GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
BOARD OF EDUCATION REGULAR MEETING
THURSDAY, NOVEMBER 14, 2024
7:00 PM - LIBRARY
285 E. GRAND AVENUE
FOX LAKE, ILLINOIS 60020

AGENDA

I. Call to Order
II. Pledge of Allegiance
III. Roll Call
IV. Consent Agenda ** 2
V. Superintendent's Report – Recognition and Informational Items
  A. Student Recognition 57
  B. Faculty Recognition 58
  C. Board of Education Member Recognition
  D. Educational Life Skills Program 59
  E. School Report Card Review 68
  F. School Board Policy Modifications – First Reading 226
  G. Joint Annual Conference / IASB Resolutions Committee Report 305
  H. Foundation Gala Update 329
  I. Principal's Report 330
  J. Student Representative's Report 332
VI. Public Comment
VII. Superintendent's Report – Action Items
  A. Calendar 2025/2026 ** 333
  B. Overnight Trip Request ** 334
  C. Personnel ** **REVISED** 340
VIII. Business Affairs
  A. Property Tax Relief Grant ** 342
  B. 5-Year Capital Plan 345
IX. Other Business
X. Closed Session
  A. Other matters relating to individual students 5 ILCS 120/2 (c)(10) **
  B. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1) **
  C. Student disciplinary cases 5 ILCS 120/2 (c)(9) **
XI. Action items from closed session discussion
  A. Potential Board action regarding personnel **
  B. Potential Board action regarding student discipline **
XII. Adjourn

**Indicates potential action item in open session
The next regular Board of Education meeting will be held on Thursday, December 19, 2024.

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
MINUTES OF BOARD OF EDUCATION MEETING
OCTOBER 17, 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, October 17, 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:

Mrs. Kathy Kusiak, President
Mr. John Jared, Vice President
Mrs. Shelly Booth, Secretary
Mrs. Laurie Hembrey, Member
Mr. Ed Lescher, Member

Members absent:

Mrs. Ivy Fleming, Member
Mr. Bob Yanik, Member

Administration present:

Dr. Christine A. Sefcik, Superintendent
Mrs. Beth Reich, Business Manager
Dr. Jeremy Schmidt, Principal
Dr. Stacie Noisey, Director of Curriculum, Instruction, and Assessment
Ms. Veronica Lukemeyer, Divisional Administrator
Mr. Blair Schoell, Divisional Administrator
Mr. Eric Taubery, Divisional Administrator

Student Representative: Ms. Casey McCleery

AUDIENCE

Ryne, Carlene, and Scott Dzierzynski

CONSENT AGENDA

Minutes of regular meeting held September 19, 2024
Minutes of closed meeting held September 19, 2024
October Bills Payable
September Treasurer's Report
Destruction of closed meeting audio recording from April 20, 2023
Quarterly list of authorized depositories, investment managers, dealers, and brokers

** A motion was made by Mr. Jared, second by Mrs. Booth to approve the Consent Agenda, as presented.
Votes were taken by roll call. Votes were cast as follows:
Aye: Jared, Booth, Hembrey, Lescher, Kusiak
Nay: None
Absent: Fleming, Yanik
Motion – **Passed**

SUPERINTENDENT'S REPORT – Recognition and Informational Items

Student Recognition

Dr. Sefcik introduced Ryne Dzierzynski, in the presence of his family, as the October Student of the Month. She read Ryne's profile of accomplishments, which included academic achievements, extracurricular activities, service to the community, what he enjoys in his spare time, and future plans. Dr. Sefcik offered Ryne the opportunity to speak to the Board and he thanked the Board for the honor and noticing his dedication and hard work. He also thanked his Mom & Dad for their support during his high school career. The Board and audience applauded Ryne and Dr. Sefcik presented him with a certificate to commemorate being chosen as the October Student of the Month.

Curriculum Changes for 2025/26

Dr. Sefcik introduced Dr. Noisey and the divisional administrators to present the recommended curriculum changes for the following courses for the 2025/26 school year. Dr. Noisey said the changes to testing made some of the changes necessary. Mrs. Lukemeyer, Mr. Schoell, and Mr. Taubery each gave information regarding their department changes.

New Course:
Beginning Percussion
The Ultimate Playlist: Exploring music careers, theory and production

Course Deletion:
English 11
World Geography

Course Revisions:
Advanced English 11
Digital Art to Digital Illustration and Design
EL Resource
Global Insights
Honors Physics

Course On Hold:
The Exceptional Child - delayed until 2026/27

Graduation Requirement Change

Dr. Sefcik informed the Board that students must complete 22 credits in order to graduate, including the classroom phase of driver education. The administration is recommending the elimination of the driver education classroom requirement effective with the 2025/26 school year. The primary goal of this change is to increase flexibility for students in an already demanding academic environment and giving students greater control over their educational planning. Driver education will still be provided for all interested students.

Calendar DRAFT – 2025-2026

Dr. Sefcik provided a draft of the 2025/26 school calendar and noted it has been shared with our feeder districts for their consideration. A few notable dates are Institute days would take place on August 11 and 12, the first day of student attendance on August 13, and the last day, if no emergency days are used, would be May 22, 2026. Seniors will complete classes the week prior, with graduation taking place on Sunday, May 17. She plans to bring a final calendar for approval at the November meeting.

CARES and Stronger Connections Grant Overview

Dr. Sefcik reported that in March, we applied for and were awarded $221,635 for the Illinois State Board of Education (ISBE) Stronger Connections Grant. This grant will allow us to enhance access to mental health services for students and families. We collaborated with nine other districts to submit separate, but concurrent, applications as was successfully done in DuPage and Will counties. All nine other districts were awarded the grant and have been working on the details. We are working on reviewing vendor contracts and creating district specific marketing materials and multi-lingual landing pages. Training with our Student Services Team will be conducted to be ready to go live this fall.

Homecoming - 2025

Dr. Sefcik informed the Board that Homecoming 2025 will take place the week of September 15-19, 2025. That will be the same week as our regularly scheduled Board of Education meeting so there is no need to change the meeting date to align with the Hall of Fame induction.

School Report Card Timeline

Dr. Sefcik said the data collection window for the 2024 Illinois School Report Card is now closed and will be open for superintendent and principal preview from October 1-29. ISBE will officially publish School Report Cards on October 30th by 9:00 am. She provided the data indicators that contribute to the annual summative designation and details about what those summative designations represent. She will review the Report Card with the Board at the November meeting.

Joint Conference Planning

Dr. Sefcik reminded the Board that the Joint Annual Conference will take place November 22-24. Pre-conference workshops begin the morning of November 21st and require advanced registration. Conference details are available online and members are encouraged to plan their sessions and sync them to their phone or calendar. The Resolutions Committee Report was provided to have ample time to review it prior to the Delegate Assembly Resolutions and itinerary details being discussed in November.

Principal's Report

Dr. Schmidt was called away so he was unable to present his monthly report in person which was provided in written form and included information on Professional Development Updates: Flex Start, Fall Institute Day, and Instructional Leadership Team Development, Student Recognition, Non-Compliant Health Records, Elyssa's Mission, Parent-Student-Teacher Conferences, and Veterans' Day Planning.

Student Representative's Report

Casey McCleery provided her report which included information on Activities: Superintendent Council, Choir, National Honor Society. Sports: Spaghetti Dinner, Season Wrap-Up. Events: Blood Drive, Dodgeball Tournament, and Field Trips.

PUBLIC COMMENT

No public comment was given.

SUPERINTENDENT'S REPORT – Action Items

Course Changes 2025/26

Dr. Sefcik recommended the following course modifications for the 2025/26 school year:

New Course:

Beginning Percussion
The Ultimate Playlist: Exploring music careers, theory and production

Course Deletion:

English 11
World Geography

Course Revisions:

Advanced English 11
Digital Art to Digital Illustration and Design
EL Resource
Global Insights
Honors Physics

** A motion was made by Mrs. Booth, second by Mrs. Hembrey to approve the course modifications for the 2025/26 school year, as presented.

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

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

Motion – **Passed**

Graduation Requirement Change

Dr. Sefcik recommended revising graduation requirements to eliminate the requirement to take the classroom phase of driver education effective with the 2025/26 school year. It will remain a course selection option for students.

** A motion was made by Mr. Lescher, second by Mr. Jared to approve the elimination of driver education as a graduation requirement, effective with the 2025/26 school year, as presented.

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

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

Motion – **Passed**

School Board Policy Modifications – Second Reading

Dr. Sefcik recommended approval of the changes to the following School Board Policies based on direction from the Illinois Association of School Boards and legal counsel:

Section 200 Board of Education

2:260 Uniform Grievance Procedure
2:265 Title IX Grievance Procedure

Section 500 Personnel

5:100 Staff Development Program

Section 700 Students

7:20 Harassment of Students Prohibited

7:185 Teen Dating Violence Prohibited

** A motion was made by Mr. Lescher, second by Mr. Jared to approve the School Board Policy modifications, as presented.

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

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

Motion – **Passed**

Intergovernmental Cooperation Agreement for Mutual Assistance – Lake County

Dr. Sefcik informed the Board that the Lake County Regional Office of Education is seeking to develop and implement a countywide program designed to provide mutual aid in the event of a crisis, primarily arising out of disaster or violence, for Lake County school districts and cooperatives. The program would also be designed to provide training and professional development to prepare member personnel for response and recovery activities. Participation is optional and an initial contribution of $250 is required for materials and equipment. The Agreement has been reviewed by legal counsel.

** A motion was made by Mr. Lescher, second by Mr. Jared to approve the Intergovernmental Cooperation Agreement for Mutual Assistance – Lake County, as presented.

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

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

Motion – **Passed**

Winter Coaches

Dr. Sefcik recommended approval of the winter coaching staff, as presented.

** A motion was made by Mrs. Hembrey, second by Mrs. Booth to approve the winter coaching staff, as presented.

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

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

Motion – **Passed**

Personnel

Dr. Sefcik made the following personnel recommendations:

Recommend the employment of the following individuals:

- Jessica Ahlgrim, PT Food Service, $15/hr., starting 10/8/2024
- Mary Arias, 2nd Shift Custodian, $17/hr., starting 10/7/2024
- Rebecca Dolbee, Non-Certified Utility, $20/hr., starting 10/7/2024
- Katelyn Dupree, Paraprofessional, $17.82/hr., starting 10/28/2024
- Brittany Tjardes, Part-time Accounting, $65/hr., starting 10/15/2024
- Calista Warmowski, Asst. Volleyball Coach, remainder of season

Recommend accepting the following resignation/retirement letters:

- Blaine Domich, Grounds Staff, retirement date 12/2/2024
- Anna Kosar, Transportation, resignation effective 9/27/2024

Notification of the following Family and Medical Leave Requests:

- Annette Arvelo-Centeno, Food Service, from 11/21/2024-3/5/2025
- Dulce Olmos-Ocampo, EL Teacher, from 1/6/2025-4/9/2025

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

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

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

Motion – **Passed**

BUSINESS AFFAIRS

2024 Tentative Tax Levy

Mrs. Reich provided the tentative 2024 Certificate of Tax Levy. She stated the county is predicting that our equalized assessed value will increase from $1,178,955,217 in 2023 to $1,367,031,788. This is a 15.95% total increase from the previous year including new construction. They are projecting our new construction to be $6,700,146, which is a decrease over last. The last two years we have held a hearing because our levy request was more than 5% over the previous year's extension. This year, we are not requesting more than 5% so a hearing is not required. Mrs. Reich will bring the resolutions and recommendation for approval of the final 2024 tax levy to the November meeting.

School Maintenance Project Grant

Mrs. Reich recommended approval of the Illinois State Board of Education School Maintenance Project Grant. This grant is a dollar-for-dollar state matching grant program that provides awards up to $50,000 exclusively for the maintenance or upkeep of buildings or structures for educational purposes. She noted that we plan to use these funds to assist with a number of items including lighting, HVAC, and parking lot repairs. The grant application must be presented to the Board for approval prior to submitting.

** A motion was made by Mr. Jared, second by Mrs. Booth to approve the School Maintenance Project Grant application, as presented.

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

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

Motion – **Passed**

OTHER BUSINESS

Dr. Sefcik informed the Board that two Freedom of Information Act requests were received. One was fulfilled, the other was denied under 5 ILCS 140/7(1)(v).

CLOSED SESSION

** At 7:45 p.m. a motion was made by Mr. Lescher, second by Mr. Jared 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).

Votes were taken by roll call. Votes were cast as follows:
Aye: Lescher, Kusiak, Jared, Booth, Hembrey
Nay: None
Absent: Fleming, Yanik
Motion – **Passed**

** At 8:07 p.m. a motion was made by Mrs. Hembrey, second by Mr. Jared to end closed session and return to open session.
Votes were taken by roll call. Votes were cast as follows:
Aye: Kusiak, Jared, Booth, Hembrey, Lescher
Nay: None
Absent: Fleming, Yanik
Motion – **Passed**

ACTION CLOSED SESSION

** A motion was made by Mrs. Hembrey, second by Mr. Lescher to approve the termination of on-call food services subs Faustino Catuy and Tiffany Beaudry, for job abandonment.
Votes were taken by roll call. Votes were cast as follows:
Aye: Jared, Booth, Hembrey, Lescher, Kusiak
Nay: None
Absent: Fleming, Yanik
Motion – **Passed**

** A motion was made by Mr. Lescher, second by Mr. Jared to approve the termination of Kimberly Geiman, Director of Transportation, for performance.
Votes were taken by roll call. Votes were cast as follows:
Aye: Kusiak, Jared, Booth, Hembrey, Lescher
Nay: None
Absent: Fleming, Yanik
Motion – **Passed**

ADJOURN

** At 8:09 p.m. a motion was made by Mr. Jared, second by Mrs. Hembrey to adjourn the meeting.

_____
Kathy Kusiak, President

_____
Shelly Booth, Secretary

Grant Community High School District 124
AP Invoice Listing Report
November 14, 2024

Total Invoices:	340	$1,095,890.00

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
ACCURATE001	ACCURATE BIOMETRICS	198662410	0000000000	mm1124	AP	Fingerprinting OCT24		B	10/31/2024	11/14/2024	R	$534.50
							24-25					$534.50
						NUMBER OF INVOICES: 1						**$534.50**
AIRGAS U000	Airgas Usa, Llc	5510997942	0000000000	mm1124	AP	Cylinder Rental SEPT24		B	09/30/2024	11/14/2024	R	$152.80
							24-25					$152.80
						NUMBER OF INVOICES: 1						**$152.80**
ALEXAJOR000	Alexander, Jordan	EDCI626-100	0000000000	mm1124	AP	24/25 Tuition Reimbursement		B	11/04/2024	11/14/2024	R	$465.00
							24-25					$465.00
						NUMBER OF INVOICES: 1						**$465.00**
ALLENDAL002	Allendale	202410163289	0000000000	mm1124	AP	Tuition SEPT24		B	09/30/2024	11/14/2024	R	$27,600.00
							24-25					$27,600.00
						NUMBER OF INVOICES: 1						**$27,600.00**
ALPHA BA000	Alpha Baking Co., Inc.	OCT 2024	0000000000	mm1124	AP	Baking 100124-103124		B	10/31/2024	11/14/2024	R	$813.51
							24-25					$813.51
						NUMBER OF INVOICES: 1						**$813.51**
ALSTONOA000	Alstott, Noah Webster	10252024 4:45	0000000000	mm1124	AP	Football		B	01/02/5202	11/14/2024	R	$73.00
							24-25					$73.00
ALSTONOA000	Alstott, Noah Webster	10252024 7:00	0000000000	mm1124	AP	Football V		B	01/02/5202	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
AMAZON C000	Amazon Capital Services	1MF7-VWRV-NGX4	0002500025	mm1124	AP	Amazon purchases 2024-2025		B	11/01/2024	11/14/2024	R	$12,224.64
							24-25					$12,224.64

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
AMAZON C000	Amazon Capital Services	1MF7-VWRV-NGX4(FND)	0000000000	mm1124	AP	Amazon-FND purchases	B 24-25		11/01/2024	11/14/2024	R	$1,079.50 $1,079.50
AMAZON C000	Amazon Capital Services	CM#1P3Y-94GF-JNQQ	0000000000	mm1124	AP	Amazon CREDIT	B 24-25		11/01/2024	11/14/2024	R	$-73.47 $-73.47
						NUMBER OF INVOICES: 3						**$13,230.67**
AMOS ALO000	Amos Alonzo Stagg High School	Stag HS - Dance	0000000000	mm1124	AP	Dance Competition - 12.21.24	B 24-25		10/29/2024	11/14/2024	R	$400.00 $400.00
						NUMBER OF INVOICES: 1						**$400.00**
AT & T 001	AT & T	3100254907	0000000000	mm102324	AP	8310011444996 100724-110624	H 24-25		10/07/2024	10/23/2024 118407	R	$390.14 $390.14
AT & T 001	AT & T	8531694904	0000000000	mm102324	AP	8310011444894 100724-110624	H 24-25		10/07/2024	10/23/2024 118407	R	$381.74 $381.74
						NUMBER OF INVOICES: 2						**$771.88**
AT&T 002	AT&T	847587259710	0000000000	mm103024	AP	84758725975566 092024-101924	H 24-25		10/19/2024	10/30/2024 118443	R	$15,151.36 $15,151.36
						NUMBER OF INVOICES: 1						**$15,151.36**
ATLAS LA000	Atlas Language Services Inc.	P549	0000000000	mm1124	AP	Translation Services	B 24-25		10/10/2024	11/14/2024	R	$157.28 $157.28
ATLAS LA000	Atlas Language Services Inc.	P550	0000000000	mm1124	AP	Translation Services	B 24-25		10/10/2024	11/14/2024	R	$2,102.24 $2,102.24
ATLAS LA000	Atlas Language Services Inc.	P551	0000000000	mm1124	AP	Translation Services	B 24-25		10/10/2024	11/14/2024	R	$1,292.58 $1,292.58

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
ATLAS LA000	Atlas Language Services Inc.	P553	0000000000	mm1124	AP	Translation Services	B 24-25		10/15/2024	11/14/2024	R	$65.00 $65.00
						NUMBER OF INVOICES: 4						**$3,617.10**
AUSTIJEF000	Austin, Jeffrey	11042024	0000000000	mm1124	AP	Theater supply reimbursement	B 24-25		11/04/2024	11/14/2024	R	$16.99 $16.99
						NUMBER OF INVOICES: 1						**$16.99**
AVALON P000	Avalon Petroleum Co.	009165	0000000000	mm1124	AP	RFG 10% Ethanol	B 24-25		10/14/2024	11/14/2024	R	$4,292.17 $4,292.17
AVALON P000	Avalon Petroleum Co.	009649	0000000000	mm1124	AP	RFG 10% Ethanol	B 24-25		10/02/2024	11/14/2024	R	$3,463.46 $3,463.46
						NUMBER OF INVOICES: 2						**$7,755.63**
B&F CONS000	B&F CONSTRUCTION CODE SVCS INC	20039	0000000000	mm1124	AP	SEPT24 Plumbing Inspections	B 24-25		10/18/2024	11/14/2024	R	$1,625.00 $1,625.00
						NUMBER OF INVOICES: 1						**$1,625.00**
BARRINGT002	Barrington High School	Barrington _ Cheer	0000000000	mm1124	AP	Barrington Cheer Competition	B 24-25		10/29/2024	11/14/2024	R	$450.00 $450.00
						NUMBER OF INVOICES: 1						**$450.00**
BENNY'S 000	Benny's Service Center Inc.	5991	0000000000	mm1124	AP	Bus#16 service	B 24-25		10/17/2024	11/14/2024	R	$47.50 $47.50
BENNY'S 000	Benny's Service Center Inc.	6051	0000000000	mm1124	AP	Activity Bus service	B 24-25		10/25/2024	11/14/2024	R	$96.24 $96.24
						NUMBER OF INVOICES: 2						**$143.74**
BIBLELON000	Bible, Lonnie	10172024	0000000000	mm1124	AP	G VBall Soph/V	B		10/17/2024	11/14/2024	R	$121.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
BIBLELON000	Bible, Lonnie	10172024	******CONTINUED******									
							24-25					$121.00
						NUMBER OF INVOICES: 1						**$121.00**
BILBRAMA000	Bilbrey, Amanda	11042024	0000000000	mm1124	AP	PBIS pizza reimbursement		B	11/04/2024	11/14/2024	R	$75.00
							24-25					$75.00
						NUMBER OF INVOICES: 1						**$75.00**
BILKERIC000	Bilkey, Richard	10252024 4:45	0000000000	mm1124	AP	Football		B	10/25/2024	11/14/2024	R	$73.00
							24-25					$73.00
BILKERIC000	Bilkey, Richard	10252024 7:00	0000000000	mm1124	AP	Football V		B	10/25/2024	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
BOYD SAN001	Boyd, Sandra	872	0000000000	mm1124	AP	Interpreting Services		B	10/10/2024	11/14/2024	R	$127.50
							24-25					$127.50
						NUMBER OF INVOICES: 1						**$127.50**
BRACHFRE000	Brach, Frederick JR	10102024 4:45	0000000000	mm1124	AP	Football		B	10/10/2024	11/14/2024	R	$73.00
							24-25					$73.00
BRACHFRE000	Brach, Frederick JR	10102024 7:00	0000000000	mm1124	AP	Football V		B	10/10/2024	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
BRECHT'S000	Brecht's Database Solutions Inc	17496	0000000000	mm1124	AP	EmbraceDS 5% billing		B	10/07/2024	11/14/2024	R	$286.27
							24-25					$286.27
						NUMBER OF INVOICES: 1						**$286.27**
BSN SPOR000	Bsn Sports	927097951	0972500000	mm1124	AP	B/G Soccer Rebounders	F	B	09/30/2024	11/14/2024	R	$1,164.16

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
BSN SPOR000	Bsn Sports	927097951	******CONTINUED******									
						(Booster Wish)						
							24-25					$1,164.16
BSN SPOR000	Bsn Sports	927119595	0502500039	mm1124	AP	Softball Game Balls	F	B	10/01/2024	11/14/2024	R	$1,290.60
							24-25					$1,290.60
BSN SPOR000	Bsn Sports	927287364	0502500035	mm1124	AP	B Basketball Warm Up	F	B	10/11/2024	11/14/2024	R	$1,417.49
						Shirts/Pants						
							24-25					$1,417.49
BSN SPOR000	Bsn Sports	927377184	0502500030	mm1124	AP	Football Pylons	F	B	10/17/2024	11/14/2024	R	$679.80
							24-25					$679.80
BSN SPOR000	Bsn Sports	927432088	0502500026	mm1124	AP	Boys Basketball Uniforms	F	B	10/22/2024	11/14/2024	R	$5,602.89
							24-25					$5,602.89
												14
						NUMBER OF INVOICES: 5						**$10,154.94**
BUILDING000	Building Blocks For Kids Success	515	0000000000	mm1124	AP	OT Services Oct/Nov24		B	11/05/2024	11/14/2024	R	$6,638.00
							24-25					$6,638.00
						NUMBER OF INVOICES: 1						**$6,638.00**
BURRIS E001	Burris Equipment	RC1028691-1	0000000000	mm1124	AP	Spider Lift rental		B	10/30/2024	11/14/2024	R	$1,584.00
							24-25					$1,584.00
						NUMBER OF INVOICES: 1						**$1,584.00**
CALHOPAT000	Calhoun, Patrice	EDCL500	0000000000	mm1124	AP	24/25 Tuition Reimbursement		B	11/04/2024	11/14/2024	R	$475.00
							24-25					$475.00
						NUMBER OF INVOICES: 1						**$475.00**
CAREY EL000	Carey Electric Contracting, Inc	3406312	0000000000	mm1124	AP	Library Soffit Can Lights		B	10/31/2024	11/14/2024	R	$11,803.00
							24-25					$11,803.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
CAREY EL000	Carey Electric Contracting, Inc	3406313	0000000000	mm1124	AP	Auditorium Lighting improvements	B		10/31/2024	11/14/2024	R	$18,628.00
							24-25					$18,628.00
CAREY EL000	Carey Electric Contracting, Inc	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion	B		10/31/2024	11/14/2024	S	$43,839.00
							24-25					$43,839.00
						NUMBER OF INVOICES: 3						**$74,270.00**
CDW GOVE000	CDW Government, Inc.	AA9DL7G	3002500051	mm1124	AP	Server for District Office	F B		10/04/2024	11/14/2024	R	$2,221.12
							24-25					$2,221.12
CDW GOVE000	CDW Government, Inc.	AB1NS1V	3002500060	mm1124	AP	Epson Short Throw Projection	F B		10/15/2024	11/14/2024	R	$1,300.00
							24-25					$1,300.00
						NUMBER OF INVOICES: 2						**$3,521.12**
CENTRAL 003	Central States Bus Sales, Inc.	IN633212	0000000000	mm1124	AP	Crossing Arm	B		10/02/2024	11/14/2024	R	$113.95
							24-25					$113.95
CENTRAL 003	Central States Bus Sales, Inc.	IN634572	0000000000	mm1124	AP	Wipers/Coolant	B		10/15/2024	11/14/2024	R	$146.20
							24-25					$146.20
CENTRAL 003	Central States Bus Sales, Inc.	IN634579	0000000000	mm1124	AP	Wiper Blades	B		10/15/2024	11/14/2024	R	$167.60
							24-25					$167.60
CENTRAL 003	Central States Bus Sales, Inc.	IN635124	0000000000	mm1124	AP	Transportation supply	B		10/18/2024	11/14/2024	R	$101.46
							24-25					$101.46
						NUMBER OF INVOICES: 4						**$529.21**
CINTAS 4000	Cintas 47P	OCT 2024	0000000000	mm1124	AP	Towel Service OCT24	B		10/31/2024	11/14/2024	R	$455.28
							24-25					$455.28
						NUMBER OF INVOICES: 1						**$455.28**
CLAUSTYL000	Clausen, Tyler	DL5023	0000000000	mm101624	AP	24/25 Tuition Reimbursement	H		10/15/2024	10/16/2024	R	$705.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
CLAUSTYL000	Clausen, Tyler	DL5023	******CONTINUED******									
							24-25			118401		$705.00
CLAUSTYL000	Clausen, Tyler	DL5103	0000000000	mm101624	AP	24/25 Tuition Reimbursement	H		10/15/2024	10/16/2024	R	$705.00
							24-25			118401		$705.00
						NUMBER OF INVOICES: 2						**$1,410.00**
COMCAST 001	Comcast	219261382	0000000000	mm101624	AP	900023977 OCT24	H		10/01/2024	10/16/2024	R	$2,975.05
							24-25			118402		$2,975.05
COMCAST 001	Comcast	219781875	0000000000	mm101624	AP	960050207 OCT24	H		10/01/2024	10/16/2024	R	$514.75
							24-25			118402		$514.75
COMCAST 001	Comcast	219781894	0000000000	mm101624	AP	974472148 OCT24	H		10/01/2024	10/16/2024	R	$344.85
							24-25			118402		$344.85
						NUMBER OF INVOICES: 3						**$3,834.65**
COMCAST 002	Comcast Cable	8771100240354868	0000000000	mm102324	AP	Internet 101724-111624	H		10/13/2024	10/23/2024	R	$144.85
							24-25			118408		$144.85
COMCAST 002	Comcast Cable	8771101420419695	0000000000	mm101624	AP	Internet 101224-111124	H		10/08/2024	10/16/2024	R	$43.25
							24-25			118403		$43.25
						NUMBER OF INVOICES: 2						**$188.10**
COMMUNIC000	Communications Direct Inc.	IN181674	3002500040	mm1124	AP	Van Radio Units	F	B	10/28/2024	11/14/2024	R	$1,770.00
							24-25					$1,770.00
						NUMBER OF INVOICES: 1						**$1,770.00**
COMPASS 004	Compass Group USA	ORD315370	0000000000	mm1124	AP	Coffee Bar supply		B	10/23/2024	11/14/2024	R	$148.60
							24-25					$148.60

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ S / FY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1					**$148.60**
CONANT H000	CONANT HIGH SCHOOL	F Volleyball	0000000000	mm1124	AP	F Volleyball 10.12.24	B	10/15/2024	11/14/2024	R	$300.00
							24-25				$300.00
						NUMBER OF INVOICES: 1					**$300.00**
CONNECTI001	Connections Day School South	32742	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$6,515.04
							24-25				$6,515.04
						NUMBER OF INVOICES: 1					**$6,515.04**
CONNECTI002	Connections Day School	37166	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07
CONNECTI002	Connections Day School	37167	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07
CONNECTI002	Connections Day School	37168	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07
CONNECTI002	Connections Day School	37169	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07
CONNECTI002	Connections Day School	37170	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07
CONNECTI002	Connections Day School	37171	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07
CONNECTI002	Connections Day School	37172	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07
CONNECTI002	Connections Day School	37173	0000000000	mm1124	AP	Tuition OCT24	B	10/31/2024	11/14/2024	R	$7,217.07
							24-25				$7,217.07

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
CONNECTI002	Connections Day School	37174	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$7,217.07
							24-25					$7,217.07
CONNECTI002	Connections Day School	37177	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$3,093.03
							24-25					$3,093.03
						NUMBER OF INVOICES: 10						**$68,046.66**
CONNECTI004	Connections Academy East	13339	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$7,269.36
							24-25					$7,269.36
CONNECTI004	Connections Academy East	13340	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$7,616.49
							24-25					$7,616.49
CONNECTI004	Connections Academy East	13370	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$7,269.36
							24-25					$7,269.36
						NUMBER OF INVOICES: 3						**$22,155.21**
CONSERV 000	Conserv Fs	65182575	0000000000	mm1124	AP	TruStripe yellow/red		B	10/08/2024	11/14/2024	R	$704.00
							24-25					$704.00
						NUMBER OF INVOICES: 1						**$704.00**
CONSTELL000	Constellation New Energry, Inc	69439859301	0000000000	mm1124	AP	2857041-0 OCT24		B	10/17/2024	11/14/2024	R	$105.46
							24-25					$105.46
						NUMBER OF INVOICES: 1						**$105.46**
CRAMBTRI000	Crambes, Trisha	OL5276	0000000000	mm1124	AP	24/25 Tuition Reimbursement		B	11/04/2024	11/14/2024	R	$399.00
							24-25					$399.00
						NUMBER OF INVOICES: 1						**$399.00**
CRYSTAL 002	Crystal Lake Central High School	CL Central - Dance -	0000000000	mm1124	AP	Dance Competition		B	10/29/2024	11/14/2024	R	$450.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
CRYSTAL 002	Crystal Lake Central High School	CL Central - Dance -	******CONTINUED******									
							24-25					$450.00
CRYSTAL 002	Crystal Lake Central High School	GBK CLC 11.19.24	0000000000	mm1124	AP	Entry Fee		B	11/04/2024	11/14/2024	R	$275.00
							24-25					$275.00
						NUMBER OF INVOICES: 2						**$725.00**
CSES SCH000	CSES Schools LLC	D124-102024	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$8,279.48
							24-25					$8,279.48
						NUMBER OF INVOICES: 1						**$8,279.48**
DAVISJIM000	Davis III, Jim	10192024	0000000000	mm1124	AP	XCntry B/G V		B	10/19/2024	11/14/2024	R	$136.00
							24-25					$136.00
						NUMBER OF INVOICES: 1						**$136.00**
DK CONTR000	Dk Contractors Inc.	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion		B	10/31/2024	11/14/2024	S	$28,830.15
							24-25					$28,830.15
						NUMBER OF INVOICES: 1						**$28,830.15**
DONE DEA000	Done Deal Promotions	90690	0212500004	mm1124	AP	PE Uniforms	F	B	09/05/2024	11/14/2024	R	$2,771.57
							24-25					$2,771.57
						NUMBER OF INVOICES: 1						**$2,771.57**
DURHAM S001	Durham School Services	92056540	0000000000	mm1124	AP	SpecEd Trnsprt SEPT24		B	10/07/2024	11/14/2024	R	$26,936.74
							24-25					$26,936.74
DURHAM S001	Durham School Services	92061296	0000000000	mm1124	AP	SpecEd Trnsprt OCT24		B	11/04/2024	11/14/2024	R	$24,262.71
							24-25					$24,262.71
						NUMBER OF INVOICES: 2						**$51,199.45**
EBSCO 001	Ebsco	1725929	0000000000	mm1124	AP	Annual Magazine Subscription		B	10/02/2024	11/14/2024	R	$1,165.96

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
EBSCO 001	Ebsco	1725929	******CONTINUED******									
							24-25					$1,165.96
						NUMBER OF INVOICES: 1						**$1,165.96**
ED FOGAR000	Ed Fogarty Concrete Construction I	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion	B		10/31/2024	11/14/2024	S	$1,267.48
							24-25					$1,267.48
						NUMBER OF INVOICES: 1						**$1,267.48**
EI US LL000	EI US LLC	INV206646	0000000000	mm1124	AP	Hospital Tutoring	B		09/20/2024	11/14/2024	R	$538.16
							24-25					$538.16
EI US LL000	EI US LLC	INV209610	0000000000	mm1124	AP	Hospital Tutoring	B		10/04/2024	11/14/2024	R	$248.37
							24-25					$248.37
EI US LL000	EI US LLC	INV209611	0000000000	mm1124	AP	Hospital Tutoring	B		10/04/2024	11/14/2024	R	$331.16
							24-25					$331.16
EI US LL000	EI US LLC	INV210044	0000000000	mm1124	AP	Hospital Tutoring	B		10/04/2024	11/14/2024	R	$662.36
							24-25					$662.36
EI US LL000	EI US LLC	INV211136	0000000000	mm1124	AP	Hospital Tutoring	B		10/11/2024	11/14/2024	R	$827.95
							24-25					$827.95
EI US LL000	EI US LLC	INV211780	0000000000	mm1124	AP	Hospital Tutoring	B		10/18/2024	11/14/2024	R	$331.16
							24-25					$331.16
EI US LL000	EI US LLC	INV211781	0000000000	mm1124	AP	Hospital Tutoring	B		10/18/2024	11/14/2024	R	$165.58
							24-25					$165.58
EI US LL000	EI US LLC	INV211782	0000000000	mm1124	AP	Hospital Tutoring	B		10/18/2024	11/14/2024	R	$331.18
							24-25					$331.18
EI US LL000	EI US LLC	INV212163	0000000000	mm1124	AP	Hospital Tutoring	B		10/18/2024	11/14/2024	R	$662.36
							24-25					$662.36

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
EI US LL000	EI US LLC	INV212842	0000000000	mm1124	AP	Hospital Tutoring		B	10/25/2024	11/14/2024	R	$82.79
							24-25					$82.79
EI US LL000	EI US LLC	INV212843	0000000000	mm1124	AP	Hospital Tutoring		B	10/25/2024	11/14/2024	R	$248.37
							24-25					$248.37
EI US LL000	EI US LLC	INV212844	0000000000	mm1124	AP	Hospital Tutoring		B	10/25/2024	11/14/2024	R	$82.79
							24-25					$82.79
EI US LL000	EI US LLC	INV212845	0000000000	mm1124	AP	Hospital Tutoring		B	10/25/2024	11/14/2024	R	$827.95
							24-25					$827.95
EI US LL000	EI US LLC	INV213313	0000000000	mm1124	AP	Hospital Tutoring		B	10/25/2024	11/14/2024	R	$765.85
							24-25					$765.85
EI US LL000	EI US LLC	INV213921	0000000000	mm1124	AP	Hospital Tutoring		B	10/25/2024	11/14/2024	R	$496.77
							24-25					$496.77
						NUMBER OF INVOICES: 15						**$6,602.80**
ENGENLUC000	Engen, Lucas	10102024 4:45	0000000000	mm1124	AP	Football		B	10/10/2024	11/14/2024	R	$73.00
							24-25					$73.00
ENGENLUC000	Engen, Lucas	10102024 7:00	0000000000	mm1124	AP	Football V		B	10/10/2024	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
ENGLER,C000	Engler,Callaway,Baasten & Sraga L	34245	0000000000	mm1124	AP	CARES Grant OCT24		B	11/01/2024	11/14/2024	R	$954.00
							24-25					$954.00
ENGLER,C000	Engler,Callaway,Baasten & Sraga L	34246	0000000000	mm1124	AP	General Law Srvc OCT24		B	11/01/2024	11/14/2024	R	$26.50
							24-25					$26.50
						NUMBER OF INVOICES: 2						**$980.50**
ERIKSSON000	Eriksson Engineering	31258	0000000000	mm1124	AP	Weight Room Expansion		B	10/16/2024	11/14/2024	R	$1,149.07

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
ERIKSSON000	Eriksson Engineering	31258	******CONTINUED******									
							24-25					$1,149.07
						NUMBER OF INVOICES: 1						**$1,149.07**
EXCEPTIO000	Exceptional Learners Collaborative	00025036	0000000000	mm1124	AP	Tuition SEPT24		B	10/29/2024	11/14/2024	R	$28,500.00
							24-25					$28,500.00
EXCEPTIO000	Exceptional Learners Collaborative	00025051	0000000000	mm1124	AP	Physical Therapy SEPT24		B	10/16/2024	11/14/2024	R	$673.65
							24-25					$673.65
						NUMBER OF INVOICES: 2						**$29,173.65**
FAIR AMI000	Fair, Amie	10212024	0000000000	mm1124	AP	G VBall JV2/JV2B		B	10/21/2024	11/14/2024	R	$116.00
							24-25					$116.00
FAIR AMI000	Fair, Amie	10262024	0000000000	mm1124	AP	G VBall JV		B	10/26/2024	11/14/2024	R	$139.00
							24-25					$139.00
						NUMBER OF INVOICES: 2						**$255.00**
FELICITY000	Felicity Schools LLC	3334	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$6,333.60
							24-25					$6,333.60
						NUMBER OF INVOICES: 1						**$6,333.60**
FERLIJOH000	Ferlito, John	10092024 4:45	0000000000	mm1124	AP	Football FroshB		B	10/09/2024	11/14/2024	R	$73.00
							24-25					$73.00
						NUMBER OF INVOICES: 1						**$73.00**
FINK MAR000	Fink, Martin	10032024	0000000000	mm1124	AP	G VBall JV2/JV2B		B	10/03/2024	11/14/2024	R	$116.00
							24-25					$116.00
FINK MAR000	Fink, Martin	10172024	0000000000	mm1124	AP	G VBall JV2/JV2B		B	10/17/2024	11/14/2024	R	$116.00
							24-25					$116.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 2						**$232.00**
FLAKEAND000	Flaker, Andrew	10222024	0000000000	mm1124	AP	Tech Ed Reimbursement	B 24-25		10/22/2024	11/14/2024	R	$57.43 $57.43
						NUMBER OF INVOICES: 1						**$57.43**
FOLLETT 009	Follett Content Solutions LLC	416740F	0000000000	mm1124	AP	Library Supply	B 24-25		08/29/2024	11/14/2024	R	$355.55 $355.55
FOLLETT 009	Follett Content Solutions LLC	434754F	0000000000	mm1124	AP	Library supply	B 24-25		10/25/2024	11/14/2024	R	$705.91 $705.91
FOLLETT 009	Follett Content Solutions LLC	451381A	0000000000	mm1124	AP	Library Supply	B 24-25		10/21/2024	11/14/2024	R	$704.70 $704.70
FOLLETT 009	Follett Content Solutions LLC	451381F	0000000000	mm1124	AP	Library supply	B 24-25		10/25/2024	11/14/2024	R	$193.02 $193.02
						NUMBER OF INVOICES: 4						**$1,959.18**
FOX RECO000	Fox Recovery & Towing of Lake Coun	12247	0000000000	mm1124	AP	Bus#12 Towing	B 24-25		10/17/2024	11/14/2024	R	$350.00 $350.00
						NUMBER OF INVOICES: 1						**$350.00**
FOX VALL002	Fox Valley Fire & Safety	IN00721302	0000000000	mm1124	AP	Fire Extinguishers service	B 24-25		10/18/2024	11/14/2024	R	$598.55 $598.55
FOX VALL002	Fox Valley Fire & Safety	IN00721860	0000000000	mm1124	AP	Ansul Tank System service	B 24-25		10/21/2024	11/14/2024	R	$226.50 $226.50
						NUMBER OF INVOICES: 2						**$825.05**
FRANCZEK000	Franczek P.C.	234918	0000000000	mm102324	AP	SEPT24 Legal Services	H 24-25		10/21/2024	10/23/2024 118409	R	$627.00 $627.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE	C	CHECK NBR	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1							**$627.00**
FSS TECH000	FSS TECHNOLOGIES	I-41378	0000000000	mm1124	AP	Cntrl Stn Mntr-GCHS	B 24-25		10/17/2024	11/14/2024	R		$180.00 $180.00
FSS TECH000	FSS TECHNOLOGIES	I-41379	0000000000	mm1124	AP	Cntrl Stn Mntr-Fieldhouse	B 24-25		10/17/2024	11/14/2024	R		$180.00 $180.00
						NUMBER OF INVOICES: 2							**$360.00**
G.C. MAS000	G.C. Masonry Inc.	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion	B 24-25		10/31/2024	11/14/2024	S		$21,551.05 $21,551.05
						NUMBER OF INVOICES: 1							**$21,551.05**
GARLOCLA000	Garlock, Clark	10122024 12:00	0000000000	mm1124	AP	B Soccer V	B 24-25		10/12/2024	11/14/2024	R		$84.00 $84.00
						NUMBER OF INVOICES: 1							**$84.00**
GEISTRYA000	Geist, Ryan	NOV 2024	0000000000	mm1124	AP	Phone Reimbursement	B 24-25		11/01/2024	11/14/2024	R		$100.00 $100.00
						NUMBER OF INVOICES: 1							**$100.00**
GFC LEAS000	GFC Leasing	I00962112	0000000000	mm1124	AP	Copier Lease pymt	B 24-25		10/17/2024	11/14/2024	R		$7,281.76 $7,281.76
GFC LEAS000	GFC Leasing	I00962113	0000000000	mm1124	AP	Copier Lease pymt	B 24-25		10/17/2024	11/14/2024	R		$238.00 $238.00
						NUMBER OF INVOICES: 2							**$7,519.76**
GLENBROO002	Glenbrook North	BBowl GBN 11.9.24	0000000000	mm1124	AP	Entry Fee	B 24-25		11/01/2024	11/14/2024	R		$375.00 $375.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1						**$375.00**
GLOBAL W001	Global Water Technology, Inc	130150	0000000000	mm1124	AP	Boiler Treatment	B 24-25		10/02/2024	11/14/2024	R	$735.60 $735.60
						NUMBER OF INVOICES: 1						**$735.60**
GOPHER 000	Gopher	IN405988	0212500006	mm1124	AP	Health and Wellness Equipment	F 24-25	B	10/03/2024	11/14/2024	R	$682.86 $682.86
						NUMBER OF INVOICES: 1						**$682.86**
GORDON F000	Gordon Flesch Company Inc.	IN14877486	0000000000	mm1124	AP	Copier staples	B 24-25		10/09/2024	11/14/2024	R	$219.00 $219.00
						NUMBER OF INVOICES: 1						**$219.00**
GORDON F001	Gordon Food Service, Inc.	9015123503	0000000000	mm1124	AP	Food Lab supply	B 24-25		10/15/2024	11/14/2024	R	$199.02 $199.02
GORDON F001	Gordon Food Service, Inc.	9015245870	0000000000	mm1124	AP	Food Lab supply	B 24-25		10/17/2024	11/14/2024	R	$155.12 $155.12
GORDON F001	Gordon Food Service, Inc.	9015409377	0000000000	mm1124	AP	Food Lab supply	B 24-25		10/22/2024	11/14/2024	R	$20.98 $20.98
GORDON F001	Gordon Food Service, Inc.	9015661245	0000000000	mm1124	AP	Food Lab supply	B 24-25		10/29/2024	11/14/2024	R	$262.17 $262.17
GORDON F001	Gordon Food Service, Inc.	9015661246	0000000000	mm1124	AP	Food Lab supply	B 24-25		10/29/2024	11/14/2024	R	$104.51 $104.51
GORDON F001	Gordon Food Service, Inc.	9015751339	0000000000	mm1124	AP	Food Lab supply	B 24-25		10/31/2024	11/14/2024	R	$48.53 $48.53

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
GORDON F001	Gordon Food Service, Inc.	9015751340	0000000000	mm1124	AP	Food Lab supply		B	10/31/2024	11/14/2024	R	$25.01
							24-25					$25.01
GORDON F001	Gordon Food Service, Inc.	OCT24-100217416	0000000000	mm1124	AP	FOOD OCT24		B	10/31/2024	11/14/2024	R	$67,435.98
							24-25					$67,435.98
						NUMBER OF INVOICES: 8						**$68,251.32**
GRANT CO001	Grant Community High School Distri	Petty Cash OCT24	0000000000	mm1124	AP	Petty Cash Reimbursement		B	10/31/2024	11/14/2024	S	$121.50
							24-25					$121.50
						NUMBER OF INVOICES: 1						**$121.50**
GRAYSLAK009	Grayslake North High School	10152024	0000000000	mm101624	AP	Grayslake North Debate Invite		H	10/15/2024	10/16/2024	S	$120.00
							24-25			118404		$120.00
GRAYSLAK009	Grayslake North High School	GBK GLN 11.21.24	0000000000	mm1124	AP	Entry Fee		B	11/04/2024	11/14/2024	R	$200.00
							24-25					$200.00
						NUMBER OF INVOICES: 2						**$320.00**
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	43704108009	0000000000	mm1124	AP	Beverages-Vending		B	10/09/2024	11/14/2024	R	$1,825.72
							24-25					$1,825.72
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	43922407006	0000000000	mm1124	AP	Beverages-Vending		B	10/23/2024	11/14/2024	R	$778.58
							24-25					$778.58
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	44033564006	0000000000	mm1124	AP	Beverages-Vending		B	10/30/2024	11/14/2024	R	$1,072.09
							24-25					$1,072.09
						NUMBER OF INVOICES: 3						**$3,676.39**
GUARDIAN001	Guardian	00 554362	0000000000	mm103024	AP	Dental/Life NOV24		H	10/22/2024	10/30/2024	R	$8,496.71
							24-25			118444		$8,496.71

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1						**$8,496.71**
HAHN MER000	Hahn, Merlin	11042024	0000000000	mm1124	AP	Job Coach mileage reimbursement	B		11/04/2024	11/14/2024	R	$223.78
							24-25					$223.78
						NUMBER OF INVOICES: 1						**$223.78**
HARLEM H000	Harlem High School	BBowl Harle 11.30.24	0000000000	mm1124	AP	Entry Fee	B		11/01/2024	11/14/2024	R	$300.00
							24-25					$300.00
HARLEM H000	Harlem High School	BGolf Harle 10.2.24	0000000000	mm1124	AP	Regional Entry Fee	B		11/01/2024	11/14/2024	S	$180.00
							24-25					$180.00
						NUMBER OF INVOICES: 2						**$480.00**
HARRY D 000	Harry D Jacobs High School	BBK Jacobs 12.21.24	0000000000	mm1124	AP	Entry Fee - All Levels	B		11/04/2024	11/14/2024	R	$700.00
							24-25					$700.00
						NUMBER OF INVOICES: 1						**$700.00**
HEARTLAN006	Heartland Alliance Health	25957	0000000000	mm1124	AP	Telephonic	B		09/30/2024	11/14/2024	R	$232.50
							24-25					$232.50
						NUMBER OF INVOICES: 1						**$232.50**
HOME DEP001	Home Depot Commercial Credit	6035322531946634	0000000000	mm1124	AP	Bldg & Grnds Supply	B		10/13/2024	11/14/2024	R	$1,220.06
							24-25					$1,220.06
						NUMBER OF INVOICES: 1						**$1,220.06**
HORACE M001	HORACE MANN LIFE INSURANCE CO	POL-0523896810	0000000000	mm101624	AP	V. Lukemeyer Life Ins	H		09/25/2024	10/16/2024	R	$243.00
							24-25			118405		$243.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ S / FY	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1					**$243.00**
HOUGHTON001	Houghton Mifflin	956194977	0132500003	mm1124	AP	English 3D Digital program and textbooks for EL courses	P B	10/14/2024	11/14/2024	R	$417.60
							24-25				$417.60
						NUMBER OF INVOICES: 1					**$417.60**
HUDGISAN000	Hudgins, Sandra	10262024	0000000000	mm1124	AP	G VBall JV	B	10/26/2024	11/14/2024	R	$139.00
							24-25				$139.00
						NUMBER OF INVOICES: 1					**$139.00**
IHC CONS000	Ihc Construction Companies, Llc.	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion	B	10/31/2024	11/14/2024	S	$33,480.26
							24-25				$33,480.26
						NUMBER OF INVOICES: 1					**$33,480.26**
ILLINOIS042	Illinois Association Of Fccla	FLM 2024	0000000000	mm103024	AP	FCCLA FLM 2024	H	10/28/2024	10/30/2024	R	$200.00
							24-25		118445		$200.00
						NUMBER OF INVOICES: 1					**$200.00**
ILMEA 000	ILMEA	65103	0000000000	mm102324	AP	D7 Festival Entry	H	10/22/2024	10/23/2024	R	$60.00
							24-25		118410		$60.00
						NUMBER OF INVOICES: 1					**$60.00**
INTEGRAT000	Integrated Systems Corp	0742898	0000000000	mm1124	AP	Skyward DEC24	B	11/01/2024	11/14/2024	R	$1,021.68
							24-25				$1,021.68
						NUMBER OF INVOICES: 1					**$1,021.68**
INTERSTA000	Interstate All Battery Center	1903901044726	0000000000	mm1124	AP	Batteries	B	10/25/2024	11/14/2024	R	$1,317.60
							24-25				$1,317.60

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1						**$1,317.60**
ISR CONS000	Isr Consulting	3283	0000000000	mm1124	AP	Influenza Injections	B		10/14/2024	11/14/2024	R	$54.00
							24-25					$54.00
						NUMBER OF INVOICES: 1						**$54.00**
IXL LEAR000	IXL Learning Inc	S520204	0032500030	mm1124	AP	IXL-70 504/IEP students & 30 Reg Ed math students	F	B	10/11/2024	11/14/2024	R	$7,832.00
							24-25					$7,832.00
						NUMBER OF INVOICES: 1						**$7,832.00**
J.W. PEP000	J.W. Pepper & Son, Inc.	366735387	0122500004	mm1124	AP	Band Music	F	B	09/17/2024	11/14/2024	R	$275.70
							24-25					$275.70
J.W. PEP000	J.W. Pepper & Son, Inc.	366769794	0122500006	mm1124	AP	Choir Order	F	B	09/25/2024	11/14/2024	R	$35.98
							24-25					$35.98
						NUMBER OF INVOICES: 2						**$311.68**
JACK FRO001	Jack Frost Iron Works	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion		B	10/31/2024	11/14/2024	S	$7,886.95
							24-25					$7,886.95
						NUMBER OF INVOICES: 1						**$7,886.95**
JEWELJEN000	Jewell, Jennifer	ID#28805	0000000000	mm1124	AP	Lunch balance refund		B	11/04/2024	11/14/2024	R	$42.45
							24-25					$42.45
						NUMBER OF INVOICES: 1						**$42.45**
JOHNSBUR002	Johnsburg High School	GBK JBurg 12.20.24	0000000000	mm1124	AP	Entry Fee		B	11/04/2024	11/14/2024	R	$300.00
							24-25					$300.00
JOHNSBUR002	Johnsburg High School	JBurg Volleyball	0000000000	mm1124	AP	Girls Volleyball Tournament JV 10.12.24		B	10/10/2024	11/14/2024	R	$250.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
JOHNSBUR002	Johnsburg High School	JBurg Volleyball	******CONTINUED******									
							24-25					$250.00
						NUMBER OF INVOICES: 2						**$550.00**
KILMEJAR000	Kilmer, Jared	10092024 4:45	0000000000	mm1124	AP	Football FroshB		B	10/09/2024	11/14/2024	R	$73.00
							24-25					$73.00
						NUMBER OF INVOICES: 1						**$73.00**
KRIHA BO000	Kriha Boucek LLC	7586	0000000000	mm1124	AP	OCT24 Legal Services		B	11/05/2024	11/14/2024	R	$1,416.00
							24-25					$1,416.00
						NUMBER OF INVOICES: 1						**$1,416.00**
LAKE PAR002	Lake Park High School	BBowl LP 11.16.24	0000000000	mm1124	AP	Entry Fee		B	11/01/2024	11/14/2024	R	$325.00
							24-25					$325.00
LAKE PAR002	Lake Park High School	BBowl LP 11.23.24	0000000000	mm1124	AP	JV Entry Fee		B	11/01/2024	11/14/2024	R	$300.00
							24-25					$300.00
						NUMBER OF INVOICES: 2						**$625.00**
LAKES CO001	Lakes Community High School	10.11.24 X Country	0000000000	mm1124	AP	X Country Race @ Lake HS		B	10/15/2024	11/14/2024	R	$300.00
							24-25					$300.00
						NUMBER OF INVOICES: 1						**$300.00**
LANTER D000	Lanter Distributing LLC	S274546	0000000000	mm1124	AP	Food OCT24		B	10/23/2024	11/14/2024	R	$126.72
							24-25					$126.72
						NUMBER OF INVOICES: 1						**$126.72**
LEA MIC000	Lea, Michael	10102024 4:45	0000000000	mm1124	AP	Football		B	10/10/2024	11/14/2024	R	$73.00
							24-25					$73.00

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
LEA MIC000	Lea, Michael	10102024 7:00	0000000000	mm1124	AP	Football V		B	10/10/2024	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
LEBRUAMA000	LeBrun, Amanda	10212024	0000000000	mm1124	AP	Science Dept reimbursement		B	10/21/2024	11/14/2024	R	$33.92
							24-25					$33.92
						NUMBER OF INVOICES: 1						**$33.92**
LOMBAANT000	Lombardo, Anthony	10092024 4:45	0000000000	mm1124	AP	Football FroshB		B	10/09/2024	11/14/2024	R	$73.00
							24-25					$73.00
						NUMBER OF INVOICES: 1						**$73.00**
LUKEMVER000	Lukemeyer, Veronica	10092024	0000000000	mm1124	AP	Conf mileage reimbursement		B	10/09/2024	11/14/2024	R	$39.06
							24-25					$39.06
LUKEMVER000	Lukemeyer, Veronica	10092024(2)	0000000000	mm1124	AP	Conf mileage/park reimbursement		B	10/09/2024	11/14/2024	R	$77.84
							24-25					$77.84
						NUMBER OF INVOICES: 2						**$116.90**
MACGILL 000	MacGill & Co	IN0884733	0202500002	mm1124	AP	Nurse office supplies	F	B	10/22/2024	11/14/2024	R	$388.21
							24-25					$388.21
						NUMBER OF INVOICES: 1						**$388.21**
MANUSOS 000	Manusos General Contracting, Inc.	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion		B	10/31/2024	11/14/2024	S	$19,836.00
							24-25					$19,836.00
						NUMBER OF INVOICES: 1						**$19,836.00**
MARAVELA001	Maravela's Inc.	10252024	0000000000	mm102324	AP	Trnsprt/Cafe breakfast		H	10/25/2024	10/23/2024	R	$838.00
							24-25			118411		$838.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1						**$838.00**
MARKLUND000	Marklund Day School	June 2020	0000000000	mm1124	AP	16 Days enrolled	B 24-25		07/01/2020	11/14/2024	R	$7,103.68 $7,103.68
						NUMBER OF INVOICES: 1						**$7,103.68**
MCGILCAR000	McGill, Carl	10252024 4:45	0000000000	mm1124	AP	Football	B 24-25		10/25/2024	11/14/2024	R	$73.00 $73.00
MCGILCAR000	McGill, Carl	10252024 7:00	0000000000	mm1124	AP	Football V	B 24-25		10/25/2024	11/14/2024	R	$118.00 $118.00
						NUMBER OF INVOICES: 2						**$191.00**
MCHENRY 010	McHenry Specialties	2024-798	0000000000	mm1124	AP	Ex in Education Award	B 24-25		10/08/2024	11/14/2024	R	$60.00 $60.00
						NUMBER OF INVOICES: 1						**$60.00**
MCQUEEN 000	McQueen Technology Group LLC	011445	0000000000	mm1124	AP	IT Support OCT24	B 24-25		11/01/2024	11/14/2024	R	$8,000.00 $8,000.00
						NUMBER OF INVOICES: 1						**$8,000.00**
MEDCO SU001	Medco Supply Company	IN98088485	0002500004	mm1124	AP	Athletic Trainer Supplies	P B 24-25		10/04/2024	11/14/2024	R	$123.68 $123.68
						NUMBER OF INVOICES: 1						**$123.68**
MELENDAN000	Melendez, Daniel	202422	0000000000	mm1124	AP	Choir Fall Concert A/V	B 24-25		11/06/2024	11/14/2024	R	$1,000.00 $1,000.00
MELENDAN000	Melendez, Daniel	202423	0000000000	mm1124	AP	Choir Fest of Stars A/V	B 24-25		11/06/2024	11/14/2024	R	$1,300.00 $1,300.00

