.00	9,763.23	107.90				
50E	1400	----	---	000000	VOCATIONAL P					9,048.00	9,048.00	9,763.23	107.90				
50E000	1500	2120	00	000000	INTERSCHOLAS	IMRF				15,308.00	15,308.00	9,327.66	60.93				
50E000	1500	2130	00	000000	INTERSCHOLAS	FICA				9,816.00	9,816.00	7,329.02	74.66				
50E000	1500	2140	00	000000	INTERSCHOLAS	MEDICARE				7,195.00	7,195.00	5,718.43	79.48				
50E	1500	----	---	000000	INTERSCHOLAS					32,319.00	32,319.00	22,375.11	69.23				
50E000	1501	2120	00	000000	FOOTBALL	IMRF				0.00	0.00	776.90	0.00				
50E000	1501	2130	00	000000	FOOTBALL	FICA				1,037.00	1,037.00	1,131.91	109.15				
50E000	1501	2140	00	000000	FOOTBALL	MEDICARE				1,415.00	1,415.00	1,452.42	102.64				
50E	1501	----	---	000000	FOOTBALL					2,452.00	2,452.00	3,361.23	137.08				
50E000	1502	2120	00	000000	GIRLS VOLLEY	IMRF				302.00	302.00	608.84	201.60				
50E000	1502	2130	00	000000	GIRLS VOLLEY	FICA				525.00	525.00	1,120.09	213.35				
50E000	1502	2140	00	000000	GIRLS VOLLEY	MEDICARE				308.00	308.00	576.13	187.06				
50E	1502	----	---	000000	GIRLS VOLLEY					1,135.00	1,135.00	2,305.06	203.09				
50E000	1503	2130	00	000000	CROSS COUNTR	FICA				192.00	192.00	415.94	216.64				
50E000	1503	2140	00	000000	CROSS COUNTR	MEDICARE				15.00	15.00	249.02	1,660.13				
50E	1503	----	---	000000	CROSS COUNTR					207.00	207.00	664.96	321.24				
50E000	1504	2140	00	000000	GIRLS TENNIS	MEDICARE				150.00	150.00	233.42	155.61				
50E	1504	----	---	000000	GIRLS TENNIS					150.00	150.00	233.42	155.61				
50E000	1505	2120	00	000000	BOYS TENNIS	IMRF				0.00	0.00	274.73	0.00				
50E000	1505	2130	00	000000	BOYS TENNIS	FICA				0.00	0.00	206.25	0.00				
50E000	1505	2140	00	000000	BOYS TENNIS	MEDICARE				322.00	322.00	157.31	48.85				
50E	1505	----	---	000000	BOYS TENNIS					322.00	322.00	638.29	198.23				

