LINCOLNWOOD SCHOOL DISTRICT 74
BOARD OF EDUCATION
Regular Meeting AGENDA
Thursday, May 1, 2025 at **7:30 PM**

BOARD OF EDUCATION
Kevin Daly, *President*
Peter D. Theodore, *Vice President*
John P. Vranas, *Secretary*
Myra A. Foutris
Ted Kwon
Jay Oleniczak
Rupal Shah Mandal

ADMINISTRATION
Dr. David L. Russo, *Superintendent of Schools*
Dr. Dominick M. Lupo, *Assistant Superintendent for Curriculum and Instruction*
Courtney Whited, *Business Manager/CSBO*

Agenda of the Regular Meeting of the Board of Education of Lincolnwood School District 74, Cook County, Illinois, to be held in the Lincolnwood Village Hall - Gerald C. Turry Village Board Room 6900 North Lincoln Avenue Lincolnwood, Illinois 60712, on Thursday, May 1, 2025.

Bill Reviewers for the Month: John P. Vranas and Jay Oleniczak

1. CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE - **(7:30 p.m.)**

__ Kevin Daly
__ Myra A. Foutris
__ Ted Kwon
__ Jay Oleniczak
__ Rupal Shah Mandal
__ Peter D. Theodore
__ John P. Vranas

ADMINISTRATIVE TEAM MEMBERS

__ Dr. David. L. Russo	__ Dr. Dominick M. Lupo
__ Courtney Whited	__ Mark Atkinson
__ Aliaa Ibrahim	__ Joseph Segreti
__ Jennifer Ruttkay	__ Chris Harmon
__ Jordan Stephen	__ Jackie McGoey
__ Renee Tolnai	__ Erin Curry

2. DISTRICT RECOGNITION
   a. Lincolnwood SD74 Student Art Exhibit on display from May 1 through May 28, 2025 at the Lincolnwood Village Hall located at 6900 Lincoln Ave, Lincolnwood, IL. The District is honored to celebrate and showcase the creativity and dedication to the Visual Arts of Lincoln Hall, Rutledge Hall, and Todd Hall students. This event is free and open to families.

      A special reception honoring the students and art teachers will take place this evening from 5:30-7:00 p.m. before the Board of Education meeting at 7:30 p.m.

   b. *Lincoln Hall Spring Musical* - Under the direction of Ms. Hayley Reynolds, the students at Rutledge and Lincoln Halls are preparing to transform Lincoln Hall's auditorium into the magical Land of Oz as they present The Wizard of Oz: Youth Edition! During this year's musical, the cast of 5th-8th grade students will take the audience down the yellow brick road to the Emerald City, all created by our students and art department, as they share Dorothy's adventures that lead her to the realization that there is no place like home. Lincolnwood will be able to enjoy this production the night of May 16th

and during the afternoon and evening on May 17th.

3. AUDIENCE TO VISITORS

4. APPROVAL OF MINUTES
   a. Regular Board Meeting Minutes - **APRIL 3, 2025** 7
   b. Regular Board Meeting - Closed Session Minutes - **APRIL 3, 2025**

   Rationale: The Lincolnwood School District 74 Board of Education approves all Board of Education meeting minutes.

   Recommended motion: I move that the Lincolnwood School District 74 Board of Education approve the Regular and Closed Session minutes from the April 3, 2025 Board of Education meeting.

   Motion by member:_____ Seconded by:_____

5. DISTRICT RECOGNITION: Dr. David L. Russo, Superintendent of Schools
   a. Honoring Lincolnwood School District 74 Board of Education Retirees:
      - Kevin Daly
      - Rupal Shah Mandal
6. BOARD WILL ADJOURN SINE DIE FOR THE PURPOSE OF RE-ORGANIZATION
   Rationale: The Lincolnwood School District 74 Board of Education must make a motion to adjourn into Sine Die for the purpose of Board of Education re-organization.

   Recommended motion: I move that the Lincolnwood School District 74 Board of Education adjourn into Sine Die for the purpose of Board of Education re-organization.

   Motion by member: _____ Seconded by:_____

   a. Election of President Pro-Tem and Secretary Pro-Tem: Board Members (See Policies 2:210 and 2:110) 13
   Rationale: The Lincolnwood School District 74 Board of Education adheres to Board Policies 2:210 and 2:110.

   Recommended motion: I move that Dr. David L. Russo be appointed as President Pro-Tem and Renee Tolnai be appointed Secretary Pro-Tem for the purpose of conducting the election of School Board President.

   Motion by member: _____ Seconded by:_____

   President Pro-Tem: "The motion was made by Member _____ and seconded by Member_____. All in favor say "Aye"; those opposed say "No."

7. RE-ORGANIZATION OF THE BOARD OF EDUCATION
   a. INFORMATION/DISCUSSION: Results of April 1, 2025 Election: Dr. David L. Russo, Superintendent of Schools

   Results of April 1, 2025 Consolidated Election to Four-Year Term
   Ted Kwon
   Elissa B. Rosenberg
   Mihra Seta
   Peter D. Theodore

8. RECOVENE FOR THE PURPOSE OF RE-ORGANIZATION

a. Oath of Office for Newly Elected and Continuing Board of Education Members (See Policy 2:80)

President Pro-Tem: Leads the newly elected and continuing Board of Education members in the Oath of Office.

9. CALL TO ORDER: Dr. David L. Russo, Superintendent of Schools

10. RE-ORGANIZATION/OATH OF OFFICE: Dr. David L. Russo, Superintendent of Schools
    a. Length of the Term for Board Officers (See Policy 2:110)

President Pro-Tem: "The next item is to determine the length of the term of office for Board officers. The School Code sets the term of office at two years unless the Board chooses to make it one year. (The District's past practice has been to establish the Term of Office for one year.) Is there a motion?"

Recommended motion: I move that the Lincolnwood School Distrct 74 term of office for Board officers be established for_____ year/s."

Motion by member: _____ Seconded by:_____

b. Nominations for and Election of Board President (See Policy 2:110)

President Pro-Tem: "Nominations are now in order for the office of PRESIDENT".

Any Board Member: "I nominate _____ for PRESIDENT." Motion by member: _____

Any Other Board Member: "Second" Seconded by:_____

President Pro-Tem: "Member _____ is nominated for PRESIDENT. Are there any other nominations for the office of President?"

President Pro-Tem: "If there are no further nominations ..... nominations for the office of President are closed."

(Note: A motion to reopen nominations may be adopted by the majority vote.)

President Pro-Tem: *"The motion was made by Member _____ and seconded by Member_____. All in favor say "Aye"; those opposed say "No." " The Board has elected _____ as PRESIDENT."*

The newly elected PRESIDENT immediately assumes the chair and conducts the election of other Board officer/s.

11. RE-ORGANIZATION CONTINUED: Newly Elected President (Please see Policy 2:110)

    a. Nominations For and Election of Board Vice President and Secretary (See Policy 2:210)

Newly Elected Board President: "Nominations are now in order for the office of VICE PRESIDENT"

Any Board Member: "I nominate _____ for VICE PRESIDENT"." Motion by member:_____

Any Other Board Member: "Second" Seconded by:_____

Newly Elected Board President: "Member_____ is nominated for VICE PRESIDENT. Are there

any other nominations for this office?"

Newly Elected Board President: "If there are no further nominations .....nominations are closed."

(Note: A motion to reopen nominations may be adopted by majority vote.)

Newly Elected Board President: "The motion was made by Member _____ and seconded by Member_____. All in favor say "Aye"; those opposed say "No." " The Board has elected _____ as VICE PRESIDENT."

Note: The newly elected VICE PRESIDENT immediately assumes the chair.

Newly Elected Board President: "Nominations are now in order for the office of SECRETARY"

Any Board Member: "I nominate _____ for SECRETARY." Motion by member:_____

Any Other Board Member: "Second" Seconded by:_____

Newly Elected Board President: "Member _____ is nominated for SECRETARY. Are there any other nominations for this office?"

Newly Elected Board President: "If there are no further nominations .....nominations are closed."

(Note: A motion to reopen nominations may be adopted by majority vote.)

Newly Elected Board President: "The motion was made by Member _____ and seconded by Member_____. All in favor say "Aye"; those opposed say "No." " The Board has elected _____ as SECRETARY."

Note: The newly elected SECRETARY immediately assumes the chair.

12. INFORMATION/ACTION: CONSENT AGENDA
(Any member of the Board wishing to vote separately on a Consent Agenda item should request removal of that item from the Consent Agenda.)

a. EMPLOYMENT MATTERS
   I. **Personnel Report**
   II. New Employment
      1. **Elana Dermer**, Pre-K Teacher, Todd Hall, effective August 25, 2025, Class 1, Level 6, $64,170
      2. **Theresa Hill,** Social Worker, Todd Hall & Rutledge Hall, effective August 25, 2025, Class 3, Level 3, $69,498, qualifies for the ASWB LCSW Certification 15.11.2 of the LTA/CBA 2025-2029, $5,000 yearly stipend.
      3. **Andriana Evangelopoulos**, Speech Language Pathologist, Lincoln Hall & Rutledge Hall, effective August 25, 2025, Class 3, Level 4, $70,999 - qualifies for the ASLHA Certification 15.11.2 of the LTA/CBA 2025-2029, $5,000 yearly stipend
      4. **Fatima Usman**, Bilingual Urdu Teacher, Rutledge Hall & Todd Hall, effective August 25, 2025, Class 1, Level 2, 58,060
   III. Retirement
      1. **James Caldwell**, Director of Buildings & Grounds, Administration Building, effective June 30, 2028

b. Consolidated District Plan 2025-2026
It is the recommendation of the Administration that the Board of Education approve the FY26

Consolidated District Plan.

c. District Shed Purchase and Installation 65
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve the installation of a Premier Pro Ranch garage with Tuff Shed Inc. or any other vendor that can provide this unit at a more competitive price in an amount not to exceed $30,767.50 to be installed in Summer 2025.

d. Summer 2026 - Todd Hall Classroom Additions and Interior Renovations 67
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve Concept One for 2026 construction to accommodate NTDSE, Pre-K expansion, as well as to incorporate Children's Care and Development Center into the future of the Village.

e. Annual Renewal of Director's Contracts
I. Director of Buildings and Grounds, James Caldwell, Sr. 89

f. Palo Alto Support Contract Extension for 2025-2026 102
The Finance Committee members in attendance stated their support of the Administration's recommendation to the Board of Education to approve this SHI International Corp. quote for the purchase of one-year of support and services in the amount of $15,429 from July 1, 2025 to June 30, 2026.

Rationale: As part of the Regular meeting, the Board of Education routinely approves minutes, personnel items, Board policies, and routine business matters.

Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approves those items on the Consent Agenda as appear above.

Motion by member:_____ Seconded by:_____

13. UNFINISHED BUSINESS

14. NEW BUSINESS

15. COMMUNICATION FROM BOARD MEMBERS
    a. NTDSE/District 807: ***John P. Vranas***
    b. IASB (Illinois Association of School Boards): ***Jay Oleniczak/Myra A. Foutris***
    c. Finance Committee: ***Peter D. Theodore/Jay Oleniczak***
    d. Facilities Committee: ***John P. Vranas***
    e. Policy Committee: ***Myra A. Foutris***
    f. President's Report: ***Newly Elected President***

I. INFORMATION/DISCUSSION/ACTION: Preliminary Committee Appointments

	Delegate/Chair	*Alternate/Co-chair*
District 807/NTDSE:	_____	_____
IASB Representative:	_____	_____
Facilities Committee:	_____	_____
Finance Committee:	_____	_____
Policy Committee:	_____	_____

16. COMMUNICATION TO THE BOARD OF EDUCATION
    a. LTA (Lincolnwood Teacher Association): ***Travis DuPriest/Kevin Conley (Co-Presidents)***
    b. LSSU (Lincolnwood Support Staff Union): ***Tommy Bujnowski (President)***

c. PALS (People Active with Lincolnwood Schools): ***Stacey Johnson (President)***

17. ADMINISTRATIVE REPORTS
    a. Superintendent's Report: ***Dr. David L. Russo***
        I. INFORMATION/DISCUSSION: John Cahill Community Service Scholarship Recipients
        Niles West Students - Class of 2025: Saniya K., Benjamin K., Lorelai M., Jonathan N., Kira O.

        II. INFORMATION/DISCUSSION: District Updates

    b. Curriculum and Instruction, Assistant Superintendent's Report: ***Dr. Dominick M. Lupo***
        I. INFORMATION/DISCUSSION: Curriculum Department Update

    c. Business and Operations, Business Manager/CSBO: ***Courtney Whited***
        I. INFORMATION/DISCUSSION: Finance Report - **FEBRUARY 2025** 106

        II. INFORMATION/ACTION: Bills Payable in the Amount of $1,215,430.58. 114
        Bills reviewed this month by: John P. Vranas and Jay Oleniczak

        Rationale: The Board of Education routinely reviews and approves invoices and bills.

        Recommended Motion: I move that the Lincolnwood School District 74 Board of Education approve invoices and bills in the amount of $1,215,430.58.

        Motion by member: _____ Seconded by: _____

18. AUDIENCE TO VISITORS

19. ADJOURNMENT

    Motion by member: _____ Seconded by: _____

Dr. David L. Russo, Superintendent of Schools

Lincolnwood School District 74 is subject to the requirements of the Americans with Disabilities Act of 1990. Individuals with disabilities who plan to attend this meeting and who require certain accommodations in order to allow them to observe and/or participate in this meeting, or who have questions regarding the accessibility of this meeting or facility, are requested to contact the District Office at 847-675-8234 promptly to allow Lincolnwood School District 74 to make reasonable accommodations for those persons.

LINCOLNWOOD SCHOOL DISTRICT 74
BOARD OF EDUCATION
Regular Meeting Minutes
Thursday, April 3, 2025 at **7:00 PM**

BOARD OF EDUCATION
Kevin Daly, *President*
Peter D. Theodore,*Vice President*
John P. Vranas, *Secretary*
Myra A. Foutris
Ted Kwon
Jay Oleniczak
Rupal Shah Mandal

ADMINISTRATION
Dr. David L. Russo, *Superintendent of Schools*
Dr. Dominick M. Lupo, *Assistant Superintendent for Curriculum and Instruction*
Courtney Whited, *Business Manager/CSBO*

Minutes of the Regular Meeting of the Board of Education of Lincolnwood School District 74, Cook County, Illinois, was held in the Lincoln Hall Auditorium 6855 North Crawford, Lincolnwood, IL 60712, on Thursday, April 3, 2025.

1. CALL TO ORDER/ROLL CALL/PLEDGE OF ALLEGIANCE
President Daly called the meeting to order at 7:00 p.m., roll call was taken and the Pledge of Allegiance was recited.

MEMBERS PRESENT	MEMBERS ABSENT
Kevin Daly	Ted Kwon
Myra A. Foutris	
Jay Oleniczak	
Rupal Shah Mandal (arrived at 7:03 p.m.)	
Peter D. Theodore	
John P. Vranas	

ADMINISTRATORS/STAFF PRESENT		
Dr. David L. Russo	Chris Harmon	Jordan Stephen
Dr. Dominick M. Lupo	Aliaa Ibrahim	Joseph Segreti
Courtney Whited	Jackie McGoey	Renee Tolnai
Mark Atkinson	Jennifer Ruttkay	
Erin Curry		

2. DISTRICT RECOGNITION
a. *Curricular Highlight* - Todd Hall Principal Chris Harmon will share highlights from the recent Wellness Day celebration, where students participated in activities such as Pickleball, soccer, golf, and t-ball, while promoting teamwork, fitness, and an overall healthy lifestyle. The students also enjoyed a special cooking demonstration from Director of Food Services, Chef Peter Lembessis, who shared healthy eating habits.

3. AUDIENCE TO VISITORS
None

4. CONSENT AGENDA
a. APPROVAL OF MINUTES
I. Regular Board Meeting Minutes - **MARCH 6, 2025**
II. Regular Board Meeting - Closed Session Minutes - **MARCH 6, 2025**
III. Committee of the Whole Meeting - **MARCH 18, 2025**

b. EMPLOYMENT MATTERS
I. Personnel Report

II. New Employment

1. **Mary Pellicano,** Paraprofessional, Rutledge Hall, effective March 13, 2025, $17.40/hr
2. **Robert Gillespie,** Paraprofessional, Rutledge Hall, effective March 11, 2025, $17.40/hr
3. **Evan Kleeberg,** Paraprofessional, Lincoln Hall, effective March 31, 2025, $17.40/hr
4. **Hayley Reynolds**, EL Teacher, Lincoln Hall, effective August 25, 2025, Class 4, Level 7, TBD by the new LTA/CBA

III. Resignation
1. **Jessica Mamola**, 4th Grade Teacher, Rutledge Hall, effective June 12, 2025
2. **Kristen Karr**, Pre-K Teacher, Todd Hall, effective June 12, 2025

IV. Maternity Leave Request
1. **Jenna George,** Full Time Substitute, District Wide, effective on or about April 20, 2025
2. **Rebecca Smoot,** Instructional Coach, Rutledge Hall, effective on or about April 24, 2025 with an expected return of June 6, 2025

V. FMLA Leave Request
1. **Beeta Azarnoosh,** Physical Education Teacher, Rutledge Hall, effective March 12, 2025

c. Third Grade through Fifth Grade Literacy Program Adoption | American Reading Company
The Finance Committee concurred with the Administration's recommendation to the Board of Education to approve this Contract from American Reading Company for the adoption of the grades 3-5 literacy curriculum in the amount not to exceed $327,520 from the 2025-2026 school year to the 2027-2028 school year with the intent that it may be extended based on Administrative and staff review.

d. 3-year | Kindergarten through Second Grade Literacy Program Adoption | HMH Education Company
The Finance Committee concurred with the Administration's recommendation to the Board of Education to approve this Contract from HMH Education Company for the adoption of the K-2 literacy curriculum in the amount of $124,246.26 from the 2025-2026 school year to the 2027-2028 school year with the intent that it may be extended based on Administrative and staff review.

e. Annual Renewal of Administrator's Contracts
I. Assistant Superintendent for Curriculum and Instruction - Dr. Dominick Lupo
II. Principal, Lincoln Hall - Mark Atkinson
III. Assistant Principal, Lincoln Hall - Joseph Segreti

f. Annual Renewal of Director's Contracts
I. Director of Special Education - Jennifer Ruttkay
II. Director of Student Services, Erin Curry

g. Annual Renewal of Employment Contract
I. Part-Time Substitute Cooperative Coordinator - Kathryn Parrish

h. Final Fiscal Year 2024 Single Audit by Lauterbach & Amen, LLP
This summary is for informational purposes. The final Fiscal Year 2024 Single Audit Report prepared by Lauterbach & Amen, LLP will be presented to the Lincolnwood School District 74 Board of Education for review at the April 3, 2025 Board of Education meeting, as recommended by the Finance Committee.

i. LBSA Waiver Request- FY26 Facilities Rental Fees
The Finance Committee concurred with the Administration's recommendation to the Board of Education to waive facility rental fees during fiscal year 2025-26 for Lincolnwood Baseball and Softball Association.

j. FY 2026-2030 Transportation Services Amendment with First Student, Inc.
The Finance Committee concurred with the Administration's recommendation to the Board of Education to accept this

Amendment from First Student, Inc. for transportation services with consecutive 3.75% annual rate increases each of the five (5) fiscal years in effect from August 1, 2025 through July 31, 2030.

k. Todd Hall's First Grade Classroom Furniture Replacement
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve this quote from Interiors for Business, Inc. for First Grade's Classroom Furniture in the amount of $97,095.49 to be installed during Summer 2025.

l. GSF USA, Inc. Custodial Cleaning Services for 2025-26
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve this Agreement from GSF USA, Inc. for custodial cleaning services in the amount of $521,132.90 from August 1, 2025 through July 31, 2026.

It was moved by Secretary Vranas and seconded by Vice President Theodore that the Lincolnwood School District 74 Board of Education approves those items on the Consent Agenda as appear above.

President Daly submitted the motion to a vote and the following vote was recorded:
Ayes: Foutris, Vranas, Theodore, Shah Mandal, Oleniczak, Daly
Nays: None
Absent: Kwon

Motion passed.

5. UNFINISHED BUSINESS
None

6. NEW BUSINESS
a. Ratification of the 2025 - 2029 Lincolnwood Teachers' Association (LTA) Agreement

It was moved by Secretary Vranas and seconded by Vice President Theodore that the Lincolnwood School District 74 Board of Education approve the Ratified 2025 - 2029 Lincolnwood Teachers' Association (LTA) Agreement, as presented.

On behalf of the Board of Education, Secretary Vranas thanked the LTA negotiating team for their collaboration. The whole process was a team effort that went smoothly.

President Daly submitted the motion to a vote and the following vote was recorded:
Ayes: Foutris, Vranas, Theodore, Shah Mandal, Oleniczak, Daly
Nays: None
Absent: Kwon

Motion passed.

7. COMMUNICATION FROM BOARD MEMBERS
a. NTDSE/District 807: ***John P. Vranas/Kevin Daly***
The NTDSE Governing Board last met on March 19 2025. Besides regular business, the following items would be of interest to our Board:

- The Special education Coordinator gave a presentation on Paraprofessional Onboarding.
- We received a grant from UIC to send 20 Paraprofessionals that have a Bachelor's degree for their Learning Behavior Specialist certification.
- The Extended School Year Program will be held at Molloy and Rutledge Hall with appreciation to Lincolnwood SD74.
- Northwestern University students again partnered this year with NTDSE for their problem-solving initiative.

- The Executive Director reported on the lengthy negotiations for the lease at the All-Saints property and recommended that we not move forward with that lease.

We were thrilled to hear that Natalie DiMaria, a Satellite Teacher at East Prairie, received the Illinois State Board of Education – "Those Who Excel" Award and that our "Raptors" basketball team competed in the State tournament. The next meeting is on Thursday, April 24, 2025, at 6:00 p.m. at the NTDSE Administrative Center

b. IASB (Illinois Association of School Boards): ***Jay Oleniczak/Myra A. Foutris***
Member Oleniczak mentioned a finance webinar scheduled for May 6, 2025 - School Finance for Board Members: Basics of the Tax Levy.

c. Finance Committee: ***Peter D. Theodore/Jay Oleniczak***
The Finance Committee last met on March 20, 2025. The Committee sent four items to the Consent Agenda:

1. FY 2026-2030 Transportation Services Amendment with First Student, Inc.
2. 3-year Kindergarten through Second Grade Literacy Program Adoption with HMH Education Company
3. Third Grade through Fifth Grade Literacy Program Adoption with American Reading Company
4. LBSA Waiver Request - FY26 Facilities Rental Fees

- The final Fiscal Year 2024 Single Audit Report prepared by Lauterbach & Amen, LLP will be presented to the Lincolnwood School District 74 Board of Education for review tonight
- District Finance Updates:
  a. The District will not send a reservation of rights letter and intends to renew with IPRF for FY26 workers' compensation coverage.
  b. The Facilities Committee was presented with a 2.9% increase for 2025-26 custodial cleaning services from GSF USA, Inc.

The next Finance Committee meeting is scheduled for Thursday, April 17, 2025 at 6:30 p.m. The public is welcome.

d. Facilities Committee: ***John P. Vranas/Rupal Shah Mandal***
The Facilities Committee last met on March 18, 2025. StudioGC provided the following:

- The updated designs for the Rutledge Hall parking lot alterations were presented. The alterations described will generate eight (8) additional parking spaces in the parking lot to the south of Rutledge Hall and the north of Lincoln Hall. The Committee recommended labeling the parking in the area behind Lincoln Hall so that those spots are reserved for staff. Additionally, the Committee directed the Administration to bring a formal recommendation for a storage shed to be installed north of the Lincoln Hall Gym.
- A motion was made, seconded, and passed that the Facilities Committee concurs with the Administration's recommendation to the Board of Education to approve the quote from Interiors for Business, Inc. for First Grade's Classroom Furniture.
- A motion was made, seconded, and passed that the Facilities Committee concurs with the Administration's recommendation to the Board of Education to approve the Agreement from GSF USA, Inc. for custodial cleaning services.
- District Facilities Updates:
  - Lincolnwood Public Library will host their annual Summer Reading Kick-Off Party on Friday, June 13, 2025 from 4:00 to 6:00 p.m. Visitors will be able to use the School District parking lots for overflow.
  - Courtney shared that there is a request for Field Number one from a youth soccer organization.

The next Facilities Committee meeting is scheduled for Tuesday, April 15, 2025 at 6:00 p.m. The public is welcome.

e. Policy Committee: ***Rupal Shah Mandal/Myra A. Foutris***

- The Policy Committee last met on Friday, November 15, 2024.
- The March and April Policy Committee meetings were cancelled due to a light agenda.

The next Policy Committee meeting is scheduled for Friday, May 23, 2025 at 8:30am in the Administration Building. The public is welcome.

f. President's Report: ***Kevin Daly***
President Daly shared important District upcoming dates. Please see the District website for information: sd74.org.

8. COMMUNICATION TO THE BOARD OF EDUCATION

a. LTA (Lincolnwood Teacher Association): ***Travis DuPriest/Kevin Conley (Co-Presidents)***
Co-President Travis DuPriest thanked the Board of Education and Administration for their efforts to create a forum that allowed for open dialogue and discussion to reach an Agreement that both sides can be proud of.

b. LSSU (Lincolnwood Support Staff Union): ***Tommy Bujnowski (President)***
No report.

c. PALS (People Active with Lincolnwood Schools): ***Stacey Johnson (President)***
PALS President Stacey Johnson provided an overview of past PALS efforts and upcoming events. PALS Board elections are in May 2025. Please see PALS.

9. ADMINISTRATIVE REPORTS

a. Superintendent's Report: ***Dr. David L. Russo***

I. District Updates

- Superintendent Russo hopes that everyone enjoyed fun and restful activities during Spring Break. The District has a great deal yet to accomplish this year and will continue to maximize student academic growth in the remaining weeks of this school year.
- Thank you to Mr. Harmon and all those who collaborated at Todd Hall to create such a purposeful day of activities during their recent Wellness Day event. Wellness Day is such a wonderful feature of the annual slate of activities in each building. There is always such a fun variety of sessions to introduce students to new activities and information regarding health and wellness.
- Spring is going to be an extremely busy time in the District. Please continue to consult Tuesday Newsday on a weekly basis to gather details on upcoming events.
- **District families are encouraged to register for the 2025-2026 School Year**
  Registration for the upcoming school year is open. Families who are re-registering received an email with a Snapcode and a link to the re-registration portal. Families who are registering for the first time should visit the District website to begin the registration process.
  Important information to note:
  - Registration is not complete until the online registration form is submitted for each student, residency documents are submitted, and school fees are paid.
  - Families who complete the registration process by May 9th will receive a $20 lunch credit for each registered student for the 2025-2026 school year.
  - Complete registration by August 1st to avoid a $25 late fee, per student.
- Finally, all District families are invited to join us for Family Bingo Night tomorrow, April 4, 2025 from 6:00 p.m. until 7:30 p.m., in the Rutledge Hall gym! Enjoy pizza, popcorn, a raffle (win lunch with a principal!), and BINGO, of course! Consult this *week's Tuesday Newsday* for the link to RSVP. *While an RSVP is not required, it is recommended to ensure the District orders enough food and prizes for the event.*

II. Adoption of the Lincolnwood School District 74 Cardiac Emergency Response Plan
It was moved by Secretary Vranas and seconded by Vice President Theodore that the Lincolnwood School District 74 Board of Education adopt the Lincolnwood School District 74 Cardiac Emergency Response Plan, as presented.

President Daly submitted the motion to a voice vote and the motion passed.

b. Curriculum and Instruction, Assistant Superintendent's Report: ***Dr. Dominick M. Lupo***
Assistant Superintendent Lupo thanked the Curriculum Committee for their time and efforts to present two new curricular adoptions for the Board of Education's approval tonight. The Board's support is instrumental in providing high quality and engaging learning for all District students.

I. Set the Last Day of School for Each School Year

It was moved by Secretary Vranas and seconded by Member Oleniczak that the Lincolnwood School District 74 Board of Education approve the last day of school for the 2024-25 District calendar to show a closing date of June 12, 2025 as recommended by the Administration.

President Daly submitted the motion to a voice vote and the motion passed.

c. Business and Operations, Business Manager/CSBO: ***Courtney Whited***

I. Finance Report - **JANUARY 2025**

Courtney Whited, Business Manager/CSBO presented the January 2025 Finance Report.

II. Bills Payable in the Amount of $926,375.18

Bills reviewed this month by: Myra A. Foutris and Peter D. Theodore

It was moved by Member Foutris and seconded by Vice President Theodore that the Lincolnwood School District 74 Board of Education approve invoices and bills in the amount of $926,375.18.

President Daly submitted the motion to a vote and the following vote was recorded:
Ayes: Foutris, Vranas, Theodore, Shah Mandal, Oleniczak, Daly
Nays: None
Absent: Kwon

Motion passed.

10. AUDIENCE TO VISITORS

None

11. **RECESS INTO CLOSED SESSION**

It was moved by President Daly and seconded by Secretary Vranas that the Lincolnwood School District 74 Board of Education recess into Closed Session for the purposes of: **5 ILCS 120/2(c)(1), amended by P.A. 101-459 - Personnel and 5 ILCS 120/2(c)(2) - Collective Negotiating.**

President Daly submitted the motion to a voice vote and the motion passed.

12. Dr. Russo reported to the Board that he and Courtney Whited met with Susan from CCDC to discuss their lease renewal and the renovation/expansion plans for Todd Hall. Additionally, we need to solicit volunteers from the community to serve on the three standing committees.

13. ADJOURNMENT

It was moved by Vice President Theodore and seconded by Secretary Vranas to adjourn the Regular meeting of the Lincolnwood School District 74 Board of Education at 8:12 p.m.

_____

Kevin Daly, President

_____

John P. Vranas, Secretary

2:210 Organizational Board of Education Meeting

During a March meeting in odd-numbered years, the Board of Education establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 40 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years.

At the organizational meeting, the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new Board members shall be seated.
3. The Board of Education shall elect its officers, who assume office immediately upon their election.
4. The Board of Education shall fix a time and date for its regular meetings.

During an April Board meeting in even-numbered years, the Board considers organizational matters such as: selecting individual members to fill offices with terms that expire in April or May and fixing a time and date for its regular meetings.

LEGAL REF.:

105 ILCS 5/10-5, 5/10-16, and 5/10-16.5.

10 ILCS 5/2A-1 *et seq*., Election Code.

CROSS REF.: 2:30 (District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

ADOPTED: January 11, 2005

REVISED: January 12, 2023

REVIEWED: January 12, 2023

2:110 Qualifications, Term, and Duties of Board Officers

The Board of Education officers are: President, Vice President and Secretary. These officers are elected or appointed by the Board at its organizational meeting. The offices of Vice President and Secretary may be combined at the Board's discretion. The Board may, at its discretion, extend terms of officers to two years.

President

The Board of Education elects a President from its members for a one-year term. The duties of the President are:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments with Board approval;
4. Attend and observe any Board committee meeting at his or her discretion;
5. Sign official District documents requiring the President's signature, including Board Minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the head of the public body for purposes of the Open Meetings Act (OMA) and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by the OMA;
9. Administer the oath of office to new Board members;
10. Serve as or appoint the Board's official spokesperson to the media;
11. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official; and
12. Ensure that all fingerprint-based criminal history records information checks, screenings, and sexual misconduct related employment history reviews (EHRs) required by State law and policy 5:30, *Hiring Process and Criteria*, are completed for the Superintendent.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

A vacancy in the Presidency is filled by the Vice President.

Vice President and Secretary

The Board of Education elects a Vice President and a Secretary from its members for a one-year term. The Vice President performs the duties of the President if:

- the office of President is vacant;
- the President is absent; or
- the President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by special Board election.

The Secretary shall perform or delegate the following duties:

1. Keep Board meeting minutes;
2. Prepare Board meeting agendas and provide them, along with prior meeting minutes, to Board members before the next meeting;
3. Mail meeting notification and agenda to news media who have officially requested copies;
4. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
5. Report to the Township Treasurer on or before July 7, annually, such information as the Township Treasurer is required to include in the Township Treasurer's report to the North Cook Intermediate Service Center Executive Director;
6. Act as the local election official for the District;
7. Arrange public inspection of the budget before adoption;
8. Publish required notices;
9. Sign official District documents requiring the Secretary's signature; and
10. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

Recording Secretary

The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

Treasurer (NOT an officer of the Board of Education)

The Treasurer for the School District shall be appointed by the Township Trustees.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the Township Trustees;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board;
5. Receive, hold, and expend District funds only upon the order of the Board; and
6. Perform those duties in Section 8-17 of the School Code.

LEGAL REF.:

105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1,

5/10-14, 5/10-16.5, 5/10-21.9, 5/17-1, 5/21B-85, and 5/22-94.

5 ILCS 120/7, Open Meetings Act.

5 ILCS 420/4A-106, Ill. Governmental Ethics Act.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:105 (Ethics and Gift Ban), 2:150 (Committees), 2:210 (Organizational Board of Education Meeting), 2:220 (Board of Education Meeting Procedure), 5:30 (Hiring Process and Criteria), 8:10 (Connection with the Community)

ADOPTED: September 10, 2002

REVISED: May 4, 2023

REVIEWED: May 4, 2023

Lincolnwood School District 74

2:80 Board Member Oath and Conduct

Each Board member, before taking his or her seat on the Board, shall take the following oath of office:

> **I**, (*name*), **do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Lincolnwood School District 74, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.
>
> **I further swear** (or affirm) that:
>
> > **I shall respect** taxpayer interests by serving as a faithful protector of the School District's assets;
> >
> > **I shall encourage** and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;
> >
> > **I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and meeting; and
> >
> > **I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;
> >
> > **As part of the Board of Education**, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;
> >
> > **I shall foster** with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Lincolnwood School District 74;
> >
> > **I shall assist** in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;
> >
> > **I shall strive** to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;
> >
> > **I shall serve** as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Lincolnwood School District 74; and
> >
> > **I shall strive** to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence, of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' "Code of Conduct for Members of School Boards." A copy of the Code shall be displayed in the regular Board meeting room. All new Board members agree to abide by the Code of Conduct.

LEGAL REF.:

105 ILCS 5/10-16.5.

CROSS REF.: 1:30 (District Strategic Plan), 2:20 (Powers and Duties of the Board of Education; Indemnification), 2:50 (Board Member Term of Office), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational Board of Education Meeting)

ADOPTED: December 5, 2006

REVISED: January 10, 2019

REVIEWED: August 3, 2023

DATE: May 1, 2025

TOPIC: Consolidated District Plan 2025-2026

PREPARED BY: Dominick Lupo

Recommended for:

☒ Action

☒ Discussion

☒ Information

Purpose/Background:

The State of Illinois requires the Board of Education to approve the Consolidated District Plan.

Annually, the District submits a grant to qualify for Title I, II, III, IV and IDEA funds. This year, the State has again consolidated the plan for all these grants into one Consolidated District Plan (CDP). The plan includes a series of questions on a wide range of programming topics. The CDP must be approved in order to apply for funds in the individual grant areas.

Fiscal Impact:

The Consolidated District Plan comes with no direct fiscal impact. However, completion and approval of the plan allows the District to apply for the funds that have been allocated in Title, IDEA, and ESSER Grants.

Recommendation:

It is the Administration's recommendation that the Board of Education approve the FY26 Consolidated District Plan.

Application Printout Instructions

eGrant Management System

Printed Copy of Application

Applicant: LINCOLNWOOD SD 74

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: LINCOLNWOOD SD 74

Date Generated: 4/21/2025 10:01:14 AM

Generated By: dominicklupo

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
Lupo	Dominick	

Phone* 847 745 3712 Extension

Email* dlupo@sd74.org

2. General Education Provisions Act (GEPA) Section 427 *

Section 427 of GEPA (20 U.S.C. 1228a) affects all applicants submitting proposals under this program. This section requires each applicant to include in its proposal a description of the steps the applicant proposes to take to ensure equitable access to, and participate in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The applicant should determine whether these or other barriers may prevent students, teachers, etc. from such access to, or participation in, the federally funded project or activity.The description of steps to be taken to overcome these barriers need not be lengthy; the school district may provide a clear and succinct description of how it plans to address those barriers that are applicable to its circumstances.In addition, the information may be provided in a single narration, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of the civil rights statutes, but rather to ensure that, in designing their programs, applicants for federal funds address equity concerns that may affect the ability of certain beneficiaries to fully participate in the program and to achieve high standards. Consistent with requirements and its approved proposal, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

Describe the steps that will be taken to overcome barriers to equitable program participation of students, teachers, and other beneficiaries with special needs.

([count] of 2500 maximum characters used)

The Administration of Lincolnwood School District 74 would enforce Board Policy 7:10 to overcome barriers to equitable programming. Board Policy 7:10 states, "Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, Community Use of School Facilities." The Policy goes on to state that, "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." Through professional development, building staff meetings, and curricular review; the District has taken steps so that all teachers and instructional staff have training on an annual basis to ensure that all students are included in every aspect of the curriculum including extracurricular activities. When determining students who may qualify or benefit from programs funded in whole, or part, through grant allocations; objective criteria such as Measure of Academic Progress (MAP) data will be applied. No student or teacher will be denied access to federally funded projects based on their gender, race, national origin, color, disability, or age.

3. Bilingual Program Director Assurance

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

261

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion ofTitle III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name	First Name	Middle Initial
Lupo	Dominick	

Phone 847 675 8234 Extension

Email dlupo@sd74.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

Work through the tabs from left to right. Save each page before moving to the next tab.

Required fields on each page are dependent upon funding sources selected on the Needs Assessment and Programs tab.

Many pages have notes at the bottom indicating for which programs the page is required.

To determine if a page is required for the funding sources selected earlier in the application, save the page before completing and look for error messages.If none, the page is not required for the program(s) selected.

How to Complete Pages with Pre-populated Fields

Several pages have two boxes below the narrative questions - one has the response from the prior year plan and the other allows responses for the updated plan. Copy the response from the redisplay and paste it into the updated plan box, revising the description as necessary. Be sure to save the page once this has been completed for all questions on the page.

*Required field, applicable for all funding sources

Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.*

NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.

- (●) Initial submission for the fiscal year
- ( ) Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

Needs Assessment and Programs

Instructions

1. Consolidated planning includes how anticipated programs will be funded.Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [1]

NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.

- [x] Title I, Part A - Improving Basic Programs
- [x] Title I, Part A - School Improvement Part 1003
- [ ] Title I, Part D - Delinquent
- [ ] Title I, Part D - Neglected
- [ ] Title I, Part D - State Neglected/Delinquent
- [x] Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- [x] Title III - Language Instruction Educational Program (LIEP)
- [ ] Title III - Immigrant Student Education Program (ISEP)
- [x] Title IV, Part A - Student Support and Academic Enrichment
- [ ] Title V, Part B - Rural and Low Income Schools
- [x] IDEA, Part B - Flow-Through
- [x] IDEA, Part B - Preschool

2. Describe how the LEA will align federal resources, including but not limited to the programs in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numberedor bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.*
([count] of 7500 maximum characters used)

Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Allocations will be used for improvements to our facilities. IDEA dollars are used to fund specialized programming for students with low incident disabilities that would provide challenging to meet the needs without programs within our cooperative. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways. These initiatives are the same as last year.

Response from the approved prior year Consolidated District Plan.

