

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
BOARD OF EDUCATION REGULAR MEETING
THURSDAY, JUNE 12, 2025
7:00 PM - LIBRARY
285 E. GRAND AVENUE
FOX LAKE, ILLINOIS 60020**

AGENDA

I.	Call to Order	
II.	Pledge of Allegiance	
III.	Roll Call	
IV.	Consent Agenda **	2
V.	Superintendent's Report – Recognition and Informational Items	
	A. Educator of the Year Award	
	B. Co-Curricular Update – 2 nd Semester	54
	C. Principal's Report	58
	D. Student Representative's Report	
VI.	Transitional Superintendent's Report - Recognition and Informational Items	
	A. ACT Testing Site	
	B. School Safety: Reunification Training	
VII.	Public Comment	
VIII.	Superintendent's Report – Action Items	
	A. School Board Policy Modifications – Second Reading **	59
	B. Personnel **	153
IX.	Transitional Superintendent's Report - Action Items	
	A. Consolidated District Plan **	159
	B. November Board of Education Meeting Date Change **	
X.	Business Affairs	
	A. 2024/2025 Final Amended Budget **	180
	B. Resolution Authorizing Accounting Transfer(s) to Capital Projects Fund **	204
	C. 2025/2026 Budget	
	D. National School Lunch Program – 2025/2026 School Lunch Price **	207
	E. Medical Rates for the 2025-2026 School Year **	210
XI.	Other Business	
	A. FOIA	212
XII.	Closed Session	
	A. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1) **	
	B. Other matters relating to individual students 5 ILCS 120/2 (c)(10) **	
	C. Student disciplinary cases 5 ILCS 120/2 (c)(9) **	
XIII.	Action items from closed session discussion	
	A. Potential Board action regarding personnel and compensation **	
	B. Potential action regarding matters relating to individual students **	
	C. Potential action regarding placement of students **	
XIV.	Adjourn	

** Indicates potential action item in open session

The next regular Board of Education meeting will be held on Thursday, July 17, 2025

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124

MINUTES OF BOARD OF EDUCATION MEETING

MAY 15, 2025

CALL TO ORDER

A Regular Meeting of the Board of Education of Grant Community High School District 124, County of Lake, State of Illinois, was held on Thursday, May 15, 2025 and called to order at 7:00 p.m. in the Library of Grant Community High School, 285 E. Grand Avenue, Fox Lake.

PLEDGE OF ALLEGIANCE

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

ROLL CALL

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

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

Members absent:

None

Administration present:

Dr. Christine A. Sefcik, Superintendent
Mrs. Beth Reich, Business Manager
Dr. Jeremy Schmidt, Principal
Mr. Blair Schoell, Divisional Administrator
Mr. Brian Mullen, Director of Safety and Security

Student Representative: Ms. Casey McCleery

AUDIENCE

Izzy Ellington, Christi Flaker, Jen Gartner, Tony Gartner, Ella Krol, Colin Noordyke, Sydney Pulaski, Madison Tomassetti

CONSENT AGENDA

Minutes of special meeting held April 24, 2025

Minutes of regular meeting held April 24, 2025

Minutes of closed meeting held April 24, 2025

May Bills Payable

April Treasurer's Report

Destruction of closed meeting audio recording from November 9, 2023

** A motion was made by Mrs. Booth, second by Mr. Yanik to approve the Consent Agenda as presented.

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

Aye: Jared, Booth, Fleming, Hembrey, Lescher, Yanik, Kusiak

Nay: None

Absent: None
Motion – **Passed**

SUPERINTENDENT’S REPORT – Recognition and Informational Items

May Student of the Month

Dr. Sefcik introduced Colin Noordyke, in the presence of his family, as the May Student of the Month. She read Colin’s profile of accomplishments, which included academic achievements, extracurricular activities, service to the community which includes volunteering with Special Recreation Association of Central Lake County (SRACLC), a program that assists individuals with special needs. Colin’s future plans include pursuing an engineering degree at University of Illinois. Dr. Sefcik offered Colin the opportunity to speak to the Board and he thanked the Board and Administration for giving back to the school and appreciated the additions to GCHS, including the Dawg Bowl and the new weight room. Colin also mentioned that he was thankful for the rigorous courses that GCHS offered which helped him achieve his goals. The Board and audience applauded Colin and Dr. Sefcik presented him with a certificate to commemorate being chosen as the May Student of the Month.

Excellence in Education Award Winner Recognition

Stacey Mays was not attendance to be recognized for her 4th quarter Excellence in Education award.

Protect Lake County Initiative

Dr. Sefcik invited Brian Mullen, Director of Safety and Security, to present information surrounding the Protect Lake County Initiative to the Board. Brian highlighted that Protect Lake County began in 2023 as a federal funded grant project that assisted with at risk students, truancy issues, faculty threats and other concerns within the schools. Prior to behavioral threat assessments schools were limited to what they can do to assist with reported concerns. While Grant has comprehensive threat assessment protocols, Protect Lake County works together with teams to assist with addressing concerns at school and in the community, and providing professional guidance on how to handle these concerns.

School Board Policy Modifications – First Reading

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

Section 200 Board of Education

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

Section 400 Operational Services

- 4:15 Identity Protection
- 4:80 Accounting and Audits

Section 500 Personnel

- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:100 Staff Development Program

Section 600 Instruction

- 6:150 Home and Hospital Instruction

Section 700 Students

- 7:10 Equal Educational Opportunities

7:20	Harassment of Students Prohibited
7:70	Attendance and Truancy
7:180	Prevention of and Response to Bullying, Intimidation, and Harassment
7:185	Teen Dating Violence Prohibited
7:190	Student Behavior
7:200	Suspension Procedures
7:210	Expulsion Procedures
7:250	Student Support Services
7:255	Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence
7:270	Administering Medicine to Students
7:315	Restrictions on Publications; High Schools

The PRESS Update Memo was provided for supporting information for all proposed changes. They were presented as a first reading only. They will be presented for a second reading and potential action at the June meeting.

Honors Night

Dr. Sefcik stated that Honors Night took place at Maravela's banquets and catering on May 7th where we recognized the achievements of 81 students. Through the generous donations of our Grant community, we were able to distribute over \$48,000 in local scholarships this evening as well. The ceremony was wonderful and provides an opportunity to recognize the efforts these dedicated students have put forth the past 4 years. The Honors Night program was included for the Board to view.

Lake County Educator of the Year Awards

Dr. Sefcik advised that also on May 7th, the Regional Office of Education (ROE) hosted the Lake County Educator of the Year Awards ceremony. Family and Consumer Science Teacher, Christi Flaker who was in attendance, was nominated for the Lake County Educator of the Year award. Social worker Michael Gaughan attended as the Guest of Honor for his category. Paraprofessional, Maria Cuevas, and System Support Specialist, Joseph Veronese were nominated in their respective award categories. Congratulations go out to Joseph for taking home the award for Support Personnel Educator of the Year.

Hall of Fame 2025

Dr. Sefcik advised that Paul G. Lewis and Donny Schmit received the highest number of votes and are recommended for induction into the GCHS Hall of Fame for 2025. Daniel Dennis was selected for 2024, but requested to delay his induction for a year. We reached out about him participating in 2025, but at this time we are unsure if he is available.

Principal's Report

Dr. Schmidt presented his monthly report which included information on the new Summer ACT Prep class, Summer School, Freshman Honors Breakfast, NLCC Art Festival, Art in the Garden, Health and Wellness Fair, Pep Assembly and Prom.

Student Representative's Report

Casey McCleery provided her report which included information on AP Testing, Prom, Honors Night, NAHS Induction, Spring Band and Choir Concerts, Finals and Graduation. Dr. Sefcik and the Board thanked Casey for all of her hard work this year and presented her with a gift as a token of their appreciation.

TRANSITIONAL SUPERINTENDENT'S REPORT – Recognition and Informational Items

12th Hour Study Table 2025/26

Dr. Schmidt provided information regarding the 12th Hour Study Table for the 2025/26 school year. He explained that the 12th Hour Study Table serves as a space where ineligible student athletes can focus on the academic areas they may struggle in, with hopes to getting the student athlete eligible to participate in their sport of choice.

Strength and Conditioning Summer Camp Pilot

Dr. Schmidt advised the Board that we are piloting a new athletic camp titled Strength and Conditioning Open Gym, which is designed to provide students with continued access to our weight room facilities during the months of June and July. The camp is not sport-specific and is intended primarily for athletes and students currently enrolled in Introduction to Advanced Strength and Conditioning and Advanced Strength and Conditioning courses. Students will pay a nominal fee to help offset supervisor costs. Supervisors will be responsible for ensuring a safe and well-managed environment, taking attendance, and supporting students in their workouts.

PUBLIC COMMENT

None

SUPERINTENDENT'S REPORT – Action Items

Intergovernmental Agreement Concerning School Payments for the Village of Fox Lake Route 12 South Redevelopment Project Area

Dr. Sefcik recommended the approval of the Intergovernmental Agreement concerning school payments for the Village of Fox Lake Route 12 South Redevelopment Project Area which was approved by the Village on Tuesday, May 13, with ground breaking scheduled for July. If any new students enroll from the TIF development, payments will be made to the District in accordance with the terms of the Intergovernmental Agreement.

** A motion was made by Mr. Lescher, second by Mr. Yanik to approve the Intergovernmental Agreement Concerning School Payments for the Village of Fox Lake Route 12 South Redevelopment Project Area as presented.

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

Aye: Booth, Fleming, Hembrey, Lescher, Yanik, Kusiak, Jared

Nay: None

Absent: None

Motion – **Passed**

Protect Lake County Initiative

Dr. Sefcik asked if there were any questions from Mr. Mullen's presentation earlier surrounding the Protect Lake County Initiative. Dr. Sefcik recommended the approval of the Protect Lake County Initiative Memorandum of Understanding.

** A motion was made by Mrs. Hembrey, second by Mrs. Booth to approve the Protect Lake County Initiative Memorandum of Understanding as presented.

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

Aye: Fleming, Hembrey, Lescher, Yanik, Kusiak, Jared, Booth

Nay: None

Absent: None

Motion – **Passed**

Community Youth Network (CYN) Counseling Support 2025/26

Dr. Sefcik recommended the approval of a one-year agreement for CYN to provide one day of counseling services per week at a cost of \$14,500.

** A motion was made by Mr. Jared, second by Mrs. Hembrey to approve a one-year agreement with CYN as presented.

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

Aye: Hembrey, Lescher, Yanik, Kusiak, Jared, Booth, Fleming

Nay: None

Absent: None

Motion – **Passed**

Lake County Health Department (LCHD) – Assessment and Counseling Services 2025/26

Dr. Sefcik recommended the approval of a one-year agreement for LCHD to provide 3.5 days of counseling services per week at a cost of \$56,873.

** A motion was made by Mrs. Hembrey, second by Mrs. Fleming to approve a one-year agreement with the LCHD as presented.

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

Aye: Lescher, Yanik, Kusiak, Jared, Booth, Fleming, Hembrey,

Nay: None

Absent: None

Motion – **Passed**

Overnight Travel

Dr. Sefcik advised that the Special Olympics team qualified for the state competition. The competition is being held in Bloomington Illinois on June 20 and 21. The two coaches will travel with 6 student athletes. The total cost for the district is approximately \$1397.62.

** A motion was made by Mr. Yanik, second by Mrs. Booth to approve the overnight travel request for Special Olympics as presented.

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

Aye: Yanik, Kusiak, Jared, Booth, Fleming, Hembrey, Lescher

Nay: None

Absent: None

Motion – **Passed**

Co-Curricular Sponsors 2025/26

Dr. Sefcik advised that administration is recommending the approval of the co-curricular sponsors for the 2025/26 school year.

** A motion was made by Mrs. Booth, second by Mr. Yanik to approve the 2025/26 co-curricular sponsors as presented.

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

Aye: Kusiak, Jared, Booth, Fleming, Hembrey, Lescher, Yanik

Nay: None

Absent: None

Motion – **Passed**

Fall Coaches 2025/26

Dr. Sefcik recommended the approval of the fall coaching staff for the 2025/26 school year.