EDTLOC		FUNC		OBJ		SJ		SOURCE		2024-25 Budget		2023-24 Budget		2023-24 Activity		FY %	
50E000	1506	2140	00	000000	GOLF	MEDICARE				109.00	109.00	109.00	109.00	234.51	234.51	215.15	215.15
50E	1506	----	--	000000	GOLF		*GOLF			109.00	109.00	109.00	109.00	234.51	234.51	215.15	215.15
50E000	1507	2130	00	000000	BOYS BASKETB	FICA				506.00	506.00	506.00	506.00	592.48	592.48	117.09	117.09
50E000	1507	2140	00	000000	BOYS BASKETB	MEDICARE				742.00	742.00	742.00	742.00	764.36	764.36	103.01	103.01
50E	1507	----	--	000000	BOYS BASKETB		*BOYS BA			1,248.00	1,248.00	1,248.00	1,248.00	1,356.84	1,356.84	108.72	108.72
50E000	1508	2120	00	000000	GIRLS BASKET	IMRF				649.00	649.00	649.00	649.00	776.90	776.90	119.71	119.71
50E000	1508	2130	00	000000	GIRLS BASKET	FICA				478.00	478.00	478.00	478.00	1,107.66	1,107.66	231.73	231.73
50E000	1508	2140	00	000000	GIRLS BASKET	MEDICARE				650.00	650.00	650.00	650.00	716.58	716.58	110.24	110.24
50E	1508	----	--	000000	GIRLS BASKET		*GIRLS B			1,777.00	1,777.00	1,777.00	1,777.00	2,601.14	2,601.14	146.38	146.38
50E000	1509	2140	00	000000	BOWLING GIRL	MEDICARE				231.00	231.00	231.00	231.00	250.14	250.14	108.29	108.29
50E	1509	----	--	000000	BOWLING GIRL		*BOWLING			231.00	231.00	231.00	231.00	250.14	250.14	108.29	108.29
50E000	1510	2130	00	000000	WRESTLING	FICA				961.00	961.00	961.00	961.00	1,064.06	1,064.06	110.72	110.72
50E000	1510	2140	00	000000	WRESTLING	MEDICARE				871.00	871.00	871.00	871.00	976.98	976.98	112.17	112.17
50E	1510	----	--	000000	WRESTLING		*WRESTLI			1,832.00	1,832.00	1,832.00	1,832.00	2,041.04	2,041.04	111.41	111.41
50E000	1511	2120	00	000000	BOYS SOCCER	IMRF				302.00	302.00	302.00	302.00	686.75	686.75	227.40	227.40
50E000	1511	2130	00	000000	BOYS SOCCER	FICA				214.00	214.00	214.00	214.00	516.91	516.91	241.55	241.55
50E000	1511	2140	00	000000	BOYS SOCCER	MEDICARE				292.00	292.00	292.00	292.00	504.32	504.32	172.71	172.71
50E	1511	----	--	000000	BOYS SOCCER		*BOYS SO			808.00	808.00	808.00	808.00	1,707.98	1,707.98	211.38	211.38
50E000	1512	2120	00	000000	BASEBALL	IMRF				0.00	0.00	0.00	0.00	68.47	68.47	0.00	0.00