Federal funding in Lincolnwood School District 74 is combined with local and State resources to pay the salary and benefits for a cadre of teachers and paraprofessionals ranging from Pre-Kindergarten to math to Instructional Technology Coaches. The District provides students with a variety of instructional tools to assist in their learning, many of which require subscriptions. Federal resources, along with local funds, are allocated to provide these learning experiences to students. Grant funds are used to provide after school tutoring and summer programming for EL students. These are vital programs to extend the school day and year for students to continue to build their language acquisition skills. Allocations will be used for improvements to our facilities. IDEA dollars are used to fund specialized programming for students with low incident disabilities that would provide challenging to meet the needs without programs within our cooperative. Finally, funds are used to help offset costs to provide teachers with professional development on a number of instructional topics. These can include reviewing standardized testing data, alignment of curriculum to applicable standards, or trends in instructional methodology to reach students in new and different ways. These initiatives are the same as last year.

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

Braiding of Funds

( ) Yes (•) No

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

Transfer of Funds

(•) Yes ( ) No

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

[x]	Title II to Title I	[ ]	Transfer Partial Funds	[x]	Transfer All Funds
[x]	Title IV to Title I	[ ]	Transfer Partial Funds	[x]	Transfer All Funds
[ ]	Title II to Title IV	[ ]	Transfer Partial Funds	[ ]	Transfer All Funds
[ ]	Title IV to Title II	[ ]	Transfer Partial Funds	[ ]	Transfer All Funds

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

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

([count] of 7500 maximum characters used)

Students in the District are administered the NWEA/MAP test three times a year in the fall, winter, and spring. After each round of administration, attendance centers conduct a "Data Day." These meetings involve teachers, psychologists, and administration. Data is reviewed for all students to determine individual programming needs. Those in the lowest quartile are considered for Tier II interventions in reading and/or math. There might also be discussion about the necessity of a case study. Conversely, students in the top 10% are considered for off-level reading and math experiences in a more enriched environment. Areas of need include programs to support students at all points of the learning spectrum. In this instance, students are evaluated for intervention or enriched programming in reading and math. The District serves a diverse community where pre-school participation can be sporadic. This creates a school-readiness gap at a student's entry into education. Therefore, the District has made a commitment to Pre-K instruction, offering a high quality program for students. Within our analysis of NWEA/MAP data, the District has noticed greater gaps in historical math performance as compared to reading. Therefore, the District is offering specialized math tutoring for students at the middle school grades who are not already receiving special education or intervention services. Analysis of Illinois Report Card and MAP data has provided the District with insights into the performance of EL students and helped to identify those students right on the cusp of improved levels of performance. The District is taking this information and offering professional development resources to teachers for staff to make instructional changes supporting the achievement growth of students in these sub-groups.The 23-24 NTDSE Professional Learning Needs Assessment was administered to NTDSE member district administrators in February of 2024. Areas of high interest for general education educators included but were not limited to a) Co-Teaching Professional Development b) Social-Emotional/Positive Behavior Supports, and c) Restorative Practices. Areas of high interest for special education educators included but were not limited to a) Positive Behavior (e.g. Writing Better FABs and BIPs, Deescalation Strategies) b) CPI Training and c) Special Education law. Networking opportunities for a variety of specialists groups were rated of high value (e.g. Speech Pathologists, Occupational Therapists).Lastly, areas of high interest of trainings to offer to parents include but were not limited to a) Behavior and Mental Health b) Communication Device Training and c) CPR/First Aid. A blended approach of in-person and Zoom opportunities are preferred.

Legislative References:

[1] Title I, Part A, Reference Section 1112(a) (1)

[2] Title I, Part A, Reference Section 1112(a) (1)

*Required field, applicable for all funding sources

Needs Assessment Impact

Instructions

1. Indicate which of the instruments below were used in the LEA needs assessment process.*

- A. [x] School and/or district report card(s)
- B. [x] Five Essentials Survey
- C. [x] Student achievement data (disaggregated by student groups)
- D. [ ] Current recruitment and retention efforts and effectiveness data
- E. [ ] Professional development plan(s)
- F. [ ] School improvement plan(s)
- G. [ ] ESSA site based expenditure data
- H. [ ] ED School Climate Survey (EDSCLS)
- I. [ ] CDC School Health Index
- J. [ ] National School Climate Center
- K. [ ] ASCD School Improvement Tool
- L. [ ] Illinois Quality Framework and Supporting Rubric
- M. [ ] Other

List and describe other instruments and/or processes that were used in the needs assessment.

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the needs assessment process, as applicable.* Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

i. Identify areas of need related to student achievement, subgroup performance, and resource inequities.

ii. Include any additional information relevant to this planning document. Provide targeted responses where noted.

iii. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

Students in the District are administered the NWEA/MAP test three times a year in the fall, winter, and spring. After each round of administration, attendance centers conduct a "Data Day." These meetings involve teachers, psychologists, and administration. Data is reviewed for all students to determine individual programming needs. Those in the lowest quartile are considered for Tier II interventions in reading and/or math. There might also be discussion about the necessity of a case study. Conversely, students in the top 10% are considered for off-level reading and math experiences in a more enriched environment. Areas of need include programs to support students at all points of the learning spectrum. In this instance, students are evaluated for intervention or enriched programming in reading and math. The District serves a diverse community where pre-school participation can be sporadic. This creates a school-readiness gap at a student's entry into education. Therefore, the District has made a commitment to Pre-K instruction, offering a high quality program for students. Analysis of Illinois Report Card and MAP data has provided the District with insights into the performance of EL students and helped to identify those students right on the cusp of improved levels of performance. The District is taking this information and offering professional development resources to teachers for staff to make instructional changes supporting the achievement growth of students in these sub-groups.

B. Title I, Part A - School Improvement Part 1003

ncoln Hall Middle School was designated as a Targeted school based on the performance of EL students on the IAR assessment in 2022. We spoke with ISBE and IL-EMPOWER personnel about this designation, and we were led to believe that this was an anomaly due to the extremely low number of EL students that participated in the 2021 IAR administration. As a result, the growth of these students was not calculated as there is no way to show growth if they didn't participate the year before. As a result, the middle school principal made EL student achievement a regular topic of the building leadership team, and even started a School Improvement Planning team to address this and other issues alike. This year, we are excited to continue the planning and preparation for raising our EL student achievement. We are looking to bring in updated curricular materials and bring in professional development providers that will give our staff strategies on how to best reach our EL population.

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

Through building administration, teachers are given access to MAP reports that predict the level of student performance on the IAR test. From there, teams are provided time on Institute Days to develop individual and small group plans to move students to the next level of performance. These goals are typically shared with parents at fall parent-teacher conferences. Additionally, the District invested in professional resources for our Instructional Technology Coaches to expand their ability to provide high quality, on-demand professional development. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. Over the past few years, the District has been seeking to identify priority literacy standards that better align to our core instructional program. In math, the District is seeking to develop the Math Practice Standards whose habits of mind assist all students, particularly those who struggle, with strategies they can apply to any problem to become better mathematical thinkers.On behalf of Lincolnwood School District 74, the Niles Township District for Special Education (NTDSE) conducts a needs assessment for professional development as a part of the comprehensive needs assessment for IDEA. All staff development has a needs assessment component and input is received on an ongoing basis to reflect the demands and professional needs of the participants.

G. Title III - LIEP

Teachers and administrators use ACCESS and MAP data to determine those EL students who fall into the lowest quartile of academic performance based upon assessment results. These students are invited to participate in an after school tutoring program and/or EL Summer School experience. The after school program has two components. In the first, students are exposed to learning games that help them build their social language skills. They also receive help with their homework during this time. In the second phase, teachers work with small groups of students to extend their exposure to language acquisition strategies. The Summer School program is predicated on the same goals. Students are exposed to different literacy experiences to expand their vocabulary and reading comprehension skills.

H. Title III - ISEP

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

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

As allowable under grant guidelines, Title IV-A funds have been transferred to Title I budgets for the past several years.

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

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

The District is small and it would be a challenge to meet the academic needs of some low incident students. Therefore, based on decisions of the MDC at the IEP meeting, there are some students who most benefit from specialized programming run through our Cooperative, NTDSE. Needs in this area are determined by IEP goals.

L. IDEA, Part B - Preschool

The District maintains a Pre-School program that serves approximately 80 students annually in a half-day program. Pre-School teachers are included in curricular review committees. This means that students in Pre-School are being exposed to the prerequisite skills and information in the same context for literacy, math and science as kindergarten students. Fall MAP data for kindergarten shows that District Pre-School students are better prepared for the fall as compared to those without a pre-school experience.

Legislative Requirement:
[1] IDEA - 23 IAC Section 1.420(q)

*Required field, applicable for all funding sources selected

Stakeholder Involvement

Instructions

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

ISBE Goals:

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

District Goal(s):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.

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

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

Program Footnotes:

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

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

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

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

([count] of 7500 maximum characters used)

The development of this plan results from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as the EL Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees meet regularly to review the services offered through each program and make necessary changes to address the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students.Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was recently developed with input from the community through both in-person and survey data. We are also excited to begin the process of developing a new five-year Strategic Plan throughout next year.

Response from the prior year Consolidated District Plan.

The development of this plan results from a collection of programmatic decisions of several sub-committees. The District Response to Intervention Leadership team, the Administration Team, and the Gifted and Talented Education team (GATE), Librarians throughout the District, High School Articulation representatives, as well as the EL Department, and Policy Committee (School Board). Additionally, the District is directed in its efforts by a five year Strategic Plan created with representation from within the organization and from the surrounding community. These committees meet regularly to review the services offered through each program and make necessary changes to address the varied needs of learners. Answers to questions in this plan are the direct result of decisions made within these meetings to address the diverse learning needs of our students.Over the course of the next several months, there will be consultation regarding the Consolidated District Plan with aforementioned groups. The Administrative Team meets weekly during the summer. During a July meeting, consultation of the plan will be on the agenda. Each month there are meetings of the EL and GATE leadership teams. Consultation for this plan will occur as an agenda item at either the September or October meetings. Finally, the District is guided by a five-year Strategic Plan that was recently developed with input from the community through both in-person and survey data. We are also excited to begin the process of developing a new five-year Strategic Plan throughout next year.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations. [2]**

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The District has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the District's Strategic Plan.

Response from the prior year Consolidated District Plan.

The District has a five year Strategic Plan. One of the three main goal areas is to continue to engage community stakeholders. Within this goal, the District has incorporated regular forms of communication with families from building level administration, teachers, and a District Director of Community Relations. The District maintains a Communication Task Force ensuring a consistent, ongoing flow of information from school to home. The group looks at all forms of communication including print and electronic sources. The goal is to build the home-school connection with all families in ways that best meet the needs of the community in a way that families will actually consume the content. The District also maintains strong ties with the local police and fire departments. Family members and parents are annually consulted on policies articulated through the Student/Parent Handbooks. They review any changes and can ask questions about their meaning and enforcement. Parents are encouraged to take the annual Five Essentials Survey and that data is analyzed by Administration. The Strategic Plan process included a strong parent/family component. Families had the opportunity to participate in a needs assessment survey, attend the planning session that reviewed the District's progress on the current Strategic Plan, and provide input on the development of goal areas for the District's Strategic Plan.

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

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There are numerous ways that the District attempts to engage parents and families including:There is close communication and planning with the local parent group. This parent group planned several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring, and we offer both an in-person and virtual conference format to ensure that all parents have access to meeting with the teachers. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Title III funds used, in part, to create book bags for EL families to share in reading time. Effort is made to include titles in a family's native language so anyone in the family can participate in a shared reading experience.

Response from the prior year Consolidated District Plan.

There are numerous ways that the District attempts to engage parents and families including:There is close communication and planning with the local parent group. This parent group planned several community engagement events including an ice-cream social, BINGO night, and Book Fair. The District employs a full-time Director of Community Relations. This individual handles the District's social media presence and sends out a weekly communication on the happenings in the District. The District holds parent teacher conferences in the fall and spring, and we offer both an in-person and virtual conference format to ensure that all parents have access to meeting with the teachers. Parents are encouraged to communicate with teachers in an ongoing fashion. There are also numerous concerts, a science fair, and sporting events where parents and family members are encouraged to attend. Title III funds used, in part, to create book bags for EL families to share in reading time. Effort is made to include titles in a family's native language so anyone in the family can participate in a shared reading experience.

Title I Requirement:

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

ESEA section 1112(a)(1)(A)

Title III Requirement:

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

Legislative References:

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

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

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

*Required field

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

Private School Participation

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

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

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

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

Will Private Schools participate in the Program?
( ) Yes (•) No

Nonpublic School Consultation Form

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

Comments:

Preschool Coordination

Instructions

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

ISBE Goals:

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

District Goal(s):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs.* [1]

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

If the district does not offer early childhood education programs, enter
No Preschool Programs

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([count] of 7500 maximum characters used)

The District operates a preschool in part with Title I funds. This allows us to target at-risk children ages 3-5 to help prepare them for kindergarten. All the District Learning Teams and committees include pre-school representatives. This allows the District to plan and integrate school and district initiatives that range from pre-school to 8th grade. This includes coordination of curriculum to ensure articulation of expectations across the early primary grades and a seamless approach to student's matriculation from Pre-K-8. The preschool program is housed in our Pre-Kindergarten-2nd grade building. This allows for ongoing and consistent collaboration with the Kindergarten Team. As part of our preschool programming, we offer parent education.

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

[1] Title I, Part A, Section 1112(b)(8)

*Required field for Title I and/or IDEA Preschool

Student Achievement and Timely Graduation

Instructions

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

ISBE Goals:

- [x] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
- [x] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.
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1. **Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]**

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   ([count] of 7500 maximum characters used)

   Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy approach), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 4th grade, all students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well. Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. The District is also looking to expand the footprint of the Second Step SEL curriculum. A wide variety of after school clubs, intra-murals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school and intermediate building run tutoring services at lunch for students who would want to take advantage of the extra assistance. Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "One campus, one community, preparing, inspiring, and empowering learners, one moment at a time" is supported through the systems of the District (ie. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "to be the most sought after learning environment by leading academic excellence though the innovative instruction, developing high school ready learners with cutting-edge resources, and cultivating a sense of belonging for all." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in this policy.

   Response from the prior year Consolidated District Plan.

   Lincolnwood School District 74's well-rounded program of instruction for students in grades PK-8 includes: Reading, Language Arts, Writing, Spelling, Handwriting (part of the balanced literacy approach), Mathematics, Science, Social Studies, Humanities, Health, Physical Education, Art, Music, STEM (Science, Technology, Engineering, Math), Food Science, Spanish and Fine Arts. Beginning in the 4th grade, all students have the opportunity to participate in Band and Orchestra. At the 6th through 8th grade levels, students can participate in Chorale as well. Social emotional learning is purposefully taught throughout the District through our Positive Behavior Intervention System. The District is also looking to expand the footprint of the Second Step SEL curriculum. A wide variety of after school clubs, intra-murals, and interscholastic activities provide experiences for all students to promote a well rounded educational experience. Students are allowed to come to school early and stay late to get additional assistance with school work. Additionally, the middle school and intermediate building run tutoring services at lunch for students who would want to take advantage of the extra assistance. Board policy and Board funding support the District's approach to students' well-rounded education. The District's philosophy/vision "Children Empowered for Life" is supported through the systems of the District (ie. policy, business, curriculum, human resources, etc.) The objective of the educational program is, "To build a community of learning that inspires curiosity, compassion, and actively engaged students striving for excellence." Board policy 7:10, Equal Educational Opportunities, guides the philosophy to provide an educational climate and culture free of bias concerning the protected classifications identified in this policy.

2. **List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]**

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   Lincolnwood School District 74 utilizes the Response to Intervention (RtI) model to identify students at risk. RtI integrates assessment data with intervention and adjustment to instruction in order to provide the opportunity for ALL students to reach their fullest growth and potential. Special education students can be identified through a number of different paths. A student who continues to struggle after receiving Tier II supports can be recommended for case study by District teachers and staff. In this situation, the District would proceed with the steps necessary to conduct a case study evaluation. Parents may also request a case study evaluation. The team would gain consent, conduct the evaluation and meet to discuss appropriateness of services. Finally, a parent can present an outside evaluation for the team to consider for the appropriateness of receiving special education services.

   Response from the prior year Consolidated District Plan.

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

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   Students who need additional assistance to meet the challenges of the State academic standards have access to a wide range of intervention programs and personnel. There is a continuum of accommodations, modifications, and differentiated instruction within the core curriculum. Students identified for intervention are provided with a research based supplemental curriculum targeted to their identified skill gap. In the middle school, students identified through measures such as FASTBridge and MAP are placed into programs led by highly qualified intervention teachers. These programs provide students with "in addition to" minutes beyond what they would experience in general education curriculum. Teachers use a wide range of research-based print and electronic instructional materials to remediate skill deficient areas or re-teach grade level concepts that students have not yet fully comprehended. Intervention programs are built into student's schedules daily with regular progress monitoring to track their achievement level and assess the effectiveness of the intervention. At the intermediate grades, MAP data is again used to identify those students who would benefit from instructional support. These students experience an additional 60-90 minutes of instructional time for reading and math weekly, developing their skills through intervention resources available from our foundational programs and other resources tailored to meet the student's needs. Additionally, intervention teachers at the middle school and intermediate grade attendance center collaborate closely with general education teachers and review standardized assessment data to drill down to very finite skill sets that each student needs to work toward mastering. This creates a highly individual experience where students within the intervention may work with different sets of expectations and activities to meet their needs. Examples of this individualization include providing additional language and vocabulary support for key words, pre-teaching difficult content, using a small group workshop model, or guiding reading groups. The Pre-K three

and four year old programs, along with our Development Kindergarten, are specifically designed to intervene with the most at-risk students at the very beginning stages of their education. The effort is to build school readiness skills and aptitudes allowing students opportunity to best prepare for the academic and social expectations of school. Students are identified through a screening process.Title III dollars are used to fund an after school tutoring program for EL students at all three District attendance centers. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

Response from the prior year Consolidated District Plan.

Students who need additional assistance to meet the challenges of the State academic standards have access to a wide range of intervention programs and personnel. There is a continuum of accommodations, modifications, and differentiated instruction within the core curriculum. Students identified for intervention are provided with a research based supplemental curriculum targeted to their identified skill gap. In the middle school, students identified through measures such as FASTBridge and MAP are placed into programs led by highly qualified intervention teachers. These programs provide students with "in addition to" minutes beyond what they would experience in general education curriculum. Teachers use a wide range of research-based print and electronic instructional materials to remediate skill deficient areas or re-teach grade level concepts that students have not yet fully comprehended. Intervention programs are built into student's schedules daily with regular progress monitoring to track their achievement level and assess the effectiveness of the intervention. At the intermediate grades, MAP data is again used to identify those students who would benefit from instructional support. These students experience an additional 60-90 minutes of instructional time for reading and math weekly, developing their skills through intervention resources available from our foundational programs and other resources tailored to meet the student's needs. Additionally, intervention teachers at the middle school and intermediate grade attendance center collaborate closely with general education teachers and review standardized assessment data to drill down to very finite skill sets that each student needs to work toward mastering. This creates a highly individual experience where students within the intervention may work with different sets of expectations and activities to meet their needs. Examples of this individualization include providing additional language and vocabulary support for key words, pre-teaching difficult content, using a small group workshop model, or guiding reading groups. The Pre-K three and four year old programs, along with our Development Kindergarten, are specifically designed to intervene with the most at-risk students at the very beginning stages of their education. The effort is to build school readiness skills and aptitudes allowing students opportunity to best prepare for the academic and social expectations of school. Students are identified through a screening process.Title III dollars are used to fund an after school tutoring program for EL students at all three District attendance centers. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

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

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([count] of 7500 maximum characters used)

Lincolnwood School District 74 utilizes RTI and PBIS structures that are our foundation for learning in both academics and social-emotional areas. These programs are a positive behavior support program that sets expectations for school and classroom behaviors and is a means to identify students at risk. The District has also developed a full range of clubs and activities at each of our buildings to engage students before and after school. The District partners with our Park District to provide before and after school care for students as well. A strong partnership exists between the District and the PTA. This relationship not only extends to community building, but supporting the needs of classrooms.Title III dollars are used to fund an after school tutoring program for EL students. This program meets several times per week for 30-90 minutes. There are two goals to the experience: 1) Students spend time learning social language through game play and social skills lessons. 2) Time is spent continuing to build students' language acquisition skills in the domains of reading, writing, speaking, and listening. Additionally, the District hosts a summer school program. In this program, the Title III allocation is used to provide a series of EL support classes for students. This experience is meant to extend the school year and prevent summer regression. It is a five-week program. Finally, Title III funds are used to provide participants in both aforementioned programs with a literacy bundle. These materials are selected for each grade level. They are meant to continue literacy development after these experiences and add to the reading materials in the homes of these children.

Response from the prior year Consolidated District Plan.

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

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Lincolnwood School District 74's Board Policy 6:170 states that, "The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children."All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.Board policy 5:190 requires that, "All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements."Lincolnwood School District 74 has a Teacher Evaluation Program committee that meets regularly throughout the year to identify criteria and professional development needed for teachers. This includes reviewing teacher needs and experiences. By utilizing this structure, teachers and administrators work together to provide supports and development of all of our teachers utilizing the Danielson Framework as our foundation. In addition, all pre-tenured teachers are evaluated yearly and participate in a Mentoring Program. The District utilizes our evaluation process to ensure ineffective teachers are not recommended for rehire. The District does not employ any teachers to teach outside of their field. The District also encourages staff members to pursue advanced degrees and additional training through its compensation model.

Response from the prior year Consolidated District Plan.

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

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([count] of 7500 maximum characters used)

The District maintains a full-time librarian in each attendance center. Librarians support the work of general education teachers by pulling research materials relating to a particular topic of study and hosting students on a regular basis to read and explore literature. The librarians assist students with selection of reading materials that are appropriately aligned with their reading level, ultimately building student's skill to select books independently. There are regular author visits to connect students with professional writers to discuss the storytelling and writing processes. The school libraries sponsor reading contests to motivate students to read independently and connect with award winning literature. There is also collaboration with the local public library to ensure the maximum percentage of students hold public library cards and understand how to access resources available through the public library.Each attendance center has access to a full suite of digital research data bases and other resources allowing students to develop skills identifying valid electronic resources and taking information from multiple places and weaving it into a cohesive set of ideas. All students are exposed to instruction related to developmentally appropriate information literacy and technology skills for their grade level. Students have time to explore in the library on a rotating basis with librarians working collaboratively with teachers to infuse these skills into our general education curriculum.Librarians are also partly responsible for implementing the District's digital citizenship curriculum, which is an essential set of skills for students in this day and age. Teachers are a part of these lessons so the skills and concepts can be reinforced in the general classroom. The curriculum is built on lessons through Common Sense Media and covers a broad range of skills including privacy and social media use.

Response from the prior year Consolidated District Plan.

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7. Describe how the district will identify and serve gifted and talented students by using objective criteria. [7]**

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There is differentiated instruction for students who demonstrate aptitude in grades K and 1. Beginning with incoming second graders, the District uses a combination of MAP and CogAT 8 data to place approximately the top 10% of students into a program of gifted and talented instruction called GATE for 3rd grade. This is a pull out program in reading and math allowing students to explore the curriculum using differentiated materials at least a grade level advanced. These are daily programs replacing the general education curriculum in those subjects. For those students falling between the tenth and twenty-fifth percentile on the aforementioned standardized assessments, there are Advanced and Accelerated levels of reading and math respectively. In all programs, the curriculum is compacted affording qualifying students to move through materials at a faster pace at a level of difficulty and interest congruent with their learning needs. For example, the District has identified a pathway to get 8th grade students to the geometry level prior to high school. This will allow qualifying students to advance to higher levels of math as they get older. There is also a process using standardized assessment measures to evaluate students for early entry into kindergarten and first grade.

Response from the prior year Consolidated District Plan.

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Title I Requirements:

Ensure that all children receive a high-quality education.

Close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Legislative References:

[1] Title I, Part A, Section 1112(b)(1)(A)

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646

[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646

[5] Title I, Part A, Section 1112(b)(2)

[6] Title I, Part A, Section 1112(b)(13)(B)

[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

College and Career Readiness

Instructions

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

ISBE Goals:

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

District Goal(s):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

1. Describe how the district will facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through:* [1]

i. Coordination with institutions of higher education, employers, and other local partners;* and

ii. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

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

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([count] of 7500 maximum characters used)

There are several levels of intersection between Lincolnwood School District 74 and the high school the District feeds into that effectively transitions students from Lincoln Hall Middle School to the 9th grade. At the beginning of the school year, the middle school hosts personnel from the high school administration and academic departments for an informational night to highlight all the key events throughout the year. They also review the high school registration process. At many times throughout the school year, the District publicizes high school curriculum, athletic, and fine arts programs. This allows District students to familiarize themselves with the multitude of offerings available at the next level of their education. In the winter there is a program for students and parents called "Curriculum and Activities" night. This event affords middle school students and parents with an opportunity to become familiar with the curricular and extracurricular offerings at the high school. Families receive their student's PSAT-8/9 test scores and learn about how best to prepare for the counseling appointment where the 9th grade schedule is developed. Prior to the counseling appointment, middle school teachers have opportunity to provide input on course recommendations. During the spring, there is an additional orientation program for students only called "Leaders to Feeders." At this event, current high school students talk with middle school students about student life and the benefits of becoming an involved participant at the high school.The middle school administration maintains a close relationship with the high school throughout the year and our middle school teachers participate in articulation meetings with the various high school departments.

Response from the approved prior year Consolidated District Plan.

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2. If applicable, describe the district's support for programs that coordinate and integrate the following:* [2]

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

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

([count] of 7500 maximum characters used)

The District's recent investment in STEM education supports the goal of preparing students for the types of high school experiences that will position them for college and career readiness. The District has built individual STEM lab spaces for each middle school grade. These courses are opportunities for students to apply what they have learned in science and math classes in the engineering design process. The PLTW Launch program is now in our K-5 grades so elementary students will possess the prerequisite skills for their middle school opportunities. Every week each section of grades K-5 has a dedicated STEM lesson with a STEM specific teacher. The District was recognized by Project Lead the Way as a Distinguished PLTW District during the 2024-2025 school year. This is one way to illustrate the District's commitment to STEM Education. A goal is to establish community partnerships with STEM related fields so students can witness first-hand what those in these careers do on a day-to-day basis. STEM education is expanded beyond the school day through extracurricular clubs. There is a Lego Robotics club where students can design robots from kits. The Vex Robotics experience is a competitive endeavor whereby students design and program a robot to perform a specific function and compete against other schools. There are also opportunities for students at the intermediate grades to build, tinker and create through a MakerSpace club and a Coding experience.

Response from the approved prior year Consolidated District Plan.

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Legislative References:

[1] Title I, Part A, Section 1112(b)(10)(A and B)

[2] Title I, Part A, Section 1112(b)(12)(A and B)

*Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title IV, Part A; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Professional Development - Highly Prepared and Effective Teachers and School Leaders

Instructions

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

ISBE Goals:

[✓] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

[✓] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

[✓] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

For each program for which funding is anticipated for the 2025-2026 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

NOTE: - If Professional Development will not be provided for a funded program below, enter **NOT PROVIDING.**

- Be sure to include information on how participating private schools will be included in the professional development plans.
- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

The District will provide teachers with professional development on our our new kindergarten through fifth grade literacy program, which will be implemented in the fall. Additionally, Instructional Technology Coaches will support new teaching and learning strategies based on the needs of students. Funds may also support professional development activities scheduled for institute days and half-day school improvement agendas. We are also looking to expand our social-emotional curriculum throughout the district and we anticipate the need to train our staff in order to deliver this program with fidelity.Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level. We are really looking to bolster the professional development programming by including the program provider as the main source of professional development.

B. Title I, Part A - School Improvement Part 1003

We are looking to determine the best possible professional development provider that is approved by ISBE and our local ROE. Last year we used the North Cook ROE to provide Building a Thinking Classroom training to our middle school staff. We are looking to do something similar this year!

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

E. Title I, Part D - State Neglected/Delinquent

F. Title II, Part A - Preparing, Training, and Recruiting

The District and Union partner on a two-year mentoring program. New District personnel are assigned a mentor and those two individuals meet on a regular basis for the next two years on a range of topics from evaluation to parent-teacher conferences. There is also a new teacher orientation program where new personnel have the opportunity to learn more about working in the District. The District will also attend virtual education career fairs to seek out the best, qualified candidates for a specific position.

G. Title III - LIEP

Professional development will be provided to the EL Department to attend the annual Bilingual conference at the State level. There may also be opportunity to support teachers in their analysis of standardized testing information. The District also advertises professional development sponsored by the IRC for our EL staff to attend.

H. Title III - ISEP

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

Not providing.

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

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

IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Based on responses to the Needs Assessment Survey conducted by our Special Education Cooperative, NTDSE, the District may offer professional development on new methods in deescalating student conflict and delivering curricula with new methods.

L. IDEA, Part B - Preschool

Pre-school teachers have representation on all relevant District curriculum review committees and participate in Institute Days, In-District workshops and they are encouraged to attend professional development opportunities in the surrounding area.

Legislative Requirement:
[1] Title III, Section 3115(c)(2)
[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

*Required if funding selected for Title I, Part A; Title II, Part A; Title III; Title IV, Part A; Title V, Part B; IDEA, Part B Flow-Through; and/or IDEA, Part B Preschool

Safe and Healthy Learning Environment

Instructions

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

ISBE Goals:

[✓] Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

[✓] Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child.

[✓] Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs.

District Goal(s):

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

Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been equipped with the necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the school year were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports through purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through grant and District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning students have come on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom. Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development afternoons were placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

1. Describe the process through which the districts will:*

i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:

a. each major racial and ethnic group;

b. economically disadvantaged students as compared to students who are not economically disadvantaged;

c. children with disabilities as compared to children without disabilities;

d. English proficiency status;

e. gender; and

f. migrant status.

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

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

([count] of 7500 maximum characters used)

Through Board Policy 7:180, the District has a bullying policy to follow. We also have a K-8 Social Emotional Learning program (Second Step) that provides direct instruction for students on bullying and harassment. We utilize the PBIS system to help students learn appropriate behaviors in a variety of settings. There are posters throughout each school building illustrating reminders for norms of behavior. There is time spent at the beginning of each year emphasizing the need for civil and respectful behavior, which goes to lessen the number of incidents of bullying and harassment. Expectations for respectful behavior are listed in our handbooks, which are distributed to families at the beginning of the school year. Students review behavioral expectations at the beginning of the school year and again immediately after Winter Break.The District has fully implemented tenets of SB100, working to decrease the number of suspensions except in the situations calling for that type of consequence in accordance with the law. There are very few suspensions in the District to begin with because of the overall positive climate and respectful behavior of students, but the District is mindful to ensure that no one group of students receives a certain type of consequence compared to others. Building level administration coordinates record keeping of disciplinary situations to better ensure that events of a similar nature are handled in the same manner to create a level of consistency throughout the District. The District has led several presentations that talk about ways to handle bullying and how to prevent it from happening. Students discuss building a positive digital footprint and treating peers with kindness in the electronic world. This has been reaffirmed throughout the year with a revamped Digital Citizenship curriculum. In the 2022-2023 school year, the District implemented a revamped digital citizenship curriculum. This program is taught by both librarians and the District's Instructional Technology Coaches. The curriculum is based on materials from Common Sense Media and focuses on students responsible use of computers, maintaining privacy, giving proper credit for academic materials, and appropriate social media use.PBIS structures are in place at all three schools. Students learn expected behaviors in the identified settings at the very beginning of the school year and are reminded of expectations mid-year through a series of activities and experiences. Expectations are posted throughout each school that students can reference when decision-making is called into question. Additionally, each building is looking at ways to go beyond PBIS. For example, one school has been trained in Foundations, which uses data to target behaviors and associated interventions for common areas of the building. In another example, teachers were taught the basics of Zones training, which is a technique for students to recognize their behavior and emotional before they become escalated.

Response from the prior year Consolidated District Plan.

Through Board Policy 7:180, the District has a bullying policy to follow. We also have a K-8 Social Emotional Learning program (Second Step) that provides direct instruction for students on bullying and harassment. We utilize the PBIS system to help students learn appropriate behaviors in a variety of settings. There are posters throughout each school building illustrating reminders for norms of behavior. There is time spent at the beginning of each year emphasizing the need for civil and respectful behavior, which goes to lessen the number of incidents of bullying and harassment. Expectations for respectful behavior are listed in our handbooks, which are distributed to families at the beginning of the school year. Students review behavioral expectations at the beginning of the school year and again immediately after Winter Break.The District has fully implemented tenets of SB100, working to decrease the number of suspensions except in the situations calling for that type of consequence in accordance with the law. There are very few suspensions in the District to begin with because of the overall positive climate and respectful behavior of students, but the District is mindful to ensure that no one group of students receives a certain type of consequence compared to others. Building level administration coordinates record keeping of disciplinary situations to better ensure that events of a similar nature are handled in the same manner to create a level of consistency throughout the District. The District has led several presentations that talk about ways to handle bullying and how to prevent it from happening. Students discuss building a positive digital footprint and treating peers with kindness in the electronic world. This has been reaffirmed throughout the year with a revamped Digital Citizenship curriculum. In the 2018-2019 school year, the District implemented a revamped digital citizenship curriculum. This program is taught by both librarians and the District's Instructional Technology Coaches. The curriculum is based on materials from Common Sense Media and focuses on students responsible use of computers, maintaining privacy, giving proper credit for academic materials, and appropriate social media use.PBIS structures are in place at all three schools. Students learn expected behaviors in the identified settings at the very beginning of the school year and are reminded of expectations mid-year through a series of activities and experiences. Expectations are posted throughout each school that students can reference when decision-making is called into question. Additionally, each building is looking at ways to go beyond PBIS. For example, one school has been trained in Foundations, which uses data to target behaviors and associated interventions for common areas of the building. In another example, teachers were taught the basics of Zones training, which is a technique for students to recognize their behavior and emotional before they become escalated.

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

(42 U.S.C. 11301 et seq.):*

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([count] of 7500 maximum characters used)

The District does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at some point in the school year.

Response from the prior year Consolidated District Plan.

The District does not have any students who qualify as homeless children and youth; however, reserves are set aside annually to provide homeless children services if one were to enroll at some point in the school year.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)
[2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
[3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation

Instructions

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
1001 - LINCOLN HALL MIDDLE SCHOOL	○	◉	○	○	
2003 - RUTLEDGE HALL ELEM SCHOOL	○	◉	○	○	
2004 - TODD HALL ELEM SCHOOL	○	◉	○	○	

Describe anticipated Reorganizations:

If Title I funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use Title I funds, return to the Needs Assessment and Programs page and select Title I, save the page, and return to this page.

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

ISBE Goals:

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

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

- [x] Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Providing families with a full-day in-person or remote option from the first day of school has been a top priority for the District. Therefore, teachers and students have been equipped with the necessary PPE and mitigation strategies required to stay open throughout the year. There has been an emphasis on the social-emotional needs of students. For example, the first few weeks of the school year were dedicated to simply getting back into the swing of school after the Pandemic closed schools to in-person learning in March 2020. The District is looking to expand Tier I social-emotional supports through purchase of a dedicated curriculum. Additionally, there is evaluation of a survey tool that will provide SEL information on all students to identify those who might benefit from Tier II or III supports. Through grant and District funds, teachers have been provided unique technology hardware meant to aide in their delivery of in-person and on-demand instruction. At several points in the year, remote learning students have come on campus to pick-up instructional materials meant to assist in their experiences mimicking the classroom. Elevating Educators: The District has utilized extra professional development days in the school calendar to provide additional training and planning time. Extra half-day professional development afternoons were placed on the calendar to allow more time to plan for the challenges of teaching to remote and in-person students simultaneously. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year.

1. **School Improvement 1003: Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d).* (Section 1112(b)(3))**

   Section 1111(d)

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   If the district does not have any schools identified as comprehensive or targeted, enter

   No schools identified under this part

   ([count] of 7500 maximum characters used)

   Lincolnwood School District 74 has one school, Lincoln Hall Middle School, that was identified as Targeted. The administration of the school has developed a SIP team with targeted supports of our EL population as a recurring theme, also, the building administration has made EL support a regular, rolling agenda item with the building leadership team. Lincoln Hall will also be looking to purchase the best materials and curriculum for our EL population. Finally, the administration is intent on bringing in comprehensive professional development for all staff as it relates to best practice and best instructional strategies for our EL student population.

   Response from the approved prior year Consolidated District Plan.

   Lincolnwood School District 74 has one school, Lincoln Hall Middle School, that was identified as Targeted. The administration of the school has developed a SIP team with targeted supports of our EL population as a recurring theme, also, the building administration has made EL support a regular, rolling agenda item with the building leadership team. Lincoln Hall will also be looking to purchase the best materials and curriculum for our EL population. Finally, the administration is intent on bringing in comprehensive professional development for all staff as it relates to best practice and best instructional strategies for our EL student population.

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

   - ( ) Yes
   - (•) No

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

   Measures of Poverty from 1113(5)(A) and (B)

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

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

   Section 1114 and 1115

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   ([count] of 7500 maximum characters used)

   The District places priority on offering high quality pre-kindergarten experiences; therefore, funds go to support implementing this type of program. Additionally, Instructional Technology Coaches provide on-demand professional learning on a wide range of topics that support teaching and learning in a wide variety of classrooms. Title dollars also used to provide intervention services for those students deemed academically at-risk based on standardized assessment data.The District's goals focus on both STEM improvements targeted to all sub groups (including at-risk students) as well as intervention programs to augment learning in the general education curriculum. Areas are identified for professional development to ensure our teachers are up-to-date in best practices and revised State and Common Core Standards. There is specific attention targeted on the needs of unique learners with a priority of ensuring high quality programming and success for students. In supplement to our core instructional areas, the District has had a focus on technology integration. In fact, the District has made STEM education a daily part of the core curriculum in the middle school and has expanded STEM experiences into the primary grades, including hiring dedicated primary STEM teachers. STEM areas have seen significant improvement to include coding and computer science. Integrating up-to date technology in the hands of students and classrooms has allowed the District to expect higher level skills and differentiation for all learners. All technology expectations are built alongside the

curriculum to ensure they are in alignment and supported through professional development. Problem Based Learning strategies make STEM investigations meaningful and emphasize the STEM classroom as a natural environment for the application of knowledge gained in general education math and science programs. In the upcoming year, the focus turns toward math by providing continued professional development for a relatively new core program. Additionally, the District will explore Pre-K-5 science programs to better align our curricula with the Next Generation Science Standards. Through this process, the District has decided to use a new general science curriculum to complement the work being completed in STEM.

Response from the approved prior year Consolidated District Plan.

The District places priority on offering high quality pre-kindergarten experiences; therefore, funds go to support implementing this type of program. Additionally, Instructional Technology Coaches provide on-demand professional learning on a wide range of topics that support teaching and learning in a wide variety of classrooms. Title dollars also used to provide intervention services for those students deemed academically at-risk based on standardized assessment data.The District's goals focus on both STEM improvements targeted to all sub groups (including at-risk students) as well as intervention programs to augment learning in the general education curriculum. Areas are identified for professional development to ensure our teachers are up-to-date in best practices and revised State and Common Core Standards. There is specific attention targeted on the needs of unique learners with a priority of ensuring high quality programming and success for students. In supplement to our core instructional areas, the District has had a focus on technology integration. In fact, the District has made STEM education a daily part of the core curriculum in the middle school and has expanded STEM experiences into the primary grades, including hiring dedicated primary STEM teachers. STEM areas have seen significant improvement to include coding and computer science. Integrating up-to date technology in the hands of students and classrooms has allowed the District to expect higher level skills and differentiation for all learners. All technology expectations are built alongside the curriculum to ensure they are in alignment and supported through professional development. Problem Based Learning strategies make STEM investigations meaningful and emphasize the STEM classroom as a natural environment for the application of knowledge gained in general education math and science programs. In the upcoming year, the focus turns toward math by providing continued professional development for a relatively new core program. Additionally, the District will explore Pre-K-5 science programs to better align our curricula with the Next Generation Science Standards. Through this process, the District has decided to use a new general science curriculum to complement the work being completed in STEM.