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
						NUMBER OF INVOICES: 2						**$2,300.00**
MENARDS 001	Menards	76554	0000000000	mm1124	AP	BLDG & GRNDS supply	B		08/01/2024	11/14/2024	R	$205.91
							24-25					$205.91
MENARDS 001	Menards	77701	0000000000	mm1124	AP	BLDG & GRNDS supply	B		08/18/2024	11/14/2024	R	$169.94
							24-25					$169.94
MENARDS 001	Menards	77958	0000000000	mm1124	AP	BLDG & GRNDS supply	B		08/22/2024	11/14/2024	R	$5.96
							24-25					$5.96
MENARDS 001	Menards	78483	0000000000	mm1124	AP	Transportation supply	B		08/30/2024	11/14/2024	R	$64.89
							24-25					$64.89
MENARDS 001	Menards	78533	0000000000	mm1124	AP	BLDG & GRNDS supply	B		08/31/2024	11/14/2024	R	$27.46
							24-25					$27.46
MENARDS 001	Menards	78698	0000000000	mm1124	AP	BLDG & GRNDS supply	B		09/03/2024	11/14/2024	R	$125.00
							24-25					$125.00
MENARDS 001	Menards	78796	0000000000	mm1124	AP	Tech Ed supply	B		09/04/2024	11/14/2024	R	$104.76
							24-25					$104.76
MENARDS 001	Menards	79007	0000000000	mm1124	AP	BLDG & GRNDS supply	B		09/08/2024	11/14/2024	R	$96.83
							24-25					$96.83
MENARDS 001	Menards	79096	0000000000	mm1124	AP	Theater supply	B		09/09/2024	11/14/2024	R	$137.78
							24-25					$137.78
MENARDS 001	Menards	80776	0000000000	mm1124	AP	Theater supply	B		10/04/2024	11/14/2024	R	$627.25
							24-25					$627.25
MENARDS 001	Menards	80864	0000000000	mm1124	AP	BLDG & GRNDS supply	B		10/06/2024	11/14/2024	R	$82.20
							24-25					$82.20

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
MENARDS 001	Menards	80872	0000000000	mm1124	AP	BLDG & GRNDS supply	B 24-25		10/06/2024	11/14/2024	R	$15.72 $15.72
MENARDS 001	Menards	81495	0000000000	mm1124	AP	Transportation supply	B 24-25		10/15/2024	11/14/2024	R	$10.44 $10.44
MENARDS 001	Menards	81648	0000000000	mm1124	AP	Tech Ed supply	B 24-25		10/17/2024	11/14/2024	R	$104.43 $104.43
MENARDS 001	Menards	81942	0000000000	mm1124	AP	Tech Ed supply	B 24-25		10/22/2024	11/14/2024	R	$31.26 $31.26
MENARDS 001	Menards	82493	0000000000	mm1124	AP	BLDG & GRNDS supply	B 24-25		10/30/2024	11/14/2024	R	$62.71 $62.71
MENARDS 001	Menards	82610	0000000000	mm1124	AP	Tech Ed supply	B 24-25		11/01/2024	11/14/2024	R	$202.97 $202.97
						NUMBER OF INVOICES: 17						**$2,075.51**
MENTA AC000	Menta Academy North	SESINV-041910	0000000000	mm1124	AP	Tuition OCT24	B 24-25		10/31/2024	11/14/2024	R	$8,252.42 $8,252.42
MENTA AC000	Menta Academy North	SESINV-041911	0000000000	mm1124	AP	Tuition OCT24	B 24-25		10/31/2024	11/14/2024	R	$4,455.88 $4,455.88
						NUMBER OF INVOICES: 2						**$12,708.30**
MEYERJAM000	Meyer, Jammie	SEC525	0000000000	mm1124	AP	24/25 Tuition Reimbursement	B 24-25		11/04/2024	11/14/2024	R	$1,488.30 $1,488.30
						NUMBER OF INVOICES: 1						**$1,488.30**
MG MECHA000	MG Mechanical Contracting Inc	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion	B 24-25		10/31/2024	11/14/2024	S	$12,004.26 $12,004.26

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1						**$12,004.26**
MIP V ON000	MIP V Onion Parent LLC	PS628457	0000000000	mm1124	AP	Port-a-Potty 101824-111424	B 24-25		10/17/2024	11/14/2024	R	$5,203.00 $5,203.00
MIP V ON000	MIP V Onion Parent LLC	WA2247506	0000000000	mm1124	AP	Trash service NOV24	B 24-25		10/15/2024	11/14/2024	R	$78.00 $78.00
						NUMBER OF INVOICES: 2						**$5,281.00**
MUNARMIC000	Munaretto, Michelle	10312024	0000000000	mm1124	AP	Sept-Oct24 mileage reimbursement	B 24-25		10/31/2024	11/14/2024	R	$121.14 $121.14
						NUMBER OF INVOICES: 1						**$121.14**
MUNDELEI006	Mundelein High School	BBK Mund 11.25.24	0000000000	mm1124	AP	Thanksgiving Tournament	B 24-25		11/04/2024	11/14/2024	R	$400.00 $400.00
MUNDELEI006	Mundelein High School	BBowl Mund 11.23.24	0000000000	mm1124	AP	Entry Fee	B 24-25		11/01/2024	11/14/2024	R	$325.00 $325.00
MUNDELEI006	Mundelein High School	GBK Mund 11.18.24	0000000000	mm1124	AP	Entry Fee	B 24-25		11/04/2024	11/14/2024	R	$375.00 $375.00
						NUMBER OF INVOICES: 3						**$1,100.00**
NAPA AUT000	Napa Auto Supply	095025	0000000000	mm103024	AP	Transportation supply	H 24-25		10/15/2024	10/30/2024 118446	R	$52.47 $52.47
NAPA AUT000	Napa Auto Supply	095663	0000000000	mm103024	AP	Transportation supply	H 24-25		10/28/2024	10/30/2024 118446	R	$39.48 $39.48
						NUMBER OF INVOICES: 2						**$91.95**
NEARGTIM000	Neargarder, Timothy	10092024 4:45	0000000000	mm1124	AP	Football FroshB	B		10/09/2024	11/14/2024	R	$73.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ	S	INV DATE / FY	DUE DATE / ADJ AMT	C	CHECK NBR	NET AMOUNT / INVOICE AMOUNT
NEARGTIM000	Neargarder, Timothy	10092024 4:45	******CONTINUED******										
									24-25				$73.00
						NUMBER OF INVOICES: 1							**$73.00**
NETWORK 000	Network Technology Innovations Inc	3092	3002500059	mm1124	AP	Bus barn security camera solution	F	B	10/18/2024	11/14/2024	R		$9,688.19
									24-25				$9,688.19
NETWORK 000	Network Technology Innovations Inc	3093	3002500053	mm1124	AP	EXACQ- SOFTWAREPROFESSIONAL EXACQVISION SOFTWARE UPDATE	F	B	10/18/2024	11/14/2024	R		$784.74
									24-25				$784.74
NETWORK 000	Network Technology Innovations Inc	3096	3002500055	mm1124	AP	Security Cameras	F	B	10/18/2024	11/14/2024	R		$4,794.00
									24-25				$4,794.00
NETWORK 000	Network Technology Innovations Inc	3129	3002500061	mm1124	AP	Security Cameras	F	B	10/31/2024	11/14/2024	R		$4,384.00
									24-25				$4,384.00
						NUMBER OF INVOICES: 4							**$19,650.93**
NICOR 001	Nicor	08-78-68-1000 5	0000000000	mm1124	AP	092024-102224 ES Hawthorne		B	10/22/2024	11/14/2024	R		$54.46
									24-25				$54.46
NICOR 001	Nicor	78-90-06-3769 1	0000000000	mm1124	AP	Ingleside 091324-101524		B	10/15/2024	11/14/2024	R		$64.63
									24-25				$64.63
						NUMBER OF INVOICES: 2							**$119.09**
NOISESTA000	Noisey, Stacie	NOV 2024	0000000000	mm1124	AP	Phone reimbursement		B	11/01/2024	11/14/2024	R		$100.00
									24-25				$100.00
						NUMBER OF INVOICES: 1							**$100.00**
NORTHSHO005	NorthShore University HealthSystem	NS-124-19	0000000000	mm1124	AP	Hospital Tutoring		B	10/31/2024	11/14/2024	R		$249.60
									24-25				$249.60

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1						**$249.60**
NORTHWES024	Northwestern Med Occ Health	555630	0000000000	mm1124	AP	Physical/DOT Panel	B 24-25		09/30/2024	11/14/2024	R	$1,190.00 $1,190.00
						NUMBER OF INVOICES: 1						**$1,190.00**
O'HERMIC000	O'Herron, Michael	10102024 4:45	0000000000	mm1124	AP	Football	B 24-25		10/10/2024	11/14/2024	R	$73.00 $73.00
O'HERMIC000	O'Herron, Michael	10102024 7:00	0000000000	mm1124	AP	Football V	B 24-25		10/10/2024	11/14/2024	R	$118.00 $118.00
						NUMBER OF INVOICES: 2						**$191.00**
OVERHEAD000	Overhead Door	360904	0000000000	mm1124	AP	Fieldhouse North Gate service	B 24-25		10/17/2024	11/14/2024	R	$996.00 $996.00
OVERHEAD000	Overhead Door	360977	0000000000	mm1124	AP	West Bay overhead door service	B 24-25		10/17/2024	11/14/2024	R	$402.00 $402.00
OVERHEAD000	Overhead Door	361020	0000000000	mm1124	AP	Auditorium overhead door service	B 24-25		10/25/2024	11/14/2024	R	$1,500.00 $1,500.00
OVERHEAD000	Overhead Door	361075	0000000000	mm1124	AP	Bay1 electric operator service	B 24-25		10/28/2024	11/14/2024	R	$270.00 $270.00
						NUMBER OF INVOICES: 4						**$3,168.00**
PANORAMA000	Panorama Education	INV13195	0000000000	mm1124	AP	Panorama Platform	B 24-25		10/28/2024	11/14/2024	R	$14,250.00 $14,250.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE	C / CHECK NBR	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 1						**$14,250.00**
PARTS TO000	Parts Town, Llc	2103899099	0000000000	mm1124	AP	Start Capacitor		B	10/21/2024	11/14/2024	R	$194.46
							24-25					$194.46
PARTS TO000	Parts Town, Llc	2103937645	0000000000	mm1124	AP	BLDG & GRNDS supply		B	10/24/2024	11/14/2024	R	$150.82
							24-25					$150.82
						NUMBER OF INVOICES: 2						**$345.28**
PEERLESS001	Peerless Network, Inc	61826	0000000000	mm1124	AP	101524-111424		B	10/15/2024	11/14/2024	R	$275.82
							24-25					$275.82
						NUMBER OF INVOICES: 1						**$275.82**
PERSPECT000	Perspectives LTD	PER-In-103388	0000000000	mm1124	AP	Employee Assist NOV24		B	11/01/2024	11/14/2024	R	$400.50
							24-25					$400.50
						NUMBER OF INVOICES: 1						**$400.50**
POLAR EL000	Polar Electro, Inc	331720491	0212500007	mm1124	AP	Polar Go Fit Software	F	B	10/15/2024	11/14/2024	R	$950.00
							24-25					$950.00
						NUMBER OF INVOICES: 1						**$950.00**
POLICROD000	Polich, Rod	10212024	0000000000	mm1124	AP	G VBall Soph/V		B	10/21/2024	11/14/2024	R	$121.00
							24-25					$121.00
						NUMBER OF INVOICES: 1						**$121.00**
POWER DI000	Power Distributors	INV102276485	0000000000	mm1124	AP	Tech Ed supply		B	10/23/2024	11/14/2024	R	$6.35
							24-25					$6.35
						NUMBER OF INVOICES: 1						**$6.35**
PRAIRIE 008	Prairie Farms Dairy Inc	24569	0000000000	mm1124	AP	Milk Delivery OCT24		B	10/25/2024	11/14/2024	R	$3,002.54

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
PRAIRIE 008	Prairie Farms Dairy Inc	24569	******CONTINUED******									
							24-25					$3,002.54
						NUMBER OF INVOICES: 1						**$3,002.54**
QASABPAT000	Qasabian, Patricia	11012024	0000000000	mm1124	AP	FCCLA Nationals reimbursement	B		11/01/2024	11/14/2024	R	$1,003.50
							24-25					$1,003.50
						NUMBER OF INVOICES: 1						**$1,003.50**
REICHBET000	Reich, Beth	NOV 2024	0000000000	mm1124	AP	Phone Reimbursement	B		11/01/2024	11/14/2024	R	$100.00
							24-25					$100.00
						NUMBER OF INVOICES: 1						**$100.00**
RELIANT 000	Reliant Contract Glass Inc	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion	B		10/31/2024	11/14/2024	S	$8,455.00
							24-25					$8,455.00
						NUMBER OF INVOICES: 1						**$8,455.00**
ROMERRON000	Romero, Ronald	09122024 6:15	0000000000	mm1124	AP	B Soccer V	B		09/12/2024	11/14/2024	R	$84.00
							24-25					$84.00
						NUMBER OF INVOICES: 1						**$84.00**
ROUND LA004	Round Lake High School	BBK RL 11.29.24	0000000000	mm1124	AP	Entry Fee	B		11/04/2024	11/14/2024	R	$250.00
							24-25					$250.00
						NUMBER OF INVOICES: 1						**$250.00**
RUCK JEA000	Ruck, Jeanne	ID#28408	0000000000	mm1124	AP	Credit Balance refund	B		11/04/2024	11/14/2024	R	$404.00
							24-25					$404.00
RUCK JEA000	Ruck, Jeanne	ID#28408.	0000000000	mm1124	AP	Lunch Balance refund	B		11/04/2024	11/14/2024	R	$9.40
							24-25					$9.40

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
						NUMBER OF INVOICES: 2						**$413.40**
S.J. CAR000	S.J. Carlson Fire Protection	46058	0000000000	mm1124	AP	Sprinkler System inspection	B 24-25		10/21/2024	11/14/2024	R	$1,620.00 $1,620.00
						NUMBER OF INVOICES: 1						**$1,620.00**
SAFEWAY 000	Safeway Transportation Services Co	3075	0000000000	mm1124	AP	SpecEd Trnsprt OCT24	B 24-25		10/31/2024	11/14/2024	R	$136,282.42 $136,282.42
						NUMBER OF INVOICES: 1						**$136,282.42**
SCHAAJON001	Schaap, Jon	BUSI6302	0000000000	mm1124	AP	24/25 Tuition Reimbursement	B 24-25		11/04/2024	11/14/2024	R	$1,085.47 $1,085.47
						NUMBER OF INVOICES: 1						**$1,085.47**
SCHALMAR000	Schall, Mark	10072024	0000000000	mm1124	AP	XCntry B/G V	B 24-25		10/07/2024	11/14/2024	R	$106.00 $106.00
						NUMBER OF INVOICES: 1						**$106.00**
SCHAUMBU000	Schaumburg High School	10.12.24 V Volleybal	0000000000	mm1124	AP	Varsity Volleyball	B 24-25		10/15/2024	11/14/2024	R	$325.00 $325.00
						NUMBER OF INVOICES: 1						**$325.00**
SCHOOL H001	School Health Corporation	CINV000146505	0202500001	mm1124	AP	AED Batteries	F B 24-25		10/26/2024	11/14/2024	R	$849.98 $849.98
						NUMBER OF INVOICES: 1						**$849.98**
SCHROJOS000	Schroeder, Joshua	10252024 4:45	0000000000	mm1124	AP	Football	B 24-25		10/25/2024	11/14/2024	R	$73.00 $73.00

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
SCHROJOS000	Schroeder, Joshua	10252024 7:00	0000000000	mm1124	AP	Football V		B	10/25/2024	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
SEDOL 001	Sedol	10232024	0000000000	mm1124	AP	2024 Voc Enrichment Billing		B	10/23/2024	11/14/2024	R	$2,885.29
							24-25					$2,885.29
SEDOL 001	Sedol	102324 ESY	0000000000	mm1124	AP	2024 Summer School Tuition		B	10/23/2024	11/14/2024	R	$12,523.30
							24-25					$12,523.30
SEDOL 001	Sedol	2024-10-18-ITIN-124	0000000000	mm1124	AP	FY25 Itinerant 1st Qtr		B	10/21/2024	11/14/2024	R	$9,216.35
							24-25					$9,216.35
SEDOL 001	Sedol	25CONTR.1	0000000000	mm1124	AP	24/25 Contractual Billing		B	10/11/2024	11/14/2024	R	$13,144.00
							24-25					$13,144.00
SEDOL 001	Sedol	37213	0000000000	mm1124	AP	Tuition OCT24		B	10/31/2024	11/14/2024	R	$3,443.76
							24-25					$3,443.76
						NUMBER OF INVOICES: 5						**$41,212.70**
SEFCICHR000	Sefcik, Christine	NOV 2024	0000000000	mm1124	AP	Phone Reimbursement		B	11/01/2024	11/14/2024	R	$100.00
							24-25					$100.00
SEFCICHR000	Sefcik, Christine	NOV 2024.	0000000000	mm1124	AP	Misc Expense Reimbursement		B	11/01/2024	11/14/2024	R	$450.00
							24-25					$450.00
						NUMBER OF INVOICES: 2						**$550.00**
SHOES FO000	Shoes For Crews LLC	20241078153	0000000000	mm1124	AP	Kitchen Staff Shoes		B	10/07/2024	11/14/2024	R	$60.00
							24-25					$60.00
						NUMBER OF INVOICES: 1						**$60.00**
SHORELIN000	Shoreline Graphics	6276	0000000000	mm1124	AP	25/26 Curriculum Guides		B	10/28/2024	11/14/2024	R	$846.67

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
SHORELIN000	Shoreline Graphics	6276	******CONTINUED******									
							24-25					$846.67
SHORELIN000	Shoreline Graphics	6280	0000000000	mm1124	AP	Corridor/Off Campus Passes		B	11/02/2024	11/14/2024	R	$690.26
							24-25					$690.26
						NUMBER OF INVOICES: 2						**$1,536.93**
SILVER L000	Silver Lining Therapeutic Services	1379	0000000000	mm1124	AP	Therapeutic Srvc-CM		B	11/01/2024	11/14/2024	R	$150.00
							24-25					$150.00
SILVER L000	Silver Lining Therapeutic Services	1380	0000000000	mm1124	AP	Therapeutic Srvc-RY		B	11/01/2024	11/14/2024	R	$525.00
							24-25					$525.00
SILVER L000	Silver Lining Therapeutic Services	1396	0000000000	mm1124	AP	Therapeutic Srvc-JS		B	11/01/2024	11/14/2024	R	$300.00
							24-25					$300.00
SILVER L000	Silver Lining Therapeutic Services	1429	0000000000	mm1124	AP	Therapeutic Srvc-AT		B	11/01/2024	11/14/2024	R	$750.00
							24-25					$750.00
SILVER L000	Silver Lining Therapeutic Services	1431	0000000000	mm1124	AP	Therapeutic Srvc-RM		B	11/01/2024	11/14/2024	R	$450.00
							24-25					$450.00
						NUMBER OF INVOICES: 5						**$2,175.00**
SKYWARD 000	Skyward	0000234216	0000000000	mm1124	AP	Skylert renewal		B	10/16/2024	11/14/2024	R	$2,646.00
							24-25					$2,646.00
						NUMBER OF INVOICES: 1						**$2,646.00**
SOLVE-IT000	Solve-it! Companies LLC	INV/2024/10/2880	3002500062	mm1124	AP	iPad Enclosures - weight room	F	B	10/21/2024	11/14/2024	R	$3,391.25
							24-25					$3,391.25
						NUMBER OF INVOICES: 1						**$3,391.25**
SONDETIN000	Sonders, Tina	11062024	0000000000	mm1124	AP	IAASE Conf reimbursement		B	11/06/2024	11/14/2024	R	$569.57

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH	BANK / DISC AMT	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
SONDETIN000	Sonders, Tina	11062024	******CONTINUED******									
							24-25					$569.57
SONDETIN000	Sonders, Tina	NOV 2024	0000000000	mm1124	AP	Phone Reimbursement		B	11/01/2024	11/14/2024	R	$100.00
							24-25					$100.00
						NUMBER OF INVOICES: 2						**$669.57**
SOUTH EL000	South Elgin High School	BBK SElgin 11.25.24	0000000000	mm1124	AP	Entry Fee		B	11/04/2024	11/14/2024	R	$250.00
							24-25					$250.00
						NUMBER OF INVOICES: 1						**$250.00**
STAPLES 000	Staples Inc	6013261224	0000000000	mm1124	AP	Shared supply		B	09/30/2024	11/14/2024	R	$40.80
							24-25					$40.80
STAPLES 000	Staples Inc	6013977924	0000000000	mm1124	AP	Shared supply		B	10/07/2024	11/14/2024	R	$48.44
							24-25					$48.44
						NUMBER OF INVOICES: 2						**$89.24**
STEVE WE000	STEVE WEISS MUSIC	INV1326879.1	0122500008	mm1124	AP	Band Equipment Order	F	B	10/21/2024	11/14/2024	R	$399.63
							24-25					$399.63
						NUMBER OF INVOICES: 1						**$399.63**
STEVENSO000	Stevenson High School	Volleyball	0000000000	mm1124	AP	JV Volleyball Tournament		B	10/21/2024	11/14/2024	R	$275.00
							24-25					$275.00
						NUMBER OF INVOICES: 1						**$275.00**
SYNERGY 001	Synergy Education Consulting LLC	124-018	0000000000	mm1124	AP	ELT PD/Data Collection		B	11/15/2024	11/14/2024	R	$5,000.00
							24-25					$5,000.00
						NUMBER OF INVOICES: 1						**$5,000.00**
TEAM FIT000	Team Fitz Graphics	66456	0000000000	mm1124	AP	Velcro panel record board		B	08/30/2024	11/14/2024	R	$365.00

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
TEAM FIT000	Team Fitz Graphics	66456	******CONTINUED******									
							24-25					$365.00
						NUMBER OF INVOICES: 1						**$365.00**
TECHNOLO000	Technology Campus	October 2024	0000000000	mm1124	AP	Tuition OCT24		B	10/17/2024	11/14/2024	R	$54,482.09
							24-25					$54,482.09
						NUMBER OF INVOICES: 1						**$54,482.09**
THE HOME001	The Home Depot Pro	826239253	0000000000	mm1124	AP	BLDG & GRNDS supply		B	09/18/2024	11/14/2024	R	$2,651.60
							24-25					$2,651.60
THE HOME001	The Home Depot Pro	829115443	0000000000	mm1124	AP	BLDG & GRNDS supply		B	10/04/2024	11/14/2024	R	$2,763.20
							24-25					$2,763.20
THE HOME001	The Home Depot Pro	830581799	0000000000	mm1124	AP	BLDG & GRNDS supply		B	10/14/2024	11/14/2024	R	$120.30
							24-25					$120.30
THE HOME001	The Home Depot Pro	830826442	0000000000	mm1124	AP	BLDG & GRNDS supply		B	10/15/2024	11/14/2024	R	$3,373.63
							24-25					$3,373.63
THE HOME001	The Home Depot Pro	832756365	0000000000	mm1124	AP	BLDG & GRNDS supply		B	10/25/2024	11/14/2024	R	$3,953.12
							24-25					$3,953.12
THE HOME001	The Home Depot Pro	CM#829635069	0000000000	mm1124	AP	BLDG & GRNDS CREDIT		B	10/08/2024	11/14/2024	R	$-2,407.60
							24-25					$-2,407.60
						NUMBER OF INVOICES: 6						**$10,454.25**
THE OMNI000	The Omni Group	2411-7100	0000000000	mm1124	AP	Compliance Oversight		B	11/01/2024	11/14/2024	R	$2.50
							24-25					$2.50
						NUMBER OF INVOICES: 1						**$2.50**
THREE PO000	Three Points Center North Carolina	1783 Oct	0000000000	mm1124	AP	Tuition/Rsdnt OCT24		B	10/16/2024	11/14/2024	R	$16,717.00

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE / CHECK NBR	C	NET AMOUNT / INVOICE AMOUNT
THREE PO000	Three Points Center North Carolina	1783 Oct	******CONTINUED******									
							24-25					$16,717.00
THREE PO000	Three Points Center North Carolina	1800 Transport	0000000000	mm1124	AP	SpecEd Trnsprt		B	10/31/2024	11/14/2024	R	$500.00
							24-25					$500.00
						NUMBER OF INVOICES: 2						**$17,217.00**
TOPLINE 000	TOPLINE TRANSPORTATION CO.	103486	0000000000	mm1124	AP	SpecEd Trnsprt OCT24		B	11/01/2024	11/14/2024	R	$54,546.00
							24-25					$54,546.00
						NUMBER OF INVOICES: 1						**$54,546.00**
ULINE 001	Uline	184088332	0000000000	mm1124	AP	BLDG & GRNDS supply		B	10/08/2024	11/14/2024	R	$515.00
							24-25					$515.00
						NUMBER OF INVOICES: 1						**$515.00**
VERIZON 000	VERIZON WIRELESS	9975584791	0000000000	mm101624	AP	942086720 090624-100524		H	10/05/2024	10/16/2024	R	$825.78
							24-25			118406		$825.78
						NUMBER OF INVOICES: 1						**$825.78**
VERNIER 000	Vernier Software & Technology Inc	5505306	0032500029	mm1124	AP	Probes-AP Environmental Science	F	B	10/07/2024	11/14/2024	R	$417.00
							24-25					$417.00
						NUMBER OF INVOICES: 1						**$417.00**
VERNON H004	Vernon Hills High School	BBowl VH 12.7.24	0000000000	mm1124	AP	Entry Fee - JV & V		B	11/01/2024	11/14/2024	R	$500.00
							24-25					$500.00
						NUMBER OF INVOICES: 1						**$500.00**
VERSION2000	VERSION2 HOSTING	12935	0000000000	mm1124	AP	Veeam Backup		B	11/01/2024	11/14/2024	R	$803.00
							24-25					$803.00

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
						NUMBER OF INVOICES: 1						**$803.00**
VILLAGE 016	Village Of Fox Lake	081624-101524	0000000000	mm102324	AP	Water/Sewer	H		10/15/2024	10/23/2024	S	$5,869.98
							24-25			118412		$5,869.98
VILLAGE 016	Village Of Fox Lake	10162024	0000000000	mm102324	AP	Florence Fischer lunch	H		10/16/2024	10/23/2024	S	$280.00
							24-25			118413		$280.00
VILLAGE 016	Village Of Fox Lake	234	0000000000	mm1124	AP	Officer presence-HOCO24	B		10/09/2024	11/14/2024	R	$4,324.32
							24-25					$4,324.32
VILLAGE 016	Village Of Fox Lake	235	0000000000	mm1124	AP	4 Officers 10/10/24	B		10/23/2024	11/14/2024	R	$1,757.44
							24-25					$1,757.44
						NUMBER OF INVOICES: 4						**$12,231.74**
VIRTUAL 001	Virtual Connections Academy	5539	0000000000	mm1124	AP	Tuition OCT24	B		10/31/2024	11/14/2024	R	$4,394.00
							24-25					$4,394.00
						NUMBER OF INVOICES: 1						**$4,394.00**
VISION S000	Vision Service Plan IL (VSP)	821463224	0000000000	mm103024	AP	Vision Premium NOV24	H		10/17/2024	10/30/2024	R	$741.30
							24-25			118447		$741.30
						NUMBER OF INVOICES: 1						**$741.30**
WALKEKEV001	Walker, Kevin	10172024	0000000000	mm1124	AP	G VBall Soph/V	B		10/17/2024	11/14/2024	R	$121.00
							24-25					$121.00
WALKEKEV001	Walker, Kevin	10212024	0000000000	mm1124	AP	G VBall JV/V	B		10/21/2024	11/14/2024	R	$117.00
							24-25					$117.00
						NUMBER OF INVOICES: 2						**$238.00**
WARREN T002	Warren Township High School	BBowl WTHS 1.11.25	0000000000	mm1124	AP	Entry Fee V & JV	B		11/01/2024	11/14/2024	R	$600.00
							24-25					$600.00

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
WARREN T002	Warren Township High School	BBowl WTHS 12.14.24	0000000000	mm1124	AP	Entry Fee V & JV		B	11/01/2024	11/14/2024	R	$600.00
							24-25					$600.00
WARREN T002	Warren Township High School	Warren 10.12.24	0000000000	mm1124	AP	S Volleyball Entry Fee 10.12.24		B	10/15/2024	11/14/2024	R	$300.00
							24-25					$300.00
						NUMBER OF INVOICES: 3						**$1,500.00**
WEATHERG000	Weatherguard Roofing Co.	PROJ 23012	0000000000	mm1124	AP	APP9-Weight Room Expansion		B	10/31/2024	11/14/2024	S	$13,725.95
							24-25					$13,725.95
						NUMBER OF INVOICES: 1						**$13,725.95**
WEST MIC000	West, Michael	10252024 4:45	0000000000	mm1124	AP	Football		B	10/25/2024	11/14/2024	R	$73.00
							24-25					$73.00
WEST MIC000	West, Michael	10252024 7:00	0000000000	mm1124	AP	Football V		B	10/25/2024	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
WEX BANK000	WEX BANK	100267047	0000000000	mm1124	AP	Fuel Purchases		B	10/15/2024	11/14/2024	M	$727.96
							24-25			118414		$727.96
						NUMBER OF INVOICES: 1						**$727.96**
WIEDETOM000	Wiedemann, Tom	10192024	0000000000	mm1124	AP	XCntry B/G V		B	10/19/2024	11/14/2024	R	$136.00
							24-25					$136.00
						NUMBER OF INVOICES: 1						**$136.00**
WISHOBRO000	Wishowski, Brock	10102024 4:45	0000000000	mm1124	AP	Football		B	10/10/2024	11/14/2024	R	$73.00
							24-25					$73.00

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
WISHOBRO000	Wishowski, Brock	10102024 7:00	0000000000	mm1124	AP	Football V		B	10/10/2024	11/14/2024	R	$118.00
							24-25					$118.00
						NUMBER OF INVOICES: 2						**$191.00**
WOJDAWOJ000	Wojdak, Wojciech	09122024 6:15	0000000000	mm1124	AP	B Soccer V		B	09/12/2024	11/14/2024	R	$84.00
							24-25					$84.00
WOJDAWOJ000	Wojdak, Wojciech	10122024 10:00	0000000000	mm1124	AP	B Soccer JV		B	10/12/2024	11/14/2024	R	$67.00
							24-25					$67.00
WOJDAWOJ000	Wojdak, Wojciech	10122024 12:00	0000000000	mm1124	AP	B Soccer V		B	10/12/2024	11/14/2024	R	$84.00
							24-25					$84.00
						NUMBER OF INVOICES: 3						**$235.00**
WOODSTOC001	Woodstock North High School	V VBall -WN 10.26.24	0000000000	mm1124	AP	Entry Fee		B	11/01/2024	11/14/2024	R	$225.00
							24-25					$225.00
WOODSTOC001	Woodstock North High School	Volleyball	0000000000	mm1124	AP	V Volleyball Entry Fee		B	10/21/2024	11/14/2024	R	$300.00
							24-25					$300.00
						NUMBER OF INVOICES: 2						**$525.00**
WOODSTOC004	Woodstock Community Unit School Di	#1	0000000000	mm1124	AP	Tuition-Clay Academy		B	10/22/2024	11/14/2024	R	$1,241.76
							24-25					$1,241.76
						NUMBER OF INVOICES: 1						**$1,241.76**
YORK HIG000	York High School	11022024 Speech	0000000000	mm103024	AP	York 2024 Speech Tournament		H	10/23/2024	10/30/2024	R	$175.00
							24-25			118448		$175.00
						NUMBER OF INVOICES: 1						**$175.00**
ZIELIKAT000	Zielinski, Katherine	11012024	0000000000	mm1124	AP	PBIS cart reimbursement		B	11/01/2024	11/14/2024	R	$207.56

VEN-KEY	VENDOR NAME / ACH VOID DOWNLOAD	INVOICE # / DISCOUNT DESCRIPTION	PO NUMBER	BATCH / DISC AMT	BANK	DESCRIPTION / ADJUSTMENT DESCRIPTION	LQ / FY	S	INV DATE / ADJ AMT	DUE DATE	C	CHECK NBR	NET AMOUNT / INVOICE AMOUNT
ZIELIKAT000	Zielinski, Katherine	11012024	******CONTINUED******										
							24-25						$207.56
						NUMBER OF INVOICES: 1							**$207.56**
ZION-BEN001	Zion-Benton Township High School	3463	0000000000	mm1124	AP	SpecEd Trnsprt 10/4/24	B		10/07/2024	11/14/2024	R		$45.00
							24-25						$45.00
ZION-BEN001	Zion-Benton Township High School	3465	0000000000	mm1124	AP	SpecEd Trnsprt 10/9/24	B		10/15/2024	11/14/2024	R		$45.00
							24-25						$45.00
ZION-BEN001	Zion-Benton Township High School	3467	0000000000	mm1124	AP	SpecEd Trnsprt 10/11/24	B		10/21/2024	11/14/2024	R		$45.00
							24-25						$45.00
ZION-BEN001	Zion-Benton Township High School	3469	0000000000	mm1124	AP	SpecEd Trnsprt 10/16/24	B		10/21/2024	11/14/2024	R		$45.00
							24-25						$45.00
ZION-BEN001	Zion-Benton Township High School	3470	0000000000	mm1124	AP	SpecEd Trnsprt 10/18/24	B		10/21/2024	11/14/2024	R		$45.00
							24-25						$45.00
ZION-BEN001	Zion-Benton Township High School	3471	0000000000	mm1124	AP	SpecEd Trnsprt 10/25/24	B		10/25/2024	11/14/2024	R		$45.00
							24-25						$45.00
ZION-BEN001	Zion-Benton Township High School	3472	0000000000	mm1124	AP	SpecEd Trnsprt 10/30/24	B		10/31/2024	11/14/2024	R		$45.00
							24-25						$45.00
						NUMBER OF INVOICES: 7							**$315.00**

TOTAL NUMBER OF BATCH INVOICES: 316 $1,055,965.29
TOTAL NUMBER OF HISTORY INVOICES: 24 $39,924.71
339 COMPUTER CHECK INVOICES $1,095,162.04
1 MANUAL CHECK INVOICES $727.96
TOTAL INVOICES: 340 $1,095,890.00

BANK TOTALS: BANK BANK ACCOUNT # INVOICE AMOUNT NET AMOUNT

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
				AP		**A000 1120 0000 00 000000				$1,095,890.00		$1,095,890.00

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	2024-25 ANNUAL BUDGET	October 2024-25 MONTHLY ACTIVITY	2024-25 FYTD ACTIVITY	2024-25 BALANCE	2024-25 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	20,727,909.00	1,079,103.00	8,976,551.44	11,751,357.56	43.31
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	25,233,543.00	863,229.57	2,361,621.35	22,871,921.65	9.36
10	FEDERAL SOURCES	1,491,040.00	131,015.81	402,321.63	1,088,718.37	26.98
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	47,452,492.00	2,073,348.38	11,740,494.42	35,711,997.58	24.74
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	5,040,440.00	309,949.01	2,301,699.43	2,738,740.57	45.66
20	STATE SOURCES	50,000.00	0.00	0.00	50,000.00	0.00
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	5,090,440.00	309,949.01	2,301,699.43	2,788,740.57	45.22
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	1,779,198.00	84,896.44	903,625.61	875,572.39	50.79
40	STATE SOURCES	1,996,196.00	471,074.00	471,074.00	1,525,122.00	23.60
40	TRANSFERS	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND	3,775,394.00	555,970.44	1,374,699.61	2,400,694.39	36.41
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	973,118.00	47,888.85	602,706.73	370,411.27	61.94
50	I.M.R.F./SOCIAL SECURITY F	973,118.00	47,888.85	602,706.73	370,411.27	61.94
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
60	TRANSFERS	725,000.00	0.00	0.00	725,000.00	0.00
60	CAPITAL PROJECTS FUND	725,000.00	0.00	0.00	725,000.00	0.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	345,816.00	16,756.23	148,721.32	197,094.68	43.01
70	WORKING CASH FUND	345,816.00	16,756.23	148,721.32	197,094.68	43.01
	Grand Revenue Totals	58,362,260.00	3,003,912.91	16,168,321.51	42,193,938.49	27.70

Number of Accounts: 111

FD	OBJ	OBJ	2024-25 ANNUAL BUDGET	October 2024-25 MONTHLY ACTIVITY	2024-25 FYTD ACTIVITY	2024-25 BALANCE	2024-25 FY %
10		EDUCATION FUND					
10	1---	SALARIES	20,737,703.00	1,581,667.10	6,531,993.33	14,205,709.67	31.50
10	2---	BENEFITS	2,466,375.00	267,396.63	901,907.49	1,564,467.51	36.57
10	3---	PURCHASED SERVICES	3,014,512.00	420,686.40	1,327,262.37	1,664,669.63	44.03
10	4---	SUPPLIES	2,306,234.00	123,836.40	931,154.89	1,284,971.74	40.38
10	5---	CAPITAL OUTLAY	453,751.00	6,058.82	251,572.82	143,216.92	55.44
10	6---	OTHER OBJECTS	2,222,463.00	131,114.98	673,943.45	1,546,742.85	30.32
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	31,201,038.00	2,530,760.33	10,617,834.35	20,409,778.32	34.03
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,336,301.00	108,651.32	415,648.60	920,652.40	31.10
20	2---	BENEFITS	173,800.00	39,954.86	68,821.11	104,978.89	39.60
20	3---	PURCHASED SERVICES	1,263,706.00	122,444.15	421,485.23	842,220.77	33.35
20	4---	SUPPLIES	1,190,933.00	200,486.41	306,295.04	881,138.53	25.72
20	5---	CAPITAL OUTLAY	400,000.00	4,928.50	76,442.85	323,557.15	19.11
20	6---	OTHER OBJECTS	700.00	0.00	0.00	700.00	0.00
20	7---	NON-CAP EQUIPMENT	725,000.00	0.00	0.00	725,000.00	0.00
20	----	OPERATIONS & MAINTENANCE FUND	5,090,440.00	476,465.24	1,288,692.83	3,798,247.74	25.32
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	844,950.00	83,719.00	284,231.81	560,718.19	33.64
40	2---	BENEFITS	165,900.00	38,700.48	65,425.26	100,474.74	39.44
40	3---	PURCHASED SERVICES	3,089,015.00	223,905.29	1,261,417.14	1,827,597.86	40.84
40	4---	SUPPLIES	176,500.00	14,177.89	33,502.81	142,988.48	18.98
40	5---	CAPITAL OUTLAY	90,000.00	85,688.06	85,688.06	4,311.94	95.21
40	6---	OTHER OBJECTS	100.00	0.00	10.00	90.00	10.00
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	4,366,465.00	446,190.72	1,730,275.08	2,636,181.21	39.63
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	973,118.00	94,719.73	348,626.81	624,491.19	35.83
50	----	I.M.R.F./SOCIAL SECURITY FUND	973,118.00	94,719.73	348,626.81	624,491.19	35.83
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	3,095,264.00	385,492.38	2,004,923.14	292,376.92	64.77
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	3,095,264.00	385,492.38	2,004,923.14	292,376.92	64.77

FD	OBJ	OBJ	2024-25 ANNUAL BUDGET	October 2024-25 MONTHLY ACTIVITY	2024-25 FYTD ACTIVITY	2024-25 BALANCE	2024-25 FY %
70		WORKING CASH FUND					
70	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
70	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
70	----	WORKING CASH FUND	0.00	0.00	0.00	0.00	0.00
		Grand Expense Totals	44,726,325.00	3,933,628.40	15,990,352.21	27,761,075.38	35.75

Number of Accounts: 1203

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

GRANT COMM. HIGH SCHOOL DISTRICT #124

PROPERTY TAX DISTRIBUTION 2023

E.A.V. 1,178,955,217.00

TOTAL EXTENSION 25,830,625.89

RATES			1.538625	0.395707	0.012420	0.138919	0.034520	0.042097	0.026942	0.000000	0.001746
% OF TOTAL DISTRIBUTION			70.2256%	18.0608%	0.5669%	6.3405%	1.5756%	1.9214%	1.2297%	0.0000%	0.0797%
DATE	**AMOUNT**		**EDUCATION**	**O & M**	**Recapture**	**TRANS.**	**IMRF**	**FICA**	**W.C.**	**B & I**	**SEDOL**
Current Year											
GL Account #			**10-1111-100000**	**20-1111-100000**	**20-1111-100000**	**40-1111-100000**	**50-1151-100000**	**50-1151-100000**	**70-1111-100000**		**50-1154-100000**
05/24/24	1,141,804.90	4.420%	801,838.80	206,218.69	6,472.56	72,396.23	17,989.75	21,938.42	14,040.55	0.00	909.91
			(0.01)								
06/14/24	9,460,680.35	41.046%	6,643,815.04	1,708,671.13	53,629.82	599,855.16	149,058.08	181,775.73	116,336.12	0.00	7,539.26
								0.01			
06/28/24	2,403,893.04	50.353%	1,688,147.17	434,161.44	13,626.96	152,419.02	37,874.62	46,187.95	29,560.20	0.00	1,915.67
			0.01								
Total FY24 Distribution	**13,006,378.29**	**50.353%**	**9,133,801.00**	**2,349,051.26**	**73,729.34**	**824,670.41**	**204,922.45**	**249,902.11**	**159,936.87**	**0.00**	**10,364.85**
Prior Year	Amount		EDUCATION	O & M	RECAPTURE	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
GL Account #			**10-1112-100000**	**20-1112-100000**	**20-1112-100000**	**40-1112-100000**	**50-1152-100000**	**50-1152-100000**	**70-1112-100000**		**50-1153-100000**
7/3/2024	160.28	0.001%	112.56	28.95	0.91	10.16	2.53	3.08	1.97	0.00	0.13
			(0.01)								
07/12/24	150,653.39	0.584%	105,797.18	27,209.15	854.01	9,552.19	2,373.62	2,894.63	1,852.56	0.00	120.06
			(0.01)								
07/26/24	196,066.63	1.343%	137,688.87	35,411.13	1,111.44	12,431.62	3,089.13	3,767.19	2,410.99	0.00	156.25
			0.01								
08/09/24	177,347.58	2.029%	124,543.32	32,030.33	1,005.33	11,244.74	2,794.21	3,407.52	2,180.81	0.00	141.33
			(0.01)								
8/15/2024 (SOLD TAX)	631.38	2.032%	443.39	114.03	3.58	40.03	9.95	12.13	7.76	0.00	0.50
			0.01								
08/23/24	480,927.24	3.894%	337,733.81	86,859.13	2,726.24	30,493.23	7,577.27	9,240.45	5,913.87	0.00	383.25
			(0.01)								
09/13/24	9,267,621.29	39.772%	6,508,238.25	1,673,803.19	52,535.43	587,614.23	146,016.34	178,066.33	113,962.11	0.00	7,385.41
9/19/24 (SOLD TAX)	709.99	39.775%	498.59	128.23	4.02	45.02	11.19	13.64	8.73	0.00	0.57
09/27/24	382,454.19	41.256%	268,580.57	69,074.15	2,168.02	24,249.54	6,025.77	7,348.40	4,702.96	0.00	304.78
10/11/24	634,923.89	43.714%	445,878.81	114,672.10	3,599.20	40,257.40	10,003.57	12,199.31	7,807.53	0.00	505.97
10/16/24 (SOLD TAX)	573.10	43.716%	402.46	103.51	3.25	36.34	9.03	11.01	7.05	0.00	0.46
			(0.01)								
10/25/24	703,440.00	46.439%	493,994.63	127,046.64	3,987.59	44,601.67	11,083.07	13,515.76	8,650.06	0.00	560.57
			0.01								
11/15/24		46.439%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12/20/24		46.439%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FY25 Total Distribution	**11,995,508.96**	**46.439%**	**8,423,912.42**	**2,166,480.54**	**67,999.02**	**760,576.16**	**188,995.67**	**230,479.45**	**147,506.41**	**0.00**	**9,559.28**

Special Distribution -		% of Distribution	EDUCATION	O & M	RECAPTURE	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**
Total Spec Distribution:	**0.00**		**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
GRAND TOTAL	**25,001,887.25**	**96.792%**	**17,557,713.41**	**4,515,531.80**		**1,585,246.56**	**393,918.12**	**480,381.56**	**307,443.28**	**0.00**	**19,924.13**

(including Special Distribution)

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124

INVESTMENT SCHEDULE AS OF October 31, 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.
49428	11/03/21		11/04/24	DTC	Goldman Sachs Bank U	249,443.64	0.690	249,443.64							443.64
49429	11/03/21	monthly	11/04/24	DTC	UBS Bank USA	249,074.04	0.690	236,898.18	12,175.86						74.04
1363035	06/14/24		11/14/24	CD	Lake Forest Bank & Tru	111,050.00	5.236	111,050.00							2,437.18
1363013	06/14/24		11/14/24	CD	Bank 7	244,450.00	5.279	244,450.00							5,409.29
1363018	06/14/24		11/14/24	CD	Libertyville Bank & Trus	244,500.00	5.236	244,500.00							5,365.97
64959	06/28/24		11/21/24	TBILL	Treasury Bill	1,299,727.37	5.159	1,199,727.37						100,000.00	61,893.94
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
66253	09/18/24		12/19/24	TNOTE	US Treasury	499,073.77	4.711	499,073.77							5,926.23
61864	09/29/23		12/31/24	TNOTE	US Treasury	696,024.14	5.217	696,024.14							29,975.86
64960	06/28/24	Jun/Dec	12/31/24	TNOTE	US Treasury	870,238.48	5.189	574,338.48	100,000.00		105,532.70			90,367.30	45,156.67
61865	09/29/23		01/15/25	TNOTE	US Treasury	1,196,000.82	5.198	1,196,000.82							62,999.18
1364089	06/28/24		01/14/25	CD	First Community Bank	242,950.00	5.192	242,950.00							6,912.43
1364090	06/28/24		01/14/25	CD	American Plus bank	243,000.00	5.161	243,000.00							6,871.71
1364091	06/28/24		01/14/25	CD	Harmony Bank	243,000.00	5.161	243,000.00							6,871.71
66254	09/18/24		01/23/25	TNOTE	US Treasury	499,031.86	4.601				354,620.52			144,411.34	7,968.14
1368562	09/17/24		01/30/25	CD	First Nat'l Bank	245,700.00	4.576	181,437.70				64,262.30			4,158.63
61878	09/29/23		01/31/25	TNOTE	US Treasury	597,654.84	5.184	597,654.84							28,866.89
298686	09/16/24		02/11/25	TS	Term Series	2,800,000.00	4.720	2,400,000.00						400,000.00	53,588.16
297841	05/29/24		03/04/25	TS	Term Series	1,800,000.00	5.080	1,750,000.00				50,000.00			69,895.24
66255	09/18/24		03/13/25	TNOTE	US Treasury	999,481.40	4.465		999,481.40						21,518.60
1368566	09/17/24		03/21/25	CD	Gbank	244,200.00	4.585	244,200.00							5,675.44
297838	05/29/24		04/09/25	TS	Term Series	1,900,000.00	5.050	1,900,000.00							82,806.17
64482	05/24/24		04/17/25	TNOTE	US Treasury	999,526.83	5.069	999,526.83							45,473.17
1363012	06/14/24		05/14/25	CD	Town Bank, Nat'l Ass	238,800.00	5.062	238,800.00							11,060.75
1363014	06/14/24		05/14/25	CD	MERRICK BANK	239,000.00	4.981	239,000.00							10,894.31
1363016	06/14/24		05/14/25	CD	Village Bank & Trust	238,800.00	5.062	238,800.00							11,060.75
1363019	06/14/24		05/14/25	CD	Winstrust Bank	238,800.00	5.062	238,800.00							11,060.75
1363022	06/14/24		05/14/25	CD	Susquehanna Commun	238,950.00	4.992	238,950.00							10,914.90
1363023	06/14/24		05/14/25	CD	Customers Bank	238,950.00	5.003	238,950.00							10,940.20
1363031	06/14/24		05/14/25	CD	First Capital Bank	227,900.00	4.984	227,900.00							10,394.53
1363015	06/14/24		05/17/25	CD	Wheaton Bank & Trust	238,800.00	5.062	238,800.00							11,060.75
1363030	06/14/24		05/29/25	CD	NEXBANK	238,300.00	5.085	238,300.00							11,585.30
1363020	06/14/24		05/29/25	CD	ServisFirst Bank	238,000.00	5.217	238,000.00							11,872.18
1363027	06/14/24		05/29/25	CD	Financial Federal Bank	238,250.00	5.100	238,250.00							11,618.12
1363029	06/14/24		05/29/25	CD	Cornerstone Bank	238,000.00	5.211	238,000.00							11,858.52
1368554	09/17/24		06/12/25	CD	Preferred Bank	242,400.00	4.218		242,400.00						7,506.68
1368555	09/17/24		06/12/25	CD	DMB Community bank	242,600.00	4.096	242,600.00							7,295.44
1368557	09/17/24		06/12/25	CD	CIBC Bank USA	242,000.00	4.465					242,000.00			7,933.04
1368558	09/17/24		06/12/25	CD	the Western State bank	242,200.00	4.332				242,200.00				7,704.78
1368560	09/17/24		06/12/25	CD	BOM Bank	241,300.00	4.621	241,300.00							8,614.61
1368561	09/17/24		06/12/25	CD	CrossFirst Bank	242,300.00	4.245		242,300.00						7,552.99
1368563	09/17/24		06/12/25	CD	Veritex Community Ban	241,900.00	4.488				241,900.00				7,970.78
1368565	09/17/24		06/12/25	CD	Priority Bank	242,500.00	4.138	242,500.00							7,368.02
1368556	09/17/24		06/26/25	CD	First Internet Bank of In	241,500.00	4.473					241,500.00			8,346.94
1368559	09/17/24		06/26/25	CD	Western Alliance bank	241,500.00	4.518		241,500.00						8,429.85
1368564	09/17/24		06/26/25	CD	Third Coast Bank	241,500.00	4.518					241,500.00			8,429.85
					Subtotal Investments	22,883,102.74		20,219,451.32	1,837,857.26	0.00	944,253.22	839,262.30	0.00	734,778.64	24,575,602.74
			10/31/24	MMA	ISDLAF	7,822,590.27		5,692,175.44	705,419.04	0.00	794,271.97	463,565.39	0.00	167,158.43	7,822,590.27
			10/31/24	MMA	ISDMAX	244,606.43		171,633.71	700.77	0.00	255.06	25.39	0.00	71,991.49	244,606.43
					Total	30,950,299.44		26,083,260.47	2,543,977.08	0.00	1,738,780.25	1,302,853.08	0.00	973,928.56	32,642,799.44

Evan Weisheit

The Grant Community High School November Student of the Month is senior Evan Weisheit, son of Robert and Jill Weisheit of Lake Villa.

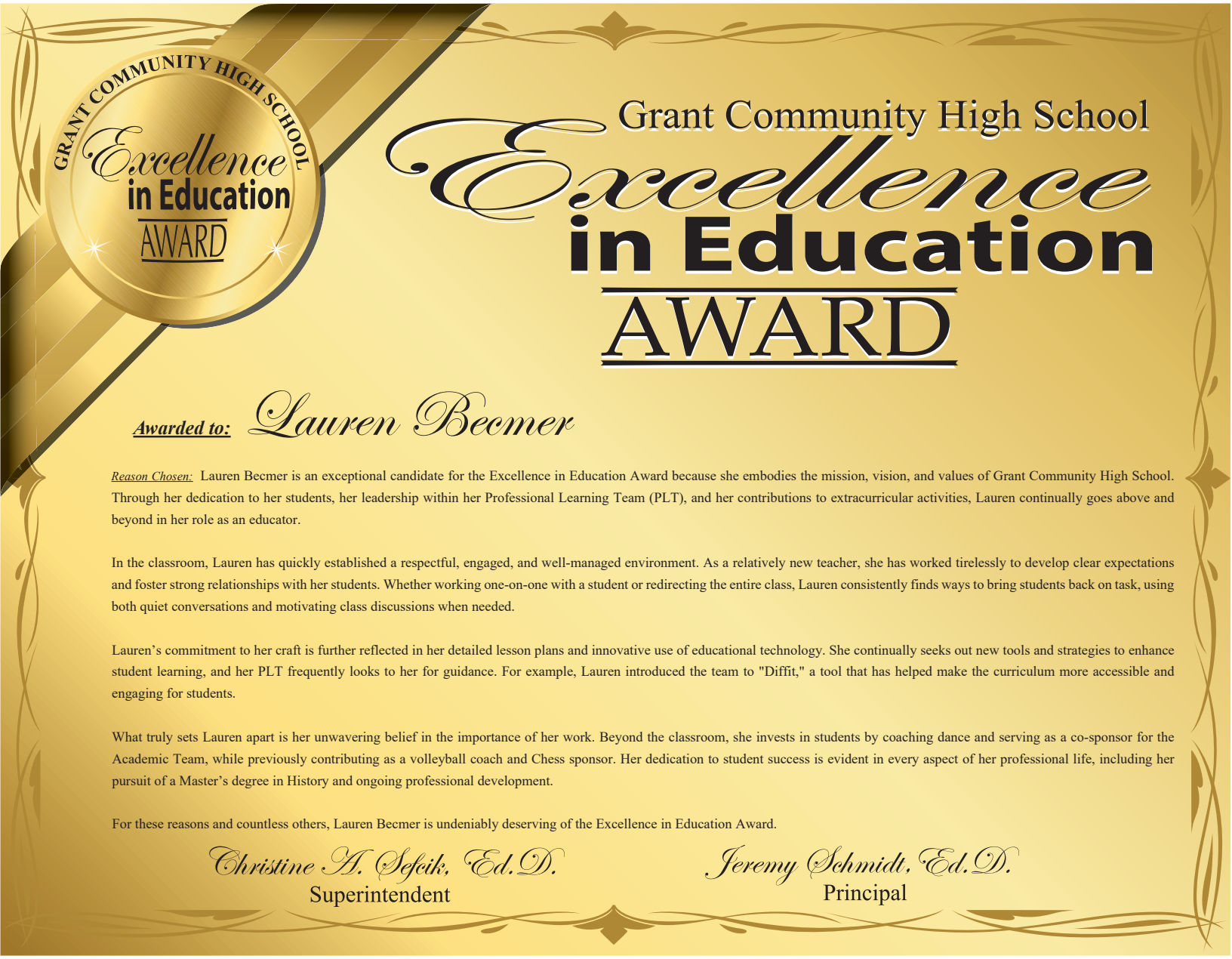
Evan's academic achievements include induction into the National Honor Society during his junior year and Honor Roll each semester. He also serves as a member of the Superintendent's Cabinet. During his sophomore year he was recognized as a Scholar Athlete. Evan has taken numerous AP courses and a dual credit course. He has an impressive GPA of 5.147.

His extracurricular activities include being the oralist for the math team, president of the computer science club, member of the gamer's club, GSA, and the chess club. He has also previously been involved with the golf team, guitar club/music club and the jazz ensemble. Evan also assists his peers as a math tutor during TEAM time.

Evan has participated in various service opportunities through NHS. He volunteered at Proyecto Asis, a wildlife sanctuary in Costa Rica, for two weeks to aid with wildlife rehabilitation. Evan has been actively involved with Gavin schools and volunteers with the Gavin Involvement Group. He has assisted at Gavin's field day and school dances. Evan currently volunteers his time to attend and video record Grant's football games.

In addition to all of his activities, Evan is a private tutor, helping K-6 students with English and Math.

His plans for the future include attending a 4-year college to major in statistics and actuarial science, he also plans to minor in Spanish. Once this is completed, he plans on working as an actuary and returning to college to get his masters and possible doctorate.