50E000	1512	2130	00	000000	BASEBALL	FICA				0.00	0.00	0.00	0.00	52.22	52.22	0.00	0.00
50E000	1512	2140	00	000000	BASEBALL	MEDICARE				750.00	750.00	750.00	750.00	402.73	402.73	53.70	53.70
50E	1512	----	--	000000	BASEBALL		*BASEBAL			750.00	750.00	750.00	750.00	523.42	523.42	69.79	69.79
50E000	1513	2130	00	000000	GIRLS TRACK	FICA				698.00	698.00	698.00	698.00	284.15	284.15	40.71	40.71
50E000	1513	2140	00	000000	GIRLS TRACK	MEDICARE				592.00	592.00	592.00	592.00	307.18	307.18	51.89	51.89
50E	1513	----	--	000000	GIRLS TRACK		*GIRLS T			1,290.00	1,290.00	1,290.00	1,290.00	591.33	591.33	45.84	45.84
50E000	1514	2140	00	000000	BOYS TRACK	MEDICARE				567.00	567.00	567.00	567.00	312.79	312.79	55.17	55.17
50E	1514	----	--	000000	BOYS TRACK		*BOYS TR			567.00	567.00	567.00	567.00	312.79	312.79	55.17	55.17
50E000	1515	2120	00	000000	SOFTBALL	IMRF				0.00	0.00	0.00	0.00	343.41	343.41	0.00	0.00
50E000	1515	2130	00	000000	SOFTBALL	FICA				962.00	962.00	962.00	962.00	518.13	518.13	53.86	53.86
50E000	1515	2140	00	000000	SOFTBALL	MEDICARE				621.00	621.00	621.00	621.00	350.66	350.66	56.47	56.47
50E	1515	----	--	000000	SOFTBALL		*SOFTBAL			1,583.00	1,583.00	1,583.00	1,583.00	1,212.20	1,212.20	76.58	76.58
50E000	1516	2120	00	000000	BOYS VOLLEYB	IMRF				806.00	806.00	806.00	806.00	338.14	338.14	41.95	41.95
50E000	1516	2130	00	000000	BOYS VOLLEYB	FICA				1,667.00	1,667.00	1,667.00	1,667.00	767.34	767.34	46.03	46.03
50E000	1516	2140	00	000000	BOYS VOLLEYB	MEDICARE				560.00	560.00	560.00	560.00	264.03	264.03	47.15	47.15
50E	1516	----	--	000000	BOYS VOLLEYB		*BOYS VO			3,033.00	3,033.00	3,033.00	3,033.00	1,369.51	1,369.51	45.15	45.15
50E000	1517	2120	00	000000	GIRLS SOCCER	IMRF				806.00	806.00	806.00	806.00	581.16	581.16	72.10	72.10
50E000	1517	2130	00	000000	GIRLS SOCCER	FICA				594.00	594.00	594.00	594.00	435.03	435.03	73.24	73.24
50E000	1517	2140	00	000000	GIRLS SOCCER	MEDICARE				489.00	489.00	489.00	489.00	256.72	256.72	52.50	52.50
50E	1517	----	--	000000	GIRLS SOCCER		*GIRLS S			1,889.00	1,889.00	1,889.00	1,889.00	1,272.91	1,272.91	67.39	67.39
50E000	1518	2120	00	000000	CHEERLEADING	IMRF				141.00	141.00	141.00	141.00	0.00	0.00	0.00	0.00

FBTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2024/25 Budget	2023/24 Budget	2023/24 Activity	FY %
50E000	1518	2130	00	000000	CHEERLEADING	FICA		101.00	101.00	1,600.88	1,585.03
50E000	1518	2140	00	000000	CHEERLEADING	MEDICARE		727.00	727.00	819.18	112.68
50E	1518	----	--	000000	CHEERLEADING		*CHEERLE	969.00	969.00	2,420.06	249.75
50E000	1519	2130	00	000000	DANCE	FICA		413.00	413.00	611.04	147.95
50E000	1519	2140	00	000000	DANCE	MEDICARE		351.00	351.00	542.46	154.55
50E	1519	----	--	000000	DANCE		*DANCE	764.00	764.00	1,153.50	150.98
50E000	1520	2140	00	000000	GIRLS GOLF	MEDICARE		157.00	157.00	234.50	149.36
50E	1520	----	--	000000	GIRLS GOLF		*GIRLS G	157.00	157.00	234.50	149.36
50E000	1521	2130	00	000000	BOWLING BOYS	FICA		490.00	490.00	547.90	111.82
50E000	1521	2140	00	000000	BOWLING BOYS	MEDICARE		251.00	251.00	282.20	112.43
50E	1521	----	--	000000	BOWLING BOYS		*BOWLING	741.00	741.00	830.10	112.02
50E000	1522	2130	00	000000	BOYS LACROSS	FICA		385.00	385.00	207.97	54.02
50E000	1522	2140	00	000000	BOYS LACROSS	MEDICARE		433.00	433.00	266.97	61.66
50E	1522	----	--	000000	BOYS LACROSS		*BOYS LA	818.00	818.00	474.94	58.06
50E000	1523	2140	00	000000	BADMINTON GI	MEDICARE		159.00	159.00	143.44	90.21
50E	1523	----	--	000000	BADMINTON GI		*BADMINT	159.00	159.00	143.44	90.21
50E000	1599	2120	00	000000	ATHLETIC TRA	IMRF		0.00	0.00	512.19	0.00
50E000	1599	2130	00	000000	ATHLETIC TRA	FICA		0.00	0.00	390.60	0.00
50E000	1599	2140	00	000000	ATHLETIC TRA	MEDICARE		0.00	0.00	91.35	0.00
50E	1599	----	--	000000	ATHLETIC TRA		*ATHLETI	0.00	0.00	994.14	0.00
50E000	1600	2140	00	000000	SUMMER SCHOO	MEDICARE		1,567.00	1,567.00	661.04	42.19
50E	1600	----	--	000000	SUMMER SCHOO		*SUMMER	1,567.00	1,567.00	661.04	42.19
50E000	2110	2120	00	000000	ATTENDANCE/S	IMRF		3,924.00	3,924.00	6,126.89	156.14
50E000	2110	2130	00	000000	ATTENDANCE/S	FICA		2,757.00	2,757.00	4,569.99	165.76
50E000	2110	2140	00	000000	ATTENDANCE/S	MEDICARE		627.00	627.00	1,190.23	189.83
50E	2110	----	--	000000	ATTENDANCE/S		*ATTENDA	7,308.00	7,308.00	11,887.11	162.66
50E000	2113	2140	00	000000	SOCIAL WORK	MEDICARE		3,707.00	3,707.00	3,799.13	102.49
50E	2113	----	--	000000	SOCIAL WORK		*SOCIAL	3,707.00	3,707.00	3,799.13	102.49
50E000	2120	2120	00	000000	GUIDANCE	IMRF		3,648.00	3,648.00	3,252.64	89.16
50E000	2120	2130	00	000000	GUIDANCE	FICA		2,866.00	2,866.00	2,540.93	88.66
50E000	2120	2140	00	000000	GUIDANCE	MEDICARE		12,446.00	12,446.00	11,559.01	92.87
50E	2120	----	--	000000	GUIDANCE		*GUIDANC	18,960.00	18,960.00	17,352.58	91.52
50E000	2130	2120	00	000000	HEALTH SERVI	IMRF		7,426.00	7,426.00	6,748.81	90.88
50E000	2130	2130	00	000000	HEALTH SERVI	FICA		5,623.00	5,623.00	5,182.02	92.16
50E000	2130	2140	00	000000	HEALTH SERVI	MEDICARE		1,384.00	1,384.00	1,211.85	87.56
50E	2130	----	--	000000	HEALTH SERVI		*HEALTH	14,433.00	14,433.00	13,142.68	91.06
50E000	2140	2140	00	000000	PSYCH SVCS	MEDICARE		2,889.00	2,889.00	2,787.42	96.48
50E	2140	----	--	000000	PSYCH SVCS		*PSYCH S	2,889.00	2,889.00	2,787.42	96.48
50E000	2150	2140	00	000000	Speech Pathl	MEDICARE		1,524.00	1,524.00	1,450.35	95.17
50E	2150	----	--	000000	Speech Pathl		*Speech	1,524.00	1,524.00	1,450.35	95.17