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

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

{[count] of 7500 maximum characters used}

The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local or national percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, these events bring together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's identification. They are given an overview of the program's structures and goals. Parents have the right to refuse services after reviewing documentation and/or meeting with school personnel. Throughout participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation of skills.

Response from the approved prior year Consolidated District Plan.

The District uses standardized testing information, such as FastBridge, MAP, and CogAT 8 data to identify target populations. Students who are in the bottom percentages or quartiles of local or national percentile rankings are identified to receive various forms of programming. After each administration of the MAP test, there are "Data Days" in each building. Led by the District Psychologists, these events bring together the administration, teachers, and instructional support personnel to review the relevant standardized testing information from that previous administration window. Staff look at the data to make programmatic decisions for students. Teachers relay student needs to paraprofessionals who help implement the services and interventions on a day-to-day basis. Parents are informed of their child's identification. They are given an overview of the program's structures and goals. Parents have the right to refuse services after reviewing documentation and/or meeting with school personnel. Throughout participation in a specialized program, parents are kept apprised of their child's progress and the method by which students may be exited from the intervention upon successful remediation of skills.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

*Required field

IDEA Specific Requirements

Instructions

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, save the page, and return to this page.

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

ISBE Goals:

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

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

- [x] Student Learning: In the spring, the District hosts a kindergarten-screening event. Using several different measures, teachers and administrators develop a profile of school readiness for each incoming student. Additionally, all kindergarten students are administered the KIDS Assessment in the fall. Teachers take that data to inform instruction throughout the year. Across the District, teachers have taken fall MAP data and divided their classroom into what the District calls "Power Groupings." These represent students within each classroom who are at the class mean or significantly above or below the class mean. From there, teachers are developing individualized or small group plans, drawn from tools within our core instructional programs, to work with students to achieve their individual MAP growth goal from fall to spring. These plans are designed to enrich or remediate skill areas. The vast majority of students in the District make positive RIT growth fall to spring, the District is working to increase the percentage of students who meet or exceed their individual fall to spring growth goal. In light of the challenges to teaching and learning created by the Pandemic, the District will be evaluating those skill areas leveraged for student success at the next grade level. Through this analysis, the District seeks to ensure there are no gaps in student learning and individuals have been adequately exposed to prerequisite skills or knowledge essential to success in the core areas of the next grade level.Learning Conditions: Safety has been a yearlong District theme. The District has been working with a two safety consulting groups on a series of "table top" exercises designed to have everyone in the organization better prepare for how they would respond to various crisis situation. Also, one of the groups went room by room to each teacher to evaluate each space affording better strategies to secure or flee a location. This information has been shared with teachers to broaden their response options in a crisis situation. In the coming months, a Safety Committee will evaluate our current crisis response plans to improve upon them with the most current information, including but not limited to emergency pickup of students from a secure location. Emergency safety kits are being looked at to support classrooms during a crisis situation. Documentation to remind teachers of established protocols will be published. The district also enabled an app that allows administration to immediately alert all staff members on campus about a lockdown situation.Elevating Educators: The District has utilizes professional development days in the school calendar to provide additional training and planning time. The District's Instructional Technology Coaches have continuously provided on-demand professional development affording teachers the time and expertise to learn new educational technology tools essential to teaching and learning this year. The district also approved the hiring of six full-time substitute teachers for the entire district to help with continuity of learning when teachers may be pulled for various professional learning opportunities. Additionally, the district just adopted a new math curriculum for the middle school, and the board of education approved six full professional development trainings with the company in an effort to hav the teachers prepared to deliver the curriculum to the full extent of it's capabilities.

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

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

   ([count] of 7500 maximum characters used)

   The comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's curricular and other programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness. Information from the needs assessment can also help the District target those areas that can be supported through professional development led by our Instructional Technology Coaches.

   Response from the approved prior year Consolidated District Plan.

   The comprehensive needs assessment shows how important it is to the community to provide a Pre-School learning experience. The District's Pre-School is fully integrated into the District's curricular and other programming. Therefore, those students who participate have been well versed in the academic and school structures that best prepare them for kindergarten readiness. Information from the needs assessment can also help the District target those areas that can be supported through professional development led by our Instructional Technology Coaches.

2. **Summarize the activities and programs to be funded within the grant application.***

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   ([count] of 7500 maximum characters used)

   The funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social skills necessary for school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of either remediating learning issues or providing support necessary for students with needs to access the school and curriculum. IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Students have had a unique experience with the physical, economic, and social hardships related to the pandemic. Some students will be coming to campus for the first time in a year and a half this coming fall. Therefore, staff will be provided training on how to address the trauma that many students have experienced in an effort to build relationships so students can be ready to learn to the best of their ability.

   Response from the approved prior year Consolidated District Plan.

   The funds are used to support, in part, a half-day Pre-School program that serves approximately 80 students. The program targets at-risk students and focuses on the academic and social skills necessary for school readiness. There is also a component for those students who have been identified with special needs. The program allows students to get support services early on in the hopes of either remediating learning issues or providing support necessary for students with needs to access the school and curriculum. IDEA funds would be used to provide professional development to teachers in the area of social-emotional learning. Students have had a unique experience with the physical, economic, and social hardships related to the pandemic. Some students will be coming to campus for the first time in a year and a half this coming fall. Therefore, staff will be provided training on how to address the trauma that many students have experienced in an effort to build relationships so students can be ready to learn to the best of their ability.

3. **Describe any changes in the scope or nature of services from the prior fiscal year.***

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   ([count] of 7500 maximum characters used)

   There are no planned changes to the Pre-School program for the upcoming school year.

   Response from the approved prior year Consolidated District Plan.

   There are no planned changes to the Pre-School program for the upcoming school year.

4. **How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.**

   https://www.isbe.net/Pages/SPPAPR-Indicators.aspx

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

   ([count] of 7500 maximum characters used)

   These funds will help support all of the initiatives listed aboveIndicator 6 is a results indicator that measures the percentage of preschool children with IEPs attending [20 U.S.C. 1416(a)(3)(A)]: The District is small and it would be a challenge to meet the academic needs of some low incident students. Therefore, based on decisions of the MDC at the IEP meeting, there are some students who most benefit from specialized programming run through our Cooperative, NTDSE. Needs in this area are determined by IEP goals, and these funds will support this specialized programming.Indicator 7 is a results indicator that measures the percentage of preschool children aged 3 through 5 with IEPs who demonstrate improved [20 U.S.C. 1416(a)(3)(A)]: The District maintains a Pre-School program that serves approximately 80 students annually in a half-day program. Pre-School teachers are included in curricular review committees. This means that students in Pre-School are being exposed to the prerequisite skills and information in the same context for literacy, math and science as kindergarten students. Fall MAP data for kindergarten shows that District Pre-School students are better prepared for the fall as compared to those without a pre-school experience. These funds will help keep this program running to the best of its ability.

*Required field

Overview

***Note: This plan section is not required for the Department of Juvenile Justice.**

Program:	Youth in Care Stability
Purpose:	To comply with ESSA requirements for educational stability for students who are Youth in Care.
Required For:	All Illinois school districts and state-authorized charter schools
Resources:	ED and HHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014 US Department of Education (USDE) web page for Students in Foster Care The Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) Educational Stability Requirements (Effective October 7, 2008) Public Act 099-0781 (effective 8/12/2016) USDE Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care (June 23, 2016) Finance, Budgets & Funding Transportation Programs (scroll to Foster Care Transportation section) ESEA of 1965 as Amended, Section 6312(c)

Background

Section 6312(5)(B) of ESEA of 1965 as Amended by ESSA requires that the local educational agency (LEA) collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

Definition and References

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer sticker (Federal Certification Label) located on the inside of the drivers side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 571.3]

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf

Transportation Programs:

https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx

Requirements

A. The following factors should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Safety
2. Duration of the need for services
3. The time/length of travel time for the student each day
4. Time of placement change
5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
6. Traffic patterns
7. Flexibility in school schedule
8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

B. The following low-cost/no-cost options should be considered when developing the transportation procedures:

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
   a. Contracted services - taxis, student transport companies, etc. - see note below
   b. Public transportation such as city buses, rails, etc.
   c. Carpools - see note below
   d. School/District staff - see note below
   e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-148.3a-5]

C. The following funding options should be considered when developing the transportation procedures for a student that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)
3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
4. State special education transportation funds, if the student has an IEP

5. Local funds

Contact Information

***Note: This page is not required for the Department of Juvenile Justice.**

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)
b. LEA transportation director
c. Child welfare agency point of contact
d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
e. Title I director
f. School social worker
g. Guidance counselor
h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable.

1. Youth in Care/Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Lupo	Dominick	Assistant Superintendent for C and I	dlupo@sd74.org

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Whited	Courtney	CSBO	cwhited@sd74.org

☐ Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

***Note: This page is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care.Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include the Director of Special Education, Building Principal, relevant teachers, social worker, parents, DCFS officials, and other District personnel as needed. This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin.The factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability include:What are the child's preferences? What are the preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child participating in the full curriculum? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a mentor where separating the child from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for a student in foster care. This team would include the Director of Special Education, Building Principal, relevant teachers, social worker, parents, DCFS officials, and other District personnel as needed. This group would gather to review all pertinent information to ensure that the best interests of the child were being met. The District will collaborate with parents, state agencies, special education cooperative personnel in making this decision. The factors include the appropriateness of the current educational setting and proximity of placement. This team would look for a continuity of instruction for the child and determine the most efficient, least intrusive means of transportation. The District provides free bus transportation for all students. The District will ensure that children in foster care needing transportation to their school of origin will promptly receive transportation in a cost effective manner and in accordance with the child welfare agency's authority to use child welfare funding for school of origin transportation. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin.The factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to ensuring school stability include:What are the child's preferences? What are the preferences of the child's parents? The child's attachment to the school and placement of the child's siblings. Would the distance and amount of travel involved become an obstacle to the child participating in the full curriculum? Does travel create a barrier to participation in extracurricular activities? Can the child receive the same type of specialized programming in the new school setting? Is the child connected to a mentor where separating the child from that individual would be detrimental? Is the child close to completing an academic or extracurricular experience where moving them prematurely would be detrimental? Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation hereSee Section 504 here

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

Response from the approved prior year Consolidated District Plan.

The District will ensure that students with disabilities retain their right to receive a free appropriate education in the least restrictive environment. When making decisions regarding the educational placement of students with disabilities under IDEA and Section 504, the District will ensure that all required special education and supports are provided in the least restrictive placement where the child's unique needs, as described in the student's IEP or Section 504 plan can be met. All relevant accommodations for transportation would be adhered to.

3. Describe any special consideration and legal requirements taken into account for children who are English learners.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be introduced into the process to ensure full comprehension of the plan on the part of anyone representing the child.

Response from the approved prior year Consolidated District Plan.

The District will identify and assess all potential EL students, and provide all EL students, including EL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an EL student in foster care, the LEA must ensure that it complies with its obligations under Title VI and the EEOA. If necessary, translation services would be introduced into the process to ensure full comprehension of the plan on the part of anyone representing the child.

4. Describe the dispute resolution process should there be disagreement among education decision makers, and other stakeholders regarding the best interest determination.*

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision.NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review information, determining factors, and reach consensus regarding the best interest determination. The District would attempt to work with families at the local level and look to resolve any disputes at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties. To the extent feasible and appropriate, the District will ensure that a child remains in his or her school of origin while the dispute is being resolved to minimize disruption and reduce the number of moves between schools.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care.

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

The administration does a presentation to the entire staff about the most up-to-date McKinney-Vento laws and ESSA requirements. The school office personnel along with the social workers are also given the most relevant rules and regulations as they are often the first staff members that are made aware of such situations.

*Required field

Youth in Care Stability Plan Development

***Note: This plan section is not required for the Department of Juvenile Justice.**

NOTE: Fields below may be prepopulated with data. Review any prepopulated data, copy and revise as needed in the box above it, and save the page.

1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.*

Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to ensure that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

Response from the approved prior year Consolidated District Plan.

In the event of a foster care situation, the District will promptly schedule a meeting with all stakeholders to determine a cost-effective transportation plan for the student. The team will include the Director of Special Education, Building Principal, student's teacher(s), School Social Worker, District Psychologist, DCFS officials, and student's parents or guardians. The team would gather to review all pertinent information to ensure that the transportation needs of the child were being met. The factors considered when developing this transportation plan include a variety of factors including cost, distance, and length of travel, as well as whether the mode of transportation is developmentally appropriate for the child.

2. Indicate which options will be considered when developing the transportation plan. Check all that apply.*

- [x] a. Pre-existing transportation route
- [x] b. New transportation route
- [x] c. Route-to-route hand-offs
- [x] d. District-to-district boundary hand-offs
- [x] e. Other services for which student is eligible, such as IDEA transportation options
- [x] f. Options presented by DCFS worker
- [ ] g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

- [ ] h. Other - describe
- [ ] i. Other - describe
- [ ] j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.*

Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. The District currently provides free bus transportation to all students within District boundaries. The District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

Response from the approved prior year Consolidated District Plan.

The District will consider all available funding sources when developing the transportation plan. Federal funds include Title IV-E to assist with additional transportation costs for children who are eligible for Title IV-E foster care maintenance payments (those children who meet the specific requirements set forth in section 472 of the Social Security Act). Transportation costs associated with the child's attendance at his or her school of origin are allowable foster care administrative costs under Title IV-E. The District currently provides free bus transportation to all students within District boundaries. The District could support the transportation of foster students out of the Transportation fund using the services of either the District's regular or special education bus service. In addition to the aforementioned, the funding options that should be considered when developing transportation procedures for a student in foster care include: local district resources, State reimbursable special education, if applicable, grant funding sources, and local social service agency funding.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level and seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

Response from the approved prior year Consolidated District Plan.

The District will make every effort to ensure the dispute resolution process should be fair to all parties and reached in an expeditious manner. Within 10 days, the District will hold a meeting with all stakeholders to review the information, determining factors, and reach consensus regarding the transportation for a student in need. The District would attempt to work with families at the local level and seek to resolve any difficulty coming to agreement on how to provide transportation at the school. This would include meeting with the family and gathering all relevant information about how the original decision was reached. The school would attempt to have input from all sources about how to reach a resolution. If a decision could not be reached from these efforts, the decision could be appealed to the Superintendent. Again, the family would be given the chance to meet with administration and provide all pertinent information to the decision. If a resolution cannot be determined, DCFS would have the final say. Once the decision is made, a written explanation will be provided to all involved parties.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*

NOTE: Include that the School Of Origin [SOO] is responsible for the transportation while all disputes are being resolved.

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

Response from the approved prior year Consolidated District Plan.

Within three days, the school of origin will arrange and pay for adequate and appropriate transportation to and from the school of origin while the disputes are being resolved to minimize disruptions and reduce the number of moves between schools. The School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*

For your convenience, the prior year approved response is provided below.It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working closely with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the front line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

Response from the approved prior year Consolidated District Plan.

The central office administration will provide the specifics of this plan to building level leadership at one of the regularly scheduled summer Administrative Team meetings in July or August. Building leadership will explain this plan and apprise their staff on the specifics during a full staff meeting at the beginning of the year. These meetings include social workers who would likely be working closely with foster care families. Finally, building secretaries would be informed of the plan and that they can initiate the process for students that they become aware of for such services since they are the front line of interaction with the public in each building. Additionally, administrators have access to central office administration whenever they need to reach out to have a plan like this approved or discussed. If the need were to arise, principals would call central office and the team would be gathered to develop a plan for the individual case.

*Required field

BSP Overview

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

BSP Contact Information

261 English Learners (ELs) are in the district

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

Last Name*
Curry

First Name*
Erin

Middle Initial

Phone*
847 675 8234

Email*
ecurry@sd74.org

EL Program Director Requirements:

Administrative Endorsement ☑

ESL/Bilingual Endorsement ☐

Administrator Requirements

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

The Transitional Bilingual Education program is for non-native English speaking students who have difficulty with written or spoken English. The program provides instruction in the student's native language with transition into English. In Lincolnwood School District 74, the native language is Urdu. Ultimately, the program helps students to succeed in academic subjects and learn English.

*Required field

Attendance Center Enrollment Information

Instructions

261 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design
1. Dual Language - Two Way (Self-contained)
2. Dual Language - One Way (Self-contained)
3. Transitional Bilingual Program (Self-contained)
4. Transitional Bilingual Program (Collaboration)
5. Transitional Program in English (Self-contained)
6. Transitional Program in English (Collaboration)

	Attendance Center Name		Program Type (check all that apply)			Types of Instructional Design (check all that apply)						PEL with ESL and/or Bilingual Endorsement working within EL programming. Enter whole numbers only and zero if no teachers in a category.				Language Codes of Certified Bilingual Staff serving ELs
		Grade Span	TBE	TPI	Parent Refusal	1	2	3	4	5	6	ESL Endorsement	Bilingual Endorsement	ESL and Bilingual Endorsement	ELS-TBE or ELS-VIT Endorsement	Language Codes Alphabetical
1.	Todd Hall	K-2	☑	☑	☐	☐	☐	☐	☑	☐	☑	2	0	1	0	033
2.	Rutledge Hall	3-5	☑	☑	☐	☐	☐	☐	☑	☐	☑	2	0	1	0	033
3.	Lincoln Hall	6-8	☐	☑	☐	☐	☐	☐	☐	☐	☑	1	0	0	0	
4.	Julia S Molloy Education Center	PRE-K-8	☐	☑	☐	☐	☐	☐	☐	☑	☑	1	0	0	0	033
5.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
6.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
7.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
8.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
9.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
10.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
11.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
12.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
13.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
14.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
15.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
16.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
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18.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
19.			☐	☐	☐	☐	☐	☐	☐	☐	☐					
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25.			☐	☐	☐	☐	☐	☐	☐	☐	☐					

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.

([count] of 2500 maximum characters used)

*If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.

BSP Professional Development

Instructions

261 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES

Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance.These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.

TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities

Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

	Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
☐	Current Research in the Teaching of EL Students		☐	☐	
☐	Methods for Teaching in the Native Language and Method of Teaching ESL		☐	☐	
☑	Language Assessment	02/13/2026	☑	☐	7
☐	Issues Related to the Native Culture and the Culture of the United States		☐	☐	
☐	Issues Related to EL Students with Disabilities		☐	☐	
☐	Program Standards		☐	☐	
☑	District Identification Assessment	12/19/2025	☑	☐	7
☑	Program Design	09/19/2025	☑	☐	7
☐	Basic Instructional Techniques for Teachers of EL Students		☐	☐	
☐	Spanish Language Arts		☐	☐	
☐	Others (Specify):		☐	☐	

Comments:

*Required field

BSP TBE Requirements

Instructions

261 English Learners (ELs) are in the district

PROGRAM ENROLLMENT

Does your district offer a TBE program? Yes (•) No ( )

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3). Yes (•) No ( )

Indicate if the district is keeping the evidence for part-time rationale in the students file to support the state criteria (part-time rationale template or evidence to support the placement). If the answer is no, please describe in the comment box below actions to be taken to ensure that district has a process in place to maintain the rational for part-time placement. Yes (•) No ( )

Part-Time Transitional Bilingual Education (TBE) Placement

Does your district have a full-time TBE Spanish program? Yes ( ) No ( )

Comments:

*Required field

TBE Parent Advisory Committee

Instructions

261 English Learners (ELs) are in the district

Does your district offer a TBE program?

Yes (•)
No ( )

Verification of Plan Review by Bilingual Parent Advisory Committee for TBE Programs

Parent and Community Participation - Each district or cooperative with a TBE program shall establish a parent advisory committee consisting of the following:parents, legal guardians, transitional bilingual teachers, counselors, and community leaders.A majority of its members must be parents of students enrolled in the TBE program.This committee shall:

1. Meet at least four times per year;
2. Maintain on file with the school district, minutes of these meetings; and
3. Review the districts annual Bilingual Service Plan and EL-EBF Spending Plan that was submitted to ISBE for the upcoming fiscal year. (Required activities can be listed on separate dates, but the review of the BSP must occur after the release of the CDP/BSP and prior to the submission of the CDP/BSP. EL-EBF must be reviewed prior to Oct. 31 of the upcoming fiscal year.)

Identify all members of the Bilingual Parent Advisory Committee. Indicate their role (P-parent, G-guardian, T-teacher, C-counselor, CM-community member) and complete all other fields for each member.

Committee Chairperson	Erin Curry	Role	Administrator	Language(s)	Urdu	Telephone	847 675 8234
Street	6950 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Anam Mirza	Role	Parent	Language(s)	Urdu	Telephone	773 574 2553
Street	6802N Lowell	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Alaina Burianek	Role	Teacher	Language(s)	Urdu	Telephone	847 675 8234
Street	6950 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Fatima Usman	Role	Teacher	Language(s)	English	Telephone	847 675 8234
Street	6850 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Adeeba Tazeen	Role	Parent	Language(s)	Urdu	Telephone	773 574 3736
Street	7308 N Lowell	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Sheetal Chopra	Role	Parent	Language(s)	Urdu	Telephone	630 449 8121

Street	7001 N East Prairie Rd.	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member	Asma Habib	Role	Parent	Language(s)	Urdu	Telephone	847 626 8125
Street	6529 N Kilpatrick Ave	City	Lincolnwood	State	IL	Zip+4	60712
Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	
Committee Member		Role		Language(s)		Telephone	
Street		City		State		Zip+4	

☑ The district certifies that the Bilingual Parent Advisory Committee has had an opportunity to review the Bilingual Service Plan for the upcoming fiscal year prior to submission of this plan to the state.

Name of Committee Chairperson:
Erin Curry

Date: 09/10/2024

☑ The district certifies that the Bilingual Parent Advisory Committee will have an opportunity to review the EL-EBF Spending Plan as required by 23 Ill. Admin. Code Part 228.30, Section C, (4) A, by or before Oct. 31.

Name of Committee Chairperson:
Erin Curry

Date: 09/10/2024

* A printed copy of the completed page with the signature of the Committee Chairperson must be retained on file at the district for review upon request.

Meeting	Projected Dates (7/1/2025 - 6/30/2026)	Activity
1.	09/10/2025	Bilingual Advisory Committee Training (required activity).
2.	11/18/2025	District Standards/Progress Reports/What to Expect at Conference/ACCESS Testing, and review next year's plan.
3.	02/19/2025	Family Reading Night
4.	03/26/2025	Literacy in the Home/What Parents Can do to Help with Reading/Summer School Programming, and review next year's plan.

Comments:

Board Approval, Certification, and Assurances

Instructions

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

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

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

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

v.01.31.2024

Grant Application Certifications and Assurances

Instructions

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

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

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

DEFINITIONS

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

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

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

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

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

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

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

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

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

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

https://ilga.gov/commission/jcar/admincode/044/04407000sections.html

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term.

PROJECT

5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant.
9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following competition of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structure. If personal property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Educations employees during any part of the application process or during the Term of the Grant Agreement.
21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
    a) Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
    b) Maintain separate accounts and ledgers for the project;
    c) Provide a proper accounting of all revenue from the Illinois State Board of Education for the project;
    d) Properly post all expenditures made on behalf of the project;
    e) Be responsible for the accountability, documentation, and cash management of the project; the approval and payment of all expenses, obligations, and contracts; and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
    f) Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
    g) Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/grantees on actual expenditures/obligations that occur within project beginning and ending dates;
    h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
    i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education; and
    j) Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

    For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $5,000 or more from the state

    The applicant certifies and agrees that it will provide a drug-free workplace by:

    a) Publishing a statement:
        i) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
        ii) Specifying the actions that will be taken against employees for violations of such prohibition.
        iii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
            1) Abide by the terms of the statement; and
            2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
    b) Establishing a drug-free awareness program to inform employees about:
        i) The dangers of drug abuse in the workplace;
        ii) The grantees or contractors policy of maintaining a drug-free workplace;
        iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
        iv) The penalties that may be imposed upon an employee for drug violations.
    c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
    d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
    e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
    f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
    g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion
Lower Tier Covered Transactions

Instructions

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box above and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms covered transaction, debarred, 'suspended,' 'ineligible,' 'lower tier covered transaction,' 'participant,' 'person,' 'primary covered transaction,' 'principal,' 'proposal,' and 'voluntarily excluded,' as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the GSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at:
   www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

v.01.10.2025

Certification Regarding Lobbying

Instructions

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit ISBE 85-37"Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances

Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

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

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all

applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records cord uire 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given t and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities; of architecture ar
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and), where appropri promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization represe erests of the purc entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances Ir ns

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

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the gra ment with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required as and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties; in accordance with applicable federal and state law, includ not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

ERROR: rangecheck
OFFENDING COMMAND: get
STACK:
10
[-dictionary- -dictionary- -dictionary- -dictionary- -dictionary-
-dictionary- -dictionary- -dictionary- -dictionary- -dictionary-]
-savelevel-

DATE: May 1, 2025

TOPIC: District Shed Purchase and Installation

PREPARED BY: Courtney Whited

Recommended for:

☒ Action

☒ Discussion

☒ Information

Purpose/Background:

Plans have been finalized for a 20' by 16' storage shed to be installed north of Lincoln Hall near the small paved parking area adjacent to Crawford Avenue. The shed will contain outdoor athletic equipment for physical education classes, intramural and interscholastic programs. Buildings & Grounds equipment and supplies will be stored in the remaining space. A neutral color palette has been selected.

The $3,043 cost reduction is due to selecting a Premier Ranch garage with a 4/12 roof pitch and eaves on two sides of the structure instead of a Premier Pro Ranch model with a 5/12 roof pitch and eaves on all four sides.

Fiscal Impact:

$27,724.50

(Originally $30,767.50 with an eave around all four sides and 5/12 roof pitch)

Recommendation:

The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve the installation of a Premier Pro Ranch garage with Tuff Shed Inc. or any other vendor that can provide this unit at a more competitive price in an amount not to exceed $30,767.50 to be installed in Summer 2025.

Quote

Location:	FRANKLIN PARK | #420 | 847-768-1505	Scheduled Date:	
Factory Location:	FRANKLIN PARK | #420 | 847-768-1505	Created Date:	04/24/2025
Prepared by:	Calvin Burke | (847) 737-7842 | cburke@tuffshed.com	Customer	Courtney Whited p. 8476758234 |c. cwhited@sd74.org
		JDE SO	
Special Instructions:		SF Quote	Q-3107544
		Ship to Address	6855 North Crawford Avenue Lincolnwood, IL 60712

Line Item Description	Sales Price	Quantity	Promo	Addt'l Disc	Total Price
Premier Ranch Garage 20 x 16	$17,787.00	1.00	($0.00)	$0.00	$17,787.00
Estimated Concrete Cost	$8,684.50	1.00	($0.00)	$0.00	$8,684.50
Full Service Paint Application	$2,224.00	1.00	($1,500.00)	$0.00	$724.00
Garage Delivery Fee	$375.00	1.00	($0.00)	$0.00	$375.00
Engineering Fees	$0.25	320.00	($0.00)	$0.00	$80.00
12"x12" Wall Vent - Brown	$37.00	2.00	($0.00)	$0.00	$74.00
Paint - Almond Brittle	$0.00	1.00	($0.00)	$0.00	$0.00
3068 R-In 6-Panel Residential Door	$0.00	1.00	($0.00)	$0.00	$0.00
Golden Cedar 3 Tab	$0.00	369.00	($0.00)	$0.00	$0.00
16'x7' Standard Garage Door	$0.00	1.00	($0.00)	$0.00	$0.00
Paint - Hat Box Brown	$0.00	648.00	($0.00)	$0.00	$0.00

Gross Total	$29,224.50
Discount	($1,500.00)
Net Total	**$27,724.50**
Estimated Tax	$0.00
Grand Total	$27,724.50

The price quoted is valid through the expiration date of the promotion, but in no case shall be valid longer than seven days. Once an order has been placed, pricing is guaranteed for up to 6 months. If the installation is not completed within 6 months for any reason, Tuff Shed has the right to modify the order pricing. You will be notified regarding any price adjustment prior to installation or incurring any additional charges.

DATE: May 1, 2025
TOPIC: Summer 2026 - Todd Hall Classroom Additions and Interior Renovations
PREPARED BY: Courtney Whited

Recommended for:

☒ Action
☒ Discussion
☒ Information

Purpose/Background:
StudioGC architecture+interiors provided three (3) concepts for discussions relative to the future of Todd Hall.

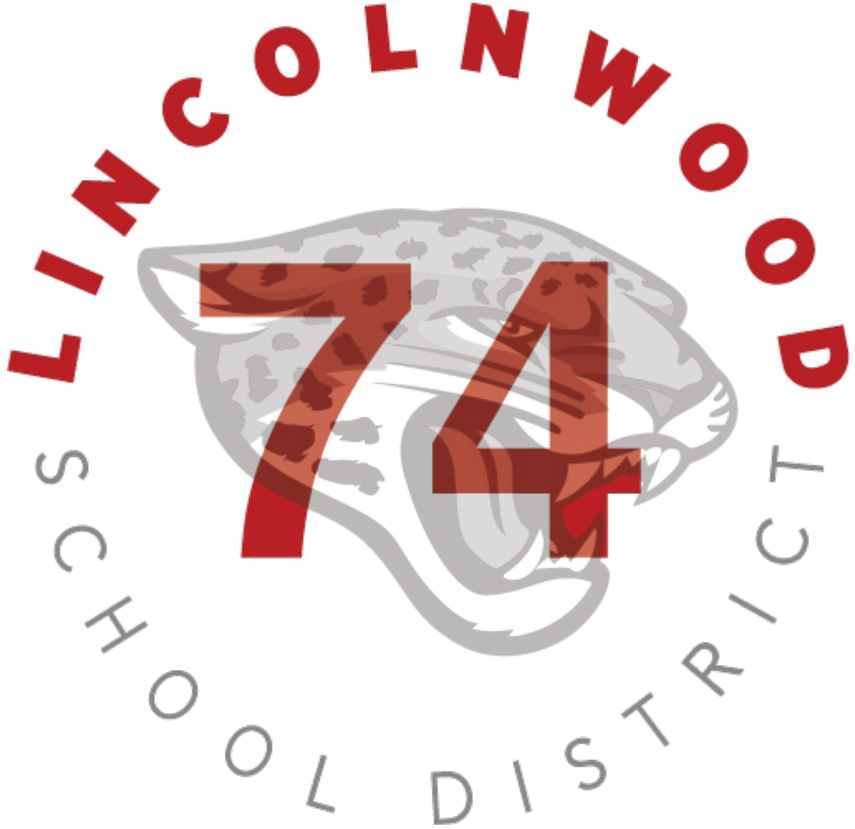
The first concept offers a four classroom addition to accommodate SD74's Pre-K expansion, NTDSE programs and CCDC, along with renovations to existing Todd Hall classrooms allowing for a series of space utilizations recommended by the Administration at a previous meeting.

Concept Two places a single or multi-story addition at the southeast corner of Todd Hall for long-term planning purposes. Athi presented the specific amount of space that would be associated with additions of various sizes and how many classrooms that could be added.

Concept Three presented an addition to Todd Hall at the northeast corner that would knock down the Administration Building, which was not as desirable from the Committee's perspective.

Fiscal Impact:
Unknown

Recommendation:
The Facilities Committee concurred with the Administration's recommendation to the Board of Education to approve Concept One for 2026 construction to accommodate NTDSE, Pre-K expansion, as well as to incorporate Children's Care and Development Center into the future of the Village.



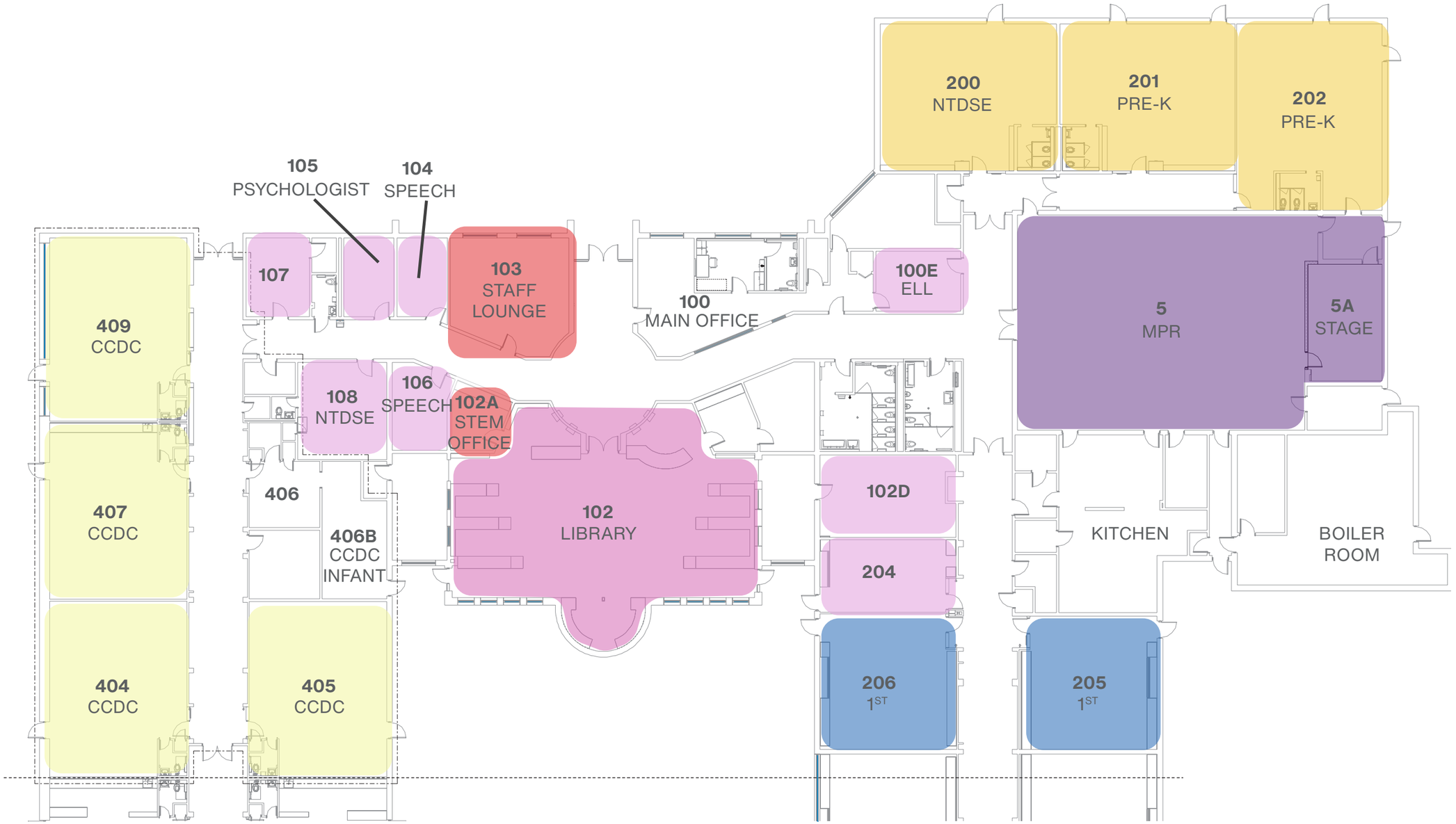
TODD HALL CONCEPTS

April 15th, 2025

BASE BUILDING RENOVATIONS

PROPOSED SCOPE OF WORK - BASE BUILDING

- NORTH PLAN



- A PRE-K
- B1 KINDERGARTEN
- B2 CCDC
- C1 CLASSROOM
- C2 CLASSROOM
- D MUSIC & ART
- E MPR
- F GYM
- G LIBRARY
- H SMALL GROUP
- I STAFF
- J STAFF TLT

PROPOSED SCOPE OF WORK - BASE BUILDING

- SOUTH PLAN



- A PRE-K
- B1 KINDERGARTEN
- B2 CCDC
- C1 CLASSROOM
- C2 CLASSROOM
- D MUSIC & ART
- E MPR
- F GYM
- G LIBRARY
- H SMALL GROUP
- I STAFF LOUNGE
- J STAFF TLT

PROPOSED SCOPE OF WORK - BASE BUILDING

	RENOVATE TOILETS FOR ADA COMPLIANCE	REPLACE CASEWORK	REPLACE CEILING & LIGHTS	REPLACE FLOOR	FUR OUT WALLS	PAINT / WALL PANELS	ADD STORAGE (FURN./ CASEW.)	MODIFY OR ELIMINATE STAGE	REPLACE / ADD FURNITURE	PAINT DUCTWORK	REPLACE BASKETBALL HOOPS	MISC. MECH, ELEC, AV	OTHER CHANGES & NOTES
A: PRE-K *200, 201, 202*	●	●	●	●	●	●	●		● TCHR DESK/ CHAIR ONLY			●	REPLACE CUBBIES; TOILET ROOMS TO BE RENOVATED
B1: KINDERGARTEN *400, 401, 402, 403* PENDING POTENTIAL ADDITION CONCEPTS	●	●	●		●	●	●		● TCHR DESK/ CHAIR & STOR.			●	TOILET ROOMS TO BE EXPANDED
B2: CCDC *404, 405, 407, 409*	●	●	●		●	●	●		●			●	ALTERNATE BID; MECH. IS BASE BID; CONSIDER OPTIONAL ALT. FOR MOTHERS' ROOM
C1: TYPICAL CLASSROOM *301, 303, 305, 307, 309, 311, 313*		●	●		●	●		●	● TCHR DESK/ CHAIR ONLY			●	
C2: TYPICAL CLASSROOM *205, 206, 207, 208, 209, 210, 212*		●	●		●	●			●			●	REPLACE EXISTING CLASSROOM SINKS
D: MUSIC & ART *300, 302*		●	●	●		●			●			●	CONSIDER SECOND SINK IN ART
E: MPR *5*				●				●		●	●	LINCOLNWOOD 74 SCHOOL DISTRICT	REPLACE BASKETBALL HOOPS
F: GYM *215*				●		●					●	LINCOLNWOOD 74 SCHOOL DISTRICT	ADD 2 BASKETBALL HOOPS ON WEST AND REPLACE 2 ON EAST
G: LIBRARY *102*			●									●	ENCLOSE WEST READ. ROOM W/ WALL & DOOR
H: SMALL GROUP ROOMS *100E, 102D, 104, 105, 106, 107, 108, 204, 211, 213, 315*		●	●		●	●			●			●	CASEWORK EXISTS ONLY IN 204, 211, 213, 315
I: STAFF LOUNGE *103*		●	●	●		●			●			●	REPLACE FURNITURE; ELIMINATE OPERABLE PARTITION
J: STAFF TOILETS				●		●							ELIMINATE SHOWER IN GYM STAFF TOILET