GRANT COMMUNITY HIGH SCHOOL
Excellence
in Education
AWARD
Grant Community High School
Excellence
in Education
AWARD
Awarded to: Lauren Becmer
Reason Chosen: Lauren Becmer is an exceptional candidate for the Excellence in Education Award because she embodies the mission, vision, and values of Grant Community High School. Through her dedication to her students, her leadership within her Professional Learning Team (PLT), and her contributions to extracurricular activities, Lauren continually goes above and beyond in her role as an educator.
In the classroom, Lauren has quickly established a respectful, engaged, and well-managed environment. As a relatively new teacher, she has worked tirelessly to develop clear expectations and foster strong relationships with her students. Whether working one-on-one with a student or redirecting the entire class, Lauren consistently finds ways to bring students back on task, using both quiet conversations and motivating class discussions when needed.
Lauren's commitment to her craft is further reflected in her detailed lesson plans and innovative use of educational technology. She continually seeks out new tools and strategies to enhance student learning, and her PLT frequently looks to her for guidance. For example, Lauren introduced the team to "Diffit," a tool that has helped make the curriculum more accessible and engaging for students.
What truly sets Lauren apart is her unwavering belief in the importance of her work. Beyond the classroom, she invests in students by coaching dance and serving as a co-sponsor for the Academic Team, while previously contributing as a volleyball coach and Chess sponsor. Her dedication to student success is evident in every aspect of her professional life, including her pursuit of a Master's degree in History and ongoing professional development.
For these reasons and countless others, Lauren Becmer is undeniably deserving of the Excellence in Education Award.
Christine A. Sefcik, Ed.D.
Superintendent
Jeremy Schmidt, Ed.D.
Principal

Educational Life Skills

Program History

Prior to August 2024:

- SEDOL housed k-12 Life Skills classrooms
- Shift in student needs in current LOP program

2024-2025 school year:

- Shifted to Exceptional Learners Collaborative (ELC) as SEDOL no longer offers a high school classroom

Program Introduction

Educational Life Skills focus on the following:

- Functional curriculum to meet students' academic needs
  - Money, reading, vocabulary, social skills
- Community based instruction
  - Safety, real-world practice of skills

Current Special Education Programming

Learning Opportunities Program (LOP)

- Modified curriculum for core classes
  - Math, English, Science, Social Studies on a rotation
- General education with paraprofessional support for electives

Current Needs Assessment

School Year	Number of Students
2025-2026	9
2026-2027	9
2027-2028	10

Staffing Needs

- Staffing Needs
  - 1 classroom teacher
  - 2 paraprofessionals (already staffed)
  - Related Services: Physical Therapy, Occupational Therapy, Speech/Language Therapy, Social Work Services, Psychological Services

Resources Needed

- Resources
  - Curriculum: Math, Reading, Social/Sciences, Life Skills
  - Community Based Instruction
  - Classroom Space and furniture

Costs

○ Classroom Teacher (est. at MA, Step 5 with single insurance)	$70,445
○ Course Materials	$ 8,000
○ Community Based Instruction	$ 2,000
○ ESY - Teacher and Para one session	$ 8,500
○ Classroom Renovation & Furnishings	$65,000
Total estimate	$152,945

Previous and Current Costs

- SEDOL - previous cost was $35,793/student in FY24
  - 2 students were enrolled ($71,586)
- Exceptional Learners Cooperative - current cost is $95,000/student
  - 3 students currently enrolled there ($285,000)
  - 7 students would be enrolled next year ($665,000)

Grant Community High School (9 - 12)

GRANT CHSD 124

2023 - 2024

Principal
Mr. Jeremy Schmidt
jschmidt@grantbulldogs.org

Address
285 E Grand Ave
Fox Lake IL 60020
(847)587-2561

District Superintendent
Dr. Christine Sefcik

http://www.grantbulldogs.org

District Provided Statement

Not available.

About the Report Card

State and federal laws require public school districts to release report cards to the public each year.

The federal Every Student Succeeds Act requires that states annually assign schools a summative designation that meaningfully differentiates school performance based on multiple performance measures. All states were offered a waiver of this requirement for school year 2020-2021 due to the impact of COVID-19. For more information about Illinois' accountability system please visit www.isbe.net/summative.

For additional information, refer to the Public Business Rules for 2024 Report Card Metrics and the 2024 Glossary of Terms.

School Snapshot

Site-Based Expenditure Per Student Spending : $14,624

Graduation Rate : 92.7%

Average Class Size : *

8th Graders Passing Algebra I : 22.0%

Postsecondary Enrollment : 67.3%

Chronic Absenteeism : 25.6%

Teacher Retention : 94.3%

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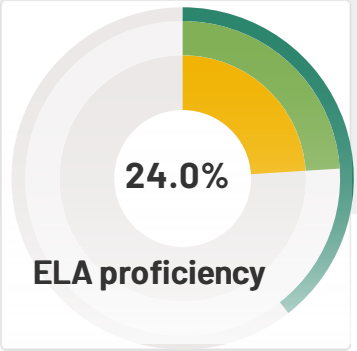
02 | Academic Progress
65 | School Environment
69 | Students
104 | Accountability
122 | Teachers
132 | Administrators & Support Personnel
137 | Civil Rights Data Collection (NaN-)

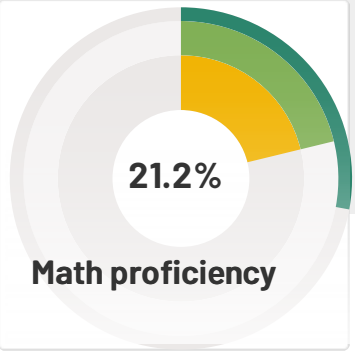
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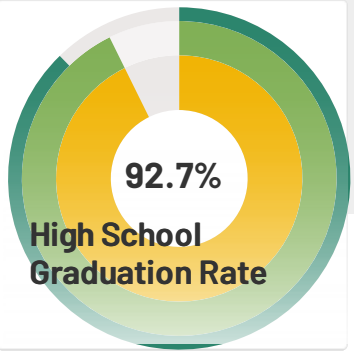
Academic Progress

About the data

Academic progress data includes information regarding assessments, such as student participation rates, proficiency rates, and mean student growth percentile. Other information regarding academics may include certain touchstones, such as eighth-graders passing Algebra 1, graduation rate, and various advanced coursework information. Academic progress often is disaggregated further into demographic student groups.







SAT

What is it?

This shows the percentage and number of 11th-graders scoring at each of the performance levels for the SAT. Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for the SAT:

- Level 1 - Partially Meets Standards: The student has only partially met standards and demonstrates a minimal understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 2 - Approaching Standards: The student is approaching the proficiency level and demonstrates an incomplete understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 3 - Meets Standards: The student has met the proficiency level and demonstrates adequate understanding of the knowledge and skills needed relative to the Illinois Learning Standards.
- Level 4 - Exceeds Standards: The student has exceeded the proficiency level and demonstrates a thorough understanding of the knowledge and skills needed relative to the Illinois Learning Standards.

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	**37.7%**	**38.2%**	**17.8%**	**6.4%**	**51.7%**	**27.0%**	**18.2%**	**3.1%**
District	37.7%	38.2%	17.8%	6.4%	51.7%	27.0%	18.2%	3.1%
State	33.5%	34.9%	20.5%	11.1%	47.7%	25.7%	20.3%	6.3%
Female								
School	**36.2%**	**36.7%**	**18.8%**	**8.2%**	**52.2%**	**28.5%**	**17.4%**	**1.9%**
District	36.2%	36.7%	18.8%	8.2%	52.2%	28.5%	17.4%	1.9%
State	31.1%	36.7%	21.4%	10.8%	47.3%	27.7%	20.1%	4.9%
Male								
School	**39.1%**	**39.5%**	**16.7%**	**4.7%**	**51.2%**	**25.6%**	**19.1%**	**4.2%**
District	39.1%	39.5%	16.7%	4.7%	51.2%	25.6%	19.1%	4.2%
State	36.0%	33.1%	19.6%	11.3%	48.1%	23.8%	20.5%	7.6%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	11.7%	21.4%	34.0%	33.0%	26.2%	25.2%	38.8%	9.7%
American Indian								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.0%	26.9%	20.6%	9.6%	53.1%	21.2%	21.2%	4.5%
Asian								
School	**27.8%**	**38.9%**	**11.1%**	**22.2%**	**38.9%**	**22.2%**	**22.2%**	**16.7%**
District	27.8%	38.9%	11.1%	22.2%	38.9%	22.2%	22.2%	16.7%
State	11.7%	23.9%	28.7%	35.7%	15.2%	19.5%	33.6%	31.8%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Black								
School	46.2%	30.8%	19.2%	3.8%	65.4%	19.2%	15.4%	0.0%
District	46.2%	30.8%	19.2%	3.8%	65.4%	19.2%	15.4%	0.0%
State	55.9%	32.0%	9.6%	2.4%	74.4%	18.3%	6.5%	0.9%
Hispanic								
School	48.8%	39.2%	11.2%	0.8%	68.0%	21.6%	8.0%	2.4%
District	48.8%	39.2%	11.2%	0.8%	68.0%	21.6%	8.0%	2.4%
State	45.7%	36.2%	14.1%	4.0%	61.7%	24.2%	12.3%	1.8%
MENA								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%
Native Hawaiian/ Pacific Islander								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	31.9%	27.8%	26.4%	13.9%	40.3%	20.8%	29.9%	9.0%
Two or More Races								
School	27.3%	40.9%	22.7%	9.1%	45.5%	27.3%	27.3%	0.0%
District	27.3%	40.9%	22.7%	9.1%	45.5%	27.3%	27.3%	0.0%
State	28.6%	34.1%	22.6%	14.8%	44.2%	26.1%	21.3%	8.4%
White								
School	32.3%	38.0%	21.4%	8.3%	42.4%	31.4%	23.1%	3.1%
District	32.3%	38.0%	21.4%	8.3%	42.4%	31.4%	23.1%	3.1%
State	21.7%	36.4%	26.9%	14.9%	34.6%	29.9%	28.0%	7.5%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	**77.6%**	**12.2%**	**8.2%**	**2.0%**	**81.6%**	**12.2%**	**6.1%**	**0.0%**
District	**77.6%**	**12.2%**	**8.2%**	**2.0%**	**81.6%**	**12.2%**	**6.1%**	**0.0%**
State	**56.5%**	**23.5%**	**12.3%**	**7.6%**	**69.3%**	**15.7%**	**11.6%**	**3.4%**
English Learners								
School	**85.3%**	**14.7%**	**0.0%**	**0.0%**	**85.3%**	**14.7%**	**0.0%**	**0.0%**
District	**85.3%**	**14.7%**	**0.0%**	**0.0%**	**85.3%**	**14.7%**	**0.0%**	**0.0%**
State	**81.0%**	**17.5%**	**1.5%**	**0.0%**	**86.9%**	**10.7%**	**2.2%**	**0.2%**
Homeless								
School	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**
District	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**	**‡**
State	**67.5%**	**24.8%**	**6.3%**	**1.5%**	**82.4%**	**12.7%**	**4.6%**	**0.3%**
Students with IEPs								
School	**77.6%**	**12.2%**	**8.2%**	**2.0%**	**81.6%**	**12.2%**	**6.1%**	**0.0%**
District	**77.6%**	**12.2%**	**8.2%**	**2.0%**	**81.6%**	**12.2%**	**6.1%**	**0.0%**
State	**76.2%**	**17.2%**	**4.7%**	**2.0%**	**87.8%**	**8.1%**	**3.3%**	**0.8%**
Low Income								
School	**45.7%**	**41.5%**	**10.1%**	**2.7%**	**64.9%**	**25.0%**	**9.0%**	**1.1%**
District	**45.7%**	**41.5%**	**10.1%**	**2.7%**	**64.9%**	**25.0%**	**9.0%**	**1.1%**
State	**49.9%**	**34.5%**	**12.3%**	**3.3%**	**66.7%**	**21.8%**	**10.1%**	**1.5%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

SAT (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	76.0%	24.0%	0.0%	0.0%	76.0%	24.0%	0.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.6%	34.8%	23.5%	8.1%	46.8%	30.6%	20.3%	2.4%
Non-English Learners								
School	33.5%	40.2%	19.3%	7.0%	48.7%	28.1%	19.8%	3.4%
District	33.5%	40.2%	19.3%	7.0%	48.7%	28.1%	19.8%	3.4%
State	28.2%	36.8%	22.7%	12.3%	43.3%	27.4%	22.4%	7.0%
Non-IEP								
School	32.4%	41.6%	19.0%	7.0%	47.7%	29.0%	19.8%	3.5%
District	32.4%	41.6%	19.0%	7.0%	47.7%	29.0%	19.8%	3.5%
State	27.7%	37.3%	22.7%	12.3%	42.2%	28.1%	22.6%	7.0%
Non Low Income								
School	31.2%	35.5%	23.9%	9.4%	41.0%	28.6%	25.6%	4.7%
District	31.2%	35.5%	23.9%	9.4%	41.0%	28.6%	25.6%	4.7%
State	20.2%	35.2%	27.3%	17.4%	32.1%	28.9%	28.7%	10.2%
Youth In Care								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	67.3%	26.4%	4.9%	1.5%	86.7%	11.8%	1.5%	0.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM

What is it?

This shows the percentage and number of students scoring at each of the performance levels for the Dynamic Learning Maps Alternative Assessment (DLM-AA) for students with cognitive disabilities. DLM-AA results are not based on raw or scale scores; all data is based on diagnostic classification modeling. Standard setting allows us to look at patterns of number of linkage levels mastered across the tested Essential Elements, to which we can apply cut points to define categories of student performance. This performance are reported using the four Performance Levels approved by the consortium:

- Level 1 – Entry: The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.
- Level 2 – Foundational: The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.
- Level 3 – Satisfactory: The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.
- Level 4 – Mastery: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
All								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.9%	19.6%	2.8%	52.3%	27.6%	19.6%	0.4%
Female								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	44.1%	35.4%	17.4%	3.1%	56.4%	27.5%	16.2%	0.0%
Male								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	43.6%	33.0%	20.8%	2.6%	50.1%	27.6%	21.6%	0.7%
Non Binary								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	66.7%	0.0%	0.0%	33.3%	100.0%	0.0%	0.0%	0.0%
Asian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	52.6%	32.1%	14.1%	1.3%	53.2%	27.8%	19.0%	0.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Black								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.8%	35.3%	20.3%	2.6%	50.4%	27.9%	21.2%	0.5%
Hispanic								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	47.4%	34.0%	16.7%	1.9%	53.8%	26.8%	18.8%	0.6%
MENA								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*
Native Hawaiian/ Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	60.0%	40.0%	0.0%	0.0%	60.0%	40.0%	0.0%	0.0%
Two or More Races								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	33.9%	33.9%	27.4%	4.8%	45.2%	32.3%	22.6%	0.0%
White								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	41.9%	33.2%	21.5%	3.4%	52.8%	27.5%	19.3%	0.3%

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DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Students with Disabilities								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
English Learners								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	48.8%	31.6%	18.0%	1.6%	52.5%	26.1%	20.9%	0.5%
Homeless								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	34.1%	26.8%	36.6%	2.4%	42.5%	37.5%	17.5%	2.5%
Students with IEPs								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	43.8%	33.8%	19.6%	2.8%	52.3%	27.6%	19.7%	0.4%
Low Income								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	45.4%	32.8%	19.2%	2.6%	53.9%	27.9%	17.9%	0.3%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 11

	ELA				Mathematics			
	Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
Migrant								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Military								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	40.0%	40.0%	20.0%	0.0%	55.6%	33.3%	11.1%	0.0%
Non-English Learners								
School	‡	‡	‡	‡	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	‡	‡	‡
State	42.3%	34.5%	20.0%	3.1%	52.3%	28.0%	19.3%	0.4%
Non-IEP								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Non Low Income								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	41.1%	35.6%	20.2%	3.1%	49.8%	27.2%	22.4%	0.7%
Youth In Care								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	59.3%	18.5%	18.5%	3.7%	65.5%	17.2%	17.2%	0.0%

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DLM (cont)

Grade 11

	Science Level 1	Level 2	Level 3	Level 4
All				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.9%	25.4%	8.7%	2.0%
Female				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.7%	26.8%	7.4%	1.1%
Male				
School	*	*	*	*
District	*	*	*	*
State	63.5%	24.5%	9.5%	2.5%
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
American Indian				
School	*	*	*	*
District	*	*	*	*
State	66.7%	0.0%	33.3%	0.0%
Asian				
School	*	*	*	*
District	*	*	*	*
State	75.0%	20.6%	2.9%	1.5%

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DLM (cont)

Grade 11

	Science Level 1	Level 2	Level 3	Level 4
Black				
School	*	*	*	*
District	*	*	*	*
State	62.5%	26.8%	9.0%	1.6%
Hispanic				
School	*	*	*	*
District	*	*	*	*
State	67.9%	23.6%	7.5%	0.9%
MENA				
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*
Native Hawaiian/ Pacific Islander				
School	*	*	*	*
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Two or More Races				
School	*	*	*	*
District	*	*	*	*
State	61.0%	23.7%	13.6%	1.7%
White				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	60.9%	26.4%	9.5%	3.1%

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DLM (cont)

Grade 11

	Science Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.9%	25.3%	8.8%	2.0%
English Learners				
School	*	*	*	*
District	*	*	*	*
State	70.3%	20.9%	7.6%	1.2%
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	59.0%	25.6%	12.8%	2.6%
Students with IEPs				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	63.9%	25.3%	8.8%	2.0%
Low Income				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	64.7%	25.1%	8.6%	1.6%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

DLM (cont)

Grade 11

	Science Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	100.0%	0.0%	0.0%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	70.0%	20.0%	10.0%	0.0%
Non-English Learners				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	62.1%	26.6%	9.1%	2.2%
Non-IEP				
School	*	*	*	*
District	*	*	*	*
State	50.0%	50.0%	0.0%	0.0%
Non Low Income				
School	*	*	*	*
District	*	*	*	*
State	62.6%	25.7%	9.0%	2.6%
Youth In Care				
School	*	*	*	*
District	*	*	*	*
State	64.0%	32.0%	0.0%	4.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ISA

What is it?

This shows the percentage and number of students scoring at each of the Performance Levels for the Illinois Science Assessment (ISA). The ISA performance levels indicate students' understanding of the Illinois Learning Standards in science for their grade level. There are four Performance Levels for the ISA:

- Level 1 – Emerging: Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented, or incomplete and needs considerable development. Work contains errors or omissions.
- Level 2 – Developing: Work at this level does not meet the standard. It shows basic, but inconsistent, application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
- Level 3 – Proficient: Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
- Level 4 – Exemplary: Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.

ISA (cont)

Grade HS

	Science Level 1	Level 2	Level 3	Level 4
All				
School	**18.2%**	**23.0%**	**38.8%**	**19.9%**
District	**18.2%**	**23.0%**	**38.8%**	**19.9%**
State	**21.4%**	**26.2%**	**37.4%**	**14.9%**
Female				
School	**15.0%**	**24.3%**	**43.7%**	**17.0%**
District	**15.0%**	**24.3%**	**43.7%**	**17.0%**
State	**18.6%**	**28.4%**	**40.6%**	**12.3%**
Male				
School	**21.3%**	**21.8%**	**34.1%**	**22.7%**
District	**21.3%**	**21.8%**	**34.1%**	**22.7%**
State	**24.1%**	**24.2%**	**34.3%**	**17.4%**
Non Binary				
School	*	*	*	*
District	*	*	*	*
State	**8.2%**	**9.3%**	**45.4%**	**37.1%**
American Indian				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	**26.6%**	**26.3%**	**33.9%**	**13.2%**
Asian				
School	**11.8%**	**11.8%**	**35.3%**	**41.2%**
District	**11.8%**	**11.8%**	**35.3%**	**41.2%**
State	**7.9%**	**14.9%**	**39.4%**	**37.8%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ISA (cont)

Grade HS

	Science Level 1	Level 2	Level 3	Level 4
Black				
School	**30.8%**	**26.9%**	**34.6%**	**7.7%**
District	**30.8%**	**26.9%**	**34.6%**	**7.7%**
State	**39.8%**	**33.7%**	**23.5%**	**3.1%**
Hispanic				
School	**27.4%**	**25.0%**	**36.3%**	**11.3%**
District	**27.4%**	**25.0%**	**36.3%**	**11.3%**
State	**27.2%**	**32.3%**	**33.7%**	**6.7%**
MENA				
School	*	*	*	*
District	*	*	*	*
State	**50.0%**	**0.0%**	**50.0%**	**0.0%**
Native Hawaiian/ Pacific Islander				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	**17.0%**	**25.9%**	**36.3%**	**20.7%**
Two or More Races				
School	**15.0%**	**25.0%**	**35.0%**	**25.0%**
District	**15.0%**	**25.0%**	**35.0%**	**25.0%**
State	**17.7%**	**24.5%**	**39.0%**	**18.7%**
White				
School	**12.7%**	**21.5%**	**41.7%**	**24.1%**
District	**12.7%**	**21.5%**	**41.7%**	**24.1%**
State	**14.1%**	**21.8%**	**43.6%**	**20.5%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ISA (cont)

Grade HS

	Science Level 1	Level 2	Level 3	Level 4
Students with Disabilities				
School	**48.9%**	**31.9%**	**10.6%**	**8.5%**
District	**48.9%**	**31.9%**	**10.6%**	**8.5%**
State	**37.9%**	**28.9%**	**24.3%**	**8.9%**
English Learners				
School	**45.5%**	**42.4%**	**9.1%**	**3.0%**
District	**45.5%**	**42.4%**	**9.1%**	**3.0%**
State	**45.2%**	**38.9%**	**15.3%**	**0.5%**
Homeless				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	**44.4%**	**32.3%**	**20.6%**	**2.8%**
Students with IEPs				
School	**48.9%**	**31.9%**	**10.6%**	**8.5%**
District	**48.9%**	**31.9%**	**10.6%**	**8.5%**
State	**50.1%**	**32.0%**	**15.0%**	**2.9%**
Low Income				
School	**23.4%**	**29.3%**	**34.2%**	**13.0%**
District	**23.4%**	**29.3%**	**34.2%**	**13.0%**
State	**31.1%**	**32.3%**	**30.5%**	**6.1%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ISA (cont)

Grade HS

	Science Level 1	Level 2	Level 3	Level 4
Migrant				
School	*	*	*	*
District	*	*	*	*
State	43.5%	34.8%	21.7%	0.0%
Military				
School	*	*	*	*
District	*	*	*	*
State	17.6%	26.9%	41.2%	14.2%
Non-English Learners				
School	15.9%	21.4%	41.4%	21.4%
District	15.9%	21.4%	41.4%	21.4%
State	18.8%	24.8%	39.8%	16.5%
Non-IEP				
School	14.3%	21.9%	42.4%	21.4%
District	14.3%	21.9%	42.4%	21.4%
State	17.7%	25.5%	40.4%	16.5%
Non Low Income				
School	14.2%	18.0%	42.5%	25.3%
District	14.2%	18.0%	42.5%	25.3%
State	13.7%	21.4%	42.9%	21.9%
Youth In Care				
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	43.5%	33.2%	21.4%	2.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Proficiency

What is it?

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for ELA, math, and science. Each state may also have a general assessment for the majority of its students and an alternate assessment for the 1 percent of students with the most significant cognitive disabilities. The All Test Proficiency measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, math, and science.

ELA - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**24.0%**	**26.7%**	**21.5%**	*	‡	‡	‡	**11.8%**	*	‡	‡	**29.5%**	‡
District	**24.0%**	**26.7%**	**21.5%**	*	‡	‡	‡	**11.8%**	*	‡	‡	**29.5%**	‡
State	**39.4%**	**43.6%**	**35.3%**	**63.3%**	**31.0%**	**66.9%**	**20.3%**	**26.7%**	**39.4%**	**46.1%**	**42.5%**	**50.2%**	**18.7%**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	**12.5%**	‡	*	*	‡
District	‡	‡	**12.5%**	‡	*	*	‡
State	**11.8%**	**10.6%**	**24.6%**	**13.0%**	**7.9%**	**42.7%**	**16.1%**

Mathematics - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**21.2%**	**19.0%**	**23.3%**	*	‡	‡	‡	**11.0%**	*	‡	‡	**25.6%**	‡
District	**21.2%**	**19.0%**	**23.3%**	*	‡	‡	‡	**11.0%**	*	‡	‡	**25.6%**	‡
State	**27.9%**	**26.2%**	**29.6%**	**40.6%**	**23.3%**	**61.3%**	**8.9%**	**15.3%**	**33.3%**	**34.7%**	**30.6%**	**38.0%**	**13.7%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Proficiency (cont)

Mathematics - All Tests

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	10.4%	‡	*	*	‡
District	‡	‡	10.4%	‡	*	*	‡
State	8.0%	8.0%	13.7%	6.4%	6.3%	30.1%	7.6%

Science - All Tests

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	58.0%	60.0%	56.0%	*	‡	76.0%	42.0%	47.0%	*	‡	60.0%	65.0%	‡
District	58.0%	60.0%	56.0%	*	‡	76.0%	42.0%	47.0%	*	‡	60.0%	65.0%	‡
State	52.0%	52.0%	52.0%	81.0%	47.0%	77.0%	26.0%	39.0%	54.0%	60.0%	56.0%	66.0%	30.0%

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	47.0%	‡	*	*	‡
District	‡	‡	47.0%	‡	*	*	‡
State	18.0%	18.0%	36.0%	22.0%	17.0%	57.0%	24.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Proficiency (cont)

ELA - All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	‡	‡	‡	*	*	‡	‡	*	‡
District	*	*	*	*	‡	‡	‡	*	*	‡	‡	*	‡
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	*	‡	*	*	‡
District	‡	‡	*	‡	*	*	‡
State	*	*	*	*	*	*	*

Mathematics - All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	‡	‡	‡	*	*	‡	‡	*	‡
District	*	*	*	*	‡	‡	‡	*	*	‡	‡	*	‡
State	*	*	*	*	*	*	*	*	*	*	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Proficiency (cont)

Mathematics - All Tests - Federal Rate

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	*	‡	*	*	‡
District	‡	‡	*	‡	*	*	‡
State	*	*	*	*	*	*	*

Science - All Tests - Federal Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	‡	**76.0%**	*	*	*	‡	**57.4%**	*	‡
District	*	*	*	*	‡	**76.0%**	*	*	*	‡	**57.4%**	*	‡
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	*	‡	*	*	‡
District	‡	‡	*	‡	*	*	‡
State	*	*	*	*	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate

What is it?

This shows the percentage and number of students participating in standardized testing, by subject and applicable test. Some students may take the test for one subject but not another. According to Illinois School Code, all students enrolled in public schools are required to participate in the state assessment or an alternate form of the assessment. Students who participate but for various reasons do not complete the testing process (e.g., illness) are still counted as having participated.

ELA - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.2%**	**98.1%**
District	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.2%**	**98.1%**
State	**98.6%**	**98.7%**	**98.5%**	**95.9%**	**98.2%**	**99.2%**	**97.7%**	**98.4%**	**97.3%**	**98.4%**	**98.4%**	**98.9%**	**97.4%**

	English Learners	Students with IEPs	Low Income
School	**100.0%**	**98.1%**	**98.5%**
District	**100.0%**	**98.1%**	**98.5%**
State	**98.4%**	**97.1%**	**98.2%**

Mathematics - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.2%**	**98.1%**
District	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.2%**	**98.1%**
State	**98.5%**	**98.6%**	**98.4%**	**95.9%**	**98.0%**	**99.1%**	**97.5%**	**98.3%**	**97.3%**	**98.3%**	**98.2%**	**98.9%**	**97.2%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Mathematics - All Tests - Participation

	English Learners	Students with IEPs	Low Income
School	**100.0%**	**98.1%**	**98.5%**
District	**100.0%**	**98.1%**	**98.5%**
State	**98.2%**	**96.9%**	**98.1%**

Science - All Tests - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**97.4%**	**98.1%**	**96.8%**	*	‡	**94.4%**	**96.3%**	**98.4%**	*	‡	**90.9%**	**97.9%**	**96.0%**
District	**97.4%**	**98.1%**	**96.8%**	*	‡	**94.4%**	**96.3%**	**98.4%**	*	‡	**90.9%**	**97.9%**	**96.0%**
State	**96.0%**	**96.1%**	**95.8%**	**95.1%**	**95.1%**	**97.2%**	**93.0%**	**95.4%**	**83.9%**	**94.6%**	**95.5%**	**97.3%**	**93.6%**

	English Learners	Students with IEPs	Low Income
School	**97.1%**	**96.0%**	**95.9%**
District	**97.1%**	**96.0%**	**95.9%**
State	**94.9%**	**93.0%**	**94.7%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Overall SAT ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.1%**	**98.0%**
District	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.1%**	**98.0%**
State	**96.3%**	**96.7%**	**95.8%**	**96.3%**	**93.0%**	**98.4%**	**92.4%**	**95.2%**	**100.0%**	**95.0%**	**96.2%**	**98.1%**	**93.7%**

	English Learners	Students with IEPs	Low Income
School	**100.0%**	**98.0%**	**98.4%**
District	**100.0%**	**98.0%**	**98.4%**
State	**93.8%**	**92.0%**	**94.2%**

Overall SAT Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.1%**	**98.0%**
District	**99.1%**	**98.6%**	**99.5%**	*	‡	**100.0%**	**100.0%**	**98.4%**	*	‡	**100.0%**	**99.1%**	**98.0%**
State	**96.2%**	**96.6%**	**95.8%**	**96.3%**	**93.0%**	**98.4%**	**92.3%**	**95.2%**	**100.0%**	**95.0%**	**96.1%**	**98.0%**	**93.5%**

	English Learners	Students with IEPs	Low Income
School	**100.0%**	**98.0%**	**98.4%**
District	**100.0%**	**98.0%**	**98.4%**
State	**93.8%**	**91.7%**	**94.1%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Overall DLM ELA - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	**97.6%**	**97.7%**	**97.6%**	*	**96.0%**	**98.0%**	**97.3%**	**97.5%**	**100.0%**	**100.0%**	**97.7%**	**97.9%**	**97.6%**

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	‡	‡
State	**97.7%**	**97.6%**	**97.5%**

Overall DLM Mathematics - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	**97.6%**	**97.6%**	**97.6%**	*	**96.0%**	**98.1%**	**97.3%**	**97.3%**	**100.0%**	**100.0%**	**97.7%**	**97.8%**	**97.6%**

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	‡	‡
State	**97.5%**	**97.6%**	**97.5%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Overall DLM Science - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	‡
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	‡
State	**96.4%**	**96.6%**	**96.3%**	*	**100.0%**	**97.0%**	**96.9%**	**95.2%**	**0.0%**	**100.0%**	**95.9%**	**96.9%**	**96.4%**

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	‡	‡
State	**96.2%**	**96.4%**	**96.2%**

Overall - Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**97.4%**	**98.1%**	**96.8%**	*	‡	**94.4%**	**96.3%**	**98.4%**	*	‡	**90.9%**	**97.9%**	**95.9%**
District	**97.4%**	**98.1%**	**96.8%**	*	‡	**94.4%**	**96.3%**	**98.4%**	*	‡	**90.9%**	**97.9%**	**95.9%**
State	**96.0%**	**96.1%**	**95.8%**	**95.1%**	**95.1%**	**97.2%**	**92.9%**	**95.4%**	**86.7%**	**94.6%**	**95.5%**	**97.3%**	**93.5%**

	English Learners	Students with IEPs	Low Income
School	**97.1%**	**95.9%**	**95.8%**
District	**97.1%**	**95.9%**	**95.8%**
State	**94.8%**	**92.8%**	**94.7%**

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Participation Rate (cont)

ELA - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.8%**	**1.9%**
District	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.8%**	**1.9%**
State	**1.5%**	**1.3%**	**1.6%**	**4.1%**	**1.8%**	**0.8%**	**2.4%**	**1.6%**	**2.7%**	**1.6%**	**1.7%**	**1.1%**	**2.7%**

	English Learners	Students with IEPs	Low Income
School	**0.0%**	**1.9%**	**1.5%**
District	**0.0%**	**1.9%**	**1.5%**
State	**1.7%**	**3.0%**	**1.8%**

Mathematics - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.8%**	**1.9%**
District	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.8%**	**1.9%**
State	**1.6%**	**1.4%**	**1.7%**	**4.1%**	**2.0%**	**0.9%**	**2.6%**	**1.7%**	**2.7%**	**1.7%**	**1.8%**	**1.2%**	**2.9%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Mathematics - All Tests - Non Participation

	English Learners	Students with IEPs	Low Income
School	**0.0%**	**1.9%**	**1.5%**
District	**0.0%**	**1.9%**	**1.5%**
State	**1.8%**	**3.2%**	**2.0%**

Science - All Tests - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**2.6%**	**1.9%**	**3.2%**	*	‡	**5.6%**	**3.7%**	**1.6%**	*	‡	**9.1%**	**2.1%**	**4.0%**
District	**2.6%**	**1.9%**	**3.2%**	*	‡	**5.6%**	**3.7%**	**1.6%**	*	‡	**9.1%**	**2.1%**	**4.0%**
State	**4.1%**	**4.0%**	**4.3%**	**4.9%**	**4.9%**	**2.8%**	**7.2%**	**4.7%**	**16.1%**	**5.4%**	**4.6%**	**2.8%**	**6.5%**

	English Learners	Students with IEPs	Low Income
School	**2.9%**	**4.0%**	**4.1%**
District	**2.9%**	**4.0%**	**4.1%**
State	**5.3%**	**7.1%**	**5.4%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Overall SAT ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.9%**	**2.0%**
District	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.9%**	**2.0%**
State	**3.8%**	**3.3%**	**4.2%**	**3.7%**	**7.0%**	**1.6%**	**7.7%**	**4.8%**	**0.0%**	**5.0%**	**3.8%**	**1.9%**	**6.4%**

	English Learners	Students with IEPs	Low Income
School	**0.0%**	**2.0%**	**1.6%**
District	**0.0%**	**2.0%**	**1.6%**
State	**6.2%**	**8.1%**	**5.9%**

Overall SAT Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.9%**	**2.0%**
District	**0.9%**	**1.4%**	**0.5%**	*	‡	**0.0%**	**0.0%**	**1.6%**	*	‡	**0.0%**	**0.9%**	**2.0%**
State	**3.8%**	**3.4%**	**4.3%**	**3.7%**	**7.0%**	**1.6%**	**7.8%**	**4.8%**	**0.0%**	**5.0%**	**3.9%**	**2.0%**	**6.6%**

	English Learners	Students with IEPs	Low Income
School	**0.0%**	**2.0%**	**1.6%**
District	**0.0%**	**2.0%**	**1.6%**
State	**6.3%**	**8.3%**	**6.0%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Overall DLM ELA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	**2.4%**	**2.4%**	**2.4%**	*	**4.0%**	**2.0%**	**2.7%**	**2.6%**	**0.0%**	**0.0%**	**2.3%**	**2.1%**	**2.4%**

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	‡	‡
State	**2.3%**	**2.4%**	**2.5%**

Overall DLM Mathematics - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	**2.4%**	**2.4%**	**2.5%**	*	**4.0%**	**1.9%**	**2.8%**	**2.7%**	**0.0%**	**0.0%**	**2.3%**	**2.2%**	**2.4%**

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	‡	‡
State	**2.5%**	**2.4%**	**2.5%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Participation Rate (cont)

Overall DLM Science - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	‡
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	‡
State	**3.6%**	**3.4%**	**3.8%**	*	**0.0%**	**3.0%**	**3.2%**	**4.8%**	**100.0%**	**0.0%**	**4.1%**	**3.1%**	**3.6%**

	English Learners	Students with IEPs	Low Income
School	*	‡	‡
District	*	‡	‡
State	**3.8%**	**3.6%**	**3.8%**

Overall ISA - Non Participation

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**2.6%**	**1.9%**	**3.2%**	*	‡	**5.6%**	**3.7%**	**1.6%**	*	‡	**9.1%**	**2.1%**	**4.1%**
District	**2.6%**	**1.9%**	**3.2%**	*	‡	**5.6%**	**3.7%**	**1.6%**	*	‡	**9.1%**	**2.1%**	**4.1%**
State	**4.1%**	**4.0%**	**4.3%**	**4.9%**	**4.9%**	**2.8%**	**7.3%**	**4.7%**	**13.3%**	**5.4%**	**4.6%**	**2.8%**	**6.6%**

	English Learners	Students with IEPs	Low Income
School	**2.9%**	**4.1%**	**4.2%**
District	**2.9%**	**4.1%**	**4.2%**
State	**5.3%**	**7.4%**	**5.4%**

* indicates non-reported data, ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Eighth Graders Passing Algebra I

What is it?

This shows the percentage of eighth-graders passing Algebra I. They are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and receiving at least 1.0 credit hour.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**22.0%**	**19.0%**	**24.6%**	‡	‡	‡	‡	‡	*	*	‡	**35.0%**	‡
District	**22.0%**	**19.0%**	**24.6%**	‡	‡	‡	‡	‡	*	*	‡	**35.0%**	‡
State	**29.0%**	**28.5%**	**29.5%**	**26.6%**	**24.3%**	**62.1%**	**13.6%**	**22.3%**	**23.5%**	**40.4%**	**31.5%**	**34.4%**	**14.7%**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	‡	‡	‡	‡	*	*	*
District	‡	‡	‡	‡	*	*	*
State	**12.7%**	**7.2%**	**18.2%**	**11.3%**	**0.0%**	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

9th Grade On Track

What is it?

This shows the percentage of 9th graders on track. They are defined as the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**92.9%**	**95.7%**	**90.3%**	**‡**	**‡**	**100.0%**	**86.4%**	**90.1%**	*****	*****	**96.4%**	**94.3%**	**85.0%**
District	**92.9%**	**95.7%**	**90.3%**	**‡**	**‡**	**100.0%**	**86.4%**	**90.1%**	*	*	**96.4%**	**94.3%**	**85.0%**
State	**88.2%**	**89.8%**	**86.7%**	**82.4%**	**85.4%**	**96.7%**	**79.7%**	**84.1%**	**91.2%**	**91.3%**	**87.1%**	**92.7%**	**84.2%**

	English Learners	Students with IEPs	Low Income
School	**78.8%**	**85.0%**	**88.1%**
District	**78.8%**	**85.0%**	**88.1%**
State	**79.7%**	**82.8%**	**81.7%**

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education

What is it?

Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and in-demand occupations.

Four year graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the four-year adjusted cohort graduation rate, both as a whole and broken down by student group.

Extended graduation rate: This shows the percentage of CTE concentrators who graduate high school as measured by the extended-year adjusted graduation rate as defined in such Section 8101 (within six years of entering high school), both as a whole and broken down by student group.

ELA Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Math Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Science Proficiency: This shows CTE concentrators' proficiency in the challenging state academic standards adopted by the state under Section 111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act, both as a whole and broken down by student group.

Postsecondary placement rate: This shows the percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post secondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed, both as a whole and broken down by student group.

Nontraditional program enrollment rate: This shows the percentage of CTE concentrators in CTE programs and programs of study that lead to fields in which their gender is underrepresented, both as a whole and broken down by student group.

Attained postsecondary credits rate: This shows the percentage of CTE concentrators graduating from high school having attained post secondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement, both as a whole and broken down by student group.

Work-based learning rate: This shows the percentage of CTE concentrators graduating from high school having participated in work-based learning, both as a whole and broken down by student group.

Total Count of CTE Participants: This shows the total count of CTE participants, both as a whole and broken down by student group. Subsequent sections throughout the remainder of this section represent subtotals within each of the career cluster program areas available statewide.

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* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

Perkins Measures - Four-Year Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**96.7%**	**95.8%**	**98.0%**	*	*	‡	‡	**97.1%**	*	*	**100.0%**	**95.5%**	**80.0%**
District	**96.7%**	**95.8%**	**98.0%**	*	*	‡	‡	**97.1%**	*	*	**100.0%**	**95.5%**	**80.0%**
State	**96.1%**	**96.5%**	**95.8%**	**96.0%**	**90.7%**	**98.0%**	**94.8%**	**94.9%**	**0.0%**	**92.5%**	**95.5%**	**96.8%**	**92.3%**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	**80.0%**	**91.8%**	*	*	**88.2%**	*	*	*
District	‡	‡	**80.0%**	**91.8%**	*	*	**88.2%**	*	*	*
State	**92.3%**	**88.9%**	**89.1%**	**93.8%**	**100.0%**	**96.2%**	**96.2%**	**85.7%**	**87.1%**	**78.4%**

Perkins Measures - Extended (Six-Year) Graduation Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**98.9%**	**100.0%**	**97.4%**	*	*	‡	‡	**94.7%**	*	*	‡	**100.0%**	**92.9%**
District	**98.9%**	**100.0%**	**97.4%**	*	*	‡	‡	**94.7%**	*	*	‡	**100.0%**	**92.9%**
State	**96.5%**	**97.0%**	**96.1%**	**100.0%**	**97.6%**	**98.8%**	**95.4%**	**95.9%**	*	**100.0%**	**94.9%**	**96.8%**	**94.3%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

Perkins Measures - Extended (Six-Year) Graduation Rate

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	‡	96.2%	*	*	100.0%	*	*	*
District	‡	*	‡	96.2%	*	*	100.0%	*	*	*
State	92.0%	92.2%	91.6%	93.9%	85.7%	96.3%	96.1%	100.0%	90.1%	87.9%

Perkins Measures - Academic Proficiency Rate in Reading/Language Art

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	22.7%	20.3%	26.0%	*	*	‡	‡	‡	*	*	‡	23.4%	‡
District	22.7%	20.3%	26.0%	*	*	‡	‡	‡	*	*	‡	23.4%	‡
State	29.2%	29.6%	28.8%	54.2%	27.4%	58.5%	9.2%	15.7%	*	31.6%	32.0%	35.7%	19.6%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	‡	*	*	‡	*	*	*
District	‡	‡	‡	‡	*	*	‡	*	*	*
State	3.4%	9.7%	6.5%	14.5%	0.0%	29.3%	28.9%	50.0%	17.3%	9.7%

Perkins Measures - Academic Proficiency Rate in Mathematics

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	21.0%	14.5%	30.0%	*	*	‡	‡	‡	*	*	‡	26.6%	‡
District	21.0%	14.5%	30.0%	*	*	‡	‡	‡	*	*	‡	26.6%	‡
State	25.1%	22.0%	27.6%	54.2%	20.8%	60.4%	6.1%	12.7%	*	36.8%	25.1%	30.6%	14.9%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

Perkins Measures - Academic Proficiency Rate in Mathematics

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	‡	*	*	‡	*	*	*
District	‡	‡	‡	‡	*	*	‡	*	*	*
State	3.6%	5.8%	4.2%	10.7%	0.0%	20.5%	23.0%	16.7%	13.6%	2.9%

Perkins Measures - Academic Proficiency Rate in Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	56.4%	48.5%	67.3%	*	*	‡	‡	48.6%	*	*	‡	58.7%	‡
District	56.4%	48.5%	67.3%	*	*	‡	‡	48.6%	*	*	‡	58.7%	‡
State	53.6%	51.9%	55.0%	57.1%	54.0%	76.0%	25.7%	42.3%	*	50.0%	54.3%	61.1%	34.3%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	48.9%	*	*	53.3%	*	*	*
District	‡	‡	‡	48.9%	*	*	53.3%	*	*	*
State	17.6%	29.6%	19.5%	39.3%	0.0%	55.1%	53.8%	83.3%	45.8%	24.7%

Perkins Measures - Postsecondary Placement Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	70.6%	71.7%	69.7%	*	*	‡	‡	69.2%	*	*	‡	69.2%	‡
District	70.6%	71.7%	69.7%	*	*	‡	‡	69.2%	*	*	‡	69.2%	‡
State	70.6%	78.1%	64.8%	50.0%	67.8%	86.0%	67.1%	66.3%	*	68.1%	68.3%	71.8%	60.2%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

Perkins Measures - Postsecondary Placement Rate

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	61.7%	*	*	83.7%	*	*	*
District	‡	‡	‡	61.7%	*	*	83.7%	*	*	*
State	54.7%	55.6%	51.5%	61.7%	66.7%	68.3%	75.3%	80.0%	55.8%	53.9%

Perkins Measures - Nontraditional Program Enrollment Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	26.7%	35.0%	16.5%	*	*	‡	‡	32.1%	*	*	‡	26.8%	50.0%
District	26.7%	35.0%	16.5%	*	*	‡	‡	32.1%	*	*	‡	26.8%	50.0%
State	30.7%	45.9%	18.8%	0.0%	30.9%	28.6%	32.5%	28.9%	24.3%	37.7%	32.0%	31.2%	28.8%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	50.0%	29.6%	*	*	100.0%	*	*	*
District	‡	‡	50.0%	29.6%	*	*	100.0%	*	*	*
State	27.9%	34.1%	29.5%	31.9%	72.2%	32.3%	100.0%	21.4%	33.2%	40.2%

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	31.7%	30.0%	34.0%	*	*	‡	‡	38.9%	*	*	‡	26.6%	‡
District	31.7%	30.0%	34.0%	*	*	‡	‡	38.9%	*	*	‡	26.6%	‡
State	43.8%	40.9%	46.2%	18.5%	46.5%	47.0%	37.5%	45.8%	*	44.7%	40.5%	44.2%	41.4%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

Perkins Measures - Program Quality – Attained Postsecondary Credits Rate

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	40.4%	*	*	‡	*	*	*
District	‡	‡	‡	40.4%	*	*	‡	*	*	*
State	44.7%	33.9%	40.2%	40.6%	0.0%	45.8%	42.8%	50.0%	43.4%	35.6%

Perkins Measures - Program Quality – Work-Based Learning Rate

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	18.3%	27.1%	‡	*	*	‡	‡	27.8%	*	*	‡	15.6%	‡
District	18.3%	27.1%	‡	*	*	‡	‡	27.8%	*	*	‡	15.6%	‡
State	11.7%	16.4%	7.9%	7.4%	7.9%	12.2%	11.8%	10.6%	*	18.4%	12.2%	12.0%	10.0%

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	29.8%	*	*	‡	*	*	*
District	‡	‡	‡	29.8%	*	*	‡	*	*	*
State	9.7%	8.9%	9.7%	11.5%	16.7%	12.1%	13.1%	0.0%	19.0%	10.2%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

CTE Participant - Total Count of CTE Participants

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**615**	**310**	**305**	*	*	**20**	**35**	**190**	*	‡	**42**	**327**	**67**
District	**615**	**310**	**305**	*	*	**20**	**35**	**190**	*	‡	**42**	**327**	**67**
State	**285,732**	**127,994**	**157,572**	**166**	**684**	**14,250**	**34,879**	**68,141**	**477**	**235**	**11,640**	**155,426**	**51,864**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	**36**	‡	**66**	**272**	*	*	**45**	*	‡	‡
District	**36**	‡	**66**	**272**	*	*	**45**	*	‡	‡
State	**27,252**	**6,699**	**34,821**	**120,302**	**76**	**2,596**	**37,950**	**26**	**1,039**	**1,033**

CTE Participant - Count of Students participating in Agri Food & Nat. Res.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**32,330**	**13,727**	**18,595**	**8**	**47**	**259**	**1,493**	**2,480**	**6**	**15**	**1,025**	**27,005**	**6,059**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**762**	**1,001**	**4,682**	**12,885**	**11**	**326**	**7,924**	**10**	**258**	**180**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Arch. & Const.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	73	15	58	*	*	‡	‡	22	*	*	‡	44	‡
District	73	15	58	*	*	‡	‡	22	*	*	‡	44	‡
State	42,822	9,605	33,197	20	99	1,664	4,061	8,774	107	30	1,727	26,360	8,417

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	‡	24	*	*	‡	*	*	*
District	‡	*	‡	24	*	*	‡	*	*	*
State	3,621	927	6,051	17,923	19	368	4,500	2	147	163

CTE Participant - Count of Students participating in Arts, AV, Tech & Comm.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
District	‡	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
State	31,133	12,309	18,798	26	68	1,198	4,279	7,078	57	26	1,501	16,926	6,271

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	‡	‡	*	*	*	*	*	*
District	*	*	‡	‡	*	*	*	*	*	*
State	3,104	696	4,261	13,638	19	385	3,605	3	67	138

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Business Mgmt. & Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**48**	**19**	**29**	*	*	‡	‡	**12**	*	*	‡	**24**	‡
District	**48**	**19**	**29**	*	*	‡	‡	**12**	*	*	‡	**24**	‡
State	**72,045**	**30,455**	**41,554**	**36**	**180**	**3,884**	**9,336**	**14,073**	**126**	**63**	**3,269**	**41,114**	**11,073**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	‡	**20**	*	*	‡	*	*	*
District	‡	*	‡	**20**	*	*	‡	*	*	*
State	**6,173**	**1,642**	**7,126**	**29,121**	**31**	**685**	**9,718**	**8**	**217**	**319**

CTE Participant - Count of Students participating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**24,106**	**18,567**	**5,527**	**12**	**70**	**780**	**3,511**	**6,631**	**76**	**25**	**1,107**	**11,906**	**4,616**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**2,694**	**622**	**2,942**	**11,200**	**1**	**174**	**2,823**	**3**	**52**	**101**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Finance

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

CTE Participant - Count of Students participating in Govt. & Public Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*	*	*	*

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	*	*	*	*	*	*	*	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

CTE Participant - Count of Students participating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**36**	**30**	**‡**	*****	*****	**‡**	**‡**	**20**	*****	*****	*****	**11**	**‡**
District	**36**	**30**	**‡**	*****	*****	**‡**	**‡**	**20**	*****	*****	*****	**11**	**‡**
State	**17,670**	**12,698**	**4,966**	**6**	**56**	**947**	**3,125**	**4,694**	**18**	**18**	**810**	**8,002**	**2,417**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	**‡**	**‡**	**‡**	**19**	*****	*****	**‡**	*****	*****	*****
District	**‡**	**‡**	**‡**	**19**	*****	*****	**‡**	*****	*****	*****
State	**1,880**	**592**	**1,585**	**9,139**	**2**	**102**	**1,681**	**1**	**50**	**97**

CTE Participant - Count of Students participating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**232**	**113**	**119**	*****	*****	**‡**	**16**	**72**	*****	**‡**	**12**	**128**	**31**
District	**232**	**113**	**119**	*****	*****	**‡**	**16**	**72**	*****	**‡**	**12**	**128**	**31**
State	**74,494**	**38,286**	**36,171**	**37**	**180**	**2,633**	**10,463**	**18,741**	**170**	**60**	**3,298**	**38,949**	**15,410**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	**13**	**‡**	**31**	**105**	*****	*****	**35**	*****	*****	**‡**
District	**13**	**‡**	**31**	**105**	*****	*****	**35**	*****	*****	**‡**
State	**7,599**	**1,814**	**11,095**	**32,641**	**25**	**722**	**15,417**	**1**	**223**	**303**

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**157**	**140**	**17**	*	*	‡	‡	**53**	*	*	**12**	**78**	**19**
District	**157**	**140**	**17**	*	*	‡	‡	**53**	*	*	**12**	**78**	**19**
State	**55,203**	**36,357**	**18,804**	**42**	**91**	**1,706**	**6,580**	**11,062**	**144**	**45**	**2,582**	**32,993**	**10,322**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	**15**	‡	**18**	**81**	*	*	‡	*	*	*
District	**15**	‡	**18**	**81**	*	*	‡	*	*	*
State	**4,422**	**1,472**	**7,253**	**24,456**	**30**	**539**	**10,276**	**4**	**294**	**259**

CTE Participant - Count of Students participating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**19**	‡	**17**	*	*	‡	‡	‡	*	*	‡	‡	*
District	**19**	‡	**17**	*	*	‡	‡	‡	*	*	‡	‡	*
State	**46,980**	**17,281**	**29,658**	**41**	**121**	**3,129**	**6,186**	**9,955**	**103**	**36**	**2,004**	**25,446**	**8,311**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	*	**10**	*	*	‡	*	*	*
District	‡	‡	*	**10**	*	*	‡	*	*	*
State	**4,636**	**1,130**	**5,849**	**21,019**	**19**	**470**	**5,347**	**5**	**168**	**237**

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Law,. Public Safety, Cor. & Sec.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**14**	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
District	**14**	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
State	**6,492**	**3,380**	**3,110**	**2**	**16**	**166**	**1,278**	**1,828**	**6**	**9**	**351**	**2,838**	**1,202**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	‡	‡	*	*	*	*	*	*
District	‡	*	‡	‡	*	*	*	*	*	*
State	**767**	**232**	**820**	**3,644**	*	**46**	**936**	**1**	**14**	**37**

CTE Participant - Count of Students participating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**57**	‡	**53**	*	*	‡	‡	‡	*	*	‡	**38**	‡
District	**57**	‡	**53**	*	*	‡	‡	‡	*	*	‡	**38**	‡
State	**33,011**	**6,488**	**26,504**	**19**	**77**	**644**	**2,982**	**7,360**	**32**	**26**	**1,413**	**20,477**	**7,067**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	‡	**18**	*	*	‡	*	‡	*
District	*	*	‡	**18**	*	*	‡	*	‡	*
State	**3,123**	**708**	**5,246**	**14,723**	**9**	**317**	**3,052**	*	**95**	**133**

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**40,294**	**16,128**	**24,150**	**16**	**93**	**2,505**	**4,083**	**8,321**	**142**	**35**	**1,837**	**23,278**	**6,092**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**3,358**	**659**	**3,561**	**14,878**	**16**	**531**	**4,442**	**1**	**129**	**122**

CTE Participant - Count of Students participating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**49**	‡	**40**	*	*	‡	‡	**16**	*	*	‡	**27**	‡
District	**49**	‡	**40**	*	*	‡	‡	**16**	*	*	‡	**27**	‡
State	**24,725**	**6,075**	**18,634**	**16**	**68**	**2,375**	**2,481**	**6,686**	**32**	**18**	**1,022**	**12,043**	**4,325**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	‡	**12**	*	*	*	*	*	*
District	‡	*	‡	**12**	*	*	*	*	*	*
State	**2,747**	**413**	**2,673**	**9,341**	**1**	**127**	**2,467**	*	**50**	**65**

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Career and Technical Education (cont)

CTE Participant - Count of Students participating in Transp. Distr. & Logis.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**13**	‡	**11**	*	*	‡	*	‡	*	*	*	‡	‡
District	**13**	‡	**11**	*	*	‡	*	‡	*	*	*	‡	‡
State	**32,426**	**5,647**	**26,768**	**11**	**90**	**877**	**3,136**	**9,262**	**116**	**25**	**1,226**	**17,694**	**7,306**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	‡	‡	*	*	‡	*	*	*
District	‡	*	‡	‡	*	*	‡	*	*	*
State	**4,245**	**715**	**5,456**	**15,075**	**2**	**226**	**2,959**	**4**	**119**	**109**

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Career and Technical Education (cont)

CTE Concentrator - Total Count of CTE Concentrators

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**176**	**97**	**79**	*	*	‡	‡	**53**	*	*	**14**	**97**	**22**
District	**176**	**97**	**79**	*	*	‡	‡	**53**	*	*	**14**	**97**	**22**
State	**139,917**	**61,576**	**78,273**	**68**	**291**	**6,846**	**14,498**	**31,148**	**177**	**106**	**5,356**	**81,495**	**24,975**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	**22**	**71**	*	*	**47**	*	*	*
District	‡	‡	**22**	**71**	*	*	**47**	*	*	*
State	**9,969**	**2,935**	**16,249**	**55,828**	**18**	**1,216**	**42,968**	**14**	**611**	**386**

CTE Concentrator - Count of Students concentrating in Agri Food & Nat. Res.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**19,711**	**7,660**	**12,045**	**6**	**26**	**99**	**699**	**1,097**	*	**5**	**521**	**17,264**	**3,401**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**271**	**537**	**2,608**	**7,360**	**3**	**158**	**8,995**	**5**	**165**	**83**

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Arch. & Const.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	‡	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	**14,136**	**1,876**	**12,256**	**4**	**24**	**448**	**1,186**	**3,167**	**43**	**10**	**481**	**8,777**	**2,651**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	‡	‡	*	*	‡	*	*	*
District	*	*	‡	‡	*	*	‡	*	*	*
State	**1,014**	**259**	**1,781**	**5,638**	**5**	**116**	**3,022**	**1**	**54**	**17**

CTE Concentrator - Count of Students concentrating in Arts, AV, Tech & Comm.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**7,605**	**2,988**	**4,609**	**8**	**16**	**321**	**811**	**1,818**	**10**	**8**	**348**	**4,273**	**1,623**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**522**	**135**	**1,020**	**3,010**	**3**	**122**	**1,954**	**2**	**24**	**14**

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Business Mgmt. & Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**11**	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
District	**11**	‡	‡	*	*	*	‡	‡	*	*	‡	‡	‡
State	**16,795**	**5,939**	**10,850**	**6**	**41**	**1,140**	**1,761**	**3,196**	**37**	**11**	**637**	**9,972**	**2,191**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	‡	‡	*	*	‡	*	*	*
District	*	*	‡	‡	*	*	‡	*	*	*
State	**1,188**	**293**	**1,187**	**5,902**	**6**	**138**	**9,695**	**2**	**62**	**39**

CTE Concentrator - Count of Students concentrating in Education & Training

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**7,609**	**6,977**	**630**	**2**	**17**	**244**	**775**	**2,210**	**14**	**7**	**292**	**4,050**	**1,491**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**649**	**171**	**838**	**3,186**	*	**43**	**1,717**	**1**	**21**	**16**

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Finance

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	*	*	*	*	‡	*	*	‡	‡	*
District	‡	‡	‡	*	*	*	*	‡	*	*	‡	‡	*
State	**12,117**	**4,034**	**8,081**	**2**	**20**	**1,084**	**981**	**2,154**	**23**	**9**	**439**	**7,407**	**1,338**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**631**	**147**	**625**	**3,724**	**4**	**86**	**3,714**	**2**	**52**	**15**

CTE Concentrator - Count of Students concentrating in Govt. & Public Admin.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**160**	**69**	**91**	*	*	**2**	**30**	**19**	*	**1**	**5**	**103**	**64**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**12**	**8**	**53**	**92**	*	**4**	**50**	*	*	**2**

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Health Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**10**	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
District	**10**	‡	‡	*	*	*	*	‡	*	*	*	‡	‡
State	**5,646**	**4,646**	**997**	**3**	**16**	**460**	**925**	**1,584**	**3**	**5**	**225**	**2,428**	**669**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	‡	‡	*	*	‡	*	*	*
District	*	*	‡	‡	*	*	‡	*	*	*
State	**447**	**150**	**341**	**2,585**	*	**29**	**1,129**	*	**15**	**9**

CTE Concentrator - Count of Students concentrating in Hospitality & Tourism

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**68**	**31**	**37**	*	*	‡	‡	**17**	*	*	‡	**45**	**14**
District	**68**	**31**	**37**	*	*	‡	‡	**17**	*	*	‡	**45**	**14**
State	**20,943**	**11,263**	**9,670**	**10**	**46**	**539**	**3,001**	**5,110**	**23**	**15**	**927**	**11,282**	**4,467**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	*	**14**	**25**	*	*	**32**	*	*	*
District	‡	*	**14**	**25**	*	*	**32**	*	*	*
State	**1,709**	**509**	**3,339**	**9,246**	**8**	**172**	**13,655**	*	**77**	**83**

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Human Services

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**56**	**52**	‡	*	*	‡	‡	**17**	*	*	‡	**28**	‡
District	**56**	**52**	‡	*	*	‡	‡	**17**	*	*	‡	**28**	‡
State	**34,580**	**26,035**	**8,524**	**21**	**55**	**964**	**4,215**	**7,665**	**36**	**30**	**1,623**	**19,992**	**6,789**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	‡	‡	‡	**27**	*	*	‡	*	*	*
District	‡	‡	‡	**27**	*	*	‡	*	*	*
State	**2,483**	**868**	**4,711**	**15,187**	**9**	**333**	**14,061**	**2**	**203**	**146**

CTE Concentrator - Count of Students concentrating in Information Technology

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
District	‡	*	‡	*	*	*	*	*	*	*	*	‡	*
State	**11,817**	**2,720**	**9,089**	**8**	**31**	**1,181**	**1,212**	**2,371**	**3**	**12**	**426**	**6,581**	**1,988**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**802**	**202**	**1,225**	**4,362**	**3**	**106**	**3,413**	*	**58**	**22**

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Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Law,. Public Safety, Cor. & Sec.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	1,723	964	759	*	2	57	269	562	*	1	51	781	357

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	84	50	205	849	*	7	849	1	10	*

CTE Concentrator - Count of Students concentrating in Manufacturing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	*	‡	*	*	*	*	‡	*	*	‡	‡	*
District	‡	*	‡	*	*	*	*	‡	*	*	‡	‡	*
State	11,389	1,415	9,970	4	19	179	720	2,579	6	9	409	7,468	2,458

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	‡	*	*	*	*	*	*
District	*	*	*	‡	*	*	*	*	*	*
State	781	178	1,774	4,571	*	105	2,000	2	44	14

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Marketing

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	**8,663**	**2,643**	**6,018**	**2**	**15**	**609**	**687**	**1,712**	**29**	**6**	**335**	**5,270**	**1,109**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*
State	**499**	**87**	**508**	**2,678**	**3**	**79**	**2,258**	*	**15**	**9**

CTE Concentrator - Count of Students concentrating in STEM

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**18**	‡	**16**	*	*	‡	*	‡	*	*	‡	**11**	*
District	**18**	‡	**16**	*	*	‡	*	‡	*	*	‡	**11**	*
State	**9,311**	**2,010**	**7,296**	**5**	**27**	**1,311**	**659**	**2,569**	**5**	**10**	**335**	**4,395**	**1,351**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	‡	*	*	‡	*	*	*
District	*	*	*	‡	*	*	‡	*	*	*
State	**671**	**110**	**593**	**2,785**	*	**46**	**2,264**	*	**13**	**17**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Career and Technical Education (cont)

CTE Concentrator - Count of Students concentrating in Transp. Distr. & Logis.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
District	‡	‡	*	*	*	*	*	*	*	*	*	‡	*
State	**11,613**	**912**	**10,696**	**5**	**25**	**274**	**737**	**3,720**	**24**	**10**	**342**	**6,481**	**2,656**

	English Learners	Homeless	Students with IEPs	Low Income	Migrant	Military	Non Traditional Fields	Out of Workforce	Single Parents	Youth In Care
School	*	*	*	*	*	*	‡	*	*	*
District	*	*	*	*	*	*	‡	*	*	*
State	**1,446**	**187**	**1,914**	**5,118**	*	**119**	**1,747**	**3**	**73**	**14**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

High School Graduation Rate

What is it?