EDTLOC		FUNC		OBJ		SUB		SOURCE		2024-25 Budget		2023-24 Budget		2023-24 Activity		FY %	
2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24	2024-25	2023-24
50E000	2210	00	000000	IMP INSTRUCT	IMRF					9,082.00	9,082.00	9,171.82	9,082.00	100.99	100.99		
50E000	2210	00	000000	IMP INSTRUCT	FICA					6,656.00	6,656.00	6,873.72	6,656.00	103.27	103.27		
50E000	2210	00	000000	IMP INSTRUCT	MEDICARE					14,708.00	14,708.00	14,341.00	14,708.00	97.50	97.50		
50E	2210	----	000000	IMP INSTRUCT						30,446.00	30,446.00	30,386.54	30,446.00	99.80	99.80		
50E000	2220	00	000000	EDUC MEDIA	IMRF					3,854.00	3,854.00	3,296.37	3,854.00	85.53	85.53		
50E000	2220	00	000000	EDUC MEDIA	FICA					2,792.00	2,792.00	2,463.60	2,792.00	88.24	88.24		
50E000	2220	00	000000	EDUC MEDIA	MEDICARE					1,569.00	1,569.00	1,461.00	1,569.00	93.12	93.12		
50E	2220	----	000000	EDUC MEDIA						8,215.00	8,215.00	7,220.97	8,215.00	87.90	87.90		
50E000	2225	00	000000	COMP ASSIST	IMRF					0.00	0.00	2,323.77	0.00	0.00	0.00		
50E000	2225	00	000000	COMP ASSIST	FICA					0.00	0.00	1,728.37	0.00	0.00	0.00		
50E000	2225	00	000000	COMP ASSIST	MEDICARE					1,566.00	1,566.00	1,454.45	1,566.00	92.88	92.88		
50E	2225	----	000000	COMP ASSIST						1,566.00	1,566.00	5,506.59	1,566.00	351.63	351.63		
50E000	2313	00	000000	BOE TREASURE	MEDICARE					141.00	141.00	117.26	141.00	83.16	83.16		
50E	2313	----	000000	BOE TREASURE						141.00	141.00	117.26	141.00	83.16	83.16		
50E000	2320	00	000000	EXEC ADMIN	IMRF					8,065.00	8,065.00	4,991.42	8,065.00	61.89	61.89		
50E000	2320	00	000000	EXEC ADMIN	FICA					5,719.00	5,719.00	3,646.29	5,719.00	63.76	63.76		
50E000	2320	00	000000	EXEC ADMIN	MEDICARE					5,069.00	5,069.00	4,097.89	5,069.00	80.84	80.84		
50E	2320	----	000000	EXEC ADMIN						18,853.00	18,853.00	12,735.60	18,853.00	67.55	67.55		
50E000	2400	00	000000	PRINCIPAL	IMRF					14,162.00	14,162.00	12,876.00	14,162.00	90.92	90.92		
50E000	2410	00	000000	PRINCIPAL	FICA					10,150.00	10,150.00	9,526.77	10,150.00	93.86	93.86		
50E000	2410	00	000000	PRINCIPAL	MEDICARE					9,794.00	9,794.00	8,735.91	9,794.00	89.20	89.20		
50E	2410	----	000000	PRINCIPAL						34,106.00	34,106.00	31,138.68	34,106.00	91.30	91.30		
50E000	2510	00	000000	BUSINESS OFC	MEDICARE					1,778.00	1,778.00	296.80	1,778.00	16.69	16.69		
50E	2510	----	000000	BUSINESS OFC						1,778.00	1,778.00	296.80	1,778.00	16.69	16.69		
50E000	2520	00	000000	FISCAL SERVI	IMRF					11,946.00	11,946.00	14,855.35	11,946.00	124.35	124.35		
50E000	2520	00	000000	FISCAL SERVI	FICA					8,078.00	8,078.00	9,999.57	8,078.00	123.79	123.79		
50E000	2520	00	000000	FISCAL SERVI	MEDICARE					1,889.00	1,889.00	3,585.98	1,889.00	189.83	189.83		
50E	2520	----	000000	FISCAL SERVI						21,913.00	21,913.00	28,440.90	21,913.00	129.79	129.79		
50E000	2540	00	000000	OPER MAINT	IMRF					89,272.00	89,272.00	72,994.08	89,272.00	81.77	81.77		
50E000	2540	00	000000	OPER MAINT	FICA					65,375.00	65,375.00	55,155.64	65,375.00	84.37	84.37		
50E000	2540	00	000000	OPER MAINT	MEDICARE					16,602.00	16,602.00	14,053.91	16,602.00	84.65	84.65		
50E	2540	----	000000	OPER MAINT						171,249.00	171,249.00	142,203.63	171,249.00	83.04	83.04		
50E000	2546	00	000000	SECURITY SVC	IMRF					16,958.00	16,958.00	18,359.80	16,958.00	108.27	108.27		
50E000	2546	00	000000	SECURITY SVC	FICA					12,480.00	12,480.00	13,810.73	12,480.00	110.66	110.66		
50E000	2546	00	000000	SECURITY SVC	MEDICARE					2,919.00	2,919.00	3,229.96	2,919.00	110.65	110.65		
50E	2546	----	000000	SECURITY SVC						32,357.00	32,357.00	35,400.49	32,357.00	109.41	109.41		
50E000	2550	00	000000	PUPIL TRANSP	IMRF					65,999.00	65,999.00	54,417.28	65,999.00	82.45	82.45		
50E000	2550	00	000000	PUPIL TRANSP	FICA					50,683.00	50,683.00	42,674.94	50,683.00	84.20	84.20		
50E000	2550	00	000000	PUPIL TRANSP	MEDICARE					15,201.00	15,201.00	10,022.19	15,201.00	65.93	65.93		
50E	2550	----	000000	PUPIL TRANSP						131,883.00	131,883.00	107,114.41	131,883.00	81.22	81.22		