ADDITION - CONCEPT 1: NORTHWEST CORNER

POTENTIAL NORTHWEST ADDITION

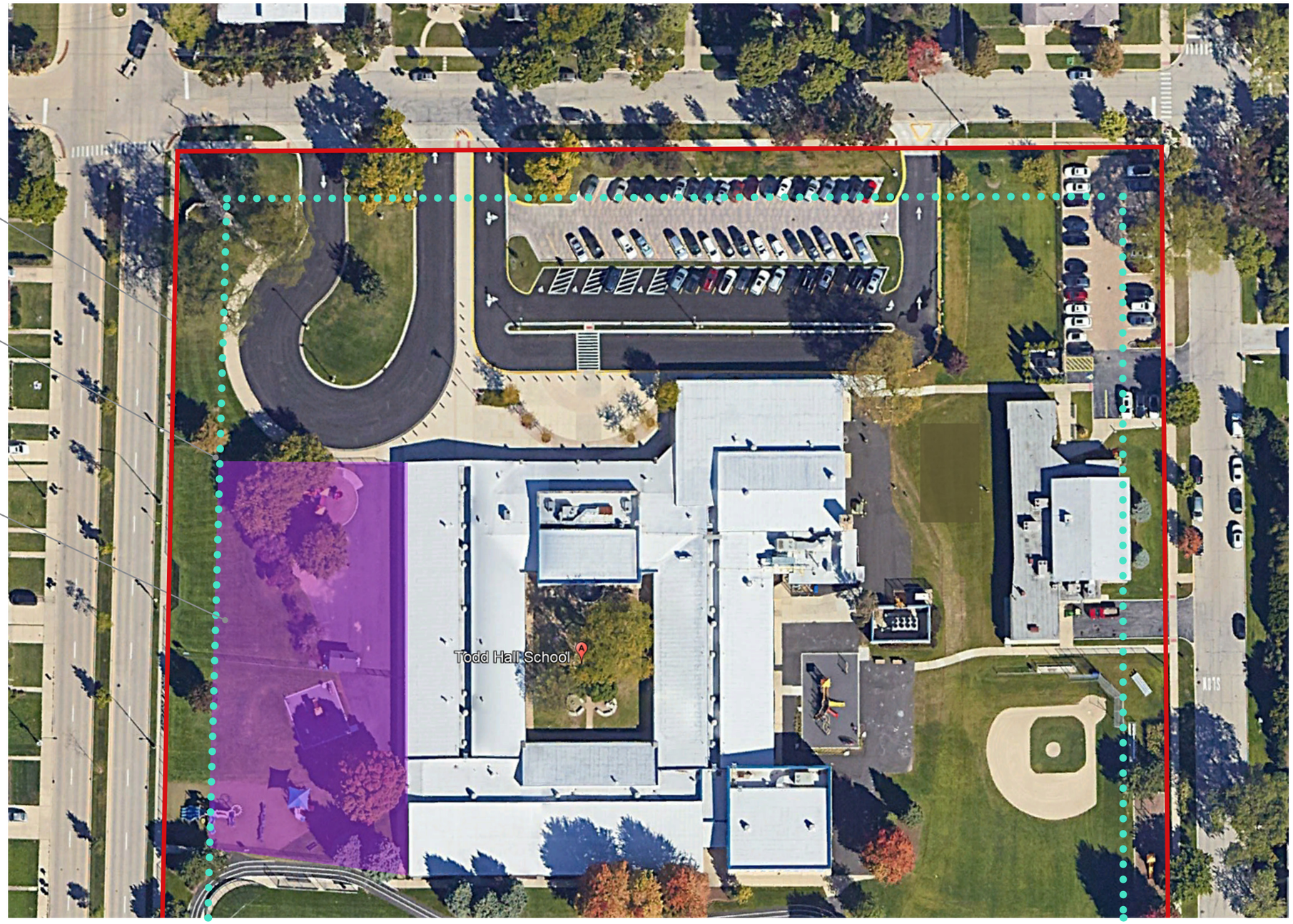
- MAXIMUM BUILDABLE AREA - WEST SIDE

PROPERTY LINE

ZONING SETBACKS (30')

MAXIMUM BUILDING AREA

29,500 SQUARE FEET



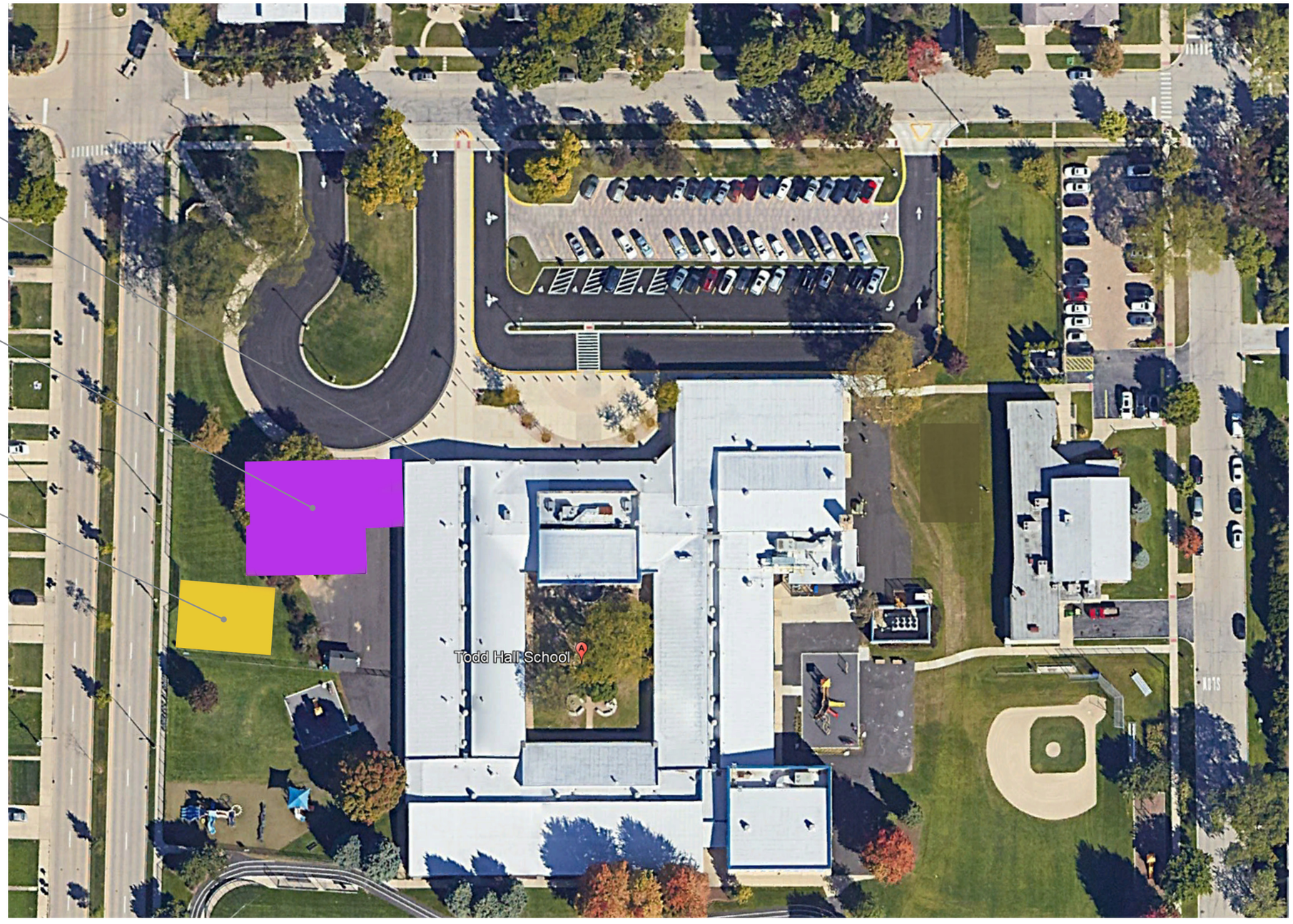
PROPOSED ADDITION - CONCEPT 1

- SITE PLAN

CCDC ENTRANCE
EXISTING TO REMAIN

ADDITION
APX. 7,000 SQUARE FEET

RELOCATED CCDC PLAYGROUND



PROPOSED ADDITION - CONCEPT 1

- PARTIAL FLOOR PLAN

CCDC

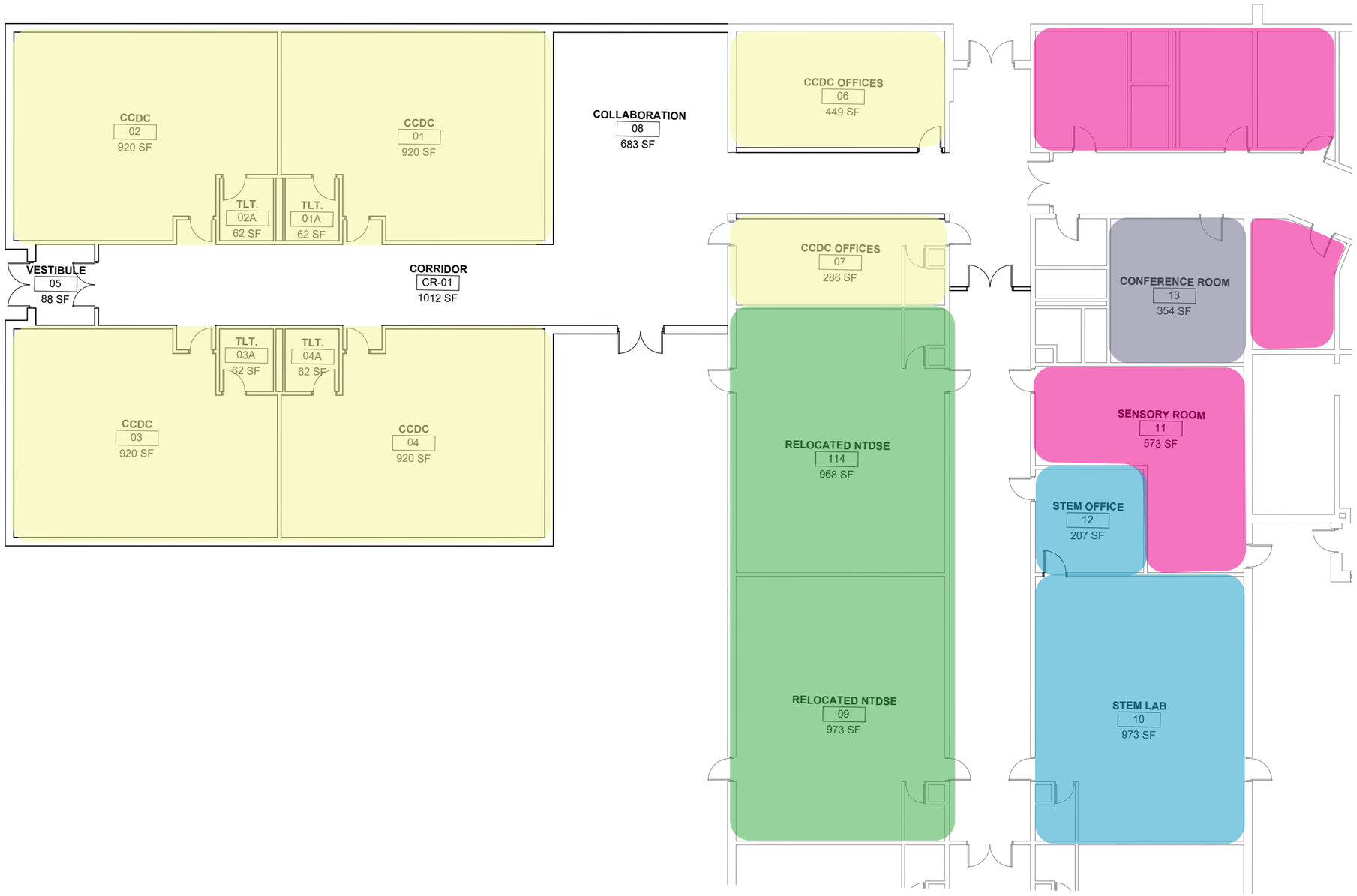
NTDSE ROOMS

SMALL GROUP/
INTERVENTIONIST ROOMS

SHARED
CURRICULUM ROOMS

STAFF SUPPORT

BUILDING SUPPORT



PROPOSED OVERALL PLAN - CONCEPT 1



- GRADE CLASSROOM
- CCDC
- NTDSE ROOMS
- SHARED CURRICULUM ROOMS
- SMALL GROUP/ INTERVENTIONIST ROOMS
- STAFF SUPPORT
- BUILDING SUPPORT

ROOMS WITH NO CHANGE HALFTONED

CONCEPT 1 OVERVIEW

- 6,800 SF ADDITION
- 3,000 SF INTERIOR RENOVATIONS
- RELOCATION OF EXISTING CCDC PLAYGROUND

NET GAIN OF:
- +1 PRE-K ROOM
- +1 STEM LAB AND 1 STEM OFFICE
- +1 SENSORY ROOM
- +1 CONFERENCE ROOM

CONCEPTUAL OVERALL PROJECT BUDGET = $6,136,000

LONG-TERM PLANNING
POTENTIAL ADDITIONS

POTENTIAL SOUTHEAST & NORTHEAST ADDITIONS

- MAXIMUM BUILDABLE AREA - EAST SIDE

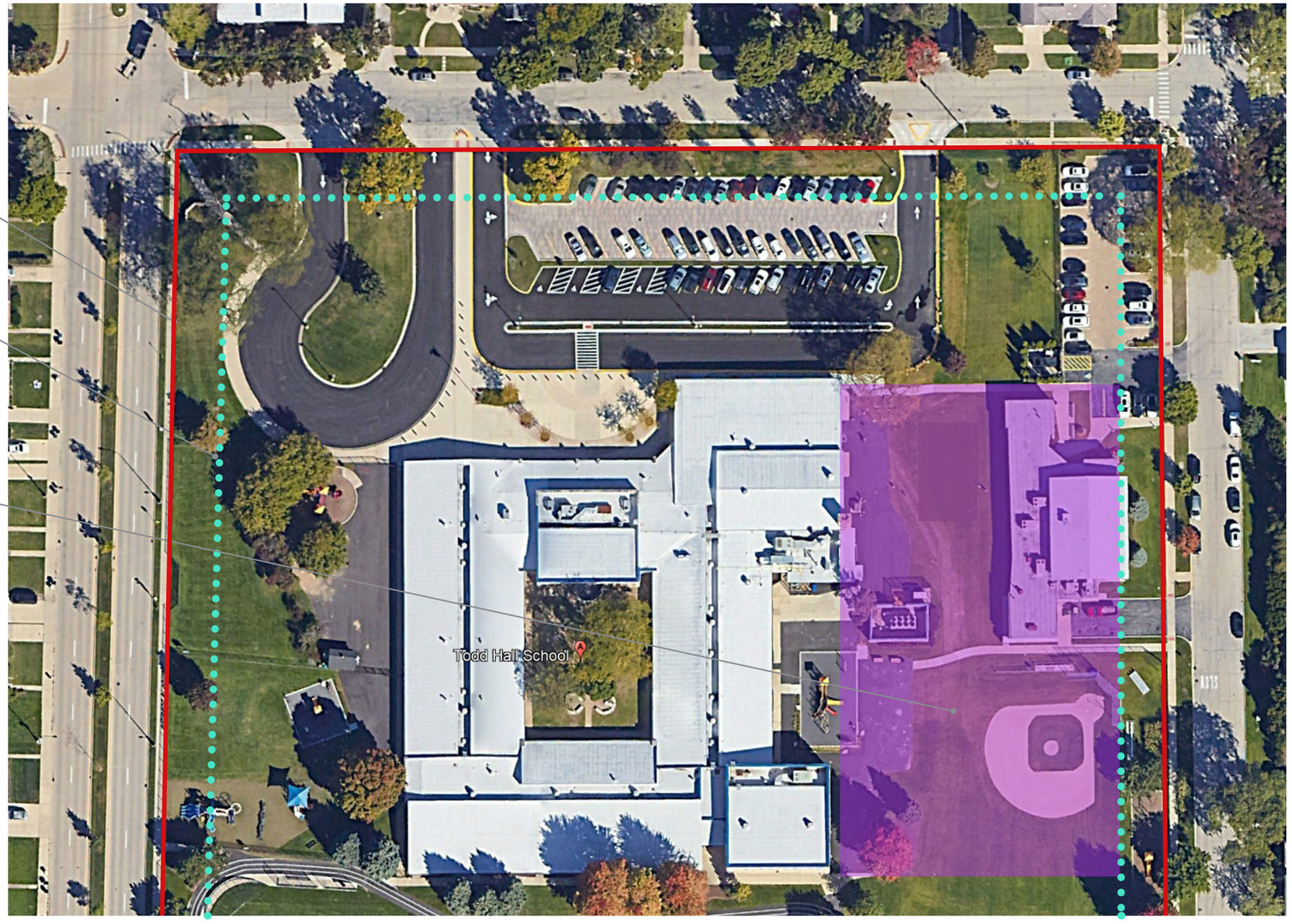
PROPERTY LINE

ZONING SETBACKS (30')

ZONING MAXIMUM BUILDING HEIGHT = 60'

MAXIMUM BUILDING AREA

54,000 SQUARE FEET



LONG-TERM PLANNING ADDITION - CONCEPT 2: SOUTHEAST CORNER

2.1 - ONE STORY

2.2 - TWO STORY

2.3 - THREE STORY

PROPOSED ADDITION - CONCEPT 2

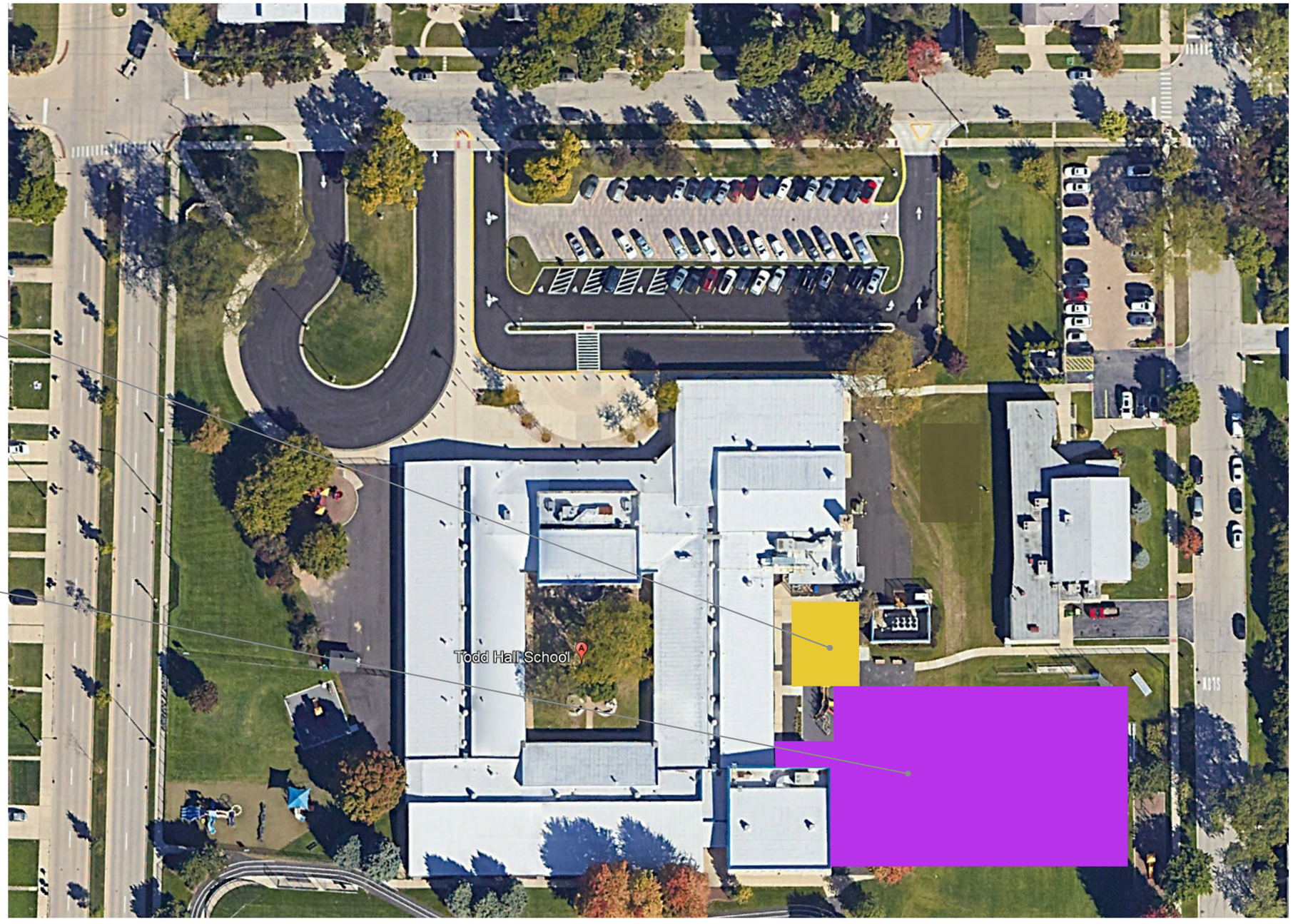
- SITE PLAN

RELOCATED 1ST GRADE PLAYGROUND

ADDITION
ONE STORY
APX. 20,000 SQUARE FEET

TWO STORY
APX. 35,500 SQUARE FEET

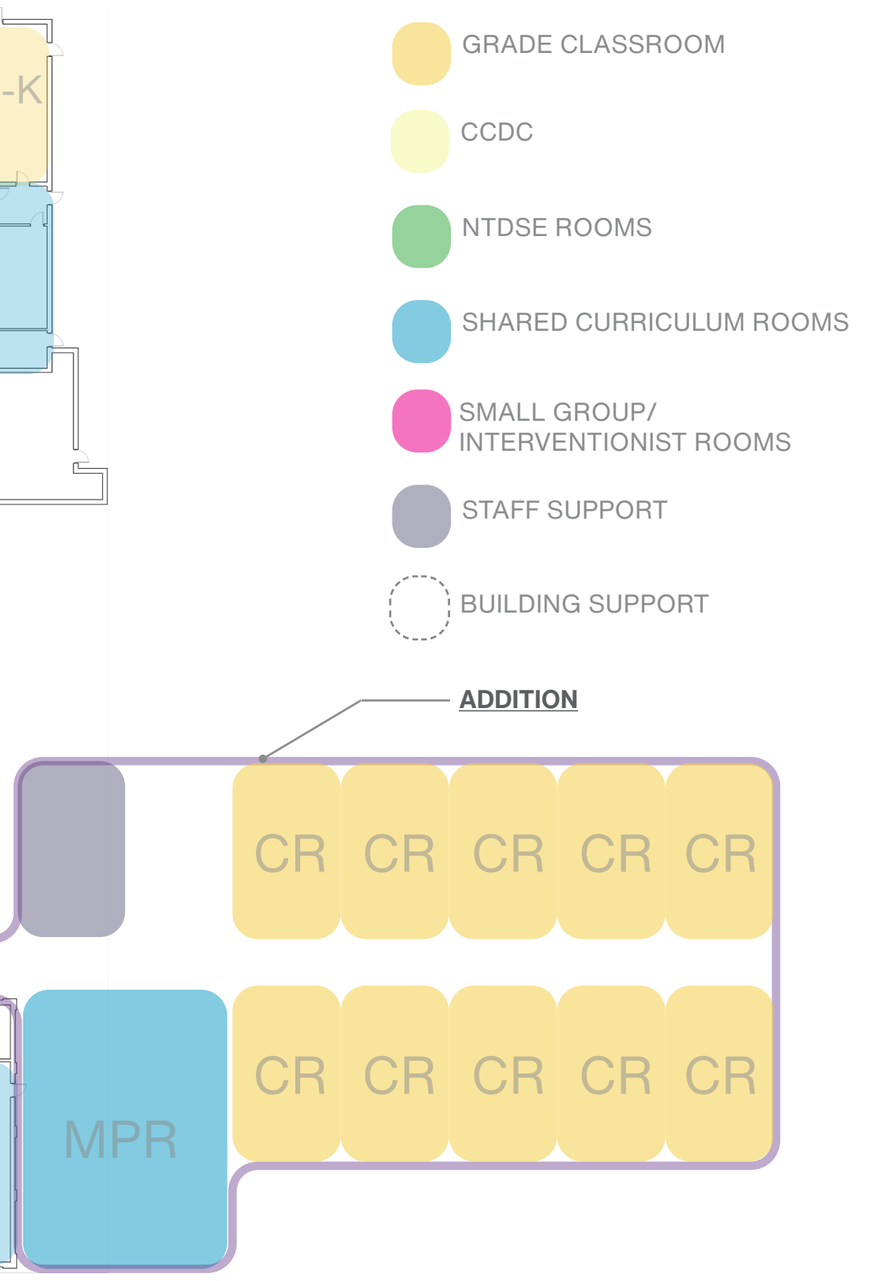
THREE STORY
APX. 51,000 SQUARE FEET



PROPOSED OVERALL PLAN - CONCEPT 2

- CONCEPT PLAN





PROPOSED OVERALL PLAN - CONCEPT 2

- MULTI-STORY CONCEPTS







CONCEPT 2.1 - ONE STORY OVERVIEW

- 20,000 SF ADDITION
- 500 SF INTERIOR RENOVATIONS
- RELOCATION OF EXISTING 1st GRADE PLAYGROUND

NET GAIN OF:
- +10 CLASSROOMS
- +1 MULTIPURPOSE ROOM
- +MISC. BUILDING SUPPORT SPACES (OFFICES, TOILET ROOMS, MECH/ELEC)

CONCEPTUAL OVERALL PROJECT BUDGET = $15,800,000

CONCEPT 2.2 - TWO STORY OVERVIEW

- 35,500 SF ADDITION
- 500 SF INTERIOR RENOVATIONS
- RELOCATION OF EXISTING 1st GRADE PLAYGROUND
- ADDITION SIZE TRIGGERS STORM SHELTER REQUIREMENT
- EXPAND EXISTING PARKING LOT

NET GAIN OF:
- +14 CLASSROOMS
- +1 MULTIPURPOSE ROOM / STORM SHELTER
- +1 MULTIPURPOSE ROOM / CAFETERIA
- +MISC. BUILDING SUPPORT SPACES (OFFICES, TOILET ROOMS, MECH/ELEC)

CONCEPTUAL OVERALL PROJECT BUDGET = $28,035,000

CONCEPT 2.3 - THREE STORY OVERVIEW

- 51,000 SF ADDITION
- 500 SF INTERIOR RENOVATIONS
- RELOCATION OF EXISTING 1st GRADE PLAYGROUND
- ADDITION SIZE TRIGGERS STORM SHELTER REQUIREMENT
- EXPAND EXISTING PARKING LOT AND RECONFIGURE EXISTING ADMIN. BUILDING PARKING LOT

NET GAIN OF:
- +23 CLASSROOMS
- +1 MULTIPURPOSE ROOM / STORM SHELTER
- +1 MULTIPURPOSE ROOM / CAFETERIA
- +MISC. BUILDING SUPPORT SPACES (OFFICES, TOILET ROOMS, MECH/ELEC)

POTENTIAL TO RELOCATE ADMINISTRATION BUILDING FUNCTION TO THIRD FLOOR, AND DEMOLISH ADMIN BUILDING FOR GREEN SPACE

CONCEPTUAL OVERALL PROJECT BUDGET = $40,045,000

LONG-TERM PLANNING ADDITION - CONCEPT 3: NORTHEAST CORNER

3.2 - TWO STORY

3.3 - THREE STORY

PROPOSED ADDITION - CONCEPT 3

- SITE PLAN

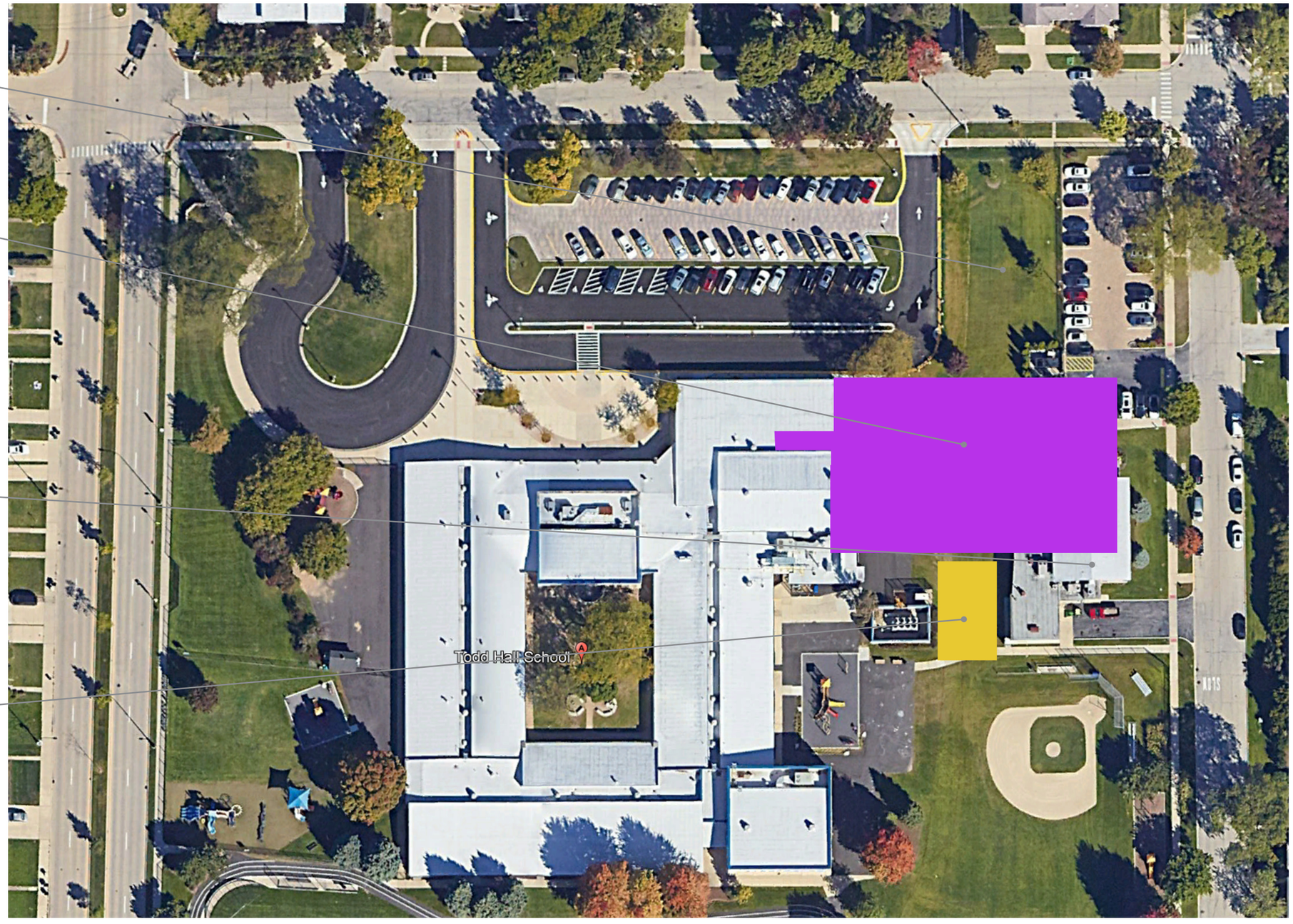
POTENTIAL PARKING LOT EXPANSION AND RECONFIGURATION OF EXISTING ADMIN. LOT

ADDITION
TWO STORY
APX. 34,000 SQUARE FEET

THREE STORY
APX. 49,500 SQUARE FEET

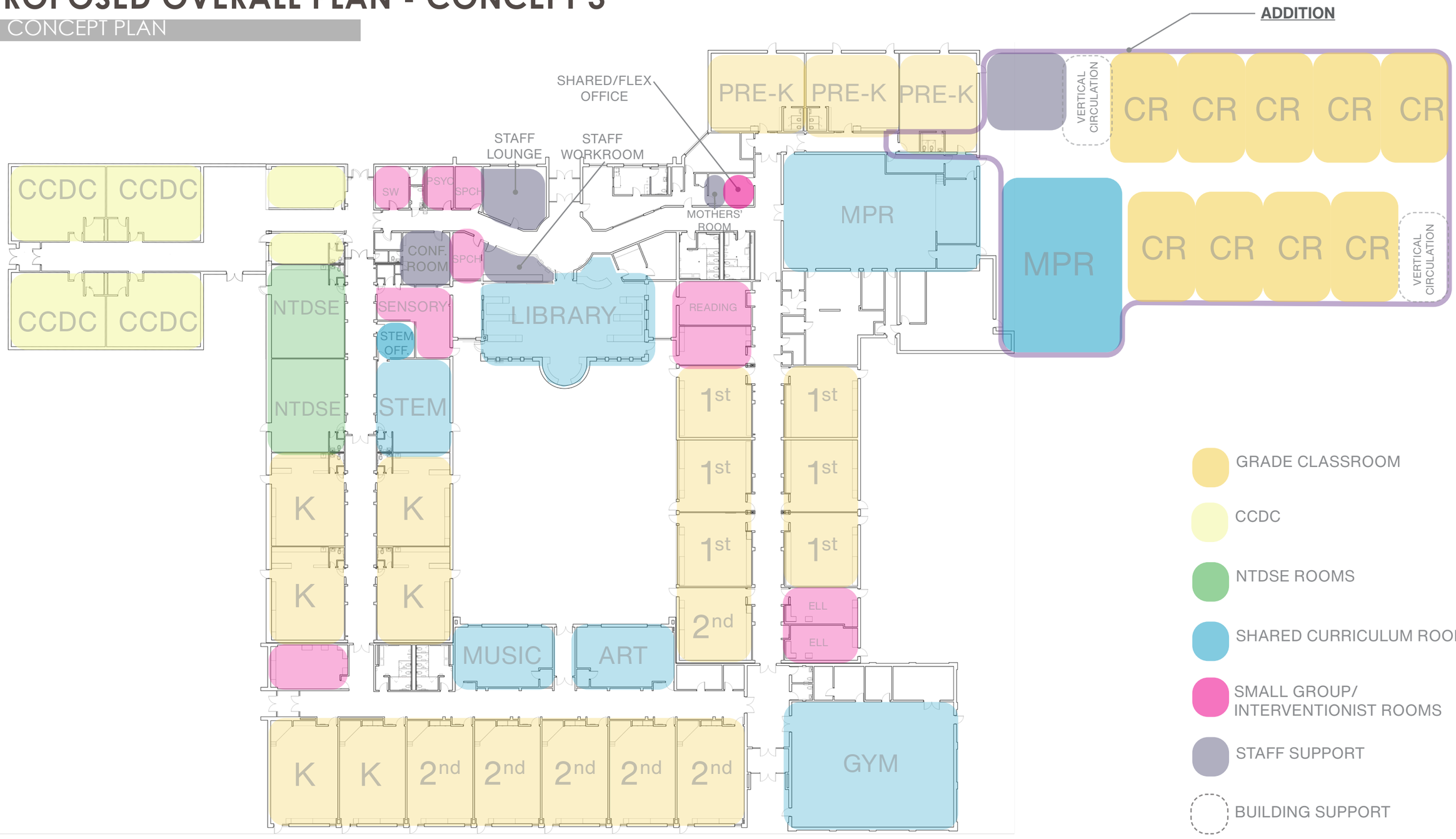
DEMOLISH AND RELOCATE ADMINISTRATION BUILDING

RELOCATED EARLY CHILDHOOD PLAYGROUND



PROPOSED OVERALL PLAN - CONCEPT 3

- CONCEPT PLAN



PROPOSED OVERALL PLAN - CONCEPT 3

- MULTI-STORY CONCEPTS



CONCEPT 3.2 - TWO STORY OVERVIEW

- 34,000 SF ADDITION
- 500 SF INTERIOR RENOVATIONS
- RELOCATION OF EXISTING EARLY CHILDHOOD PLAYGROUND
- ADDITION SIZE TRIGGERS STORM SHELTER REQUIREMENT
- DEMOLITION AND RELOCATION OF EXISTING ADMINISTRATION BUILDING
- EXPANSION AND RECONFIGURATION OF EXISTING ADMIN. PARKING LOT

NET GAIN OF:
+9 CLASSROOMS
+1 MULTIPURPOSE ROOM / STORM SHELTER
+MISC. BUILDING SUPPORT SPACES
(OFFICES, TOILET ROOMS, MECH/ELEC)
ADMINISTRATION OFFICES ON 2ND FLOOR

CONCEPTUAL OVERALL PROJECT BUDGET = $27,255,000



CONCEPT 3.3 - THREE STORY OVERVIEW

- 49,500 SF ADDITION
- 500 SF INTERIOR RENOVATIONS
- RELOCATION OF EXISTING EARLY CHILDHOOD PLAYGROUND
- ADDITION SIZE TRIGGERS STORM SHELTER REQUIREMENT
- DEMOLITION AND RELOCATION OF EXISTING ADMINISTRATION BUILDING
- EXPANSION AND RECONFIGURATION OF EXISTING ADMIN. PARKING LOT

NET GAIN OF:
+18 CLASSROOMS
+1 MULTIPURPOSE ROOM / STORM SHELTER
+1 MULTIPURPOSE ROOM / CAFETERIA
+MISC. BUILDING SUPPORT SPACES
(OFFICES, TOILET ROOMS, MECH/ELEC)
ADMINISTRATION OFFICES ON 3RD FLOOR

CONCEPTUAL OVERALL PROJECT BUDGET = $39,190,000

THANK YOU!

DIRECTOR OF BUILDINGS AND GROUNDS
EMPLOYMENT CONTRACT
(2025 - 2028)

THIS AGREEMENT is made on May 1, 2025, between the **Board of Education of Lincolnwood School District No. 74, Cook County, Illinois** (the "Board"), and **James Caldwell** (the "Administrator") (collectively, the "parties").

A. EMPLOYMENT AND COMPENSATION

1. **Salary and Term of Employment.** The Board employs the Administrator for three years, from July 1, 2025, through and including June 30, 2028, as further defined below. The Administrator shall be paid compensation payable in 26 equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District, in the following amounts:

   - For July 1, 2025, through June 30, 2026, an annual salary of $143,850.00;
   - For July 1, 2026, through June 30, 2027, an annual salary of $151,042.50; and
   - For July 1, 2027, through June 30, 2028, an annual salary of $158,594.63;

   The Contract will consist of 260 workdays for a Contract Year. The Administrator acknowledges that he will work on a schedule set by the Superintendent and agrees that the 260-workday provision is intended solely for the purposes of calculating compensation and/or benefits on a per-diem basis and is not intended to establish or limit the number of days the Administrator may be required to work during a Contract Year.

   The Administrator hereby accepts employment upon the terms and conditions hereinafter set forth.

2. **Illinois Municipal Retirement Fund.** In addition to the annual salary stated in paragraph A.1 of this Contract, the Board shall pay on behalf of the Administrator to the Illinois Municipal Retirement Fund (hereafter "IMRF") the Administrator's required member contributions to such pension system. The Administrator shall not have any right or claim to said amounts, except as they may become available at the time of retirement or resignation from IMRF. Both parties acknowledge that the Administrator did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to IMRF, and further acknowledge that such contributions are made as a condition of employment to secure the Administrator's future services, knowledge, and experience. The Administrator does not have the right to receive payment for any amounts that would have been contributed to IMRF by the Board on his behalf had the Administrator's required contributions not been limited by such retirement system and fund due to the application of an established limit for contributions to

the pension plan, or to a refund of an overpayment of such contributions due to a decrease in the applicable member rate, if any.

3. **IMRF Status.** The parties agree that the Board makes no representations regarding the IMRF member wage status with respect to any compensation received by the Administrator pursuant to the terms of this Contract. Any and all determinations regarding wage status, years of service, and related IMRF issues shall be made by IMRF and, where applicable, a court of competent jurisdiction.

It is the intent of the parties that the Administrator's compensation shall be such that the District will not incur any additional costs, surcharges, penalties or triggering an "Accelerated Payment" for the District (as such term is defined by the IMRF). Consequently, the Administrator's total earnings for IMRF purposes in each Contract Year shall not increase by more than allowed. Any increase in the Administrator's earnings reportable to IMRF in any Contract Year during the term of this Contract shall be limited to the maximum increase allowed by law for the calculation of a IMRF retirement annuity benefit without penalty or Accelerated Payment, and the Administrator's salary or other compensation in such Contract Year(s), as otherwise specified in Section A.1 above or otherwise below, shall be increased or decreased so as not to exceed said limit. Any portion of compensation not paid during a Contract Year due to this limitation and still remaining after the effective date of resignation will be paid to the Administrator as a lump sum in the month after the month following the resignation date.