This shows the percentage of graduating students who entered ninth grade for the first time four, five, or six years prior to the year being reported. Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found here. Students are reported at the school where students attend (home school). The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

4 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**92.7%** **420**	**94.5%** **239**	**90.5%** **181**	* *	‡ ‡	**100.0%** **17**	**90.0%** **18**	**92.4%** **133**	* *	* *	**96.9%** **31**	**92.5%** **221**	**79.4%** **81**
District	**92.7%** 420	**94.5%** 239	**90.5%** 181	* *	‡ ‡	**100.0%** 17	**90.0%** 18	**92.4%** 133	* *	* *	**96.9%** 31	**92.5%** 221	**79.4%** 81
State	**87.7%** 130,309	**89.6%** 65,166	**85.9%** 65,055	**89.8%** 88	**74.5%** 263	**94.6%** 7,597	**80.7%** 19,318	**85.1%** 36,335	**0.0%** 0	**82.1%** 110	**85.4%** 4,755	**91.3%** 61,931	**79.5%** 26,479

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	**92.0%** **23**	**77.6%** **59**	**87.2%** **163**	‡ ‡	* *	* *	‡ ‡
District	**92.0%** 23	**77.6%** 59	**87.2%** 163	‡ ‡	* *	* *	‡ ‡
State	**77.8%** 11,384	**72.5%** 15,723	**81.8%** 56,546	**69.9%** 5,506	**65.0%** 13	**89.6%** 987	**57.6%** 548

5 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**90.8%** **416**	**90.0%** **199**	**91.6%** **217**	* *	* *	**95.8%** **23**	**96.2%** **25**	**90.8%** **129**	* *	‡ ‡	**89.5%** **17**	**89.8%** **221**	**80.0%** **76**
District	**90.8%** 416	**90.0%** 199	**91.6%** 217	* *	* *	**95.8%** 23	**96.2%** 25	**90.8%** 129	* *	‡ ‡	**89.5%** 17	**89.8%** 221	**80.0%** 76
State	**89.3%** 133,869	**91.2%** 66,384	**87.6%** 67,429	**88.9%** 56	**86.2%** 288	**95.5%** 7,829	**82.6%** 19,618	**87.9%** 37,004	**0.0%** 0	**95.0%** 170	**86.2%** 4,364	**91.9%** 64,596	**81.4%** 26,819

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

High School Graduation Rate (cont)

5 Year

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	**93.1%** **27**	**74.1%** **43**	**84.6%** **154**	**‡** **‡**	***** *****	**‡** **‡**	**‡** **‡**
District	**93.1%** 27	**74.1%** 43	**84.6%** 154	**‡** ‡	***** *	**‡** ‡	**‡** ‡
State	**80.7%** 9,957	**75.6%** 16,769	**83.7%** 56,057	**73.4%** 5,586	**57.1%** 12	**91.1%** 1,135	**60.7%** 569

6 Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**91.0%** **435**	**93.0%** **227**	**88.9%** **208**	***** *****	***** *****	**100.0%** **25**	**89.5%** **17**	**88.3%** **121**	***** *****	**‡** **‡**	**100.0%** **18**	**91.0%** **253**	**81.2%** **82**
District	**91.0%** 435	**93.0%** 227	**88.9%** 208	***** *	***** *	**100.0%** 25	**89.5%** 17	**88.3%** 121	***** *	**‡** ‡	**100.0%** 18	**91.0%** 253	**81.2%** 82
State	**89.6%** 135,907	**91.6%** 67,791	**87.7%** 68,098	**85.7%** 18	**83.9%** 281	**95.7%** 7,823	**83.0%** 19,907	**88.2%** 36,195	**0.0%** 0	**89.7%** 131	**87.0%** 4,382	**92.1%** 67,188	**81.9%** 25,777

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	**78.6%** **11**	**73.5%** **50**	**87.6%** **149**	**‡** **‡**	***** *****	***** *****	**‡** **‡**
District	**78.6%** 11	**73.5%** 50	**87.6%** 149	**‡** ‡	***** *	***** *	**‡** ‡
State	**82.0%** 8,812	**77.1%** 17,062	**83.6%** 53,830	**73.3%** 5,428	**83.3%** 20	**90.8%** 1,068	**59.6%** 551

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Postsecondary Enrollment

What is it?

This shows the percentage of students who graduated with a regular high school diploma from a public high school in Illinois and enrolled in a two-year or four-year college in the United States within 12 or 16 months.

12 Month Enrollment

	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	**67.3%**	**56.2%**	**11.1%**	**31.1%**	**36.2%**	**0.0%**
District	**67.3%**	**56.2%**	**11.1%**	**31.1%**	**36.2%**	**0.0%**
State	**66.1%**	**50.9%**	**15.3%**	**40.6%**	**25.5%**	**0.0%**

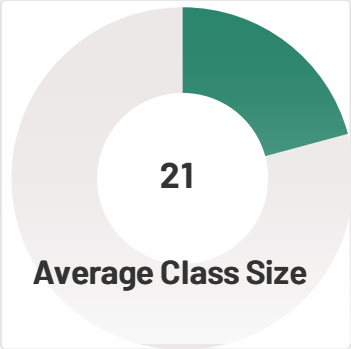
16 Month Enrollment

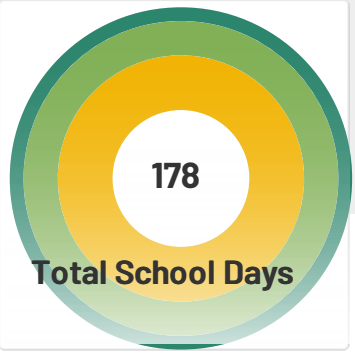
	Enrolling in College	Enrolling in Public School	Enrolling in Private School	Enrolling in University	Enrolling in Community College	Enrolling in Trade/ Vocational Schools
School	**68.9%**	**57.8%**	**11.1%**	**31.1%**	**37.8%**	**0.0%**
District	**68.9%**	**57.8%**	**11.1%**	**31.1%**	**37.8%**	**0.0%**
State	**66.8%**	**51.5%**	**15.3%**	**40.7%**	**26.1%**	**0.0%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

School environment data includes information regarding finances as well as information regarding conditions in the classroom, such as average class size and total school days.





Illinois Youth Survey

What is it?

This confirms whether or not this school participated in the Illinois Youth Survey (IYS) for the school year. The Illinois Youth Survey is a self-report survey of eighth-, 10th-, and 12th-grade students conducted during the spring of even-numbered years. It is administered in school settings and designed to gather information about a variety of health and social indicators, including substance use patterns and attitudes of Illinois youth. IYS is supported by the Center for Prevention Research and Development (CPRD) at the University of Illinois at Urbana-Champaign. For more information, visit iys.cprd.illinois.edu. This indicator shows whether your school participated during the most recent administration year. CPRD provides all schools that participate in the Illinois Youth Survey a summary report of their results.

	School did participate in Illinois Youth Survey
School	**No**

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School Level Finances

What is it?

Average spending per student at this school, as collected through the unaudited ESSA Site-Based Expenditure Report. Districts report the actual dollars spent in the previous school year, including site-level costs (like school staff) and districtwide centralized costs allocated to each individual school (like transportation and central office staff), divided by the school's enrollment. Districts also report whether federal or state/local sources funded the spending.

		Site level Per Pupil Expenditures			District Centralized Per Pupil Expenditures			Total Per Pupil Expenditures				
	Enrollment	Federal	State/Local	Subtotal	Federal	State/Local	Subtotal	Federal	State/Local	Total	Exclusions	Total Expenditures
School	**1,799**	**$664**	**$13,959**	**$14,624**	**$0**	**$6,523**	**$6,523**	**$664**	**$20,483**	**$21,147**	*	*
District	**1,799**	**$664**	**$13,959**	**$14,624**	**$0**	**$6,523**	**$6,523**	**$664**	**$20,483**	**$21,147**	**$2,172,580**	**$40,213,406**

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Average Class Size

What is it?

This shows the average number of students in each class at this school. Class size refers to the number of students in a classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school, district, or education system

	Grade 9	Grade 10	Grade 11	Grade 12	Overall
School	**16**	**14**	**12**	**13**	**21**
District	**16**	**14**	**12**	**13**	**21**
State	**17**	**14**	**13**	**12**	**21**

Total School Days

What is it?

This shows the total number of days in which the school provided at least five hours of instruction during the school year. The minimum length for an Illinois public school's year is 176 days. The number of actual calendar days varies from district to district.

	Total School Days
School	**178**
District	**178**
State	**176**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Health and Wellness

What is it?

Days PE per week: This shows the average number of days of physical education per week per student.

Truant Minor Count: The table below reports the count of the number of truant minors in the district in the previous school year.

Truant Minors are defined as chronic truants to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community.

Days PE per week

	Days PE per week
School	**5**
District	**5**
State	**4**

Health and Wellness (cont)

Truant Minor Count

School	**173**
District	**173**
State	**167,463**

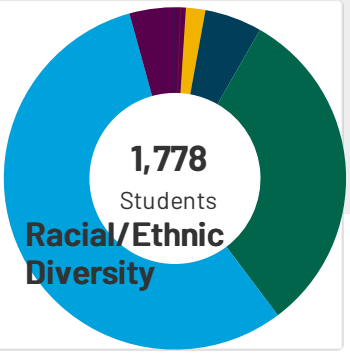
* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

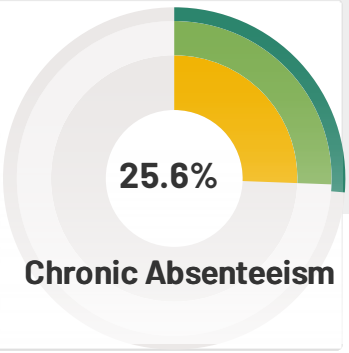
Student data includes information regarding the student population, including enrollment and attendance data, as well as information regarding specific student groups, such as gifted students and English Learner students. Student data often is disaggregated further into demographic student groups.

1,778

Student Enrollment



Racial/Ethnic Diversity



Chronic Absenteeism

Student Enrollment

What is it?

This shows the total percentage and number of students enrolled in this school as of October 1 of the current school year. District-level enrollment includes students attending a school in the district and students placed in private schools by the district and funded by the district. The student enrollment excludes the following:

- Students given vouchers to attend private schools
- Students placed by their parents in private schools whose tuition is paid for by their parents, but who receive special education services from their home district

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**100.0% 1,778**	**48.4% 861**	**51.4% 914**	**‡ ‡**	**‡ ‡**	**3.8% 67**	**5.3% 94**	**30.8% 547**	**0.0% ***	**‡ ‡**	**5.2% 92**	**54.8% 974**	**13.2% 235**
District	**100.0%** 1,778	**48.4%** 861	**51.4%** 914	**‡** ‡	**‡** ‡	**3.8%** 67	**5.3%** 94	**30.8%** 547	**0.0%** *	**‡** ‡	**5.2%** 92	**54.8%** 974	**13.2%** 235
State	**100.0%** 1,851,290	**48.6%** 899,170	**51.4%** 951,463	**0.0%** 657	**0.2%** 4,580	**5.6%** 103,838	**16.5%** 305,129	**28.1%** 519,576	**0.0%** 7	**0.1%** 1,693	**4.2%** 78,523	**45.3%** 837,944	**20.3%** 376,166

	English Learners	Students with IEPs	Low Income	Former EL	Homeless	Migrant	Military	Never EL	Youth In Care
School	**8.3% 147**	**13.2% 234**	**43.8% 778**	**14.1% 251**	**0.9% 16**	**0.0% ***	**0.0% ***	**77.6% 1,380**	**‡ ‡**
District	**8.3%** 147	**13.2%** 234	**43.8%** 778	**14.1%** 251	**0.9%** 16	**0.0%** *	**0.0%** *	**77.6%** 1,380	**‡** ‡
State	**16.4%** 303,166	**16.0%** 295,285	**49.8%** 922,067	**8.2%** 152,571	**2.6%** 47,220	**0.0%** 441	**0.8%** 14,692	**75.4%** 1,395,553	**0.7%** 13,111

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	**449**	**449**	**421**	**459**
District	**449**	**449**	**421**	**459**
State	**149,427**	**150,263**	**146,651**	**144,580**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs

What is it?

Advanced Academic Programs are courses of study to which students are assigned based on advanced cognitive ability or advanced academic achievement compared to local age peers and in which the curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace.

Students who are Identified as Accelerated

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**9.7%** 186,357	**10.0%** 93,530	**9.3%** 92,604	**12.9%** 223	**8.5%** 395	**24.8%** 26,830	**2.9%** 9,360	**7.4%** 40,620	**24.0%** 609	**9.9%** 167	**9.7%** 8,363	**11.7%** 100,013	**4.8%** 18,478

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**3.2%** 10,687	**2.1%** 6,270	**4.6%** 44,329	**2.2%** 1,460	**1.2%** 168

Students who are Identified as Accelerated - ELA

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.9%** 17,567	**1.2%** 11,004	**0.7%** 6,536	**1.6%** 27	**0.8%** 37	**0.8%** 855	**0.4%** 1,211	**0.7%** 3,856	**0.6%** 16	**0.6%** 10	**0.9%** 773	**1.3%** 10,809	**0.5%** 1,966

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - ELA

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	* 792	**0.3%** 828	* 5,592	* 264	* 53

Students who are Identified as Accelerated - Math

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.8%** 34,975	**1.5%** 13,797	**2.1%** 21,127	**3.0%** 51	**1.3%** 61	**5.7%** 6,130	**0.3%** 904	**0.9%** 4,790	**1.1%** 29	**1.8%** 30	**2.1%** 1,773	**2.5%** 21,258	**0.9%** 3,279

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.5%** 1,609	**0.4%** 1,230	**0.6%** 6,021	**0.3%** 170	**0.1%** 18

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Single Subject Other than ELA, Math or Science

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.3%** 24,656	**1.3%** 12,012	**1.3%** 12,629	**0.9%** 15	**2.2%** 100	**1.4%** 1,500	**0.5%** 1,585	**1.7%** 9,615	**4.9%** 124	**0.9%** 16	**1.0%** 869	**1.3%** 10,847	**1.0%** 3,759

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.3%** 4,443	**0.6%** 1,927	**0.9%** 8,937	**0.7%** 474	**0.2%** 30

Students who are Identified as Accelerated - Mutiple Subjects, but not Whole Grade

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**5.4%** 104,119	**5.8%** 54,024	**5.0%** 49,971	**7.2%** 124	**4.2%** 193	**16.5%** 17,848	**1.6%** 5,055	**3.8%** 20,776	**17.2%** 437	**6.0%** 102	**5.5%** 4,750	**6.4%** 54,958	**2.4%** 9,012

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students who are Identified as Accelerated - Mutiple Subjects, but not Whole Grade

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	* *	* *	* *	* *	* *
District	* *	* *	* *	* *	* *
State	* *	* *	* *	* *	* *

Students who are Identified as Accelerated - Whole Grade Acceleration

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 2,145	**0.1%** 1,207	**0.1%** 932	**0.3%** 6	**0.0%** 2	**0.3%** 273	**0.1%** 417	**0.2%** 833	**0.0%** 0	**0.2%** 4	**0.1%** 99	**0.1%** 517	**0.0%** 96

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 241	**0.0%** 51	**0.0%** 422	**0.0%** 24	**0.1%** 8

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students Enrolled in Advanced Placement Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**16.1%** **298**	**21.3%** **192**	**11.2%** **106**	**‡** **‡**	**‡** **‡**	**42.6%** **29**	**‡** **‡**	**10.8%** **62**	***** *****	**‡** **‡**	**20.7%** **24**	**17.6%** **175**	**‡** **‡**
District	**16.1%** 298	**21.3%** 192	**11.2%** 106	**‡** ‡	**‡** ‡	**42.6%** 29	**‡** ‡	**10.8%** 62	***** *	**‡** ‡	**20.7%** 24	**17.6%** 175	**‡** ‡
State	**24.2%** 146,564	**27.5%** 81,086	**21.0%** 65,343	**29.3%** 135	**20.2%** 307	**54.9%** 18,113	**14.1%** 13,985	**22.5%** 40,125	**28.3%** 278	**32.4%** 198	**25.2%** 5,892	**25.0%** 67,666	**11.7%** 14,446

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	**‡** **‡**	**‡** **‡**	**8.6%** **74**	**‡** **‡**	**‡** **‡**
District	**‡** ‡	**‡** ‡	**8.6%** 74	**‡** ‡	**‡** ‡
State	**9.7%** 7,479	**3.4%** 2,984	**16.4%** 47,264	**8.0%** 1,619	**3.2%** 104

Students Enrolled in any dual-credit course where college credit was earned

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**7.1%** **131**	**5.7%** **51**	**8.4%** **80**	**‡** **‡**	**‡** **‡**	**‡** **‡**	**9.6%** **10**	**7.3%** **42**	***** *****	**‡** **‡**	**‡** **‡**	**6.6%** **65**	**6.3%** **17**
District	**7.1%** 131	**5.7%** 51	**8.4%** 80	**‡** ‡	**‡** ‡	**‡** ‡	**9.6%** 10	**7.3%** 42	***** *	**‡** ‡	**‡** ‡	**6.6%** 65	**6.3%** 17
State	**16.4%** 99,797	**16.9%** 49,774	**16.0%** 49,965	**12.6%** 58	**11.5%** 175	**19.3%** 6,358	**10.8%** 10,646	**13.1%** 23,343	**21.3%** 209	**15.5%** 95	**15.3%** 3,587	**20.5%** 55,384	**10.9%** 13,542

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students Enrolled in any dual-credit course where college credit was earned

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	**‡** **‡**	**6.3%** **17**	**7.2%** **62**	**‡** **‡**	**‡** **‡**
District	**‡** ‡	**6.3%** 17	***** 62	**‡** ‡	**‡** ‡
State	***** 6,220	**8.1%** 7,028	***** 34,431	***** 1,693	***** 165

Students Enrolled in any course designated as Enriched or Honors

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**79.1%** **1,477**	**84.4%** **765**	**74.0%** **708**	**‡** **‡**	**‡** **‡**	**89.7%** **62**	**73.1%** **77**	**72.9%** **420**	***** *****	**‡** **‡**	**81.0%** **94**	**82.4%** **822**	**32.2%** **87**
District	**79.1%** 1,477	**84.4%** 765	**74.0%** 708	**‡** ‡	**‡** ‡	**89.7%** 62	**73.1%** 77	**72.9%** 420	***** *	**‡** ‡	**81.0%** 94	**82.4%** 822	**32.2%** 87
State	**52.3%** 400,741	**57.1%** 208,165	**47.9%** 192,119	**58.8%** 457	**49.1%** 892	**78.8%** 38,146	**41.2%** 47,154	**51.7%** 104,589	**50.7%** 710	**60.4%** 453	**52.8%** 16,902	**53.6%** 191,895	**32.3%** 47,950

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	**30.1%** **47**	**32.0%** **86**	**71.3%** **614**	**72.7%** **16**	**‡** **‡**
District	**30.1%** 47	**32.0%** 86	**71.3%** 614	**72.7%** 16	**‡** ‡
State	**34.8%** 30,687	**19.4%** 20,597	**42.4%** 142,461	**28.3%** 6,483	**16.8%** 675

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students Enrolled in IB Coursework

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.2%** 7,572	**1.5%** 4,466	**1.0%** 3,104	**0.4%** 2	**1.4%** 21	**1.4%** 447	**1.8%** 1,806	**2.0%** 3,583	**0.1%** 1	**2.6%** 16	**0.8%** 194	**0.6%** 1,504	**0.8%** 1,030

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.9%** 697	**0.4%** 323	**1.7%** 4,843	**1.0%** 206	**0.5%** 16

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Advanced Placement (AP) Testing (College Board) Exams - Grade 9

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	‡	‡	‡	‡
District	‡	‡	‡	‡
State	17,656	10,830	16,715	10,160

Advanced Placement (AP) Testing (College Board) Exams - Grade 10

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	65	52	56	47
District	65	52	56	47
State	44,080	31,204	26,027	18,959

Advanced Placement (AP) Testing (College Board) Exams - Grade 11

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	172	136	85	63
District	172	136	85	63
State	124,858	83,994	43,339	30,713

Advanced Placement (AP) Testing (College Board) Exams - Grade 12

	Number of AP Exams Taken	Number of AP Exams Passed	Number of Students Took One or More AP Exams	Number of Students Passed One or More AP Exams
School	479	361	114	104
District	479	361	114	104
State	183,430	123,825	40,583	30,794

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Advanced Academic Programs (cont)

Students Taking Early College Courses

	Grade 9	Grade 10	Grade 11	Grade 12
School	‡	**56**	**139**	**218**
District	‡	**56**	**139**	**218**
State	**24,796**	**37,324**	**70,679**	**80,440**

Advanced Placement (AP) Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	**17,583**	**46**	**2,594**	**2,162**	**4,873**	**53**	**30**	**731**	**7,094**	**1,532**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	**756**	**325**	**6,231**	*	*	*

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Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**56**	**‡**	**11**	**‡**	**10**	*****	**‡**	**‡**	**28**	**‡**
District	**56**	**‡**	**11**	**‡**	**10**	*****	**‡**	**‡**	**28**	**‡**
State	**28,654**	**51**	**4,197**	**2,460**	**7,649**	**129**	**48**	**1,194**	**12,926**	**2,522**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	**‡**	**‡**	**18**	*****	*****	*****
District	**‡**	**‡**	**18**	*****	*****	*****
State	**1,501**	**427**	**8,870**	*****	*****	*****

Advanced Placement (AP) Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**97**	**‡**	**‡**	**‡**	**21**	*****	**‡**	**‡**	**59**	**‡**
District	**97**	**‡**	**‡**	**‡**	**21**	*****	**‡**	**‡**	**59**	**‡**
State	**49,613**	**133**	**5,610**	**4,854**	**13,882**	**96**	**64**	**2,006**	**22,968**	**4,806**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	**‡**	**‡**	**26**	*****	*****	*****
District	**‡**	**‡**	**26**	*****	*****	*****
State	**2,837**	**977**	**16,136**	*****	*****	*****

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Advanced Placement (AP) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**143**	**‡**	**‡**	**‡**	**31**	*****	**‡**	**13**	**86**	**‡**
District	**143**	**‡**	**‡**	**‡**	**31**	*****	**‡**	**13**	**86**	**‡**
State	**50,714**	**77**	**5,712**	**4,509**	**13,721**	**0**	**56**	**1,961**	**24,678**	**5,586**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	**‡**	**‡**	**29**	*****	*****	*****
District	**‡**	**‡**	**29**	*****	*****	*****
State	**2,385**	**1,255**	**16,027**	*****	*****	*****

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	**7,873**	**17**	**485**	**1,735**	**1,955**	**30**	**7**	**265**	**3,379**	**1,046**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	**767**	**677**	**3,173**	*	*	*

Dual Credit Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	**11,691**	**21**	**822**	**1,301**	**3,050**	**106**	**13**	**432**	**5,946**	**1,687**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	**1,172**	**960**	**4,316**	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Dual Credit Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**44**	**‡**	**‡**	**‡**	**15**	*****	**‡**	**‡**	**22**	**‡**
District	**44**	**‡**	**‡**	**‡**	**15**	*****	**‡**	**‡**	**22**	**‡**
State	**30,348**	**59**	**1,776**	**2,748**	**6,654**	**72**	**28**	**1,129**	**17,882**	**4,003**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	**‡**	**‡**	**21**	*****	*****	*****
District	**‡**	**‡**	**21**	*****	*****	*****
State	**1,816**	**2,101**	**10,197**	*****	*****	*****

Dual Credit Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**87**	**‡**	**‡**	**‡**	**27**	*****	**‡**	**‡**	**43**	**12**
District	**87**	**‡**	**‡**	**‡**	**27**	*****	**‡**	**‡**	**43**	**12**
State	**49,885**	**78**	**3,275**	**4,862**	**11,684**	**1**	**47**	**1,761**	**28,177**	**6,806**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	**‡**	**12**	**41**	*****	*****	*****
District	**‡**	**12**	**41**	*****	*****	*****
State	**2,465**	**3,290**	**16,745**	*****	*****	*****

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 9

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	**285**	**0**	**29**	**125**	**26**	**0**	**1**	**26**	**78**	**31**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	**10**	**14**	**116**	*	*	*

International Baccalaureate (IB) Coursework - Grade 10

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	**186**	**0**	**11**	**99**	**36**	**0**	**0**	**5**	**35**	**23**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	**9**	**9**	**109**	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

International Baccalaureate (IB) Coursework - Grade 11

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	**3,792**	**13**	**200**	**892**	**1,868**	**1**	**11**	**83**	**724**	**531**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	**432**	**191**	**2,486**	*	*	*

International Baccalaureate (IB) Coursework - Grade 12

	All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
District	‡	‡	‡	‡	‡	*	‡	‡	‡	‡
State	**3,309**	**8**	**207**	**690**	**1,653**	**0**	**4**	**80**	**667**	**445**

	English Learners	Students with IEPs	Low Income	Non-English Learners	Non-IEP	Non Low Income
School	‡	‡	‡	*	*	*
District	‡	‡	‡	*	*	*
State	**246**	**109**	**2,132**	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students Assessed For Giftedness

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**10.9%** 210,029	**10.9%** 102,148	**10.8%** 107,618	**15.2%** 263	**13.1%** 609	**25.5%** 27,603	**6.7%** 21,672	**8.9%** 49,106	**9.1%** 231	**14.6%** 247	**12.6%** 10,835	**11.7%** 99,726	**9.6%** 36,640

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**8.1%** 27,120	**8.1%** 24,250	**7.9%** 75,982	**5.0%** 3,368	**5.7%** 830

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1.3%** 24,286	**1.2%** 11,650	**1.3%** 12,539	**5.6%** 97	**1.7%** 77	**4.2%** 4,503	**0.6%** 2,057	**0.8%** 4,442	**0.7%** 19	**1.7%** 29	**1.5%** 1,258	**1.4%** 11,901	**0.8%** 3,235

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Student Assessed For Giftedness Taught By Gifted-Endorsed Teachers

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	* 1,641	**0.6%** 1,669	* 5,810	* 176	* 31

Students Identified As Gifted

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**4.3%** 82,264	**4.3%** 39,778	**4.3%** 42,329	**9.1%** 157	**4.4%** 204	**16.8%** 18,205	**1.9%** 6,169	**2.7%** 14,678	**3.2%** 82	**8.0%** 135	**5.2%** 4,475	**4.5%** 38,316	**2.4%** 9,053

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.9%** 2,868	**0.9%** 2,723	**2.1%** 20,218	**0.7%** 450	**0.4%** 60

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Advanced Academic Programs (cont)

Students Identified As Gifted Taught By Gifted-Endorsed Teachers

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡	* *	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.8%** 14,561	**0.7%** 6,794	**0.8%** 7,679	**5.1%** 88	**1.0%** 45	**3.3%** 3,571	**0.3%** 1,112	**0.4%** 2,057	**0.2%** 6	**1.2%** 20	**1.0%** 834	**0.8%** 6,916	**0.4%** 1,436

	English Learners	Students with IEPs	Low Income	Homeless	Youth In Care
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**0.1%** 356	**0.2%** 467	**0.3%** 2,738	**0.1%** 50	**0.0%** 7

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

English Learners

What is it?

This shows students whose primary language is not English. These students have been identified through a screening process as eligible for bilingual education and/or English as a second language services, and who have not yet reached English language proficiency as measured by ACCESS for ELLs 2.0.

EL on ACCESS

	ACCESS Enrollment	ACCESS Participation	EL Exit Student Rate	More than 7 years as an EL
School	*	**100.0%** **132**	**7.6%** **10**	* **93**
District	*	**100.0%** 132	**7.6%** 10	* 93
State	*	**100.0%** 268,275	**6.2%** 16,723	* 62,087

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Attendance

What is it?

This shows the average daily attendance at this school. This is a weighted measure of the number of days present relative to the total number of potential attendance days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**91.8%**	**91.8%**	**91.8%**	**83.1%**	**92.0%**	**95.3%**	**92.7%**	**91.5%**	*	**95.9%**	**91.9%**	**91.6%**	**89.7%**
District	**91.8%**	**91.8%**	**91.8%**	**83.1%**	**92.0%**	**95.3%**	**92.7%**	**91.5%**	*	**95.9%**	**91.9%**	**91.6%**	**89.7%**
State	**91.6%**	**91.6%**	**91.7%**	**92.2%**	**90.3%**	**94.0%**	**88.6%**	**90.1%**	**92.8%**	**91.3%**	**91.7%**	**93.3%**	**90.0%**

	English Learners	Students with IEPs	Low Income	Military	Youth In Care
School	**92.5%**	**89.6%**	**89.9%**	*	**87.1%**
District	**92.5%**	**89.6%**	**89.9%**	*	**87.1%**
State	**90.4%**	**89.8%**	**89.6%**	**92.8%**	**89.1%**

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Student Mobility Rate

What is it?

A school's student mobility rate is the percentage of students who experienced at least one transfer in or out of the school between the first school day of October and the last school day of the year. Graduates are not included.

Student Mobility

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**6.1%**	**5.3%**	**6.8%**	**‡**	**‡**	**‡**	**13.3%**	**7.4%**	*****	**‡**	**‡**	**4.8%**	**9.4%**
District	**6.1%**	**5.3%**	**6.8%**	**‡**	**‡**	**‡**	**13.3%**	**7.4%**	*****	**‡**	**‡**	**4.8%**	**9.4%**
State	**7.9%**	**7.6%**	**8.2%**	**5.0%**	**11.7%**	**7.6%**	**13.2%**	**9.9%**	**7.5%**	**8.6%**	**8.3%**	**4.6%**	**6.7%**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant	Military	Youth In Care
School	**9.2%**	**8.5%**	**8.6%**	**‡**	*****	*****	**‡**
District	**9.2%**	**8.5%**	**8.6%**	**‡**	*****	*****	**‡**
State	**13.6%**	**7.4%**	**10.9%**	**38.2%**	**38.4%**	**9.3%**	**27.9%**

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Chronic Absenteeism Rate

What is it?

This shows the percentage of students who miss 10 percent or more of school days per year either with or without a valid excuse. Illinois law defines "chronic absentee" as a student who misses 10 percent of school days within an academic year with or without a valid excuse. That's 18 days of an average 180-day school year. Excused absences include illness, suspension, need to care for a family member, etc. Students need daily instruction in order to succeed. Chronic absentees are at risk of academic and social problems.

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**25.6%**	**25.3%**	**25.9%**	**‡**	**‡**	**‡**	**25.2%**	**26.8%**	*****	**‡**	**23.5%**	**26.4%**	**36.5%**
District	**25.6%**	**25.3%**	**25.9%**	**‡**	**‡**	**‡**	**25.2%**	**26.8%**	*****	**‡**	**23.5%**	**26.4%**	**36.5%**
State	**26.3%**	**26.6%**	**26.0%**	**23.6%**	**32.8%**	**16.6%**	**40.4%**	**32.9%**	**22.9%**	**28.0%**	**26.6%**	**18.1%**	**32.7%**

	English Learners	Homeless	Students with IEPs	Low Income	Military	Youth In Care
School	**22.8%**	**73.7%**	**36.7%**	**34.6%**	*****	**‡**
District	**22.8%**	**73.7%**	**36.7%**	**34.6%**	*****	**‡**
State	**32.1%**	**54.6%**	**33.6%**	**36.3%**	**20.3%**	**38.0%**

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	**15.5%**	**25.3%**	**26.7%**	**34.8%**
District	**15.5%**	**25.3%**	**26.7%**	**34.8%**
State	**29.6%**	**33.1%**	**35.8%**	**41.0%**

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Dropout Rate

What is it?

This shows the percentage of students who are removed from the local enrollment roster before the end of a school term. Dropouts include students in Grades 9-12 whose names have been removed for any reason, including moved not known to be continuing, transfer to GED-program, and aged out. The percentage does not include death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

By Subgroups

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**2.2%**	**1.5%**	**2.8%**	*	*	*	‡	**2.3%**	*	*	‡	**2.6%**	‡
District	**2.2%**	**1.5%**	**2.8%**	*	*	*	‡	**2.3%**	*	*	‡	**2.6%**	‡
State	**2.7%**	**2.5%**	**2.9%**	**3.2%**	**4.1%**	**1.0%**	**4.5%**	**3.2%**	**0.0%**	**2.3%**	**3.3%**	**1.9%**	**2.4%**

	English Learners	Students with IEPs	Low Income	Homeless	Migrant
School	‡	‡	**3.6%**	*	*
District	‡	‡	**3.6%**	*	*
State	**3.7%**	**2.8%**	**3.9%**	**7.6%**	**10.6%**

By Grades

	Grade 9	Grade 10	Grade 11	Grade 12
School	**2.5%**	**4.6%**	**2.7%**	**3.1%**
District	**2.5%**	**4.6%**	**2.7%**	**3.1%**
State	**2.4%**	**4.6%**	**4.5%**	**3.5%**

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Chronic Truancy Rate

What is it?

This shows the percentage of students who are considered chronic truants as defined in Section 26-2a of the School Code. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**11.2%**	**9.5%**	**12.8%**	**‡**	**‡**	**‡**	**18.7%**	**14.7%**	*****	**‡**	**12.2%**	**8.8%**	**17.4%**
District	**11.2%**	**9.5%**	**12.8%**	**‡**	**‡**	**‡**	**18.7%**	**14.7%**	*****	**‡**	**12.2%**	**8.8%**	**17.4%**
State	**20.0%**	**20.0%**	**20.0%**	**8.6%**	**26.3%**	**8.1%**	**44.4%**	**28.5%**	**7.8%**	**20.7%**	**17.2%**	**7.4%**	**22.6%**

	English Learners	Students with IEPs	Low Income
School	**15.9%**	**17.5%**	**17.9%**
District	**15.9%**	**17.5%**	**17.9%**
State	**28.3%**	**24.3%**	**31.7%**

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Truancy Rate

What is it?

This shows the percentage of students who miss more than 1 percent but less than 5 percent school days per year without a valid excuse. Illinois law defines "truant" as a student who is subject to compulsory school attendance and is absent without a valid excuse for more than 1 percent but less than 5 percent of the past 180 school days.

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**324** **17.5%**	**157** **17.5%**	**167** **17.5%**	**‡** **‡**	**‡** **‡**	**‡** **‡**	**22** **20.6%**	**134** **23.2%**	***** *****	**‡** **‡**	**23** **20.0%**	**138** **14.0%**	**58** **21.0%**
District	**324** 17.5%	**157** 17.5%	**167** 17.5%	**‡** ‡	**‡** ‡	**‡** ‡	**22** 20.6%	**134** 23.2%	***** *	**‡** ‡	**23** 20.0%	**138** 14.0%	**58** 21.0%
State	**431,594** 25.7%	**210,741** 25.8%	**220,534** 25.6%	**319** 19.0%	**1,195** 29.9%	**19,524** 20.6%	**86,768** 31.5%	**157,444** 32.8%	**626** 27.7%	**389** 25.9%	**19,102** 26.1%	**146,546** 19.5%	**89,136** 26.7%

	English Learners	Students with IEPs	Low Income
School	**45** **28.7%**	**58** **21.2%**	**207** **24.1%**
District	**45** 28.7%	**58** 21.2%	**207** 24.1%
State	**94,123** 33.5%	**69,217** 27.2%	**255,729** 30.7%

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Discipline

What is it?

The tables below provide a summary of discipline incidents occurring over the previous school year. In the following tables incidents are broken down by column (actions taken). The tables represent breakdowns by race, gender, grade level, whether a student is an English learner, incident type, and duration of the action taken.

Total Student Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	**61**	*	*	**3**	**59**	**1**
District	**61**	*	*	**3**	**59**	**1**
State	**111,577**	**455**	**103**	**71,095**	**63,510**	**1,670**

Total Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
School	**69**	*	*	**3**	**65**	**1**
District	**69**	*	*	**3**	**65**	**1**
State	**253,314**	**459**	**103**	**148,096**	**102,584**	**2,072**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
American Indian						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	693	*	*	422	266	5
Asian						
School	1	*	*	*	1	*
District	1	*	*	*	1	*
State	2,469	1	1	1,576	874	17
Black						
School	6	*	*	*	6	*
District	6	*	*	*	6	*
State	89,929	188	36	45,037	43,342	1,326
Hispanic						
School	16	*	*	*	16	*
District	16	*	*	*	16	*
State	66,026	90	32	43,498	22,178	228
Native Hawaiian/ Pacific Islander						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	183	*	*	112	71	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Discipline (cont)

By Race - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Two or More Races						
School	**5**	*	*	*	**5**	*
District	**5**	*	*	*	**5**	*
State	**17,008**	**44**	**9**	**9,837**	**6,966**	**152**
White						
School	**41**	*	*	**3**	**37**	**1**
District	**41**	*	*	**3**	**37**	**1**
State	**76,667**	**136**	**25**	**47,398**	**28,764**	**344**

By Grade Band - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
K-8						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	**124,379**	**139**	**31**	**65,831**	**57,183**	**1,195**
9-12						
School	**69**	*	*	**3**	**65**	**1**
District	**69**	*	*	**3**	**65**	**1**
State	**128,935**	**320**	**72**	**82,265**	**45,401**	**877**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Tobacco						
School	**1**	*	*	*	**1**	*
District	**1**	*	*	*	**1**	*
State	**7,455**	**5**	**1**	**4,257**	**3,164**	**28**
Alcohol						
School	**1**	*	*	*	**1**	*
District	**1**	*	*	*	**1**	*
State	**3,198**	**2**	*	**1,295**	**1,878**	**23**
Drug Offences						
School	**29**	*	*	*	**28**	**1**
District	**29**	*	*	*	**28**	**1**
State	**10,678**	**88**	**16**	**3,149**	**7,214**	**211**
Violence with Physical Injury						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	**15,625**	**103**	**14**	**3,518**	**11,871**	**119**
Violence without Physical Injury						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	**50,695**	**106**	**25**	**19,517**	**30,324**	**723**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Discipline (cont)

By Incident Type - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Dangerous Weapon: Firearm						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	499	8	6	86	388	11
Dangerous Weapon: Other						
School	3	*	*	*	3	*
District	3	*	*	*	3	*
State	2,171	51	12	547	1,472	89
Other Reason						
School	35	*	*	3	32	*
District	35	*	*	3	32	*
State	162,993	96	29	115,727	46,273	868

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
English Learners						
School	7	*	*	*	7	*
District	7	*	*	*	7	*
State	37,976	39	19	25,420	12,372	126

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Discipline (cont)

By Program - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Students with IEPs						
School	**20**	*	*	*	**20**	*
District	**20**	*	*	*	**20**	*
State	**66,546**	**75**	**4**	**36,569**	**29,362**	**536**
Low Income						
School	**45**	*	*	**2**	**43**	*
District	**45**	*	*	**2**	**43**	*
State	**187,999**	**372**	**82**	**107,558**	**78,336**	**1,651**

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Less than 1 day						
School	**3**	*	*	*	**3**	*
District	**3**	*	*	*	**3**	*
State	**32,224**	**1**	**1**	**28,032**	**4,171**	**19**
1-2 days						
School	**16**	*	*	**3**	**13**	*
District	**16**	*	*	**3**	**13**	*
State	**139,069**	**77**	**4**	**100,589**	**37,898**	**501**

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Student Discipline (cont)

By Duration - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
2-3 days						
School	**12**	*	*	*	**12**	*
District	**12**	*	*	*	**12**	*
State	**38,526**	**3**	**1**	**13,746**	**24,575**	**201**
3-4 days						
School	**35**	*	*	*	**35**	*
District	**35**	*	*	*	**35**	*
State	**25,631**	*	*	**4,402**	**21,069**	**160**
4-10 days						
School	**1**	*	*	*	**1**	*
District	**1**	*	*	*	**1**	*
State	**12,050**	**6**	*	**1,123**	**10,680**	**241**
Greater than 10 days						
School	**2**	*	*	*	**1**	**1**
District	**2**	*	*	*	**1**	**1**
State	**5,814**	**372**	**97**	**204**	**4,191**	**950**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Discipline (cont)

By Gender - Incident Count

	All Discipline Actions	Expulsion - Received Educational Services	Expulsion - Did Not Receive Educational Services	In-School Suspension	Out-of-School Suspension	Removals to alternative settings
Female						
School	**9**	*	*	*	**9**	*
District	**9**	*	*	*	**9**	*
State	**80,404**	**155**	**31**	**46,399**	**33,111**	**708**
Male						
School	**60**	*	*	**3**	**56**	**1**
District	**60**	*	*	**3**	**56**	**1**
State	**172,782**	**302**	**72**	**101,617**	**69,428**	**1,363**
Non Binary						
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	**128**	**2**	*	**80**	**45**	**1**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

About the data

Summative designations are ratings that help families and communities understand how well schools are serving all students. Illinois has five summative designations: Exemplary School, Commendable School, Targeted School, Comprehensive School, and Intensive School. Targeted Schools and Comprehensive Schools receive additional funding and supports to build local capacity and improve student outcomes. Multiple measures of school performance and growth determine a school's annual* summative designation.

* Federal waivers issued in 2020 and 2021 impacted accountability. For more information, see www.isbe.net/summative.

Annual Summative Designation
Commendable School

A school that has **no underperforming student groups**, a graduation rate greater than 67%, and whose performance is **not in the top 10%** of schools statewide.

No Data

School Improvement Funds

Title 1 Targeted

Title I Status

Title I Status

What is it?

Title I Status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds, their status can be "Title I Targeted" or "Title I Schoolwide." Title I Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must ONLY focus on those students identified. Title I Schoolwide programs may focus services to the entire school. Schoolwide Title I Status is defined as a school with 40 percent or greater of the students enrolled classified as low income. Schoolwide programs are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

	Title I Status
School	**Title 1 Targeted**

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School Improvement Funds

What is it?

Funds authorized under Title I, Part A, Section 1003 School Improvement of ESSA are allocated on a formula basis to LEAs serving the state's lowest-performing schools that are implementing comprehensive support and improvement activities or the state's underperforming schools that are implementing targeted support and improvement activities. School Improvement funds are disbursed by the Illinois State Board of Education to eligible LEAs via the IL-EMPOWER Grant to assist schools in improvement status develop, implement, and monitor effective School Improvement Plans. The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status. LEAs use school improvement funding for the following types of planning and implementation activities:

- Contracting for professional services from state-approved learning partners.
- Conducting school-level needs assessments.
- Analyzing data.
- Identifying resource inequities.
- Researching and implementing evidence-based interventions.
- Purchasing standards-aligned curriculum and materials.
- Purchasing and administering local assessments for progress monitoring.
- Paying school personnel to collaborate and to develop, implement, and monitor School Improvement Plans.

Schools Who Receive Title I School Improvement - 1003(a) Funds

	Cohort Year	School Improvement Status	Term within School Improvement Status Cycle	Current School Improvement Grant Term Allocation	Reason for Improvement Status & Grant Allocation
School	*	*	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Summative Designation Meta Indicator Components

What is it?

Percentage of Students with 95% Attendance in Junior/Senior year: The tables indicate the percentage of students in this district and the state who graduated with an average attendance rate of 95% or better over their junior and senior years.

Percentage of students who fall into each GPA category: The tables indicate the percentage of students in this district and the state whose GPA fell into one of four categorical ranges (as noted in the table).

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement: The tables below indicate the percentage of students in this district and the state who met the minimum composite score requirements on the SAT or ACT.

Percentage of students who have at least 1 Academic ELA Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic ELA indicator.

Percentage of students who have at least 1 Academic Math Indicator: The tables below indicate the percentage of students in this district and the state who have currently met the requirements for at least 1 academic MATH indicator.

Percentage of students who have identified a Career Area of Interest by Sophomore Year: The tables below indicate the percentage of students in this district and the state who have identified a career area of interest by their sophomore year.

Percentage of students who have earned 1, 2, or 3+ career ready indicators: The tables below indicate the percentage of students in this district and the state who have earned 1, 2, or 3+ career-ready indicators.

Percentage of students who have earned a College and Career Pathway Endorsement: The tables below indicate the percentage of students in this district and the state who have earned a college and career pathway endorsement.

Student Participation in Fine Arts: The tables below indicate the percentage of students in this district and the state who were enrolled in one or more fine arts courses in the previous year.

Fine Arts: Teacher Qualifications: The tables below indicate the percentage of students in the district and the state enrolled in fine arts courses taught by teachers licensed to teach fine arts courses.