FTLOC		FUNC		OBJ		SJ		SOURCE		2024-25 Budget		2023-24 Budget		2023-24 Activity		FY 24	
50E	0000	2560	2120	00	000000	FOOD SERVICE	IMRF			29,760.00	29,760.00	24,870.97	24,870.97	83.57	83.57		
50E000	2560	2120	00	000000	FOOD SERVICE	IMRF				22,631.00	22,631.00	19,812.16	19,812.16	87.54	87.54		
50E000	2560	2140	00	000000	FOOD SERVICE	FICA				5,293.00	5,293.00	4,633.43	4,633.43	87.54	87.54		
50E	2560	----	----	000000	FOOD SERVICE	MEDICARE				57,684.00	57,684.00	49,316.56	49,316.56	85.49	85.49		
50E000	2630	2120	00	000000	IT SERVICES	IMRF				17,188.00	17,188.00	16,597.94	16,597.94	96.57	96.57		
50E000	2630	2130	00	000000	IT SERVICES	FICA				12,576.00	12,576.00	12,504.36	12,504.36	99.43	99.43		
50E000	2630	2140	00	000000	IT SERVICES	MEDICARE				4,820.00	4,820.00	4,557.90	4,557.90	94.56	94.56		
50E	2630	----	----	000000	IT SERVICES					34,584.00	34,584.00	33,660.20	33,660.20	97.33	97.33		
50E000	3100	2120	00	000000	COMMUNITY SV	IMRF				2,304.00	2,304.00	283.44	283.44	12.30	12.30		
50E000	3100	2130	00	000000	COMMUNITY SV	FICA				1,677.00	1,677.00	216.15	216.15	12.89	12.89		
50E000	3100	2140	00	000000	COMMUNITY SV	MEDICARE				392.00	392.00	50.55	50.55	12.90	12.90		
50E	3100	----	----	000000	COMMUNITY SV					4,373.00	4,373.00	550.14	550.14	12.58	12.58		
50E000	4120	2120	00	000000	PYMT SPEC ED	IMRF				20,575.00	20,575.00	53,050.00	53,050.00	100.00	100.00		
50E	4120	----	----	000000	PYMT SPEC ED					20,575.00	20,575.00	53,050.00	53,050.00	100.00	100.00		
50E	----	----	----	0-----	*					847,466.00	847,466.00	783,696.81	783,696.81	89.06	89.06		
50E000	1205	2120	00	311000	LEARNING DIS	IMRF				7,733.00	7,733.00	4,081.99	4,081.99	52.79	52.79		
50E000	1205	2130	00	311000	LEARNING DIS	FICA				5,674.00	5,674.00	3,048.37	3,048.37	53.73	53.73		
50E000	1205	2140	00	311000	LEARNING DIS	MEDICARE				17,874.00	17,874.00	17,557.76	17,557.76	98.23	98.23		
50E	1205	----	----	311000	LEARNING DIS					31,281.00	31,281.00	24,688.12	24,688.12	78.92	78.92		
50E000	1212	2140	02	311000	BEHAVIOR DIS	MEDICARE				310.00	310.00	102.15	102.15	32.95	32.95		
50E	1212	----	----	311000	BEHAVIOR DIS					310.00	310.00	102.15	102.15	32.95	32.95		
50E000	1700	2140	00	337000	DRIVER ED	MEDICARE				2,448.00	2,448.00	2,301.52	2,301.52	94.02	94.02		
50E	1700	----	----	337000	DRIVER ED					2,448.00	2,448.00	2,301.52	2,301.52	94.02	94.02		
50E	----	----	----	3-----	*STATE SOURC					34,039.00	34,039.00	27,091.79	27,091.79	79.59	79.59		
50E000	1130	2120	00	430000	REG INSTRUCT	IMRF				0.00	0.00	2,692.18	2,692.18	0.00	0.00		
50E000	1130	2130	00	430000	REG INSTRUCT	FICA				0.00	0.00	866.71	866.71	0.00	0.00		
50E000	1130	2140	00	430000	REG INSTRUCT	MEDICARE				2,272.00	2,272.00	1,783.38	1,783.38	78.49	78.49		
50E	1130	----	----	430000	REG INSTRUCT					2,272.00	2,272.00	5,342.27	5,342.27	235.14	235.14		
50E000	1205	2120	00	462000	LEARNING DIS	IMRF				27,614.00	27,614.00	28,113.11	28,113.11	101.81	101.81		
50E000	1205	2130	00	462000	LEARNING DIS	FICA				19,919.00	19,919.00	20,933.62	20,933.62	105.09	105.09		
50E000	1205	2140	00	462000	LEARNING DIS	MEDICARE				4,658.00	4,658.00	4,899.96	4,899.96	105.19	105.19		
50E	1205	----	----	462000	LEARNING DIS					52,191.00	52,191.00	53,946.69	53,946.69	103.36	103.36		
50E	----	----	----	4-----	*FEDERAL SOU					54,463.00	54,463.00	59,288.96	59,288.96	108.86	108.86		
5---	----	----	----	-----	*I.M.R.F./SS					935,968.00	935,968.00	870,077.56	870,077.56	89.84	89.84		