B. CONDITIONS OF EMPLOYMENT

1. **Medical Examination.** Pursuant to paragraph 24-5 of the *School Code*, the Administrator shall submit, at Board expense, to a physical or mental examination by a physician licensed in Illinois to practice medicine and surgery in all its branches whenever the Board deems such examination necessary and in accordance with applicable law. As a condition of employment, the Administrator also agrees to comply with all health requirements established by law.

2. **Cell Phone.** The Administrator is required to purchase and maintain a cell phone at his own expense and provide the cell phone number to District administrators and Board members for daily communication.

3. **Employment Representations.** The Administrator represents that he is not under contract with any other employer, including but not limited to school districts or municipalities, for any portion of the term covered by this Contract. The Administrator further represents that all information provided to the District in the process of application for employment was true and complete.

C. BENEFITS

1. **Reimbursement of Business Expenses.** The Board shall reimburse the Administrator in accordance with District procedures for monthly expenses incurred in the performance of his duties. The Administrator shall itemize and substantiate all expenses incurred, in accordance with applicable Board policy and procedures.

2. **Insurance.** The Board will provide the Administrator with the following insurance benefits:

   a. Pursuant to the Administrator's benefit election, single or family hospitalization/medical insurance and dental insurance, as provided under any group program effective in the District. If, at any time during the term of this Contract, the Board's payment of insurance premiums is deemed to constitute a discriminatory or otherwise impermissible benefit under law or regulation or other official guidance, subjecting the Board or Administrator to potential penalties, civil fines, benefit plan disqualification, or increased tax payments, including excise taxes, the Board may, in its discretion, determine to decrease or eliminate its payment for such insurance and may, in its discretion, make a corresponding increase in another form of compensation to offset the cash value of the reduction in such insurance premium benefit. The parties acknowledge that the action to modify the benefit set forth in this paragraph of this Contract shall be in implementation of this provision of this Contract and shall not constitute or require an amendment to this Contract.

   b. Long-term disability insurance, as provided under any group program effective in the District.

   c. Single or family coverage vision service plan, as provided under any group program effective in the District.

   d. Group term life and AD&D insurance, in the amount of $50,000, subject to all eligibility conditions of the District's group program carrier. The Board will pay the premiums, and the Administrator is entitled to designate any and all beneficiaries.

3. **Vacation**. In a full Contract Year, the Administrator shall be entitled to a paid vacation of twenty (20) working days annually, exclusive of legal holidays. Vacation shall be taken, subject to the approval of the Superintendent, within the twelve (12) month period of a Contract Year; however, at the end of a Contract Year, up to five (5) unused vacation days will be converted into accumulated sick days for the following Contract Year with the Superintendent's approval. However, upon separation of employment, any unused vacation days shall be paid to the

Administrator at the Administrator's current per diem pursuant to the Illinois Wage Payment and Collection Act (820 ILCS 115/1 *et seq.*). Such payment shall be paid to the Administrator as a lump sum in the month after the month following the Administrator's date of retirement. In no event shall unused vacation days accumulate as sick leave in the Contract Year in which the Parties separate employment.

To the extent that the Cook County Paid Leave Ordinance (Ordinance Amendment 24-0583, Chapter 42, Human Relations, Article II, In General, Division 1, Paid Leave, Section 42-1 through 42-10 of the Cook County Code, effective December 31, 2023, as amended, herein "the Ordinance") applies to any period of employment under this Contract, the Board and the Administrator agree as follows. A portion of the allotment of vacation days described in this Section, up to the minimum Accrual Cap required under the Ordinance, shall be considered to be provided as Ordinance Paid Leave in fulfillment of the Ordinance, via the frontload method, for the 12-month period of the School District's fiscal year (namely, July 1 to the following June 30). Because such Ordinance Paid Leave shall be made available to the Administrator to be used for any purpose allowed under the Ordinance as of the start of the 12-month period, no unused amount shall be carried over to the next 12-month period.

4. **Sick Leave.** The Administrator shall be granted sick leave, as defined in Section 24-6 of the *School Code*, of seventeen (17) working days annually or, to the extent it differs, the same amount as the normal annual allotment provided to District 74 support staff, which may be accumulated without limit.

5. **Personal Leave.** The Administrator shall be granted personal leave of four (4) working days annually, or, to the extent it differs, in the same amount and pursuant to the same terms of use and accumulation as such days are provided to District 74 support staff.

6. **Professional Organizations.** Upon the Superintendent's approval of the appropriateness of the Administrator's involvement in state or national organization(s) or professional membership(s), the Board shall pay the reasonable professional dues for such organizations or memberships for the Administrator.

7. **Attendance at Professional Meetings.** The Administrator is expected to attend appropriate professional meetings or conferences at the local and state levels, subject to prior Superintendent approval. Expenses incurred shall be reimbursed by the Board in accordance with applicable Board policy and procedures.

8. **Annuities and Deferred Compensation.** From the annual salary stated in paragraph A.1 of this Contract, the Administrator may (1) annually defer compensation pursuant to and in accordance with the terms of an eligible deferred compensation plan as described in Section 457(b) of the *Internal Revenue Code*, if

adopted by the Board, and/or (2) authorize a salary reduction in order that the Board may purchase a 403(b)-eligible product for the Administrator as described in Section 403(b) of the *Internal Revenue Code*, in accordance with the Board's 403(b) Plan if offered, and provided that the Administrator confirms that any such deferrals and/or reductions are within *Internal Revenue Code* limitations.

9. **Retirement Stipend.** In recognition of the Administrator's extensive years of service to District 74 upon his retirement through IMRF on or after June 30, 2028, as indicated in Section F.1 below, the Board shall pay the Administrator a retirement stipend in the amount of $6,450. The amount of $1,000 shall be paid in each Contract Year of this Contract. The remaining $3,450 will be paid to the Administrator as a lump sum in the month after the month following the Administrator's date of retirement.

10. **Post-Retirement Payment for Unused Sick Leave.** In recognition of the Administrator's extensive years of service to District 74 upon his retirement through IMRF on or after June 30, 2028, as indicated in Section F.1 below, the Board shall pay the Administrator a post-retirement payment for unused days of sick leave in excess of 240 (For every 20 days up to 240 days of unused uncompensated sick leave, a qualified employee receives one month of service credit in the calculation of their IMRF benefits). The stipend shall be calculated as one third (1/3) of the Administrator's per diem wage rate for his final year of service paid for all accumulated unused days of sick leave in excess of 240, and will be paid to the Administrator as a lump sum in the month after the month following the Administrator's date of retirement.

D. POWERS AND DUTIES

1. **Duties.** The duties of the Administrator shall be those incidental to the office of a Director of Buildings and Grounds. As such, he shall supervise the operation of the entire Buildings and Grounds department, plus any related contractual services, as the Board and Superintendent shall determine necessary. The Administrator shall also be expected to establish clear lines of communication regarding goals, accomplishments, practices, and policies with administrators, staff, and contractors. The Administrator shall also assume administrative responsibilities and departmental leadership, under the supervision and direction of the Superintendent, Business Manager/CSBO, and the Board and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board, for the planning, operation, and evaluation of the program and the staff in the entire Buildings and Grounds department, plus any related contractual services. The Administrator shall submit recommendations to the Superintendent or Business Manager/CSBO, as requested, concerning the appointment, retention, promotion, and assignment of all personnel assigned to the entire Buildings and Grounds department, plus any related contractual services, and shall keep such other registers, records, and reports as may be directed by the Superintendent, Business

Manager/CSBO, and the Board or required by law. The Administrator shall also be responsible for all obligations contained in the official job description for a Director of Buildings and Grounds.

The Administrator also shall assume any additional administrative responsibilities and duties as may be assigned, under the supervision and direction of the Superintendent and Business Manager/CSBO and in accordance with the laws of the State of Illinois and the policies, rules, and regulations of the Board. Additionally, the Administrator shall keep such records and make such reports as are now or hereafter may be required by law or by the Board.

2. **Extent of Service.** The Administrator shall devote his time, skill, labor, and attention to the business of the School District and related professional activities so as to faithfully perform the duties of Director of Buildings and Grounds, as set forth in the job description attached as Exhibit A and incorporated in this Contract by reference. With the permission of the Superintendent, the Administrator may attend university courses, seminars, or other professional growth activities; serve as a consultant to another district or educational agency for a short-term duration without loss of salary; or lecture and engage in writing activities and speaking engagements. The Administrator may not jeopardize the functioning of the School District by engaging in or by any lengthy and conspicuous absence for such professional activities.

3. **Compliance with Policies.** The Administrator is responsible for and deemed to have knowledge of all policies, rules, and regulations established by the Board or the District administration and shall comply with their requirements.

E. PERFORMANCE GOALS AND EVALUATIONS

1. **Performance Goals.** Annually the Administrator, in consultation with the Superintendent and Business Manager/CSBO, shall develop the Administrator's goals for the forthcoming year, which shall be set forth in the Administrator's annual evaluation document which will be submitted to the Board for its approval. In the event that the Administrator, Superintendent, Business Manager/CSBO, and the Board fail to agree on the goals to be included in said document, the Superintendent and the Board shall establish the goals.

2. **Evaluation.** The Superintendent or designee shall evaluate the Administrator's performance, including but not limited to performance on the goals and indicators listed above, at least annually. One copy of the evaluation shall be included in the Administrator's personnel file and one copy of the evaluation shall be provided to the Administrator. Except as provided by statute, failure of the Superintendent or designee to complete an evaluation does not preclude termination or non-renewal of this Contract.

F. RENEWAL OR AMENDMENT OF CONTRACT

1. **Retirement and Intent Not to Renew Contract.** In entering into this multi-year contract of employment, the Administrator hereby reports his decision to retire from the profession on or after June 30, 2028, and the Board of Education accepts his retirement as of that date. The Board hereby provides notice of intent not to renew this Contract beyond June 30, 2028. The parties agree that this Contract shall expire on that date without further notice or action required.

2. **Amendment.** Any adjustment or modification made during the life of this Contract shall be in the form of a written amendment and shall become a part of this Contract, but such adjustment or modification shall not be construed as a new contract with the Administrator or as an extension of the termination date of this Contract.

3. **Reclassification.** Throughout the term of this Contract, or any extension hereof, the Administrator shall be subject to reclassification, by demotion or reduction in rank, in accordance with the terms, provisions and procedures of the Illinois School Code. Nothing, however, shall be construed so as to limit the authority of the Board to order the lateral transfer of the Administrator to a position of similar rank and equal salary during the term of this Contract.

G. TERMINATION

1. **Grounds for Termination.** This Contract may be terminated during its term:

   a. By mutual agreement, in writing;

   b. Upon the Administrator's permanent disability (inability to perform essential job functions with or without accommodation) (The Administrator shall be considered permanently disabled: (i) after any absence due to "permanent illness or incapacity" in accordance with the terms of the Board Policy on Temporary Illness or Incapacity; (ii) if he presents to the Board a physician's statement certifying that he is permanently disabled or incapacitated; or (iii) if the Board deems the Administrator permanently disabled after a Board-required physical or mental examination. Before a termination for permanent disability, the Administrator may request a hearing before the Board. If the Administrator chooses to be accompanied by legal counsel, he shall bear any related costs. The Board hearing shall be conducted in executive session.);

   c. Via discharge for cause;

   d. Upon elimination of the Administrator's position; or

   e. Upon the death of the Administrator.

2. **Cause.** Discharge for cause during the term of this Contract shall be for any conduct, act, or failure to act by the Administrator that, in the discretion of the Board, is detrimental to the best interests of the School District. Reasons for discharge for cause shall be given in writing to the Administrator, who will be entitled to notice and a hearing before the Board to discuss such causes. If the Administrator chooses to be accompanied by legal counsel, he shall bear any costs involved. The Board hearing shall be conducted in closed session. The decision of the Board will be final.

H. MISCELLANEOUS

1. **Notices.** Any notice required to be given under this Contract shall be deemed sufficient if it is in writing and sent by first class mail or certified mail, postage prepaid, to the last known residence of the Administrator or the President of the Board at the administrative offices of the District.

2. **Governing Law and Venue.** This Contract has been executed in Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. The parties agree that venue for all actions between the parties shall lie solely in the state court having jurisdiction over Cook County, Illinois, and the Administrator hereby submits to the jurisdiction of the same.

3. **Headings.** Paragraph headings and numbers have been inserted for convenience of reference only and, if there is any conflict between such headings or numbers and the text of this Contract, the text shall control.

4. **Counterparts.** This Contract may be executed in multiple counterparts, and a set of counterparts bearing the signatures of both parties constitutes the Contract as if the parties had signed a single document.

5. **Complete Understanding.** This Contract contains all the terms agreed upon by the parties with respect to the subject matter of this contract and supersedes all prior agreements, arrangements, and communications between the parties concerning such subject matter, whether oral or written.

6. **Effect of Agreement.** This Contract shall inure to the benefit of and be binding upon the Board and its successors and assigns. If any portion of this Contract is deemed to be illegal or unenforceable, the remainder shall remain in full force and effect.

IN WITNESS WHEREOF, the parties have executed this Contract on the date written above, upon formal approval by the Board at a duly convened meeting.

ADMINISTRATOR

_____
JAMES CALDWELL

Date: _____

BOARD OF EDUCATION OF LINCOLNWOOD SCHOOL DISTRICT NO. 74, COOK COUNTY, ILLINOIS

By: _____
Board President

Date: _____

ATTEST

By: _____
Board Secretary

Date: _____

EXHIBIT A

JOB DESCRIPTION – DIRECTOR OF BUILDINGS AND GROUNDS

EXHIBIT A

Director of Buildings and Grounds

Job Category: Non-Certified

Status: Exempt

Location: Administration

Reports to: Business Manager

Qualifications:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.
The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Five years of supervisory and facility operation and maintenance experience.
- Ability to communicate effectively with the public, staff and vendors, both orally and in writing, and work well with others.
- Thorough working knowledge of HVAC, electricity, plumbing systems, security, roofing, and construction (including experience in reading blueprints).
- Computer literate with experience in computerized energy management systems, spreadsheets, word processing, database, and facility management software.
- Familiar with the Illinois Health Life/Safety Code.
- Experienced in developing and administering a comprehensive preventative maintenance program that includes familiarity with the Illinois Health Life/Safety Code.
- Able to manage teams including scheduling and development of work flows.

Job Goal
To maintain the School District's physical plant in a condition of operating excellence so that full educational use of it may be made at all times; to maintain the grounds of all district schools in a condition of safety, neatness, and aesthetic attractiveness, so that each student may be provided with an outdoor environment both pleasing to look at and good to play in; and to provide students with an attractive, safe, and natural environment in which to learn.

Performance Responsibilities

1. Implements changes and upgrades and makes recommendations (as a result of regular building inspections) that will positively impact the schools, for short and long--term preventative maintenance programs and provides written reports to the Business Manager.

2. Coordinates and directs the comprehensive overall planning and scheduling of cleaning, maintenance, and repair requirements for all district buildings and grounds, including roof management and inspection.

3. Develops a system for dealing with emergency repairs in all buildings.

4. Confers with school principals, landscape architects and other parties in making plans for landscaping, planning and maintenance of school grounds.

5. Keeps informed of the latest trends, developments, and products in the areas of maintenance, repair, and upkeep, and encourages innovation and experimentation as appropriate and shares this information with custodians.

6. Assists the Business Manager in developing a three to five year facility operations and maintenance plan for all buildings working in conjunction with building principals and in development and monitoring of Operation and Maintenance Budget.

7. Supervises and advises purchasing and bid specifications for all required staff and services. Inspects work and verifies that terms and conditions of contract have been fulfilled before authorizing payment.

8. Makes recommendations for the optimal timing of replacements for vehicles and equipment assigned to the district's buildings, including all necessary equipment to perform grounds and maintenance work.

9. Maintains communications and relationships with all local fire and police departments.

10. Represents the Business Manager in day--to--day contacts with contractors and architects, in connection with school construction programs and inspections and keeps office informed of the progress and quality of work being performed on all construction projects.

11. Develops and maintains an inspection program to monitor the quality of custodial cleaning in all buildings.

12. Recruits, screens, interviews, trains, evaluates, and recommends all employees necessary to the maintenance, grounds and custodial program and recommends the number of engineers needed to properly care for all buildings. Maintains proper employee records.

13. Recruits, recommends, and schedules custodial personnel projects for all summer cleaning and substitutes for absent custodians.

14. Coordinates and supervises after hour or weekend maintenance work by contractors.

15. Organizes and implements an orientation and ongoing training program on proper operation and maintenance of school facilities for custodial, maintenance and grounds personnel. Include training associated with Blood Borne Pathogen, OSHA, and other training as deemed necessary.

16. Provides and updates Material Safety Data Sheets for all cleaning materials and chemicals in each building, and provides technical training and interpretation to all custodial, maintenance and grounds personnel.

17. Orders, receives, stores, inventories, and issues all maintenance and grounds material, supplies, and equipment as needed by buildings. Provide for adequate quantities on hand and their safe storage.

18. Updates and maintain district wide security systems and fire alarm systems in all buildings and responds to emergency calls 24/7.

19. Coordinates required yearly inspections of school buildings with local fire departments and maintain all buildings with Fire and Life Safety Codes and is back--up for emergency drills.

20. Develops and maintains an indoor air quality program, energy management and pest control plan.

21. Maintains manuals and records related to all building and maintenance equipment, regulations, and inspections.

22. Directs the preparation of playing fields, grounds, and other necessary facilities for athletics and other school activities, and coordinates with district athletic director, principals, and community organizations using district facilities.

23. Supervises and schedules snow removal and makes recommendations to the Business Manager for related contractual services.

24. Oversees traffic control.

25. Attends administrative, Facilities Committee and other related meetings and make reports as necessary.

26. Any and all additional duties that may be assigned by the Superintendent or Business Manager.

27. Supervises other building engineers and maintenance staff.

Other essential duties and responsibilities may be assigned

Physical, Sensory and Environmental Demands

The physical demands and work environment described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of the job, the employee frequently is required to sit; use hands to manipulate, handle, or feel; and talk or hear; frequently is required to reach with hands and arms; frequently is required to stand and walk; frequently must lift and/or move up to 50 pounds and occasionally lift and/or move up to 100 pounds; bend, squat, kneel; twist, turn, balance; climb/crawl; reach above shoulder/reach outward; occasionally may be required to drive.
In the work environment, the employee regularly works in interior and exterior environmental conditions. The employee is regularly exposed to outdoor weather conditions. The noise level in the work environment is moderate. The employee occasionally works in evenings or on weekends. The work environment may include exposure to heat and cold; unscheduled interruptions; frequent movement from one work location to another; and public contact requiring appropriate demeanor.

Evaluation

Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Terms of Employment

Twelve--month position. Salary and work year to be established by the Board of Education.

Executive Summary
Board of Education Meeting

DATE: May 1, 2025
TOPIC: Palo Alto Support Contract Extension for 2025-2026
PREPARED BY: Jordan Stephen

Recommended for:
☒ Action
☒ Discussion
☒ Information

Purpose/Background:
Palo Alto is a company that manufactures firewall appliances for uses all over the world in many different industries. The firewall is a network security device that monitors, filters, and controls network traffic to protect against unauthorized access, cyberattacks, and malicious code, while ensuring compliance with federal and state guidelines for student internet safety. Firewalls require an annual subscription that provides access to various security subscriptions to enhance the capabilities of their firewall and other security solutions, including features like threat prevention, URL filtering, and GlobalProtect.

The last licensing purchase was approved in 2022 as part of an E-Rate funding package. At that time the contract was awarded to SHI in the amount of $35,895 for three years of licensing and support during the 22-25 school years. This price included threat prevention, URL filtering, and GlobalProtect. Today, three years of licensing and support for the same tools will run between $40,000 and $50,000 depending on the vendor.

This one year extension will provide the District with an additional year of support for the firewall as well as allow the flexibility to roll the purchase of a new firewall appliance into the next cycle of E-Rate Cat 2 funding during the 25-26 school year. Hardware adjustments could also be made at that time. During our research the District used the ILTPP (Illinois Learning Technology Purchase Program) to obtain the lowest costs available for this purchase.

This product is a hardware purchase only and will not contain any student data. Therefore, there is no reason to run this by Legal Counsel. Since Palo Alto is a hardware vendor, SOPPA does not apply to this, as these items are a general commercial product and not specifically school-focused product.

Fiscal Impact:
$15,429 - The District paid $35,895 for licensing and support during the 22-25 school years.

Recommendation:

The Finance Committee members in attendance stated their support of the Administration's recommendation to the Board of Education to approve this SHI International Corp. quote for the purchase of one-year of support and services in the amount of $15,429 from July 1, 2025 to June 30, 2026.

Pricing Proposal
Quotation #: 26006995
Created On: 3/27/2025
Valid Until: 7/9/2025

IL-Village of Lincolnwood School District 74

Jordan Stephen
6950 NE PRAIRIE RD
LINCOLNWOOD, IL 607122520
United States
Phone: (847) 745-3717
Fax:
Email: jstephen@sd74.org

Inside Account Executive

Anthony Tammara
290 Davidson Ave
Somerset, NJ 08873
Phone: 732-667-2782
Fax: 732-564-8553
Email: anthony_tammara@shi.com

All Prices are in US Dollar (USD)

	Product	Qty	Your Price	Total
1	Palo Alto Networks Advanced Threat Prevention - Subscription license renewal (1 year) - 1 device - for P/N: PA-3220, PAN-PA-3220 Palo Alto Networks - Part#: PAN-PA-3220-ATP-R Contract Name: ILTPP - Full Catalog Contract #: ILTPP-21SHI01 Coverage Term: 7/10/2025 – 7/9/2026	1	$5,715.00	$5,715.00
2	Palo Alto Networks Premium Support - Extended service agreement (renewal) - advance parts replacement - 1 year - shipment - response time: NBD - for P/N: PA-3220, PAN-PA-3220 Palo Alto Networks - Part#: PAN-SVC-PREM-3220-R Contract Name: ILTPP - Full Catalog Contract #: ILTPP-21SHI01 Coverage Term: 7/10/2025 – 7/9/2026	1	$3,999.00	$3,999.00
3	Palo Alto Networks Advanced URL Filtering - Subscription license renewal (1 year) - 1 device - for P/N: PAN-PA-3220 Palo Alto Networks - Part#: PAN-PA-3220-ADVURL-R Contract Name: ILTPP - Full Catalog Contract #: ILTPP-21SHI01 Coverage Term: 7/10/2025 – 7/9/2026	1	$5,715.00	$5,715.00
			Shipping	$0.00
			Total	$15,429.00

Additional Comments

Palo Alto has a no returns policy.

Due to the potential impact of any current or future tariffs, the price and availability of hardware items on this quote may be subject to change.

SHI SPIN: #143012572
SHI-GS SPIN (For Texas customers ONLY): #143028315
For E-rate SPI orders, applicant shall be responsible for payment of any outstanding or ineligible costs if USAC rejects

reimbursement claim in whole or in part.

Thank you for choosing SHI International Corp! The pricing offered on this quote proposal is valid through the expiration date listed above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order. For any additional information including Hardware, Software and Services Contracts, please contact an SHI Inside Sales Representative at (888) 744-4084. SHI International Corp. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3009648; DUNS# 61-1429481; CCR# 61-243957G; CAGE 1HTF0

The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.

Fund Balances

Fiscal Year: 2024-2025

Month: February
Year: 2025
Fund Type:

☑ Include Cash Balance
☐ FY End Report

Fund	Description	Beginning Balance	Revenue	Expense	Transfers	Fund Balance	Cash Balance	Variance
10	EDUCATIONAL	$16,430,579.03	$16,819,906.29	($13,770,286.35)	$0.00	$19,480,198.97	$19,073,765.54	$406,433.43
20	OPERATIONS & MAINTENANCE	$2,129,075.85	$1,525,996.83	($1,609,296.95)	$0.00	$2,045,775.73	$1,891,311.55	$154,464.18
30	DEBT SERVICE	$820,485.25	$1,158,141.03	($1,440,350.00)	$0.00	$538,276.28	$538,276.28	$0.00
40	TRANSPORTATION	$1,844,953.06	$968,154.20	($936,046.94)	$0.00	$1,877,060.32	$1,877,060.32	$0.00
50	MUNICIPAL RETIREMENT	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
51	IMRF	$796,532.07	$90,058.96	($134,927.65)	$0.00	$751,663.38	$751,663.25	$0.13
52	SOCIAL SECURITY AND MEDICARE	$388,614.04	$213,405.10	($241,054.49)	$0.00	$360,964.65	$360,964.65	$0.00
60	CAPITAL PROJECTS	$5,878,829.57	$252,813.94	($2,328,226.72)	$0.00	$3,803,416.79	$3,786,517.79	$16,899.00
70	WORKING CASH	$604,360.19	$8,116.32	$0.00	$0.00	$612,476.51	$612,476.51	$0.00
80	TORT IMMUNITY	$477,855.04	$144,708.25	$10,354.00	$0.00	$632,917.29	$632,917.29	$0.00
90	FIRE PREVENTION & SAFETY	$1,813,795.36	$132,942.69	($1,633,190.44)	$0.00	$313,547.61	$313,547.61	$0.00
99	LINCOLNWOOD SCHOOLS ACTIVITY FUN	$0.00	$0.00	$0.00	$0.00	$0.00	$18,928.66	($18,928.66)
	Grand Total:	$31,185,079.46	$21,314,243.61	($22,083,025.54)	$0.00	$30,416,297.53	$29,857,429.45	$558,868.08

End of Report

Treasurers Report FUND- All Funds As of 02/28/2025

Fiscal Year: 2024-2025

ASSETS		
CASH & INVESTMENTS		
Cash in Bank (+)	$29,842,174.54	
Imprest Fund (+)	$15,254.91	
Petty Cash (+)	$100.00	
Sub-total : CASH & INVESTMENTS	$29,857,529.45	
DUE FROM OTHER GOVERNMENTS		
Inter-Governmental Loans (+)	($467.03)	
Sub-total : DUE FROM OTHER GOVERNMENTS	($467.03)	
Total : ASSETS		$29,857,062.42
LIABILITIES		
ACCOUNTS PAYABLE		
Accounts Payable (+)	$61,290.18	
Sub-total : ACCOUNTS PAYABLE	$61,290.18	
OTHER CURRENT LIABILITIES		
Other Liabilities (+)	$38,707.31	
Payroll Liabilities (+)	($659,232.60)	
Sub-total : OTHER CURRENT LIABILITIES	($620,525.29)	
Total : LIABILITIES	($559,235.11)	
FUND BALANCE		
Unreserved Fund Balance		
Fund Balance (+)	$31,185,079.46	
Sub-total : Unreserved Fund Balance	$31,185,079.46	
NET INCREASE (DECREASE)		
NET INCREASE (DECREASE) (+)	($768,781.93)	
Sub-total : NET INCREASE (DECREASE)	($768,781.93)	
Total : FUND BALANCE	$30,416,297.53	
Total LIABILITIES + FUND BALANCE		$29,857,062.42

End of Report

Lincolnwood School District 74

Treasurers Report FUND- All Funds For the Period 02/01/2025 through 02/28/2025

Fiscal Year: 2024-2025

	02/01/2025 - 02/28/2025	Year To Date	Budget	Budget Balance	
REVENUE					
LOCAL SOURCES					
Property Tax Receipts (+)	$4,638,120.73	$17,897,621.30	$28,432,547.00	$10,534,925.70	62.9%
Payments in Lieu of Taxes (+)	$0.00	$555,322.44	$900,000.00	$344,677.56	61.7%
Tuition Payments Received (+)	$0.00	$111,831.59	$219,161.00	$107,329.41	51.0%
Interest Revenue Received (+)	$45,225.15	$407,814.67	$725,000.00	$317,185.33	56.3%
Sales to Pupils & Adults (+)	$30.00	$142,809.05	$210,000.00	$67,190.95	68.0%
Activity Fees Received (+)	$88.00	$63,024.99	$116,200.00	$53,175.01	54.2%
Other Local Revenue (+)	$51,365.08	$312,127.22	$382,647.00	$70,519.78	81.6%
Rental Revenue (+)	$208.00	$54,391.41	$103,015.00	$48,623.59	52.8%
Sub-total : LOCAL SOURCES	$4,735,036.96	$19,544,942.67	$31,088,570.00	$11,543,627.33	62.9%
STATE SOURCES					
State Grants & Aid Received (+)	$106,162.00	$1,073,473.45	$1,841,000.00	$767,526.55	58.3%
Sub-total : STATE SOURCES	$106,162.00	$1,073,473.45	$1,841,000.00	$767,526.55	58.3%
FEDERAL SOURCES					
Federal Grants & Aid Received (+)	$1,943.46	$695,827.49	$865,430.00	$169,602.51	80.4%
Sub-total : FEDERAL SOURCES	$1,943.46	$695,827.49	$865,430.00	$169,602.51	80.4%
Total : REVENUE	$4,843,142.42	$21,314,243.61	$33,795,000.00	$12,480,756.39	63.1%
EXPENDITURES					
REGULAR K-12 PROGRAMS					
Salaries (-)	$621,202.08	$4,264,129.43	$7,969,771.00	$3,705,641.57	53.5%
Employee Benefits (-)	$111,908.15	$725,302.17	$1,515,245.00	$789,942.83	47.9%
Termination Benefits (-)	$22,877.51	$164,973.90	$405,429.00	$240,455.10	40.7%
Purchased Services (-)	$5,521.18	$202,339.85	$353,380.00	$151,040.15	57.3%
Supplies & Materials (-)	$17,544.35	$256,280.63	$688,590.00	$432,309.37	37.2%
Capital Expenditures (-)	$999.39	$192,613.75	$265,600.00	$72,986.25	72.5%
Other Objects (-)	$0.00	$0.00	$750.00	$750.00	0.0%
Non-Capitalized Equipment (-)	$67.08	$2,468.09	$168,500.00	$166,031.91	1.5%
Sub-total : REGULAR K-12 PROGRAMS	($780,119.74)	($5,808,107.82)	($11,367,265.00)	($5,559,157.18)	51.1%
PRE-K PROGRAMS					
Salaries (-)	$21,717.18	$143,440.52	$251,109.00	$107,668.48	57.1%
Employee Benefits (-)	$10,469.52	$51,347.79	$82,717.00	$31,369.21	62.1%
Purchased Services (-)	$0.00	$2,000.00	$2,000.00	$0.00	100.0%
Supplies & Materials (-)	$88.09	$1,051.54	$5,200.00	$4,148.46	20.2%
Non-Capitalized Equipment (-)	$0.00	$0.00	$750.00	$750.00	0.0%
Sub-total : PRE-K PROGRAMS	($32,274.79)	($197,839.85)	($341,776.00)	($143,936.15)	57.9%
SPECIAL ED PROGRAMS K-12					
Salaries (-)	$121,302.59	$869,822.62	$1,572,954.00	$703,131.38	55.3%
Employee Benefits (-)	$32,140.36	$214,430.09	$377,575.00	$163,144.91	56.8%
Purchased Services (-)	$83.70	$2,464.36	$2,000.00	($464.36)	123.2%
Supplies & Materials (-)	($36.95)	$2,684.39	$3,750.00	$1,065.61	71.6%
Capital Expenditures (-)	$0.00	$2,613.80	$4,000.00	$1,386.20	65.3%
Other Objects (-)	$0.00	$625.00	$0.00	($625.00)	0.0%

Treasurers Report FUND- All Funds For the Period 02/01/2025 through 02/28/2025

Fiscal Year: 2024-2025

	02/01/2025 - 02/28/2025	Year To Date	Budget	Budget Balance	
Non-Capital Equipment (-)	$0.00	$714.25	$3,000.00	$2,285.75	23.8%
Sub-total : SPECIAL ED PROGRAMS K-12	($153,489.70)	($1,093,354.51)	($1,963,279.00)	($869,924.49)	55.7%
REMEDIAL & SUPPLEMENTAL K-12					
Salaries (-)	$48,392.82	$338,749.80	$629,107.00	$290,357.20	53.8%
Employee Benefits (-)	$9,066.83	$56,970.28	$116,539.00	$59,568.72	48.9%
Purchased Services (-)	$0.00	$69,061.40	$90,000.00	$20,938.60	76.7%
Supplies & Materials (-)	$103.92	$2,202.70	$46,875.00	$44,672.30	4.7%
Sub-total : REMEDIAL & SUPPLEMENTAL K-12	($57,563.57)	($466,984.18)	($882,521.00)	($415,536.82)	52.9%
INTERSCHOLASTIC PROGRAMS					
Salaries (-)	$2,681.83	$44,104.35	$111,000.00	$66,895.65	39.7%
Employee Benefits (-)	$206.68	$2,090.53	$6,500.00	$4,409.47	32.2%
Supplies & Materials (-)	$550.35	$2,820.05	$7,250.00	$4,429.95	38.9%
Capital Expenditures (-)	$0.00	$0.00	$1,500.00	$1,500.00	0.0%
Other Objects (-)	$0.00	$5,500.00	$3,800.00	($1,700.00)	144.7%
Sub-total : INTERSCHOLASTIC PROGRAMS	($3,438.86)	($54,514.93)	($130,050.00)	($75,535.07)	41.9%
SUMMER SCHOOL PROGRAMS					
Salaries (-)	$0.00	$36,169.76	$73,000.00	$36,830.24	49.5%
Employee Benefits (-)	$0.00	$1,562.25	$3,720.00	$2,157.75	42.0%
Supplies & Materials (-)	$0.00	$2,311.38	$3,000.00	$688.62	77.0%
Sub-total : SUMMER SCHOOL PROGRAMS	$0.00	($40,043.39)	($79,720.00)	($39,676.61)	50.2%
GIFTED PROGRAMS					
Salaries (-)	$43,294.16	$303,059.12	$563,324.00	$260,264.88	53.8%
Employee Benefits (-)	$10,190.13	$62,439.42	$124,569.00	$62,129.58	50.1%
Supplies & Materials (-)	($24.47)	$4,673.48	$4,375.00	($298.48)	106.8%
Sub-total : GIFTED PROGRAMS	($53,459.82)	($370,172.02)	($692,268.00)	($322,095.98)	53.5%
BILINGUAL PROGRAMS					
Salaries (-)	$57,272.91	$389,197.74	$708,394.00	$319,196.26	54.9%
Employee Benefits (-)	$8,635.18	$52,436.78	$141,805.00	$89,368.22	37.0%
Purchased Services (-)	$0.00	$0.00	$3,750.00	$3,750.00	0.0%
Supplies & Materials (-)	$0.00	$1,454.36	$7,925.00	$6,470.64	18.4%
Sub-total : BILINGUAL PROGRAMS	($65,908.09)	($443,088.88)	($861,874.00)	($418,785.12)	51.4%
ATTENDANCE & SOCIAL WORK					
Salaries (-)	$25,993.24	$218,728.65	$424,837.00	$206,108.35	51.5%
Employee Benefits (-)	$1,769.16	$20,649.80	$45,177.00	$24,527.20	45.7%
Purchased Services (-)	$109.50	$1,050.50	$900.00	($150.50)	116.7%
Supplies & Materials (-)	$154.18	$1,771.53	$2,785.00	$1,013.47	63.6%
Sub-total : ATTENDANCE & SOCIAL WORK	($28,026.08)	($242,200.48)	($473,699.00)	($231,498.52)	51.1%
HEALTH SERVICES					
Salaries (-)	$4,395.60	$49,598.43	$160,245.00	$110,646.57	31.0%
Employee Benefits (-)	$709.52	$9,500.76	$67,815.00	$58,314.24	14.0%

	02/01/2025 - 02/28/2025	Year To Date	Budget	Budget Balance	
Purchased Services (-)	$23,733.25	$103,023.25	$121,000.00	$17,976.75	85.1%
Supplies & Materials (-)	$249.15	$2,278.24	$5,400.00	$3,121.76	42.2%
Capital Expenditures (-)	$0.00	$1,304.23	$1,300.00	($4.23)	100.3%
Other Objects (-)	$0.00	$0.00	$750.00	$750.00	0.0%
Non-Capital Equipment (-)	$0.00	$1,492.00	$1,500.00	$8.00	99.5%
Sub-total : HEALTH SERVICES	($29,087.52)	($167,196.91)	($358,010.00)	($190,813.09)	46.7%
PSYCHOLOGICAL SERVICES					
Salaries (-)	$14,755.18	$103,286.26	$191,817.00	$88,530.74	53.8%
Employee Benefits (-)	$1,423.78	$8,985.52	$17,874.00	$8,888.48	50.3%
Purchased Services (-)	$0.00	$4,473.76	$4,300.00	($173.76)	104.0%
Supplies & Materials (-)	$0.00	$254.89	$1,575.00	$1,320.11	16.2%
Sub-total : PSYCHOLOGICAL SERVICES	($16,178.96)	($117,000.43)	($215,566.00)	($98,565.57)	54.3%
SPEECH PATHOLOGY & AUDIOLOGY					
Salaries (-)	$20,057.84	$140,404.88	$260,752.00	$120,347.12	53.8%
Employee Benefits (-)	$3,602.78	$22,228.02	$44,715.00	$22,486.98	49.7%
Purchased Services (-)	$5,380.90	$38,490.80	$58,700.00	$20,209.20	65.6%
Supplies & Materials (-)	$0.00	$490.81	$1,550.00	$1,059.19	31.7%
Sub-total : SPEECH PATHOLOGY & AUDIOLOGY	($29,041.52)	($201,614.51)	($365,717.00)	($164,102.49)	55.1%
OTHER SUPPORT SERVICES - PUPILS					
Salaries (-)	$9,112.17	$55,321.31	$90,000.00	$34,678.69	61.5%
Employee Benefits (-)	$621.98	$3,644.14	$8,040.00	$4,395.86	45.3%
Sub-total : OTHER SUPPORT SERVICES - PUPILS	($9,734.15)	($58,965.45)	($98,040.00)	($39,074.55)	60.1%
IMPROVEMENT OF INSTRUCTION					
Salaries (-)	$28,129.00	$283,643.64	$405,333.00	$121,689.36	70.0%
Employee Benefits (-)	$4,812.91	$40,240.55	$60,561.00	$20,320.45	66.4%
Purchased Services (-)	$7,435.97	$37,900.16	$58,600.00	$20,699.84	64.7%
Supplies & Materials (-)	$0.00	$1,017.18	$2,000.00	$982.82	50.9%
Other Objects (-)	$0.00	$271.71	$4,000.00	$3,728.29	6.8%
Sub-total : IMPROVEMENT OF INSTRUCTION	($40,377.88)	($363,073.24)	($530,494.00)	($167,420.76)	68.4%
EDUCATIONAL MEDIA					
Salaries (-)	$22,644.24	$158,509.68	$294,375.00	$135,865.32	53.8%
Employee Benefits (-)	$3,813.65	$24,535.76	$35,505.00	$10,969.24	69.1%
Supplies & Materials (-)	$72.28	$8,459.52	$19,900.00	$11,440.48	42.5%
Sub-total : EDUCATIONAL MEDIA	($26,530.17)	($191,504.96)	($349,780.00)	($158,275.04)	54.8%
ASSESSMENT & TESTING					
Supplies & Materials (-)	$0.00	$0.00	$100.00	$100.00	0.0%
Sub-total : ASSESSMENT & TESTING	$0.00	$0.00	($100.00)	($100.00)	0.0%
ADMIN SERVICES - BOARD OF ED					
Employee Benefits (-)	$0.00	$5,642.34	$5,000.00	($642.34)	112.8%
Purchased Services (-)	$5,892.18	$101,548.23	$213,000.00	$111,451.77	47.7%