** A motion was made by Mrs. Hembrey, second by Mr. Jared to approve the 2025/26 fall coaching staff as presented.

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

Aye: Jared, Booth, Hembrey, Lescher, Yanik, Kusiak

Nay: None
Abstain Fleming
Absent: None

Motion – **Passed**

Personnel

Dr. Sefcik and Dr. Schmidt made the following personnel recommendations:

Accept the resignation of the following individuals (2024/25):

- Danny Brito, Freshman Boys' Basketball Coach, effective immediately
- Addison Karmis, Safety Officer, effective immediately
- Michael Schneider, Assistant Baseball Coach, effective at the completion of the 2025 baseball season
- Logan Weber, Freshman Boys' Assistant Basketball Coach, effective immediately

Employment of the following individuals (2025/26):

- Ellen Skolar, Divisional Administrator, \$100,000/yr., 2025/26
- Gavin Smyth, School Counselor, MA Step 0, 2025/26
- Jessie Maloney, Transitions Program Job Coach, \$19.17/hr., 2025/26
- Roger Lass, Girls' Head Basketball Coach, 2025/26
- Delia Molnar, Part-time Barista, \$15.00/hr., 2025/26

Notification of the following Family and Medical Leave Request:

- Leonard Grodoski, English Teacher, September 2-19, 2025
- Michele Keenan, Health and Wellness Teacher, beginning April 23, 2025 – October 3, 2025
- Carlos Patlan, Building and Grounds, May 1-9, 2025 and May 19 – June 13, 2025
- Shelly Svoboda, Science/Foreign Language Teacher, August 21, 2025 – November 14, 2025

** A motion was made by Mr. Jared, second by Mr. Lescher to approve the personnel recommendations as presented.

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

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

Motion – **Passed**

BUSINESS AFFAIRS

Five-Year Projections

Mrs. Reich advised that she updated the Five-Year Financial Projections to include the items on the 5-Year Capital Plan. Mrs. Reich reviewed the projections presentation with the board in detail and asked that they review and address any questions.

2025/26 Tentative Budget

Mrs. Reich recommended that the 2025/26 tentative budget be put on display for the statutory 30 days as there are not 30 days between the May and June Board meetings. She advised that the final budget approval request will be presented for approval in July.

** A motion was made by Mr. Jared, second by Mrs. Booth to authorize putting the 2025/26 tentative budget on display as presented.

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

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

Absent: None
Motion – **Passed**

Recommendation for Copier Equipment and Service

Mrs. Reich advised that our current contract for copier equipment and service is ending. A request for proposal was issued and three proposals were received. The three proposals were reviewed and narrowed down to two. A committee was in place and met with the two finalists; Gordon Flesch Company and Impact Networking. After reviewing the proposals in detail and weighing all options, the committee is recommending a 36-month lease for the 18 copiers with the option to renew for an additional 36 months with the incumbent, Gordon Flesch Company with a monthly lease of no more than \$5,385.37.

** A motion was made by Mr. Lescher, second by Mrs. Fleming to approve the copier equipment and service lease as presented.

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

Aye: Hembrey, Lescher, Yanik, Kusiak, Jared, Booth, Fleming

Nay: None

Absent: None

Motion – **Passed**

Preliminary 2024 Financial Profile Designation

Mrs. Reich advised that The Illinois State Board of Education (ISBE) has released the preliminary 2025 Financial Profile Designation for the District based on the 2023-24 Annual Financial Report Data. We are receiving a 3.65 out of 4.00 with a status of Financial Recognition.

OTHER BUSINESS

Dr. Sefcik informed the Board that two Freedom of Information Act requests were received and fulfilled.

Dr. Sefcik informed the Board that a request will be coming through next month to approve the graduation date change for the 2025/26 school year. The graduation date that is currently listed on the 2025/26 calendar is May 24, 2026, however due to that being a holiday weekend and limited staff availability we will be requesting to change the date to May 17, 2026.

Dr. Sefcik requested that the Board advise her of any special requests surrounding graduation diploma handout as soon as possible.

CLOSED SESSION

** At 8:01 p.m. a motion was made by Mrs. Booth, second by Mr. Yanik to go into closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance or dismissal of specific employees 5 ILCS 120/2 (c)(1); other matters relating to individual students 5 ILCS 120/2 (c)(10); student disciplinary cases 5 ILCS 120/2 (c)(9); and review of closed session minutes 5 ILCS 120/2 (c)(21).

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

Aye: Lescher, Yanik, Kusiak, Jared, Booth, Fleming, Hembrey

Nay: None

Absent: None

Motion – **Passed**

** At 9:17 p.m. a motion was made by Mr. Yanik, second by Mr. Jared to end closed session and return to open session.

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

Aye: Yanik, Kusiak, Jared, Booth, Fleming, Hembrey, Lescher

Nay: None

Absent: None

Motion – **Passed**

ACTION CLOSED SESSION

** A motion was made by Mrs. Fleming, second by Mr. Yanik to approve the opening of closed minutes as presented.

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

Aye: Kusiak, Jared, Booth, Fleming, Hembrey, Lescher, Yanik

Nay: None

Absent: None

Motion – **Passed**

ADJOURN

** At 9:18 p.m. a motion was made by Mr. Yanik, second by Mrs. Fleming to adjourn the meeting.

Kathy Kusiak, President

Shelly Booth, Secretary

Grant Community High School District 124
AP Invoice Listing Report
June 12, 2025

Total Invoices:	298	\$882,370.60
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VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
22VETS L000	22Vets LLC	281547	3002500074	mm0625	AP	Dell Server Hosts	F B	05/12/2025	06/12/2025	R	\$17,868.22
							24-25				\$17,868.22
						NUMBER OF INVOICES:	1				\$17,868.22
ACCURATE001	ACCURATE BIOMETRICS	198662505	0000000000	mm0625	AP	Fingerprinting MAY25	B	05/31/2025	06/12/2025	R	\$1,325.50
							24-25				\$1,325.50
						NUMBER OF INVOICES:	1				\$1,325.50
ADAMS DE000	Adams Decorating Supply Inc	G0020398	0000000000	mm0625	AP	Paint	B	04/23/2025	06/12/2025	R	\$2,699.50
							24-25				\$2,699.50
						NUMBER OF INVOICES:	1				\$2,699.50
AIRGAS U000	Airgas Usa, Llc	5515927870	0000000000	mm0625	AP	Cylinder Rental APR25	B	04/30/2025	06/12/2025	R	\$181.80
							24-25				\$181.80
						NUMBER OF INVOICES:	1				\$181.80
ALBERTS0000	Albertsons / Safeway	186151	0000000000	mm051325	AP	Jewel Prchs 041325-050625	H	05/08/2025	05/13/2025	R	\$2,762.16
							24-25			120384	\$2,762.16
						NUMBER OF INVOICES:	1				\$2,762.16
ALEXAJOR000	Alexander, Jordan	05122025	0000000000	mm0625	AP	SpecOlympics mileage reimbursement	B	05/12/2025	06/12/2025	R	\$122.76
							24-25				\$122.76
						NUMBER OF INVOICES:	1				\$122.76
ALLENDAL002	Allendale	202505123289	0000000000	mm0625	AP	Tuition APR25	B	04/30/2025	06/12/2025	R	\$15,330.00
							24-25				\$15,330.00
						NUMBER OF INVOICES:	1				\$15,330.00
ALPHA BA000	Alpha Baking Co., Inc.	MAY 2025	0000000000	mm0625	AP	Baking 050125-052025	B	05/20/2025	06/12/2025	R	\$580.45

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
ALPHA BA000	Alpha Baking Co., Inc.	MAY 2025	*****CONTINUED*****				24-25				\$580.45
							NUMBER OF INVOICES: 1				\$580.45
AMAZON C000	Amazon Capital Services	1KH3-LQLY-N31G	0002500043	mm0625	AP	Amazon purchases 2024-2025	B	06/01/2025	06/12/2025	R	\$6,726.85
							24-25				\$6,726.85
AMAZON C000	Amazon Capital Services	CM#1YRP-CD36-N7VP	0000000000	mm0625	AP	Credit Memo	B	06/01/2025	06/12/2025	R	\$-58.99
							24-25				\$-58.99
							NUMBER OF INVOICES: 2				\$6,667.86
ANDERPAU000	Anderson, Paul	05172025	0000000000	mm0625	AP	Baseball V	B	05/17/2025	06/12/2025	R	\$158.00
							24-25				\$158.00
							NUMBER OF INVOICES: 1				\$158.00
ARTRAGE0000	Artrageous	250630	0000000000	mm0625	AP	Jersey embroidery	B	05/09/2025	06/12/2025	R	\$22.00
							24-25				\$22.00
							NUMBER OF INVOICES: 1				\$22.00
AT & T 001	AT & T	6913922018	0000000000	mm052025	AP	8310011444996 050725-060625	H	05/07/2025	05/20/2025	R	\$394.06
							24-25		120413		\$394.06
AT & T 001	AT & T	7198271014	0000000000	mm052025	AP	8310011444894 050725-060625	H	05/07/2025	05/20/2025	R	\$381.74
							24-25		120413		\$381.74
							NUMBER OF INVOICES: 2				\$775.80
AVALON P000	Avalon Petroleum Co.	004423	0000000000	mm0625	AP	RFG 10% Ethanol	B	05/02/2025	06/12/2025	R	\$3,054.23
							24-25				\$3,054.23
AVALON P000	Avalon Petroleum Co.	010116	0000000000	mm0625	AP	RFG 10% Ethanol	B	04/23/2025	06/12/2025	R	\$4,001.26
							24-25				\$4,001.26