FDTLOC	FUNC	OBJ	S/J	FUNC	OBJ	S/J	SOURCE	2024-25		2023-24		FY %
								Budget	Activity	Budget	Activity	
60E000	2530	5400	00	000000	CONSTRUCTION	SITE IMPROVE		3,000,000.00	4,500,000.00	1,018,202.51	34.53	
60E	2530	----	--	000000	CONSTRUCTION		*CONSTRU	3,000,000.00	4,500,000.00	1,018,202.51	34.53	
60E	----	----	--	0-----	*			3,000,000.00	4,500,000.00	1,018,202.51	34.53	
6--	----	----	--	-----	*CAPITAL PRO			3,000,000.00	4,500,000.00	1,018,202.51	34.53	

FDTLOC	FUNC	OBJ	SJ	FUNC	OBJ	SJ	SOURCE	2024-25	2023-24	2023-24	2023-24	2023-24	FY %
								Budget	Budget	Budget	Activity		
70E000	7800	6600	00	0000000	TSFR BTW FUNDS			0.00	3,742,547.00	0.00	0.00	0.00	0.00
70E	7800	----	--	0000000	TRANSFER TO			0.00	3,742,547.00	0.00	0.00	0.00	0.00
70E	----	----	--	0-----	TRANSFER TO			0.00	3,742,547.00	0.00	0.00	0.00	0.00
7--	----	----	--	-----	*WORKING CAS			0.00	3,742,547.00	0.00	0.00	0.00	0.00

FUNLOC	FUNC	OBJ	SJ	SOURCE	2024-25 Budget	2023-24 Budget	2023-24 Activity	FY %
Grand Expense Totals								
					61,079,502.00	64,186,515.00	35,214,847.16	55.83

Number of Accounts: 540

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

FOOD SERVICE CONSULTING AGREEMENT

This agreement entered into this 16th day of May 2024 between Grant Community High School District 124, a non-profit public educational institution with its principal office located at 285 E. Grand Ave, Fox Lake, IL 60020 (Hereinafter District) and Quest Food Management Services, LLC (Hereinafter Quest), A Food Service Corporation with its principal office located at 2500 South Highland Ave, Ste 250, Lombard, IL 60148.