	02/01/2025 - 02/28/2025	Year To Date	Budget	Budget Balance	
Supplies & Materials (-)	$10.99	$511.88	$2,500.00	$1,988.12	20.5%
Other Objects (-)	$0.00	$134.00	$16,000.00	$15,866.00	0.8%
Sub-total : ADMIN SERVICES - BOARD OF ED	($5,903.17)	($107,836.45)	($236,500.00)	($128,663.55)	45.6%
SUPERINTENDENT					
Salaries (-)	$20,879.12	$188,901.09	$282,419.00	$93,517.91	66.9%
Employee Benefits (-)	$3,890.25	$42,182.94	$57,281.00	$15,098.06	73.6%
Purchased Services (-)	$0.00	$531.34	$4,000.00	$3,468.66	13.3%
Supplies & Materials (-)	$72.90	$2,016.74	$2,000.00	($16.74)	100.8%
Other Objects (-)	$0.00	$1,032.99	$3,000.00	$1,967.01	34.4%
Sub-total : SUPERINTENDENT	($24,842.27)	($234,665.10)	($348,700.00)	($114,034.90)	67.3%
ADMIN SERVICES - SPECIAL ED					
Salaries (-)	$12,145.86	$109,312.74	$157,897.00	$48,584.26	69.2%
Employee Benefits (-)	$3,974.43	$32,422.37	$48,032.00	$15,609.63	67.5%
Purchased Services (-)	$0.00	$109.88	$1,350.00	$1,240.12	8.1%
Other Objects (-)	$0.00	$0.00	$300.00	$300.00	0.0%
Sub-total : ADMIN SERVICES - SPECIAL ED	($16,120.29)	($141,844.99)	($207,579.00)	($65,734.01)	68.3%
WORKERS COMPENSATION INSURANCE					
Purchased Services (-)	$0.00	($10,354.00)	$72,000.00	$82,354.00	-14.4%
Sub-total : WORKERS COMPENSATION INSURANCE	$0.00	$10,354.00	($72,000.00)	($82,354.00)	14.4%
PROPERTY INSURANCE					
Purchased Services (-)	$0.00	$0.00	$122,000.00	$122,000.00	0.0%
Sub-total : PROPERTY INSURANCE	$0.00	$0.00	($122,000.00)	($122,000.00)	0.0%
PRINCIPAL					
Salaries (-)	$56,828.23	$508,310.72	$739,568.00	$231,257.28	68.7%
Employee Benefits (-)	$16,953.58	$138,057.52	$224,022.00	$85,964.48	61.6%
Purchased Services (-)	$0.00	$3,212.96	$6,000.00	$2,787.04	53.5%
Supplies & Materials (-)	$138.09	$1,102.17	$4,000.00	$2,897.83	27.6%
Capital Expenditures (-)	$0.00	$0.00	$1,000.00	$1,000.00	0.0%
Other Objects (-)	$20.00	$1,022.00	$2,400.00	$1,378.00	42.6%
Sub-total : PRINCIPAL	($73,939.90)	($651,705.37)	($976,990.00)	($325,284.63)	66.7%
OTHER SUPPORT SERVICES - SCH ADMIN					
Salaries (-)	$8,918.00	$80,262.00	$115,935.00	$35,673.00	69.2%
Employee Benefits (-)	$2,726.49	$22,150.70	$33,050.00	$10,899.30	67.0%
Sub-total : OTHER SUPPORT SERVICES - SCH ADMIN	($11,644.49)	($102,412.70)	($148,985.00)	($46,572.30)	68.7%
OPERATION OF BUSINESS SERVICES					
Salaries (-)	$15,849.54	$142,645.86	$206,044.00	$63,398.14	69.2%
Employee Benefits (-)	$2,895.61	$23,775.39	$35,351.00	$11,575.61	67.3%
Other Objects (-)	$0.00	$2,845.30	$1,500.00	($1,345.30)	189.7%

Treasurers Report FUND- All Funds For the Period 02/01/2025 through 02/28/2025

Fiscal Year: 2024-2025

	02/01/2025 - 02/28/2025	Year To Date	Budget	Budget Balance	
Sub-total : OPERATION OF BUSINESS SERVICES	($18,745.15)	($169,266.55)	($242,895.00)	($73,628.45)	69.7%
FISCAL SERVICES					
Salaries (-)	$19,421.04	$174,828.51	$252,774.00	$77,945.49	69.2%
Employee Benefits (-)	$8,641.28	$72,057.87	$106,938.00	$34,880.13	67.4%
Purchased Services (-)	$473.09	$2,151.39	$117,400.00	$115,248.61	1.8%
Supplies & Materials (-)	$212.46	$3,890.65	$5,500.00	$1,609.35	70.7%
Other Objects (-)	($35.88)	$13,263.66	$30,000.00	$16,736.34	44.2%
Sub-total : FISCAL SERVICES	($28,711.99)	($266,192.08)	($512,612.00)	($246,419.92)	51.9%
FACILITY ACQUISITION & CONSTRUCTION					
Purchased Services (-)	$0.00	$101,556.85	$358,818.00	$257,261.15	28.3%
Capital Expenditures (-)	$21,992.81	$2,307,236.31	$2,923,502.00	$616,265.69	78.9%
Sub-total : FACILITY ACQUISITION & CONSTRUCTION	($21,992.81)	($2,408,793.16)	($3,282,320.00)	($873,526.84)	73.4%
OPERATION & MAINTENANCE OF PLANT					
Salaries (-)	$43,315.56	$384,659.96	$573,222.00	$188,562.04	67.1%
Employee Benefits (-)	$14,017.96	$117,772.07	$179,849.00	$62,076.93	65.5%
Purchased Services (-)	$73,341.67	$724,186.42	$1,151,700.00	$427,513.58	62.9%
Supplies & Materials (-)	$45,027.47	$385,298.87	$515,950.00	$130,651.13	74.7%
Capital Expenditures (-)	$2,636.94	$1,605,749.27	$1,919,270.00	$313,520.73	83.7%
Other Objects (-)	$0.00	$0.00	$1,000.00	$1,000.00	0.0%
Non-Capitalized Equipment (-)	$0.00	$2,846.99	$5,000.00	$2,153.01	56.9%
Sub-total : OPERATION & MAINTENANCE OF PLANT	($178,339.60)	($3,220,513.58)	($4,345,991.00)	($1,125,477.42)	74.1%
PUPIL TRANSPORTATION					
Purchased Services (-)	$148,993.90	$936,046.94	$1,650,000.00	$713,953.06	56.7%
Sub-total : PUPIL TRANSPORTATION	($148,993.90)	($936,046.94)	($1,650,000.00)	($713,953.06)	56.7%
FOOD SERVICES					
Salaries (-)	$27,615.05	$201,126.16	$303,973.00	$102,846.84	66.2%
Employee Benefits (-)	$10,555.27	$77,312.17	$120,107.00	$42,794.83	64.4%
Purchased Services (-)	$144.00	$2,443.31	$5,000.00	$2,556.69	48.9%
Supplies & Materials (-)	$33,652.79	$200,123.11	$282,000.00	$81,876.89	71.0%
Capital Expenditures (-)	$0.00	$15,476.54	$7,000.00	($8,476.54)	221.1%
Other Objects (-)	$99.00	$1,923.66	$1,500.00	($423.66)	128.2%
Non-Capitalized Equipment (-)	$0.00	$268.62	$4,000.00	$3,731.38	6.7%
Sub-total : FOOD SERVICES	($72,066.11)	($498,673.57)	($723,580.00)	($224,906.43)	68.9%
INTERNAL SERVICES					
Purchased Services (-)	$2,579.31	$16,514.31	$27,000.00	$10,485.69	61.2%
Supplies & Materials (-)	$0.00	$479.02	$1,500.00	$1,020.98	31.9%
Sub-total : INTERNAL SERVICES	($2,579.31)	($16,993.33)	($28,500.00)	($11,506.67)	59.6%
INFORMATION SERVICES					
Salaries (-)	$6,846.56	$69,472.44	$96,859.00	$27,386.56	71.7%
Employee Benefits (-)	$4,109.42	$35,118.91	$50,938.00	$15,819.09	68.9%

Treasurers Report FUND- All Funds For the Period 02/01/2025 through 02/28/2025

Fiscal Year: 2024-2025

	02/01/2025 - 02/28/2025	Year To Date	Budget	Budget Balance	
Purchased Services (-)	$0.00	$9,134.09	$24,500.00	$15,365.91	37.3%
Supplies & Materials (-)	$0.00	$2,208.52	$6,500.00	$4,291.48	34.0%
Other Objects (-)	$0.00	$1,293.88	$750.00	($543.88)	172.5%
Sub-total : INFORMATION SERVICES	($10,955.98)	($117,227.84)	($179,547.00)	($62,319.16)	65.3%
OTHER SUPPORT SERVICES - ADMIN					
Salaries (-)	$43,806.87	$385,476.45	$569,435.00	$183,958.55	67.7%
Employee Benefits (-)	$12,795.47	$105,971.23	$176,370.00	$70,398.77	60.1%
Purchased Services (-)	$0.00	$0.00	$500.00	$500.00	0.0%
Capital Expenditures (-)	$0.00	$0.00	$700.00	$700.00	0.0%
Other Objects (-)	$0.00	$0.00	$1,000.00	$1,000.00	0.0%
Sub-total : OTHER SUPPORT SERVICES - ADMIN	($56,602.34)	($491,447.68)	($748,005.00)	($256,557.32)	65.7%
COMMUNITY SERVICES					
Purchased Services (-)	$0.00	$0.00	$1,000.00	$1,000.00	0.0%
Supplies & Materials (-)	$0.00	$0.00	$800.00	$800.00	0.0%
Sub-total : COMMUNITY SERVICES	$0.00	$0.00	($1,800.00)	($1,800.00)	0.0%
PAYMENTS TO OTHER LEAs					
Purchased Services (-)	$0.00	$81,741.53	$211,629.00	$129,887.47	38.6%
Other Objects (-)	$52,476.82	$1,392,007.11	$2,896,708.00	$1,504,700.89	48.1%
Sub-total : PAYMENTS TO OTHER LEAs	($52,476.82)	($1,473,748.64)	($3,108,337.00)	($1,634,588.36)	47.4%
DEBT SERVICE - INTEREST					
Interest on Bonds Outstanding (-)	$0.00	$290,350.00	$565,000.00	$274,650.00	51.4%
Sub-total : DEBT SERVICE - INTEREST	$0.00	($290,350.00)	($565,000.00)	($274,650.00)	51.4%
DEBT SERVICE - PRINCIPAL					
Principal Payments on Bonds Outstanding (-)	$0.00	$1,150,000.00	$1,150,000.00	$0.00	100.0%
Sub-total : DEBT SERVICE - PRINCIPAL	$0.00	($1,150,000.00)	($1,150,000.00)	$0.00	100.0%
DEBT SERVICE - OTHER					
Debt Service Fees (-)	$0.00	$0.00	$2,500.00	$2,500.00	0.0%
Sub-total : DEBT SERVICE - OTHER	$0.00	$0.00	($2,500.00)	($2,500.00)	0.0%
Total : EXPENDITURES	($2,049,144.98)	($22,083,025.54)	($37,364,000.00)	($15,280,974.46)	59.1%
NET INCREASE (DECREASE)	$2,793,997.44	($768,781.93)	($3,569,000.00)	($2,800,218.07)	21.5%

End of Report

LINCOLNWOOD SCHOOL DISTRICT 74
BILLS PAYABLE

Education Fund	848,716.51
Building Fund	164,914.63
Debt Service	2,250.00
Transportation Fund	149,641.69
I.M.R.F./Soc. Sec.	-
Capital Projects	49,907.75
Tort Fund	-
Life Safety Fund	-
Grand Total	**1,215,430.58**

The undersigned hereby certify that the following is a true and correct list of billls payable, approved and ordered paid by the Board of Education, School District #74, Cook County, at a meeting duly called and held on May 1, 2025, in the amount of **1,215,430.58**

Members:

Myra A. Foutris

Ted Kwon

Jay Oleniczak

Elissa B. Rosenberg

Mihra Seta

Peter D. Theodore

John P. Vranas

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030218	04/03/2025	1241	ZABIHA HALAL MEAT PROCESSORS	214098	10.0.2560.410.00.0000.00	GROUND BEEF/CRESCENT CHICKEN BREADED TENDERS	$2,750.13
						Check Total:	$2,750.13
						Bank Total:	$1,215,430.58

Fund	Amount
10	$848,716.51
20	$164,914.63
30	$2,250.00
40	$149,641.69
60	$49,907.75
Fund Totals:	$1,215,430.58

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End of Report

Disbursements Grand Total: $1,215,430.58

Lincolnwood School District 74

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2024-2025

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE					Bank Account: 0691-59408		
7400030174	04/03/2025	1241	A & J SEWER SERVICES	71554386	20.0.2540.320.00.0000.01	PUMP INTERIOR GREASE	$239.00
7400030174	04/03/2025	1241	A & J SEWER SERVICES	71559505	20.0.2540.320.00.0000.02	PUMP INTERIOR GREASE	$239.00
7400030174	04/03/2025	1241	A & J SEWER SERVICES	71561651	20.0.2540.320.00.0000.03	PUMP EXTERIOR GREASE	$716.00
						Check Total:	$1,194.00
7400030175	04/03/2025	1241	A STARS & STRIPES FLAG CORPORATION	22507	20.0.2540.404.00.0000.02	GROUNDS SUPPLIES – RUTLEDGE ; (12)	$921.50
						Check Total:	$921.50
7400030176	04/03/2025	1241	ACCESS MASTER	2025-4980	20.0.2540.302.00.0000.00	CAMERA SYSTEM	$2,405.00
						Check Total:	$2,405.00
7400030223	04/17/2025	1265	ACCESS MASTER	2025-4911	20.0.2540.302.00.0000.00	ACCESS CONTROL SYSTEM/ADMIN BUILDING	$975.50
7400030223	04/17/2025	1265	ACCESS MASTER	2025-4913	20.0.2540.302.00.0000.00	ACCESS CONTROL	$1,638.00
7400030223	04/17/2025	1265	ACCESS MASTER	2025-4914	20.0.2540.302.00.0000.00	INTRUSION ALARM	$582.00
						Check Total:	$3,195.50
7400030224	04/17/2025	1265	ALAN J COLEMAN- CHICAGO	316184	20.0.2540.400.00.0000.01	CUTTER/AUGER	$111.25
7400030224	04/17/2025	1265	ALAN J COLEMAN- CHICAGO	316292	20.0.2540.320.00.0000.01	GFI/COUPLING/WELDING	$107.03
7400030224	04/17/2025	1265	ALAN J COLEMAN- CHICAGO	316381	20.0.2540.320.00.0000.01	COLOR CAMERA REEL	$125.00
7400030224	04/17/2025	1265	ALAN J COLEMAN- CHICAGO	316381	20.0.2540.320.00.0000.01	RECORDING MONITOR	$125.00
7400030224	04/17/2025	1265	ALAN J COLEMAN- CHICAGO	316398	20.0.2540.320.00.0000.01	LOCATOR	$75.00
						Check Total:	$543.28
NCB	04/10/2025	1248	ALDI	V101569	10.0.1100.450.47.0000.03	CAPRI SUN POUCHES/MANDARINES	$52.66
NCB	04/10/2025	1248	ALDI	V245941	10.0.1100.423.36.0000.03	FUJI APPLES	$7.18
						Check Total:	$59.84
7400030177	04/03/2025	1241	ALPHA BAKING COMPANY	250221077009	10.0.2560.410.00.0000.00	HAMS	$128.28
7400030177	04/03/2025	1241	ALPHA BAKING COMPANY	250221079011	10.0.2560.410.00.0000.00	FRENCH ROLL	$189.90
7400030177	04/03/2025	1241	ALPHA BAKING COMPANY	250221090009	10.0.2560.410.00.0000.00	WHITE POLY	$75.90
7400030177	04/03/2025	1241	ALPHA BAKING COMPANY	250221091011	10.0.2560.410.00.0000.00	EXTRA LONG FRENCH	$162.26
						Check Total:	$556.34

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030225	04/17/2025	1265	ALPHA BAKING COMPANY	250221094009	10.0.2560.410.00.0000.00	HAMS	$85.52
7400030225	04/17/2025	1265	ALPHA BAKING COMPANY	250221098009	10.0.2560.410.00.0000.00	EXTRA LONG FRENCH	$162.26
7400030225	04/17/2025	1265	ALPHA BAKING COMPANY	250221100011	10.0.2560.410.00.0000.00	EXTRA LONG FRENCH	$162.26
7400030225	04/17/2025	1265	ALPHA BAKING COMPANY	250221101008	10.0.2560.410.00.0000.00	FRENCH ROLL	$189.90
7400030225	04/17/2025	1265	ALPHA BAKING COMPANY	250221105010	10.0.2560.410.00.0000.00	WHITE POLY	$86.25
						Check Total:	$686.19
7400030226	04/17/2025	1265	AMAZON CAPITAL SERVICES, INC.	1DJH-YFL6-7WD3	10.0.1100.400.11.0000.01	PENCIL TOPPERS/COLORED PAPER	$268.48
						Check Total:	$268.48
NCB	04/10/2025	1248	AMAZON.COM	111-0155294-1538653	10.0.2410.312.00.0000.03	BUILDING THINKING CLASSROOMS IN	$37.18
NCB	04/10/2025	1248	AMAZON.COM	111-0190786-7955400	10.0.1100.410.23.0000.03	HISTORY POSTERS	$14.99
NCB	04/10/2025	1248	AMAZON.COM	111-0203375-8345834	10.0.1100.411.00.0000.01	BINDING SPINES/SPIRALS	$10.18
NCB	04/10/2025	1248	AMAZON.COM	111-0288362-0134614	10.0.1100.400.19.0000.02	PRE-SHARPENED PENCILS WITH ERASER TOP/CUTE	$36.78
NCB	04/10/2025	1248	AMAZON.COM	111-0367586-9157816	10.0.1100.410.25.0000.03	PICK HOLDER CASE	$6.19
NCB	04/10/2025	1248	AMAZON.COM	111-0415333-7533826	10.0.1100.410.25.0000.03	ADJUSTABLE GUITAR FOLDING A-SHAPE FRAME	$17.53
NCB	04/10/2025	1248	AMAZON.COM	111-0418877-6651425	10.0.2130.400.00.0000.01	SANDWICH STORAGE BAGS	$14.82
NCB	04/10/2025	1248	AMAZON.COM	111-0546125-9877855	10.0.1100.410.22.0000.03	BANDAGE WRAP	$28.27
NCB	04/10/2025	1248	AMAZON.COM	111-0734945-5937047	10.0.1100.410.23.0000.03	GREEK ALPHABET WALL ART CANVAS	$15.99
NCB	04/10/2025	1248	AMAZON.COM	111-0768756-4881001	10.0.1100.439.00.0000.03	DRY ERASE MARKERS	$31.91
NCB	04/10/2025	1248	AMAZON.COM	111-0777927-1817825	10.0.1200.400.00.0000.01	CALENDAR POCKET CHART	$14.98
NCB	04/10/2025	1248	AMAZON.COM	111-0868497-7853844	10.0.1100.410.33.0000.03	BEACH BALL	$35.97
NCB	04/10/2025	1248	AMAZON.COM	111-0879166-6569843	10.0.1100.400.19.0000.03	REPLACEMENT ROTARY	$38.19
NCB	04/10/2025	1248	AMAZON.COM	111-0917590-3428207	10.0.1100.400.19.0000.03	FELT FABRIC	$29.90
NCB	04/10/2025	1248	AMAZON.COM	111-1155683-666413	10.0.1100.410.25.0000.03	BALL POWER PEG STRING WINDER	$22.95
NCB	04/10/2025	1248	AMAZON.COM	111-1228489-5743456	10.0.1100.410.78.0000.00	HELICOPTER BASEBALL CAP	$13.98

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Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	AMAZON.COM	111-1425597-4872263	10.0.2110.400.00.0000.03	SKILLS TRAINING FOR EMOTIONAL PROBLEM	$54.30
NCB	04/10/2025	1248	AMAZON.COM	111-1435935-4014630	10.0.1100.410.20.0000.01	COLORED PAPER/COLORED CADSTOCK	$335.33
NCB	04/10/2025	1248	AMAZON.COM	111-1440852-6652261	10.0.2130.400.00.0000.03	READY FIRST AID CPR FACE SHIELD FOR ADULTS	$19.50
NCB	04/10/2025	1248	AMAZON.COM	111-1583062-6773855	10.0.1100.410.23.0000.03	GREEK PARTY WALL DECORATIONS	$30.99
NCB	04/10/2025	1248	AMAZON.COM	111-1688479-4406601	10.0.2130.400.00.0000.03	INSTANT ICE PACKS	$21.45
NCB	04/10/2025	1248	AMAZON.COM	111-1762148-8428252	10.0.1100.410.23.0000.03	TRIFOLD PRESENTATION BOARD	$113.32
NCB	04/10/2025	1248	AMAZON.COM	111-1818523-9703464	10.0.1100.410.33.0000.03	SCENTED BUTTER SLIME SET	$31.98
NCB	04/10/2025	1248	AMAZON.COM	111-1848383-3457840	10.0.1100.400.19.0000.03	FELT FABRIC	$59.80
NCB	04/10/2025	1248	AMAZON.COM	111-1864684-6960235	10.0.1100.410.23.0000.03	MINIATURE FIGURINE	$11.62
NCB	04/10/2025	1248	AMAZON.COM	111-1870657-0813857	10.0.1100.410.24.0000.03	ALUMINUM FOIL	$28.74
NCB	04/10/2025	1248	AMAZON.COM	111-1889530-5134628	10.0.1100.410.33.0000.03	FIDGET TOYS	$31.99
NCB	04/10/2025	1248	AMAZON.COM	111-2057330-4667442	10.0.1100.410.78.0000.00	TURKEY FEATHER BOA	$28.45
NCB	04/10/2025	1248	AMAZON.COM	111-2096273-6976260	10.0.1100.400.19.0000.03	FELT FABRIC	$59.80
NCB	04/10/2025	1248	AMAZON.COM	111-2123994-0560243	10.0.1100.410.23.0000.03	TALES FROM INDIAN MYTHOLOGY/10 BOOKS	$22.49
NCB	04/10/2025	1248	AMAZON.COM	111-2137345-6034658	10.0.1100.450.51.0000.03	DYNASTY WARRIORS FIGURINES	$26.90
NCB	04/10/2025	1248	AMAZON.COM	111-2157854-4357828	10.0.1100.410.78.0000.00	PRE-TIED BOW AND DRESS SUIT SET	$18.99
NCB	04/10/2025	1248	AMAZON.COM	111-2336022-1913866	10.0.1100.410.33.0000.03	FOOTBALL STICKERS	$3.99
NCB	04/10/2025	1248	AMAZON.COM	111-2469264-1477823	10.0.1100.400.16.0000.03	HIGHLIGHTER MARKERS	$20.09
NCB	04/10/2025	1248	AMAZON.COM	111-2482650-2458640	10.0.1100.400.19.0000.03	FELT FABRIC	$89.70
NCB	04/10/2025	1248	AMAZON.COM	111-2703855-6140235	10.0.1100.400.19.0000.03	TIN BOX	$12.99
NCB	04/10/2025	1248	AMAZON.COM	111-2968697-4825029	10.0.1100.404.00.0000.01	COLORED PAPER	$22.56
NCB	04/10/2025	1248	AMAZON.COM	111-3090936-8315433	10.0.1100.410.78.0000.00	TURKEY FEATHER BOA	$5.99

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	AMAZON.COM	111-3181370-3104243	10.0.1100.410.24.0000.02	CRAYOLA MODEL MAGIC	$97.36
NCB	04/10/2025	1248	AMAZON.COM	111-3217384-0499443	10.0.1100.400.19.0000.03	FELT FABRIC	$29.90
NCB	04/10/2025	1248	AMAZON.COM	111-3244334-3629850	10.0.1100.410.78.0000.00	RAINBOW PROPELLER HAT ADULT	$6.99
NCB	04/10/2025	1248	AMAZON.COM	111-3354185-8701039	10.0.1250.400.00.0000.02	HANGING FILE FOLDERS	$56.61
NCB	04/10/2025	1248	AMAZON.COM	111-3383897-6216234	10.0.1100.410.24.0000.03	FREEZER STORAGE CONTAINERS	$16.99
NCB	04/10/2025	1248	AMAZON.COM	111-3475956-1552219	10.0.1100.410.23.0000.03	WOODEN GAVEL AND BLOCK SET	$13.99
NCB	04/10/2025	1248	AMAZON.COM	111-3529711-8576243	10.0.1100.410.26.0000.03	FOAM MINI MOLDED FOAM SOCCER BALL/HANDBALL	$20.73
NCB	04/10/2025	1248	AMAZON.COM	111-3560472-6412255	10.0.1100.410.33.0000.03	DRY ERASE MAKERS	$23.99
NCB	04/10/2025	1248	AMAZON.COM	111-3628770-1370640	10.0.2410.312.00.0000.03	BUILDING THINKING CLASSROOMS IN	$237.44
NCB	04/10/2025	1248	AMAZON.COM	111-3765006-2716266	10.0.1100.410.24.0000.02	CONSTRUCTION PAPER	$29.88
NCB	04/10/2025	1248	AMAZON.COM	111-3838511-1488252	10.0.1100.410.33.0000.03	RISING STRESS CUBE	$30.95
NCB	04/10/2025	1248	AMAZON.COM	111-4069719-2656227	10.0.1100.410.33.0000.03	SLIME KIT	$22.99
NCB	04/10/2025	1248	AMAZON.COM	111-4123916-9009848	10.0.1100.410.22.0000.03	GRAPHIC NOVEL	$324.75
NCB	04/10/2025	1248	AMAZON.COM	111-4290414-4913830	10.0.1100.410.25.0000.03	STORANGE BOX	$28.70
NCB	04/10/2025	1248	AMAZON.COM	111-4349036-5204207	10.0.2130.400.00.0000.03	DISINFECTANT SPRAY	$12.27
NCB	04/10/2025	1248	AMAZON.COM	111-4450559-7344233	10.0.1100.410.26.0000.03	PICKLEBALL BALLS	$21.59
NCB	04/10/2025	1248	AMAZON.COM	111-4592521-8821813	10.0.1100.400.16.0000.03	MASKING TAPE	$2.47
NCB	04/10/2025	1248	AMAZON.COM	111-4601757-2899459	10.0.1100.410.25.0000.03	UKULELE	$13.78
NCB	04/10/2025	1248	AMAZON.COM	111-4665522-7141852	10.0.1200.400.00.0000.01	EASTER BASKET STUFFERS	$155.02
NCB	04/10/2025	1248	AMAZON.COM	111-4675895-8643423	10.0.1100.410.33.0000.03	SQUISHY TOYS	$8.98
NCB	04/10/2025	1248	AMAZON.COM	111-4728882-0014629	10.0.1100.410.23.0000.03	CLEANING PADS	$4.49
NCB	04/10/2025	1248	AMAZON.COM	111-4819887-8853825	10.0.1100.450.16.0000.03	CARD GAME	$12.00
NCB	04/10/2025	1248	AMAZON.COM	111-4892249-0153063	10.0.1100.410.33.0000.03	WATER BOTTLE STICKERS FOR KIDS	$14.97

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2024-2025

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	AMAZON.COM	111-4983199-7305852	10.0.2410.312.00.0000.03	BUILDING THINKING CLASSROOMS IN	$33.46
NCB	04/10/2025	1248	AMAZON.COM	111-4989068-9602623	10.0.1100.410.78.0000.00	VOLLEYBALL KNEE PADS	$9.49
NCB	04/10/2025	1248	AMAZON.COM	111-5026908-1450639	10.0.1100.400.19.0000.03	FELT FABRIC	$89.70
NCB	04/10/2025	1248	AMAZON.COM	111-5064776-2772207	10.0.1100.410.78.0000.00	SATIN HEADBANDS	$13.99
NCB	04/10/2025	1248	AMAZON.COM	111-5105977-8418636	10.0.1100.400.16.0000.03	CIVILIZATIONS POSTERS	$11.99
NCB	04/10/2025	1248	AMAZON.COM	111-5116813-2879401	10.0.1100.410.23.0000.03	LETTER AND NUMBER STENCILS	$11.98
NCB	04/10/2025	1248	AMAZON.COM	111-5322335-0141018	10.0.2520.400.00.0000.00	CUSTOM RUBBER STAMP	$19.79
NCB	04/10/2025	1248	AMAZON.COM	111-5325989-4745835	10.0.2130.400.00.0000.01	DISPOSABLE PROBE COVERS	$17.29
NCB	04/10/2025	1248	AMAZON.COM	111-5445080-2707434	10.0.1125.450.09.0000.01	BALL PUMP NEEDLE	$9.89
NCB	04/10/2025	1248	AMAZON.COM	111-5454184-8178637	10.0.1100.410.33.0000.03	SQUEEZE BALL	$29.99
NCB	04/10/2025	1248	AMAZON.COM	111-5479911-9788257	10.0.1100.411.00.0000.01	PRINTER PAPER	$106.60
NCB	04/10/2025	1248	AMAZON.COM	111-5521737-1433033	10.0.1100.410.33.0000.03	FOOTBALL STICKERS	$9.99
NCB	04/10/2025	1248	AMAZON.COM	111-5539929-1153024	10.0.1100.410.25.0000.03	GUITAR TUNER	$15.19
NCB	04/10/2025	1248	AMAZON.COM	111-5589829-7694664	10.0.1100.410.33.0000.03	BASKETBALL GAME	$12.39
NCB	04/10/2025	1248	AMAZON.COM	111-5861768-9540259	10.0.1100.400.19.0000.03	FELT FABRIC	$89.70
NCB	04/10/2025	1248	AMAZON.COM	111-5868138-1359404	10.0.1100.410.33.0000.03	HANDHELD WATER GAMES	$22.99
NCB	04/10/2025	1248	AMAZON.COM	111-5997064-1181019	10.0.1100.400.16.0000.03	SCENTED STIX MARKERS	$52.65
NCB	04/10/2025	1248	AMAZON.COM	111-6020921-0685806	10.0.1100.410.26.0000.02	KLEENEX	$115.98
NCB	04/10/2025	1248	AMAZON.COM	111-6045653-3942630	10.0.1100.400.11.0000.01	DECODABLE READERS/SCENTED	$148.06
NCB	04/10/2025	1248	AMAZON.COM	111-6198383-7752262	10.0.1100.410.24.0000.03	PACKING TAPE	$44.18
NCB	04/10/2025	1248	AMAZON.COM	111-6213228-0275447	10.0.1100.410.78.0000.00	KNEE HIGH SOCKS	$29.98
NCB	04/10/2025	1248	AMAZON.COM	111-6229702-6149812	10.0.1100.410.33.0000.03	FOOTBALL STICKERS	$13.96
NCB	04/10/2025	1248	AMAZON.COM	111-6230606-0035414	10.0.1100.410.23.0000.03	THINKING POSTER	$7.39
NCB	04/10/2025	1248	AMAZON.COM	111-6425995-1638644	10.0.1100.410.33.0000.03	SPORTS PARTY FAVORS	$18.98
NCB	04/10/2025	1248	AMAZON.COM	111-6520531-9892251	10.0.1100.411.00.0000.01	FACIAL TISSUE	$87.99
NCB	04/10/2025	1248	AMAZON.COM	111-6593308-9164232	10.0.1100.400.16.0000.03	RAMAYANA FOR CHILDREN	$5.99

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	AMAZON.COM	111-6676424-0921057	10.0.1100.410.23.0000.03	MAHABHARATA(CLASSIC TALES FROM INDIA)	$36.99
NCB	04/10/2025	1248	AMAZON.COM	111-6695787-3263421	10.0.1100.700.00.0000.01	BASKETBALL GOAL	$144.99
NCB	04/10/2025	1248	AMAZON.COM	111-6760005-9596236	10.0.1100.410.33.0000.03	BASKETBALL GAME TOYS	$11.99
NCB	04/10/2025	1248	AMAZON.COM	111-6812583-7421054	10.0.1100.410.78.0000.00	COSTUME DANCE	$24.99
NCB	04/10/2025	1248	AMAZON.COM	111-6885681-6680216	10.0.1100.400.19.0000.03	FELT FABRIC	$89.70
NCB	04/10/2025	1248	AMAZON.COM	111-6897665-4628265	10.0.1100.449.00.0000.03	BOOK/COACHING CLASSROOM MANAGEMENT	$34.29
NCB	04/10/2025	1248	AMAZON.COM	111-7221786-5539416	10.0.1100.400.19.0000.03	FELT FABRIC	$29.90
NCB	04/10/2025	1248	AMAZON.COM	111-7318752-7261052	10.0.1100.410.25.0000.03	BALL MUSICIAN'S TOOL KIT	$39.53
NCB	04/10/2025	1248	AMAZON.COM	111-7444878-4639445	10.0.1100.449.00.0000.03	CHAMPS A PROACTIVE AND POSITIVE APPROACH TO	$96.00
NCB	04/10/2025	1248	AMAZON.COM	111-7539601-3494604	10.0.1100.400.16.0000.03	HANGING DECORATIONS WITH LANTERN	$15.94
NCB	04/10/2025	1248	AMAZON.COM	111-7643492-0987401	10.0.1250.400.00.0000.01	SPACEMAN WRITING TOOLS SPACERS	$13.99
NCB	04/10/2025	1248	AMAZON.COM	111-7804742-1609036	10.0.1100.450.16.0000.03	BOARD GAME	$48.84
NCB	04/10/2025	1248	AMAZON.COM	111-7805439-7480240	10.0.1100.404.00.0000.01	PRINTER PAPER	$18.57
NCB	04/10/2025	1248	AMAZON.COM	111-7860557-5793006	10.0.1100.450.16.0000.03	GAMES	$13.95
NCB	04/10/2025	1248	AMAZON.COM	111-7883355-8923410	10.0.1100.439.00.0000.03	SPANISH STICKER BOOK	$14.40
NCB	04/10/2025	1248	AMAZON.COM	111-7925904-2776245	10.0.1100.410.78.0000.00	INTERACTIVE TOY	$16.99
NCB	04/10/2025	1248	AMAZON.COM	111-8159022-9513062	10.0.1100.400.11.0000.01	MAGNETIC SMALL WHITE BOARD SET	$71.63
NCB	04/10/2025	1248	AMAZON.COM	111-8164318-6850621	10.0.1100.410.26.0000.02	KLEENEX	$51.92
NCB	04/10/2025	1248	AMAZON.COM	111-8296835-4525002	10.0.1100.410.33.0000.03	SENSORY FIDGET TOY	$34.40
NCB	04/10/2025	1248	AMAZON.COM	111-8359121-1493066	10.0.1100.410.25.0000.03	REMOVABLE LABELS	$1.42
NCB	04/10/2025	1248	AMAZON.COM	111-8513048-4881811	10.0.1100.400.19.0000.03	FELT FABRIC	$89.70
NCB	04/10/2025	1248	AMAZON.COM	111-8527166-6338654	10.0.1100.410.23.0000.03	PERMANENT MARKER	$12.98
NCB	04/10/2025	1248	AMAZON.COM	111-8532929-8529010	10.0.1100.410.78.0000.00	SHEEER GLOVES	$7.99
NCB	04/10/2025	1248	AMAZON.COM	111-8548732-4886616	10.0.1100.410.25.0000.03	DRY ERASE MARKERS	$21.99

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	AMAZON.COM	111-8590282-2716215	10.0.1100.400.16.0000.03	STICKY NOTES	$16.64
NCB	04/10/2025	1248	AMAZON.COM	111-8625179-0371428	10.0.1100.400.19.0000.03	BANDAGES	$27.45
NCB	04/10/2025	1248	AMAZON.COM	111-8653103-3837041	10.0.1100.400.16.0000.03	FOOTBALL STICKERS	$5.99
NCB	04/10/2025	1248	AMAZON.COM	111-8705259-0561065	10.0.1600.400.00.0000.00	JUTE TOTE GIFT BAGS	$99.98
NCB	04/10/2025	1248	AMAZON.COM	111-8775778-8588216	10.0.1100.400.16.0000.03	GLUE STICKS	$31.72
NCB	04/10/2025	1248	AMAZON.COM	111-8801986-6993826	10.0.1125.400.09.0000.01	GLUE STICKS/WASHABLE CHALK	$60.47
NCB	04/10/2025	1248	AMAZON.COM	111-8912675-3478623	10.0.1100.410.33.0000.03	BASKETBALL ELECTRONIC HANDHELD SHOOT	$32.66
NCB	04/10/2025	1248	AMAZON.COM	111-8961085-4465832	10.0.1100.411.00.0000.02	HAND WIPES	$107.10
NCB	04/10/2025	1248	AMAZON.COM	111-8961304-4667444	20.0.2540.400.00.0000.02	WALL SIGN HOLDER	$25.59
NCB	04/10/2025	1248	AMAZON.COM	111-8995450-9769836	10.0.1100.410.23.0000.03	DRINKING VESSEL JUE TRIPLE FOOTS WINE	$11.99
NCB	04/10/2025	1248	AMAZON.COM	111-9005291-3763426	10.0.1100.410.78.0000.00	ROUND SUNGLASSES	$20.99
NCB	04/10/2025	1248	AMAZON.COM	111-9231092-7827449	10.0.1100.410.22.0000.03	GRAPHIC NOVEL	$11.44
NCB	04/10/2025	1248	AMAZON.COM	111-9518308-2093060	10.0.2130.400.00.0000.01	EXAM GLOVES	$15.96
NCB	04/10/2025	1248	AMAZON.COM	111-9698041-3981034	10.0.1100.410.00.0000.02	KIDS HEADPHONES	$113.98
NCB	04/10/2025	1248	AMAZON.COM	111-9733098-5921800	10.0.1100.400.11.0000.01	BAKING SHEETS	$32.98
NCB	04/10/2025	1248	AMAZON.COM	111-9766338-5740236	10.0.1100.410.25.0000.03	3 RING BINDER	$40.38
NCB	04/10/2025	1248	AMAZON.COM	111-9826633-2409033	10.0.2130.400.00.0000.03	POCKET TISSUE	$24.99
NCB	04/10/2025	1248	AMAZON.COM	112-2736570-3141012	10.0.1100.412.05.0000.00	ADJUSTABLE STAND FOR	$17.83
NCB	04/10/2025	1248	AMAZON.COM	112-4078622-1792219	10.0.1100.412.05.0000.00	BATTERIES	$28.34
NCB	04/10/2025	1248	AMAZON.COM	112-4550480-5834653	10.0.1100.412.05.0000.00	SHIPPING BOXES	$26.88
NCB	04/10/2025	1248	AMAZON.COM	112-4798078-6314666	10.0.2310.340.00.0000.00	SELF INKING CUSTOM TEXT STAMP	$29.85
NCB	04/10/2025	1248	AMAZON.COM	112-4858634-1665013	10.0.1100.412.05.0000.00	HARD DISK DRIVE	$140.00
NCB	04/10/2025	1248	AMAZON.COM	112-5066173-7801012	10.0.1100.412.05.0000.00	ID CARD PRINTER CLEANING KIT	$11.44
NCB	04/10/2025	1248	AMAZON.COM	112-5916754-4532251	10.0.1100.412.05.0000.00	INTERNAL SOLID STATE DRIVE	$52.99