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 2											\$7,055.49
BALANCED000	Balanced Environments Inc	13545	0000000000	mm0625	AP	Spring PHC round#1	B	05/08/2025	06/12/2025	R	\$650.00
							24-25				\$650.00
BALANCED000	Balanced Environments Inc	13800	0000000000	mm0625	AP	Spring PHC round#2	B	05/22/2025	06/12/2025	R	\$650.00
							24-25				\$650.00
BALANCED000	Balanced Environments Inc	B2463	0000000000	mm0625	AP	Landscape Maint JUN25	B	06/01/2025	06/12/2025	R	\$6,950.00
							24-25				\$6,950.00
NUMBER OF INVOICES: 3											\$8,250.00
BAND SH0000	Band Shoppe	SI166278	0122500025	mm0625	AP	Color Guard Equipment	F B	05/21/2025	06/12/2025	R	\$239.60
							24-25				\$239.60
NUMBER OF INVOICES: 1											\$239.60
BARKEALL000	Barker, Allison	05082025	0000000000	mm0625	AP	SpecOlympics mileage reimbursement	B	05/08/2025	06/12/2025	R	\$61.66
							24-25				\$61.66
BARKEALL000	Barker, Allison	05142025	0000000000	mm0625	AP	SpecOlympics mileage reimbursement	B	05/14/2025	06/12/2025	R	\$67.00
							24-25				\$67.00
NUMBER OF INVOICES: 2											\$128.66
BARRODAN000	Barroso, Daniel	05222025	0000000000	mm0625	AP	Baseball V	B	05/22/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
NUMBER OF INVOICES: 1											\$79.00
BECMELAU000	Becmer, Lauren	AMHI635	0000000000	mm0625	AP	24/25 Tuition reimbursement	B	05/22/2025	06/12/2025	R	\$750.00
							24-25				\$750.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
						NUMBER OF INVOICES: 1					\$750.00
BENTZJAM000	Bentz, James	05092025	0000000000	mm0625	AP	Baseball V	B	05/09/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
BITLEGAR000	Bitler, Gary	05092025	0000000000	mm0625	AP	Baseball V	B	05/09/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
BLUE CRO002	Blue Cross Blue Shield of Illinois	Acct#021888 JUN25	0000000000	mm052825	AP	HMO #0000820323	H	05/16/2025	05/28/2025	R	\$15,567.16
							24-25			120452	\$15,567.16
						NUMBER OF INVOICES: 1					\$15,567.16
BLUETRIT000	BlueTriton Brands Inc	25D8104637510	0000000000	mm051325	AP	Drinking Water APR25	H	05/07/2025	05/13/2025	R	\$863.64
							24-25			120385	\$863.64
						NUMBER OF INVOICES: 1					\$863.64
BOWLECOR000	Bowles, Corrine	05212025	0000000000	mm0625	AP	Athletic food reimbursement	B	05/21/2025	06/12/2025	R	\$240.92
							24-25				\$240.92
						NUMBER OF INVOICES: 1					\$240.92
BOWMAGRE000	Bowman, Gregory	05142025	0000000000	mm0625	AP	Softball JV	B	05/14/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
BROOKST0000	Brookstone Printing Company	106716	0000000000	mm0625	AP	The Bark senior issue	B	05/15/2025	06/12/2025	R	\$6,030.00
							24-25				\$6,030.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
BROOKST0000	Brookstone Printing Company	106736	0000000000	mm0625	AP	The Bark senior reprint	B	05/30/2025	06/12/2025	R	\$5,570.00
							24-25				\$5,570.00
						NUMBER OF INVOICES: 2					\$11,600.00
CALHOPAT000	Calhoun, Patrice	BI05630	0000000000	mm0625	AP	24/25 Tuition reimbursement	B	06/02/2025	06/12/2025	R	\$1,464.00
							24-25				\$1,464.00
						NUMBER OF INVOICES: 1					\$1,464.00
CANNOVIN000	Cannon, Vincent	05122025	0000000000	mm0625	AP	Baseball V	B	05/12/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
CAPELLI 000	Capelli Sport LLC	90496717	0000000000	mm0625	AP	B Soccer uniforms	B	08/27/2024	06/12/2025	R	\$2,209.53
							24-25				\$2,209.53
CAPELLI 000	Capelli Sport LLC	90583571	0000000000	mm0625	AP	B Soccer uniforms	B	10/11/2024	06/12/2025	R	\$4,822.71
							24-25				\$4,822.71
						NUMBER OF INVOICES: 2					\$7,032.24
CARINJOS000	Caringella, Joseph	05082025 4:30	0000000000	mm0625	AP	G Soccer JV	B	05/08/2025	06/12/2025	R	\$67.00
							24-25				\$67.00
CARINJOS000	Caringella, Joseph	05082025 6:15	0000000000	mm0625	AP	G Soccer V	B	05/08/2025	06/12/2025	R	\$84.00
							24-25				\$84.00
						NUMBER OF INVOICES: 2					\$151.00
CARTEMIC000	Carter, Michael	05162025	0000000000	mm0625	AP	Baseball JV	B	05/16/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
CARTEMIC000	Carter, Michael	05192025	0000000000	mm0625	AP	Baseball V	B	05/19/2025	06/12/2025	R	\$79.00
							24-25				\$79.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION				ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
NUMBER OF INVOICES: 2											\$154.00
CDW GOVE000	CDW Government, Inc.	AE2TE8A	3002500072	mm0625	AP	Mimecast Email Firewall/Archiving Software Renewal	P B	05/19/2025	06/12/2025	R	\$16,836.79
24-25											\$16,836.79
CDW GOVE000	CDW Government, Inc.	CM#AD8XZ7E	0000000000	mm0625	AP	PO#0042500004 CREDIT	B	04/28/2025	06/12/2025	R	\$-328.00
24-25											\$-328.00
NUMBER OF INVOICES: 2											\$16,508.79
CENTRAL 010	Central Clothing Company	2550	0000000000	mm0625	AP	Softball 1/4 Zip Jackets	B	03/06/2025	06/12/2025	R	\$317.94
24-25											\$317.94
NUMBER OF INVOICES: 1											\$317.94
CLASSIC 001	Classic Printery, Inc.	105139	0000000000	mm0625	AP	2025 Graduation Programs	B	05/16/2025	06/12/2025	R	\$2,620.00
24-25											\$2,620.00
NUMBER OF INVOICES: 1											\$2,620.00
COLLEGE 007	College Board	A261111891	0000000000	mm0625	AP	AP Exams 141945	B	05/27/2025	06/12/2025	R	\$33,700.00
24-25											\$33,700.00
NUMBER OF INVOICES: 1											\$33,700.00
COMCAST 001	Comcast	240169696	0000000000	mm051325	AP	900023977 MAY25	H	05/01/2025	05/13/2025	R	\$2,975.05
24-25											\$2,975.05
COMCAST 001	Comcast	240470338	0000000000	mm051325	AP	960050207 MAY25	H	05/01/2025	05/13/2025	R	\$517.75
24-25											\$517.75
COMCAST 001	Comcast	240470345	0000000000	mm051325	AP	974472148 MAY25	H	05/01/2025	05/13/2025	R	\$346.25
24-25											\$346.25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 3											\$3,839.05
COMCAST 002	Comcast Cable	8771100240354868	0000000000	mm052825	AP	Internet 051725-061625	H	05/13/2025	05/28/2025	R	\$155.20
							24-25			120446	\$155.20
COMCAST 002	Comcast Cable	8771101420419695	0000000000	mm052025	AP	Internet 051225-061125	H	05/08/2025	05/20/2025	R	\$47.32
							24-25			120414	\$47.32
NUMBER OF INVOICES: 2											\$202.52
CONNECTI001	Connections Day School South	33397	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,204.80
							24-25				\$6,204.80
NUMBER OF INVOICES: 1											\$6,204.80
CONNECTI002	Connections Day School	38079	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40
CONNECTI002	Connections Day School	38080	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40
CONNECTI002	Connections Day School	38081	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40
CONNECTI002	Connections Day School	38082	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40
CONNECTI002	Connections Day School	38083	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40
CONNECTI002	Connections Day School	38084	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40
CONNECTI002	Connections Day School	38085	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
CONNECTI002	Connections Day School	38086	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,873.40
							24-25				\$6,873.40
						NUMBER OF INVOICES: 8					\$54,987.20
CONNECTI004	Connections Academy East	14723	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,923.20
							24-25				\$6,923.20
CONNECTI004	Connections Academy East	14724	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$7,253.80
							24-25				\$7,253.80
						NUMBER OF INVOICES: 2					\$14,177.00
CONSERV 000	Conserv Fs	65194902	0000000000	mm0625	AP	Turfce Pro	B	05/21/2025	06/12/2025	R	\$680.00
							24-25				\$680.00
						NUMBER OF INVOICES: 1					\$680.00
CONSTELL000	Constellation New Energy, Inc	70610047501	0000000000	mm0625	AP	764073-46292 APR25	B	04/30/2025	06/12/2025	R	\$522.62
							24-25				\$522.62
CONSTELL000	Constellation New Energy, Inc	70610341701	0000000000	mm0625	AP	764073-46291 APR25	B	04/30/2025	06/12/2025	R	\$38,195.84
							24-25				\$38,195.84
CONSTELL000	Constellation New Energy, Inc	70808059701	0000000000	mm0625	AP	2857041-0 MAY25	B	05/21/2025	06/12/2025	R	\$132.49
							24-25				\$132.49
						NUMBER OF INVOICES: 3					\$38,850.95
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	4322138	0000000000	mm0625	AP	BG-5862 APR25	B	05/28/2025	06/12/2025	R	\$9,644.89
							24-25				\$9,644.89
CONSTELL001	CONSTELLATION NEWENERGY-GAS DIVISI	4322139	0000000000	mm0625	AP	BG-11642 APR25	B	05/28/2025	06/12/2025	R	\$657.26
							24-25				\$657.26

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 2											\$10,302.15
CORD LES000	Cord, Leslie	05202025	0000000000	mm0625	AP	B VBall V/JV	B	05/20/2025	06/12/2025	R	\$118.00
							24-25				\$118.00
NUMBER OF INVOICES: 1											\$118.00
CSES SCH000	CSES Schools LLC	D124-052025	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$7,903.14
							24-25				\$7,903.14
NUMBER OF INVOICES: 1											\$7,903.14
CUNNIAN000	Cunningham, Ian	05222025	0000000000	mm0625	AP	Baseball V	B	05/22/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
NUMBER OF INVOICES: 1											\$79.00
DEVENROB000	Devenport, Robert	05192025 4:30	0000000000	mm0625	AP	Lacrosse JV	B	05/19/2025	06/12/2025	R	\$72.00
							24-25				\$72.00
DEVENROB000	Devenport, Robert	05192025 6:00	0000000000	mm0625	AP	Lacrosse V	B	05/19/2025	06/12/2025	R	\$84.00
							24-25				\$84.00
NUMBER OF INVOICES: 2											\$156.00
DIAMOND 003	Diamond J Glass Inc	13898	0000000000	mm0625	AP	Glass/Mirror service	B	05/12/2025	06/12/2025	R	\$988.00
							24-25				\$988.00
NUMBER OF INVOICES: 1											\$988.00
DIRECT F000	Direct Fitness Solutions LLC	0204741-IN	0212500011	mm0625	AP	Lifestyle Fitness Classes	F B	02/20/2025	06/12/2025	R	\$1,500.00
							24-25				\$1,500.00
NUMBER OF INVOICES: 1											\$1,500.00
DURHAM S001	Durham School Services	92093725	0000000000	mm0625	AP	SpecEd Trnsprt MAY25	B	06/03/2025	06/12/2025	R	\$22,522.63

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
DURHAM S001	Durham School Services	92093725		*****CONTINUED*****			24-25				\$22,522.63
						NUMBER OF INVOICES: 1					\$22,522.63
ECS MIDW000	Ecs Midwest. Llc	2021893	0000000000	mm0625	AP	Proj#16:7118-S Tennis Court	B	01/03/2025	06/12/2025	R	\$6,000.00
							24-25				\$6,000.00
ECS MIDW000	Ecs Midwest. Llc	2021896	0000000000	mm0625	AP	Proj#16:15604 Trnsprt Pavement	B	01/03/2025	06/12/2025	R	\$1,150.00
							24-25				\$1,150.00
ECS MIDW000	Ecs Midwest. Llc	2028021	0000000000	mm0625	AP	Proj#53:1658-B Tennis Court	B	02/07/2025	06/12/2025	R	\$2,000.00
							24-25				\$2,000.00
ECS MIDW000	Ecs Midwest. Llc	2028022	0000000000	mm0625	AP	Proj#53:5343 Trnsprt Pavement	B	02/07/2025	06/12/2025	R	\$2,000.00
							24-25				20 \$2,000.00
ECS MIDW000	Ecs Midwest. Llc	2030896	0000000000	mm0625	AP	Proj#16:7118-S Tennis Court	B	02/07/2025	06/12/2025	R	\$3,500.00
							24-25				\$3,500.00
ECS MIDW000	Ecs Midwest. Llc	2030897	0000000000	mm0625	AP	Proj#16:15604 Trnsprt Pavement	B	02/07/2025	06/12/2025	R	\$4,900.00
							24-25				\$4,900.00
						NUMBER OF INVOICES: 6					\$19,550.00
EI US LL000	EI US LLC	INV234333	0000000000	mm0625	AP	Hospital Tutoring	B	02/14/2025	06/12/2025	R	\$662.36
							24-25				\$662.36
EI US LL000	EI US LLC	INV235642	0000000000	mm0625	AP	Hospital Tutoring	B	02/21/2025	06/12/2025	R	\$41.40
							24-25				\$41.40
EI US LL000	EI US LLC	INV250844	0000000000	mm0625	AP	Hospital Tutoring	B	04/30/2025	06/12/2025	R	\$248.37
							24-25				\$248.37