Summative Designation Meta Indicator Components (cont)

Percentage of students with 95% attendance in JR/SR year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**367** **85.0%**	**215** **88.1%**	**152** **80.8%**	* *	* *	‡ ‡	‡ ‡	**112** **81.2%**	* *	* *	**25** **78.1%**	**197** **87.2%**	**33** **75.0%**
District	**367** 85.0%	**215** 88.1%	**152** 80.8%	* *	* *	‡ ‡	‡ ‡	**112** 81.2%	* *	* *	**25** 78.1%	**197** 87.2%	**33** 75.0%
State	**94,588** 70.6%	**46,845** 70.4%	**47,663** 70.7%	**80** 86.0%	**174** 61.7%	**6,521** 85.8%	**8,660** 42.9%	**20,675** 54.7%	* *	**73** 62.9%	**3,657** 75.1%	**54,828** 86.8%	**16,343** 65.5%

	English Learners	Students with IEPs	Low Income
School	**17** **73.9%**	**33** **75.0%**	**128** **74.0%**
District	**17** 73.9%	**33** 75.0%	**128** 74.0%
State	**5,598** 49.0%	**9,440** 59.9%	**31,642** 53.3%

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
All				
School	**69** **16.0%**	**183** **42.4%**	**171** **39.6%**	**9** **2.1%**
District	**69** 16.0%	**183** 42.4%	**171** 39.6%	**9** 2.1%
State	**27,604** 20.6%	**43,394** 32.4%	**35,867** 26.8%	**16,205** 12.1%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Female				
School	**50** **20.5%**	**111** **45.5%**	**78** **32.0%**	**5** **2.0%**
District	**50** 20.5%	**111** 45.5%	**78** 32.0%	**5** 2.0%
State	**16,583** 24.9%	**22,057** 33.2%	**14,484** 21.8%	**8,023** 12.1%
Male				
School	**19** **10.1%**	**72** **38.3%**	**93** **49.5%**	**4** **2.1%**
District	**19** 10.1%	**72** 38.3%	**93** 49.5%	**4** 2.1%
State	**10,994** 16.3%	**21,306** 31.6%	**21,373** 31.7%	**8,163** 12.1%
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	**27** 29.0%	**31** 33.3%	**10** 10.8%	**19** 20.4%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	**41** 14.5%	**79** 28.0%	**115** 40.8%	**24** 8.5%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Asian				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**3,634** 47.8%	**2,730** 35.9%	**855** 11.2%	**262** 3.5%
Black				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**1,417** 7.0%	**5,151** 25.5%	**7,669** 38.0%	**4,072** 20.2%
Hispanic				
School	**8** **5.8%**	**56** **40.6%**	**70** **50.7%**	**4** **2.9%**
District	**8** 5.8%	**56** 40.6%	**70** 50.7%	**4** 2.9%
State	**4,002** 10.6%	**11,928** 31.6%	**14,262** 37.7%	**5,254** 13.9%
MENA				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	**30** 25.9%	**43** 37.1%	**26** 22.4%	**13** 11.2%
Two or More Races				
School	**4** **12.5%**	**16** **50.0%**	**12** **37.5%**	**0** **0.0%**
District	**4** 12.5%	**16** 50.0%	**12** 37.5%	**0** 0.0%
State	**1,164** 23.9%	**1,540** 31.6%	**1,276** 26.2%	**527** 10.8%
White				
School	**48** **21.2%**	**92** **40.7%**	**82** **36.3%**	**4** **1.8%**
District	**48** 21.2%	**92** 40.7%	**82** 36.3%	**4** 1.8%
State	**17,316** 27.4%	**21,923** 34.7%	**11,664** 18.5%	**6,053** 9.6%
Students with Disabilities				
School	**4** **9.1%**	**14** **31.8%**	**23** **52.3%**	**3** **6.8%**
District	**4** 9.1%	**14** 31.8%	**23** 52.3%	**3** 6.8%
State	**2,865** 11.5%	**8,041** 32.2%	**8,926** 35.8%	**3,337** 13.4%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who fall into each GPA category

	> 3.75	2.8 - 3.75	< 2.8	No GPA
English Learners				
School	**0** **0.0%**	**8** **34.8%**	**14** **60.9%**	**1** **4.3%**
District	**0** 0.0%	**8** 34.8%	**14** 60.9%	**1** 4.3%
State	**679** 6.0%	**3,373** 29.5%	**4,972** 43.6%	**1,652** 14.5%
Students with IEPs				
School	**4** **9.1%**	**14** **31.8%**	**23** **52.3%**	**3** **6.8%**
District	**4** 9.1%	**14** 31.8%	**23** 52.3%	**3** 6.8%
State	**1,001** 6.4%	**4,336** 27.5%	**6,482** 41.2%	**2,535** 16.1%
Low Income				
School	**11** **6.4%**	**62** **35.8%**	**93** **53.8%**	**7** **4.0%**
District	**11** 6.4%	**62** 35.8%	**93** 53.8%	**7** 4.0%
State	**6,166** 10.4%	**16,557** 27.9%	**21,153** 35.6%	**9,988** 16.8%

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**5** **1.2%**	**4** **1.6%**	**1** **0.5%**	* *	* *	‡ ‡	‡ ‡	**0** **0.0%**	* *	* *	**0** **0.0%**	**3** **1.3%**	**1** **2.3%**
District	**5** 1.2%	**4** 1.6%	**1** 0.5%	* *	* *	‡ ‡	‡ ‡	**0** 0.0%	* *	* *	**0** 0.0%	**3** 1.3%	**1** 2.3%
State	**25,068** 18.7%	**12,327** 18.5%	**12,708** 18.9%	**33** 35.5%	**37** 13.1%	**3,976** 52.3%	**930** 4.6%	**3,931** 10.4%	* *	**41** 35.3%	**1,126** 23.1%	**15,027** 23.8%	**3,360** 13.5%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who meet the IL SAT/ ACT Composite Minimum requirement

	English Learners	Students with IEPs	Low Income
School	**0** **0.0%**	**1** **2.3%**	**1** **0.6%**
District	**0** 0.0%	**1** 2.3%	**1** 0.6%
State	**456** 4.0%	**645** 4.1%	**4,467** 7.5%

Percentage of students who have at least 1 Academic ELA Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**236** **54.6%**	**146** **59.8%**	**90** **47.9%**	* *	* *	‡ ‡	‡ ‡	**70** **50.7%**	* *	* *	**19** **59.4%**	**126** **55.8%**	**16** **36.4%**
District	**236** 54.6%	**146** 59.8%	**90** 47.9%	* *	* *	‡ ‡	‡ ‡	**70** 50.7%	* *	* *	**19** 59.4%	**126** 55.8%	**16** 36.4%
State	**64,769** 48.3%	**35,486** 53.3%	**29,231** 43.4%	**52** 55.9%	**103** 36.5%	**5,958** 78.3%	**6,703** 33.2%	**15,619** 41.3%	* *	**69** 59.5%	**2,431** 49.9%	**33,886** 53.7%	**8,237** 33.0%

	English Learners	Students with IEPs	Low Income
School	**4** **17.4%**	**16** **36.4%**	**83** **48.0%**
District	**4** 17.4%	**16** 36.4%	**83** 48.0%
State	**2,293** 20.1%	**2,626** 16.7%	**20,930** 35.3%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have at least 1 Academic Math Indicator

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**309** **71.5%**	**187** **76.6%**	**122** **64.9%**	* *	* *	‡ ‡	‡ ‡	**94** **68.1%**	* *	* *	**25** **78.1%**	**158** **69.9%**	**16** **36.4%**
District	**309** 71.5%	**187** 76.6%	**122** 64.9%	* *	* *	‡ ‡	‡ ‡	**94** 68.1%	* *	* *	**25** 78.1%	**158** 69.9%	**16** 36.4%
State	**92,695** 69.2%	**48,537** 73.0%	**44,086** 65.4%	**72** 77.4%	**173** 61.4%	**6,755** 88.8%	**11,398** 56.4%	**24,120** 63.8%	* *	**84** 72.4%	**3,266** 67.1%	**46,899** 74.3%	**13,619** 54.5%

	English Learners	Students with IEPs	Low Income
School	**11** **47.8%**	**16** **36.4%**	**105** **60.7%**
District	**11** 47.8%	**16** 36.4%	**105** 60.7%
State	**5,805** 50.9%	**6,602** 41.9%	**34,525** 58.1%

Percentage of students who have identified a Career Area of Interest by Sophomore Year

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**223** **51.6%**	**126** **51.6%**	**97** **51.6%**	* *	* *	‡ ‡	‡ ‡	**62** **44.9%**	* *	* *	**14** **43.8%**	**128** **56.6%**	**17** **38.6%**
District	**223** 51.6%	**126** 51.6%	**97** 51.6%	* *	* *	‡ ‡	‡ ‡	**62** 44.9%	* *	* *	**14** 43.8%	**128** 56.6%	**17** 38.6%
State	**70,373** 52.5%	**34,837** 52.4%	**35,490** 52.7%	**46** 49.5%	**147** 52.1%	**5,351** 70.4%	**6,499** 32.2%	**16,954** 44.9%	* *	**51** 44.0%	**2,687** 55.2%	**38,684** 61.3%	**12,208** 48.9%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have identified a Career Area of Interest by Sophomore Year

	English Learners	Students with IEPs	Low Income
School	**9** **39.1%**	**17** **38.6%**	**69** **39.9%**
District	**9** 39.1%	**17** 38.6%	**69** 39.9%
State	**5,031** 44.1%	**6,984** 44.4%	**24,316** 41.0%

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
All				
School	**66** **15.3%**	**80** **18.5%**	**186** **43.1%**	**100** **23.1%**
District	**66** 15.3%	**80** 18.5%	**186** 43.1%	**100** 23.1%
State	**43,130** 32.2%	**23,491** 17.5%	**30,663** 22.9%	**36,721** 27.4%
Female				
School	**34** **13.9%**	**42** **17.2%**	**117** **48.0%**	**51** **20.9%**
District	**34** 13.9%	**42** 17.2%	**117** 48.0%	**51** 20.9%
State	**21,585** 32.5%	**11,600** 17.4%	**14,670** 22.1%	**18,666** 28.1%
Male				
School	**32** **17.0%**	**38** **20.2%**	**69** **36.7%**	**49** **26.1%**
District	**32** 17.0%	**38** 20.2%	**69** 36.7%	**49** 26.1%
State	**21,533** 31.9%	**11,877** 17.6%	**15,953** 23.7%	**18,028** 26.8%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Non Binary				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	**12** 12.9%	**14** 15.0%	**40** 43.0%	**27** 29.0%
American Indian				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	**67** 23.8%	**44** 15.6%	**73** 25.9%	**98** 34.8%
Asian				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**2,640** 34.7%	**1,779** 23.4%	**1,636** 21.5%	**1,549** 20.4%
Black				
School	‡ ‡	‡ ‡	‡ ‡	‡ ‡
District	‡ ‡	‡ ‡	‡ ‡	‡ ‡
State	**3,414** 16.9%	**3,069** 15.2%	**4,884** 24.2%	**8,829** 43.7%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Hispanic				
School	**22** **15.9%**	**24** **17.4%**	**50** **36.2%**	**42** **30.4%**
District	**22** 15.9%	**24** 17.4%	**50** 36.2%	**42** 30.4%
State	**8,885** 23.5%	**5,540** 14.7%	**8,643** 22.9%	**14,731** 39.0%
MENA				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *
Native Hawaiian/ Pacific Islander				
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	**29** 25.0%	**16** 13.8%	**24** 20.7%	**47** 40.5%
Two or More Races				
School	**1** **3.1%**	**9** **28.1%**	**15** **46.9%**	**7** **21.9%**
District	**1** 3.1%	**9** 28.1%	**15** 46.9%	**7** 21.9%
State	**1,645** 33.8%	**847** 17.4%	**1,239** 25.4%	**1,139** 23.4%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
White				
School	**35** **15.5%**	**42** **18.6%**	**104** **46.0%**	**45** **19.9%**
District	**35** 15.5%	**42** 18.6%	**104** 46.0%	**45** 19.9%
State	**26,450** 41.9%	**12,196** 19.3%	**14,164** 22.4%	**10,328** 16.4%
Students with Disabilities				
School	**8** **18.2%**	**6** **13.6%**	**9** **20.4%**	**21** **47.7%**
District	**8** 18.2%	**6** 13.6%	**9** 20.4%	**21** 47.7%
State	**6,480** 25.9%	**3,947** 15.8%	**6,074** 24.3%	**8,466** 33.9%
English Learners				
School	**4** **17.4%**	**2** **8.7%**	**10** **43.5%**	**7** **30.4%**
District	**4** 17.4%	**2** 8.7%	**10** 43.5%	**7** 30.4%
State	**1,958** 17.2%	**1,517** 13.3%	**2,685** 23.5%	**5,253** 46.0%
Students with IEPs				
School	**8** **18.2%**	**6** **13.6%**	**9** **20.4%**	**21** **47.7%**
District	**8** 18.2%	**6** 13.6%	**9** 20.4%	**21** 47.7%
State	**3,423** 21.7%	**2,229** 14.2%	**4,080** 25.9%	**6,016** 38.2%

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Summative Designation Meta Indicator Components (cont)

Percentage of students who have earned 1, 2, or 3+ career ready indicators

	3+	only 2	only 1	0
Low Income				
School	**31** **17.9%**	**26** **15.0%**	**62** **35.8%**	**54** **31.2%**
District	**31** 17.9%	**26** 15.0%	**62** 35.8%	**54** 31.2%
State	**13,495** 22.7%	**8,607** 14.5%	**14,231** 24.0%	**23,045** 38.8%

Percentage of students who have earned a College and Career Pathway Endorsement

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**	* *	* *	‡ ‡	‡ ‡	**0** **0.0%**	* *	* *	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**
District	**0** 0.0%	**0** 0.0%	**0** 0.0%	* *	* *	‡ ‡	‡ ‡	**0** 0.0%	* *	* *	**0** 0.0%	**0** 0.0%	**0** 0.0%
State	**2,218** 1.7%	**1,426** 2.1%	**792** 1.2%	**0** 0.0%	**3** 1.1%	**252** 3.3%	**130** 0.6%	**527** 1.4%	* *	**3** 2.6%	**79** 1.6%	**1,224** 1.9%	**291** 1.2%

	English Learners	Students with IEPs	Low Income
School	**0** **0.0%**	**0** **0.0%**	**0** **0.0%**
District	**0** 0.0%	**0** 0.0%	**0** 0.0%
State	**108** 0.9%	**93** 0.6%	**677** 1.1%

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Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**32.2%**	**38.0%**	**26.4%**	**‡**	**‡**	**33.8%**	**29.4%**	**29.2%**	*****	**‡**	**28.7%**	**34.5%**	**35.6%**
District	**32.2%**	**38.0%**	**26.4%**	**‡**	**‡**	**33.8%**	**29.4%**	**29.2%**	*****	**‡**	**28.7%**	**34.5%**	**35.6%**
State	**71.5%**	**74.5%**	**68.8%**	**60.4%**	**72.3%**	**77.2%**	**70.8%**	**73.3%**	*****	**72.7%**	**73.6%**	**69.8%**	**69.6%**

	English Learners	Students with IEPs	Low Income
School	**26.6%**	**35.7%**	**31.3%**
District	**26.6%**	**35.7%**	**31.3%**
State	**77.8%**	**69.0%**	**71.6%**

Fine Arts: Student Participation in Fine Arts Numberator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**597**	**343**	**251**	**‡**	**‡**	**23**	**30**	**168**	*****	**‡**	**33**	**342**	**96**
District	**597**	**343**	**251**	**‡**	**‡**	**23**	**30**	**168**	*****	**‡**	**33**	**342**	**96**
State	**1,298,358**	**657,160**	**640,170**	**1,028**	**3,116**	**78,743**	**211,608**	**378,996**	*****	**1,162**	**58,897**	**565,836**	**245,787**

	English Learners	Students with IEPs	Low Income
School	**42**	**96**	**268**
District	**42**	**96**	**268**
State	**240,272**	**187,927**	**645,976**

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Summative Designation Meta Indicator Components (cont)

Fine Arts: Student Participation in Fine Arts Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**1,856**	**902**	**950**	**‡**	**‡**	**68**	**102**	**576**	*****	**‡**	**115**	**992**	**270**
District	**1,856**	**902**	**950**	**‡**	**‡**	**68**	**102**	**576**	*****	**‡**	**115**	**992**	**270**
State	**1,815,128**	**882,738**	**930,687**	**1,703**	**4,311**	**102,024**	**298,968**	**517,265**	*****	**1,599**	**80,004**	**810,957**	**353,228**

	English Learners	Students with IEPs	Low Income
School	**158**	**269**	**857**
District	**158**	**269**	**857**
State	**308,769**	**272,497**	**902,644**

Fine Arts: Teacher Qualifications

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**98.7%**	**98.8%**	**98.4%**	**‡**	**‡**	**95.7%**	**96.7%**	**97.6%**	*****	**‡**	**100.0%**	**99.4%**	**94.8%**
District	**98.7%**	**98.8%**	**98.4%**	**‡**	**‡**	**95.7%**	**96.7%**	**97.6%**	*****	**‡**	**100.0%**	**99.4%**	**94.8%**
State	**95.8%**	**95.8%**	**96.0%**	**97.9%**	**96.0%**	**98.3%**	**90.8%**	**96.0%**	*****	**96.5%**	**96.9%**	**97.2%**	**94.8%**

	English Learners	Students with IEPs	Low Income
School	**92.9%**	**94.8%**	**97.8%**
District	**92.9%**	**94.8%**	**97.8%**
State	**96.7%**	**94.4%**	**94.4%**

***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Summative Designation Meta Indicator Components (cont)

Fine Arts: Teacher Qualifications Numerator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**589**	**339**	**247**	**‡**	**‡**	**22**	**29**	**164**	*****	**‡**	**33**	**340**	**91**
District	**589**	**339**	**247**	**‡**	**‡**	**22**	**29**	**164**	*****	**‡**	**33**	**340**	**91**
State	**1,244,490**	**629,246**	**614,238**	**1,006**	**2,991**	**77,424**	**192,141**	**363,717**	*****	**1,121**	**57,047**	**550,049**	**233,123**

	English Learners	Students with IEPs	Low Income
School	**39**	**91**	**262**
District	**39**	**91**	**262**
State	**232,248**	**177,452**	**609,846**

Fine Arts: Teacher Qualifications Denominator Count

	All	Female	Male	Non Binary	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Students with Disabilities
School	**597**	**343**	**251**	**‡**	**‡**	**23**	**30**	**168**	*****	**‡**	**33**	**342**	**96**
District	**597**	**343**	**251**	**‡**	**‡**	**23**	**30**	**168**	*****	**‡**	**33**	**342**	**96**
State	**1,298,358**	**657,160**	**640,170**	**1,028**	**3,116**	**78,743**	**211,608**	**378,996**	*****	**1,162**	**58,897**	**565,836**	**245,787**

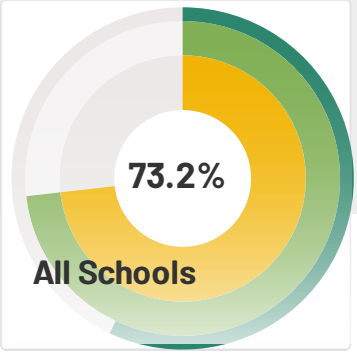
	English Learners	Students with IEPs	Low Income
School	**42**	**96**	**268**
District	**42**	**96**	**268**
State	**240,272**	**187,927**	**645,976**

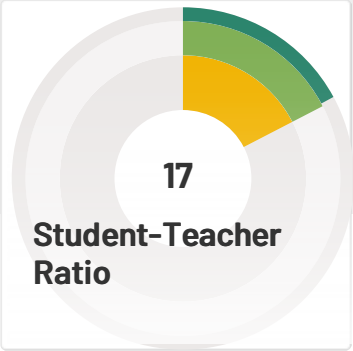
***** indicates non-reported data. **‡** indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

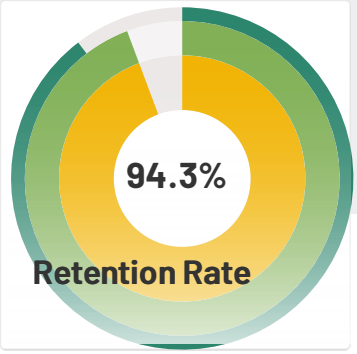
Teachers

About the data

Teacher data includes information regarding teachers, including salary, retention, and education, as well as information comparing the ratio of teachers to students.







Teacher Information

What is it?

This shows information pertaining to teachers, including experience, education, attendance, and evaluation.

	All Schools	Attendance Rate	Evaluation Rate
School	**14**	**65.3%**	*****
District	**14**	**65.3%**	**100.0%**
State	**14**	**66.0%**	**97.2%**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Full-Time Equivalents

What is it?

This shows the total percentage and number of teacher Full-Time Equivalents. The number of teachers at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**100.0%** **121**	* *	* *	* *	**2.5%** **3**	* *	* *	* *	**95.9%** **116**	**1.7%** **2**
	Female	**54.1%** **65.5**	* *	* *	* *	**66.3%** **2**	* *	* *	* *	**53.9%** **62.5**	**50.0%** **1**
	Male	**45.9%** **55.5**	* *	* *	* *	**33.7%** **1**	* *	* *	* *	**46.1%** **53.5**	**50.0%** **1**
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 121	* *	* *	* *	**2.5%** 3	* *	* *	* *	**95.9%** 116	**1.7%** 2
	Female	**54.1%** 65.5	* *	* *	* *	**66.3%** 2	* *	* *	* *	**53.9%** 62.5	**50.0%** 1
	Male	**45.9%** 55.5	* *	* *	* *	**33.7%** 1	* *	* *	* *	**46.1%** 53.5	**50.0%** 1
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 137212.1	**0.2%** 274.8	**2.0%** 2750.6	**6.4%** 8800	**8.9%** 12198.5	* *	**0.1%** 105.4	**0.8%** 1110.4	**79.6%** 109172.2	**2.0%** 2778
	Female	**76.5%** 104942.3	**77.1%** 212	**77.0%** 2118.9	**78.4%** 6903.5	**77.7%** 9474	* *	**70.0%** 73.8	**75.3%** 836.1	**76.2%** 83191.1	**76.0%** 2110.7
	Male	**23.5%** 32266.1	**22.9%** 62.8	**23.0%** 631.7	**21.6%** 1896.5	**22.3%** 2724.5	* *	**30.0%** 31.6	**24.7%** 274.3	**23.8%** 25977.3	**24.0%** 667.3
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teacher Head Count

What is it?

Not Available.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**122**	**122**	**122**	**122**	**122**	*	**122**	**122**	**122**	**122**
	Female	**122**	**122**	**122**	**122**	**122**	*	**122**	**122**	**122**	**122**
	Male	**122**	**122**	**122**	**122**	**122**	*	**122**	**122**	**122**	**122**
	Non Binary	*	*	*	*	*	*	*	*	*	*
District	All	**122**	**122**	**122**	**122**	**122**	*	**122**	**122**	**122**	**122**
	Female	**122**	**122**	**122**	**122**	**122**	*	**122**	**122**	**122**	**122**
	Male	**122**	**122**	**122**	**122**	**122**	*	**122**	**122**	**122**	**122**
	Non Binary	*	*	*	*	*	*	*	*	*	*
State	All	**140477**	**140477**	**140477**	**140477**	**140477**	*	**140477**	**140477**	**140477**	**140477**
	Female	**140477**	**140477**	**140477**	**140477**	**140477**	*	**140477**	**140477**	**140477**	**140477**
	Male	**140477**	**140477**	**140477**	**140477**	**140477**	*	**140477**	**140477**	**140477**	**140477**
	Non Binary	*	*	*	*	*	*	*	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teachers Education

What is it?

The tables below represent the percentage of teachers with bachelor's and master's degrees across the state and highlight the rates across all high-poverty and low-poverty schools in the district (as applicable).

Teachers Education - Bachelor's

	All Schools	High Poverty Schools	Low Poverty Schools
School	**26.0%**	*	*
District	**26.0%**	*	*
State	**42.0%**	**42.2%**	**36.2%**

Teachers Education - Master's

	All Schools	High Poverty Schools	Low Poverty Schools
School	**73.2%**	*	*
District	**73.2%**	*	*
State	**57.0%**	**55.8%**	**63.4%**

Student-To-Teacher Ratios

What is it?

This shows the average number of students per teacher. Teachers classified as special education teachers are not included. Research indicates that children in lower grades show the potential for higher achievement scores when they are in smaller classes. Many factors contribute to student achievement, and class size is only one part of this bigger picture. Special education classes are not included in this calculation.

	Student-Teacher Ratio
School	**17**
District	*
State	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Novice Teachers

What is it?

The table below represents the percentage of teachers defined as "novice" - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	**4** **4.1%**	* *	* *
District	**4** 4.1%	* *	* *
State	**9,160** 6.7%	**2,711** 9.0%	**1,949** 4.0%

Teacher Out of Field

What is it?

The table below represents the percentage of teachers defined as "out-of-field" – a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approvals, or previous qualifications. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	**8** **6.9%**	* *	* *
District	**8** 6.9%	* *	* *
State	**4,726** 4.1%	**805** 3.0%	**1,205** 3.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teachers with Short Term or Provisional Licenses

What is it?

The tables below represent the percentage of teachers teaching with short-term or provisional licenses. The display summarizes the rate across the state and highlights the rates across all high-poverty and low-poverty schools.

	All Schools	High Poverty Schools	Low Poverty Schools
School	**0** **0.0%**	* *	* *
District	**0** 0.0%	* *	* *
State	**4,307** 3.1%	**1,409** 4.0%	**694** 1.0%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Retention Rate

What is it?

This shows the three-year average percentage of full-time teachers returning to the same school year to year.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	**94.3%** **313**	***** *****	***** *****	***** *****	**83.3%** **5**	***** *****	***** *****	***** *****	**94.7%** **304**	**80.0%** **4**
	Female	**94.3%** **150**	***** *****	***** *****	***** *****	**100.0%** **1**	***** *****	***** *****	***** *****	**94.3%** **148**	**100.0%** **1**
	Male	**94.2%** **163**	***** *****	***** *****	***** *****	**80.0%** **4**	***** *****	***** *****	***** *****	**95.1%** **156**	**75.0%** **3**
	Non Binary	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****
District	All	**94.3%** 313	***** *****	***** *****	***** *****	**83.3%** 5	***** *****	***** *****	***** *****	**94.7%** 304	**80.0%** 4
	Female	**94.3%** 150	***** *****	***** *****	***** *****	**100.0%** 1	***** *****	***** *****	***** *****	**94.3%** 148	**100.0%** 1
	Male	**94.2%** 163	***** *****	***** *****	***** *****	**80.0%** 4	***** *****	***** *****	***** *****	**95.1%** 156	**75.0%** 3
	Non Binary	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****
State	All	**89.6%** 318,798	**89.0%** 566	**88.5%** 5,292	**84.6%** 14,534	**89.2%** 22,226	***** *****	**89.9%** 195	**86.7%** 2,310	**89.9%** 268,681	**88.7%** 4,952
	Female	**89.2%** 242,531	**88.4%** 426	**88.1%** 4,042	**84.7%** 11,348	**89.2%** 17,160	***** *****	**90.3%** 139	**86.6%** 1,732	**89.5%** 203,914	**88.1%** 3,728
	Male	**90.8%** 76,267	**90.9%** 140	**90.1%** 1,250	**84.2%** 3,186	**89.4%** 5,066	***** *****	**88.9%** 56	**87.2%** 578	**91.3%** 64,767	**90.7%** 1,224
	Non Binary	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****	***** *****

***** indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Average Teacher Salary

What is it?

This shows the average salary for teachers. This information is reported at the district level.

	Average Teacher Salary
School	**$83,625**
District	**$83,625**
State	**$75,978**

Teacher Evaluation

What is it?

Not Available.

	All Schools	High Poverty Schools	Low Poverty Schools
School	**61** *	* *	* *
District	**61** 100.0%	**0** *	**0** *
State	**66,326** 97.2%	**14,938** 94.0%	**20,636** 98.6%

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Teachers with Gifted Endorsement

What is it?

This shows the number of teachers who have taken the necessary steps to obtain an endorsement for their Professional Educator License indicating that they have the skills to respond to the needs of gifted students in their classroom.

	Teachers with Gifted Endorsement
School	*
District	*
State	**1,145**

National Board Certified Teachers

What is it?

This shows the numbers of teachers who have achieved recognition as National Board Certified Teachers, both as a whole and broken down by certain demographic indicators.

	All	Female	Male	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	**2,199**	**1,763**	**436**	**6**	**63**	**134**	**188**	*	**1**	**24**	**1,757**	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Average Teaching Experience

What is it?

The table below represents the average teaching experience of teachers across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

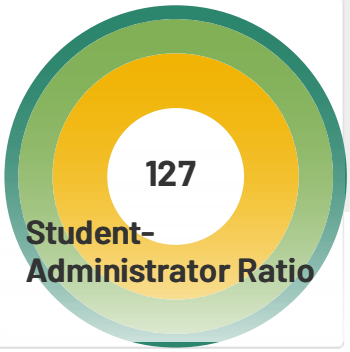
	All Schools	High Poverty Schools	Low Poverty Schools
School	**14**	*	*
District	**14**	*	*
State	**14**	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

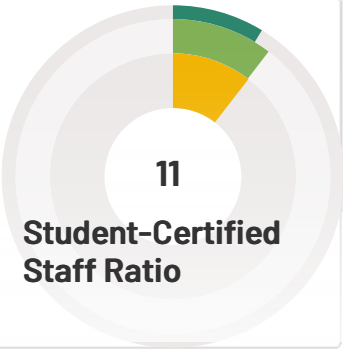
Administrators & Support Personnel

About the data

Administrator data includes information regarding administration, including salary and turnover, as well as information comparing ratios of administration to both students and staff.



Student-Administrator Ratio



Student-Certified Staff Ratio

1 principal(s) over the past 6 years

Principal Turnover

Student-To-Staff Ratios

What is it?

This shows the average number of students per certified staff member and the average number of students per administrator.

	Student-Certified Staff Ratio	Student-Administrator Ratio
School	**11**	**127**
District	**10**	**111**
State	**9**	**136**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Administrators & Support Personnel

Demographics

What is it?

This shows the total percentage and number of administrator Full-Time Equivalents. The number of administrators at each school varies greatly depending on the student population, schools' grade configuration, programs offered, and the financial resources of the district.

		All	American Indian	Asian	Black	Hispanic	MENA	Native Hawaiian/ Pacific Islander	Two or More Races	White	Unknown
School	**All**	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Female	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Male	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
District	All	**100.0%** 16	**6.3%** 1	* *	* *	* *	* *	* *	* *	**93.8%** 15	* *
	Female	**37.5%** 6	**100.0%** 1	* *	* *	* *	* *	* *	* *	**33.3%** 5	* *
	Male	**62.5%** 10	* *	* *	* *	* *	* *	* *	* *	**66.7%** 10	* *
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *
State	All	**100.0%** 13641.6	**0.2%** 24.8	**1.1%** 150	**14.8%** 2017.8	**7.0%** 955.8	* *	**0.1%** 7	**0.7%** 102	**74.3%** 10136.3	**1.8%** 245.9
	Female	**60.2%** 8217.7	**64.8%** 16	**59.8%** 89.8	**72.2%** 1457.3	**65.6%** 626.8	* *	**57.1%** 4	**69.1%** 70.4	**57.1%** 5784	**68.5%** 168.3
	Male	**39.8%** 5423.9	**35.2%** 8.7	**40.2%** 60.3	**27.8%** 560.5	**34.4%** 329	* *	**42.9%** 3	**30.9%** 31.6	**42.9%** 4352.2	**31.5%** 77.6
	Non Binary	* *	* *	* *	* *	* *	* *	* *	* *	* *	* *

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Principal Turnover

What is it?

Principal Turnover for the school is the number of different principals at the same school in the last six years. At the district and state level, it is the average number of principals at the same school in the past six years. If the number is zero, no current data was provided.

	Principal(s) over the past 6 years
School	**1**
District	**1**
State	**2**

Average Administrator Salary

What is it?

This shows the average salary for administrators. This information is reported at the district level.

	Average Administrator Salary
School	**$137,051**
District	**$141,949**
State	**$119,384**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Administrators & Support Personnel

Novice Administrator

What is it?

The table below represents the percentage of administrators defined as "novice" - having less than 2 full-time equivalent years of combined public school teaching experience. The display summarizes the rate within this district and across the state and highlights the rates across all high-poverty and low-poverty schools in the district (as applicable).

	All Schools	High Poverty Schools	Low Poverty Schools
School	**1** **7.1%**	* *	* *
District	**1** 6.3%	* *	* *
State	**1,455** 10.7%	**294** 12.2%	**228** 8.5%

Support Personnel FTE

What is it?

Not Available.

Total Support Personnel FTE

	Total Support Personnel FTE	Total School Counselor FTE	Total School Nurse FTE	Total School Psychologist FTE	Total School Social Worker FTE
School	**14**	**7**	*	**3**	**4**
District	**14**	**7**	*	**3**	**4**
State	**11331.1**	**3747.4**	**1209.5**	**2091.7**	**4282.6**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Pupil Support Personnel Ratio

What is it?

Not Available.

Student/Support Personnel Ratio

	Student/Support Personnel Ratio	Student/School Counselor Ratio	Student/School Nurse Ratio	Student/School Psychologist Ratio	Student/School Social Worker Ratio
School	**127**	**254**	*	**593**	**445**
District	**127**	**254**	*	**593**	**445**
State	**163**	**494**	**1,531**	**885**	**432**

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Civil Rights Data Collection
(NAN-)

About the data

The Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey of public schools that has been required by the U.S. Department of Education Office for Civil Rights since 1968. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity from early childhood through Grade 12. The CRDC collects data from public Local Educational Agencies and schools, including juvenile facilities, charter schools, alternative schools, and schools serving only students with disabilities.

Student Environment

What is it?

Data from the Civil Rights Data Collection (CRDC) comes directly from the U.S. Department of Education (ED). ED collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for in-school suspensions, out-of-school suspensions, and expulsions is reported by ISBE in a separate report on www.isbe.net. Current year data for chronic absenteeism can be found in the Students section of the Report Card. Please note data may not match due to differences in data collection methods.

	In School Suspensions	Out Of School Suspensions	Expulsions	School Related Arrests	Referral to Law Enforcement	Chronic Absenteeism
School	*	*	*	*	*	*
District	*	*	*	*	*	*
State	*	*	*	*	*	*

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

Student Environment (cont)

	Incidents of Harassment or Bullying	Incidents of Violence	Number of Schools with Incidents of Violence	
			Firearm	Homicide
School	*	*	*	*
District	*	*	*	*
State	*	*	*	*

Academic Environment

What is it?

Data from the Civil Rights Data Collection comes directly from ED, which collects the data directly from ISBE and school districts and releases the information on a two- to three-year delay. ISBE also collects some of these data elements from districts and reports the results in the year it was collected. Current year data for accelerated coursework can be found in the Academic Performance section of the Report Card. Please note data may not match due to differences in data collection methods.

			Advanced Placement Course Work	
	Enrolled in PreSchool	Advanced Placement (AP) Course Work	International Baccalaureate (IB) Course Work	Dual Credit Course Work
School	* *	* *	* *	* *
District	* *	* *	* *	* *
State	* *	* *	* *	* *

* indicates non-reported data. ‡ indicates suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

2024 ILLINOIS REPORT CARD
SCHOOL IMPROVEMENT & ACCOUNTABILITY

ILLINOIS STATE BOARD OF EDUCATION

Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data, and the data for each student group, for all of the accountability indicators.

Exemplary	• Overall performance in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Commendable	• Overall performance not in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
Targeted Support	• One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic **A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.**
Comprehensive Support	• Overall performance in the bottom 5 percent of Title I-eligible schools statewide • All high schools with a graduation rate of 67 percent or below • Schools that have completed a full Targeted Support school improvement cycle, where the performance of one or more of the originally Targeted student groups remains at or below the level of the "all students" group in the lowest-performing 5 percent of Title I-eligible schools at the end of the four-year improvement cycle **A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.**
Intensive Support	• A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent of Title I-eligible schools statewide or is a high school with a graduation rate of 67 percent or below at the end of the four-year improvement cycle **An Intensive Support designation initiates intensive school improvement status and the school begins a four-year cycle of school improvement.**

STUDENT GROUPS

Demographics
- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- Two or More Races
- White

Programs
- Children with disabilities
- Economically disadvantaged students
- English Learners
- Former English Learners

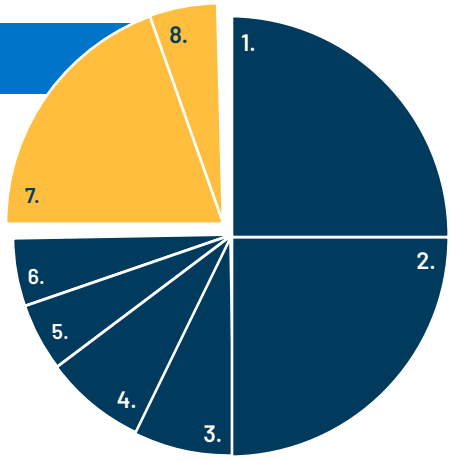
2024 ILLINOIS REPORT CARD

MULTIPLE INDICATORS OF STUDENT SUCCESS

ILLINOIS STATE BOARD OF EDUCATION

A school's annual summative designation describes how well an individual school is meeting the needs of all its students. The designations recognize schools with strong overall performance across a range of academic and student success indicators. Schools with greatest need receive the most support.

Elementary & Middle Schools



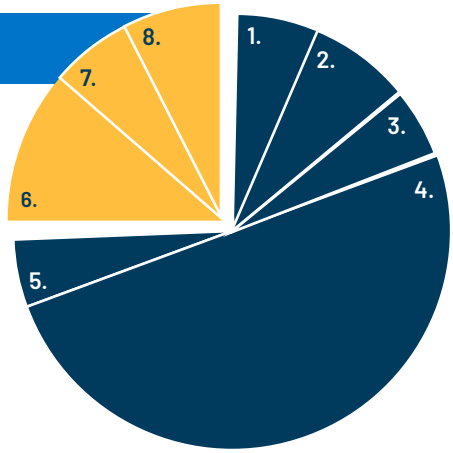
75% Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5%
6. English Learner Progress to Proficiency: 5%

25% School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. *P-2**
10. *3-8**
11. *Fine Arts**

High School



75% Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25% School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. *College and Career Readiness**
10. *Fine Arts**

*Not yet ready for implementation

isbe.net/summative

INDICATOR DEFINITIONS AND WEIGHTS

	INDICATOR	DEFINITION		WEIGHT (% OUT OF 100)	
	Visit isbe.net/indicators for a more detailed definition of each indicator			P-8	9-12
Academic	ELA Growth	Average of individual students' growth percentiles in English language arts (ELA)	Measuring growth against current academic peers and against a 2019 baseline to use whichever best reflects progress	25%	–
	Math Growth	Average of individual students' growth percentiles in math		25%	–
	ELA Proficiency	Percentage of students proficient in ELA	New interim proficiency targets for ELA, math, and science based on state average performance in 2021	7.5%	
	Math Proficiency	Percentage of students proficient in math		7.5%	
	Science Proficiency	Percentage of students proficient in science		5%	
	English Learner (EL) Progress to Proficiency	An EL's progress attaining language proficiency within five years of identification	Students who were EL in SY 2020-21 get one extra year to their timeline	5%	
	Graduation	Four-year graduation rate	A single scoring formula for all student groups	–	30%
		Five-year graduation rate		–	15%
		Six-year graduation rate		–	5%
School Quality/Student Success	Chronic Absenteeism	Percentage of students who missed 10% or more of the prior academic year (excused and unexcused absences)		20%	10%
	Climate Survey	Percentage of students who participated in the climate survey		5%	6.67%
	9th-Graders on Track	Percentage of ninth-grade students with five full-year course credits (or 10 semester) with no more than one semester F in a core subject		–	8.33%
	Fine Arts	A combination of measures of student participation and teacher qualifications in the fine arts	Available on the Report Card Implementation delayed until 2025	–	–
	P-2	Measures of attendance, literacy, and participation in enrichment and acceleration		–	
	3-8	A combination of measures of mathematic proficiency, middle school success, and participation in enrichment and acceleration		–	
	College and Career Readiness	Percentage of students meeting academic and career readiness requirements		–	

ILLINOIS STATE BOARD OF EDUCATION

Dr. Tony Sanders, State Superintendent of Education
Dr. Steven Isoye, Chair of the Board

100 N. First Street • Springfield, IL 62777 • isbe.net

October 28, 2024

Dear Superintendent Sefcik,

I'm writing to inform you about the 2024 Annual Summative Designations for each school in your district.

What is an Annual Summative Designation?
The Every Student Succeeds Act requires states to annually assess the performance of public elementary and secondary schools. These designations describe schools excelling across various academic and student success indicators and identify schools requiring support and improvement. Illinois issues five Annual Summative Designations:

- *Exemplary* acknowledges the top-performing 10% of schools.
- *Comprehensive* identifies (A) schools in the lowest-performing 5% and (B) schools with overall performance above the lowest-performing 5% that have one or more individual student groups who remain Targeted, even after completing a full Targeted school improvement cycle.
- *Intensive* identifies schools that remain in the lowest-performing 5%, even after completing a full Comprehensive Support school improvement cycle.
- *Targeted* recognizes schools with overall performance above the lowest-performing 5% but with individual student groups performing similarly to the lowest 5%.
- All other schools receive a *Commendable* designation.

Your district's 2024 Annual Summative Designations are listed in Appendix A at the end of this letter. These designations can also be viewed on the Illinois State Report Card, including data visualizations showing school and student group performance data overall and at the indicator score level. If you have schools in improvement status, please expect to receive a letter from ISBE Director of School and District Improvement, Nikki Combs, providing details on the school improvement program requirements and accompanying grant.

To learn more about Annual Summative Designations, check out Accountability's resources, recorded webinar series or schedule a personalized 30-minute data review:

- Summative Designation Deep Dive
- English Learner Progress to Proficiency Indicator
- ELA, Math and Science Proficiency Indicators
- Communicating your Summative Designation
- Useful Reports for Summative Designations
- Understanding Student Growth
- 30 Minute Data Review

We look forward to working with your district to ensure a thorough understanding of these designations.

Please direct questions about your annual summative designations and associated data to Rae Clementz and questions about school improvement or grant requirements to Nikki Combs at the contact information below.

Rae Clementz, Executive Director
Data, Accountability & Assessment
(217) 524-4614
aclement@isbe.net

Nikki Combs, Director
School and District Improvement
(217) 524-1817
schoolimprovement@isbe.net or ncombs@isbe.net

Sincerely,

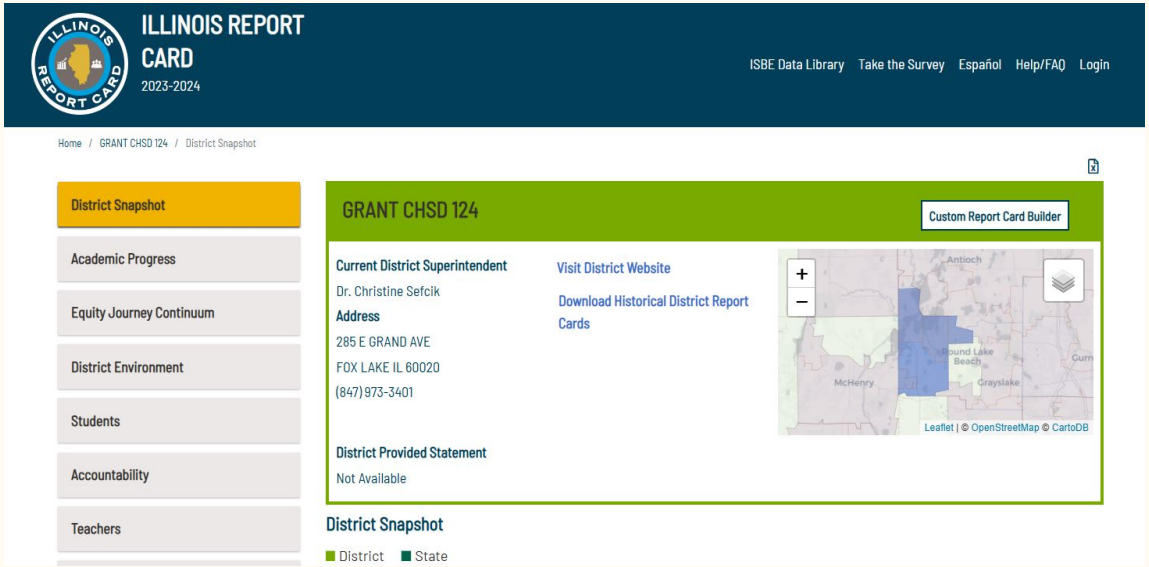


Dr. Kimako Patterson
Chief of Staff

Cc Rae Clementz, Executive Director, Data, Accountability and Assessment
Nikki Combs, Director, School and District Improvement

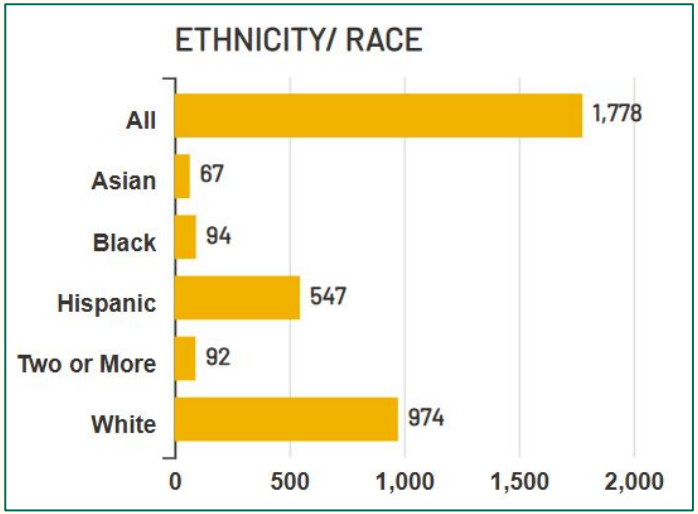
School Name	2024 Annual Summative Designation	Reason	School Improvement Status	Cohort
Grant Community High School	Commendable	All Students	N/A	Not In Status

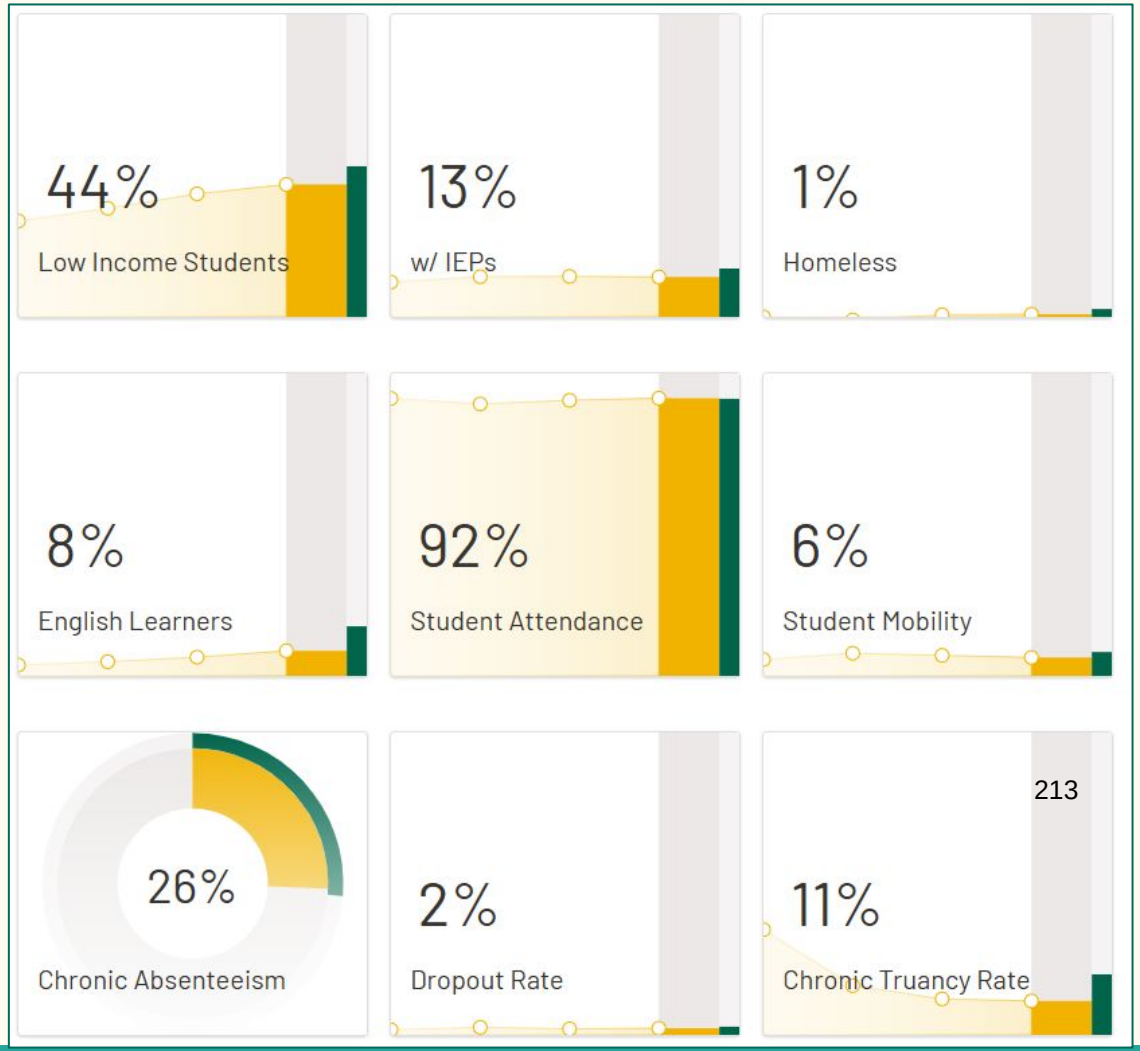
School Report Card - 2023/2024



- Can be viewed on District website or www.illinoisreportcard.com

Our Students





Annual Summative Designations

Exemplary	• Overall performance in the top 10 percent of all schools • Must have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schools • High schools must have a graduation rate higher than 67 percent
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*2024, 2023, 2022, 2021 Designation

Report Card Summative Designation Measures



Celebration: Increased Overall Index Score

Increased from 79.66 to 81.90



2023



2024

Celebration: Increased Graduation Rates

High School

75%

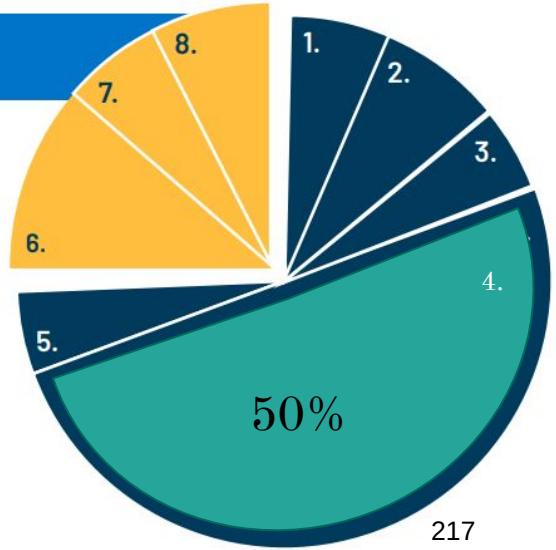
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

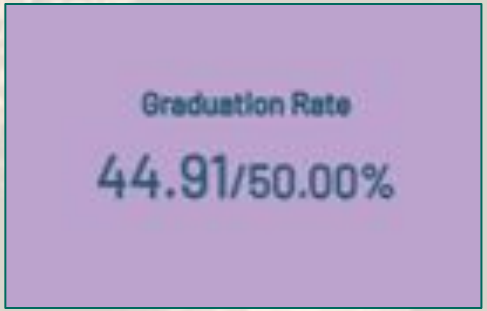
School Quality & Student Success Indicators

6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. *College and Career Readiness**
10. *Fine Arts**

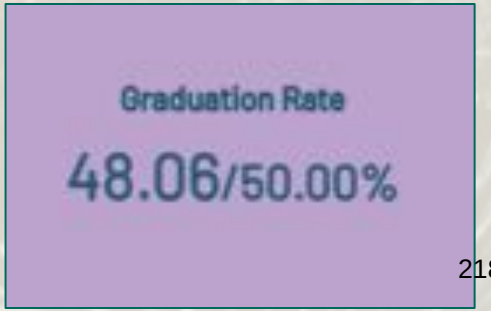


Celebration: Increased Graduation Rates

Graduation Rate increased from 90% to 96%



2023



2024

Celebration: Improved Chronic Absenteeism Rates

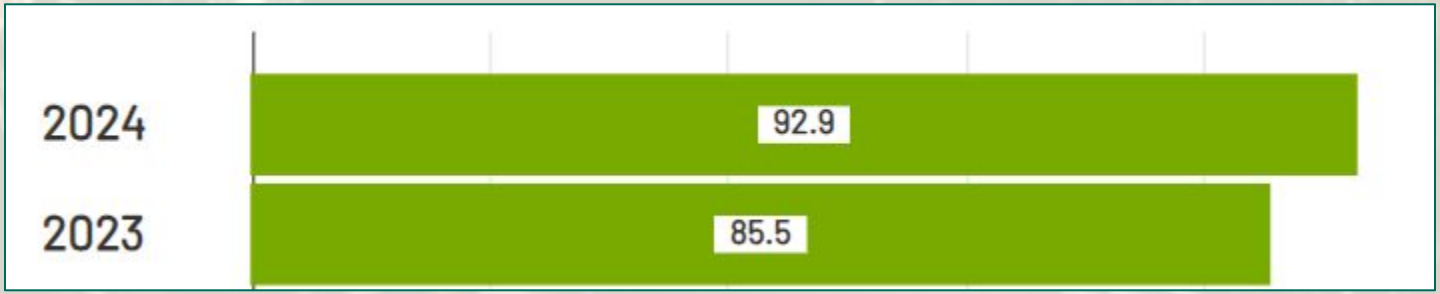
Steadily declining last few years



Celebration: 9th Grade on Track

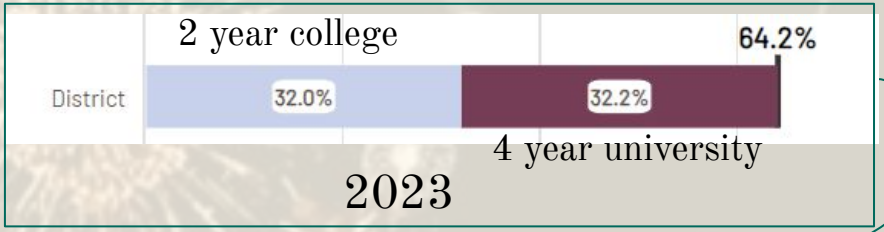
Increase in 9th Grade on Track of 6%.

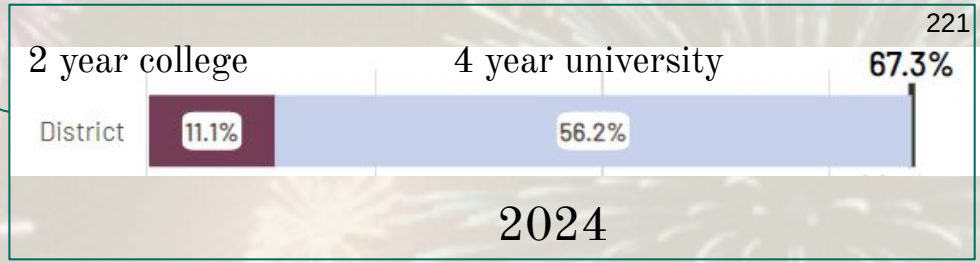
- Successfully complete 5 credits
- Have not failed more than .5 credit from core subject



Celebration: Post-Secondary Enrollment

Increase in over 3% of Post-Secondary Education Enrollment in 12 Months Following Graduation





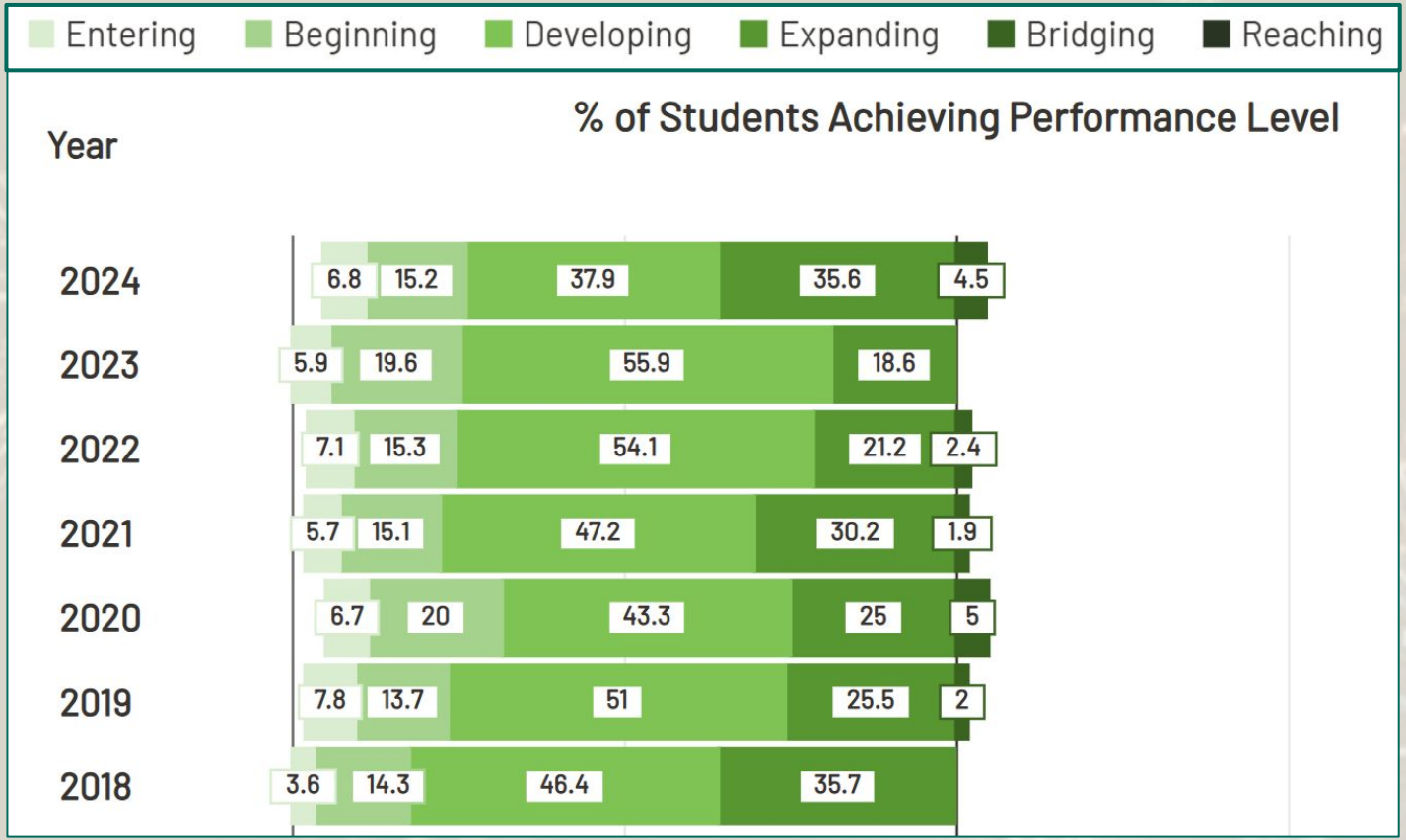
Celebration: AP Success

Increase Total Number of Students Taking an AP Class

2023	Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement				
Students Taking One or More AP Courses	Redacted	27	124	117

2024	Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement				
Students Taking One or More AP Courses (N)	Redacted	56	97	143

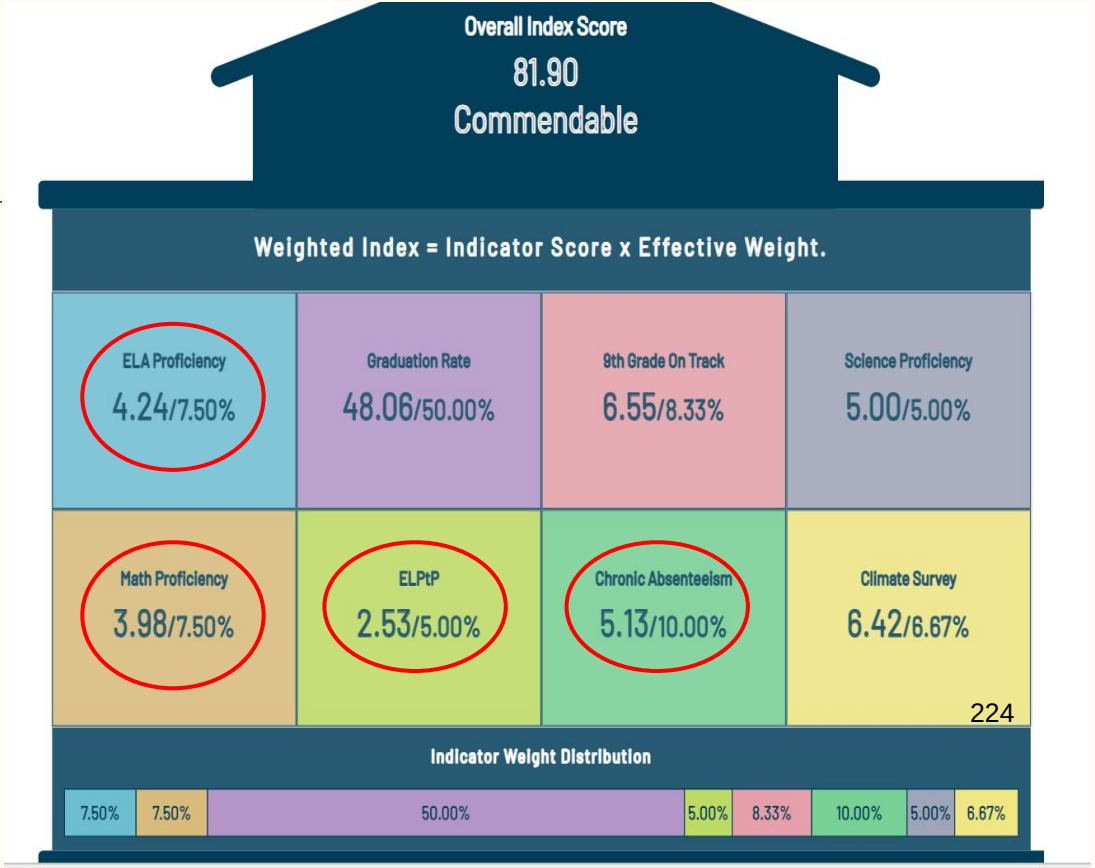
Celebration: EL Progress to Proficiency



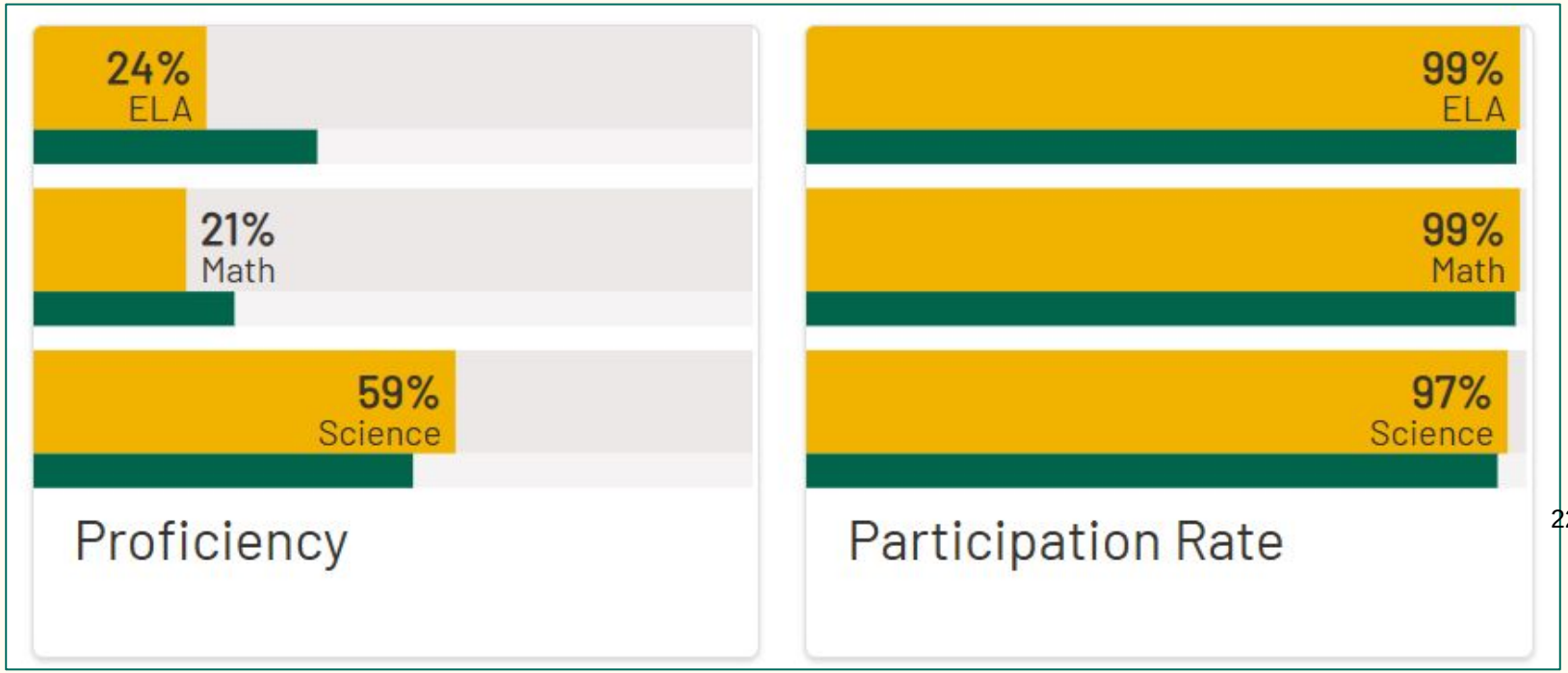
Increased EL students' performance on ACCESS Testing.