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	AMAZON.COM	112-5916754-45322510	10.0.1100.412.05.0000.00	REFUNDED/INTERNAL SOLID DRIVE	($52.99)
NCB	04/10/2025	1248	AMAZON.COM	112-7545381-9329816	10.0.1200.400.00.0000.00	FILE POCKET	$56.02
NCB	04/10/2025	1248	AMAZON.COM	112-7603306-3231419	10.0.2410.400.00.0000.02	PAPER CLIPS	$32.64
NCB	04/10/2025	1248	AMAZON.COM	112-8168032-0596200	10.0.1200.400.00.0000.00	STICKY DISPENSER POP-UP NOTES	$24.70
NCB	04/10/2025	1248	AMAZON.COM	112-9022923-5991458	10.0.1200.700.00.0000.00	NOISE CANCELING	$15.99
NCB	04/10/2025	1248	AMAZON.COM	112-9449011-6725844	10.0.1100.412.05.0000.00	INTERNAL SOLID STATE DRIVE/ENCLOSURE	$97.74
NCB	04/10/2025	1248	AMAZON.COM	112-9810229-6077814	10.0.1100.412.05.0000.00	OEM LAMP	$133.66
NCB	04/10/2025	1248	AMAZON.COM	113-1180865-1286608	10.0.2630.400.00.0000.00	SIGN HOLDER	$22.09
NCB	04/10/2025	1248	AMAZON.COM	113-1206955-9585824	10.0.1100.411.00.0000.03	KLEENEX	$179.70
NCB	04/10/2025	1248	AMAZON.COM	113-1681414-1579431	20.0.2540.400.00.0000.03	DURACELL BATTERIES	$50.88
NCB	04/10/2025	1248	AMAZON.COM	113-4132795-6008238	20.0.2540.416.00.0000.03	TOMADO BRUSH	$179.96
NCB	04/10/2025	1248	AMAZON.COM	113-4624493-1155432	20.0.2540.400.00.0000.03	LIGHT BULB	$21.84
NCB	04/10/2025	1248	AMAZON.COM	113-6096222-9565060	10.0.2630.400.00.0000.00	POPCORN/BINGO CARDS	$210.35
NCB	04/10/2025	1248	AMAZON.COM	113-7194581-2721850	10.0.2630.400.00.0000.00	PLASTIC GLOVES	$4.93
NCB	04/10/2025	1248	AMAZON.COM	113-9602250-5618655	20.0.2540.400.00.0000.03	DURACELL PROCELL AA BATTERIES	$53.98
NCB	04/10/2025	1248	AMAZON.COM	113-9951970-6665012	10.0.2630.400.00.0000.00	SWEET ONUT PARTY FAVORS/EASTER BASKET	$148.64
NCB	04/10/2025	1248	AMAZON.COM	114-1192517-0364245	10.0.2210.400.00.0000.00	ASSORTED BULK CANDY	$161.30
NCB	04/10/2025	1248	AMAZON.COM	114-1825345-7832251	10.0.1250.400.00.0000.02	BOOK STICKERS FOR KIDS	$6.89
NCB	04/10/2025	1248	AMAZON.COM	114-1918195-1087408	10.0.1100.411.00.0000.02	LABEL MAKER MACHINE WITH TAPES	$23.99
NCB	04/10/2025	1248	AMAZON.COM	114-2209646-0314615	10.0.1250.400.00.0000.02	SCENTED BOOKMARKS	$53.94
NCB	04/10/2025	1248	AMAZON.COM	114-2777912-5035436	10.0.1100.450.13.0000.02	PAINT SET	$15.82
NCB	04/10/2025	1248	AMAZON.COM	114-2777912-5035436	10.0.1100.450.14.0000.02	PAINT SET	$15.83
NCB	04/10/2025	1248	AMAZON.COM	114-2777912-5035436	10.0.1100.450.15.0000.02	PAINT SET	$15.83

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2024-2025

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	AMAZON.COM	114-2805575-7046662	10.0.1100.400.19.0000.02	DISPOSABLE PLASTICE CUPS/POM POMS	$492.63
NCB	04/10/2025	1248	AMAZON.COM	114-3050306-3523444	10.0.1100.411.00.0000.02	FACIAL TISSUES	$22.59
NCB	04/10/2025	1248	AMAZON.COM	114-3185992-8243419	10.0.1100.410.24.0000.02	GEMS STICKERS/FAUX	$115.11
NCB	04/10/2025	1248	AMAZON.COM	114-3346097-4516251	10.0.1100.410.24.0000.02	COLORED EYELASHES/LEAF RIBBON	$131.97
NCB	04/10/2025	1248	AMAZON.COM	114-4020301-5490657	10.0.2110.400.00.0000.02	RUBBR BANDS	$23.55
NCB	04/10/2025	1248	AMAZON.COM	114-4603909-5089805	10.0.2130.400.00.0000.02	ADHESIVE BANDAGES	$46.99
NCB	04/10/2025	1248	AMAZON.COM	114-4957935-0029005	10.0.1100.411.00.0000.02	KLEENEX	$34.43
NCB	04/10/2025	1248	AMAZON.COM	114-5352290-1550649	10.0.1100.411.00.0000.02	INDEX CARDS	$3.31
NCB	04/10/2025	1248	AMAZON.COM	114-6454287-8001044	10.0.1100.410.24.0000.02	PAINT & PRIMER SPRAY PAINT	$17.98
NCB	04/10/2025	1248	AMAZON.COM	114-6884780-7691426	10.0.1800.400.00.4909.00	POPCORN	$118.50
NCB	04/10/2025	1248	AMAZON.COM	114-7039813-1478646	10.0.1100.450.13.0000.02	SHOWER CAPS	$33.79
NCB	04/10/2025	1248	AMAZON.COM	114-7961631-1257063	10.0.2110.400.00.0000.02	SENSORY ACTIVITY BOARD FOR KIDS	$78.76
NCB	04/10/2025	1248	AMAZON.COM	114-8122323-2961036	10.0.1100.410.78.0000.00	COLORED CARDSTOCK	$20.60
NCB	04/10/2025	1248	AMAZON.COM	114-8149244-4071400	10.0.1100.410.26.0000.02	JUMP ROPE/HULA HOOP	$196.59
NCB	04/10/2025	1248	AMAZON.COM	114-8749639-8961820	10.0.1100.411.00.0000.02	FILE FOLDERS	$21.08
NCB	04/10/2025	1248	AMAZON.COM	114-8991584-7625045	10.0.1200.400.00.0000.02	TAPE/CONSTRUCTION	$73.58
NCB	04/10/2025	1248	AMAZON.COM	114-9447022-4741022	10.0.2130.400.00.0000.03	BATTERY	$175.95
NCB	04/10/2025	1248	AMAZON.COM	114-9945308-4153012	10.0.1100.450.13.0000.02	WATER SQUIRTER GUN	$49.97
						Check Total:	$8,699.05
7400030178	04/03/2025	1241	AMER BACKFLOW & FIRE PREVENTION, INC.	38920	20.0.2540.320.00.0000.01	ANUUAL BACKFLOW INSPECTION	$903.20
7400030178	04/03/2025	1241	AMER BACKFLOW & FIRE PREVENTION, INC.	38920	20.0.2540.320.00.0000.03	ANNUAL BACKFLOW INSPECTION	$300.00
7400030178	04/03/2025	1241	AMER BACKFLOW & FIRE PREVENTION, INC.	38920	20.0.2540.320.00.0000.04	ANNUAL BACKFLOW INSPECTION	$300.00
						Check Total:	$1,503.20

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030227	04/17/2025	1265	AMER BACKFLOW & FIRE PREVENTION, INC.	39502	20.0.2540.320.00.0000.02	MAINTENANCE SERVICES – RUTLEDGE – Both check	$1,303.95
						Check Total:	$1,303.95
7400030179	04/03/2025	1241	AMERGIS HEALTHCARE STAFFING, INC.	E15758660366	10.0.2130.300.00.0000.01	RN 1:1 NURSE	$2,625.00
7400030179	04/03/2025	1241	AMERGIS HEALTHCARE STAFFING, INC.	E15758660366	10.0.2130.300.00.0000.02	RN 1:1 NURSE	$2,625.00
7400030179	04/03/2025	1241	AMERGIS HEALTHCARE STAFFING, INC.	E15758660366	10.0.2130.300.00.0000.03	RN 1:1 NURSE	$2,844.00
7400030179	04/03/2025	1241	AMERGIS HEALTHCARE STAFFING, INC.	E15823200366	10.0.2130.300.00.0000.01	RN 1:1 NURSE	$2,625.00
7400030179	04/03/2025	1241	AMERGIS HEALTHCARE STAFFING, INC.	E15823200366	10.0.2130.300.00.0000.02	RN 1:1 NURSE	$2,625.00
7400030179	04/03/2025	1241	AMERGIS HEALTHCARE STAFFING, INC.	E15823200366	10.0.2130.300.00.0000.03	RN 1:1 NURSE	$2,700.00
						Check Total:	$16,044.00
7400030228	04/17/2025	1265	AMERGIS HEALTHCARE STAFFING, INC.	E15939330366	10.0.2130.300.00.0000.01	RN 1:1 NURSE	$2,625.00
7400030228	04/17/2025	1265	AMERGIS HEALTHCARE STAFFING, INC.	E15939330366	10.0.2130.300.00.0000.02	RN 1:1 NURSE	$2,568.75
7400030228	04/17/2025	1265	AMERGIS HEALTHCARE STAFFING, INC.	E15939330366	10.0.2130.300.00.0000.03	RN 1:1 NURSE	$2,812.50
7400030228	04/17/2025	1265	AMERGIS HEALTHCARE STAFFING, INC.	E16018170366	10.0.2130.300.00.0000.01	RN 1:1 NURSE	$2,625.00
7400030228	04/17/2025	1265	AMERGIS HEALTHCARE STAFFING, INC.	E16018170366	10.0.2130.300.00.0000.02	RN 1:1 NURSE	$2,625.00
7400030228	04/17/2025	1265	AMERGIS HEALTHCARE STAFFING, INC.	E16018170366	10.0.2130.300.00.0000.03	RN 1:1 NURSE	$2,812.50
						Check Total:	$16,068.75
NCB	04/11/2025	1254	AMERIPRISE FINANCIAL SERVICES INC.	V538946	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$403.00
NCB	04/25/2025	1271	AMERIPRISE FINANCIAL SERVICES INC.	V854834	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$405.72
						Check Total:	$808.72
7400030180	04/03/2025	1241	AMY SENIOR	V345632	10.0.2310.300.00.0000.00	BOE/4/3/25 REMOTE	$90.00
						Check Total:	$90.00

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030229	04/17/2025	1265	ANNA WAGNER INC.	1225	10.0.1800.300.00.0000.00	BILINGUAL SPEECH AND LANGUAGE EVALUATION	$1,250.00
						Check Total:	$1,250.00
7400030230	04/17/2025	1265	ANNALISE BORDENET	V739679	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	$1,050.00
						Check Total:	$1,050.00
7400030231	04/17/2025	1265	AT&T	V887167	20.0.2540.340.00.0000.00	TELEPHONE	$125.64
						Check Total:	$125.64
7400030181	04/03/2025	1241	AT&T MOBILITY	X03272025	20.0.2540.340.00.0000.00	TELEPHONE	$179.12
						Check Total:	$179.12
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 2- Band	$94.47
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 2- Orchestra	$44.99
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 5-4 Years	$105.33
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 5- 3 Years	$40.13
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 5- 2 Years	$5.02
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 5- 1 Year	$10.03
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 233 Violin pin	$148.46
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 286 Cello pin	$30.72
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 214 Bass pin	$15.36
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 218 Flute pin	$30.72
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 216 Clarinet pin	$25.60
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 228 Sax pin	$20.48
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 232 Trumpet pin	$35.83
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 231 Trombone pin	$25.60

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 213 Baritone pin	$10.24
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	No 217 Percussion pin	$30.72
7400030182	04/03/2025	1241	AWARD EMBLEM MFTG. CO., INC.	430109	10.0.1100.425.00.0000.03	RAW MAT/ENERGY	$20.56
						Check Total:	$694.26
NCB	04/25/2025	1271	AXA EQUITABLE PAYMENT CENTER	V162164	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$840.00
NCB	04/11/2025	1254	AXA EQUITABLE PAYMENT CENTER	V178369	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$840.00
NCB	04/25/2025	1271	AXA EQUITABLE PAYMENT CENTER	V364015	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$1,050.00
NCB	04/11/2025	1254	AXA EQUITABLE PAYMENT CENTER	V408287	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$10,110.08
NCB	04/25/2025	1271	AXA EQUITABLE PAYMENT CENTER	V759728	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$10,112.80
NCB	04/11/2025	1254	AXA EQUITABLE PAYMENT CENTER	V91203	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$1,050.00
						Check Total:	$24,002.88
7400030232	04/17/2025	1265	BANNER PLUMBING SUPPLY CO. INC	3138707	20.0.2540.416.00.0000.04	sloan Foam Soap Refill	$1,880.40
						Check Total:	$1,880.40
7400030233	04/17/2025	1265	BLICK ART MATERIALS-1	5131683	10.0.1100.410.24.0000.03	Blick Essentials Gloss Glaze Class Pack #1, Set of 6, Pint	$206.97
7400030233	04/17/2025	1265	BLICK ART MATERIALS-1	5131683	10.0.1100.410.24.0000.03	Blick Essentials Gloss Glaze Class Pack #2, Set of 6, Pint	$137.98
						Check Total:	$344.95
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	350421	10.0.2560.415.00.0000.00	SIM CHOCOLATE	$74.75
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	350422	10.0.2560.415.00.0000.00	LOW FAT	$14.20
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	350422	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$89.70
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	350423	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$44.85
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	350423	10.0.2560.415.00.0000.00	GAL HOMO	$9.50
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	351250	10.0.2560.415.00.0000.00	LOW FAT	$28.40
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	351250	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$119.60

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	351251	10.0.2560.415.00.0000.00	LOW FAT	$28.40
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	351251	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$104.65
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	351252	10.0.2560.415.00.0000.00	LOW FAT	$14.20
7400030183	04/03/2025	1241	BOB'S DAIRY SERVICE	351252	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$104.65
						Check Total:	$632.90
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	351880	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	351880	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$118.40
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	351881	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	351881	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$74.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	351882	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	351882	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$74.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352229	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352229	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$88.80
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352230	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352230	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$88.80
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352231	10.0.2560.415.00.0000.00	SKIM CHOLCOLATE	$88.80
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352231	10.0.2560.415.00.0000.00	GAL HOMO	$19.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352568	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352568	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$88.80
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352569	10.0.2560.415.00.0000.00	LOW FAT	$28.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352569	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$103.60
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352570	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$59.20
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352979	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$74.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352979	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352980	10.0.2560.415.00.0000.00	LOW FAT	$14.00
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352980	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$88.80
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352981	10.0.2560.415.00.0000.00	SKIM CHOCOLATE	$59.20
7400030234	04/17/2025	1265	BOB'S DAIRY SERVICE	352981	10.0.2560.415.00.0000.00	GAL HOMO	$19.00
						Check Total:	$1,184.40
7400030184	04/03/2025	1241	BUCKEYE CLEANING CENTER-CHICAGO	90654876	20.0.2540.416.00.0000.02	Toilet Tissue Micro Core	$1,635.50

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
						Check Total:	$1,635.50
7400030235	04/17/2025	1265	BUCKEYE CLEANING CENTER-CHICAGO	90660050	20.0.2540.416.00.0000.03	Towel, HRT White	$1,422.20
						Check Total:	$1,422.20
7400030185	04/03/2025	1241	BUSINESSOLVER.COM	127273	10.0.2520.300.00.0000.00	ANCILLARY PLAN SERVICES PEPM	$292.05
						Check Total:	$292.05
7400030236	04/17/2025	1265	CANDOR HEALTH EDUCATION	20251011	10.0.1100.471.00.0000.02	PERSON PRESENTATION	$1,800.00
						Check Total:	$1,800.00
7400030237	04/17/2025	1265	CARNOW, CONIBEAR & ASSOC., LTD.	107769	20.0.2540.320.00.0000.01	MAINTENANCE SERVICES – TODD Asbestos Consulting	$975.00
						Check Total:	$975.00
7400030186	04/03/2025	1241	CASSANDRA STRINGS, INC.	824516	10.0.1100.323.31.0000.00	POP'S BASS ROSIN	$18.00
						Check Total:	$18.00
7400030187	04/03/2025	1241	CASSIDY GARCIA	V717414	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	$1,014.93
						Check Total:	$1,014.93
NCB	04/10/2025	1248	CD ONE PRICE CLEANERS	5888	10.0.2520.300.00.0000.00	TABLE CLOTH	$9.99
NCB	04/10/2025	1248	CDW GOVERNMENT, INC.	AD1Y21P	10.0.1100.412.05.0000.00	UNIVERSAL PROJECTOR MOUNT/STUD WALL MOUNT	$405.74
NCB	04/10/2025	1248	CDW GOVERNMENT, INC.	AD2CD4M	10.0.1100.412.05.0000.00	CHIEF EXTENSION	$18.52
						Check Total:	$434.25
7400030238	04/17/2025	1265	CHANDANI & BURNS, LLC	2879	10.0.2150.300.00.0000.00	SPEECH AND LANGUAGE THERAPY	$7,140.00
						Check Total:	$7,140.00
NCB	04/10/2025	1248	CITGO	124043	20.0.2540.464.00.0000.00	DIESEL FOR TRACTOR	$28.08
NCB	04/10/2025	1248	CITGO	124341	20.0.2540.464.00.0000.00	GAS FOR DIST TRUCK	$94.87
NCB	04/11/2025	1252	COLE TAYLOR BAN_SIT	V520961	10.3.0499.300.00.0000.00	STATE TAX	$24,221.77
NCB	04/11/2025	1252	COLE TAYLOR BAN_SIT	V520961	20.3.0499.300.00.0000.00	STATE TAX	$885.26
NCB	04/25/2025	1269	COLE TAYLOR BAN_SIT	V839779	10.3.0499.300.00.0000.00	STATE TAX	$24,845.23
NCB	04/25/2025	1269	COLE TAYLOR BAN_SIT	V839779	20.3.0499.300.00.0000.00	STATE TAX	$904.85
NCB	04/14/2025	1263	COLE TAYLOR BANK	V105711	10.3.0499.100.20.0000.00	THIS	$1,004.20
NCB	04/14/2025	1264	COLE TAYLOR BANK	V178917	10.3.0499.100.10.0000.00	TEACHERS PENSION	$51,085.47

Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/03/2025	1261	COLE TAYLOR BANK	V227143	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$10,105.51
NCB	04/03/2025	1261	COLE TAYLOR BANK	V227143	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$2,823.46
NCB	04/03/2025	1261	COLE TAYLOR BANK	V248083	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$1,299.52
NCB	04/03/2025	1261	COLE TAYLOR BANK	V248083	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$520.41
NCB	04/03/2025	1261	COLE TAYLOR BANK	V302999	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$1,299.52
NCB	04/03/2025	1261	COLE TAYLOR BANK	V302999	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$553.63
NCB	04/03/2025	1261	COLE TAYLOR BANK	V348716	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	($0.09)
NCB	04/14/2025	1263	COLE TAYLOR BANK	V393976	10.3.0499.100.20.0000.00	THIS	$7,367.92
NCB	04/14/2025	1264	COLE TAYLOR BANK	V517247	10.3.0499.100.10.0000.00	TEACHERS PENSION	($0.15)
NCB	04/14/2025	1263	COLE TAYLOR BANK	V529049	10.3.0499.100.20.0000.00	THIS	($0.05)
NCB	04/14/2025	1264	COLE TAYLOR BANK	V543033	10.3.0499.100.10.0000.00	TEACHERS PENSION	$359.98
NCB	04/03/2025	1261	COLE TAYLOR BANK	V781464	10.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$10,244.87
NCB	04/03/2025	1261	COLE TAYLOR BANK	V781464	20.3.0499.400.00.0000.00	MUNICIPAL RETIREMENT	$2,755.65
NCB	04/11/2025	1251	COLE TAYLOR BANK_FIT	V158376	10.3.0499.800.20.0000.00	MEDICARE	$16,806.02
NCB	04/11/2025	1251	COLE TAYLOR BANK_FIT	V158376	20.3.0499.800.20.0000.00	TERMINATION/VACATION PAYMENTS	$593.54
NCB	04/11/2025	1251	COLE TAYLOR BANK_FIT	V169155	10.3.0499.200.00.0000.00	FEDERAL TAX	$51,490.97
NCB	04/11/2025	1251	COLE TAYLOR BANK_FIT	V169155	20.3.0499.200.00.0000.00	FEDERAL TAX	$1,906.99
NCB	04/11/2025	1251	COLE TAYLOR BANK_FIT	V178306	10.3.0499.700.10.0000.00	SOC.SEC.	$10,017.06
NCB	04/11/2025	1251	COLE TAYLOR BANK_FIT	V178306	20.3.0499.700.10.0000.00	NON-CAPITAL EQUIPMENT	$2,537.94
NCB	04/25/2025	1268	COLE TAYLOR BANK_FIT	V519691	10.3.0499.700.10.0000.00	SOC.SEC.	$11,242.42
NCB	04/25/2025	1268	COLE TAYLOR BANK_FIT	V519691	20.3.0499.700.10.0000.00	NON-CAPITAL EQUIPMENT	$2,589.32
NCB	04/25/2025	1268	COLE TAYLOR BANK_FIT	V880788	10.3.0499.800.20.0000.00	MEDICARE	$17,229.66
NCB	04/25/2025	1268	COLE TAYLOR BANK_FIT	V880788	20.3.0499.800.20.0000.00	TERMINATION/VACATION PAYMENTS	$605.56
NCB	04/25/2025	1268	COLE TAYLOR BANK_FIT	V933376	10.3.0499.200.00.0000.00	FEDERAL TAX	$52,519.59
NCB	04/25/2025	1268	COLE TAYLOR BANK_FIT	V933376	20.3.0499.200.00.0000.00	FEDERAL TAX	$1,920.87
						Check Total:	$309,859.85
7400030188	04/03/2025	1241	CONTOUR LANDSCAPING, INC.	4612	20.0.2540.310.00.0000.00	WINTER DECOR PICK-UP	$544.00
7400030188	04/03/2025	1241	CONTOUR LANDSCAPING, INC.	4676	20.0.2540.310.00.0000.00	LOT ICE CONTROL X 2	$1,330.00
						Check Total:	$1,874.00

Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030239	04/17/2025	1265	CONTOUR LANDSCAPING, INC.	4733	20.0.2540.310.00.0000.00	MULCH INSTALLATION	$3,450.00
7400030239	04/17/2025	1265	CONTOUR LANDSCAPING, INC.	4754	20.0.2540.310.00.0000.00	WEEKLY MAINTENANCE/3/26/2025	$1,864.00
						Check Total:	$5,314.00
NCB	04/10/2025	1248	COZZINI BROS., INC.	942811	10.0.2560.300.00.0000.00	KNIVE SERVICE/RH	$48.00
NCB	04/10/2025	1248	COZZINI BROS., INC.	942812	10.0.2560.300.00.0000.00	KNIFE SERVICE/LH	$48.00
NCB	04/10/2025	1248	COZZINI BROS., INC.	942813	10.0.2560.300.00.0000.00	KNIFE SERVICE/TH	$48.00
						Check Total:	$144.00
7400030240	04/17/2025	1265	DCG ROOFING SOLUTIONS, INC.	4812	20.0.2540.320.00.0000.01	LEAK GOING THROUGH DUCTWORK ON ROOF	$628.00
						Check Total:	$628.00
7400030241	04/17/2025	1265	DEFRANCO PLUMBING	37921	20.0.2540.320.00.0000.01	LEAK ON 4" COPPER DOMESTIC WATER LINE	$4,835.78
						Check Total:	$4,835.78
7400030219	04/11/2025	1250	DISTRICT 74	V341749	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$237.50
7400030219	04/11/2025	1250	DISTRICT 74	V341749	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$9.50
7400030219	04/11/2025	1250	DISTRICT 74	V802639	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	($3.80)
7400030219	04/11/2025	1250	DISTRICT 74	V917872	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$22.80
						Check Total:	$266.00
NCB	04/10/2025	1248	DOLLAR TREE STORES, INC.	22727755108	10.0.1600.400.00.0000.00	PAPER GIFT BAGS	$85.54
						Check Total:	$85.54
7400030242	04/17/2025	1265	DUPAGE FEDERATION ON HUMAN SERV REFORM	11485	10.0.1200.300.00.0000.00	TELEPHONIC INTERPRETATION SERVICES	$96.20
						Check Total:	$96.20
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V110413	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$88,573.46
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V110413	20.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$2,642.38
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V117448	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$3,569.52
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V149864	10.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$897.73
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V200089	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$88,573.46

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V200089	20.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$2,642.38
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V239327	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$28,921.81
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V239327	20.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$1,899.59
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V254645	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$306.66
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V283976	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$811.80
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V349430	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$9,967.52
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V374653	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$9,967.52
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V412776	10.3.0499.602.00.0000.00	EMPLOYEE BENEFIT- LIFE	$300.27
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V433503	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$3,569.52
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V485184	10.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$5,228.10
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V485184	20.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$220.11
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V502675	10.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$869.55
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V555843	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$7,022.37
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V592446	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$28,921.81
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V592446	20.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$1,899.59
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V600076	10.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$24.44
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V61724	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$57.00
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V64098	10.3.0499.602.00.0000.00	EMPLOYEE BENEFIT- LIFE	$300.27
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V75706	10.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$897.73

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V76264	10.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$24.44
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V805033	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$811.80
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V831587	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$437.92
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V831587	20.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$15.78
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V866486	10.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$5,228.10
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V866486	20.3.0499.601.00.0000.00	EMPLOYEE BENEFIT-	$220.11
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V891108	10.3.0499.602.00.0000.00	EMPLOYEE BENEFIT- LIFE	$3.66
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V941695	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$437.92
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V941695	20.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$15.78
NCB	04/03/2025	1249	EDUCATIONAL BENEFIT COOPERATIVE	V978284	10.3.0499.600.00.0000.00	EMPLOYEE BENEFIT-	$57.00
						Check Total:	$295,337.10
7400030243	04/17/2025	1265	ELIZABETH STERBA	V565178	10.0.1100.410.78.0000.00	EXPENSE REIMBURSEMENT/MUSICAL	$142.70
						Check Total:	$142.70
NCB	04/10/2025	1248	EVANSTON GLASS & MIRROR	V339088	20.0.2540.400.00.0000.02	RETURN/DUPLICATEBILLING	($425.00)
						Check Total:	($425.00)
7400030189	04/03/2025	1241	EVEREST ENERGY & CONTROL TECHNOLOGIES	LHS2412_1	20.0.2540.342.00.0000.00	BUILDING AUTOMATION Everest Annual Building	$9,464.00
						Check Total:	$9,464.00
7400030244	04/17/2025	1265	EVEREST ENERGY & CONTROL TECHNOLOGIES	W11405	20.0.2540.320.00.0000.03	STOCK MATERIAL PROVIDED	$2,049.96
7400030244	04/17/2025	1265	EVEREST ENERGY & CONTROL TECHNOLOGIES	W11411	20.0.2540.320.00.0000.01	MAINTENANCE	$775.00
7400030244	04/17/2025	1265	EVEREST ENERGY & CONTROL TECHNOLOGIES	W11411	20.0.2540.320.00.0000.02	MAINTENANCE	$990.00
7400030244	04/17/2025	1265	EVEREST ENERGY & CONTROL TECHNOLOGIES	W11411	20.0.2540.320.00.0000.03	MAINTENANCE	$1,240.00
						Check Total:	$5,054.96

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2024-2025

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	FATTY'S PUB & GRILLE	V871214	10.0.2320.312.00.0000.00	CHICKEN CLUB WRAP	$41.87
						Check Total:	$41.87
7400030245	04/17/2025	1265	FILTER SERVICES INC.	INV424614	20.0.2540.400.00.0000.03	MAINTENANCE SUPPLIES - LINCOLN --FSI PN	$932.68
						Check Total:	$932.68
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041948	40.0.2550.331.00.0000.00	TRANSPORTATION/HOME TO SCHOOL /MARCH 2025	$82,402.54
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041953	40.0.2550.330.00.0000.00	TRANSPORTATION/CHICAGO SHAKESPEARE THEATER	$244.07
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041955	40.0.2550.330.00.0000.00	TRANSPORTATION/CHICAGO SHAKESPEARE THEATER	$280.82
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041956	40.0.2550.330.00.0000.00	TRANSPORTATION/CHICAGO SHAKESPEARE THEATER	$285.68
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041958	40.0.2550.330.00.0000.00	TRANSPORTATION/CHICAGO SHAKESPEARE THEATER	$242.69
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041961	40.0.2550.330.00.0000.00	TRANSPORTATION MUSEUM OF SCIENCE AND INDUSTRY	$431.29
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041962	40.0.2550.330.00.0000.00	TRANSPORTATION MUSSEUM OF SCIENCE AND	$422.97
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041964	40.0.2550.330.00.0000.00	TRANSPORTATION MUSEUM OF SCIENCE AND INDUSTRY	$433.37
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	12041985	40.0.2550.330.00.0000.00	TRANSPORTATION MUSEUM OF SCIENCE AND INDUSTRY	$433.37
7400030246	04/17/2025	1265	FIRST STUDENT, INC.	FA25-00002325	40.0.2550.331.00.0000.00	ALTERNATIVE TRANSPORTATION SERVICES	$1,288.00
						Check Total:	$86,464.80
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Makers (#2774QF5)	$18.67
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	May you love and be loved : wishes for your life	$18.67

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Mysterious, marvelous octopus! (#2259JD6)	$17.74
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Nature is a sculptor : weathering and erosion	$23.04
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	No more Senora Mimi (#2949LE5)	$17.74
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Oh, are you awake? (#2345RD8)	$17.74
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Pigeon math (#1031YX4)	$16.99
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	The science of light : things that shine, flash, and glow	$18.37
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	A seed grows (#1767VZ5)	$18.67
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Shape search (#2625RC2)	$16.95
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	The ship in the window (#2510UE9)	$18.67
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Snow globe wishes (#1495QV6)	$16.81
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	The snow man : a true story (#2050VC9)	$18.67
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	The spaceman (#2344VD0)	$17.74
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Summertime sleepers : animals that estivate	$8.88
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Ten little rabbits (#2424KD4)	$19.60
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	There was a party for Langston (#2050PC5)	$18.67
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Time for school, Little Blue Truck (#1986AN8)	$18.67

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Too small Tola and the three fine girls (part of set	$15.88
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Two New Years (#2368FC2)	$18.67
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Wild places : the life of naturalist David	$19.60
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Worm and Caterpillar are friends (#2592NA1)	$18.67
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	Book Cataloging and Processing	$37.77
7400030190	04/03/2025	1241	FOLLETT CONTENT SOLUTIONS, LLC	547048	10.0.2220.410.00.3800.00	AMBER BROWN IS NOT A CRAYON	$9.76
						Check Total:	$442.64
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Big Bear and Little Bear go fishing (#2513DE4)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Biscuit loves the library (#0885LN3)	$17.74
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Bruce and the legend of Soggy Hollow (#2441TC3)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Buffalo Fluffalo (#2137KD5)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Built to last (#2261YE8)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	The Christmas book flood (#1875QZ6)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Cooking with chef Hedgehog (part of set	$23.12
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Cooking with chef Llama (part of set #A613130)	$23.12
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Cooking with chef Narwhal (part of set #A613130)	$23.12

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Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Cooking with chef Octopus (part of set #A613130)	$23.12
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Cooking with chef Shark (part of set #A613130)	$23.12
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Cooking with chef Sloth (part of set #A613130)	$23.12
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	D is for drool : my monster alphabet (#1607GR3)	$18.64
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Dive! : the story of breathing underwater	$19.60
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Doggo and Pupper save the world (#1902FT4)	$9.99
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Don't trust cats : life lessons from Chip the dog	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Dragon gets by (part of set #A37120X) (#1360YX8)	$15.02
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Dragon's merry Christmas (#1628HG8)	$4.99
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Fangsgiving (#1444JP2)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Fox and the bike ride (#1066AJ3)	$19.60
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Fox, Fox, and more Fox : three stories (#2886KF4)	$21.46
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Fox plays ball (#2542HF1)	$17.74
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Fox versus winter (#1954JB6)	$17.74
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Goodnight school (#2820ED3)	$18.67

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Disbursement Detail Listing

Fiscal Year: 2024-2025

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Hocus and Pocus and the Dragon Next Door	$16.81
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Just like Millie (#2344PD7)	$17.74
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Lawrence in the fall (#1445CS2)	$16.81
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	My first book of mammals (#2725HC4)	$16.99
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Narwhal's sweet tooth (#2856VD1)	$12.99
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Nothing's wrong! : a hare, a bear, and some pie to share	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Out cold (#2441UC0)	$9.99
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	The snow thief (#2705CE3)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Spooky, scary skeletons (#2471SF7)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	A spoonful of frogs (#1775JX4)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Together forever (#1736TV5)	$5.99
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Ursula upside down (#2828ZD7)	$19.60
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Winter magic (#2618SEX)	$18.67
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Winter solstice wish (#2294HEX)	$18.99
7400030247	04/17/2025	1265	FOLLETT SCHOOL SOLUTIONS, LLC	506826F	10.0.2220.400.00.0000.01	Book Cataloging and Processing	$57.12
						Check Total:	$736.98

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Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030191	04/03/2025	1241	FORMATIVE PSYCHOLOGICAL SERVICES	1705-81	10.0.2210.312.00.4300.00	SCHOOL MENTAL HEALTH CONSULTATION/DR. DOUG	$2,500.00
						Check Total:	$2,500.00
7400030248	04/17/2025	1265	GOPHER	IN440706	10.0.1100.410.26.0000.03	Brine Voracity Soccer Balls Options:Black	$350.22
7400030248	04/17/2025	1265	GOPHER	IN440706	10.0.1100.410.26.0000.03	Easton 2024 Hammer Slow Pitch Softball Bats	$53.54
7400030248	04/17/2025	1265	GOPHER	IN440706	10.0.1100.410.26.0000.03	Easton 2024 Ghost Fast Pitch Softball Bats	$48.67
7400030248	04/17/2025	1265	GOPHER	IN440706	10.0.1100.410.26.0000.03	Easton 2024 Ghost Fast Pitch Softball Bats	$48.67
7400030248	04/17/2025	1265	GOPHER	IN440706	10.0.1100.410.26.0000.03	Easton 2024 Ghost Fast Pitch Softball Bats	$48.67
7400030248	04/17/2025	1265	GOPHER	IN440706	10.0.1100.410.26.0000.03	DeBeer Clincher Gymball Softballs Options:14"	$151.72
7400030248	04/17/2025	1265	GOPHER	IN440706	10.0.1100.410.26.0000.03	PaddlePro Plus Pickleball Paddles	$222.51
						Check Total:	$924.00
7400030192	04/03/2025	1241	GORDON FOOD SERVICE	9020388730	10.0.2560.400.00.0000.00	CUP PRTN SOUFF	$53.54
7400030192	04/03/2025	1241	GORDON FOOD SERVICE	9020388730	10.0.2560.410.00.0000.00	PICKLE SPEAR/BAGEL/FRIES	$978.49
7400030192	04/03/2025	1241	GORDON FOOD SERVICE	9020663252	10.0.2560.410.00.0000.00	FRSH APPLE	$116.20
7400030192	04/03/2025	1241	GORDON FOOD SERVICE	9020663253	10.0.2560.400.00.0000.00	TRAY	$39.35
7400030192	04/03/2025	1241	GORDON FOOD SERVICE	9020663253	10.0.2560.410.00.0000.00	AMER CHEESE/BAGEL	$911.24
7400030192	04/03/2025	1241	GORDON FOOD SERVICE	9020874912	10.0.2560.400.00.0000.00	CUTLERY FORK/KNIFE	$442.26
7400030192	04/03/2025	1241	GORDON FOOD SERVICE	9020874912	10.0.2560.410.00.0000.00	FRSH APPLE/EGG/ORNG	$1,644.44
						Check Total:	$4,185.52
7400030249	04/17/2025	1265	GORDON FOOD SERVICE	9021012340	10.0.2560.400.00.0000.00	PLAS BAG/TRAY	$321.56
7400030249	04/17/2025	1265	GORDON FOOD SERVICE	9021012340	10.0.2560.410.00.0000.00	APPLE/TORTILLA /CHEESE	$1,571.05
7400030249	04/17/2025	1265	GORDON FOOD SERVICE	9021125438	10.0.2560.400.00.0000.00	TRAY	$146.57
7400030249	04/17/2025	1265	GORDON FOOD SERVICE	9021125438	10.0.2560.410.00.0000.00	APPLE/RICOTTA CHEESE	$1,355.25
7400030249	04/17/2025	1265	GORDON FOOD SERVICE	9021271775	10.0.1100.450.15.0000.02	APPLE/BUTTER/CARROT	$204.41

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030249	04/17/2025	1265	GORDON FOOD SERVICE	9021271775	10.0.2560.400.00.0000.00	TRAY	$105.14
7400030249	04/17/2025	1265	GORDON FOOD SERVICE	9021271775	10.0.2560.410.00.0000.00	SOUR CREAM/CHEESE	$2,285.70
						Check Total:	$5,989.68
7400030193	04/03/2025	1241	GSF USA, INC.	INR076531	20.0.2540.322.00.0000.00	MONTHLY JANITORIAL SERVICES/4/1/25 TO	$42,203.83
						Check Total:	$42,203.83
7400030250	04/17/2025	1265	GSF USA, INC.	IN537052	10.0.1100.319.00.0000.00	CROSSING GUARD	$735.40
						Check Total:	$735.40
7400030251	04/17/2025	1265	HAYLEY REYNOLDS	V209841	10.0.1100.410.78.0000.00	EXPENSE REIMBURSEMENT/THE	$33.06
7400030251	04/17/2025	1265	HAYLEY REYNOLDS	V407720	10.0.1100.410.78.0000.00	EXPENSE REIMBURSEMENT/THE	$35.61
7400030251	04/17/2025	1265	HAYLEY REYNOLDS	V510327	10.0.1100.410.78.0000.00	EXPENSE REIMBURSEMENT/THE	$139.19
						Check Total:	$207.86
NCB	04/10/2025	1248	HEGGERTY.ORG	V838466	10.0.1100.410.22.0000.01	REFUND/OVER CHARGES	($5.40)
NCB	04/10/2025	1248	HEMISPHERE EDUCATIONAL TRAVEL	111212	10.0.1100.314.04.0000.03	PAYMENT/FIELD TRIP	$200.00
						Check Total:	$194.60
7400030252	04/17/2025	1265	HERFF JONES 2	3134857	10.0.1100.411.18.0000.03	Premier Red Classkeeper Gown. Document with	$3,125.00
						Check Total:	$3,125.00
NCB	04/10/2025	1248	HOBBY LOBBY	V605432	10.0.1100.410.78.0000.00	FLORAL	$33.27
NCB	04/10/2025	1248	IASSW	200001937	10.0.2210.312.00.0000.01	CONFERENCE	$100.00
						Check Total:	$133.27
7400030194	04/03/2025	1241	IGS ENERGY	452942	20.0.2540.465.00.0000.00	NATURAL GAS	$11,032.49
						Check Total:	$11,032.49
7400030195	04/03/2025	1241	IGS ENERGY-1	250318061558FH669F	20.0.2540.466.00.0000.00	ELECTRICITY	$11,234.47
						Check Total:	$11,234.47
NCB	04/10/2025	1248	ILLINOIS ASBO	65865	20.0.2540.312.00.0000.00	MEMBERSHIP/FACILITIES PROFESSIONALS	$100.00