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
EI US LL000	EI US LLC	INV250845	0000000000	mm0625	AP	Hospital Tutoring	B	04/30/2025	06/12/2025	R	\$1,283.32
							24-25				\$1,283.32
EI US LL000	EI US LLC	INV250846	0000000000	mm0625	AP	Hospital Tutoring	B	04/30/2025	06/12/2025	R	\$496.77
							24-25				\$496.77
EI US LL000	EI US LLC	INV255291	0000000000	mm0625	AP	Hospital Tutoring	B	05/16/2025	06/12/2025	R	\$82.79
							24-25				\$82.79
EI US LL000	EI US LLC	INV255292	0000000000	mm0625	AP	Hospital Tutoring	B	05/16/2025	06/12/2025	R	\$827.95
							24-25				\$827.95
EI US LL000	EI US LLC	INV255293	0000000000	mm0625	AP	Hospital Tutoring	B	05/16/2025	06/12/2025	R	\$827.95
							24-25				\$827.95
EI US LL000	EI US LLC	INV256676	0000000000	mm0625	AP	Hospital Tutoring	B	05/23/2025	06/12/2025	R	\$662.36
							24-25				\$662.36
EI US LL000	EI US LLC	INV256677	0000000000	mm0625	AP	Hospital Tutoring	B	05/23/2025	06/12/2025	R	\$827.95
							24-25				\$827.95
NUMBER OF INVOICES: 10											\$5,961.22
ERIKSSON000	Eriksson Engineering	32321	0000000000	mm0625	AP	Tennis Courts civil engineering	B	05/16/2025	06/12/2025	R	\$1,840.00
							24-25				\$1,840.00
NUMBER OF INVOICES: 1											\$1,840.00
EXCEPTI0000	Exceptional Learners Collaborative	00025212	0000000000	mm0625	AP	Physical Therapy APR25	B	05/13/2025	06/12/2025	R	\$359.10
							24-25				\$359.10
EXCEPTI0000	Exceptional Learners Collaborative	00025218	0000000000	mm0625	AP	Tuition MAY25	B	06/03/2025	06/12/2025	R	\$28,500.00
							24-25				\$28,500.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 2											\$28,859.10
FAIR AMI000	Fair, Amie	05202025	0000000000	mm0625	AP	B VBall V/JV	B	05/20/2025	06/12/2025	R	\$68.00
							24-25				\$68.00
FAIR AMI000	Fair, Amie	05222025	0000000000	mm0625	AP	B VBall V/JV	B	05/22/2025	06/12/2025	R	\$68.00
							24-25				\$68.00
NUMBER OF INVOICES: 2											\$136.00
FBLA 000	Fbla	Reg#82838	0000000000	mm052025	AP	FBLA Nationals Registration	H	05/08/2025	05/20/2025	R	\$445.00
							24-25			120415	\$445.00
NUMBER OF INVOICES: 1											\$445.00
FELICITY000	Felicity Schools LLC	3649	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$4,387.87
							24-25				\$4,387.87
NUMBER OF INVOICES: 1											\$4,387.87
FINK MAR000	Fink, Martin	05222025	0000000000	mm0625	AP	B VBall JV2	B	05/22/2025	06/12/2025	R	\$58.00
							24-25				\$58.00
NUMBER OF INVOICES: 1											\$58.00
FINSTMAR000	Finstein, Mark	05092025	0000000000	mm0625	AP	Softball V	B	05/09/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
NUMBER OF INVOICES: 1											\$79.00
FLAKECHR000	Flaker, Christi	05162025	0000000000	mm0625	AP	CLC mileage reimbursement	B	05/16/2025	06/12/2025	R	\$13.40
							24-25				\$13.40
FLAKECHR000	Flaker, Christi	05162025(2)	0000000000	mm0625	AP	NSERVE mileage reimbursement	B	05/16/2025	06/12/2025	R	\$60.97
							24-25				\$60.97

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
FLAKECHR000	Flaker, Christi	05162025(3)	0000000000	mm0625	AP	Grocery/Site Visit mileage reimbursement	B	05/16/2025	06/12/2025	R	\$72.63
							24-25				\$72.63
						NUMBER OF INVOICES: 3					\$147.00
FOERCCOL000	Foerch, Colt	MED543	0000000000	mm0625	AP	24/25 Tuition Reimbursement	B	06/02/2025	06/12/2025	R	\$1,908.00
							24-25				\$1,908.00
						NUMBER OF INVOICES: 1					\$1,908.00
FOLLETT 009	Follett Content Solutions LLC	578772	0000000000	mm0625	AP	Library supply	B	05/15/2025	06/12/2025	R	\$172.15
							24-25				\$172.15
						NUMBER OF INVOICES: 1					\$172.15
FRANCZEK000	Franczek P.C.	239752	0000000000	mm052825	AP	APR25 Legal Services	H	05/20/2025	05/28/2025	R	\$399.00
							24-25			120447	\$399.00
						NUMBER OF INVOICES: 1					\$399.00
FRANKBRI000	Frank, Brian	05172025	0000000000	mm0625	AP	Baseball V	B	05/17/2025	06/12/2025	R	\$158.00
							24-25				\$158.00
						NUMBER OF INVOICES: 1					\$158.00
FSS TECH000	FSS TECHNOLOGIES	I-61235	0000000000	mm0625	AP	Cntrl Stn Mntr	B	05/17/2025	06/12/2025	R	\$360.00
							24-25				\$360.00
						NUMBER OF INVOICES: 1					\$360.00
GALBAJAM000	Galbavy, James	05092025	0000000000	mm0625	AP	Softball V	B	05/09/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
GEISTRYA000	Geist, Ryan	JUNE 2025	0000000000	mm0625	AP	Phone Reimbursement	B	06/01/2025	06/12/2025	R	\$100.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
GEISTRYA000	Geist, Ryan	JUNE 2025		*****CONTINUED*****			24-25				\$100.00
						NUMBER OF INVOICES: 1					\$100.00
GFC LEAS000	GFC Leasing	I01020737	0000000000	mm0625	AP	Copier Lease pymt	B	05/17/2025	06/12/2025	R	\$7,537.76
							24-25				\$7,537.76
						NUMBER OF INVOICES: 1					\$7,537.76
GIGLIPEG000	Gigliotti, Peggy	05222025	0000000000	mm0625	AP	Job Coach mileage reimbursement	B	05/22/2025	06/12/2025	R	\$32.16
							24-25				\$32.16
						NUMBER OF INVOICES: 1					\$32.16
GILL NIC000	Gill, Nicole	05162025	0000000000	mm0625	AP	IACAC Conf mileage reimbursement	B	05/16/2025	06/12/2025	R	\$72.36
							24-25				\$72.36
						NUMBER OF INVOICES: 1					\$72.36
GORDON F001	Gordon Food Service, Inc.	MAY25-100217416	0000000000	mm0625	AP	FOOD MAY25	B	05/30/2025	06/12/2025	R	\$32,174.37
							24-25				\$32,174.37
						NUMBER OF INVOICES: 1					\$32,174.37
GRAINGER001	Grainger	9491241577	0000000000	mm0625	AP	Bldg & Grnds supply	B	04/30/2025	06/12/2025	R	\$53.54
							24-25				\$53.54
						NUMBER OF INVOICES: 1					\$53.54
GRANT C0001	Grant Community High School Distri	05292025	0000000000	mm0625	AP	Escrow transfer to SBOTL	B	05/29/2025	06/12/2025	S	\$5,986.14
							24-25				\$5,986.14

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
GRANT C0001	Grant Community High School Distri	05292025(2)	0000000000	mm0625	AP	Impact transfer to SBOTL	B	05/29/2025	06/12/2025	S	\$77,044.03
							24-25				\$77,044.03
						NUMBER OF INVOICES: 2					\$83,030.17
GRANTBRI001	Grant, Brian	05242025	0000000000	mm0625	AP	Baseball JV/JV2	B	05/24/2025	06/12/2025	R	\$150.00
							24-25				\$150.00
						NUMBER OF INVOICES: 1					\$150.00
GRAYSLAK007	Grayslake Community High School	BTF Awards GLC	0000000000	mm0625	AP	NLCC B Track Invite share	B	05/21/2025	06/12/2025	R	\$114.06
							24-25				\$114.06
						NUMBER OF INVOICES: 1					\$114.06
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	46874649006	0000000000	mm0625	AP	Beverages-Vending	B	05/07/2025	06/12/2025	R	\$764.39
							24-25				\$764.39
											25
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	46981707006	0000000000	mm0625	AP	Beverages-Vending	B	05/14/2025	06/12/2025	R	\$719.47
							24-25				\$719.47
GREAT LA011	GREAT LAKES COCA COLA DISTRIB	47090793008	0000000000	mm0625	AP	Beverages-Vending	B	05/21/2025	06/12/2025	R	\$1,204.53
							24-25				\$1,204.53
						NUMBER OF INVOICES: 3					\$2,688.39
GRUBEPAI000	Gruber, Paige	05092025	0000000000	mm0625	AP	Journalism meal/fuel reimbursement	B	05/09/2025	06/12/2025	R	\$254.58
							24-25				\$254.58
						NUMBER OF INVOICES: 1					\$254.58
GUARDIAN001	Guardian	00 554362	0000000000	mm052825	AP	Dental/Life JUN25	H	05/21/2025	05/28/2025	R	\$5,669.19
							24-25			120448	\$5,669.19

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$5,669.19
GUILDJOH000	Guild, John	05082025 4:30	0000000000	mm0625	AP	G Soccer JV	B	05/08/2025	06/12/2025	R	\$67.00
							24-25				\$67.00
NUMBER OF INVOICES: 1											\$67.00
GUNSAAMY000	Gunsaulus, Amy	05212025	0000000000	mm0625	AP	Transition mileage reimbursement	B	05/21/2025	06/12/2025	R	\$45.02
							24-25				\$45.02
NUMBER OF INVOICES: 1											\$45.02
HAGERJOE000	Hager, Joey	05152025	0000000000	mm0625	AP	Softball V	B	05/15/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
HAGERJOE000	Hager, Joey	05162025	0000000000	mm0625	AP	Softball V	B	05/16/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
NUMBER OF INVOICES: 2											\$158.00
HEARTLAN006	Heartland Alliance Health	27053	0000000000	mm0625	AP	Telephonic	B	04/30/2025	06/12/2025	R	\$57.35
							24-25				\$57.35
NUMBER OF INVOICES: 1											\$57.35
HELBINIC000	Helbig, Nicole	05122025	0000000000	mm0625	AP	SpecOlympics mileage reimbursement	B	05/12/2025	06/12/2025	R	\$86.56
							24-25				\$86.56
NUMBER OF INVOICES: 1											\$86.56
HERFF J0000	Herff Jones	1270306	0000000000	mm0625	AP	Diploma IN01062	B	04/28/2025	06/12/2025	R	\$133.25
							24-25				\$133.25

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
HERFF J0000	Herff Jones	1271914	0000000000	mm0625	AP	Diploma IN01062	B	05/05/2025	06/12/2025	R	\$2,025.68
							24-25				\$2,025.68
HERFF J0000	Herff Jones	1273936	0000000000	mm0625	AP	Diploma Cover CV01062	B	05/12/2025	06/12/2025	R	\$4,274.27
							24-25				\$4,274.27
NUMBER OF INVOICES: 3											\$6,433.20
HOME DEP001	Home Depot Commercial Credit	6035322531946634	0000000000	mm0625	AP	BLDG & GRNDS supply	B	05/13/2025	06/12/2025	R	\$188.75
							24-25				\$188.75
NUMBER OF INVOICES: 1											\$188.75
HONDABRI000	Honda, Brianne	05132025	0000000000	mm0625	AP	B VBall V/JV	B	05/13/2025	06/12/2025	R	\$68.00
							24-25				\$68.00
NUMBER OF INVOICES: 1											\$68.00
HUDGISAN000	Hudgins, Sandra	05202025	0000000000	mm0625	AP	B VBall JV2/JV2B	B	05/20/2025	06/12/2025	R	\$116.00
							24-25				\$116.00
NUMBER OF INVOICES: 1											\$116.00
IASB 000	Iasb	460694	0000000000	mm0625	AP	Cust#491240 Annual Dues	B	05/02/2025	06/12/2025	R	\$6,645.00
							24-25				\$6,645.00
IASB 000	Iasb	462112	0000000000	mm0625	AP	BoardBook/PRESS/SBPOL	B	05/02/2025	06/12/2025	R	\$8,505.00
							24-25				\$8,505.00
NUMBER OF INVOICES: 2											\$15,150.00
ILLINOIS007	Illinois High School Association	Wres IHSA Ind Reg	0000000000	mm0625	AP	IHSA Wrestling Regional	B	05/22/2025	06/12/2025	R	\$569.00
							24-25				\$569.00
NUMBER OF INVOICES: 1											\$569.00
INTEGRAT000	Integrated Systems Corp	0746836	0000000000	mm0625	AP	Skyward JUL25	B	06/01/2025	06/12/2025	R	\$1,088.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
INTEGRAT000	Integrated Systems Corp	0746836		*****	CONTINUED*****						
							24-25				\$1,088.00
						NUMBER OF INVOICES:	1				\$1,088.00
INTERSTA000	Interstate All Battery Center	1903901046963	0000000000	mm0625	AP	BLDG & GRNDS supply	B	05/13/2025	06/12/2025	R	\$3,575.00
							24-25				\$3,575.00
						NUMBER OF INVOICES:	1				\$3,575.00
IPSENE000	Ipsen, Ellen	05132025	0000000000	mm0625	AP	B VBall V/JV	B	05/13/2025	06/12/2025	R	\$118.00
							24-25				\$118.00
						NUMBER OF INVOICES:	1				\$118.00
JH EVENT000	jh Events and Flowers Inc	7406	0000000000	mm0625	AP	Graduation flowers	B	05/08/2025	06/12/2025	R	\$175.00
							24-25				\$175.00
						NUMBER OF INVOICES:	1				\$175.00
JOSTENS 000	Jostens	37054128	0000000000	mm0625	AP	Superintendent Notecards	B	04/30/2025	06/12/2025	R	\$559.95
							24-25				\$559.95
						NUMBER OF INVOICES:	1				\$559.95
K & M PR000	K & M Printing Co Inc	COD-25-6996	0000000000	mm0625	AP	Diploma stickers	B	05/28/2025	06/12/2025	R	\$121.33
							24-25				\$121.33
						NUMBER OF INVOICES:	1				\$121.33
KARKOJAM000	Karkow, James	05062025	0000000000	mm0625	AP	Baseball JV2	B	05/06/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
						NUMBER OF INVOICES:	1				\$75.00
KAUTHKAT000	Kauth, Katelyn	05082025	0000000000	mm0625	AP	Skyward Conf mileage	B	05/08/2025	06/12/2025	R	\$195.64