WITNESSETH

WHEREAS, District seeks to employ a qualified and experienced Food Service Management Company to provide expertise and consulting services to the District food service program, and

WHEREAS, District intends to enter into a written Contract with Quest incorporating the terms and conditions set forth in the School's specifications and Quest's proposal.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, District and Quest Management agree as follows:

AGREEMENT

NOW, THEREFORE, the District and Quest, in consideration of the following promises, hereby agree to provide services as follows:

OBLIGATIONS OF QUEST

1. Assist the District in operating its lunch, breakfast and snack in accordance with National School Lunch Program (NSLP), School Breakfast Program (SBP) Snack Program guidelines;
2. Assist the District in selecting and training food service staff to operate a safe, compliant food service program;
3. Assist the District in providing menus, recipes and other resources needed to deliver a fresh food program;
4. Make recommendations to the District in terms of equipment, facilities, maintenance, and supplies;
5. Assist the District in most effectively managing the revenues and expenses of the food service program;
6. Assist the District in most effectively marketing the food service program;
7. Provide purchasing analysis and vendor relationship management;
8. Provide menus and a recipe bank/database to support the menu execution of a fresh food program;
9. Implement a food safety and sanitation program, with a training program to match;
10. Provide daily onsite food service management support via a NSLP-experienced cook and/or production chef;
11. Completing all other obligations listed in the scope of work of the Proposal to District from April

of 2022 (Addendum B).

OBLIGATIONS OF DISTRICT

1. Agree to remit payment to Quest an annual fee of \$52,100 for consulting services for the term of the agreement, plus an additional \$25,000 in fee incentives for performance of mutually agreed upon Key Performance Indicators (KPI's) as defined in Exhibit B. The base fee of \$52,100 shall increase annually by the trailing 12 months' *Consumer Price Index*.
2. Agree to pay wages and associated tax, fringe, insurance and other employment related costs associated with Quest's onsite consultant, equivalent to 38% of direct wages (not to exceed \$79,192); the fee shall increase annually by the trailing 12 months' *Consumer Price Index*.
3. Agree to support and advise Quest in implementing recommendations, answering questions, supporting food service staff in their growth and development;
4. Agree to provide Quest access to sales, expense, purchasing and labor schedules.

TERM

The term of this agreement shall begin July 1, 2024 and end June 30, 2025. Either party may terminate this agreement without cause with ninety (90) days' written notice to the other party. This party shall renew annually following the term of the agreement upon mutual agreement of both parties.

MUTUAL AGREEMENTS AND OBLIGATIONS OF BOTH PARTIES

1. Any notices required to be given under this agreement shall be mailed by certified mail, return receipt requested, properly addressed to the party to be notified, at the address set forth below:
Grant CHSD 124
Beth Reich
Business Manager/CSBO
285 E. Grand Ave
Fox Lake, IL 60020
Quest Food Management Services
Nicholas Saccaro
President
2500 S. Highland Ave, Ste. 250
Lombard, IL 60148
2. The parties to the agreement, and their consultants, contractors, and subcontractors shall not discriminate against any employee or applicant for employment, to be employed in performance of the agreement, with respect to her or his hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of her or his race, sex, sexual orientation, gender identity, religion, color, national origin, ancestry, age, disability, or United States military service veteran status. Breach of this section shall be regarded as a material breach of this agreement.
3. This agreement shall become effective on the date of the last required signature, and the parties hereto and their successors and assigns, if any, shall proceed with due diligence to give effect to the terms and conditions herein.
4. This agreement may be amended only in writing signed by each of the parties.

5. Each signatory below hereby represents and warrants that he and/or she is a duly constituted officer of his or her respective party to this agreement, with full authority to execute this agreement on behalf thereof.
6. In the event of any inconsistency between this agreement and any Exhibits attached hereto, the terms and conditions of the agreement shall control.
7. The parties agree that in the event any litigation arises out of this agreement, such litigation shall be brought in a court of competent jurisdiction in Lake County, Illinois.

IN WITNESS WHEREOF, the parties hereto have executed this agreement as follows:

QUEST FOOD MANAGEMENT SERVICES

GRANT CHSD 124

By: _____

By: _____

Printed: _____

Printed: _____

Title: _____

Title: _____

Date: _____

Date: _____

EXHIBIT B

KEY PERFORMANCE INDICATORS

To be defined at the conclusion of the 2023-24 school year; shall include:

- Revenue target for student sales
- Food expense target as a % of sales
- Non-food/supplies expense target as a % of sales