Areas to Grow

- ELA and Math Proficiency
  - ACT in 2025
- EL Student Progress and Exits
  - Many are long-term ELs
- Chronic Absenteeism



Academic Proficiency: Meets/Exceeds State Benchmarks



ISSUE 117
October 2024

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

Contents

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PRESS Terminology ..... **p. 2**

PRESS Issue 117 Topic Bundles ..... **p. 2**

Progress Report ..... **p. 6**

Revisions to Policies, Administrative Procedures, and Exhibits (numerical table) ..... **p. 7**

Next Issue: Veto and Lame Duck Sessions

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.

1. 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.
3. Click the button on the top navigator bar. This will bring you to your account page
4. Under "**My Account Links**," click on "**PRESS Login**."

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

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 Debra Jacobson, Associate General Counsel and **PRESS** Editor, 630/629-3776, ext. 1211; Jeremy Duffy, IASB Deputy Executive Director/ General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1226; Maryam Brotine, Associate General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219; or Megan Mikhail, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1215.

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 **P**olicy **R**eference **M**anual (**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."

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.

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 – P**olicy **R**eference **E**ducation **S**ubscription **S**ervice.

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.

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. 7.

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.

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Board Governance

During the second half of the 103rd General Assembly, the legislature passed laws impacting school board governance:

1. 105 ILCS 5/10-16a(b-10), added by P.A. 103-771, eff. 6-1-25, adds training on student outcomes as a required component of professional development and leadership training that a board member must take within the first year of his or her first term.
2. 105 ILCS 5/5-1(d), added by P.A. 103-790, allows school boards in Cook County that have withdrawn from the authority of the township treasurer to appoint a township treasurer to serve as its school treasurer.

The U.S. Supreme Court also issued a key decision that may impact how board members and district employees conduct themselves on social media platforms. In the case *Lindke v. Freed*, 601 U.S. 187 (2024), the Court held that a government official's speech on social media will be subject to the requirements of the First Amendment only if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. The case emphasized the practical importance of maintaining a clear separation between personal and official social media accounts.

In response to these legal developments, the following **PRESS** materials are updated:

2:110, Qualifications, Term, and Duties of Board Officers
2:120, Board Member Development
2:140, Communications To and From the Board
5:125, Personal Technology and Social Media; Usage and Conduct
8:10, Connection with the Community

District Operations and Safety

The General Assembly passed laws related to school district operations and safety:

1. 105 ILCS 5/17-2A, amended by P.A. 103-601, extends the time period during which a district may transfer money from specified funds for any purpose through 6-30-26.
2. 30 ILCS 235/2, amended by P.A. 103-880, eff. 1-1-25, allows boards to adopt a resolution to authorize investment in instruments not specifically authorized by the Public Funds Investment Act if the investments comply with other law and board policy.
3. 105 ILCS 5/19-3, amended by P.A. 103-591, allows a board to build or purchase a building for classroom or instructional purposes without a referendum if the board determines the building or purchase will result in an increase in pre-K or kindergarten classroom space in the district. The amendment also makes certain changes related to the calculation of a district's statutory debt limitation.

PRESS Terminology

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

The **PRESS P**olicy **R**eference **M**anual (**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.

> **Administrative procedures should be dated for implementation by the administrative staff and kept separately from the 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.**

4. 105 ILCS 5/2-3.204 (final citation pending), added by P.A. 103-736, eff. 1-1-25, requires the Ill. State Board of Education (ISBE) to compile and web post resources on indoor air quality for schools.
5. 105 ILCS 5/10-20.97, added by P.A. 103-1019, eff. 1-1-25, requires that a district have an AED at all attendance centers during the school day and during school-sponsored extracurricular activities held on school grounds.
6. 105 ILCS 128/60, added by P.A. 103-608, eff. 1-1-25, requires districts to develop a cardiac emergency response plan.
7. 105 ILCS 128/45, amended by P.A. 103-780, makes changes to the members of a threat assessment team.
8. 105 ILCS 5/10-27.1A and 5/10-27.1B, amended by P.A.s 103-609 and 103-780, require building principals to annually report verified incidents related to drugs and firearm possession to ISBE through its School Incident Reporting System.

The following **PRESS** materials are updated:

3:60-E, Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security
4:10, Fiscal and Business Management
4:30, Revenue and Investments
4:40, Incurring Debt
4:150, Facility Management and Building Programs
4:160, Environmental Quality of Buildings and Grounds
4:170, Safety
4:170-AP1, Comprehensive Safety and Security Plan
4:190, Targeted School Violence Prevention Program
4:190-AP2, Threat Assessment Team (TAT)

Employment and Civil Rights

There have been a number of legal updates related to employment issues and the civil rights of employees and/or students:

1. 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25, prohibits employers from discriminating against employees on the basis of the employee's *family responsibilities*.
2. 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25, prohibits employers and public accommodations (including schools) from discriminating against individuals on the basis of their *reproductive health decisions*.
3. 775 ILCS 5/2-102(L), added by P.A. 103-804, eff. 1-1-26, prohibits employers from using artificial intelligence in a manner that subjects employees to unlawful discrimination.
4. 820 ILCS 55/13, added by P.A. 103-873, prohibits employers from imposing work authorization verification requirements that go beyond what is required by federal law.
5. 29 C.F.R. Part 541, amended by 89 Fed. Reg. 32842, raises the salary threshold for exempt employees under the Fair Labor Standards Act in accordance with a specific schedule.
6. 325 ILCS 5/7, amended by P.A. 103-624, eff. 1-1-25, eliminates the requirement for mandated reporters to confirm their reports in writing to the local Ill. Dept. of Children and Family Services (DCFS) field office within 48 hours of the initial oral report.
7. 105 ILCS 5/22-93, amended by P.A. 103-1020, adds an exemption to the school counselor gift ban covering certain travel expenses paid by a higher education institution for the counselor's attendance at one of its educational or military programs.
8. 820 ILCS 40/2, amended by P.A. 103-727, eff. 1-1-25, grants employees the ability to inspect, copy, and receive copies of their personnel records upon written request at least two times per calendar year.

The following **PRESS** materials are updated or created in response to these legal updates:

2:105, Ethics and Gift Ban
5:10, Equal Employment Opportunity and Minority Recruitment
5:20, Workplace Harassment Prohibited
5:30, Hiring Process and Criteria
5:30-AP2, Investigations
5:35, Compliance with the Fair Labor Standards Act
5:35-AP1, Fair Labor Standards Act Exemptions
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest
5:150, Personnel Records
5:150-AP, Personnel Records
5:150-E, Employee Request Form for Personnel Records — **NEW**
7:10, Equal Educational Opportunities

PRESS Issue 117 Trivia

291 pages • 69,759 words • 52 PRM materials

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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:

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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.

Student Attendance and Records

The General Assembly amended the requirements for approval of a district's e-learning program, which allows districts to implement remote student attendance days instead of using emergency days. 105 ILCS 5/10-20.56, amended P.A. 103-780, now requires the regional office of education (or intermediate service center) to verify a district's e-learning program annually before the implementation of any e-learning days in that school year, rather than by September 1.

The General Assembly also enacted P.A. 103-624, eff. 1-1-25, which amends the Abused and Neglected Child Reporting Act, 325 ILCS 5/8.6, to clarify that upon the request of DCFS, a district must purge a final report of an indicated finding that was overturned in accordance with the Ill. Student Records Act. Districts are no longer required to return any such reports to DCFS.

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

5:90, Abused and Neglected Child Reporting
6:20, School Year Calendar and Day
6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)
7:340-AP1, School Student Records

Curriculum and Accelerated Placement

The 102nd General Assembly enacted P.A. 102-917, which requires boards, by 7-1-25, to implement or opt out of (in whole or in part) career exploration and development activities in grades 6-12 and College and Career Pathway Endorsements in grades 9-12. Sample **PRESS** policy 6:60, *Curriculum Content*, includes new footnotes that explain boards' choices in these areas. During the 103rd General Assembly, P.A. 103-810 expanded the requirement to provide instruction on the dangers of fentanyl beyond high school to includes grades 6-8. P.A. 103-764 gives districts the option to provide at least 20 minutes of *relaxation activities* to support student mental health.

In the area of accelerated placement, 105 ILCS 5/2-3.64a-15, amended by P.A. 103-946, allows ISBE to require standardized assessments to be used for diagnostic and screening purposes to determine if students need accelerated placement. P.A. 103-263 amended accelerated placement provisions in 105 ILCS 5/14A to define *advanced academic programs* and to permit a district's accelerated placement policy to include or incorporate procedures to promote equity. P.A. 103-743 made more extensive changes to 105 ILCS 5/14A, including by amending 105 ILCS 5/14A-32(a-5) to only require automatic enrollment into the next most rigorous level of advanced coursework for "a student who ~~meets or~~ exceeds State standards." The automatic enrollment into the next most rigorous level of advanced coursework for "a student who meets State standards" is now required to be in policy by the beginning of the 2027-28 school year. It is not clear why these changes were made and nothing in the law prohibits districts from continuing to offer automatic enrollment to students who meet State standards. Please consult with your board attorney regarding this change.

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

6:60, Curriculum Content
6:65, Student Social and Emotional Development
6:60-AP1, Comprehensive Health Education Program
6:135, Accelerated Placement Program
6:135-AP, Accelerated Placement Program Procedures
6:340, Student Testing and Assessment Program

Student Behavior, Appearance, and Health

Laws have been passed and guidance has been issued which impact the areas of student behavior, appearance, and health:

1. 105 ILCS 5/2-3.204 (final citation pending), added by P.A. 103-641, requires districts to web post the same informational material about Type I diabetes that will be made available on ISBE's website.
2. 105 ILCS 5/24-24, amended by P.A. 103-806, eff. 1-1-25, defines *corporal punishment*, which is prohibited in schools in all circumstances.
3. 105 ILCS 5/10-22.24b, amended by P.A. 103-780, makes updates to the services school counselors may provide to students.
4. 105 ILCS 5/27-8.1(8.5), amended by P.A. 103-985, removes the requirement for districts to provide information to parents/guardians on meningococcal disease and meningococcal vaccinations.
5. ISBE's *Guidance on Display of Graduation Attire and Inclusion of Culturally Appropriate Regalia* (June 2024) provides information to districts on the implementation of P.A. 103-463.
6. ISBE's *Racism-Free Schools Law and Bullying Prevention Data Collection Guidance* (8-7-24) provides guidance to districts on how to comply with new obligations under 105 ILCS 5/27-23.7, amended by P.A. 103-47, and 105 ILCS 5/2-3.196, added by P.A. 103-472, to collect and report incidents of bullying, discrimination, harassment, and retaliation.
7. 720 ILCS 5/12C-50(a-1), added by P.A. 103-765, eff. 1-1-25, provides that consent to being hazed is not a defense to the criminal offense of hazing.
8. 23 Ill.Admin.Code 1.285, amended at 48 Ill.Reg. 8535, makes certain changes to the requirements for use of isolated time out, time out, and physical restraint.
9. 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896, requires districts to provide appropriate and available support services to students who are suspended out-of-school for 4 (formerly 5) or more school days.

The following **PRESS** materials are updated:

2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
5:230, Maintaining Student Discipline
6:270, Guidance and Counseling Program
7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
7:160, Student Appearance
7:165, School Uniforms
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
7:190-AP1, Student Handbook - Hazing Prohibited
7:190-AP4, Use of Isolated Time Out, Time Out, and Physical Restraint
7:190-AP7, Student Discipline Guidelines — **REFORMATTED**
7:190-AP8, Student Re-Engagement Guidelines — **REFORMATTED**
7:190-E2, Student Handbook Checklist
7:200, Suspension Procedures — **REFORMATTED**
7:200-E2, Long Term Out-of-School Suspension (4-10 Days) Reporting Form

Miscellaneous

The following **PRESS** material is updated due to legislation, administrative rule and/or continuous improvement changes, including subscriber feedback. This is also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 7.

The following **PRESS** material is updated:

4:60, Purchases and Contracts

Progress Report - The contents of this table frequently change.

Topics	Our Response
Ensuring Success in School (ESS) Law Public Act 102-466, a/k/a ESS, effective 7-1-25, amends various School Code provisions and creates new School Code Article 26A, *Children and Students Who Are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.* ESS requires districts to ensure they have policies and procedures in place that enable children and students who are parents, expectant parents, or victims of domestic or sexual violence to be identified by schools and provided protection, instruction, and related services necessary to enable them to meet State educational standards and successfully attain a school diploma. ESS also created the Ensuring Success in School Task Force, which in June 2024 issued a final report (at www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf) providing schools with direction on how to implement ESS, including specific policy and procedure recommendations.	Relevant materials will be updated, and a **NEW** sample **PRESS** policy suite will be released, in **PRESS** Issue 118.
Updates to Federal Uniform Guidance for Awards Revisions to the federal *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* at 2 C.F.R. Part 200 (Uniform Guidance) became effective 10-1-24. A reminder that the Ill. Grant Accountability and Transparency Act (GATA) adopts the Uniform Guidance for State agencies' administration of eligible State and federal grants. For information from the U.S. Dept. of Education about the changes, see www2.ed.gov/about/offices/list/ofo/oaga/uniformguidancefaqs.pdf.	Relevant **PRESS** materials, including materials in policy suites 4:15, 4:80, and 5:60 will be updated in **PRESS** Issue 118.
Cook County Paid Leave Ordinance Applies to Certain School Districts in Cook County Effective 1-1-25 The Cook County Paid Leave Ordinance is scheduled to go into effect on 1-1-25 for Cook County school districts located in municipalities that have not opted out of the ordinance's requirements. More information on the paid leave requirements can be found at: www.cookcountyil.gov/service/paid-leave-ordinance-and-regulations. We will be monitoring for any amendments to the ordinance or legislative developments that could impact implementation. Given the complexity of the new requirements, districts should consult with their board attorney regarding implementation.	We will continue to monitor any developments and will update **PRESS** materials, including sample policies 5:250, *Leaves of Absence* and 5:330, *Sick Days, Vacation, Holidays, and Leaves,* if needed, in **PRESS** Issue 118.

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Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	
2:105, Ethics and Gift Ban	The policy and footnotes are updated for continuous improvement. Footnote 3 is updated with optional language in response to Ill. Council of School Attorneys member feedback.	☐
2:110, Qualifications, Term, and Duties of Board Officers	The policy and footnotes are updated. The policy is updated with minor style changes. The footnotes are updated in response to 105 ILCS 5/5-1(d), added by P.A. 103-790, permitting Cook County school districts that withdraw from the jurisdiction of the trustees of schools and township treasurer to appoint the township treasurer as its school treasurer or to enter into an agreement with an appointed school treasurer for school treasurer services, and for continuous improvement.	☐
2:120, Board Member Development	The policy and footnotes are updated in response to: 1. 105 ILCS 5/10-16a, amended by P.A. 103-771, eff. 6-1-25, adding training on improving student outcomes to mandatory professional development and leadership training for school board members; 2. 105 ILCS 5/10-22.6(c-5), amended by P.A.103-896, requiring school districts to make reasonable efforts to provide training to all school personnel, school board members, and school resource officers on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14; and 3. Continuous improvement.	☐
2:140, Communications To and From the Board	The policy is unchanged. The footnotes are updated to cross reference a discussion of the U.S Supreme Court case, *Lindke v. Freed*, 601 U.S. 187 (2024), in sample policy 8:10, *Connection with the Community*, and for continuous improvement.	☐

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

2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to: 1. Truth in Taxation Law, 35 ILCS 200/18-75, amended by P.A. 103-1018, requiring a Truth and Taxation Notice be posted on or near the top of a district's website for at least 30 consecutive days. 2. 105 ILCS 5/10-17a(7), added by P.A. 103-503, requiring districts to post on their websites a hyperlink to ISBE's Expanded High School Snapshot Report when it becomes available in October 2027. 3. 34 C.F.R. §106.8, requiring districts to post on their websites a Title IX notice of nondiscrimination; 4. 34 C.F.R. §106.8(f)(3), requiring districts to allow the public to inspect Title IX training materials upon request; 5. Ill. Pension Code, 40 ILCS 5/16-150.1, amended by P.A. 103-588, requiring districts to post on their websites teacher vacancies in subject shortage areas for employment ending no later than 6-30-2~~4~~7; 6. 105 ILCS 5/2-3.204 (final citation pending), added by P.A. 103-641, requiring districts to post on their websites the Type 1 diabetes informational material that ISBE makes available on its website; 7. 105 ILCS 5/10-20.70, added by P.A. 101-451 and renumbered by P.A. 102-558, requiring districts to post on their websites information on class size that they annually report to ISBE; and 8. Continuous improvement.	☐
3:60-E, Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security	The exhibit is updated in response to ILCS 5/10-27.1A and 5/10-27.1B, both amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling), requiring the Superintendent or designee to report firearm and drug-related incidents on school grounds to ISBE no later than July 31 annually. Additional continuous improvement updates are made.	☐
4:10, Fiscal and Business Management	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/17-2A, amended by P.A. 103-601, extending the time period during which a district may transfer money from specified funds for any purpose through 6-30-26, and for continuous improvement.	☐
4:30, Revenue and Investments	The policy and footnotes are updated. The policy is updated in response to: 1. Public Funds Investment Act (PFIA), 30 ILCS 235/2(a)(4.5), amended by P.A. 103-880, eff. 1-1-25, which extends the maturity timeframe for investments in obligations of U.S. corporations with assets exceeding $500M from 3 years to 10 years, provided that certain conditions are met; 2. PFIA, 30 ILCS 235/8(a), amended by P.A. 101-657, requiring a public agency to consider the financial institution's record and current level of financial commitment to its local community when deciding whether to deposit public funds in that financial institution; 3. PFIA, 30 ILCS 235/8(a-5) and (a-10), added by P.A. 101-657, addressing requirements related to deposits in financial institutions subject to the federal Community Reinvestment Act of 1977; and 4. Continuous improvement. The footnotes are updated for the reasons stated immediately above and in response to: 1. PFIA, 30 ILCS 235/2, amended by P.A. 103-880, eff. 1-1-25, adding certain authorized investments and; 2. PFIA, 30 ILCS 235/20(e), amended by P.A. 103-324, requiring investment managers to make certain disclosures about sustainability factors before being awarded a contract.	☐
4:40, Incurring Debt	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/19-1(p-225), added by P.A. 103-591, exempting from a district's statutory debt limitation certain bond indebtedness for bonds authorized by an election held on or after 11-5-24.	☐

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

4:60, Purchases and Contracts	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/10-20.86, renumbered by P.A. 103-605, renumbering the citation to 105 ILCS 5/10-20.85~~5~~6. Continuous improvement changes are also made to the footnotes.	☐
4:150, Facility Management and Building	The policy, Legal References, and footnotes are updated. The policy is updated to increase the threshold amount for board approval of renovations or permanent alterations to buildings or grounds to $17~~2~~,500 in alignment with the $35,000 bidding threshold under 105 ILCS 5/10-20.21, amended by P.A. 103-8. The Legal References are updated with a style change. The footnotes are updated in response to: 1. Equitable Restrooms Act, 410 ILCS 35/30, added by P.A. 103-518, permitting schools to designate any multi-occupancy restrooms as all-gender, providing certain specifications are met; 2. 105 ILCS 5/10-22.36, amended by P.A. 103-591, no longer requiring a referendum for the purchase, construction, or building of a building for classroom or instructional use if, prior to the building or purchase, the board adopts a resolution finding the building or purchase will result in an increase in pre-K or kindergarten space in the district; and 3. Continuous improvement.	☐
4:160, Environmental Quality of Buildings and Grounds	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/2-3.204 (final citation pending), added by P.A. 103-736, eff. 1-1-25, requiring ISBE, in consultation with the Ill. Dept. of Public Health and other stakeholders, to compile and web post resources on indoor air quality for schools, and for continuous improvement.	☐
4:170, Safety	The policy and footnote 9 are updated in response to 105 ILCS 5/10-20.97, added by P.A. 103-1019, eff. 1-1-25, requiring at least one automated external defibrillator (AED) to be present at all attendance centers during the school day. The footnotes are also updated in response to: 1. 105 ILCS 128/25, amended by P.A. 103-608, eff. 1-1-25, requiring districts to annually review procedures regarding its cardiac emergency response plan; 2. 105 ILCS 128/30, amended by P.A. 103-175, requiring ISBE to create a reporting mechanism for annual school safety review compliance reports; 3. 105 ILCS 128/45, amended by P.A. 103-780, requiring district threat assessment teams to include at least one law enforcement official and cross-disciplinary representatives directly familiar with student and staff mental and behavioral health needs; and 4. 105 ILCS 5/10-20.14(c), amended by P.A. 103-896, requiring ISBE to draft and publish guidance for school bus safety procedures by 7-1-25; and 5. Continuous improvement.	☐
4:170-AP1, Comprehensive Safety and Security Plan	The procedure is updated in response to: 1. 105 ILCS 128/25, amended by P.A. 103-608, eff. 1-1-25, requiring districts to annually review procedures regarding its cardiac emergency response plan; 2. 105 ILCS 128/45, amended by P.A. 103-780, requiring district threat assessment teams to include at least one law enforcement official and cross-disciplinary representatives directly familiar with student and staff mental and behavioral health needs; 3. 105 ILCS 128/60, added by P.A. 103-608, eff. 1-1-25, setting forth cardiac emergency response plan requirements; 4. 105 ILCS 5/10-27.1A and 5/10-27.1B, both amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling), requiring the Superintendent or designee to report firearm and drug-related incidents on school grounds to ISBE no later than July 31 annually; and 5. Continuous improvement.	☐

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

4:190, Targeted School Violence Prevention Program	The policy is unchanged. The footnotes are updated in response to 105 ILCS 128/45, amended by P.A. 103-780, requiring district threat assessment teams to include at least one law enforcement official and cross-disciplinary representatives directly familiar with student and staff mental and behavioral health needs, and for continuous improvement.	☐
4:190-AP2, Threat Assessment Team (TAT)	The procedure is updated for the reasons stated in 4:190, *Targeted School Violence Prevention Program*, above.	☐
5:10, Equal Employment Opportunity and Minority Recruitment	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated in response to: 1. Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25, prohibiting discrimination on the basis of an employee's *reproductive health decisions*; and 2. IHRA, 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25, prohibiting discrimination on the basis of an employee's *family responsibilities*. The Legal References are updated in response to 29 C.F.R. Part 1636, added by 89 Fed.Reg. 29182, adding implementing regulations for the Pregnant Workers Fairness Act. The footnotes are also updated in response to: 1. IHRA, 775 ILCS 5/2-102(L), added by P.A. 103-804, eff. 1-1-26, prohibiting employers from using artificial intelligence in a manner that subjects employees to unlawful discrimination; 2. 740 ILS 174/, Ill. Whistleblower Act, amended by P.A. 103-867, eff. 1-1-25, protecting employees from retaliation on the basis or disclosure of certain information to a government or law enforcement agency; and 3. Continuous improvement.	☐
5:20, Workplace Harassment Prohibited	The policy and footnotes are updated in response to: 1. IHRA, 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25, prohibiting discrimination on the basis of an employee's *reproductive health decisions*; 2. IHRA, 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25, prohibiting discrimination on the basis of an employee's *family responsibilities*; and 3. 2024 Title IX regulations. The footnotes are also updated in response to Equal Employment Opportunity Commission *Enforcement Guidance on Harassment in the Workplace,* and for continuous improvement.	☐
5:30, Hiring Process and Criteria	The policy is unchanged. The Legal References are updated in response to a minor style change. The footnotes are updated in response to the Ill. Right to Privacy in the Workplace Act, 820 ILCS 55/12 and 55/13, amended by P.A. 103-879, eff. 1-1-25, restricting employers from imposing work authorization verification or re-verification requirements greater that what is required by federal law, and for continuous improvement.	☐
5:30-AP2, Investigations	The procedure is updated for the reasons stated in 5:30, *Hiring Process and Criteria*, above.	☐
5:35, Compliance with the Fair Labor Standards Act	The policy is unchanged. The Legal References and footnotes are updated. The Legal References are updated with a minor style change. The footnotes are updated in response to 29 C.F.R. Part 541, amended by 89 Fed.Reg. 32971, revising the salary threshold for exempt employees, and for continuous improvement.	☐
5:35-AP1, Fair Labor Standards Act Exemptions	The procedure is updated in response to 29 C.F.R. Part 541, amended by 89 Fed. Reg. 32971, revising the salary threshold for exempt employees, and for continuous improvement.	☐

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

5:90, Abused and Neglected Child Reporting	The policy and footnote 4 are updated in response to 325 ILCS 5/7, amended by P.A. 103-624, eff. 1-1-25, removing the requirement for mandated reporters to confirm their oral reports in writing to DCFS, and for continuous improvement.	☐
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest	The policy and footnotes are updated in response to 105 ILCS 5/22-93, amended by P.A. 103-1020, changing the term *guidance counselor* to *school counselor,* and permitting school counselors to accept payment from an institution of higher education for the travel, lodging, food, and beverage costs the guidance counselor incurs for attending an educational or military program at the institution of higher education. The footnotes are also updated for continuous improvement.	☐
5:125, Personal Technology and Social Media; Usage and Conduct	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to updated footnote content in 8:10, *Connection with the Community*.	☐
5:150, Personnel Records	The policy is unchanged. Footnote 2 is updated in response to the Ill. Personnel Record Review Act (PRRA), 820 ILCS 40/2, amended by P.A. 103-727, eff. 1-1-25, granting employees the ability to inspect, copy, and receive copies of personnel records at least two times per calendar year. The footnotes are also updated for continuous improvement.	☐
5:150-AP, Personnel Records	The procedure and footnotes are updated for the reasons stated in 5:150, *Personnel Records*, above. Footnote 5 is updated in response to the Ill. Wage Payment and Collection Act, 820 ILCS 115/2, amended by P.A. 103-953, eff. 1-1-25, adding a definition of *pay stub*.	☐
5:150-E, Employee Request Form for Personnel Records	**NEW.** The exhibit is created in response to the PRRA, 820 ILCS 40/2, amended by P.A. 103-727, eff. 1-1-25, permitting employees to make written requests to inspect, copy, and receive copies of certain personnel file contents at least two times per calendar year.	☐
5:230, Maintaining Student Discipline	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/22-100 and 5/24-24, respectively added and amended by P.A. 103-806, eff. 1-1-25, defining *corporal punishment* and prohibiting its use in all circumstances. The policy and footnotes are also updated to delete references to *certificated* employees, so that only references to *licensed* employees remain.	☐
6:20, School Year Calendar and Day	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/10-20.56, amended by P.A. 103-708, modifying certain requirements related to the approval and renewal of district e-learning programs, and for continuous improvement.	☐
6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)	The procedure is updated for the reasons stated in 6:20, *School Calendar and Day*, above.	☐

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

6:60, Curriculum Content	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/10-20.84, added by P.A. 102-917, requiring boards, by 7-1-25, to either implement or opt-out of: (1) career exploration and development activities in grades 6-12 in accordance with a State framework, and (2) College and Career Pathway Endorsements. The policy and footnotes are also updated in response to: 1. 105 ILCS 5/27-24.1, amended by P.A. 103-944, adding worker safety in highway construction and maintenance zones to the topics that must be covered in a driver education course; 2. Comprehensive Health Education Program (CHEP), 105 ILCS 110/3(e), amended by P.A. 103-810, expanding mandated instruction on the dangers of fentanyl to grades 6~~9~~-12; and 3. 105 ILCS 5/27-13.1, amended by P.A. 103-837, eff. 7-1-25, requiring instruction on climate change beginning in the 2026-2027 school year; and 4. Continuous improvement. The footnotes are also updated in response to: 1. 105 ILCS 5/2-3.200, renumbered by P.A. 103-695, renumbering the citation to 105 ILCS 5/2-3.200~~196~~; and 2. 105 ILCS 5/27-23.17 (final citation pending), added by P.A. 103-598, allowing high schools to designate and annually observe a Workplace Readiness Week.	☐
6:60-AP1, Comprehensive Health Education Program	The procedure is updated in response to: 1. CHEP, 105 ILCS 110/3, amended by P.A. 103-810, expanding mandated instruction on the dangers of fentanyl to grades 6~~9~~-12; 2. CHEP, 105 ILCS 110/3, amended by P.A. 103-810, requiring instruction on alcohol and drug use and abuse to be age- and developmentally appropriate, and allowing such instruction to include information from the *Substance Use and Recovery Substance Guide*, available on ISBE's website; and 3. Continuous improvement.	☐
6:65, Student Social and Emotional Development	The policy is unchanged. Footnote 6 is updated in response to 105 ILCS 5/27-23.17, added by P.A. 103-764, eff. 1-1-25, permitting districts to provide students with at least 20 minutes per week of *relaxation activities*. The footnotes are also updated for continuous improvement.	☐
6:135, Accelerated Placement Program	The policy and footnotes are updated in response to: 1. 105 ILCS 5/14A-17, amended by P.A. 103-263, defining *advanced academic program*; 2. 105 ILCS 5/14A-32(b)(6), added by P.A. 103-263, permitting a district's accelerated placement policy to include or incorporate procedures to promote equity; 3. 105 ILCS 5/14A-32(a-5), amended by P.A. 103-743, to only require automatic enrollment into the next most rigorous level of advanced coursework for a student who ~~meets or~~ exceeds State standards; 4. 105 ILCS 14A-32(a-10), added by P.A. 103-743, requiring that by no later than the beginning of the 2027-28 school year, districts require automatic enrollment into the next most rigorous level of advanced coursework to a student who meets State standards; 5. 105 ILCS 5/14A-32(a-20), added by P.A. 103-743, permitting a district's accelerated placement policy to allow for the waiver of a course or unit of instruction completion requirement; 6. 105 ILCS 5/14A-32(a-25), added by P.A. 103-743, requiring a district's accelerated placement policy to include a process for notifying parents/guardians in writing of a student's eligibility for enrollment in accelerated courses.	☐

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

6:135-AP, Accelerated Placement Program Procedures	The procedure is updated in response to: 1. 105 ILCS 5/14A-17, amended by P.A. 103-263, defining *advanced academic program*; 2. 105 ILCS 5/14A-32(b)(6), added by P.A. 103-263, permitting a district's accelerated placement policy to include or incorporate procedures to promote equity; 3. 105 ILCS 5/14A-32(a-5), amended by P.A. 103-743, to only require automatic enrollment into the next most rigorous level of advanced coursework for a student who ~~meets or~~ exceeds State standards; 4. 105 ILCS 14A-32(a-10), added by P.A. 103-743, requiring that by no later than the beginning of 2027-28 school year, districts require automatic enrollment into the next most rigorous level of advanced coursework to a student who meets State standards; and 5. Continuous improvement.	☐
6:270, Guidance and Counseling Program	The policy and footnotes are updated in response to 105 ILCS 5/10-22.24b, amended by P.A. 103-780, clarifying and expanding the list of what services may be included within school counseling, and for continuous improvement.	☐
6:340, Student Testing and Assessment Program	The policy is unchanged. The footnotes are updated in response to: 1. 105 ILCS 5/2-3.64a-5, amended by P.A. 103-204, requiring that student profile information collected by ISBE when assessing secondary schools be made available to Illinois public institutions of higher education; 2. 105 ILCS 5/2-3.64a-15, amended by P.A. 103-946, incorporating the definition of *advanced academic program* in 105 ILCS 5/14A-17; and 3. Continuous improvement.	☐
7:10, Equal Educational Opportunities	The policy and footnotes are updated. The policy language in paragraph 1 and footnote 5 are updated in response to: 1. IHRA 775 ILCS 5/1-102(A) and 5/1-103, both amended by P.A. 103-785, eff. 1-1-25, to prohibit discrimination based on *reproductive health decisions*; and 2. Continuous improvement to more comprehensively reflect categories protected by the IHRA by prohibiting discrimination based on *military status* and *unfavorable military discharge*. The policy language in the **Sex Equity** subheading and footnotes 3 and 10 are updated in response to final regulations implementing Title IX of the Education Amendments of 1972 (Title IX). Footnote 8 is updated to note 23 Ill.Admin.Code §200.80(b)(1), requiring districts to survey students every four years about their athletic interests. Additional continuous improvement updates are made to the policy and footnotes.	☐
7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated in response to 105 ILCS 5/27-8.1(8.5), amended by P.A. 103-985, eff. 1-1-25, removing the requirement for districts to provide informational materials on meningococcal disease and meningococcal vaccinations, and for continuous improvement. The Legal References are updated in response to 77 Ill.Admin. Code Part 690, amended at 47 Ill.Reg. 18112, renaming the Part to Control of ~~Communicable~~Notifiable Diseases and Conditions Code.	☐
7:160, Student Appearance	The policy is unchanged. The footnotes are updated in response to ISBE's Guidance on *Display of Graduation Attire and Inclusion of Culturally Appropriate Regalia*. Optional language in Footnote 2 is updated for continuous improvement and to align with changes made to optional language in footnote 10 of 7:165, *School Uniforms*.	☐
7:165, School Uniforms	The policy is unchanged. The footnotes are updated for continuous improvement. Optional language in footnote 10 is updated for continuous improvement and to align with changes made to optional language in footnote 2 of 7:160, *Student Appearance*.	☐

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

7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy and footnotes are updated. The policy language in Item No. 12(b) is changed from *sexual harassment* to *sex discrimination* in response to final regulations implementing Title IX. Footnote 1 is updated in response to 23 Ill. Admin.Code §1.295, amended at 48 Ill.Reg. 13586, and with links to ISBE's *Racism-Free Schools Law and Bullying Prevention Data Collection Guidance* (8-7-24) and *Bullying Racism Free Schools Data Collection Template*.	☐
7:190-AP1, Student Handbook – Hazing Prohibited	The procedure is updated in response to 720 ILCS 5/12C-50(a-1), added by P.A. 103-756, eff. 1-1-25, providing that consent to hazing is not a defense to prosecution for hazing.	☐
7:190-AP4, Use of Isolated Time-Out, Time-Out, and Physical Restraint	The procedure is updated in response to 23 Ill.Admin.Code §1.285, amended at 48 Ill. Reg. 8535, prohibiting the use of prone physical restraint.	☐
7:190-AP7, Student Discipline Guidelines	**REFORMATTED.** The procedure and footnotes are updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896, requiring districts to make reasonable efforts to provide ongoing professional development to "all school personnel ~~teachers, administrators~~, school board members, and school resource officers" on various topics, now including trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b), and for continuous improvement.	☐
7:190-AP8, Student Re-Engagement Guidelines	**REFORMATTED.** The procedure is updated in response to 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896, requiring districts to provide appropriate and available support services to students who are suspended out-of-school for ~~5~~4 or more school days, and for continuous improvement.	☐
7:190-E2, Student Handbook Checklist	The exhibit is updated in response to: 1. Final regulations implementing Title IX; 2. The Ill. Dept. of Public Health Powers and Duties Law, 20 ILCS 2310/2310-700, amended by P.A. 103-985, deleting the requirement for districts to distribute informational material on meningococcal disease and meningococcal vaccinations; and 3. Updates made to the Ill. Principals Association's *Model Student Handbook*.	☐
7:200, Suspension Procedures	**REFORMATTED.** The policy and footnotes are updated for the reasons set forth in 7:190-AP8, *Student Re-Engagement Guidelines*, above.	☐
7:200-E2, Long Term Out-of-School Suspension (4-10 Day) Reporting Form	The exhibit is updated for the reasons set forth in 7:190-AP8, *Student Re-Engagement Guidelines*, above.	☐
7:340-AP1, School Student Records	The procedure is updated in response to the Abused and Neglected Child Reporting Act, 325 ILCS 5/8.6, amended by P.A. 103-624, eff. 1-1-25, requiring schools to purge a Child Protective Service Unit's final finding report in accordance with the Ill. School Student Records Act, 105 ILCS 10/, and for continuous improvement.	☐
8:10, Connection with the Community	The policy and footnotes are updated in response to the U.S. Supreme Court case *Lindke v. Freed*, 601 U.S. 187 (2024), addressing government official speech on social media, and for continuous improvement.	☐

Acknowledgement to PRESS Advisory Board

The **P**olicy **R**eference **E**ducation **S**ubscription **S**ervice (**PRESS**) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on **PRESS** Issues. We appreciate their contributions and thank them sincerely.

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BOARD OF EDUCATION

2:105 Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and Board of Education members:

1. No employee shall intentionally perform any *political activity* during any *compensated time*, as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.PRESSPlus1
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in any activity that: (1) is otherwise appropriate as part of his or her official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee shall intentionally solicit or accept any *gift* from any *prohibited source*, as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss District 241 PRESSPlus2 business.

6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding $75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. *Catered* means food or refreshments that are purchased ready to consume, which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. *Intra-governmental gift* means any gift given to a Board member or employee from another Board member or employee, and *inter-governmental gift* means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than $100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under 26 U.S.C. §501(c)(3).

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board Attorney, either place the

alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

Political activity means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, *compensated time* includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

Prohibited source means any person or entity who:[243]

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

Gift means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

Complaints of Sexual Harassment Made Against Board Members by Elected Officials

Pursuant to the State Officials and Employees Ethics Act (5 ILCS 430/70-5), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual's conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Superintendent shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. The investigator shall prepare a written report and submit it to the Board.

If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board.

The Superintendent will post this policy on the District website and/or make this policy available in the District's administrative office.

LEGAL REF.:

105 ILCS 5/22-93.

5 ILCS 430/, State Officials and Employees Ethics Act.

10 ILCS 5/9-25.1, Election Interference Prohibition Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:260 (Uniform Grievance Procedure), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of

Interest)

Adopted: January 19, 2023

PRESSPlus Comments

PRESSPlus 1. The term *use* in Item #2 is based on the Ill. Attorney General's model ordinance; it is arguably broader than the State Officials and Employees Ethics Act (SOEEA), which prohibits board members and district employees from intentionally *misappropriating* district property in connection with prohibited political activities. 5 ILCS 430/5-15(a)-(b). Some attorneys advise that a board member's mere presence on district property while engaging in a political activity on their own time (such as circulating an election petition at a school athletic event) is not a misappropriation of district property, and therefore does not violate the SOEEA. Consider that the term *use* may be easier to practically apply as a standard. Consult the board attorney for guidance on this issue. If the board wants Item #2 to match the SOEEA standard, substitute "misappropriate" in place of "use," and select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement. **Issue 117, October 2024**

Document Status: Draft Update

BOARD OF EDUCATION

2:120 Board Member Development

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

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

Mandatory Board Member Training

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

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

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

Professional Development; Adverse Consequences of School Exclusion; Student Behavior[PRESSPlus2]

The Board President or Superintendent, or their designees, shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14,[PRESSPlus3] adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments,[PRESSPlus4] appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Board Self-Evaluation

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

New Board Member Orientation

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

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

Candidates

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

LEGAL REF.:

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

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

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

Adopted: December 21, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-16a, amended by P.A. 103-771, eff. 6-1-25. Training on improving student outcomes "must include information that is relevant to and within the scope of the duties of a school board member." **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. While a district must make reasonable efforts to provide professional development to board members in these areas, the inclusion of this subhead is optional. Information about professional development opportunities is available through IASB's website at: www.iasb.com/conference-training-and-events/training/. **Issue 117, October 2024**

PRESSPlus 3. 105 ILCS 5/10-22.6, amended by P.A.s 102-466, eff. 7-1-25, 102-539, and 103-896, addresses the suspension or expulsion of students and school searches. See sample policies 7:190, *Student Behavior*, 7:200, *Suspension Procedures*, 7:210, *Expulsion Procedures*, and 7:220, *Bus Conduct*, available at PRESS Online by logging in at www.iasb.com. 105 ILCS 5/10-20.14, amended

by P.A. 103-896, addresses parent-teacher advisory committees and their functions. See sample policy 2:150, *Committees*. **Issue 117, October 2024**

PRESSPlus 4. See 105 ILCS 5/3-11(b), amended by P.A. 103-413, for the definition of *trauma-responsive learning environments*. **Issue 117, October 2024**

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OPERATIONAL SERVICES

4:30 Revenue and Investments

Revenue

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

Investments

The Superintendent shall either appoint a Chief Investment Officer or serve as one. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

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

Investment Objectives

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

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

Authorized Investments

The Chief Investment Officer may invest District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatoryed thereto.PRESSPlus1

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

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

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

Selection of Depositories, Investment Managers, Dealers, and Brokers

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

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

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

The District shall~~may~~ PRESSPlus2 consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

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

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA.PRESSPlus3 When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA.PRESSPlus4

Collateral Requirements

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

Safekeeping and Custody Arrangements

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

Controls and Report

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

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

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

Ethics and Conflicts of Interest

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

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

Revenue for Rental of Facilities

With authorization from the Board of Education, the Superintendent or his/her designee may approve the rental of District facilities to community organizations. Decisions to approve or disapprove such requests shall be based upon the availability of the facilities, interference or potential interference with the instructional program or other school operations and verification that the group maintains adequate coverage against personal injury and/or property loss. In cases of doubt, the Superintendent or his/her designee shall bring the matter to the Board of Education for its final determination.

The fee for the use of facilities shall be established by the Board of Education. Income from such rentals shall be credited to the Operations & Maintenance Fund and all expenses resulting from such rentals shall be charged against this fund.

LEGAL REF.:

30 ILCS 235/, Public Funds Investment Act.

30 ILCS 238/, Ill. Sustainable Investing Act.

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

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

Adopted: December 21, 2023

PRESSPlus Comments

PRESSPlus 1. 30 ILCS 235/2(k), added by P.A. 103-880, eff. 1-1-25, permits a board to adopt a resolution to allow for investment of public funds in other instruments not specifically listed in the Public Funds Investment Act provided those investments comply with: (1) any other law that authorizes a board to invest funds, and (2) the investment policy adopted by the Board. There is uncertainty regarding the potential breadth and scope of this provision and procedural requirements for implementation. The board attorney and district financial advisor(s) should be consulted before adding instruments to the list of authorized investments in this policy and the board's investment portfolio in accordance with 30 ILCS 235/2(k).

Any additional investments authorized by the Board under 30 ILCS 235/2(k) should be added to the end of this sentence as follows: The Chief Investment Officer may invest any District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto, as well as [insert investment(s)], in accordance with the requirements of 30 ILCS 235/2(k).

If adding additional investments, select the Save Status "Adopted with Additional District Edits." **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 30 ILCS 235/8(a). **Issue 117, October 2024**

PRESSPlus 3. Updated in response to 30 ILCS 235/8(a-5). **Issue 117, October 2024**

PRESSPlus 4. Optional. 30 ILCS 235/8(a-10). **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:60 Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable Board of Education policies.

Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with applicable federal and State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable federal and State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of $35,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with 105 ILCS 5/19b-1 *et seq*.
4. Third party non-instructional services must comply with 105 ILCS 5/10-22.34c.
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of $1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with 105 ILCS 5/10-20.21(b-5). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10).
7. The purchase of paper and paper products must comply with 105 ILCS 5/10-20.19c and Board policy 4:70, *Resource Conservation*.
8. Each contractor with the District is bound by each of the following:

a. In accordance with 105 ILCS 5/10-21.9(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in 105 ILCS 5/10-21.9(c) and 5/21B-80(c) to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibit any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.

b. In accordance with 105 ILCS 5/22-94: (1) prohibit any of its employees from having *direct contact with children or students* if the contractor has not performed a sexual misconduct related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in 105 ILCS 5/22-94(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by 105 ILCS 5/22-94(g).

c. In accordance with 105 ILCS 5/24-5: (1) concerning each new employee of a contractor that provides services to students or in schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (2) require any new or existing employee who provides services to students or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. of Public Health rules or order of a local health official.

9. Any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act.
10. Design-build contracts must comply with 105 ILCS 5/15A-1 *et seq*.
11. Any new contract for a district-administered assessment must comply with 105 ILCS 5/10-20.865. PRESSPlus1
12. Purchases made with federal or State awards must comply with 2 C.F.R. Part 200 and 30 ILCS 708/, as applicable, and any terms of the award.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.:

2 C.F.R. Part 200.

105 ILCS 5/10-20.19c, 5/10-20.21, 5/10-20.865, 5/10-21.9, 5/10-22.34c, 5/15A-1 *et seq*., 5/19b-1 *et seq*., 5/22-94, and 5/24-5.

30 ILCS 708/, Grant Accountability and Transparency Act.

410 ILCS 170/, Coal Tar Sealant Disclosure Act.

820 ILCS 130/, Prevailing Wage Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting)

Adopted: December 21, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.86, renumbered by P.A. 103-605. **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:150 Facility Management and Building Programs

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable Board of Education policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code.

Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed $172,500,PRESSPlus1 including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

Standards for Green Cleaning

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

Standards for Facility Construction and Building Programs

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in

State and federal law.

7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

LEGAL REF.:

42 U.S.C. §12101 *et seq*., Americans with Disabilities Act; ~~of 1990, implemented by~~ 28 C.F.R. Parts 35 and 36.

20 ILCS 3130/, Green Buildings Act.

105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.63, and 5/17-2.11.

105 ILCS 140/, Green Cleaning Schools Act.

105 ILCS 230/, School Construction Law.

410 ILCS 25/, Environmental Barriers Act.

410 ILCS 35/25, Equitable Restrooms Act.

820 ILCS 130/, Prevailing Wage Act.

23 Ill.Admin.Code Part 151, School Construction Program; Part 180, Health/Life Safety Code for Public Schools; and Part 2800, Green Cleaning for Elementary and Secondary Schools.

71 Ill.Admin.Code Part 400, Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. The $17,500 spending limit is one-half of the $35,000 bidding threshold for purchases or contracts. 105 ILCS 5/10-20.21, amended by P.A. 103-8. **Issue 117, October 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:170 Safety

Safety and Security

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

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

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

School Safety Drill Plan

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

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

Annual Review

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

(ISBE). ~~29 Ill.Admin.Code Part 1500.~~

Automated External Defibrillator (AED)

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds.[PRESSPlus1] In addition, ~~T~~the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one ~~automated external defibrillator (~~AED~~)~~ to be available at every physical fitness facility on the premises according to State law requirements.

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

Carbon Monoxide Alarms

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

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

Soccer Goal Safety

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

Unsafe School Choice Option

The unsafe school choice option provided in State law permits students to transfer to another school within the district in certain situations. This transfer option is unavailable in this District because the District has only one school or attendance center. A student who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

Emergency Closing

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

LEGAL REF.:

105 ILCS 5/10-20.2, 5/10-20.57, 5/18-12, and 5/18-12.5.

105 ILCS 128/, School Safety Drill Act; 29 Ill.Admin.Code Part 1500.

210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.

225 ILCS 320/35.5, Ill. Plumbing License Law.

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

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-20.97, added by P.A. 103-1019. An AED installed and maintained according to the Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/) can be used to satisfy this requirement. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions;[PRESSPlus1] credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities;[PRESSPlus2] or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

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

Administrative Implementation

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

The Superintendent shall 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
Name

285 E. Grand Ave.,
Fox Lake, IL 60020
Address

jschmidt@grantbulldogs.org
Email

847-587-2561
Telephone

Beth Reich
Name

25700 Old Grand Ave.,
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. §2000gg *et seq.*, Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.

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

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

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

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

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

410 ILCS 513/25, Genetic Information Privacy Act.

740 ILCS 174/, Ill. Whistleblower Act.

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

775 ILCS 35/, Religious Freedom Restoration Act.

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

820 ILCS 70/, Employee Credit Privacy Act.

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

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

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

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

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

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 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, family responsibilities,[PRESSPlus1] reproductive health decisions,[PRESSPlus2] order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure;* 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

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

Sexual Harassment Prohibited

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

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

Making a Report or Complaint

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

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

Whom to Contact with a Report or Complaint

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

25700 Old Grand Ave.,
Ingleside, IL 60041
Address

csefcik@grantbulldogs.org
Email

847-587-2561
Telephone

Complaint Managers:

Jeremy Schmidt
Name

285 E. Grand Ave.,
Fox Lake, IL 60020
Address

jschmidt@grantbulldogs.org
Email

847-587-2561
Telephone

Beth Reich
Name

25700 Old Grand Ave.,
Ingleside, IL 60041
Address

breich@grantbulldogs.org
Email

847-587-2561
Telephone

Investigation Process

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 sex-based PRESSPlus3 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq*.), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

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

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

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

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

Enforcement

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

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

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

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

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

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

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

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

Adopted: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:90 Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall~~: (1)~~ immediately report or cause a report to be made to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY)~~, and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office~~.PRESSPlus1 Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

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

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

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

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

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

All District employees shall:

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

employment and at least every three years after that date.

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

Alleged Incidents of Sexual Abuse; Investigations

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

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

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

Special Superintendent Responsibilities

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

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

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

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

Special Board of Education Member Responsibilities

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

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

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

LEGAL REF.:

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

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

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

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

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

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

Adopted: May 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 325 ILCS 5/7, amended by P.A. 103-624, eff. 1-1-25, removing the requirement for mandated reporters to confirm their oral reports in writing to the DCFS field office. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

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.

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.

The Superintendent or designee shall identify employee conduct standards 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.
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 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*.
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:

    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.

4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.
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:
   a. Violates expectations and guidelines for employee-student boundaries.
   b. Sexually harasses a student.
   c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), 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).
   d. Engages in *grooming* as defined in 720 ILCS 5/11-25.
   e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct. Sexual misconduct* 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.
      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 Ill. Governmental Ethics Act:

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. 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. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

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. 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;
2. An employee's partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts. 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*.

~~Guidance~~School Counselor Gift Ban[PRESSPlus1]

~~Guidance~~School 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~~school 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~~school 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~~school counselor believes that it was provided due to the official position or employment of the ~~guidance~~school counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the ~~guidance~~school 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~~school counselor, including any previous exchange of gifts between those individuals.
    b. Whether, to the actual knowledge of the ~~guidance~~school 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~~school 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.
8. Travel, lodging, food, and beverage costs incurred by the school counselor and paid by an institution of higher education for attendance by the school counselor of an educational or military program at the institution of higher education.PRESSPlus2

A ~~guidance~~school 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 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)

Adopted: January 19, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/22-93, amended by P.A. 103-1020, changing the term *guidance counselor* to *school counselor.* **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-93, amended by P.A. 103-1020. Any costs paid for by the institution of higher education may not exceed the per diem rates for travel, gift, and car expenses set by the Internal Revenue Service (IRS) and referenced in the IRS's Publication 463 or a successor publication. **Issue 117, October 2024**

Document Status: Draft Update

General Personnel

5:125 Personal Technology and Social Media; Usage and Conduct

Grant Community High School District 124 recognizes the increasingly-important role that technology plays in the educational process as well as in the personal lives of the students, their families, and District employees. This Policy is intended to foster a thoughtful, responsible use of social media and related technological communication tools in a way that does not disrupt, create unnecessary distractions to, or adversely impact the educational process or the interpersonal relationships among the students and District employees.

Definitions

Includes - Means "includes without limitation" or "includes, but is not limited to."

Social media - Media for social interaction, using highly accessible web-based and/or mobile technologies that allow users to share content and/or engage in interactive communication through online communities. This includes, but is not limited to, services such as *Facebook, LinkedIn,* ~~Twitter~~*X (formerly Twitter), Threads, Instagram, TikTok, Snapchat, Discord,* PRESSPlus1 and *YouTube*.

Personal technology - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes computers, tablets, smartphones, smartwatches, PRESSPlus2 and other devices.

Usage and Conduct

All District employees who use personal technology and/or social media shall:

1. Adhere to the high standards for **Professional and Appropriate Conduct** required by policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest,* at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policies 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 6:235, *Access to Electronic Networks*; and 7:20, *Harassment of Students Prohibited*; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20.
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Inform their immediate supervisor if a student initiates inappropriate contact with them via any form of personal technology or social media. 278

5. Report instances of suspected abuse or neglect discovered through the use of social media or personal technology pursuant to a school employee's obligations under policy 5:90, *Abused and Neglected Child Reporting*.
6. Not disclose confidential information, including but not limited to school student records (e.g., student work, photographs of students, names of students, or any other personally identifiable information about students) or personnel records, in compliance with policy 5:130, *Responsibilities Concerning Internal Information*. For District employees, proper approval may include implied consent under the circumstances.
7. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures.
8. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
9. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media.
10. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

Superintendent Responsibilities

The Superintendent shall:

1. Inform District employees about this policy required by policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.
2. Direct Building Principals to annually:

    a. Provide their building staff with a copy of this policy.
    b. Inform their building staff about the importance of maintaining high standards in their school relationships.
    c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.

3. Build awareness of this policy with students, parents, and the community.
4. Ensure that neither the District, nor anyone on its behalf, commits an act prohibited by the Right to Privacy in the Workplace Act, 820 ILCS 55/10; i.e., the *Facebook Password Law*.
5. Periodically review this policy and any implementing procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

LEGAL REF.:

105 ILCS 5/21B-75 and 5/21B-80.

775 ILCS 5/5A-102, Ill. Human Rights Act.

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

23 Ill.Admin.Code §22.20, Code of Ethics for Ill. Educators.

Garcetti v. Ceballos, 547 U.S. 410 (2006).

Pickering v. High School Dist. 205, 391 U.S. 563 (1968).

Mayer v. Monroe County Community School Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information), 5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and Conditions of Employment and Dismissal), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:340 (Student Records)

Adopted: May 18, 2023

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 117, October 2024**

PRESSPlus 2. Updated for continuous improvement. **Issue 117, October 2024**

Document Status: Draft Update

Professional Personnel

5:230 Maintaining Student Discipline

Please also refer to the applicable collective bargaining agreement(s).

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other ~~certificated [~~licensed~~]~~[PRESSPlus1] educational employees (except for individuals employed as paraprofessional educators), and persons providing a student's related service(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the School Board policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

~~Teachers~~School personnel shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) is prohibited in all circumstances~~may not be used~~. ~~Teachers~~School personnel may only use reasonable force as ~~needed to keep students, school personnel, and others safe, or for self-defense or defense of property~~permitted by 105 ILCS 5/10-20.33.[PRESSPlus2]

LEGAL REF.:

105 ILCS 5/22-100 and 5/24-24.[PRESSPlus3]

23 Ill.Admin.Code §1.280.

CROSS REF.: 2:150 (Committees), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

Adopted: September 21, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806, eff. 1-1-25, replacing the word *certificated* with *licensed*. This change brings 105 ILCS 5/24-24 into alignment with its corresponding rule at 23 Ill.Admin.Code §1.280. **Issue 117, October 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-100 and 5/24-24, respectively added and amended by P.A. 103-806, eff. 1-1-25. *Corporal punishment* means "a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others." 105 ILCS 5/22-100, added by P.A. 103-806, eff. 1-1-25. See sample policy 7:190, *Student Behavior*, available at PRESS Online by logging in at www.iasb.com, for a discussion of corporal punishment. **Issue 117, October 2024**

PRESSPlus 3. The Legal References are updated. **Issue 117, October 2024**

Document Status: Draft Update

INSTRUCTION

6:60 Curriculum Content

The School District's curriculum shall include instruction on subjects required by State statute or regulation. The Superintendent or Superintendent's designee is responsible for keeping the Board of Education reasonably informed of the School District's curriculum and requirements of the law.[PRESSPlus1]

LEGAL REF.:

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

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

47 C.F.R. §54.520.

5 ILCS 465/3 and 465/3a.

20 ILCS 2605/2605-480.

105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-20.84,[PRESSPlus2] 5/10-23.13, 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2.