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
KAUTHKAT000	Kauth, Katelyn	05082025		*****CONTINUED*****		reimbursement					
							24-25				\$195.64
						NUMBER OF INVOICES: 1					\$195.64
KENNEMIC003	Kennedy, Michael	05132025	0000000000	mm0625	AP	Job Site mileage reimbursement	B	05/13/2025	06/12/2025	R	\$120.60
							24-25				\$120.60
						NUMBER OF INVOICES: 1					\$120.60
KIELBJOS000	Kielbasa, Joseph	05162025	0000000000	mm0625	AP	Softball V	B	05/16/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
KRIHA B0000	Kriha Boucek LLC	8571	0000000000	mm051325	AP	APR25 Legal Services	H	05/06/2025	05/13/2025	R	\$1,770.00
							24-25			120387	\$1,770.00
						NUMBER OF INVOICES: 1					\$1,770.00
KRONSTR000	Kronshage, Christian	05082025 4:30	0000000000	mm0625	AP	G Soccer JV2	B	05/08/2025	06/12/2025	R	\$74.00
							24-25				\$74.00
						NUMBER OF INVOICES: 1					\$74.00
LAKESIDE002	Lakeside Transportation	RTINV1005810	0000000000	mm0625	AP	SpecEd Trnsprt APR25	B	04/30/2025	06/12/2025	R	\$26,469.24
							24-25				\$26,469.24
						NUMBER OF INVOICES: 1					\$26,469.24
LESIARAC000	Lesiak, Rachel	05132025	0000000000	mm0625	AP	PBIS reimbursement	B	05/13/2025	06/12/2025	R	\$22.49
							24-25				\$22.49

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$22.49
LEVADEM000	Levaditis, Demetra	ID#28146	0000000000	mm0625	AP	Lunch Balance refund	B	05/21/2025	06/12/2025	R	\$542.50
							24-25				\$542.50
NUMBER OF INVOICES: 1											\$542.50
LITANIA 000	Litania Sports Group Inc	703887	0502500072	mm0625	AP	Track Equipment (Throwers & Starting Blocks)	F B	04/03/2025	06/12/2025	R	\$2,276.00
							24-25				\$2,276.00
NUMBER OF INVOICES: 1											\$2,276.00
LUKEMVER000	Lukemeyer, Veronica	05202025	0000000000	mm0625	AP	Meeting mileage reimbursement	B	05/20/2025	06/12/2025	R	\$18.89
							24-25				\$18.89
NUMBER OF INVOICES: 1											30 \$18.89
MANCIFRA000	Mancilla Pena, Francisco	05082025 6:15	0000000000	mm0625	AP	G Soccer V	B	05/08/2025	06/12/2025	R	\$84.00
							24-25				\$84.00
NUMBER OF INVOICES: 1											\$84.00
MATTEPAS000	Mattera, Pasquale	05082025 6:15	0000000000	mm0625	AP	G Soccer V	B	05/08/2025	06/12/2025	R	\$84.00
							24-25				\$84.00
NUMBER OF INVOICES: 1											\$84.00
MCHENRY 010	McHenry Specialties	2025-403	0000000000	mm0625	AP	10yr Baseball Coach	B	05/13/2025	06/12/2025	R	\$22.00
							24-25				\$22.00
NUMBER OF INVOICES: 1											\$22.00
MCINTWIL000	McIntee, William	05132025	0000000000	mm0625	AP	B VBall V/JV	B	05/13/2025	06/12/2025	R	\$118.00
							24-25				\$118.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$118.00
MCQUEEN 000	McQueen Technology Group LLC	011479	0000000000	mm0625	AP	IT Support MAY25	B	06/01/2025	06/12/2025	R	\$8,000.00
							24-25				\$8,000.00
NUMBER OF INVOICES: 1											\$8,000.00
MECKLMAD000	Meckl, Madalene	05132025	0000000000	mm0625	AP	B VBall JV2	B	05/13/2025	06/12/2025	R	\$58.00
							24-25				\$58.00
NUMBER OF INVOICES: 1											\$58.00
MELENDAN000	Melendez, Daniel	202519	0000000000	mm052025	AP	Spring Band A/V	H	05/19/2025	05/20/2025	R	\$500.00
							24-25			120416	\$500.00
MELENDAN000	Melendez, Daniel	202520	0000000000	mm052025	AP	Spring Choir A/V	H	05/19/2025	05/20/2025	R	\$1,000.00
							24-25			120416	\$1,000.00
MELENDAN000	Melendez, Daniel	202521	0000000000	mm052025	AP	Graduation 2025 A/V	H	05/19/2025	05/20/2025	R	\$3,000.00
							24-25			120416	\$3,000.00
NUMBER OF INVOICES: 3											\$4,500.00
MENARDS 001	Menards	91419	0000000000	mm0625	AP	BLDG & GRNDS supply	B	03/25/2025	06/12/2025	R	\$93.96
							24-25				\$93.96
MENARDS 001	Menards	91425	0000000000	mm0625	AP	BLDG & GRNDS supply	B	03/25/2025	06/12/2025	R	\$85.27
							24-25				\$85.27
MENARDS 001	Menards	91544	0000000000	mm0625	AP	Theater supply	B	03/27/2025	06/12/2025	R	\$102.75
							24-25				\$102.75
MENARDS 001	Menards	91563	0000000000	mm0625	AP	Theater supply	B	03/27/2025	06/12/2025	R	\$7.96
							24-25				\$7.96

VEN-KEY	VENDOR NAME			INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT			
	ACH	VOID	DOWNLOAD	DISCOUNT	DESCRIPTION		DISC	AMT	ADJUSTMENT	DESCRIPTION	FY	ADJ	AMT	CHECK	NBR	INVOICE	AMOUNT
MENARDS 001	Menards			92514		0000000000	mm	0625	AP	Tech Ed supply	B	04/10/2025	06/12/2025	R			\$68.39
																24-25	\$68.39
MENARDS 001	Menards			93872		0000000000	mm	0625	AP	Tech Ed supply	B	05/01/2025	06/12/2025	R			\$74.10
																24-25	\$74.10
MENARDS 001	Menards			94097		0000000000	mm	0625	AP	BLDG & GRNDS supply	B	05/04/2025	06/12/2025	R			\$215.82
																24-25	\$215.82
MENARDS 001	Menards			94223		0000000000	mm	0625	AP	Tech Ed supply	B	05/06/2025	06/12/2025	R			\$10.07
																24-25	\$10.07
MENARDS 001	Menards			94240		0000000000	mm	0625	AP	BLDG & GRNDS supply	B	05/06/2025	06/12/2025	R			\$107.97
																24-25	\$107.97
MENARDS 001	Menards			94295		0000000000	mm	0625	AP	Tech Ed supply	B	05/07/2025	06/12/2025	R			\$47.02
																24-25	\$47.02
MENARDS 001	Menards			94315		0000000000	mm	0625	AP	Tech Dept supply	B	05/07/2025	06/12/2025	R			\$25.08
																24-25	\$25.08
MENARDS 001	Menards			94473		0000000000	mm	0625	AP	Tech Ed supply	B	05/09/2025	06/12/2025	R			\$51.39
																24-25	\$51.39
MENARDS 001	Menards			94736		0000000000	mm	0625	AP	Tech Ed supply	B	05/13/2025	06/12/2025	R			\$143.27
																24-25	\$143.27
MENARDS 001	Menards			94737		0000000000	mm	0625	AP	Tech Ed supply	B	05/13/2025	06/12/2025	R			\$23.22
																24-25	\$23.22
MENARDS 001	Menards			95241		0000000000	mm	0625	AP	Transportation supply	B	05/20/2025	06/12/2025	R			\$23.98
																24-25	\$23.98
NUMBER OF INVOICES: 15																	\$1,080.25
MENTA AC000	Menta Academy North			SESINV-049356		0000000000	mm	0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R			\$7,344.33

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ	S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR		INVOICE AMOUNT
MENTA AC000	Menta Academy North	SESINV-049356	*****CONTINUED*****									
							24-25					\$7,344.33
MENTA AC000	Menta Academy North	SESINV-049357	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R		\$4,195.38
							24-25					\$4,195.38
						NUMBER OF INVOICES: 2						\$11,539.71
MEYERCOR001	Meyer, Corey	05082025	0000000000	mm0625	AP	Baseball V	B	05/08/2025	06/12/2025	R		\$79.00
							24-25					\$79.00
						NUMBER OF INVOICES: 1						\$79.00
MID-WEST000	Mid-West Truckers Association, Inc	44261	0000000000	mm0625	AP	Pre-Employ Query	B	05/09/2025	06/12/2025	R		\$24.00
							24-25					\$24.00
						NUMBER OF INVOICES: 1						\$24.00
MIP V ON000	MIP V Onion Parent LLC	PS657537	0000000000	mm0625	AP	Port-a-Potty 5/30-6/26/25	B	05/29/2025	06/12/2025	R		\$2,640.00
							24-25					\$2,640.00
MIP V ON000	MIP V Onion Parent LLC	WA12681092	0000000000	mm0625	AP	Trash Service JUN25	B	05/15/2025	06/12/2025	R		\$92.10
							24-25					\$92.10
						NUMBER OF INVOICES: 2						\$2,732.10
MOLITCHE000	Molitor, Cher'ee	05132025	0000000000	mm0625	AP	B VBall V/JV	B	05/13/2025	06/12/2025	R		\$68.00
							24-25					\$68.00
						NUMBER OF INVOICES: 1						\$68.00
MOORETOD000	Moore, Todd	05232025	0000000000	mm0625	AP	Softball JV	B	05/23/2025	06/12/2025	R		\$75.00
							24-25					\$75.00
						NUMBER OF INVOICES: 1						\$75.00
MORRIJOR000	Morris, Joree	05132025	0000000000	mm0625	AP	Job site mileage	B	05/13/2025	06/12/2025	R		\$120.60

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
MORRIJ0R000	Morris, Joree	05132025		*****CONTINUED*****		reimbursement					
							24-25				\$120.60
MORRIJ0R000	Morris, Joree	05192025	0000000000	mm052025	AP	Transitions Jewel reimbursement	H	05/19/2025	05/20/2025	R	\$197.82
							24-25			120417	\$197.82
						NUMBER OF INVOICES: 2					\$318.42
MULLEJ0H000	Muller, John	05072025	0000000000	mm0625	AP	Baseball V	B	05/07/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
NAPA AUT000	Napa Auto Supply	102852	0000000000	mm051325	AP	BLDG & GRNDS supply	H	04/21/2025	05/13/2025	R	\$38.10
							24-25			120388	\$38.10
											\$34.10
NAPA AUT000	Napa Auto Supply	103234	0000000000	mm051325	AP	BLDG & GRNDS supply	H	04/28/2025	05/13/2025	R	\$20.29
							24-25			120388	\$20.29
						NUMBER OF INVOICES: 2					\$58.39
NATROSAM000	Natrop, Sam	05222025	0000000000	mm0625	AP	Softball V	B	05/22/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
NELCO 000	Nelco	10174608	0000000000	mm0625	AP	ACT Checks-New Bank	B	05/07/2025	06/12/2025	R	\$250.70
							24-25				\$250.70
						NUMBER OF INVOICES: 1					\$250.70
NENNINIC000	Nenni, Nicholas	052925-053125	0000000000	mm052825	AP	B Track State meal allowance	H	05/29/2025	05/28/2025	R	\$1,662.12
							24-25			120449	\$1,662.12