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	ILLINOIS JUNIOR ACADEMY OF SCIENCE	1303	10.0.1100.410.21.0000.03	MEMBERSHIP RENEWAL	$100.00
						Check Total:	$200.00
7400030196	04/03/2025	1241	ILLINOIS STATE POLICE	V914064	10.0.2310.300.00.0000.00	FINGERPRINTING FEES	$500.00
						Check Total:	$500.00
NCB	04/10/2025	1248	ILLINOIS STATE UNIVERSITY	20241203-00002	10.0.2320.640.00.0000.00	MARCH 4, 2025 REGISTRATION	$350.00
						Check Total:	$350.00
7400030253	04/17/2025	1265	IMAGETEC	763922	10.0.2570.323.00.0000.00	OVERAGE CHARGE FOR THE 3/7/2025 TO 4/6/2025	$2,372.02
7400030253	04/17/2025	1265	IMAGETEC	763922	10.0.2570.323.00.0000.00	METER SHORTAGE	$122.43
						Check Total:	$2,494.45
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.320.00.0000.00	50% Down Payment Freight	$1,502.23
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.320.00.0000.00	Final Pay 50% Freight	$0.00
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.320.00.0000.00	50% Down Payment LABOR	$10,561.05
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.320.00.0000.00	Final Pay 50% LABOR	$0.00
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.540.00.0000.01	Smith System Flavors Chair, 14"H Shell: Apple, Frame:	$7,739.55
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.540.00.0000.01	Smith System Silhouette Student Desk 18" x 24" x	$17,117.10
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.540.00.0000.01	Media Technologies Stowaway Cabinet &	$5,189.52
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.540.00.0000.01	KI Ruckus Height Adjustable Activity Table, Kidney 48" x	$2,363.40
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.540.00.0000.01	Smith System Elemental Trapezoid Table 30"D x	$2,663.70
7400030289	04/23/2025	1274	INTERIORS FOR BUSINESS, INC.	983458DEP	60.0.2530.540.00.0000.01	KI Ricochet Stool 14"H Seat/Base/Column: Flannel	$1,411.20
						Check Total:	$48,547.75
7400030197	04/03/2025	1241	iPROSKILLS SOCCER ACADEMY	V804528	20.1.0000.000.00.1910.00	FACILITIES RENTAL	$2,625.00
						Check Total:	$2,625.00

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030198	04/03/2025	1241	JCFS CHICAGO	V597481	10.0.4120.670.35.3100.00	SCHOOL ENROLLMENT-AR MONTHLY	$8,869.32
						Check Total:	$8,869.32
7400030254	04/17/2025	1265	JCFS CHICAGO	V143951	10.0.4120.670.35.3100.00	TUITION/MARCH 2025	$7,883.84
						Check Total:	$7,883.84
NCB	04/10/2025	1248	JEWEL-OSCO	V257901	10.0.1100.450.57.0000.03	PASTA/VEG BROTH	$41.92
NCB	04/10/2025	1248	JEWEL-OSCO	V330576	10.0.1100.410.21.0000.03	HALF CAKE PAN	$96.74
NCB	04/10/2025	1248	JEWEL-OSCO	V773342	10.0.1100.423.36.0000.03	ZUCCHINI SQUASH	$7.18
NCB	04/10/2025	1248	JW PEPPER	367340555	10.0.1100.410.32.0000.03	CHORAL SUPPLIES	$54.99
						Check Total:	$200.83
7400030255	04/17/2025	1265	JW PEPPER	367482251	10.0.1100.410.31.0000.00	Wings to the Mind - Concert Band Score and Parts	$73.99
						Check Total:	$73.99
7400030199	04/03/2025	1241	KIMBERLY NOWAK	V307819	10.0.2520.332.00.0000.00	MILEAGE REIMBURSEMENT	$31.92
						Check Total:	$31.92
7400030200	04/03/2025	1241	KINGS 111 OF AMERICA, LLC	3006230	20.0.2540.340.00.0000.00	ELEVATOR PHONE-GSA COMPLETE	$24.17
7400030200	04/03/2025	1241	KINGS 111 OF AMERICA, LLC	3006230	20.0.2540.340.00.0000.00	GSA OPEN MARKET ITEM/4/1/2025-4/30/2025	$15.00
7400030200	04/03/2025	1241	KINGS 111 OF AMERICA, LLC	3006250	20.0.2540.340.00.0000.00	ELEVATOR PHONE-GSA COMPLETE	$24.17
7400030200	04/03/2025	1241	KINGS 111 OF AMERICA, LLC	3006250	20.0.2540.340.00.0000.00	GSA OPEN MARKET ITEM/4/1/2025-4/30/2025	$15.00
						Check Total:	$78.34
NCB	04/25/2025	1271	LINCOLN INVESTMENT PLANNING	V218215	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$425.00
NCB	04/11/2025	1254	LINCOLN INVESTMENT PLANNING	V312788	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$4,141.66
NCB	04/11/2025	1254	LINCOLN INVESTMENT PLANNING	V312788	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$350.00
NCB	04/25/2025	1271	LINCOLN INVESTMENT PLANNING	V496915	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$4,141.66

Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/25/2025	1271	LINCOLN INVESTMENT PLANNING	V496915	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$350.00
NCB	04/25/2025	1271	LINCOLN INVESTMENT PLANNING	V675218	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$150.00
NCB	04/11/2025	1254	LINCOLN INVESTMENT PLANNING	V81636	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$150.00
NCB	04/11/2025	1254	LINCOLN INVESTMENT PLANNING	V823699	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$425.00
						Check Total:	$10,133.32
7400030256	04/17/2025	1265	LINDA ANDERSON	V753565	10.0.1100.338.42.0000.03	BOY'S VOLLEYBALL/LH VS OLD ORCHARD	$112.00
						Check Total:	$112.00
NCB	04/10/2025	1248	LOU MALNATI'S PIZZERIA	12018746444	10.0.2310.315.00.0000.00	PARENT-TEACHER BD	$399.02
NCB	04/10/2025	1248	LOU MALNATI'S PIZZERIA	12018887702	10.0.2310.315.00.0000.00	PARENT-TEACHER BD	$377.43
NCB	04/10/2025	1248	LOU MALNATI'S PIZZERIA	12019388579	10.0.2310.315.00.0000.00	PARENT-TEACHER BD	$399.02
NCB	04/10/2025	1248	LOU MALNATI'S PIZZERIA	V222942	10.0.2630.300.00.0000.00	FULL REFUND	($104.02)
NCB	04/10/2025	1248	LOU MALNATI'S PIZZERIA	V519456	10.0.2630.300.00.0000.00	SPELLING BEE DINNER/PIZZA	$104.02
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	71022	20.0.2540.400.00.0000.04	GORILLA GLUE/BUCKET/PIPE CLAMP	$166.86
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	73496	20.0.2540.400.00.0000.03	TAPE	$216.62
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	76963	20.0.2540.400.00.0000.01	FLEX TAPE	$48.09
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	76963.0	20.0.2540.400.00.0000.01	REFUND TAXES	($4.47)
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	83357	10.0.1100.450.47.0000.03	BIRDWATCHING BASICS	$8.80
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	83436	10.0.1100.450.47.0000.03	RETURN	($8.80)
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	83440	10.0.1100.450.47.0000.03	BIRDWATCHING BASICS	$7.98
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	85344	20.0.2540.400.00.0000.03	STAINSAWAY/FLAT STRAP BUNGEE	$33.26
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	85346	10.0.1100.400.19.0000.03	MED MV/STEM	$148.50
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	86452	20.0.2540.400.00.0000.03	MASTER LOCK	($6.32)
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	86457	20.0.2540.400.00.0000.03	MASTER LOCK	$6.32
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	86852	20.0.2540.400.00.0000.03	HOSE	$9.56
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	95168	10.0.1100.410.78.0000.00	EXPRESS COAT FLAT BASE	$111.86

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2024-2025

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	LOWE'S HOME CENTERS, INC.	99573	10.0.1100.400.19.0000.03	MINI BUCKET/SCOTCH TAN MASKNG	$227.90
NCB	04/10/2025	1248	MARIANO'S	V787614	10.0.2410.315.00.0000.01	PLASTIC FORK/ST DSSRT	$78.77
						Check Total:	$2,220.40
7400030257	04/17/2025	1265	MARK ATKINSON	V534666	10.0.2410.400.00.0000.03	EXPENSE REIMBURSEMENT FOR IAR BINS	$50.00
						Check Total:	$50.00
NCB	04/25/2025	1272	MB FINANCIAL BANK_SD74 FLEX	V157694	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$2,124.95
NCB	04/25/2025	1272	MB FINANCIAL BANK_SD74 FLEX	V48319	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$404.28
NCB	04/11/2025	1255	MB FINANCIAL BANK_SD74 FLEX	V499074	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$3,369.27
NCB	04/11/2025	1255	MB FINANCIAL BANK_SD74 FLEX	V499074	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$41.66
NCB	04/11/2025	1255	MB FINANCIAL BANK_SD74 FLEX	V703791	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$2,124.95
NCB	04/25/2025	1272	MB FINANCIAL BANK_SD74 FLEX	V863897	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$3,369.27
NCB	04/25/2025	1272	MB FINANCIAL BANK_SD74 FLEX	V863897	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$41.66
NCB	04/11/2025	1255	MB FINANCIAL BANK_SD74 FLEX	V953196	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$404.28
						Check Total:	$11,880.32
7400030258	04/17/2025	1265	MCGRAW- HILL LLC	133494010001	10.0.1250.400.00.4300.00	Number Worlds Workbook Package 25-Pack Level D	$542.52
7400030258	04/17/2025	1265	MCGRAW- HILL LLC	133494010001	10.0.1250.400.00.4300.00	Number Worlds Workbook Package 25-Pack Level E	$904.20
7400030258	04/17/2025	1265	MCGRAW- HILL LLC	133494010001	10.0.1250.400.00.4300.00	Number Worlds Workbook Package 25-Pack Level F	$1,085.04
7400030258	04/17/2025	1265	MCGRAW- HILL LLC	133494010001	10.0.1250.400.00.4300.00	Number Worlds Workbook Package 25-Pack Level G	$354.22
						Check Total:	$2,885.98
7400030259	04/17/2025	1265	MICHAEL ENDO	V619323	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	$600.00
7400030259	04/17/2025	1265	MICHAEL ENDO	V67843	10.0.1100.230.00.0000.00	TUITION REIMBURSEMENT	$600.00
						Check Total:	$1,200.00
NCB	04/10/2025	1248	MICHAELS	V463435	10.0.1500.400.21.0000.03	CRAY CONSTRUCTION	$13.03
NCB	04/10/2025	1248	MICHAELS	V510686	10.0.1500.400.21.0000.03	SCIENCE FAIR SUPPLIES	$16.99
						Check Total:	$30.02

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2024-2025

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030286	04/22/2025	1266	MOONLIGHT AUDIO VIDEO INC.	3552.0	10.0.1100.551.05.0000.00	2ND HALF PAYMENT/SAMSUNG	$20,347.05
						Check Total:	$20,347.05
NCB	04/10/2025	1248	MUSEUM OF SCIENCE AND INDUSTRY	69H-LY3-WHXJ	10.0.1100.314.04.0000.02	FIELD TRIP	$1,272.00
						Check Total:	$1,272.00
7400030260	04/17/2025	1265	MUTUAL OF OMAHA	1872883900	10.3.0499.603.00.0000.00	LTD	$3,574.62
						Check Total:	$3,574.62
NCB	04/10/2025	1248	NAESP	494405	10.0.1100.411.18.0000.03	AWARDS	$77.36
						Check Total:	$77.36
7400030261	04/17/2025	1265	NATIONAL SEATING & MOBILITY, INC.	16-4025998	10.0.1200.700.00.0000.00	21WX18D BLACK TRAY, 13X8 BC, PVC RIM-FULL	$123.20
7400030261	04/17/2025	1265	NATIONAL SEATING & MOBILITY, INC.	16-4025998	10.0.1200.700.00.0000.00	TRAY ATTACHMENT, HOOK-N-LOOP STRAPS, 2"	$12.80
						Check Total:	$136.00
7400030201	04/03/2025	1241	NICOR GAS	V391327	20.0.2540.465.00.0000.00	NATURAL GAS	$2,620.19
						Check Total:	$2,620.19
7400030262	04/17/2025	1265	NICOR GAS	V157893	20.0.2540.465.00.0000.00	NATURAL GAS	$304.35
7400030262	04/17/2025	1265	NICOR GAS	V816160	20.0.2540.465.00.0000.00	NATURAL GAS	$403.46
7400030262	04/17/2025	1265	NICOR GAS	V998203	20.0.2540.465.00.0000.00	NATURAL GAS	$1,901.74
						Check Total:	$2,609.55
NCB	04/10/2025	1248	NORTH COOK INTERMEDIATE SERVICE CENTER	I2740164-174837	10.0.2210.312.00.0000.00	ILLINOIS PERFORMANCE EVALUATION	$450.00
						Check Total:	$450.00
7400030263	04/17/2025	1265	NORTH COOK INTERMEDIATE SERVICE CENTER	221	10.0.4000.312.00.4331.00	NCISC BUILDING THINKING CLASSROOMS WORKSHOP	$3,875.00
						Check Total:	$3,875.00
7400030202	04/03/2025	1241	NORTH SHORE TRANSIT	RNSTR2002190	40.0.2550.331.35.0000.00	MONTHLY ROUTE COST/FEBRUARY 2025	$63,176.89
						Check Total:	$63,176.89
7400030220	04/11/2025	1250	NORTH SUBURBAN TEACHERS' UNION	V180588	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$996.05

Disbursement Detail Listing

Fiscal Year: 2024-2025

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Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030220	04/11/2025	1250	NORTH SUBURBAN TEACHERS' UNION	V180588	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$257.05
7400030220	04/11/2025	1250	NORTH SUBURBAN TEACHERS' UNION	V294652	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$6,238.48
						Check Total:	$7,491.58
7400030287	04/25/2025	1267	NORTH SUBURBAN TEACHERS' UNION	V312337	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$6,238.48
7400030287	04/25/2025	1267	NORTH SUBURBAN TEACHERS' UNION	V787552	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$996.05
7400030287	04/25/2025	1267	NORTH SUBURBAN TEACHERS' UNION	V787552	20.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$257.05
						Check Total:	$7,491.58
7400030203	04/03/2025	1241	O'HARE MECHANICAL CONTRACTORS INC.	11674	20.0.2540.320.00.0000.03	MAINTENANCE	$2,233.31
						Check Total:	$2,233.31
7400030264	04/17/2025	1265	O'HARE MECHANICAL CONTRACTORS INC.	11785	20.0.2540.320.00.0000.01	MAINTENANCE	$737.87
7400030264	04/17/2025	1265	O'HARE MECHANICAL CONTRACTORS INC.	11786	20.0.2540.320.00.0000.03	MAINTENANCE SERVICES - TODD - O'Hare Mechanical,	$2,894.00
						Check Total:	$3,631.87
7400030265	04/17/2025	1265	OCONOMOWOC DEVELOPMENTAL TRAINING	669657	10.0.4120.670.35.3100.00	TUITION-REGULAR	$5,982.90
7400030265	04/17/2025	1265	OCONOMOWOC DEVELOPMENTAL TRAINING	669657	10.0.4120.670.35.4625.00	RESIDENTIAL	$17,931.64
						Check Total:	$23,914.54
NCB	04/10/2025	1248	OFFICE DEPOT	V110237	10.0.1500.400.21.0000.03	TRI-FOLD PRJECT BOARD	$1,400.00
NCB	04/10/2025	1248	OFFICE DEPOT	V720722	10.0.1500.400.21.0000.03	GLUE STICK	$45.57
NCB	04/10/2025	1248	OPENAI	4809D298-0005	10.0.2410.640.00.0000.03	CHATGPT PLUS	$20.00
NCB	04/10/2025	1248	PAR CODE SYMBOLOGY, INC.	87137	10.0.1100.412.05.0000.00	SLIT LAMINATED KIMDURA TWO-PART LABELS	$408.00
						Check Total:	$1,873.57
7400030266	04/17/2025	1265	PAULA S. STEIL	V776476	10.0.1100.338.42.0000.03	VOLLEYBALL OFFICIAL/LH VS GOLF	$112.00
						Check Total:	$112.00

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030267	04/17/2025	1265	PETER LEMBESSIS	V182180	10.0.2560.410.00.0000.00	EXPENSE REIMBURSEMENT/FOOD	$568.73
						Check Total:	$568.73
7400030268	04/17/2025	1265	PETRARCA,GLEASON,BOYLE & IZZO, LLC	38176	10.0.2310.319.00.0000.00	SCHOOL LAW FOR PROFESSIONAL SERVICES	$10,700.00
7400030268	04/17/2025	1265	PETRARCA,GLEASON,BOYLE & IZZO, LLC	38177	10.0.2310.319.00.0000.00	PROPERTY TAXES	$400.00
						Check Total:	$11,100.00
NCB	04/10/2025	1248	PICKLEDILLY	V530511	10.0.2310.400.00.0000.00	RETIREMENT GIFT	$200.00
						Check Total:	$200.00
7400030269	04/17/2025	1265	PITSCO EDUCATION	25-000006506	10.0.1100.400.19.0000.03	BOTTLE/CAP PLASTIC BOTTLE/TISSUE PAPER	$265.10
						Check Total:	$265.10
NCB	04/11/2025	1254	PLANMEMBER	V156535	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$175.00
NCB	04/25/2025	1271	PLANMEMBER	V211557	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$200.00
NCB	04/25/2025	1271	PLANMEMBER	V211557	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$600.00
NCB	04/25/2025	1271	PLANMEMBER	V32959	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$175.00
NCB	04/11/2025	1254	PLANMEMBER	V483121	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$200.00
NCB	04/11/2025	1254	PLANMEMBER	V483121	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$600.00
NCB	04/10/2025	1248	PLAYING WITH PLAYS	12024	10.0.1100.420.00.0000.02	SHAKESPEARE SCRIPT SET/16 BOOKS/DIGITAL	$50.00
						Check Total:	$2,000.00
7400030204	04/03/2025	1241	PMA SECURITIES LLC	INV24088	30.0.5400.600.00.0000.00	COPY OF THE 2024 CONTINUING DISCLOSURE	$2,250.00
						Check Total:	$2,250.00
NCB	04/10/2025	1248	POP UP CHICKEN	V782203	10.0.2320.312.00.0000.00	CONFERENCE/CHICKEN AND WAFFLES	$29.36
						Check Total:	$29.36
7400030205	04/03/2025	1241	PURCHASE POWER	V694310	10.0.2570.340.00.0000.00	FINANCE CHARGES/LATE	$77.17
						Check Total:	$77.17
NCB	04/10/2025	1248	RESTAURANT DEPOT	V164529	10.0.2560.410.00.0000.00	PENNE RIG/CHEESE SAUCE	$185.40
NCB	04/10/2025	1248	RESTAURANT DEPOT	V327450	10.0.1100.449.00.0000.03	CUP TRANS/CHEFER RACK	$61.44

Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	RESTAURANT DEPOT	V327450	10.0.2560.410.00.0000.00	OLIVE OIL/ICE BAG	$493.91
NCB	04/10/2025	1248	RESTAURANT DEPOT	V436089	10.0.2560.410.00.0000.00	SAUCE PIZZA/TOMATO	$71.13
NCB	04/10/2025	1248	RESTAURANT DEPOT	V6096	10.0.2560.400.00.0000.00	HVY DUTY PUMP	$99.86
NCB	04/10/2025	1248	RESTAURANT DEPOT	V6096	10.0.2560.410.00.0000.00	FLOUR TORT/CHILI	$288.24
NCB	04/10/2025	1248	RESTAURANT DEPOT	V723749	10.0.2560.410.00.0000.00	PARM SHRD MAGG/PENN	$161.02
NCB	04/10/2025	1248	RESTAURANT DEPOT	V937219	10.0.2560.410.00.0000.00	OLIVE OIL/CUBE CROUTON	$366.01
						Check Total:	$1,727.01
7400030270	04/17/2025	1265	RUSSO POWER EQUIPMENT	SPI21031024	20.0.2540.542.00.0000.00	ROTARY SWEEPER	$2,550.00
						Check Total:	$2,550.00
NCB	04/10/2025	1248	SAM'S CLUB	V680555	10.0.2310.315.00.0000.00	WATER/COKE	$202.26
NCB	04/10/2025	1248	SCHLEGL'S	V900291	10.0.2310.340.00.0000.00	BOE MEETING/SMALL	$25.45
						Check Total:	$227.71
7400030206	04/03/2025	1241	SCHOLASTIC INC.	68696854	10.0.1100.410.23.0000.02	SOCIAL WORK SUPPLIES & MATERIALS - RUTLEDGE	$49.26
						Check Total:	$49.26
7400030271	04/17/2025	1265	SCHOOL DISTRICT #74	V8042	10.2.0111.000.00.0000.00	EXPENSE REIMBURSEMENT/ILLINOIS	$1,000.00
						Check Total:	$1,000.00
7400030272	04/17/2025	1265	SCHOOL HEALTH CORPORTION	CINV000219938	10.0.2130.400.00.0000.03	ZOLL Pedi-Padz II	$600.00
						Check Total:	$600.00
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135460799	10.0.1100.410.22.0000.03	expo	$25.35
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135460799	10.0.1100.410.22.0000.03	pencils	$35.19
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135473720	10.0.1100.410.22.0000.03	index cards	$5.87
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135473720	10.0.1100.410.22.0000.03	post-its	$36.73
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135473720	10.0.1100.410.22.0000.03	sharpeners	$15.94
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135473720	10.0.1100.410.22.0000.03	Whiteboards	$23.62
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135504330	10.0.1100.410.24.0000.03	Sax Gloss Glaze, Mosaic Blue, 1 Gallon	$167.80
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135504330	10.0.1100.410.24.0000.03	Prang Refillable Oval Watercolor Trays, Oval Pan,	$28.27

Disbursement Detail Listing

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135504330	10.0.1100.410.24.0000.03	Tru-Ray Sulphite Construction Paper, 18 x 24	$36.48
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135504330	10.0.1100.410.24.0000.03	AMACO Opalescent Glaze, O-52 Fushia, Opaque, Pint	$72.77
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135529381	10.0.1100.410.22.0000.03	CREDIT/TAXES	($5.63)
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135529382	10.0.1100.410.22.0000.03	CREDIT/TAXES	($7.64)
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135529384	10.0.1100.410.24.0000.03	CREDIT/TAXES	($28.39)
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Mod Podge Sealer and Finish, Matte, 1 Gallon Jug	$39.12
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1/2 Gallon, Mars	$18.76
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1 Quart, Fire Red	$10.69
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1 Quart, Emerald	$10.69
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1 Quart, Violet	$10.69
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1/2 Gallon, Blockout	$18.76
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1 Quart, Chrome	$10.69
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1 Quart, Bright Red	$10.69
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1 Quart, Yellow Ochre	$10.69
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Sax Heavy Body Acrylic Paint, 1 Pint, Golden Yellow	$6.07
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135534267	10.0.1100.410.24.0000.03	Mod Podge Sealer and Finish, Satin, 8 Ounce Jar	$26.90

Disbursement Detail Listing

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7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135548626	10.0.1100.410.23.0000.03	School Smart Railroad Board, 22 x 28 Inches,	$63.88
7400030273	04/17/2025	1265	SCHOOL SPECIALTY	208135548626	10.0.1100.410.23.0000.03	Sax Mesh Tool Case Pouches, 10 x 13 Inches,	$43.12
						Check Total:	$687.11
7400030274	04/17/2025	1265	SCHOOLMART	457462	10.0.2230.400.00.4331.03	Lincoln Hall Assessment Calculators	$1,125.00
						Check Total:	$1,125.00
7400030275	04/17/2025	1265	SCOTT HERMAN	V689470	10.0.2660.312.00.0000.00	MILEAGE REIMBURSEMENT	$35.00
						Check Total:	$35.00
7400030207	04/03/2025	1241	SECURITY UNLIMITED, INC.	63702	20.0.2540.320.00.0000.02	THE SMOKE DETECTOR STAIR D FIRE DOOR WENT	$875.00
						Check Total:	$875.00
NCB	04/10/2025	1248	SHERWIN-WILLIAMS	6845-6	20.0.2540.400.00.0000.02	PAINT	$68.30
NCB	04/10/2025	1248	SHERWIN-WILLIAMS	OEO170552A703161	20.0.2540.400.00.0000.03	PAINT	$184.88
						Check Total:	$253.18
7400030276	04/17/2025	1265	SIMON LESSER	V628182	10.0.1100.338.42.0000.03	SOCCER OFFICIAL/4/15/25	$63.00
						Check Total:	$63.00
7400030208	04/03/2025	1241	SMITHEREEN COMPANY	3669556	20.0.2540.320.00.0000.04	TARGET PESTS/ADMIN BUILDING	$45.00
7400030208	04/03/2025	1241	SMITHEREEN COMPANY	3669557	20.0.2540.320.00.0000.02	REGULARLY SCHEDULED PC SERVICE/RH	$71.00
7400030208	04/03/2025	1241	SMITHEREEN COMPANY	3669558	20.0.2540.320.00.0000.03	REGULARLY SCHEDULED PC SERVICES/LH	$78.00
7400030208	04/03/2025	1241	SMITHEREEN COMPANY	3670155	20.0.2540.320.00.0000.01	TARGET PESTS/TH	$61.00
						Check Total:	$255.00
NCB	04/10/2025	1248	SPEED STACKS, INC.	2020	10.0.1100.450.13.0000.02	SPORT PACK	$230.00
NCB	04/10/2025	1248	SPEED STACKS, INC.	2020	10.0.1100.450.14.0000.02	SPORT PACK	$230.00
NCB	04/10/2025	1248	SPEED STACKS, INC.	2020	10.0.1100.450.15.0000.02	SPORT PACK	$229.99
						Check Total:	$689.99
7400030221	04/11/2025	1250	STATE DISBURSEMENT UNIT	V290124	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$395.00
						Check Total:	$395.00

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Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030288	04/25/2025	1267	STATE DISBURSEMENT UNIT	V661202	10.3.0499.900.00.0000.00	OTHER PAYROLL LIABILITIES	$395.00
						Check Total:	$395.00
7400030277	04/17/2025	1265	STUDIO GC	25001.02	60.0.2530.319.00.0000.00	TH 1ST GRADE FURNITURE	$1,360.00
						Check Total:	$1,360.00
7400030209	04/03/2025	1241	SYLVIA HERNANDEZ	V620190	10.0.2520.332.00.0000.00	MILEAGE REIMBURSEMENT	$42.00
						Check Total:	$42.00
7400030210	04/03/2025	1241	SYSCO FOOD SERVICES-CHICAGO	824224666	10.0.2560.400.00.0000.00	CONTAINER	$91.89
7400030210	04/03/2025	1241	SYSCO FOOD SERVICES-CHICAGO	824224666	10.0.2560.410.00.0000.00	BUTTERMILK/CREAM	$1,990.36
						Check Total:	$2,082.25
7400030278	04/17/2025	1265	SYSCO FOOD SERVICES-CHICAGO	824243215	10.0.2560.400.00.0000.00	PLAS CONTAINER/ALMN	$225.19
7400030278	04/17/2025	1265	SYSCO FOOD SERVICES-CHICAGO	824243215	10.0.2560.410.00.0000.00	CREAM CHEESE/EGG LIGUID	$937.11
7400030278	04/17/2025	1265	SYSCO FOOD SERVICES-CHICAGO	824244123	10.0.2560.410.00.0000.00	LETTUCE	($31.49)
						Check Total:	$1,130.81
7400030279	04/17/2025	1265	TEACHERS DISCOVERY	209347	10.0.1100.410.23.0000.03	Geography Poster	$33.83
7400030279	04/17/2025	1265	TEACHERS DISCOVERY	209347	10.0.1100.410.23.0000.03	Language Chart	$23.68
7400030279	04/17/2025	1265	TEACHERS DISCOVERY	209347	10.0.1100.410.23.0000.03	Geography Book	$14.65
7400030279	04/17/2025	1265	TEACHERS DISCOVERY	209347	10.0.1100.410.23.0000.03	Geography Poster	$51.88
7400030279	04/17/2025	1265	TEACHERS DISCOVERY	209347	10.0.1100.410.23.0000.03	Government Poster	$7.90
						Check Total:	$131.94
NCB	04/14/2025	1262	TEACHERS RETIREMENT SYSTEM	V406436	10.3.0499.100.10.0000.00	TEACHERS PENSION	$666.45
NCB	04/14/2025	1262	TEACHERS RETIREMENT SYSTEM	V423065	10.3.0499.100.10.0000.00	TEACHERS PENSION	$300.00
						Check Total:	$966.45
7400030280	04/17/2025	1265	TENNANT SALES AND SERVICE COMPANY	921216282	20.0.2540.320.00.0000.03	REPLACED VACUUM MOTER	$880.85
						Check Total:	$880.85
7400030211	04/03/2025	1241	TESTA PRODUCE	414304	10.0.2560.410.00.0000.00	CREDIT/CAULIFLOWER/CELE	($60.30)
7400030211	04/03/2025	1241	TESTA PRODUCE	5909360	10.0.2560.410.00.0000.00	GARLIC/PEPPERS/BANANAS	$1,130.10
						Check Total:	$1,069.80

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Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030281	04/17/2025	1265	TESTA PRODUCE	5913183	10.0.2560.410.00.0000.00	LIME JUICE/CANTALOUPE	$821.30
7400030281	04/17/2025	1265	TESTA PRODUCE	5916398	10.0.1100.450.15.0000.02	DILL/BASIL/BANANAS	$339.53
7400030281	04/17/2025	1265	TESTA PRODUCE	5916398	10.0.2560.410.00.0000.00	CAULIFLOWER/PEPPERS	$634.72
7400030281	04/17/2025	1265	TESTA PRODUCE	5920507	10.0.2560.410.00.0000.00	JUICE/CUCUMBERS	$187.70
						Check Total:	$1,983.25
7400030212	04/03/2025	1241	THE COVE SCHOOL	SD74-0325	10.0.4120.670.35.3100.00	TUITION	$8,625.40
						Check Total:	$8,625.40
7400030282	04/17/2025	1265	THE DBQ PROJECT	2179	10.0.1100.410.23.0000.03	Geography DBQ	$424.00
7400030282	04/17/2025	1265	THE DBQ PROJECT	2179	10.0.1100.410.23.0000.03	U.S. History DBQ	$424.00
						Check Total:	$848.00
7400030213	04/03/2025	1241	TK ELEVATOR CORPORTATION	3008441852	20.0.2540.320.00.0000.02	GOLD-FULL MAINTENANCE	$604.71
7400030213	04/03/2025	1241	TK ELEVATOR CORPORTATION	3008441852	20.0.2540.320.00.0000.03	GOLD-FULL MAITENANCE	$604.71
						Check Total:	$1,209.42
NCB	04/10/2025	1248	TRACERS	462260	10.0.2310.300.00.0000.00	RESIDENCY SERVICE	$39.00
						Check Total:	$39.00
7400030214	04/03/2025	1241	ULINE	190641703	20.0.2540.416.00.0000.03	Scrubbing Sponge #74	$251.89
7400030214	04/03/2025	1241	ULINE	190641703	20.0.2540.416.00.0000.03	Heavy Duty Wet Mop Head Green	$307.86
7400030214	04/03/2025	1241	ULINE	190663294	20.0.2540.400.00.0000.03	SECURE GRIP GLOVES	$352.61
7400030214	04/03/2025	1241	ULINE	191054272	20.0.2540.400.00.0000.03	CREDIT FOR SECURE GRIP GLOVES	($352.61)
7400030214	04/03/2025	1241	ULINE	191054864	20.0.2540.416.00.0000.03	Scrubbing Sponge #74	($251.89)
7400030214	04/03/2025	1241	ULINE	191054864	20.0.2540.416.00.0000.03	Heavy Duty Wet Mop Head Green	($307.86)
7400030214	04/03/2025	1241	ULINE	191055264	20.0.2540.416.00.0000.03	Scrubbing Sponge #74	$229.75
7400030214	04/03/2025	1241	ULINE	191055264	20.0.2540.416.00.0000.03	Heavy Duty Wet Mop Head Green	$280.80
7400030214	04/03/2025	1241	ULINE	191055266	20.0.2540.400.00.0000.03	GLOVES IN A BUCKET	$323.40
						Check Total:	$833.95
NCB	04/10/2025	1248	ULTIMATESLP.COM	56BEBDE4-0007	10.0.2150.300.00.0000.00	GROUP MEMBERSHIP FOR 2 USERS/FEB 28-MAR 30,	$25.90

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Fiscal Year: 2024-2025 **Bank Account:** 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
NCB	04/10/2025	1248	UNIFORM ADVANTAGE	7007527950	10.0.2560.400.00.0000.00	WOMEN'S 6-POCKET SCALLOP NECK SCRUB TOP	$69.95
						Check Total:	$95.85
7400030215	04/03/2025	1241	UNITED STATES POSTAL SERVICE	V569449	10.0.2630.342.00.0000.00	USPS PERMIT FEE RENEWAL FOR PERMIT PL#351	$350.00
						Check Total:	$350.00
NCB	04/10/2025	1248	US GAMES	929056738	10.0.1100.316.05.0000.00	RENEWAL LICENSE/GRANDFATHER	$498.00
NCB	04/11/2025	1254	VALIC	V128571	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$50.00
NCB	04/11/2025	1254	VALIC	V128571	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$50.00
NCB	04/25/2025	1271	VALIC	V178323	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$958.00
NCB	04/25/2025	1271	VALIC	V194654	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$50.00
NCB	04/25/2025	1271	VALIC	V194654	20.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$50.00
NCB	04/11/2025	1254	VALIC	V384914	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$1,008.00
NCB	04/11/2025	1254	VALIC	V394860	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$958.00
NCB	04/25/2025	1271	VALIC	V904064	10.3.0499.500.00.0000.00	ANNUITIES PAYABLE	$1,008.00
						Check Total:	$4,630.00
7400030283	04/17/2025	1265	VERITIV OPERATING COMPANY-1	21-62895603	10.0.1100.404.00.0000.02	PAPER SUPPLIES - RUTLEDGE	$1,047.20
7400030283	04/17/2025	1265	VERITIV OPERATING COMPANY-1	21-62895603	10.0.1100.404.00.0000.02	PAPER SUPPLIES - RUTLEDGE	$60.58
7400030283	04/17/2025	1265	VERITIV OPERATING COMPANY-1	21-62895603	10.0.1100.404.00.0000.02	PAPER SUPPLIES - RUTLEDGE	$136.50
						Check Total:	$1,244.28
7400030284	04/17/2025	1265	VILLAGE OF LINCOLNWOOD	V180044	20.0.2540.370.00.0000.00	WATER	$574.13
7400030284	04/17/2025	1265	VILLAGE OF LINCOLNWOOD	V263852	20.0.2540.370.00.0000.00	WATER	$425.41
7400030284	04/17/2025	1265	VILLAGE OF LINCOLNWOOD	V293192	20.0.2540.370.00.0000.00	WATER	$13.57
7400030284	04/17/2025	1265	VILLAGE OF LINCOLNWOOD	V543485	20.0.2540.370.00.0000.00	WATER	$448.29
7400030284	04/17/2025	1265	VILLAGE OF LINCOLNWOOD	V773757	20.0.2540.370.00.0000.00	WATER	$59.33
						Check Total:	$1,520.73
NCB	04/10/2025	1248	VILLAGE OF ROSEMONT	188370112068190323	10.0.2520.332.00.0000.00	PARKING FEE	$15.00
						Check Total:	$15.00

Disbursement Detail Listing

Bank Name: COLE TAYLOR BANK - ACCOUNTS PAYABLE **Date Range:** 04/01/2025 - 04/30/2025 **Sort By:** Vendor

Bank Account: 0691-59408 **Voucher Range:** - **Dollar Limit:** $0.00

Fiscal Year: 2024-2025

☐ Print Employee Vendor Names ☐ Exclude Voided Checks ☐ Exclude Manual Checks ☑ Include Non Check Batches

Check Number	Date	Voucher	Payee	Invoice	Account	Description	Amount
7400030222	04/11/2025	1250	VISION SERVICE PLAN	V478115	10.3.0499.604.00.0000.00	EMPLOYEE BENEFIT- VISION	$280.80
7400030222	04/11/2025	1250	VISION SERVICE PLAN	V478115	20.3.0499.604.00.0000.00	EMPLOYEE BENEFIT- VISION	$23.40
7400030222	04/11/2025	1250	VISION SERVICE PLAN	V724010	10.3.0499.604.00.0000.00	EMPLOYEE BENEFIT- VISION	$280.80
7400030222	04/11/2025	1250	VISION SERVICE PLAN	V724010	20.3.0499.604.00.0000.00	EMPLOYEE BENEFIT- VISION	$23.40
						Check Total:	$608.40
NCB	04/10/2025	1248	WALMART	2000129-3399237	10.0.1100.423.36.0000.03	NONFAT YOGURT	$44.10
NCB	04/10/2025	1248	WALMART	2000132-32991298	10.0.1100.423.36.0000.03	CHEDDAR CHEESE/ONION	$111.05
NCB	04/10/2025	1248	WALMART	V243530	10.0.2410.400.00.0000.03	REFUND/CHARGES NOT	($8.04)
NCB	04/10/2025	1248	WALMART	V313219	10.0.2410.400.00.0000.03	REFUND/CHARGES NOT	($37.20)
NCB	04/10/2025	1248	WALMART	V375071	10.0.2410.400.00.0000.03	REFUND/CHARGES NOT	($61.54)
NCB	04/10/2025	1248	WALMART	V874470	10.0.1100.400.19.0000.03	TACKY GLUE	$32.44
						Check Total:	$80.81
7400030216	04/03/2025	1241	WAREHOUSE DIRECT	5899452-0	20.0.2540.416.00.0000.01	Hard Wound Towel, 6/cs	$830.70
7400030216	04/03/2025	1241	WAREHOUSE DIRECT	5899452-0	20.0.2540.416.00.0000.01	Bags 44 Gal ,Blue	$642.00
						Check Total:	$1,472.70
NCB	04/10/2025	1248	WASTENOT, INC.	5287C619-0001	10.0.2560.300.00.0000.00	64 GAL/SLIM JIMS/FEB 28-MAR 28,2025	$159.00
NCB	04/10/2025	1248	WASTENOT, INC.	V922300	10.0.2560.400.00.0000.00	COMPOSTABLE LINERS &	$204.00
NCB	04/10/2025	1248	WEBSTAURANTSTORE	106836799.0	10.0.2560.400.00.0000.00	CREDIT	($41.99)
NCB	04/10/2025	1248	WEBSTAURANTSTORE	108070140	10.0.2560.640.00.0000.00	WEBSTAURANTPLUS MEMBERSHIP	$99.00
NCB	04/10/2025	1248	WEBSTAURANTSTORE	108176739	10.0.2560.400.00.0000.00	POT HOLDER/SNAP-ON	$228.08
NCB	04/10/2025	1248	WEBSTAURANTSTORE	108176739	10.0.2560.410.00.0000.00	GRANULATED GARLIC	$22.83
NCB	04/10/2025	1248	WEBSTAURANTSTORE	1409339	10.0.2560.400.00.0000.00	OVEN MITT	($18.79)
						Check Total:	$652.13
7400030217	04/03/2025	1241	WELLS FARGO VENDOR FINANCIAL SERV.,LLC	5033728831	10.0.1100.325.00.0000.00	EQUIPTMENT RENTAL	$2,048.72
						Check Total:	$2,048.72
7400030285	04/17/2025	1265	WENDELLA	V536836	10.0.1100.314.04.0000.03	DEPOSIT FOR 6TH GRADE END OF THE YEAR FIELD	$1,900.00
						Check Total:	$1,900.00

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