105 ILCS 110/3, Comprehensive Health Education Program.

105 ILCS 435/, Vocational Education Act.

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

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

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

Adopted: December 21, 2023

PRESSPlus Comments

PRESSPlus 1. This policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at www.iasb.com, to determine whether further changes are necessary. **Issue 117, October 2024**

PRESSPlus 2. The Legal References are updated. **Issue 117, October 2024**

Document Status: District Use Only

INSTRUCTION

6:135 Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; and (b) other grade-level acceleration. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).;
2. ~~Notification p~~Processes that ~~notify~~provide a student's parent(s)/guardian(s) ~~of~~with:
   a. Written notification when their child is eligible for enrollment in accelerated courses;PRESSPlus1 and
   b. Notification of a decision affecting ~~a student~~their child's participation in the APP.;
3. Assessment processes that include multiple valid, reliable indicators.; ~~and~~
4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student ~~meets or~~ exceedsPRESSPlus2 State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows:
   a. A student who ~~meets or~~ exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
   b. A student who ~~meets or~~ exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
   c. A student who ~~meets or~~ exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.
5. Waiver of a course completion requirement under Board policy 6:300, *Graduation Requirements*, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction.PRESSPlus3

LEGAL REF.:

105 ILCS 5/14A.

23 Ill.Admin.Code Part 227, Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/14A-32(a-25), added by P.A. 103-743. **Issue 117, October 2024**

PRESSPlus 2. This provision originally applied to "a student who meets or exceeds State standards" but was amended by P.A. 103-743 to only apply to "a student who ~~meets or~~ exceeds State standards." P.A. 103-743 also added new 105 ILCS 5/14A-32(a-10), requiring that by the beginning of the 2027-28 school year, districts with grades 9-12 state in their policy that "a student who meets State standards" will, in the following school term (the 2028-29 school year), be automatically enrolled in the next most rigorous level of advanced coursework offered by the high school. Nothing in the law prohibits districts from continuing to offer automatic enrollment to students who meet State standards before the 2028-29 school year. **Consult with the board attorney to determine whether to keep or strike "meets or" from Item #4 and its subsections (a)-(c).**
Issue 117, October 2024

PRESSPlus 3. Optional. 105 ILCS 5/14A-32(a-20), added by P.A. 103-743. **Issue 117, October 2024**

Document Status: Draft Update

INSTRUCTION

6:270 Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by school counselors or licensed educators with a school support personnel endorsement in the area of school counseling~~a qualified guidance specialist or any certificated staff member~~.[PRESSPlus1]

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

LEGAL REF.:

105 ILCS 5/10-22.24a and 5/10-22.24b.

23 Ill.Admin.Code §1.420(q).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or individuals who hold a Professional Educator License with a school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25 may provide school counseling services. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge,PRESSPlus1 reproductive health decisions,PRESSPlus2 or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievancecomplaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

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

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

Any student may file a sex discrimination complaint by using Board policy 2:265, *Title IX Grievance Procedure*.PRESSPlus3

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 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: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Updated to more comprehensively reflect categories protected by the Ill. Human Rights Act (775 ILCS 5/). **Issue 117, October 2024**

PRESSPlus 2. Updated in response to the Ill. Human Rights Act (IHRA), 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. 775 ILCS 5/1-103(O-2), added by P.A. 103-785, eff. 1-1-25. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering the ninth grade; and
2. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. The District will provide informational materials regarding influenza, and influenza vaccinations, ~~meningococcal disease, and meningococcal vaccinations~~PRESSPlus1 developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required

vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in ninth grade must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board of Education policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

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

105 ILCS 5/27-8.1 and 45/1-20.

410 ILCS 45/7.1, Lead Poisoning Prevention Act.

410 ILCS 315/2e, Communicable Disease Prevention Act.

23 Ill.Admin.Code §1.530.

77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.

77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Notifiable~~Communicable~~ Diseases and Conditions Code.

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: January 19, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/27-8.1(8.5), amended by P.A. 103-985, eff. 1-1-25. **Issue 117, October 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, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

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

Definitions from 105 ILCS 5/27-23.7

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

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

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

meant to be illustrative and non-exhaustive.

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

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

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

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

   Nondiscrimination Coordinator:

Christy Sefcik
Name

25700 Old Grand Ave.,
Ingleside, IL 60041
Address

csefcik@grantbulldogs.org
Email

847-587-2561
Telephone

Complaint Managers:

Jeremy Schmidt Name	Beth Reich Name
285 E. Grand Ave., Fox Lake, IL 60020 Address	25700 Old Grand Ave., Ingleside, IL 60041 Address
jschmidt@grantbulldogs.org Email	breich@grantbulldogs.org Email
847-587-2561 Telephone	847-587-2561 Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

    a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
    b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
    c. Notifying the Building Principal or school administrator or designee of the reported

incident of bullying as soon as possible after the report is received.

d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

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

    a. The frequency of victimization;
    b. Student, staff, and family observations of safety at a school;
    c. Identification of areas of a school where bullying occurs;
    d. The types of bullying utilized; and
    e. Bystander intervention or participation.

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

    1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;

2) If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or

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

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

12. The 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 Grievance Procedure*. Any person may use this policy to complain about sex~~ual harassment~~ discrimination[PRESSPlus1] in violation of Title IX of the Education Amendments of 1972.
    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.
    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 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: May 16, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 117, October 2024**

Document Status: Draft Update

STUDENTS

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:

    a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
    b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
    c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
    d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
    e. Depending upon the length of the out-of-school suspension, include the following applicable information:

        i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:

            a) A threat to school safety, or

b) A disruption to other students' learning opportunities.

ii. For a suspension of 4 or more school days, an explanation:

a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,

b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and

c) That the student's continuing presence in school would either:

i) Pose a threat to the safety of other students, staff, or members of the school community, or

ii) Substantially disrupt, impede, or interfere with the operation of the school.

iii. For a suspension of ~~5~~4 PRESSPlus1 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

Goss v. Lopez, 419 U.S. 565 (1975).

105 ILCS 5/10-20.14, 5/10-22.6.

23 Ill.Admin.Code §1.280.

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for the re-engagement of students who are suspended out-of-school, expelled, or returning

from an alternative school setting by 7-1-25. **Issue 117, October 2024**

Document Status: Draft Update

COMMUNITY RELATIONS

8:10 Connection with the Community

Public Relations

The Board President is the official spokesperson for the Board of Education. The Superintendent is the District's chief spokesperson. The Board, in collaboration with the Superintendent[PRESSPlus1] or designee, shall plan and implement a District public relations program that will:

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. ~~Secure~~Ensure[PRESSPlus2] adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their school.
5. Earn the community's goodwill, respect, and trust~~confidence~~.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media and community accurately informed.
8. ~~Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.~~

The public relations program should include:

1. Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using District social media ~~platforms~~accounts,[PRESSPlus3] ~~e.g., Facebook, Twitter, etc.,~~ and/or sending to the news media.
2. News conferences, ~~and~~ interviews, and official Board or District statements, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board,[PRESSPlus4] the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals may speak for the District only with prior approval from the Superintendent.[PRESSPlus5]
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
4. Other efforts that highlight the District's programs and activities.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

~~ADOPTED: October 20, 2022~~

PRESSPlus Comments

PRESSPlus 1. The board and superintendent should have a conversation regarding which objectives the board, superintendent, or both the board and superintendent together will implement. **Issue 117, October 2024**

PRESSPlus 2. Updated throughout for continuous improvement. **Issue 117, October 2024**

PRESSPlus 3. Updated in response to the U.S. Supreme Court case Lindke v. Freed, 601 U.S. 187 (2024), which held that a government official's speech on social media is attributable to the government if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. If an official's speech on social media is attributable to the government, then the official's social media posts will be subject to scrutiny under the First Amendment. Social media accounts of government officials that are clearly labeled as personal (e.g., "This is the personal page of [insert name]") or with a disclaimer (e.g., "the views expressed are strictly my own") are presumed to contain only personal posts, though that presumption can be challenged depending on the particular facts. The Court did not distinguish between elected or appointed government officials and employees, suggesting that the same test would apply to government employees.

Because those who post on a district's social media accounts typically have authority to speak on the district's behalf, such accounts are likely either *limited public forums* (also referred to as *nonpublic forums*) or *public forums*. See, e.g., People for the Ethical Treatment of Animals v. Tabak, 2024 WL 3573661 (D.C. Cir. 2024)(finding the National Institutes of Health's (NIH) social media accounts were limited public forums because use of the accounts was limited to discussion of certain subjects; however, the NIH violated the First Amendment when it filtered out comments based on the plaintiff's viewpoints). Consider that school districts are different than federal government agencies and must ensure other duties to students, e.g., safety and security, which may require excluding certain comments from the district's social media accounts. **Issue 117, October 2024**

PRESSPlus 4. In alignment with the IASB *Foundational Principles of Effective Governance*, the school board president is the board's spokesperson (see sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson. **Issue 117, October 2024**

PRESSPlus 5. This item aligns with sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*, and the board member oath of office in 105 ILCS 5/10-16.5, which requires board members to swear or affirm that they "shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting." Making official statements through the district's website and official social media accounts, rather than through personal or "mixed use" accounts is a best practice and a strategy to mitigate First Amendment liability for board members and employees who communicate through social media platforms. Additionally, it is a best practice for board members or employees with social media accounts to

clearly label their personal accounts as personal and limit district-related communications to official district accounts. **Issue 117, October 2024**

2024 Resolutions Committee Report

For the 2024 Delegate Assembly
on Saturday, November 23, 2024



SEPTEMBER 2024

2921 Baker Drive
Springfield, IL 62703
(217) 528-9688
Fax (217) 528-2831

One Imperial Place
1 East 22nd Street, Suite 310
Lombard, IL 60148-6120
(630) 629-3776
Fax (630) 629-3940

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance



Delegate Assembly

Saturday, November 23, 2024
10:30 a.m.

Regency A/B/C,
Hyatt West Tower

Delegate Assembly Registration & Credentials for Attending Delegates

- All Delegate Assembly participants are strongly encouraged to pre-register. Online registration can be completed by your district's roster manager at www.iasb.com. If you have any questions regarding registration, please contact registrar@iasb.com.
- Delegate packet pickup, registrant changes, and last-minute registrations (if necessary), will take place in the IASB Info Center on Friday, November 22 as well as in front of Regency A/B/C of the Hyatt West Tower on Saturday morning, November 23.
- Credentials are required for delegates to be seated. Credentials will include the **2024 Delegate pin** as well as a brightly colored sheet of cardstock with the word "Delegate" and your school district name on it. Credentials will be inside the delegate packet which can be picked up in the Info Center during Conference hours on Friday and in front of the Delegate Assembly location on Saturday morning. Once you have your credentials in hand, you can go directly into the Delegate Assembly on Saturday morning.

Voting at Delegate Assembly

Physical clickers will be handed out to all delegates with proper credentials. The device will have a button to vote yes and a button to vote no. The delegate will receive confirmation that their vote has been counted once received.



Webinar Scheduled Prior to Conference

Thursday, October 31, 2024, Noon

Description: The annual Delegate Assembly is the meeting where school board members vote on the proposals submitted by local school boards. Each school board that is a member of the Association is entitled to one voting delegate at the Delegate Assembly. Every member school board should select one individual board member to serve as its delegate. Join the IASB Governmental Relations team on Thursday, October 31 at noon for a webinar to learn more about the Delegate Assembly process and voting, the proposed resolutions, and to get your Delegate Assembly questions answered.

IASB Illinois Association of School Boards

Lighting the Way to Excellence in School Governance

September 2024

Board Presidents and Administrators,

This report outlines proposals to be acted upon at the annual meeting of the IASB Delegate Assembly on Saturday, November 23, 2024, in Chicago. Through the Resolutions Process and Delegate Assembly, IASB member districts provide critical direction as IASB represents members' interests before state and national policymakers.

Every member district is entitled to one voting delegate. This year delegates will vote on the election of IASB officers, a Constitutional amendment, and adoption of IASB Position Statements on issues that reflect the interests of boards of education across the state.

Your board will choose one delegate and register that delegate online with IASB in advance. Please discuss with your board the topics that will come before the Delegate Assembly for action to prepare your district's delegate to vote on behalf of your board. I also want to highlight two new additions to this year's report, the "Local School Board Guidance for discussing IASB Resolutions" and "Local School Board Guidance for discussing IASB Constitutional Amendment." I hope these pages serve as a valuable resource for your board in preparing for this discussion. The decisions made by the Assembly will set the course for IASB's legislative initiatives.

We look forward to our work together in November.

Tracie Sayre

Tracie Sayre, IASB Resolutions Chair and Vice President



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SERVICE OF THE FOLLOWING SCHOOL BOARD MEMBERS ON THE 2024 RESOLUTIONS COMMITTEE IS ACKNOWLEDGED WITH SINCERE APPRECIATION



CHAIR, RESOLUTIONS
IASB Vice President
Tracie Sayre



IASB PRESIDENT
Mark Harms



IMMEDIATE PAST PRESIDENT
Simon Kampwerth Jr.



ABE LINCOLN
Amy Reynolds



BLACKHAWK
Julie Wagner



CENTRAL ILLINOIS VALLEY
Jason Cowen



CORN BELT
Alex Williams



DUPAGE
James Blair

EGYPTIAN
Vacant

ILLINI
Vacant



KASKASKIA
Dan Nichols



KISHWAUKEE
Evelyn Meeks



LAKE
Odie Pahl



NORTH COOK
Anna Klimkowicz



NORTHWEST
Steve Snider



SHAWNEE
Vernon L. Stubblefield



SOUTH COOK
Wilbur Tillman



SOUTHWESTERN
Jeff Hewitt



STARVED ROCK
Carol Alcorn



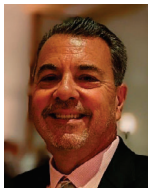
THREE RIVERS
Chris Trzeciak



TWO RIVERS
Noel Beard



WABASH VALLEY
Chad Weaver



WEST COOK
Jim Lima



WESTERN
Scott Vogler



DELEGATE ASSEMBLY AGENDA

1. Call to Order
2. Report of the Credentials Committee
3. Approval of Delegate Assembly Business Rules
4. President's Report, Mark Harms
5. Executive Director's Report, Kimberly A. Small, J.D.
6. Financial Report, Marc Tepper
7. Election of Officers
    A. Nominating Committee Report, Simon Kampwerth, Nominating Committee Chair
8. Constitutional Amendment
9. Resolutions Committee Report, Tracie Sayre, Resolutions Committee Chair
    A. Consent Agenda
    B. New Resolutions
    C. Amended Existing Position Statement
    D. Appealed Resolutions
10. Adjournment



2024 DELEGATE ASSEMBLY BUSINESS RULES

1. **Business Procedures** — Robert's Rules of Order Newly Revised shall govern in all cases to which they are applicable and in which they are not incompatible with the Constitution and any special rules the Association may adopt, provided those rules are in compliance with federal, state, and local laws.
2. **Credentials** — Delegates shall be registered with the Credentials Committee and must display their credentials.
3. **Delegate Seating** — Only those delegates seated in the reserved section will be permitted to participate in the business session.
4. **Recognition by Chair** — Delegates wishing to speak on a motion shall rise and be recognized by the Chair before speaking. They shall give their full name and the name of the board they represent.
5. **Debate on the Floor** — No delegate shall speak in debate more than twice on the same question and no longer than five minutes at one time. No delegate shall speak a second time on the same question until all persons have had an opportunity to speak at least once.
6. **Calls for the Question** — A delegate may "call for the question" to end debate on a motion. The delegate may not make such a motion if, immediately preceding the motion, he or she has engaged in discussion of the motion or otherwise participated in the debate. A motion, a second, and a 2/3 majority vote is required to end debate.
7. **Consent Agenda** — Use of a Consent Agenda to expedite the proceedings is authorized. Proposed resolutions which have been recommended "Do Adopt" by the Resolutions Committee may appear on a Consent Agenda.
8. **Appeals** — Those delegates wishing to appeal a "Do Not Adopt" recommendation of the Resolutions Committee, and have provided written notice to the Resolutions Committee at least thirty (30) days prior to the Annual Meeting of the Delegate Assembly, shall have a period of time not to exceed five minutes in which to explain why the proposed action should be considered by the Delegate Assembly. Appeals shall only be accepted from the submitter of the proposed resolution that has received the negative recommendation of its proposal. Those proposed resolutions that have received a "Do Not Adopt" recommendation from the Resolutions Committee, and of which the committee has not received a timely written appeal of the negative recommendation from the submitting entity, will not be considered by the Delegate Assembly.
9. **Other Recognition** — Members of the Resolutions Committee and IASB staff shall be given the privilege of the floor at the discretion of the presiding officer.
10. **Voting** — The indications to signify voting shall be specified by the presiding officer.
11. **Nomination** — The consent of any nominee from the floor during the election of officers must be secured in writing prior to presentation to the Delegate Assembly, as required in Article IV, Section 1, of the IASB Constitution.
12. **Order of Resolutions** — Each resolution to be adopted will be considered in the following order of categories: Educational Programs, Financing Public Education, Legislative Activity, Board Operations and Duties, Board Employee Relations, Local State Federal Relations, and District Organization and Elections. Amendment or deletion of existing positions will be done with a single motion unless a delegate wishes a particular position or positions to be considered separately.



IASB CONSTITUTION, ARTICLE IX: RESOLUTIONS

1. **Types of Resolutions** — (Article IX, Section 1) Resolutions should be in the form of a position statement. Position statements address issues affecting or concerning local boards of education; they direct the Association's advocacy efforts.
2. **Proposals** — (Article IX, Section 2) Resolutions for proposed position statements may be proposed by any Active Member, Association Division, the Association's Board of Directors, or the Resolutions Committee. Resolutions to be published and distributed to the Active Members must be submitted to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly.
3. **Presentation of Resolutions** — (Article IX, Section 3) The Resolutions Committee shall review all proposed resolutions, distribute a final draft of proposed resolutions to the membership not less than 45 days prior to the Annual Meeting of the Delegate Assembly, and may recommend the approval or disapproval of any resolution to the Delegate Assembly. The Resolutions Committee has the prerogative to determine which resolutions are to be presented to the Delegate Assembly; and whether they are presented as position statements. However, all resolutions that are timely submitted to the Resolutions Committee according to Section 2 above, must be distributed to Active Members not less than 45 days prior to the Annual Meeting of the Delegate Assembly. All proposals require a two-thirds affirmative vote by the Delegate Assembly for passage.
4. **Annual Review** — (Article IX, Section 4) The Resolutions Committee shall annually review currently in force position statements and belief statements to determine whether they are consistent with the current positions or beliefs of Association members. The Resolutions Committee shall recommend that the Delegate Assembly amend or rescind any position statement or belief statement that is not consistent with the current positions or beliefs of Association members. All position statements currently in force will be published annually and distributed to Active Members prior to the Annual Meeting of the Delegate Assembly.
5. **Appeals** — (Article IX, Section 5) Any Active Member, Association Division, or Association Board of Directors, that has submitted a proposal that has received a negative recommendation from the Resolutions Committee, shall have the right to appeal the decisions of the Resolutions Committee at the Annual Meeting of the Delegate Assembly. Notice of appeal must be submitted in writing to the Resolutions Committee. An appeal must be filed in accordance with the rules established by the Resolutions Committee and approved by the Board of Directors. All appeals require a two-thirds affirmative vote by the Delegate Assembly for consideration.
6. **Amendments to Resolutions** — (Article IX, Section 6) Any proposed amendment to a resolution that does not meet the time requirements as set in Section 3 above shall be immediately remanded to the Resolutions Committee for consideration.
7. **Late Resolutions** — (Article IX, Section 7), Resolutions which are not presented to the Resolutions Committee at least 150 days prior to the Annual Meeting of the Delegate Assembly may be considered only by the following procedure: Such resolutions may be proposed by an Active Member, Association Division, Association Board of Directors, or the Resolutions Committee and submitted in writing to the Resolutions Committee. Any resolution which is not submitted in the manner described above shall not be considered by the Delegate Assembly. Late resolutions shall be considered for approval by the Resolutions Committee. The Resolutions Committee may recommend approval or disapproval of the late resolution to the Delegate Assembly. Any such resolution disapproved by the Resolutions Committee may be appealed by a seventy-five (75) percent majority vote of the delegates present. Delegates seeking authority to present late resolutions at the Annual Meeting of the Delegate Assembly shall provide copies for all delegates present at the meeting, including rationale and relevant supporting documentation.



ADVOCACY CORE VALUES

The Advocacy Core Values, legislative priorities, and Position Statements guide the IASB Advocacy agenda in support of its membership and ensure a strong collective voice on the highest priority issues and concerns.

IASB is committed to an advocacy program that

- Supports locally elected, non-partisan, and volunteer school board members in providing excellence in local school board governance based upon the Association's Foundational Principles of Effective Governance.
- Supports and protects adequate and equitable funding necessary to provide all students with access to an excellent public education.
- Promotes excellence in student achievement for all Illinois students and fair accountability for academic progress.
- Advocates for legislation that supports the physical and emotional well-being of students and staff.
- Supports a safe and secure learning environment for all; including, but not limited to one in which all are free from bullying, harassment, discrimination, and violence.
- Supports the Association's commitment to educational equity for every student.
- Promotes non-partisan member engagement and provides the tools to enhance advocacy efforts.

NOMINATING COMMITTEE REPORT
AUGUST 2024

The 2024 Nominating Committee proposes the following officer slate for Delegate Assembly consideration, 10:30 a.m., Saturday, November 23, 2024.

President Mark Harms
Flanagan-Cornell Unit District 74

Vice President Tracie Sayre
Triopia Community Unit School District 27

2024 Nominating Committee Membership

Simon Kampwerth
Immediate Past President

Chris Buikema
Director, Northwest Division

Lisa Irvin
Director, Egyptian Division

Mark Christ
Director, Southwestern Division

Linda Eades
Director, Kaskaskia Division

Bob Geddeis, Alternate
Director, Kishwaukee Division

IASB CONSTITUTIONAL AMENDMENT

The IASB Board of Directors presents the following IASB Constitutional Amendment to the Delegate Assembly.

The IASB Board of Directors passed a motion on August 24, 2024, to present this proposed IASB Constitutional Amendment to the Delegate Assembly. Since constitutional amendments are presented by the Board of Directors and as such are not recommendations made by the Resolutions Committee, this constitutional amendment will not be included on the consent agenda. It must receive a two-thirds vote of all delegates present and voting for adoption. The crossed-out portion of the proposed constitutional amendment is the proposed deletion to the IASB Constitution, and the underlined portion is the proposed amendment to the IASB Constitution.

Proposed IASB Constitutional Amendment:

XI. MISCELLANEOUS

Section 5. Parliamentary Practice – ~~Questions of parliamentary practice shall be decided according to Robert's Rules of Order, most recent edition.~~ The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Association in all cases to which they are applicable and in which they are not incompatible with the Constitution and any special rules the Association may adopt, provided those rules are in compliance with federal, state, and local laws.

Rationale for Amendment to Article XI, Section 5

While the current language references the use of Robert's Rules of Order, it does not specify how the Association should proceed if there is a conflict between Robert's Rules of Order and the Association's Constitution or special rules. This language would give IASB the authority to adopt constitutional language and special rules that may not conform to Robert's Rules of Order and specify that the Association's Constitution and special rules outrank Robert's Rules of Order, provided no federal, state, or local laws are violated.

CONSENT AGENDA RESOLUTIONS

For all of the below resolutions, numbered 1 through 6, the Resolutions Committee recommends DO ADOPT.

1.Dual Language
2. EBF Authorized Charter School Funding
3. Tax Increment Financing (TIF) Accountability
4. Faith's Law — Centralized State Agency for EHRs
5. Health Care Coverage
6. Polling Place— Amendment to Position Statement 7.08

The following resolutions all received a "Do Adopt" recommendation from the Resolutions Committee. When they are presented to the Delegate Assembly, they will be put forth on a consent agenda. Delegates will have the opportunity to pull any of the resolutions from the consent agenda for discussion on the floor about that resolution. Resolutions that are not pulled from the consent agenda will be put forth for a vote to approve all that remain on the consent agenda.

EDUCATIONAL PROGRAMS

1. Dual Language

Submitting District: School District U-46

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall support legislation affirming that the attainment of the Illinois State Seal of Biliteracy satisfies the Illinois world language requirement for graduation.

District Rationale: U-46 has a large Dual Language program in grades K through 12. By high school many Dual Language students are bilingual and biliterate. While they may not take a world language course in high school, they may take other academic courses in Spanish, including Civics, AP US History, Psychology, Algebra I, Geometry, and others. In 2024, two hundred eighty-nine of U-46's recent graduates earned the Illinois State Seal of Biliteracy.

Resolutions Committee Analysis: The IASB Resolutions Committee determined that providing additional flexibility and allowing reasonable alternative qualifications, such as the Seal of Biliteracy, to meet the world language graduation requirement is a benefit for students.

The Resolutions Committee recommends DO ADOPT.

FINANCING PUBLIC EDUCATION: STATE

2. EBF Authorized Charter School Funding

Submitting District: Woodland CCSD 50

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall urge the adoption of an Evidence-Based Funding (EBF) formula for State Authorized Charter Schools that aligns with the funding formula used for every other public school in the state of Illinois.

District Rationale: Illinois' EBF formula addresses a school district's funding allocation in many areas of student need, including, low income, special education, and English Learner Education. In the six years since its inception, EBF has done much to help close Illinois' drastic funding and achievement gaps between schools in property-rich and property-poor districts, as well as between schools in predominantly white communities and schools that serve predominantly students of color.

Rather than the current formula for funding State Authorized Charter Schools, which is based on the school district's average per pupil expenditure amount, an EBF approach that is based on the needs of the students enrolled in the State Authorized Charter School, would be more equitable to both the home district and Charter School and more accurately reflect funding levels commensurate with the amount of additional resources needed to ensure the success of all learners enrolled in the Charter School as well as the home district.

Resolutions Committee Analysis: The Committee agreed that the current method for funding State Authorized Charter Schools is inequitable. Since EBF was enacted to ensure that public schools receive state funding based on the unique needs of their student population, state charter school funding should reflect that same principle.

The Resolutions Committee recommends DO ADOPT.

FINANCING PUBLIC EDUCATION LOCAL

3. Tax Increment Financing (TIF) Accountability

Submitting District: Skokie SD 69

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall advocate for the Illinois General Assembly and Governor to enact legislation that

reforms the TIF process in a manner that is sensible and responsible, keeps communities whole, and prioritizes greater accountability to taxpayers.

Specific measures include:

- Create a TIF approval process that empowers taxing bodies to ensure fairness.
- Authorize the Joint Review Board to approve or disapprove the creation of a TIF.
- Ensure the voting structure reflects the proportional impact of a proposed TIF.
- Require disclosure to taxpayers on the cost of a TIF to the community prior to its approval.
- Include information about the impact of a TIF on tax bills of all taxpayers impacted by the TIF, and
- Publish annual tax revenues from the TIF and make that information available to the community.

District Rationale: It has been almost 40 years since Position Statement 2.28 was adopted and 30 years since it was last amended. In that time, abuse of the TIF system has become rampant and uncontrolled. It has been 10 years since Position Statement 2.47 was adopted which addresses the escalating egregious abuse of the TIF system. Since 1986 Skokie School District 69 has suffered under the burden of continuous and multiple TIF districts that has diverted millions of dollars of school funding, much to the detriment of the children of the district. This TIF burden has created an unfair tax burden on the residents of our district, and diversion of school funding to non-education related village use. In addition, recent analysis of the impact of the cumulative effect of all the TIF districts on Cook County taxpayers estimates that the distributed burden results in at least a 10% increase in the property tax burden of the citizens of the county, who have no say in the implementation of many of the TIF districts.

IASB must take a stronger position on the deleterious effects of TIF under the current law and actively advocate for reform or elimination of the current system.

Resolutions Committee Analysis: The Committee determined that school districts face numerous challenges as it relates to TIFs, including the overuse of TIFs, the length of TIFs, and the fiscal impact of TIFs on taxpayers within the school district community. Given these challenges, taxing bodies most impacted by TIFs such as school districts should have a meaningful voice in the approval of a TIF and reform is needed.

The Resolutions Committee recommends DO ADOPT.

BOARD OPERATIONS AND DUTIES

4. Faith's Law — Centralized State Agency for EHRs

Submitting District: Lake Forest CHSD 115 and Lake Forest SD 67

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall request that the Illinois Legislature require the Illinois State Board of Education (ISBE), or another appropriate entity, create a statewide database as a means to fulfill the Employment History Review (EHR) requirement of Faith's Law Employment History Review (EHR) (105 ILCS 5/22-94).

District Rationale: With the implementation of Faith's Law, Illinois must ensure that there is a streamlined, inclusive, and universal system for reporting and accountability to ensure that no alleged offender is overlooked by any school district. At present, school districts must complete multiple EHRs for applicants which is burdensome on districts.

Resolutions Committee Analysis: The Committee determined that requiring each school district to fulfill the requirements of the EHRs is burdensome on individual school districts. Creating a centralized entity responsible for EHRs would streamline the process and allow for more accurate and consistent completion of EHRs.

The Resolutions Committee recommends DO ADOPT.

BOARD EMPLOYEE RELATIONS

5. Heath Care Coverage

Submitting District: Tuscola CUSD 301

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall support changes that requires the Illinois Department of Central Management Services to create a unified health plan for school districts to opt into to provide equitable insurance coverage to all school staff across the state of Illinois.

District Rationale: The safety and well-being of our staff and students is the number one priority of every school. While strides have been made through the legislature to increase the safety of students and staff, health insurance is left to each district to find and secure. Insurance costs rise and fall based on the claim history of each school and/or school district. Attempts have been made to help mitigate the cost by creating insurance consortiums whether self-funded or through purchasing insurance from insurance companies. The Egyptian Trust is one of the self-funded groups that has seen a decline in membership as costs have soared.

By consolidating school districts into one plan/group, the number of employees covered would equal that of many large universities in the state and thus with large numbers would bring the risk down and thus the cost of insurance down. This will also prevent school districts from having to "shop" for insurance for their school district, thus saving time. Each school district would still be allowed to pay for all or a part of the insurance of its own employees, but the overall cost of insurance would be reduced due to the lower overall risk due to the number of insured. The school districts would also be able to offer less expensive insurance options to their members and families, which most small districts can't afford to do. Each school district would be able to offer a

multitude of policies based on what the Illinois Department of Central Management Service could negotiate. This is win-win for both the employees and the districts.

Resolutions Committee Analysis: The Committee determined that the high costs of providing high-quality health insurance to district employees and the limited availability of insurance plans for school districts in multiple counties throughout the state is a serious problem. Providing school districts with the option to join Central Management Services would allow more health insurance choices for employees while decreasing costs for school districts.

The Resolutions Committee recommends DO ADOPT.

RESOLUTION TO AMEND EXISTING POSITION STATEMENT

The following resolution to amend an existing position statement received a "Do Adopt" recommendation from the Resolutions Committee. The portion of the proposed resolution not underlined was previously adopted by the Delegate Assembly. The portion of the proposed resolution underlined is the proposed amendment to the existing Position Statement. This resolution will be present on the consent agenda along with the other five resolutions that received a "Do Adopt" recommendation.

DISTRICT ORGANIZATION AND ELECTIONS

6. Polling Place — Amendment to Position Statement 7.08

Submitting District: Lincolnshire-Prairie View SD 103; Diamond Lake SD 76; and Hawthorn CCSD 73

Statement of Resolution to Amend Existing Position Statement:

7.08 POLLING PLACES IN SCHOOLS (Adopted 2007; Amended 2009)

The Illinois Association of School Boards shall support legislation that amends the Election Code to allow a school district to refuse to be used as a polling place during elections for student safety reasons. If a school building is used as a polling place, the safety of the children and staff should not be compromised, and voters must be physically separated from students when the school is in session. School districts should not be mandated to close on Election Day if none of the buildings used by students within the district serve as polling places.

District Rationale: The Illinois Election Code (10 ILCS 5) is periodically amended by the legislature to designate the national general Election Day as a legal school holiday under the School Code. Presently this mandate applies to all schools across Illinois, irrespective of whether any district buildings are utilized as polling places. Districts where buildings are not designated as polling places should have the option to remain open on Election Day. The rationale for this proposal is multi-faceted:

- Safety is not compromised in districts where buildings are not polling places.
- Closure on a Tuesday disrupts the school week and undermines learning continuity.
- Additional holidays extend the school year, either at its beginning or end.
- Given that a vast majority of employers do not observe this holiday, finding childcare for younger children poses a significant inconvenience and cost for parents.
- While the holiday grants staff and voting-age students a full day off to vote, existing accommodations already facilitate voter participation, such as:
    - o Polls open for an extended period on Election Day (i.e., a 13-hour window).
    - o Alternatives like vote by mail and early voting, including weekend hours.

Resolutions Committee Analysis: The Committee determined that if a school is not being used as a polling place, the safety of the students is not at risk. Therefore, it should be left up to local control as to whether the school district observes Election Day as a designated state holiday.

The Resolutions Committee recommends DO ADOPT.

RESOLUTIONS ELIGIBLE FOR APPEAL

For all the below resolutions, numbered 7 through 10, the Resolutions Committee recommends DO NOT ADOPT.

7. Cellphone Usage
8. Office of Inspector General
9. Faith's Law — EHRs for Current Employees
10. Criminal Background Check

The following resolutions all received a "Do Not Adopt" recommendation from the Resolutions Committee. With a "Do Not Adopt" recommendation, the following proposals may be appealed by the submitting district by October 23, 2024. If the resolution is appealed by the deadline, it requires a two-thirds affirmative vote by the Delegate Assembly for consideration.

BOARD OPERATIONS AND DUTIES

7. Cellphone Usage

Submitting District: Edwardsville CUSD 7

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall request that the Illinois legislature consider legislation that empowers school boards to adopt policy regarding the use of student owned wireless communications devices. Specifically, school districts will be required to create policy that states that students may not use wireless communication devices during instructional time, except in certain cases, e.g. monitoring a health condition or included in the individualized educational plan. A teacher or school administrator may designate a location for wireless devices, and such devices must be silenced and put away as directed.

Legislation would allow schools to prohibit use of wireless communication devices during lunchtime and transitioning between classes. In addition, the Illinois Association of School Boards shall request that the Illinois legislature consider legislation that requires every school district to adopt a policy that prohibits and prevents student access to social media on Internet access provided by the school district and district owned devices, except when expressly directed by a teacher for educational purposes.

District Rationale: Student access to cell phones in schools has the adverse effect of attention fragmentation in an academic environment and negatively impacts real social engagement. According to Gallup data, American teens spend five hours a day on social media (TikTok, YouTube). According to social psychologist Dr. Jonathan Haidt, author of 'The Anxious Generation: How the rewiring of Childhood is Creating an Epidemic of Mental Illness," the phone is the greatest distraction device ever invented. In schools, he writes, phones need to be locked up in a locker or secure pouch.' Florida and Indiana have passed legislation regarding the use of wireless communication devices in schools. Kentucky, Vermont, Tennessee, Virginia, and Kansas are considering similar laws. The U.K., Australia, Finland, and the Netherlands, and others, have mandated phone free schools. Researchers indicate overuse of smartphones leads to poor academic performance, negatively affects a child's emotional stability and the laws reduce distractions in the classroom, cut down on bullying through social media and encourage social interaction.

Resolutions Committee Analysis: The committee agreed that cell phone usage during school is a growing concern, and that research shows that it can negatively impact instructional time and student mental health. However, the Committee did not support a statewide mandate and found that cell phone usage is best governed locally. Committee members determined that cell phone policies could pose safety, student discipline, and fiscal challenges for school districts. Given these challenges, this is best left to each local district. Last, there is a current IASB PRESS policy already available to districts. PRESS policy provides school boards with flexibility to create a cell phone usage policy specific to each district's needs.

⊗ The Resolutions Committee recommends DO NOT ADOPT.

BOARD OPERATIONS AND DUTIES

8. Office of Inspector General

Submitting Division: South Cook Division Executive Committee

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall support, request and encourage legislation that will develop a state funded Office of Inspector General and/or expand the state or counties Office of Inspector General's jurisdiction to investigate allegations of waste, fraud, financial mismanagement, dereliction of duty and employee misconduct in local public schools for all employees, up to and including the

Superintendent and school board members. Legislation for an Office of Inspector General will support its primary functions to ensure integrity in the operations of local public-school districts, review of systems, practices, procedures to determine their efficacy in preventing waste, fraud, financial mismanagement, employee misconduct and dereliction of duty.

District Rationale: The establishment of an Office of Inspector General (OIG) for local public schools to ensure accountability, transparency, and the efficient use of public funds is necessary throughout the entire state.

Below are instances where an OIG has been beneficial, along with additional facts supporting the rationale for adopting this resolution. Instances of OIG Benefits:

1. CPS Assistant Principal Embezzlement — An investigation by the CPS Inspector General revealed that an assistant principal stole $273,000 from an after-school program. This discovery highlights the importance of having an OIG to uncover and address financial misconduct in schools.
2. Waste and Mismanagement in Tech Device Tracking — The CPS Inspector General identified significant waste and mismanagement due to a flawed system for tracking technology devices. This finding underscores the need for an OIG to ensure proper resource management and prevent wasteful expenditures.
3. Record High Government Ethics Complaints — A report indicated that ethics complaints in Illinois government reached a new record in 2022. An OIG can help address and reduce such complaints by providing oversight and ensuring ethical conduct in public schools.

Facts about Illinois' Public Schools

1. Student Demographics and Enrollment — As of 2022, Illinois public schools serve approximately 1,925,415 students across 3,840 schools and 852 school districts. Around 49% of the student population is identified as low income, highlighting the need for equitable resource allocation and oversight to support these students effectively.
2. Financial Expenditure — In 2023, the Illinois Comptroller expended approximately $14.69 billion on public education, with appropriations at approximately $20.5 billion. Illinois spends an average of $17,293 per pupil, significantly higher than the US average of $13,494.
3. Instructional and Operational Spending — In FY2022, Illinois school districts spent $10,638 per pupil on instruction and $17,952 per pupil on operations.
4. Academic Performance — Only 35% of students are proficient in English Language Arts (ELA), and 27% are proficient in Math. Out of 1,925,415 students enrolled in Illinois public schools, 1,251,519 are failing ELA and 1,405,552 are failing Math. An OIG can identify areas where resources are not being utilized effectively to enhance student performance.
5. Funding Sources — Illinois school districts rely on 63% local funds, 24.2% state funds, and 12.3% federal funds. The diverse funding sources necessitate robust oversight to ensure accountability and proper use of funds from all levels of government.

States with Office of Inspector General in School Districts: Several states and large school districts have already established Offices of Inspector General, demonstrating their effectiveness in ensuring accountability and transparency:

1. City of Los Angeles Unified School District — The L.A Unified School Dist. (LAUSD) has an established OIG to conduct audits, investigations, and reviews to ensure accountability and integrity in the use of public funds.
2. Florida Dept. of Education — The Florida Department of Education has an OIG responsible for promoting accountability, efficiency, and effectiveness through investigations and audits.
3. Detroit Michigan Public Schools — Detroit Public Schools Community District (DPSCD) has an OIG to investigate fraud, waste, and abuse and to provide oversight to improve operations.
4. Philadelphia School District — The School District of Philadelphia has an OIG to conduct investigations and audits, ensuring the integrity and accountability of district operations.

Conclusion: Establishing an OIG for local public schools in Illinois is essential to ensure accountability, transparency, and the efficient use of public funds. By addressing financial misconduct, waste, and mismanagement, an OIG can significantly improve the quality of education and ensure that resources are used effectively to benefit all students.

Resolutions Committee Analysis: While Committee members agreed that oversight and accountability for public schools is of the utmost importance, the Committee identified many laws and processes currently in place that already apply. Thus, legal remedies already exist to hold school districts accountable and expanding or creating a new state agency is not necessary.

The Resolutions Committee recommends DO NOT ADOPT.

BOARD EMPLOYEE RELATIONS

9. Faith's Law — EHRs for Current Employees

Submitting District: Lake Forest CHSD 115 and SD 67

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall request that the Illinois Legislature revise Faith's Law (105ILCS 5/22-94) to permit

individual school districts to conduct Employment History Reviews (EHRs) for current employees as well as new hires.

District Rationale: Faith's Law currently applies to new hires only. Since the purpose of the law is to protect children, it would be appropriate for school districts to be granted the ability to require current employees to comply with the self-disclosure and employment history review requirements as well.

Resolutions Committee Analysis: Committee members determined that conducting EHRs for current employees could cause confusion and pose legal and collective bargaining challenges for school districts. Given these challenges, these employment decisions are best left to each local district and its attorneys.

The Resolutions Committee recommends DO NOT ADOPT.

DISTRICT ORGANIZATION AND ELECTIONS

10. Criminal Background Check

Submitting District: Joliet THSD 204

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall require all school board candidates to have a criminal background check before they submit their petition. It is each candidate's responsibility to get a criminal background check from the regional office of education. It will be the candidate's responsibility to contact the ROE to make the appointment and acquire the paperwork needed. It is up to the Regional Office of Education to get the results of the background check for the candidate. The background check may be emailed, picked up, or mailed to the candidate. It may be the ROE decision on how they distribute the result. It is the candidate's responsibility to turn in the background check to their prospective clerk at the same time they turn in their signatures. It is on the prospective clerk to make sure that the candidate has no infamous crimes on their report before they are put on the ballot. Infamous crimes include felony, bribery, perjury, domestic violence, and sex offender. Now therefore it will be resolved on how criminal background checks are performed on school board members.

District Rationale: There is a current law that states that no school board member can be convicted of an infamous crime. However, there is no oversight that is making sure that this is completed. Our resolution makes sure that there is oversight on this law.

Resolutions Committee Analysis: The Committee agreed that it is critical that school board members maintain the highest ethical standards. However, Committee members determined that background checks for school board candidates create a different election standard for school board members as compared to other elected officials. Also, it could cause financial and procedural challenges for potential school board members. These challenges could deter qualified candidates from running for a school board.

The Resolutions Committee recommends DO NOT ADOPT.

RESOLUTIONS NOT ELIGIBLE FOR APPEAL

For all the below resolutions, numbered 1 through 3, the Resolutions Committee recommends DO NOT PRESENT.

1. Constructional Change - Mail-in Voting
2. Constitutional Change — Finance Section
3. Faith's Law — CANTS

The following resolutions all received a "Do Not Present" recommendation from the Resolutions Committee. With a "Do Not Present" recommendation, the proposals are not subject to appeal and will not be presented at the Delegate Assembly. They are included in this report for informational purposes only.

1. Constructional Change - Mail-in Voting

Submitting District: Fremont SD 79

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall support and amend their Constitution so that all member school districts can have the opportunity to vote at the Delegate Assembly. The last sentence of Article III Delegate Assembly and Annual Conference, Section 2 Delegate Assembly in the Constitution of the Illinois Association of School Boards shall be amended to read:

"Voting shall be done by the respective delegate or alternate either in person at the assembly or email ballot due by noon on the Friday prior to the assembly."

District Rationale: This is a revised resolution from 2023 of the proposal to have all, not just some of the school districts in Illinois, represented at the Delegate Assembly during the Joint Annual Conference. Out of over 850 school districts that are IASB members, only 409 delegates in 2022 and 417 in 2023 were in person to actually vote and have a voice for their district.

In 2023, the original resolution ended up as Do Not Present because it created too many questions about how it would be implemented and what changes would have to be made. The Resolution Committee had (1) concerns about the proposed timeline to get the votes in; (2) validating registered delegate is casting; (3) not hearing floor discussions during assembly; (4) solidifying quorum; and finally (5) if absent districts truly can't afford to send delegate. The following are answers to those concerns:

1. The timeline of when to get the email votes in can be up to the Resolution Committee depending on how much time is enough time to count the ballots before the assembly. We suggest, as is in the Statement of Resolution, that all email ballots be turned in by noon on the Friday before the assembly meeting. Any ballots turned in after that deadline will not be counted and not be included in the voting at the assembly.
2. Validating that ballots come from a registered district delegate would be very simple to identify since the ballots are all emailed in. As long as the email address it is being sent from is an official board address, each district will have just one email ballot to turn in. Once a district has sent in their votes for that assembly event, their voting privilege is done.
3. In September, the Resolution Committee Report goes out to each member district where then the delegate reviews the document with their Board to see how they as a group want the delegate to vote in November at the assembly. The delegate takes with them to the assembly the decision of how their Board wants them to vote, so the floor discussions shouldn't change how the delegates vote anyway. The delegate is voting on the Board's behalf. They're voting on their Boards' decisions, not their own.
4. In the Constitution of the IASB, it states in Article III Delegate Assembly, Section 6 Quorum: "A quorum of the Delegate Assembly for the purpose of transacting business shall consist of a simple majority of the number of delegates present when the Assembly is first convened."

   It won't matter how many non-present delegates vote during the meeting because the quorum is always based on how many delegates are in-person in the room.

   The assembly has no set magical number like a regular Board meeting does with a majority of the seven members having to be present. The Delegate Assembly quorum is just whoever happens to be there when it starts. The email ballots should not have any bearing on the assembly's quorum.
5. When this resolution was presented to the Resolution Committee last year, it is true that there wasn't any evidence that some districts didn't have delegates at the assembly because of costs, but this year, we have done some research. Of the over 800-member school districts in the state, emails were sent out to 100 districts in eight divisions in southern Illinois asking whether they send a delegate to the assembly. Of those who don't send one, it was asked if it is because it's

not in their budget to do so. Out of that sample group that were contacted, a quarter of them responded, and half of those confirmed that they could not afford to send their delegates to the assembly. True, it is not an overwhelming result, but it does show that some districts are never able to participate in voting.

This resolution is not a substitute or alternative for districts to not attend the conference or the assembly; rather it's an option and opportunity for districts that are just not able to attend to still be able to participate in some way in our legislative event and to have a voice in our process.

Resolutions Committee Analysis: The Committee determined that the proposal is a proposed Constitutional amendment and not a resolution. As stated in the IASB Constitution, proposed amendments to the Constitution shall be submitted to the Board of Directors. This resolution was provided to the Board of Directors.

The Resolutions Committee recommends DO NOT PRESENT.

2. Constitutional Change — Finance Section

Submitting Board: South Cook Division Governing Board

Statement of Resolution: Be it resolved that the IASB shall support a constitutional change to the finance section to include the following provision under its finance section:

a. Dues Invoicing: The IASB shall adopt a policy to ensure that the invoicing of annual dues for Active, Affiliate, Associate, and Service Associate Members includes detailed itemization of charges, a clear description of services provided, disclosure and details of any unique multipliers used, and is formatted in a user-friendly and easy-to-read manner.

b. Annual Increase Notification: The IASB shall establish policies and procedures to inform member school boards of any potential annual increase in dues. This shall include providing a clear rationale for such increases, outlining the factors contributing to the adjustment, and ensuring that members have adequate opportunity to review and provide feedback on proposed changes.

c. Implementation: This amendment shall take effect immediately upon its adoption by the Illinois Association of School Boards. The Board of Directors of the Illinois Association of School Boards shall be responsible for implementing the policies and procedures outlined in this amendment, including the revision of invoicing practices and the establishment of communication protocols regarding dues increases.

District Rationale: The concern of transparency, accountability and communications are currently being debated in almost every sector throughout the country. The proposed constitutional amendment to the Finance section will help improve transparency, accountability, and communication regarding membership dues. This amendment includes provisions for detailed invoicing, notification of annual increases, and immediate implementation of these policies. Below are the supporting statements and rationale for this resolution.

Rationale:

- o Transparency: Detailed itemization and clear descriptions of services provided will enhance transparency, allowing members to understand exactly what they are paying for.
- o Accountability: By disclosing any unique multipliers used, the IASB can ensure fairness and accountability in its dues calculations.
- o User-Friendly: A user-friendly and easy-to-read format will help members quickly comprehend their invoices, reducing confusion and increasing trust in the IASB's financial processes.
- o Communication: Timely and clear communication about potential dues increases will foster a collaborative relationship between the IASB and its members.
- o Rationale for Increases: Providing a clear rationale and outlining contributing factors will help members understand the need for adjustments, promoting acceptance and reducing resistance.
- o Member Feedback: Allowing members to review and provide feedback on proposed changes ensures that the IASB considers their perspectives and addresses any concerns before implementing increases.

Conclusion: Amending the Finance section of the IASB Constitution to include provisions for detailed dues invoicing and annual increase notification is essential for promoting transparency, accountability, and effective communication. These changes will enhance member trust and collaboration, ensuring that the IASB operates in a fair and open manner. Immediate implementation of these policies will provide timely benefits, reinforcing the IASB's commitment to serving its members with integrity and transparency.

Resolutions Committee Analysis: The Committee determined that the proposal is a proposed Constitutional amendment and not a resolution. As stated in the IASB Constitution, proposed amendments to the Constitution shall be submitted to the Board of Directors. This resolution was provided to the Board of Directors.

The Resolutions Committee recommends DO NOT PRESENT.

3. Faith's Law — CANTS

Submitting District: Unity Point SD 140

Statement of Resolution: Be it resolved that the Illinois Association of School Boards shall request the Illinois legislature consider using the ILL-DCFS (Illinois Department of Child and Family Services) CANTS (Child Abuse and Neglect Tracking System) as a means to fulfill

the Employment History Review (EHR)(105 ILCS 5/22-94) of Faith's Law.

District Rationale: The Application of Faith's Law has required districts to contact employers listed in the EHR form and conduct a review for sexual misconduct allegations. This approach to hiring may prove time consuming and financially limiting for some districts, requiring the addition of personnel or utilizing outside firms to complete the process. At this point, there's no guidance on the due diligence process that will be completed for a district to have confidence in approving an employee, an applicant as an employee, contractor, substitute, or any of those with direct contact with students. This lack of guidance could lead districts open for lawsuits based on an individual human resource officer's choice to proceed or deny employment based on the verbal response of a prior employer. With no funding for this end, another option must be considered.

Alternatively, the DCFS CANTS system is an established system that is currently required alongside the standard FBI and IL State Police background checks for all DCFS facilities. Additionally, this system is already designed to be used in non-DCFS daycare spaces, including by the University of Illinois, for all applicants at their University and other entities in the State. The CANTS system would provide an unbiased system to examine sexual misconduct allegations, giving districts a clear answer on prior misconduct.

Lastly, as this is a statewide database, employees and contractors who work in multiple districts will not have to reapply through the ISBE's employment history check with each district they will work in. This would allow for the quick approval of new hires, contractors, and volunteers, saving schools valuable time and money. Again, we urge the IASB to ask the Illinois legislature to join these other entities in utilizing the CANTS system to screen employees as an alternative to the Employment history Review.

Resolutions Committee Analysis: The Committee determined that EHRs are burdensome and that a statewide centralized solution is needed. However, it did not support CANTS as an appropriate substitute. Additionally, this resolution is substantially similar to a resolution submitted in recent years that was not adopted.



The Resolutions Committee recommends DO NOT PRESENT.

LOCAL SCHOOL BOARD GUIDANCE FOR DISCUSSING IASB RESOLUTIONS

This guidance is published for informational purposes only and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

Open Meetings Act

Resolutions of the Illinois Association of School Boards (IASB) are likely considered public business and subject to the Illinois Open Meetings Act (OMA) (5 ILCS 120/). OMA requires school boards to discuss district business only at properly noticed board meetings. Other than during a properly noticed board meeting, a majority or more of a board-quorum (or in the case of a five-person board, a quorum or more) may not engage in contemporaneous interactive communication, which includes electronic communication, to discuss district business, including IASB resolutions. IASB does not monitor for OMA compliance or investigate claims of OMA violations. Members are responsible for their own compliance with OMA requirements.

Freedom of Information Act

Resolutions of IASB and related information are likely subject to the Illinois Freedom of Information Act (FOIA) (5 ILCS 140/). Because of this, the resolutions and related information are likely subject to disclosure under FOIA, unless a specific exemption applies. Members with specific questions should contact their board attorney.

Discussion of Resolutions by the School Board

IASB recommends that as a best practice each school board discuss the proposed resolutions from IASB and come to a consensus regarding whether to vote in support of or against each resolution at the 2024 IASB Delegate Assembly. Board members may consider entering an agenda item on the agenda of a publicly scheduled board meeting to do this. A sample agenda item is as follows:

> *Discussion and Action on Proposed Illinois Association of School Boards (IASB) Resolutions for Consideration at the 2024 IASB Delegate Assembly and Appointment of [INSERT SCHOOL DISTRICT NAME] Delegate to the 2024 IASB Delegate Assembly*

Next, at the board meeting, board members should discuss the proposed IASB resolutions to come to a consensus on how the delegate will vote on each resolution and determine who will represent them as a delegate at the 2024 IASB Delegate Assembly. A sample motion for appointment of a delegate may read as follows:

Appointment of Delegate

1. I move that *[INSERT NAME]* be appointed the 2024 IASB Delegate to the 2024 IASB Delegate Assembly on behalf of *[INSERT DISTRICT NAME]*.

Finally, board members will need to take action to determine how the district's delegate should vote at the Delegate Assembly. For example, the board may have two options:

Motion to Direct Delegate Votes at the Delegate Assembly

1. The appointed delegate may only vote in accordance with the consensus reached at the district's board meeting. In that case, a sample motion might read as follows:

   I move that *[INSERT NAME OF DELEGATE]* be granted the authority to vote on the IASB resolutions at the 2024 Delegate Assembly solely in accordance with the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]*.

2. The delegate may vote keeping in mind at the Delegate Assembly the consensus at the board table and any discussion or debate raised at the 2024 IASB Delegate Assembly.

   I move that *[INSERT NAME OF DELEGATE]* be granted the authority to vote on the IASB resolutions at the 2024 IASB Delegate Assembly with their independent discretion based on the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]* and any discussions had on each resolution at the 2024 IASB Delegate Assembly.

LOCAL SCHOOL BOARD DELEGATE DIRECTION (RESOLUTIONS)

Resolutions that received a "Do Adopt" Recommendation from the IASB Resolutions Committee

All the below resolutions will be placed on a consent agenda for a vote during the IASB Delegate Assembly. If any are removed from the consent agenda, what is your board's direction as to whether the following resolutions should be adopted by the IASB Delegate Assembly?

Yes	No	
❑	❑	1. Dual Language
❑	❑	2. EBF Authorized Charter School Funding
❑	❑	3. Tax Increment Financing (TIF) Accountability
❑	❑	4. Faith's Law — Centralized State Agency for EHRs
❑	❑	5. Heath Care Coverage
❑	❑	6. Polling Place — Amendment to Position Statement 7.08

Resolutions that received a "Do Not Adopt" Recommendation from the IASB Resolutions Committee

The below resolutions may be appealed by the submitting district. Any resolution that is appealed requires a two-thirds vote at the Delegate Assembly to be reconsidered. If a "Do Not Adopt" resolution is appealed, what is your board's direction to its delegate as to whether the following resolutions? a) Should be reconsidered by the IASB Delegate Assembly; and b) if reconsidered, should be adopted by the IASB Delegate Assembly.

Yes	No	
❑	❑	7a. Cellphone Usage — should be reconsidered
❑	❑	7b. If reconsidered, should be adopted by the Delegate Assembly
❑	❑	8a. Office of Inspector General — should be reconsidered
❑	❑	8b. If reconsidered, should be adopted by the Delegate Assembly
❑	❑	9a. Faith's Law — EHRs for Current Employees — should be reconsidered
❑	❑	9b. If reconsidered, should be adopted by the Delegate Assembly
❑	❑	10a. Criminal Background Check— should be reconsidered
❑	❑	10b. If reconsidered, should be adopted by the Delegate Assembly

LOCAL SCHOOL BOARD GUIDANCE FOR DISCUSSING IASB CONSTITUTIONAL AMENDMENT

This guidance is published for informational purposes only and is not a substitute for legal advice. For legal advice or a legal opinion on a specific question, please consult the board attorney.

Discussion of IASB Constitutional Amendment by the School Board

IASB recommends that as a best practice each school board discuss the proposed IASB Constitutional Amendment and come to a consensus regarding whether to vote in support of or against the amendment at the 2024 IASB Delegate Assembly. Board members may consider entering an agenda item on the agenda of a publicly scheduled board meeting to do this. A proposed agenda item is as follows:

> *Discussion and Action on Proposed Illinois Association of School Boards (IASB) Constitutional Amendment for Consideration at the 2024 IASB Delegate Assembly*

Next, at the board meeting, board members should discuss the proposed IASB Constitutional Amendment to come to a consensus on how the previously appointed delegate should vote on the constitutional amendment at the 2024 IASB Delegate Assembly. A sample motion for appointment of a delegate may read as follows:

Motion to Direct Delegate Vote on the IASB Constitutional Amendment at the Delegate Assembly

1) The appointed delegate may only vote in accordance with the consensus reached at the district's board meeting. In that case, a sample motion might read as follows:

   I move that *[INSERT NAME OF DELEGATE]* be granted the authority to vote at the 2024 IASB Delegate Assembly solely in accordance with the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]* on the proposed IASB Constitutional Amendment.

2) The delegate may vote keeping in mind at the Delegate Assembly the consensus at the board table and any discussion or debate raised at the 2024 IASB Delegate Assembly.

   I move that *[INSERT NAME OF DELEGATE]* be granted the authority to vote at the 2024 IASB Delegate Assembly with their independent discretion based on the consensus of the *[INSERT DISTRICT NAME]* School Board on *[INSERT DATE]* and any discussions had on the proposed IASB Constitutional Amendment at the 2024 IASB Delegate Assembly.