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NENNINIC000	Nenni, Nicholas	0L5154	0000000000	mm0625	AP	24/25 Tuition Reimbursement	B	05/22/2025	06/12/2025	R	\$413.69
							24-25				\$413.69
						NUMBER OF INVOICES: 2					\$2,075.81
NEW CONN000	NEW CONNECTIONS ACADEMY	16577	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$7,271.40
							24-25				\$7,271.40
NEW CONN000	NEW CONNECTIONS ACADEMY	16578	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$7,271.40
							24-25				\$7,271.40
						NUMBER OF INVOICES: 2					\$14,542.80
NICOR 001	Nicor	08-78-68-1000 5	0000000000	mm0625	AP	042325-052225 ES Hawthorne	B	05/22/2025	06/12/2025	R	\$56.67
							24-25				\$56.67
NICOR 001	Nicor	78-90-06-3769 1	0000000000	mm0625	AP	Ingleside 041525-051525	B	05/15/2025	06/12/2025	R	\$259.94
							24-25				\$259.94
						NUMBER OF INVOICES: 2					\$316.61
NITZ DAN000	Nitz, Daniel	EDCL504	0000000000	mm0625	AP	24/25 Tuition Reimbursement	B	06/02/2025	06/12/2025	R	\$550.00
							24-25				\$550.00
						NUMBER OF INVOICES: 1					\$550.00
NOISESTA000	Noisey, Stacie	JUNE 2025	0000000000	mm0625	AP	Phone Reimbursement	B	06/01/2025	06/12/2025	R	\$100.00
							24-25				\$100.00
						NUMBER OF INVOICES: 1					\$100.00
NORTHSH0005	NorthShore University HealthSystem	G124-01	0000000000	mm0625	AP	Hospital Tutoring	B	05/31/2025	06/12/2025	R	\$312.00
							24-25				\$312.00
						NUMBER OF INVOICES: 1					\$312.00
OLK KRI000	Olk, Kristine	05292025	0000000000	mm0625	AP	24/25 Mileage reimbursement	B	05/29/2025	06/12/2025	R	\$254.68

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
OLK KRI000	Olk, Kristine	05292025				*****CONTINUED*****					
							24-25				\$254.68
						NUMBER OF INVOICES: 1					\$254.68
OPPORTUN000	Opportunity Secure Data Destructio	106227	0000000000	mm0625	AP	Shredding-96 Gallon bin	B	06/01/2025	06/12/2025	R	\$520.00
							24-25				\$520.00
						NUMBER OF INVOICES: 1					\$520.00
ORKIN PE000	Orkin Pest Control	276397276	0000000000	mm0625	AP	Pest Cntrl-25700 W Old Grand Ave	B	04/30/2025	06/12/2025	R	\$166.00
							24-25				\$166.00
						NUMBER OF INVOICES: 1					\$166.00
OVERHEAD000	Overhead Door	361651	0000000000	mm0625	AP	Overhead Doors service	B	05/08/2025	06/12/2025	R	\$1,023.91
							24-25				\$1,023.91
						NUMBER OF INVOICES: 1					\$1,023.91
PADDOCK 000	Paddock Publications	335104	0000000000	mm0625	AP	Amend Budget notice	B	05/04/2025	06/12/2025	R	\$34.50
							24-25				\$34.50
PADDOCK 000	Paddock Publications	336107	0000000000	mm0625	AP	Tentative Budget notice	B	05/19/2025	06/12/2025	R	\$34.50
							24-25				\$34.50
						NUMBER OF INVOICES: 2					\$69.00
PEERLESS001	Peerless Network, Inc	75622	0000000000	mm0625	AP	041525-061425 (2 mnths)	B	05/15/2025	06/12/2025	R	\$551.42
							24-25				\$551.42
						NUMBER OF INVOICES: 1					\$551.42
PERRY WE000	Perry Weather Inc	9249	0000000000	mm0625	AP	Notification-Only Users	B	05/07/2025	06/12/2025	R	\$140.27
							24-25				\$140.27

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$140.27
PERSPECT000	Perspectives LTD	PER-IN-105592	0000000000	mm0625	AP	Employee Assist JUN25	B	06/01/2025	06/12/2025	R	\$400.50
							24-25				\$400.50
NUMBER OF INVOICES: 1											\$400.50
POLICR0D000	Polich, Rod	05222025	0000000000	mm0625	AP	B VBall V/JV	B	05/22/2025	06/12/2025	R	\$118.00
							24-25				\$118.00
NUMBER OF INVOICES: 1											\$118.00
PRAIRIE 008	Prairie Farms Dairy Inc	24569	0000000000	mm0625	AP	Milk Delivery MAY25	B	05/24/2025	06/12/2025	R	\$2,149.30
							24-25				\$2,149.30
NUMBER OF INVOICES: 1											\$2,149.30
QASABPAT000	Qasabian, Patricia	05092025	0000000000	mm0625	AP	Intern class mileage reimbursement	B	05/09/2025	06/12/2025	R	\$116.65
							24-25				\$116.65
NUMBER OF INVOICES: 1											\$116.65
QUADIENT000	Quadient Finance USA Inc	7900044080451309	0000000000	mm051325	AP	Postage APR25	H	05/01/2025	05/13/2025	R	\$1,500.00
							24-25			120389	\$1,500.00
QUADIENT000	Quadient Finance USA Inc	7900044081007043	0000000000	mm051325	AP	Postage APR25	H	04/29/2025	05/13/2025	R	\$500.00
							24-25			120389	\$500.00
NUMBER OF INVOICES: 2											\$2,000.00
QUEST F0000	Quest Food Management Services, LL	IN129481	0000000000	mm0625	AP	Food Service APR25	B	04/30/2025	06/12/2025	R	\$16,434.96
							24-25				\$16,434.96
NUMBER OF INVOICES: 1											\$16,434.96
RAY KRI000	Ray, Krista	ID#28224	0000000000	mm0625	AP	Lunch Balance refund	B	05/21/2025	06/12/2025	R	\$54.30

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
RAY KRI000	Ray, Krista	ID#28224		*****CONTINUED*****							
							24-25				\$54.30
						NUMBER OF INVOICES: 1					\$54.30
REICHBET000	Reich, Beth	06022025	0000000000	mm0625	AP	Skyward Conf mileage reimbursement	B	06/02/2025	06/12/2025	R	\$192.96
							24-25				\$192.96
REICHBET000	Reich, Beth	JUNE 2025	0000000000	mm0625	AP	Phone Reimbursement	B	06/01/2025	06/12/2025	R	\$100.00
							24-25				\$100.00
						NUMBER OF INVOICES: 2					\$292.96
REIDEDRE000	Reidenga Talbot, Drew	LEAD5073	0000000000	mm0625	AP	24/25 Tuition Reimbursement	B	05/22/2025	06/12/2025	R	\$705.00
							24-25				\$705.00
						NUMBER OF INVOICES: 1					38 \$705.00
ROSENJON000	Rosen, Jonathan	05092025	0000000000	mm0625	AP	Softball JV	B	05/09/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
ROUND LA004	Round Lake High School	BTF RL County	0000000000	mm0625	AP	B Track LakeCo Championships share	B	05/21/2025	06/12/2025	R	\$403.60
							24-25				\$403.60
						NUMBER OF INVOICES: 1					\$403.60
SANTANOR000	Santana, Norma Patricia	ID#28165	0000000000	mm0625	AP	Lunch Balance refund	B	05/21/2025	06/12/2025	R	\$20.05
							24-25				\$20.05
						NUMBER OF INVOICES: 1					\$20.05
SCHAEHEA000	Schaefer, Heather	05092025	0000000000	mm0625	AP	Counselor Acad mileage	B	05/09/2025	06/12/2025	R	\$59.36

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
SCHAEHEA000	Schaefer, Heather	05092025		*****CONTINUED*****		reimbursement					
							24-25				\$59.36
						NUMBER OF INVOICES: 1					\$59.36
SCHICDAL000	Schichner, Dale	05162025	0000000000	mm0625	AP	Baseball JV2	B	05/16/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
SCHNEMIC000	Schneider, Michael	EDCL509	0000000000	mm0625	AP	24/25 Tuition reimbursement	B	05/22/2025	06/12/2025	R	\$550.00
							24-25				\$550.00
						NUMBER OF INVOICES: 1					\$550.00
SCHOESTE000	Schoenfelder, Steven	05122025	0000000000	mm0625	AP	Softball JV	B	05/12/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
SCHOPDAV000	Schopf, David	05142025	0000000000	mm0625	AP	Baseball JV2	B	05/14/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
SECRETAR001	Secretary Of State	052125-Adamek	0000000000	mm0625	AP	Mary Adamek renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
SECRETAR001	Secretary Of State	052125-Barberini	0000000000	mm0625	AP	M Barberini renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
SECRETAR001	Secretary Of State	052125-Buccieri	0000000000	mm0625	AP	C Buccieri renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
SECRETAR001	Secretary Of State	052125-Dubois	0000000000	mm0625	AP	T Dubois renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
SECRETAR001	Secretary Of State	052125-Kosmicki	0000000000	mm0625	AP	A Kosmicki renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
SECRETAR001	Secretary Of State	052125-Perrine	0000000000	mm0625	AP	K Perrine renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
SECRETAR001	Secretary Of State	052125-Schmidt	0000000000	mm0625	AP	K Schmidt renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
SECRETAR001	Secretary Of State	052125-Studzinska	0000000000	mm0625	AP	U Studzinska renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
SECRETAR001	Secretary Of State	052125-Zobrist	0000000000	mm0625	AP	D Zobrist renewal	B	05/21/2025	06/12/2025	S	\$4.00
							24-25				\$4.00
NUMBER OF INVOICES: 9											\$36.00
SED0L 001	Sedol	05072025	0000000000	mm0625	AP	MAY25 Billing	B	05/07/2025	06/12/2025	R	\$53,329.45
							24-25				\$53,329.45
SED0L 001	Sedol	38119	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$7,652.80
							24-25				\$7,652.80
SED0L 001	Sedol	38120	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$7,652.80
							24-25				\$7,652.80
NUMBER OF INVOICES: 3											\$68,635.05
SEFCICHR000	Sefcik, Christine	JUNE 2025	0000000000	mm0625	AP	Phone Reimbursement	B	06/01/2025	06/12/2025	R	\$100.00
							24-25				\$100.00
SEFCICHR000	Sefcik, Christine	JUNE 2025.	0000000000	mm0625	AP	Misc Expense Reimbursement	B	06/01/2025	06/12/2025	R	\$450.00
							24-25				\$450.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 2											\$550.00
SELF BRY000	Self, Bryan	05072025 4:30	0000000000	mm0625	AP	Lacrosse V	B	05/07/2025	06/12/2025	R	\$84.00
							24-25				\$84.00
SELF BRY000	Self, Bryan	05072025 7:00	0000000000	mm0625	AP	Lacrosse JV	B	05/07/2025	06/12/2025	R	\$72.00
							24-25				\$72.00
NUMBER OF INVOICES: 2											\$156.00
SIGN CEN000	Sign Central	19951	0000000000	mm0625	AP	Decals	B	05/20/2025	06/12/2025	R	\$50.00
							24-25				\$50.00
NUMBER OF INVOICES: 1											\$50.00
SONDETIN000	Sonders, Tina	JUNE 2025	0000000000	mm0625	AP	Phone Reimbursement	B	06/01/2025	06/12/2025	R	\$100.00
							24-25				\$100.00
NUMBER OF INVOICES: 1											\$100.00
SPECTRUM004	Spectrum Center Inc.	INV-000044164	0000000000	mm0625	AP	Tuition APR25	B	04/30/2025	06/12/2025	R	\$7,130.76
							24-25				\$7,130.76
NUMBER OF INVOICES: 1											\$7,130.76
SPOONROB000	Spooner, Robert	05222025	0000000000	mm0625	AP	Softball V	B	05/22/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
NUMBER OF INVOICES: 1											\$79.00
SPORTDEC000	Sportdecals	INV30981	0000000000	mm0625	AP	Flag Football decals	B	05/15/2025	06/12/2025	R	\$229.25
							24-25				\$229.25
NUMBER OF INVOICES: 1											\$229.25
SPREICOU000	Spreitzer, Courtney	05132025	0000000000	mm0625	AP	PBIS Reimbursement	B	05/13/2025	06/12/2025	R	\$29.87

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
SPREICOU000	Spreitzer, Courtney	05132025		*****CONTINUED*****			24-25				\$29.87
SPREICOU000	Spreitzer, Courtney	05132025(2)	0000000000	mm0625	AP	PBIS Reimbursement	B	05/13/2025	06/12/2025	R	\$22.97
							24-25				\$22.97
SPREICOU000	Spreitzer, Courtney	05142025	0000000000	mm0625	AP	PBIS Reimbursement	B	05/14/2025	06/12/2025	R	\$21.03
							24-25				\$21.03
NUMBER OF INVOICES: 3											\$73.87
STAPLES 000	Staples Inc	6032344278	0000000000	mm0625	AP	Guidance supply	B	05/19/2025	06/12/2025	R	\$75.72
							24-25				\$75.72
NUMBER OF INVOICES: 1											\$75.72
STRELSTE000	Strelzyk, Stephen	05192025 4:30	0000000000	mm0625	AP	Lacrosse JV	B	05/19/2025	06/12/2025	R	\$72.00
							24-25				\$72.00
STRELSTE000	Strelzyk, Stephen	05192025 6:00	0000000000	mm0625	AP	Lacrosse V	B	05/19/2025	06/12/2025	R	\$84.00
							24-25				\$84.00
NUMBER OF INVOICES: 2											\$156.00
TERRYHEA000	Terry, Heather	ID#28169	0000000000	mm0625	AP	Lunch Balance refund	B	05/21/2025	06/12/2025	R	\$34.65
							24-25				\$34.65
NUMBER OF INVOICES: 1											\$34.65
THE HOME001	The Home Depot Pro	863976189	0000000000	mm0625	AP	Bldg & Grnds supply	B	05/08/2025	06/12/2025	R	\$69.06
							24-25				\$69.06
THE HOME001	The Home Depot Pro	864189527	0000000000	mm0625	AP	Bldg & Grnds supply	B	05/09/2025	06/12/2025	R	\$124.08
							24-25				\$124.08

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
THE HOME001	The Home Depot Pro	864400338	0000000000	mm0625	AP	Bldg & Grnds supply	B	05/12/2025	06/12/2025	R	\$2,519.92
							24-25				\$2,519.92
						NUMBER OF INVOICES: 3					\$2,713.06
THE OMNI000	The Omni Group	2506-7100	0000000000	mm0625	AP	Compliance Oversight	B	06/01/2025	06/12/2025	R	\$3.50
							24-25				\$3.50
						NUMBER OF INVOICES: 1					\$3.50
TITTRSC0000	Tittrington, Scott	05122025	0000000000	mm0625	AP	Baseball V	B	05/12/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
						NUMBER OF INVOICES: 1					\$79.00
TOPLINE 000	TOPLINE TRANSPORTATION CO.	103899	0000000000	mm0625	AP	SpecEd Trnsprt MAY25	B	05/31/2025	06/12/2025	R	\$63,956.00
							24-25				\$63,956.00
						NUMBER OF INVOICES: 1					\$63,956.00
TROXENAT000	Troxell, Nathaniel	05152025	0000000000	mm0625	AP	Baseball JV	B	05/15/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
						NUMBER OF INVOICES: 1					\$75.00
ULINE 001	Uline	192567083	0000000000	mm0625	AP	Bldg & Grnds supply	B	05/07/2025	06/12/2025	R	\$5,307.00
							24-25				\$5,307.00
ULINE 001	Uline	192647937	0000000000	mm0625	AP	Bldg & Grnds supply	B	05/08/2025	06/12/2025	R	\$1,182.00
							24-25				\$1,182.00
						NUMBER OF INVOICES: 2					\$6,489.00
VERIZON 000	VERIZON WIRELESS	6112776387	0000000000	mm051325	AP	942086720 040625-050525	H	05/05/2025	05/13/2025	R	\$825.78
							24-25			120390	\$825.78

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$825.78
VERNON H004	Vernon Hills High School	GTF VHills County	0000000000	mm0625	AP	G Track LakeCo Championships share	B	05/21/2025	06/12/2025	R	\$347.67
							24-25				\$347.67
NUMBER OF INVOICES: 1											\$347.67
VERSION2000	VERSION2 HOSTING	13458	0000000000	mm0625	AP	Veeam Backup	B	06/02/2025	06/12/2025	R	\$788.00
							24-25				\$788.00
NUMBER OF INVOICES: 1											\$788.00
VILLAGE 016	Village Of Fox Lake	244	0000000000	mm0625	AP	24/25 SR0 Officer	B	05/01/2025	06/12/2025	R	\$52,457.59
							24-25				\$52,457.59
NUMBER OF INVOICES: 1											\$52,457.59
VIRTUAL 001	Virtual Connections Academy	5944	0000000000	mm0625	AP	Tuition MAY25	B	05/30/2025	06/12/2025	R	\$6,760.00
							24-25				\$6,760.00
NUMBER OF INVOICES: 1											\$6,760.00
VISION S000	Vision Service Plan IL (VSP)	822862463	0000000000	mm052825	AP	Vision Premium JUN25	H	05/17/2025	05/28/2025	R	\$689.99
							24-25			120450	\$689.99
NUMBER OF INVOICES: 1											\$689.99
VOGANTOM000	Vogan, Tom	05192025	0000000000	mm0625	AP	Baseball V	B	05/19/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
NUMBER OF INVOICES: 1											\$79.00
WALKEKEV001	Walker, Kevin	05202025	0000000000	mm0625	AP	B VBall V/JV	B	05/20/2025	06/12/2025	R	\$118.00
							24-25				\$118.00

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
WALKEKEV001	Walker, Kevin	05222025	0000000000	mm0625	AP	B VBall V/JV	B	05/22/2025	06/12/2025	R	\$68.00
							24-25				\$68.00
NUMBER OF INVOICES: 2											\$186.00
WASTE MA001	Waste Management	7421722-2013-6	0000000000	mm051325	AP	Trash Service MAY25	H	05/05/2025	05/13/2025	R	\$3,148.45
							24-25			120391	\$3,148.45
WASTE MA001	Waste Management	7421727-2013-5	0000000000	mm051325	AP	Trash Service MAY25	H	05/05/2025	05/13/2025	R	\$66.44
							24-25			120391	\$66.44
NUMBER OF INVOICES: 2											\$3,214.89
WAUCONDA007	Wauconda High School	GTF Wau 5.8.25	0000000000	mm0625	AP	G Track Conference Event	B	05/15/2025	06/12/2025	R	\$487.54
							24-25				\$487.54
NUMBER OF INVOICES: 1											\$487.54
WEBEREMI000	Weber, Emily	MED543	0000000000	mm0625	AP	24/25 Tuition Reimbursement	B	05/22/2025	06/12/2025	R	\$1,908.00
							24-25				\$1,908.00
NUMBER OF INVOICES: 1											\$1,908.00
WEBSTMAR000	Webster, Mark	05082025	0000000000	mm0625	AP	Softball JV	B	05/08/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
WEBSTMAR000	Webster, Mark	05152025	0000000000	mm0625	AP	Baseball JV2	B	05/15/2025	06/12/2025	R	\$75.00
							24-25				\$75.00
NUMBER OF INVOICES: 2											\$150.00
WEINMERI000	Weinmann, Eric	05152025	0000000000	mm0625	AP	Math state travel reimbursement	B	05/15/2025	06/12/2025	R	\$1,619.60
							24-25				\$1,619.60

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY		ADJ AMT	CHECK NBR	INVOICE AMOUNT
NUMBER OF INVOICES: 1											\$1,619.60
WETENSEA000	Wetendorf, Sean	05152025	0000000000	mm0625	AP	Softball V	B	05/15/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
NUMBER OF INVOICES: 1											\$79.00
WEX BANK000	WEX BANK	104758201	0000000000	mm0625	AP	Fuel Purchases	B	05/15/2025	06/12/2025	M	\$1,053.60
							24-25			120451	\$1,053.60
NUMBER OF INVOICES: 1											\$1,053.60
WINKEBEN000	Winkelman, Benjamin	05102025	0000000000	mm0625	AP	Baseball V (2 games)	B	05/10/2025	06/12/2025	R	\$158.00
							24-25				\$158.00
NUMBER OF INVOICES: 1											\$158.00
WINTESHE000	Wintersteen, Shea	CHMY593	0000000000	mm0625	AP	24/25 Tuition reimbursement	B	05/23/2025	06/12/2025	R	\$1,063.05
							24-25				\$1,063.05
NUMBER OF INVOICES: 1											\$1,063.05
WODZIGRE000	Wodzien, Gregory	052225-052425	0000000000	mm052025	AP	G Track state meal allowance	H	05/22/2025	05/20/2025	R	\$1,108.08
							24-25			120418	\$1,108.08
NUMBER OF INVOICES: 1											\$1,108.08
WOOD RAN000	Wood, Randy	05082025	0000000000	mm0625	AP	Baseball V	B	05/08/2025	06/12/2025	R	\$79.00
							24-25				\$79.00
WOOD RAN000	Wood, Randy	05102025	0000000000	mm0625	AP	Baseball V (2 games)	B	05/10/2025	06/12/2025	R	\$158.00
							24-25				\$158.00
NUMBER OF INVOICES: 2											\$237.00
WOODSTOC004	Woodstock Community Unit School Di	#8	0000000000	mm0625	AP	Clay Academy APR25	B	05/21/2025	06/12/2025	R	\$10,137.96

VEN-KEY	VENDOR NAME	INVOICE #	PO NUMBER	BATCH	BANK	DESCRIPTION	LQ S	INV DATE	DUE DATE	C	NET AMOUNT
	ACH VOID DOWNLOAD	DISCOUNT DESCRIPTION		DISC AMT		ADJUSTMENT DESCRIPTION	FY	ADJ AMT	CHECK NBR		INVOICE AMOUNT
WOODSTOC004	Woodstock Community Unit School Di	#8				*****CONTINUED*****					
							24-25				\$10,137.96
						NUMBER OF INVOICES:	1				\$10,137.96
YEAMACAR000	Yeaman, Carrie	05202025	0000000000	mm0625	AP	B VBall V/JV	B	05/20/2025	06/12/2025	R	\$68.00
							24-25				\$68.00
						NUMBER OF INVOICES:	1				\$68.00
ZIELIKAT000	Zielinski, Katherine	05092025	0000000000	mm0625	AP	PBIS Reimbursement	B	05/09/2025	06/12/2025	R	\$37.62
							24-25				\$37.62
ZIELIKAT000	Zielinski, Katherine	05092025(2)	0000000000	mm0625	AP	PBIS Reimbursement	B	05/09/2025	06/12/2025	R	\$6.25
							24-25				\$6.25
						NUMBER OF INVOICES:	2				~~\$48.87~~
ZION-BEN001	Zion-Benton Township High School	4018	0000000000	mm0625	AP	SpecEd Trnsprt 5/7/25	B	05/07/2025	06/12/2025	R	\$45.00
							24-25				\$45.00
ZION-BEN001	Zion-Benton Township High School	4023	0000000000	mm0625	AP	SpecEd Trnsprt 5/2/25	B	05/02/2025	06/12/2025	R	\$45.00
							24-25				\$45.00
ZION-BEN001	Zion-Benton Township High School	4024	0000000000	mm0625	AP	SpecEd Trnsprt 5/16/25	B	05/19/2025	06/12/2025	R	\$45.00
							24-25				\$45.00
						NUMBER OF INVOICES:	3				\$135.00
			TOTAL NUMBER OF BATCH INVOICES:				270				\$835,820.01
			TOTAL NUMBER OF HISTORY INVOICES:				28				\$46,550.59
							297 COMPUTER CHECK INVOICES				\$881,317.00
							1 MANUAL CHECK INVOICES				\$1,053.60
			TOTAL INVOICES:				298				\$882,370.60

<u>VEN-KEY</u>	<u>VENDOR NAME</u>	<u>INVOICE #</u>	<u>PO NUMBER</u>	<u>BATCH</u>	<u>BANK</u>	<u>DESCRIPTION</u>	<u>LQ S</u>	<u>INV DATE</u>	<u>DUE DATE</u>	<u>C</u>	<u>NET AMOUNT</u>
	<u>ACH VOID DOWNLOAD</u>	<u>DISCOUNT DESCRIPTION</u>			<u>DISC AMT</u>	<u>ADJUSTMENT DESCRIPTION</u>	<u>FY</u>		<u>ADJ AMT</u>	<u>CHECK NBR</u>	<u>INVOICE AMOUNT</u>
			BANK TOTALS:	BANK	BANK ACCOUNT #			INVOICE AMOUNT			NET AMOUNT
				AP	**A000 1120 0000 00 000000			\$882,370.60			\$882,370.60

LIQUIDATION STATUS (LQ) CODE LEGEND:
L = LIQUIDATION PENDING C = CLOSED PO/NOT RECEIVING
P = PARTIAL LIQUIDATION F = FULL LIQUIDATION
BLANK = NO LIQUIDATION