LOCAL SCHOOL BOARD DELEGATE DIRECTION (CONSTITUTIONAL AMENDMENT)

IASB Constitutional Amendment presented by the IASB Board of Directors

The IASB Board of Directors presents the following constitutional amendment to the Delegate Assembly. Because constitutional amendments are presented by the Board of Directors and as such are not recommendations made by the Resolutions Committee, this constitutional amendment will not be included on the consent agenda. It must receive a two-thirds vote of all delegates present and voting for adoption. What is your board's direction as to whether the following constitutional amendment should be adopted by the IASB Delegate Assembly?

Yes ❑ No ❑ Article XI, Section 5 - Parliamentary Practice



IASB Illinois Association of School Boards

Lighting the Way to Excellence in School Governance

2921 Baker Drive
Springfield, IL 62703
(217) 528-9688
Fax (217) 528-2831

One Imperial Place
1 East 22nd Street, Suite 310
Lombard, IL 60148-6120
(630) 629-3776
Fax (630) 629-3940

2019 Grant Community High School Foundation Gala

Revenue

Category		Amounts
Sponsorships		
IHC Construction	$	500.00
Central Clothing	$	100.00
Carey Electric	$	250.00
Raymond James	$	720.00
Kent Rouse State Farm	$	100.00
Wine Spin Items	$	1,250.00
Silent Auction Items	$	17,371.00
Donations	$	5,050.00
Table/Ticket Donations	$	5,726.00
Total	$	31,067.00
Subtotal Revenue	**$**	**31,067.00**

Expenses

Credit Card Fees	$	(204.90)
Invitations	$	(333.92)
Postage	$	(295.81)
Auction item-Kohler	$	(500.00)
Auction Item - Lake Geneva	$	(575.00)
Auction item - Cubby Bear	$	(200.00)
Handbid	$	(1,999.00)
DJ	$	(500.00)
Emcee	$	(1,000.00)
Maravela's	$	(2,500.00)
Subtotal Expenses	**$**	**(8,108.63)**
Net	**$**	**22,958.37**

Principal's Report to the Board of Education
Jeremy Schmidt, Principal
November 2024

Medical Suspension Update

As reported at the October Board of Education meeting, October 15 was the State-mandated deadline for all public schools to exclude students from campus activities via medical suspension if they have not received their required health documentation. I am pleased to report that all necessary health documentation has been provided and all students have been cleared to return to campus. The teamwork of the Nurse's Office, Deans, and Student Services was imperative and appreciated in meeting this requirement.

Parent-Student-Teacher Conferences

Parent-Student-Teacher Conferences were successfully held on the evening of October 24 and the morning of October 25. Parents/guardians met in person and virtually with teachers to support their students' academic development.

Over the past several years, we have collected reliable year-over-year data on parental involvement in this event and this year's data will be shared at this month's school board meeting.

Community Engagement: Parent Universities

- On November 6, parents and students were invited to our annual Advanced Placement/Dual Credit Night. The primary focus of this event is to provide information to families considering taking accelerated courses in the future. Information was shared about the requirements and benefits of taking AP and Dual Credit classes along with guidelines and course information for the 2025-2026 school year. After a general information session, students and their parents were able to attend up to four separate break-out presentations. Break-out rooms were led by Grant Advanced Placement and Dual Credit teachers. Additionally, a College of Lake County representative was available to further explain dual credit options and enrollment at the CLC. The timing of this night coincides with our first group of students, Juniors, beginning to enroll in classes for next year.

- On November 7, The SEL Parent University continued with a meeting in this discussion series. This discussion series is designed to engage parents and caregivers in conversations about the social and emotional growth of their family. These unique Parent University sessions provide an opportunity to learn from each other and explore our hopes for our children's development.

Student Services

- **College and Career Readiness:** Tuesday, November 12, was the second of four special activity schedules dedicated to students working to develop their college and career readiness. These activities are facilitated through Schoolinks and are designed to provide our students with essential information and guidance for making informed decisions about their college and career paths.

  The Schoolinks platform offers valuable activities that prepare students for their life after Grant, but they are also a crucial component of our ongoing efforts to align with the Illinois State Board of Education requirements and the PaCE Framework. Schoolinks facilitates a scope and sequence to prepare students for college and career readiness.

  Staff were trained on the lesson delivery during the November 6 Flex Start. To facilitate the Schoolinks activities, students and staff will report to their TEAM locations to complete grade-level-specific Schoolinks activities.

- **Student Future Scheduling Requests:** With the 2025-2026 Curriculum Guide approved, the student course registration process is now underway. The process takes place by grade level, beginning with Juniors in November, followed by sophomores and freshmen. School counselors meet with TEAM classes to preview course offerings and detail the Skyward course request process. Then, students meet individually with their school counselor to select courses for the following year.

Navig8 Lake County Career Fair

The Career Navig8 Lake County took place at the Lake County Fairgrounds on October 30. It was open to all 8th graders and high schoolers in Lake County, and it was designed to motivate students to continue exploring and planning their careers in partnership with area businesses. This Career Exploration Day provided students with a valuable opportunity to connect with various businesses representing multiple career clusters.

The purpose of Career Navig8 was to offer hands-on experiences that align with the districts' comprehensive career readiness curriculum in tandem with the PaCE Framework. It helped students gain a deeper understanding of the diverse career opportunities available within our community and across different career pathways.

Grant sent a group of students to participate in this county-wide event, which Grant, led by Mr. Blair Schoell, was instrumental in planning with multiple other districts and the Regional Office of Education.

Student Representative to the Board of Education
November Report

Activities

Fall Play

Alice in Wonderland opens on Friday, November 22nd. A large number of students have dedicated their time to put together the show and are excited to share what they have worked on! I encourage you to check out one of the three shows that weekend.

Academic Team

Our academic team has started the season coming off from a really great run last year and hopefully the streak will continue!

Sports

Football Playoffs

On November 2nd our football players went up against Burlington Central. They fought hard but couldn't go on. We are proud of them for fighting. We also were able to get a fan bus to go and watch the game which was pretty cool!

Winter Sports Night

November 14th is our winter sports night. Athletes from our winter sports are coming together to learn about the programs and expectations just like what was done for fall sports night.

Events

Music fundraiser

November 11th Antioch Pizza helped out the Grant Music Department by donating 15% of its proceeds to the program. This helps out our band and choir programs.

Other

School Lunches

Overall it seems students are unsatisfied with the lunches this year and prefer what we had last year. These complaints also apply to the options at the Dog Bowl.

2025-2026 Proposed Public School Calendar for Grant CHSD 124, Draft, as of 9/25/2024

Codes: X = attendance day; XHI, XHPT, XID, XDS, XHS, XHSW, XHIH, XHPH, XHSH = half attendance day; XH = holiday attendance waiver; FPT, FPTH, WFPT = full day parent teacher conference; FI, WFI, FIH = teacher inservice; PI, TI, TIH = parent/teacher institute; ED = emergency day; XED = proposed emergency day; HOL = holiday; NIA = not in attendance

Total Days of Attendance: 178 **Regular Day:** 7:30AM - 3:10PM **Instruct. Day Lgth:** 7 Hrs. 30 Mins.

July 2025

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1	2	3	4 HOL	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3
4	5	6	7	8	9	10

July Atnd: 0 Accum: 0

August 2025

Mon	Tue	Wed	Thu	Fri	Sat	Sun
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11 TI	12 TI	13 X	14 X	15 X	16	17
18 X	19 X	20 X	21 X	22 X	23	24
25 X	26 X	27 X	28 X	29 X	30	31
1	2	3	4	5	6	7

Aug Atnd: 13 Accum: 13

September 2025

Mon	Tue	Wed	Thu	Fri	Sat	Sun
25	26	27	28	29	30	31
1 HOL	2 X	3 X	4 X	5 X	6	7
8 X	9 X	10 X	11 X	12 X	13	14
15 X	16 X	17 X	18 X	19 X	20	21
22 X	23 X	24 X	25 X	26 X	27	28
29 X	30 X	1	2	3	4	5

Sept Atnd: 21 Accum: 34

October 2025

Mon	Tue	Wed	Thu	Fri	Sat	Sun
29	30	1 X	2 X	3 X	4	5
6 X	7 X	8 X	9 X	10 TI	11	12
13 HOL	14 X	15 X	16 X	17 X	18	19
20 X	21 X	22 X	23 X	24 FPT	25	26
27 X	28 X	29 X	30 X	31 X	1	2
3	4	5	6	7	8	9

Oct Atnd: 21 Accum: 55

November 2025

Mon	Tue	Wed	Thu	Fri	Sat	Sun
27	28	29	30	31	1	2
3 X	4 X	5 X	6 X	7 X	8	9
10 X	11 X	12 X	13 X	14 X	15	16
17 X	18 X	19 X	20 X	21 X	22	23
24 X	25 X	26 NIA	27 HOL	28 NIA	29	30
1	2	3	4	5	6	7

Nov Atnd: 17 Accum: 72

December 2025

Mon	Tue	Wed	Thu	Fri	Sat	Sun
24	25	26	27	28	29	30
1 X	2 X	3 X	4 X	5 X	6	7
8 X	9 X	10 X	11 X	12 X	13	14
15 X	16 X	17 X	18 X	19 X	20	21
22 NIA	23 NIA	24 NIA	25 HOL	26 NIA	27	28
29 NIA	30 NIA	31 NIA	1	2	3	4

Dec Atnd: 15 Accum: 87

January 2026

Mon	Tue	Wed	Thu	Fri	Sat	Sun
29	30	31	1 HOL	2 NIA	3	4
5 X	6 X	7 X	8 X	9 X	10	11
12 X	13 X	14 X	15 X	16 X	17	18
19 HOL	20 X	21 X	22 X	23 X	24	25
26 X	27 X	28 X	29 X	30 X	31	1
2	3	4	5	6	7	8

Jan Atnd: 19 Accum: 106

February 2026

Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	31	1
2 X	3 X	4 X	5 X	6 X	7	8
9 X	10 X	11 X	12 X	13 TI	14	15
16 NIA	17 X	18 X	19 X	20 X	21	22
23 X	24 X	25 X	26 X	27 X	28	1
2	3	4	5	6	7	8

Feb Atnd: 18 Accum: 124

March 2026

Mon	Tue	Wed	Thu	Fri	Sat	Sun
23	24	25	26	27	28	1
2 X	3 X	4 X	5 X	6 X	7	8
9 X	10 X	11 X	12 X	13 X	14	15
16 X	17 X	18 X	19 X	20 X	21	22
23 NIA	24 NIA	25 NIA	26 NIA	27 NIA	28	29
30 X	31 X	1	2	3	4	5

Mar Atnd: 17 Accum: 141

April 2026

Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	1 X	2 X	3 NIA	4	5
6 X	7 X	8 X	9 X	10 X	11	12
13 X	14 X	15 X	16 X	17 X	18	19
20 X	21 X	22 X	23 X	24 X	25	26
27 X	28 X	29 X	30 X	1	2	3
4	5	6	7	8	9	10

Apr Atnd: 21 Accum: 162

May 2026

Mon	Tue	Wed	Thu	Fri	Sat	Sun
27	28	29	30	1 X	2	3
4 X	5 X	6 X	7 X	8 X	9	10
11 X	12 X	13 X	14 X	15 X	16	17
18 X	19 X	20 X	21 X	22 X	23	24
25 HOL	26 XED	27 XED	28 XED	29 XED	30	31
1	2	3	4	5	6	7

May Atnd: 16 Accum: 178

June 2026

Mon	Tue	Wed	Thu	Fri	Sat	Sun
25	26	27	28	29	30	31
1 XED	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19 HOL	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

June Atnd: 0 Accum: 178

Out of State or Overnight Athletics Trip Request

Name of Event	Softball Spring Break Trip to Pigeon Forge, Tenn
Coach in Charge	Chris Van Alstine
Sport	Softball
Destination (City and State)	Pigeon Forge, Tenn.
Destination (Location of Event)	Ripken Experience
Dates of Event	Saturday, March 22nd, 2025 - Wednesday March 26th, 2025
Number of student-athletes attending	15/16
Total cost of the trip	$8,559.00
How will You Fund the Event	Softball Activity Fund
Value to the Athletes	The trip's goal is to provide the varsity softball team with the opportunity to play difficult competition from around the country, as well as, give all players on the team multiple opportunities to play games in a short period of time. Also, the trip would provide a bonding opportunity for teammates as they prepare for a difficult spring schedule. This will be the sixth trip that the varsity softball team will make to the Cal Ripken fields and the hope is to continue to build the strong relationship the program has created with the schools in this tournament for many years to come.
Names of Chaperones	Chris Van Alstine, Jeff Durlak, and Josh Christian
Date and Time Leaving for the Event	6am Saturday, March 22, 2025
Date and Time Returning from the Event	6pm Wednesday, March 26, 2025
Approval from Athletic Director	
Approval from Principal	10/17/24

Pigeon Forge, TN Spring Trip
Grant Softball 2025

Purpose: The trip's goal is to provide the varsity softball team with the opportunity to play difficult competition from around the country, as well as, give all players on the team multiple opportunities to play games in a short period of time. Also, the trip would provide a bonding opportunity for teammates as they prepare for a difficult spring schedule. This will be the sixth trip that the varsity softball team will make to the Cal Ripken fields and the hope is to continue to build the strong relationship the program has created with the schools in this tournament for many years to come.

Overview: The trip would consist of 6 softball games played at the Cal Ripken Fields in Pigeon Forge, Tennessee. The games will be varsity level allowing for all players to get multiple opportunities to play on the trip. The game times and opponents are to be determined. There will be 3 softball coaches chaperoning the estimated 14/15 players on the varsity team.

Dates: Saturday, March 22nd through Wednesday, March 26th, 2025

- Leave from GCHS on Saturday, March 22nd @ 6:00 AM
- Arrive back to GCHS on Wednesday, March 26th @ 6:00 PM

23 *Practice @ TBD. *Game 1 @ TBD *Game 2 @ TBD	**24** *Game 3 @ TBD *Game 4 @ TBD	**25** *Game 5 @ TBD *Game 6 @ TBD	**26** *Leave Pigeon Forge at 6 am and arrive back at GCHS around 6 pm.			**22** *Leave GCHS @ 6am for Pigeon Forge and arrive around 5pm.

Costs: The majority of the costs will be paid for by the Grant softball program activity fund.

- Transportation
  - Fox Lake to Pigeon Forge, TN = 10 Hours
  - GCHS Bus
  - Hotel Distance to Cal Ripken Fields (1 mile)
- Hotel
  - The Inn on the River.
  - Approximately 14/15 players/3 coaches/1 bus driver
  - The hotel will cost around $TBD a night to house the entire team and coaches.
  - Leave after game on Wednesday.
  - Sat/$190, Sun/$150, Mon/$150, Tues/$150

  Total = 8 rooms x 4 nights = $5,120 for lodging.
  (this amount will come out of the activity fund).
- Food
  - Breakfast, Lunch, and Dinner will all be at the hotel, game field, and various restaurants on Sunday, Monday and Tuesday.
    - We will stop for lunch on Saturday and on Wednesday.
  - 15 players/3 coaches = $687.71/Day x 5 days = $3,439.00 (approx.)

  Total = $1,530.00 approx. total needed (this amount will come out of the activity fund).

Total Projected Cost = $8,559.00 (approx.)

Projected Itinerary

The itinerary below has not yet been finalized. However, this will give a general layout of the trip's activities.

Pigeon Forge Spring Trip

Saturday, March 22nd – Wednesday, March 26th, 2025

General Information

Hotel –

The Inn on the River
Pigeon Forge, Tenn. 37868

Fields – All games are played at Cal Ripken Fields.

Cal Ripken Fields
405 Jake Thomas Rd.
Pigeon Forge, Tennessee, 37863

Departure –

Leave from GCHS on Saturday, March 22nd @ 6:00 AM.

Please arrive at 5:00 AM to load equipment and luggage.

Equipment and luggage: The players can bring one smaller bag of things they need on the bus. All other softball bags will be loaded into a few parent's cars that will be traveling with the team to Pigeon Forge, TN.

Room Assignments -

1-	Coach Van Asltine			
2-	Coach Durlak			
3-	Coach Chrisitan			
4-	(Bus Driver)			
5-	TBD	TBD	TBD	TBD
6-	TBD	TBD	TBD	TBD
7-	TBD	TBD	TBD	TBD
8-	TBD	TBD	TBD	TBD

Saturday, March 22nd, 2025

5:00am: Arrive at Grant. Load gear on to bus.

5:45am: Team Meeting – Main Gym.

6:00am: Leave GCHS.

12:00pm: Have Lunch as a team.

5:00pm: Arrive in Pigeon Forge, TN, unload bus and check in to the hotel.

7:00pm: Team dinner.

8:00pm: TBD

9:30pm: Room check-players stay in their rooms.

10:00pm: Lights out.

Sunday, March 23rd, 2025

6:00-7:00am: Breakfast as a team.

8:30am: Leave hotel for Cal Ripken Field.

9:00am: Hitting practice in the facilities cages.

11:00am: Game 1

12:00pm: Lunch as a team before game 1.

3:00pm: Game 2

9:00pm: Team dinner.

9:30pm: Room check - players stay in their rooms.

10:00pm: Lights out.

Monday, March 24TH, 2025

6:00-7:00am: Breakfast as a team.

1:00pm: Game 3

3:00pm Game 4

7:00pm: Dinner after Game 4.

9:30pm: Room check - players stay in their rooms.

10:00pm: Lights out.

Tuesday, March 25th, 2025

6:00-7:00am: Breakfast at the hotel.

9:00am Game 5

11:00am Game 6

1:00pm: Lunch after game 6.

3:00pm: Activity as a team.

6:00pm: Team dinner.

7:30pm: TBD

9:30pm: Room check - players stay in their rooms

10:00pm: Lights Out

Wednesday, March 26th, 2025

6:00-7:00: Breakfast as a team.

7:00am: Depart for Fox Lake.

12:00pm Team lunch halfway home.

6:00pm Arrive at GCHS.

From: Becmer, Lauren <lbecmer@grantbulldogs.org>
Sent: Wednesday, October 23, 2024 10:41 AM
To: Geist, Kevin <KGeist@grantbulldogs.org>
Subject: Resigning from Academic Team

Hi Kevin,

I am writing to let you know that I am stepping down from my role as assistant academic team coach. I absolutely loved building connections with these students and working alongside VanAlstine, but unfortunately there are too many conflicts this season with my dance team schedule.

Please let me know if you need anything else from me.

Lauren Becmer

Social Studies Teacher

Assistant Dance Coach

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

847.973.3732

www.grantbulldogs.org

Jammie Meyer
1219 Waverly Dr
Volo, IL, 60020
Jammie.meyer22@gmail.com
11/14/20

Ryan Geist
Grant Community High School
285 Grand Ave
Fox Lake, IL 60020

Dear Mr. Geist,

I am writing to formally resign from my role as a paraprofessional at BDIPS, effective December 20. My experience here has been deeply fulfilling, and I am grateful for the opportunity to work with such a supportive team.

As I prepare to conclude my time with BDIPS, I want to ensure a smooth transition. I will be wrapping up my tasks and setting up any files for January to support my colleagues in any way possible before my departure.

Thank you for the guidance, encouragement, and opportunities provided to me. We will stay in touch as I move forward to my next step to becoming a teacher.

Warm regards,

Jammie Meyer

FINANCE, BUDGETS & FUNDING

PROPERTY TAX RELIEF GRANT

The FY 2025 PTRG application period is now open.

Applications are due by midnight January 8, 2025.

Log into IWAS to apply (https://apps.isbe.net/iwas/asp/login.asp?js=true).

The Property Tax Relief Grant (PTRG) was created with the passage of Evidence-Based Funding and modified by Public Act 101 – 0017. Districts are ranked in order of grant priority by a value of district Adjusted Operating Tax Rate divided by the Average Operating Tax Rate for districts within each organization type. Grants will be awarded in the order of that ranking.

Determining the maximum possible abatement amount will now be completed in 2 steps:

> **Step 1:** ISBE must calculate a district's Real Adjusted EAV amount multiplied by a factor that varies by organization type. That factor is 1% for a Unit, 0.69% for an Elementary and 0.31% for a High School.
>
> **Step 2:** The value determined in Step 1 is further modified by multiplying that value by the Local Capacity Percentage Multiplier. This value is equal to (1- Local Capacity Percentage).

These 2 steps result in the Maximum Abatement amount. Calculating the grant amount is equal to the Maximum Abatement multiplied by the Property Tax Multiplier or $(1 - LCP^2)$.

If there are insufficient funds available to fully fund the initial possible grant amount of the last district to qualify for the grant, a revised calculation is made. The final district qualifying may receive a grant equal to the remaining funds appropriated for PTRG. The abatement amount for that district is backed into by dividing the grant amount possible by the Property Tax Multiplier.

Property Tax Relief Grant amounts received in FY 2025 will be included in future calculations of those districts' Base Funding Minimum amounts, per 18-8.15 of the School Code. Per Public Act 101 – 0017, participating districts are required to abate taxes for 2 consecutive years to receive the grant in their Base Funding Minimum. Failure to abate in the second year will result in the removal of the grant from the district's Base Funding Minimum in the following and all future years.

Future grant amounts are subject to appropriations.

There will be $49.8 million in new Property Tax Relief Grants (PTRG) for FY 2025. All prior year grant recipients will continue to receive the PTRG in their Base Funding Minimum.

News and Updates

- FY 2025 Preliminary Property Tax Relief Grant Calculation (/_layouts/Download.aspx?SourceUrl=/Documents/FY25-Preliminary-PTRG-Calculation.xlsx)
- FY 2025 PTRG Adequacy Impact Calculator (/_layouts/Download.aspx?SourceUrl=/Documents/FY25-PTRG-Adequacy-Impact-Calculator.xlsx)
- Memo for FY 24 PTRG Recipients Deemed Eligible for FY 25 PTRG (/Documents/PTRG-Memo-FY24-Recipients.pdf)

Resources

Prior Year Grants

Frequently Asked Questions

CONTACT INFORMATION

State Funding and Forecasting (mailto:sff@isbe.net)

Springfield Office (217) 782-0249

Springfield Fax (217) 782-1844

RCDT ▶ 34049124016 **User Access ▶** District Admin **User ▶** breich124

Property Tax Relief Grant Application

Grant program administered by the Illinois State Board of Education in accordance with 105 ILCS 5/2-3.170. Additional information is available at the Property Tax Relief Grant web page. The field for Amount of Abatement Requested has been prepopulated with the maximum abatement amount possible for your district. You may choose to submit that amount, to submit a lesser amount or to not submit this year.

Maximum Possible Tax Abatement

$ 2,325,153.00

Amount of Abatement Requested

$ 2,325,153.00

% of Relief Possible as a Grant

90.7157910000 %

Submit

Building Main Building

		BUILDING SYSTEMS	Location/Type	Area Served	LIFE EXPEC. (yrs)	YRS IN SERVICE	USEFUL LIFE LEFT (yrs)	Condition (yrs) 1-2 Poor (Begin Planning)	2-4 Fair (OK for now)	5-10 Good (Monitor)	10+ Excellent (As Needed)	Continue Maintenance	BUDGET COST ($)	COMMENTS	Task #
3.0 - MECHANICAL															
3.1	ROOFTOP UNITS														
	R1	RTU E1	ROOF AREA E	Main School Building	25	12	13						$320,000	Mammoth Make, 40 ton, R410	
	R2	RTU E2	ROOF AREA E	Main School Building	25	12	13						$240,000	Mammoth Make, 30 ton, R410	
	R3	RTU 5	ROOF	Main School Building	20	22	0						$50,000	Trane Voyager, 12.5 tons, R-22	
	R5	RTU 1	ROOF	Main School Building	20	22	0						$24,000	Trane Voyager, 6 tons, R-22	
	R6	RTU 3	ROOF	Main School Building	20	22	0						$60,000	Trane Voyager, 15 tons, R-22	
	R7	RTU	ROOF	Main School Building	20	3	17						$12,000	Trane Make, 3 ton, R410A	
	R9	RTU	ROOF	Main School Building	20	22	0						$20,000	Trane Make, 5 ton, R-22	
	R10	RTU 9	ROOF	Main School Building	20	13	7						$28,000	Lennox Make, 7 ton, R-22	
	R11	RTU 10	ROOF	Main School Building	20	13	7						$28,000	Lennox Make, 7 ton, R-22	
	R12	RTU	ROOF	Main School Building	20	18	2						$240,000	Carrier Make, 40 ton, R-22, hail damage	
	R13	RTU	ROOF	Main School Building	20	18	2						$240,000	Carrier Make, 40 ton, R-22, hail damage	
	R15	RTU F3	ROOF Area F	Main School Building	20	12	8						$30,000	Trane, Make, 7.5 tons, R-410A, hail damage	
	R16	RTU F1	ROOF Area F	Main School Building	20	12	8						$180,000	Trane Make, 30 ton, R410A	
	R19	RTU	ROOF	Main School Building	20	13	7						$40,000	York Make, 10 ton, R22	
	R20	RTU F2	Roof Area F	Main School Building	20	12	8						$300,000	Trane Yoyager, 50 ton, R410A	
	R21	RTU H2	ROOF	Main School Building	20	7	13						$24,000	AAON Make, 6 ton, R410A	
	R22	RTU H4	ROOF	Main School Building	20	12	8						$60,000	Trane Make, 15 ton, R410A, hail damage	
	R23	RTU H5	ROOF	Main School Building	20	12	8						$60,000	Trane Make, 15 ton, R410A, hail damage	
	R24	RTU 6	ROOF	Main School Building	20	23	0						$120,000	Engineered Aire make, 30 ton, R-22, poor condition	
	R25	RTU H4	ROOF	Main School Building	20	7	13						$44,000	AAON Make, 11 ton, R410A	
	R26	RTU H5	ROOF	Main School Building	20	7	13						$72,000	AAON Make, 18 ton, R410A	
	R27	RTU H3	ROOF	Main School Building	20	7	13						$44,000	AAON Make, 11 ton, R410A	
	R28	RTU H2	ROOF	Main School Building	20	12	8						$300,000	Trane Make, 50 ton, R410A	
	R29	RTU H3	ROOF	Main School Building	20	12	8						$300,000	Trane Make, 50 ton, R410A	
	R30	RTU 11	ROOF	Main School Building	20	13	7						$40,000	Lennox Make, 10 ton, R-22	
	R33	RTU 4	ROOF Area I	Main School Building	20	7	13						$160,000	Engineered Aire make, 20 ton, R410A	
	R34	RTU 5	ROOF Area I	Main School Building	20	7	13						$240,000	Engineered Aire make, 30 ton, R410A	
	R37	RTU F1	ROOF	Main School Building	20	4	16						$420,000	AAON Make, 70 ton, R410A	
	R38	RTU G4	ROOF Area G	Main School Building	20	12	8						$240,000	Mammoth Make, 30 ton, R410	
	R43	RTU	ROOF	Main School Building	20	18	2						$20,000	York Make, 5 ton, R-22	
	R45	RTU	ROOF	Main School Building	20	13	7						$40,000	York Make, 10 ton, R22	
	R51	RTU E3	ROOF Area E	Main School Building	20	12	8						$240,000	Mammoth Make, 30 ton, R410	
	R54	RTU 1	ROOF	Main School Building	20	18	2						$330,000	Trane Make, 55 ton, R-22	
	R55	RTU	ROOF Area G	Main School Building	20	23	0						$240,000	Engineered Aire Make, 40 ton, R-22	
	R56	RTU	ROOF Area G	Main School Building	20	23	0						$330,000	Engineered Aire Make, 55 ton, R-22	
	R61	RTU B1	ROOF	Main School Building	20	8	12						$300,000	Carrier Make, 50 ton, R-22	
	R62	RTU B2	ROOF	Main School Building	20	8	12						$300,000	Carrier Make, 50 ton, R-22	

Building Main Building

	BUILDING SYSTEMS		Location/Type	Area Served	LIFE EXPEC. (yrs)	YRS IN SERVICE	USEFUL LIFE LEFT (yrs)	Condition (yrs) 1-2 Poor (Begin Planning)	2-4 Fair (OK for now)	5-10 Good (Monitor)	10+ Excellent (As Needed)	Continue Maintenance	BUDGET COST ($)	COMMENTS	Task #
3.2	CONDENSING UNITS														
	R4	CU	ROOF	Main School Building	15	5	10						$8,000	Mitsubishi Make, 2 ton, R410A	
	R8	CU	ROOF	Main School Building	15	13	2						$8,000	Airedale Make, 2 ton, R-22	
	R14	CU	ROOF	Main School Building	15	13	2						$10,000	Goodman Make, 2.5 ton, R-22	
	R17	CU	ROOF	Main School Building	15	8	7						$14,000	Trane Make, 3.5 ton, R-410A	
	R18	CU	ROOF	Main School Building	15	13	2						$8,000	Mitsubishi Make, 2 ton, R410A	
	R31	CCU-8	ROOF	Main School Building	15	8	7						$8,000	Airedale Make, 2 ton, R-22	
	R32	CCU-9	ROOF	Main School Building	15	13	2						$12,000	Airedale Make, 3 ton, R-23	
	R35	CU	ROOF	Main School Building	15	7	8						$5,000	Mitsubishi Make, 1.25 ton, R410A	
	R36	CU	ROOF	Main School Building	15	7	8						$4,000	Carrier Make, 1 ton, R-410A	
	R39	CU	ROOF	Main School Building	15	18	0						$12,000	Trane Make, 3.0 ton, R-410A	
	R40	CU	ROOF	Main School Building	15	18	0						$12,000	Trane Make, 3.0 ton, R-410A	
	R41	CU	ROOF	Main School Building	15	21	0						$6,000	Trane Make, 1.5 ton, R-22	
	R42	CU	ROOF	Main School Building	15	8	7						$12,000	Airedale Make, 3.0 ton, R-410A	
	R44	CU	ROOF	Main School Building	15	8	7						$12,000	Trane Make, 3.0 ton, R-22	
	R46	CCU-3	ROOF	Main School Building	15	13	2						$16,000	Airedale Make, 4 ton, R-22	
	R47	CCU-4	ROOF	Main School Building	15	13	2						$16,000	Airedale Make, 4 ton, R-22	
	R48	CU	ROOF	Main School Building	15	13	2						$14,000	Ducane Make, 3.5 ton, R-22	
	R49	CU	ROOF	Main School Building	15	8	7						$12,000	Trane Make, 3.0 ton, R-410A	
	R50	CU	ROOF	Main School Building	15	8	7						$12,000	Trane Make, 3.0 ton, R-410A	
	R52	CU	ROOF	Main School Building	15	18	0						$16,000	Stultz Make, 4 ton, R-22	
	R53	CU	ROOF	Main School Building	15	18	0						$12,000	Liebert Make, 3 ton, R-22	
	R57	CU-1	ROOF	Main School Building	15	13	2						$20,000	McQuay Make, 5 ton, R-22	
	R58	CU-2	ROOF	Main School Building	15	13	2						$20,000	McQuay Make, 5 ton, R-22	
	R59	CU-3	ROOF	Main School Building	15	13	2						$20,000	McQuay Make, 5 ton, R-22	
	R60	CU	ROOF	Main School Building	15	8	7						$12,000	Airedale Make, 3 ton, R-22	
3.3	HEATING EQUIPMENT														
	M1	BOILER 1	MAIN MECH ROOM	Main School Building	25	27	0						$145,200	Webster Make, 3630 MBH, fair condition	
	M2	BOILER 2	MAIN MECH ROOM	Main School Building	25	24	0						$145,200	Webster Make, 3630 MBH, fair condition	
	M3	Condensate Pump 1	MAIN MECH ROOM	Main School Building	15	20+	0						$20,000	Dayton Make	
	M4	Condensate Pump 2	MAIN MECH ROOM	Main School Building	15	20+	0						$20,000	Dayton Make	
	M5	HW Pump 1	MAIN MECH ROOM	Main School Building	15	20+	0						$15,000	Make unknown	
	M6	HW Pump 2	MAIN MECH ROOM	Main School Building	15	20+	0						$15,000	Make unknown	
		HWB-1	Mech Room 2	Auditorium	25	14	11						$80,000	Aerco Make, 2000 MBH	
		HWB-2	Mech Room 2	Auditorium	25	22	0						$60,000	Bryant Make, 1500 MBH	
3.3	AIR HANDLING EQUIPMENT														
		AHU S1	Wrestling Mech Rm	Wrestling Area	20	20+	0						$40,000	NO label, unit in poor condition	
		ASU-1	Mech Room 2	Auditorium	25	14	11						$50,000	McQuay Make, label too hard to read	

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Building Main Building

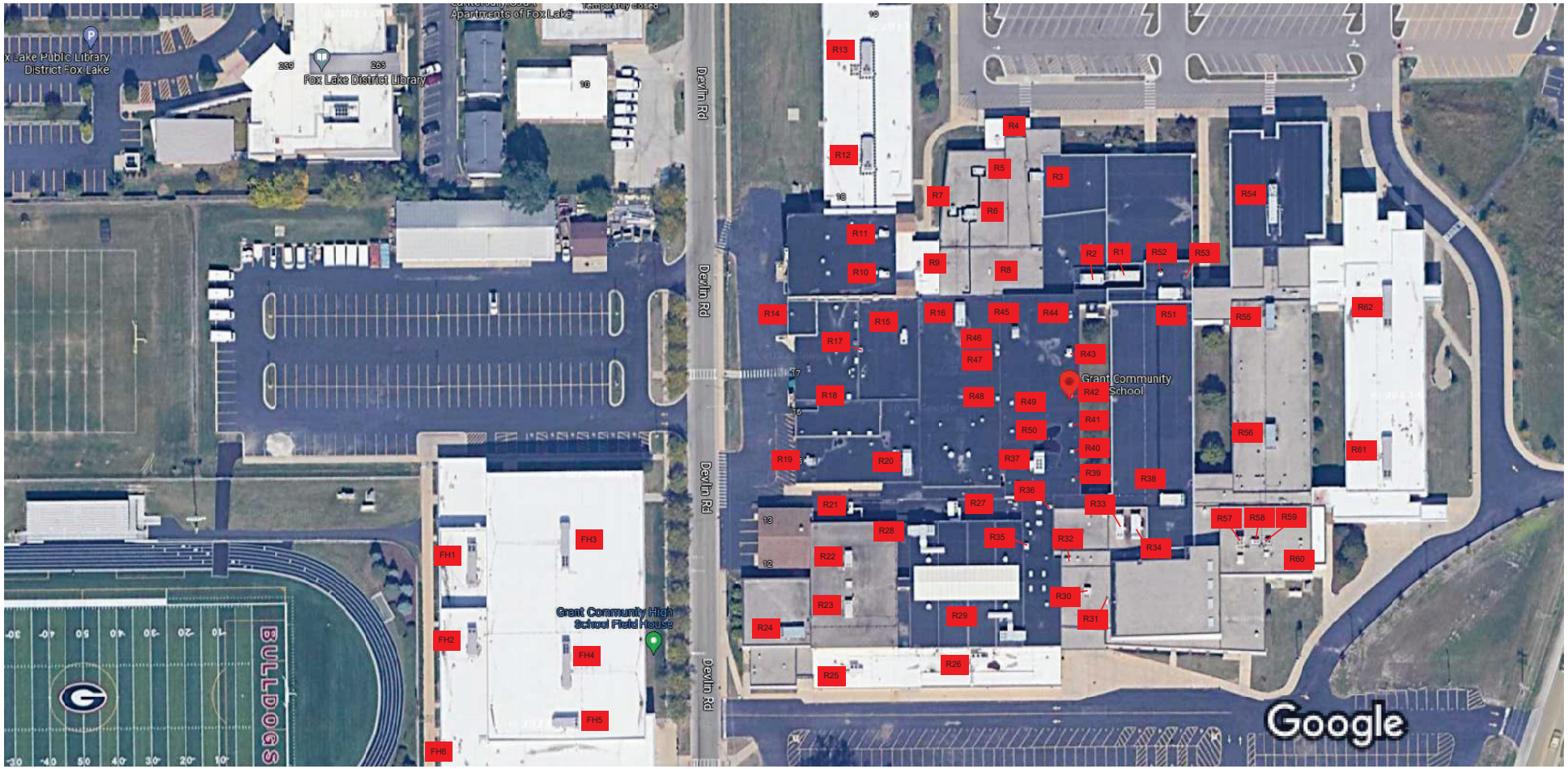
	BUILDING SYSTEMS		Location/Type	Area Served	LIFE EXPEC. (yrs)	YRS IN SERVICE	USEFUL LIFE LEFT (yrs)	Condition (yrs) 1-2 Poor (Begin Planning)	2-4 Fair (OK for now)	5-10 Good (Monitor)	10+ Excellent (As Needed)	Continue Maintenance	BUDGET COST ($)	COMMENTS	Task #
		ASU-2	Mech Room 2	Auditorium	25	14	11						$50,000	McQuay Make, label too hard to read	
		ASU-3	Mech Room 2	Auditorium	25	14	11						$50,000	McQuay Make, label too hard to read	
4.0 - ELECTRICAL															
5.0 - PLUMBING															
5.1	WATER HEATERS														
	WH-1		West Mech Room	Original building	20	?	<5								
	WH-2		Kitchen Storage	Kitchen	20	2	18								
	WH-3		Auditorium Boiler Ro	Red & Yellow wings	20	22	0								
5.2	PUMPS														
	DWP-1		West Mech room	Building Recirculation	20	?	<5								
	DWP-2		West Mech Room	WH-1 circulation	20	7	13								
	DWP-3		Kitchen Storage	Kitchen recirculation	20	?	?							Motor appears to have been replaced	
	DWP-4		Auditorium Boiler Ro	Red & Yellow wing recircul	20	22	0								
	DWP-5		Auditorium Boiler Ro	WH-3 circulation	20	22	0								
5.3	FIXTURES														
	Water Closets														
	Urinals														
	Lavatories													Require maintenance to remove scaling on aerators	
	Showers													Require maintenance to remove scaling on showerheads	
5.4	PIPING	Water Distribution													
5.6	STORAGE TANKS														
	DWST-1		West Mech Room	Original Building (WH-1)	30	7	23								
	DWST-2		West Mech Room	Original Building (WH-1)	30	7	23								
	DWST-3		West Mech Room	Original Building (WH-1)	30	7	23								
	DWST-4		Auditorium Boiler Ro	Red & Yellow wings	30	22	8								
5.7	WATER SOFTENERS														
	DWS-1	Domestic Water Soften	West Mech room	Steam boiler feed system	30	?	?							Age unknown. Recommend replacing system with central DWS	
	DWS-2	Domestic Water Soften	Kitchen storage	Kitchen hot water	30	?	?							Age unknown. Recommend replacing system with central DWS	
6.0 - FIRE PROTECTION															
6.1	Sprinkler Piping														
	Sprinkler Heads														
	Fire Pump														

Building Athletic Building

	BUILDING SYSTEMS		Location/Type	Area Served	LIFE EXPEC. (yrs)	YRS IN SERVICE	USEFUL LIFE LEFT (yrs)	Condition (yrs) 1-2 Poor (Begin Planning)	2-4 Fair (OK for now)	5-10 Good (Monitor)	10+ Excellent (As Needed)	Continue Maintenance	BUDGET COST ($)	COMMENTS	Task #
3.0 - MECHANICAL															
3.1	ROOFTOP UNITS														
	FH1	RTU A3	ROOF	Athletic Building	20	14	9						$300,000	Carrier Make, 50 tons	
	FH2	RTU A5	ROOF	Athletic Building	20	14	9						$180,000	Carrier Make, 30 tons	
	FH3	RTU A2	ROOF	Athletic Building	20	14	9						$540,000	Carrier Make, 90 tons	
	FH4	RTU A1	ROOF	Athletic Building	20	14	9						$540,000	Carrier Make, 90 tons	
	FH5	RTU A4	ROOF	Athletic Building	20	14	9						$180,000	Carrier Make, 30 tons	
	FH6	Condensing unit CU-1	ROOF	Athletic Building	15	14	4						$6,000	Carrier Make, 1.5 ton	
3.2	HEATING EQUIPMENT														
	FH7	Boiler BA1	Boiler Room	Athletic Building	20	14	9						$80,000	AERCO Make, 2000 MBH	
	FH8	Boiler BA2	Boiler Room	Athletic Building	20	14	9						$80,000	AERCO Make, 2000 MBH	
	FH9	HW Pump A1	Boiler Room	Athletic Building	15	14	1						$15,000	Taco, 5 HP	
	FH10	HW Pump A2	Boiler Room	Athletic Building	15	14	1						$15,000	Taco, 5 HP	
4.0 - ELECTRICAL															
5.0 - PLUMBING															
5.1	WATER HEATERS														
	WH-4		Athletic Mezzanine	Athletic Building	20	15	5								
	WH-5		Athletic Mezzanine	Athletic Building	20	15	5								
5.2	PUMPS														
	DWP-6		Athletic Mezzanine	WH-4 circulation	20	15	5								
	DWP-7		Athletic Mezzanine	WH-5 circulation	20	15	5								
	DWP-8		Athletic Mezzanine	Athletic Building	20	15	5								
5.3	FIXTURES														
	Water Closets														
	Urinals														
	Lavatories													Require maintenance to remove scaling on aerators	
	Showers													Require maintenance to remove scaling on showerheads	
5.4	PIPING	Water Distribution													
5.6	STORAGE TANKS														
	DWST-5		Athletic Mezzanine	Athletic Building	30	15	15								
6.0 - FIRE PROTECTION															

Building	Athletic Building

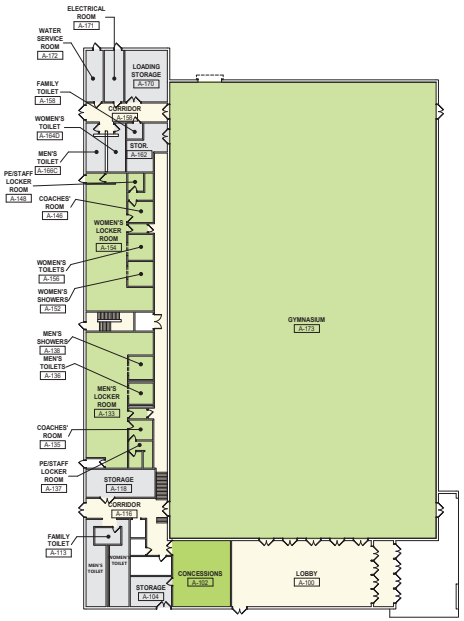
	BUILDING SYSTEMS	Location/Type	Area Served	LIFE EXPEC. (yrs)	YRS IN SERVICE	USEFUL LIFE LEFT (yrs)	Condition (yrs) 1-2 Poor (Begin Planning)	2-4 Fair (OK for now)	5-10 Good (Monitor)	10+ Excellent (As Needed)	Continue Maintenance	BUDGET COST ($)	COMMENTS	Task #
6.1	Sprinkler Piping													
	Sprinkler Heads													



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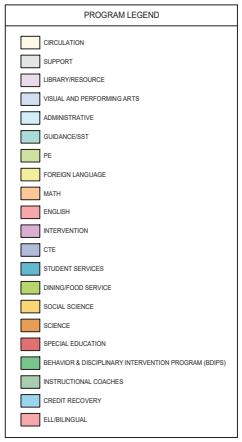
PROGRAM LEGEND

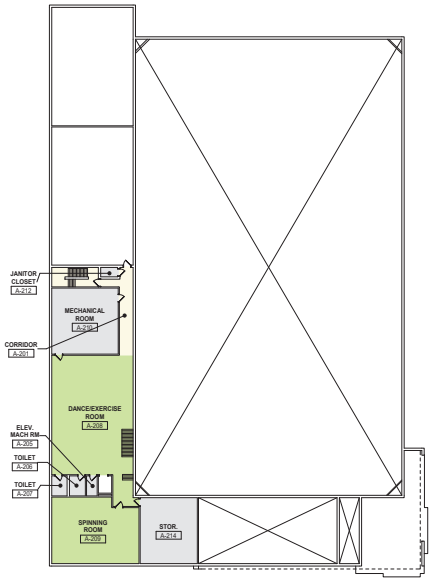
- CIRCULATION
- SUPPORT
- LIBRARY/RESOURCE
- VISUAL AND PERFORMING ARTS
- ADMINISTRATIVE
- GUIDANCE/SST
- PE
- FOREIGN LANGUAGE
- MATH
- ENGLISH
- INTERVENTION
- CTE
- STUDENT SERVICES
- DINING/FOOD SERVICE
- SOCIAL SCIENCE
- SCIENCE
- SPECIAL EDUCATION
- BEHAVIOR & DISCIPLINARY INTERVENTION PROGRAM (BDIPS)
- INSTRUCTIONAL COACHES
- CREDIT RECOVERY
- ELL/BILINGUAL





1 FLOOR PLAN LEVEL 1 OVERALL
SCALE: 3/64" = 1'-0"







1 FLOOR PLAN LEVEL 2 OVERALL
SCALE: 3/64" = 1'-0"

Grant Community High School's Five - Year Capital Plan - November 2024

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grant HS and Field House	$ 2,345,000	$ 5,125,782	$ 2,102,714	$ 1,582,495	$ 1,687,495	$ 2,666,495	$ 2,733,693
Transportation Facility	$ -	$ 30,000	$ 365,000	$ 17,000	$ 20,000	$ 20,000	$ 27,000
Bulldog Athletic Complex	$ 57,000	$ 77,000	$ 27,000	$ 57,000	$ 87,000	$ 27,000	$ 27,000
Transition Center & District Office	$ 5,000	$ 15,000	$ 55,000	$ 85,000	$ 15,000	$ 25,000	$ 5,000
TOTALS	**$ 2,407,000**	**$ 5,247,782**	**$ 2,549,714**	**$ 1,741,495**	**$ 1,809,495**	**$ 2,738,495**	**$ 2,792,693**

Grant Community High School's Five - Year Capital Plan - Grant High School and Field House Campus

Grant HS and Field House Campus	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EQUIPMENT REPLACEMENT							
Upgrade Security System -adding cameras & updating old ones	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000	$ 5,000
Kitchen - Reach in Refrigerator			$ 7,740				
Scrubber/Rider			$ 25,000	$ 25,000			
Forklift			$ 25,000				
Dust Collector		$ 90,000					
Kitchen - Planetary Mixer (1)			$ 4,192				
Kitchen - Beverage Cooler/Merchandisers				$ 21,000			
Kitchen - Steamers					$ 30,000		
Kitchen - Dishwasher			$ 85,000				
EQUIPMENT REPLACEMENT TOTAL	**$ 5,000**	**$ 95,000**	**$ 151,932**	**$ 51,000**	**$ 35,000**	**$ 5,000**	**$ 5,000**
EQUIPMENT NEW							
Shampooers (2)							$4,000
Salt Storage		$ 15,000					
Trash Enclosure			$ 15,000				
Graduation Chairs/Tables (Per Year/4 years)							3,000.00
Pickup Truck		$ 40,000			$ 40,000		
Plow		$ 8,000			$ 8,000		
Salt Spreader		$ 8,000			$ 8,000		
Kubota RTV			$ 30,000				
Trailer	$ 15,000						
EQUIPMENT NEW TOTAL	**$ 15,000**	**$ 71,000**	**$ 45,000**	**$ -**	**$ 56,000**	**$ -**	**$ 7,000**

Grant Community High School's Five - Year Capital Plan - Grant High School and Field House Campus

Grant HS and Field House Campus	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
CAPITAL PROJECTS							
Roof Top Units (each)			$ 400,000	$ 200,000	$ 200,000	$ 200,000	$ 200,000
Building Automation System			$ 100,000	$ 100,000			
Steam Boiler Replacement				$ 300,000	$ 300,000		
Hot Water Heather (East Boiler Room)				$ 45,000			
Replace Furniture - Update to mobile furniture	$ 320,000	$ 320,000	$ 320,000				
Install carpet in classrooms	$ 37,500	$ 60,000	$ 60,000				
Update carpet - front office (Deans, Attendance, Main Office, Counselors, Conference Rooms, Soc Workers/Psychs)					$ 60,000	$ 60,000	
Investigate Public Address/Intercom System - wiring and speakers			$ 135,000				
Public Address System Upgrades				$ 150,000			
Auditorium Upgrades				$ 200,000			
Old Weight Room Remodel			$ 150,000				
Storage/Athletics			$ 150,000				
Practice Football Field Bleachers - will need concrete pad					$ 70,000		
Baseball Outfield work					$ 120,000		
Re-key outdoor locks		$ 100,000					
Woodshop (Room 102) - Rooftop Unit					$ 100,000		
Woodshop (Room 102) Updates - Electric, Painting, Flooring					$ 300,000		
ADA Pathway around softball/baseball fields/tennis			$ 48,000				
Weight Room/field house Addition	$ 1,600,000	$ 3,000,000					
Replace Stadium Washrooms - Make ADA Accessible/Update Blockhouse						$ 2,000,000	
Resurface/Replace Tennis Courts		$ 750,000					
Renovate Green Hallway - Second floor sprinklers, drywall, doors, unit ventilators, HVAC							$ 2,000,000
LED Lighting Replacement - Throughout buildings		$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000	$ 100,000
Replace Fire Doors 1971 Wing - Math Hallway - 3 Sets of Doors		$ 23,000					
CAPITAL PROJECTS TOTAL	**$ 1,957,500**	**$ 4,353,000**	**$ 1,463,000**	**$ 1,095,000**	**$ 1,250,000**	**$ 2,360,000**	**$ 2,300,000**

Grant Community High School's Five - Year Capital Plan - Grant High School and Field House Campus

Grant HS and Field House Campus	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
REPAIRS							
Faucet and trap replacement (Science Labs)		$ 100,000					
Audio/ Sound Upgrades - Field House					$ 60,000		
Basketball Rim/Bleacher repairs (all Gyms)	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Drinking Fountain Upgrades	$ 5,000	$ 5,000	$ 5,000				
Sealcoat and Stripe Faculty Parking Lot North/Bus Lanes			$ 10,000			$ 10,000	
Sealcoat and Stripe Faculty Field House Parking Lot West/Behind Shop Area	$ 10,000			$ 10,000			$ 10,000
Sealcoat, Stripe & Number Student Parking Lot		$ 20,000			$ 20,000		
PE & Athletic Storage				$ 25,000			
Other Flooring Repair (stairs/tread)		$ 8,032	$ 8,032	$ 8,032	$ 8,032	$ 8,032	$ 8,032
Fencing Repairs	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Painting Repairs	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
Concrete Repairs (Sidewalks)	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
Remove Asbestos Floor Tile - Office Outside Director of B&G						$ 25,000	
Replace Automatic Garage Doors in Maintenance Shop (7 doors)		$ 7,000	$ 7,000	$ 7,000	$ 7,000	$ 7,000	$ 7,000
Replace Gutters on Maintenance Facility			$ 16,000				
Replace main pump on fire/sprinkler system	$ 30,000						
REPAIRS TOTAL	**$ 82,000**	**$ 177,032**	**$ 83,032**	**$ 87,032**	**$ 132,032**	**$ 87,032**	**$ 62,032**
Grand Total By Year	**$ 2,059,500**	**$ 4,696,032**	**$ 1,742,964**	**$ 1,233,032**	**$ 1,473,032**	**$ 2,452,032**	**$ 2,374,032**
	Five Year Total*	**$ 11,597,092**					
	*Total is 2024-25 through 2028-29						
TECHNOLOGY	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Install projectors/21st Century learning (3 in classroom)/Promethean Boards for Science/Cabling/Brains	$ 90,000	$ 90,000	$ 90,000				
Chromebooks	$ 185,000	$ 194,250	$ 194,250	$ 203,963	$ 203,963	$ 203,963	$ 214,161
Staff Laptop Refresh			$ 65,000	$ 65,000			$ 65,000
Network Switches		$ 135,000		$ 70,000			$ 70,000
Teacher Desktop Replacment	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 10,500	$ 10,500
Grand Total Technology By Year	**$ 285,500**	**$ 429,750**	**$ 359,750**	**$ 349,463**	**$ 214,463**	**$ 214,463**	**$ 359,661**

Grant Community High School's Five - Year Capital Plan - Grant High School and Field House Campus

Grant HS and Field House Campus	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
	Five Year Total*	$ 1,567,889					
	*Total is 2024-25 through 2028-29						
		2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
Grand Five Year Total (Capital Building and Technology)	$ 13,164,981	$ 5,125,782	$ 2,102,714	$ 1,582,495	$ 1,687,495	$ 2,666,495	$ 2,733,693

Grant Community High School's Five - Year Capital Plan - Transportation Facility

Transportation Facility	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EQUIPMENT REPLACEMENT							
Upgrade Security System -adding cameras		$ 5,000	$ 5,000				
Above Ground Fuel Tank Replacement					$ 10,000		
EQUIPMENT REPLACEMENT TOTAL	**$ -**	**$ 5,000**	**$ 5,000**	**$ -**	**$ 10,000**	**$ -**	**$ -**
EQUIPMENT NEW							
EQUIPMENT NEW TOTAL	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
CAPITAL PROJECTS							
Transportation Lot Repairs/Redesign/Include LED lighting & electric updates			$ 350,000				
Replace Furnace/Air Conditioning at Transportation		$ 25,000					
CAPITAL PROJECTS TOTAL	**$ -**	**$ 25,000**	**$ 350,000**	**$ -**	**$ -**	**$ -**	**$ -**
REPAIRS							
Sealcoat and Stripe Parking Lot			$ 10,000			$ 10,000	
Fencing Repairs				$ 2,000			$ 2,000
Painting Repairs				$ 15,000			$ 15,000
Replace Automatic Garage Doors (3 doors)					$ 10,000	$ 10,000	$ 10,000
REPAIRS TOTAL	**$ -**	**$ -**	**$ 10,000**	**$ 17,000**	**$ 10,000**	**$ 20,000**	**$ 27,000**
Grand Total By Year	**$ -**	**$ 30,000**	**$ 365,000**	**$ 17,000**	**$ 20,000**	**$ 20,000**	**$ 27,000**

Five Year Total*	**$ 452,000**

*Total is 2024-25 through 2028-29

Grant Community High School's Five - Year Capital Plan - Bulldog Athletic Complex

Bulldog Athletic Complex (BAC)	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EQUIPMENT REPLACEMENT							
EQUIPMENT REPLACEMENT TOTAL	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
EQUIPMENT NEW							
EQUIPMENT NEW TOTAL	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
CAPITAL PROJECTS							
BAC Fencing				$ 30,000			
BAC Soccer/Lacrosse Game Field Repairs/Upgrade	$ 30,000	$ 30,000					
BAC Baseball/Softball Practice Fields					$ 40,000		
CAPITAL PROJECTS TOTAL	**$ 30,000**	**$ 30,000**	**$ -**	**$ 30,000**	**$ 40,000**	**$ -**	**$ -**
REPAIRS							
Sealcoat and Stripe both lots		$ 20,000			$ 20,000		
Fencing Repairs	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000	$ 2,000
Painting Repairs	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000	$ 15,000
Concrete Repairs (Sidewalks)	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000	$ 10,000
REPAIRS TOTAL	**$ 27,000**	**$ 47,000**	**$ 27,000**	**$ 27,000**	**$ 47,000**	**$ 27,000**	**$ 27,000**
Grand Total By Year	**$ 57,000**	**$ 77,000**	**$ 27,000**	**$ 57,000**	**$ 87,000**	**$ 27,000**	**$ 27,000**

Five Year Total*	**$ 275,000**

*Total is 2024-25 through 2028-29

Grant Community High School's Five - Year Capital Plan - Transition Center and District Office

Transition Center/District Office	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EQUIPMENT REPLACEMENT							
Upgrade Security System -adding cameras - hallways	$ 5,000			$ 5,000		$ 5,000	$ 5,000
EQUIPMENT REPLACEMENT TOTAL	**$ 5,000**	**$ -**	**$ -**	**$ 5,000**	**$ -**	**$ 5,000**	**$ 5,000**
EQUIPMENT NEW							
EQUIPMENT NEW TOTAL	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
CAPITAL PROJECTS							
Transition Center/District Office Furnace and AC Replacement			$ 35,000				
Transition Center/District Office Roof Replacement				$ 80,000			
CAPITAL PROJECTS TOTAL	**$ -**	**$ -**	**$ 35,000**	**$ 80,000**	**$ -**	**$ -**	**$ -**
REPAIRS							
Sealcoat and Stripe Parking Lot			$ 10,000			$ 10,000	
Painting Repairs		$ 15,000			$ 15,000		
Concrete Repairs (Sidewalks)			$ 10,000			$ 10,000	
REPAIRS TOTAL	**$ -**	**$ 15,000**	**$ 20,000**	**$ -**	**$ 15,000**	**$ 20,000**	**$ -**
Grand Total By Year	**$ 5,000**	**$ 15,000**	**$ 55,000**	**$ 85,000**	**$ 15,000**	**$ 25,000**	**$ 5,000**

Five Year Total*	**$ 195,000**

*Total is 2024-25 through 2028-29