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

FD	SOURCE	2024-25 ANNUAL BUDGET	May 2024-25 MONTHLY ACTIVITY	2024-25 FYTD ACTIVITY	2024-25 BALANCE	2024-25 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	20,356,139.00	1,709,152.95	12,088,012.66	8,268,126.34	59.38
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	25,272,408.00	781,127.60	7,858,813.59	17,413,594.41	31.10
10	FEDERAL SOURCES	1,747,675.00	72,407.08	1,654,126.61	93,548.39	94.65
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	47,376,222.00	2,562,687.63	21,600,952.86	25,775,269.14	45.59
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	5,161,742.00	412,620.46	3,139,487.52	2,022,254.48	60.82
20	STATE SOURCES	50,000.00	0.00	50,000.00	0.00	100.00
20	FEDERAL SOURCES	0.00	0.00	0.00	0.00	0.00
20	TRANSFERS	0.00	0.00	0.00	0.00	0.00
20	OPERATIONS & MAINTENANCE F	5,211,742.00	412,620.46	3,189,487.52	2,022,254.48	61.20
30	DEBT SERVICE FUND					
30	REVENUE FROM LOCAL SOURCES	0.00	3.01	3.01	-3.01	0.00
30	TRANSFERS	0.00	0.00	0.00	0.00	0.00
30	DEBT SERVICE FUND	0.00	3.01	3.01	-3.01	0.00
40	TRANSPORTATION FUND					
40	REVENUE FROM LOCAL SOURCES	1,937,301.00	146,294.07	1,169,541.19	767,759.81	60.37
40	STATE SOURCES	1,850,063.00	0.00	1,390,399.88	459,663.12	75.15
40	TRANSFERS	0.00	0.00	0.00	0.00	0.00
40	TRANSPORTATION FUND	3,787,364.00	146,294.07	2,559,941.07	1,227,422.93	67.59
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	1,117,385.00	76,516.17	743,243.90	374,141.10	66.52
50	I.M.R.F./SOCIAL SECURITY F	1,117,385.00	76,516.17	743,243.90	374,141.10	66.52
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
60	TRANSFERS	1,310,885.00	0.00	0.00	1,310,885.00	0.00
60	CAPITAL PROJECTS FUND	1,310,885.00	0.00	0.00	1,310,885.00	0.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	349,972.00	47,688.66	204,298.73	145,673.27	58.38
70	WORKING CASH FUND	349,972.00	47,688.66	204,298.73	145,673.27	58.38

Grand Revenue Totals	59,153,570.00	3,245,810.00	28,297,927.09	30,855,642.91	47.84
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FD	OBJ	OBJ	2024-25 ANNUAL BUDGET	May 2024-25 MONTHLY ACTIVITY	2024-25 FYTD ACTIVITY	2024-25 BALANCE	2024-25 FY %
10		EDUCATION FUND					
10	1---	SALARIES	20,666,947.00	1,885,304.83	18,621,043.61	2,045,903.39	90.10
10	2---	BENEFITS	2,592,639.00	185,666.06	2,352,321.84	245,956.14	90.73
10	3---	PURCHASED SERVICES	4,442,519.00	251,245.78	4,126,182.87	582,623.38	92.88
10	4---	SUPPLIES	2,117,664.00	330,819.64	2,053,959.37	77,363.95	96.99
10	5---	CAPITAL OUTLAY	415,808.00	21,155.32	359,075.87	54,786.11	86.36
10	6---	OTHER OBJECTS	1,892,125.00	26,456.80	1,724,611.60	244,146.32	91.15
10	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
10	8---	TUITION	0.00	0.00	0.00	0.00	0.00
10	----	EDUCATION FUND	32,127,702.00	2,700,648.43	29,237,195.16	3,250,779.29	91.00
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,280,961.00	116,154.89	1,186,244.78	94,716.22	92.61
20	2---	BENEFITS	173,800.00	17,661.38	171,687.17	2,112.83	98.78
20	3---	PURCHASED SERVICES	1,164,578.00	58,469.75	1,015,944.08	171,374.91	87.24
20	4---	SUPPLIES	925,818.00	26,552.19	910,016.97	82,480.34	98.29
20	5---	CAPITAL OUTLAY	355,000.00	0.00	275,087.85	79,912.15	77.49
20	6---	OTHER OBJECTS	700.00	0.00	271.00	429.00	38.71
20	7---	NON-CAP EQUIPMENT	1,310,885.00	0.00	0.00	1,310,885.00	0.00
20	----	OPERATIONS & MAINTENANCE FUND	5,211,742.00	218,838.21	3,559,251.85	1,741,910.45	68.29
30		DEBT SERVICE FUND					
30	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
30	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
30	----	DEBT SERVICE FUND	0.00	0.00	0.00	0.00	0.00
40		TRANSPORTATION FUND					
40	1---	SALARIES	844,950.00	67,527.91	787,039.38	57,910.62	93.15
40	2---	BENEFITS	166,000.00	12,655.90	144,402.75	21,597.25	86.99
40	3---	PURCHASED SERVICES	3,102,143.00	238,018.46	2,993,259.60	218,710.27	96.49
40	4---	SUPPLIES	140,000.00	8,849.32	144,966.95	2,656.59	103.55
40	5---	CAPITAL OUTLAY	90,000.00	0.00	87,744.06	2,255.94	97.49
40	6---	OTHER OBJECTS	100.00	0.00	310.00	-210.00	310.00
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	4,343,193.00	327,051.59	4,157,722.74	302,920.67	95.73
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	1,117,385.00	94,740.77	972,197.53	145,187.47	87.01
50	----	I.M.R.F./SOCIAL SECURITY FUND	1,117,385.00	94,740.77	972,197.53	145,187.47	87.01
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	3,571,210.00	0.00	3,443,900.28	132,994.72	96.44
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	3,571,210.00	50 0.00	3,443,900.28	132,994.72	96.44

FD	OBJ	OBJ	2024-25 ANNUAL BUDGET	May 2024-25 MONTHLY ACTIVITY	2024-25 FYTD ACTIVITY	2024-25 BALANCE	2024-25 FY %
70		WORKING CASH FUND					
70	6---	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00
70	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
70	----	WORKING CASH FUND	0.00	0.00	0.00	0.00	0.00
Grand Expense Totals			46,371,232.00	3,341,279.00	41,370,267.56	5,573,792.60	89.22

Number of Accounts: 1237

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

E.A.V.	1,336,219,143.00
TOTAL EXTENSION	27,005,296.45

(including Special Distribution)

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124															
INVESTMENT SCHEDULE AS OF May 31, 2025															
PMA FINANCIAL NETWORK, INC.															
10687-101															
Trans.	Date		Date												
No.	Placed	Coupon	Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	SITE/CONST	WORK CSH	INT. EST.
1368554	09/17/24		06/12/25	CD	Preferred Bank	242,400.00	4.218		149,921.36					92,478.64	7,506.68
1368555	09/17/24		06/12/25	CD	DMB Community bank	242,600.00	4.096	242,600.00							7,295.44
1368557	09/17/24		06/12/25	CD	CIBC Bank USA	242,000.00	4.465	242,000.00							7,933.04
1368558	09/17/24		06/12/25	CD	the Western State bank	242,200.00	4.332				177,937.70	64,262.30			7,704.78
1368560	09/17/24		06/12/25	CD	BOM Bank	241,300.00	4.621	241,300.00							8,614.61
1368561	09/17/24		06/12/25	CD	CrossFirst Bank	242,300.00	4.245							242,300.00	7,552.99
1368563	09/17/24		06/12/25	CD	Veritex Community Ban	241,900.00	4.488				120,950.00			120,950.00	7,970.78
1368565	09/17/24		06/12/25	CD	Priority Bank	242,500.00	4.138	242,500.00							7,368.02
67635	12/18/24		06/12/25	TBILL	US Treasury	2,654,778.77	4.158	2,654,778.77							53,221.23
1368556	09/17/24		06/26/25	CD	First Internet Bank of In	241,500.00	4.473	241,500.00							8,346.94
1368559	09/17/24		06/26/25	CD	Western Alliance bank	241,500.00	4.518					241,500.00			8,429.85
1368564	09/17/24		06/26/25	CD	Third Coast Bank	241,500.00	4.518	172,088.66				69,411.34			8,429.85
1372044	12/17/24		06/27/25	CD	Bank 7	244,400.00	4.241				121,491.78			122,908.22	5,452.28
67635	12/18/24		07/10/25	TBILL	US Treasury	2,466,684.12	4.076	2,466,684.12							56,315.88
1372041	12/17/24		07/14/25	CD	Schertz Bank	244,100.00	4.150	244,100.00							5,800.55
1372042	12/17/24		07/14/25	CD	Dundee Bank	244,200.00	4.072	244,200.00							5,694.56
1372043	12/17/24		07/14/25	CD	Bank Hapoalim B.M.	244,100.00	4.150	244,100.00							5,800.55
1375115	03/03/25		08/14/25	CD	Customers Bank	3,833,600.00	4.120	3,303,600.00	280,000.00		250,000.00				70,968.55
1375100	03/03/25		08/22/25	CD	First Nat'l Bank	245,000.00	4.182	245,000.00							4,827.84
1375101	03/03/25		08/22/25	CD	Harmony Bank	244,900.00	4.184					244,900.00			4,828.62
1375112	03/03/25		09/12/25	CD	TruStar Bank	244,600.00	4.103	244,600.00							5,307.11
1375113	03/03/25		09/12/25	CD	State Bank of the Lakes	244,600.00	4.120	244,600.00							5,328.66
1375114	03/03/25		09/12/25	CD	Libertyville Bk & Trust	244,600.00	4.120	244,600.00							5,328.66
1375106	03/03/25		09/19/25	CD	Barrington Bk & Trust	244,400.00	4.120	244,400.00							5,517.41
1375107	03/03/25		09/19/25	CD	Schaumburg Bk & Trust	244,400.00	4.120	244,400.00							5,517.41
1375108	03/03/25		09/19/25	CD	Hinsdale Bk & Trust	244,400.00	4.120	244,400.00							5,717.41
1375109	03/03/25		09/19/25	CD	Old Plank Trail Comm E	244,400.00	4.120		244,400.00						5,517.41
1375110	03/03/25		09/19/25	CD	Beverly Bk & Trust	244,400.00	4.120	244,400.00							5,517.41
1375111	03/03/25		09/19/25	CD	Crystal Lake Bank & Tru	244,400.00	4.120	244,400.00							5,517.41
1375102	03/03/25		09/19/25	CD	American Plus Bank	244,000.00	4.100	244,000.00							5,755.73
1375103	03/03/25		09/29/25	CD	Truxton Trust Co	244,100.00	4.110		244,100.00						5,771.52
1375104	03/03/25		09/29/25	CD	Northbrook Bk & Trust	244,100.00	4.120	244,100.00							5,786.17
1375105	03/03/25		09/29/25	CD	Lake Forest Bk & Trust	244,100.00	4.120	244,100.00							5,786.17
69319	05/30/25		10/09/25	TBILL	US Treasury	1,499,571.30	4.136	1,499,571.30							22,428.70
69320	05/30/25		10/30/25	TBILL	US Treasury	1,099,786.77	4.167	943,644.99						156,141.78	19,213.23
1380265	05/29/25		11/13/25	CD	Town Bank, Nat'l Ass	245,200.00	4.160	245,200.00							4,694.94
1380266	05/29/25		11/13/25	CD	Wintrust Bank	245,200.00	4.160	245,200.00							4,694.94
1380267	05/29/25		11/13/25	CD	St. Charles Bk & Trust C	245,200.00	4.160	245,200.00							4,694.94
1380268	05/29/25		11/13/25	CD	Wheaton Bank & Trust	245,200.00	4.160	245,200.00							4,694.94
					Subtotal Investments	19,840,120.96		16,896,467.84	918,421.36	0.00	670,379.48	620,073.64	0.00	734,778.64	19,840,120.96
			05/31/25	MMA	ISDLAF	2,656,557.97		1,356,429.38	663,232.24	3.01	108,380.63	307,620.58	0.00	220,892.13	2,656,557.97
			05/31/25	MMA	ISDMAX	250,870.84		176,029.28	718.72	0.00	261.59	26.04	0.00	73,835.20	250,870.84
					Total	22,747,549.77		18,428,926.50	1,582,372.32	3.01	779,021.70	927,720.26	0.00	1,029,505.97	22,747,549.77

Spring 2025 Student Activities Participation Information

Thank you to Cheryl Trevithick for assisting with setting up, collecting, organizing, and analyzing all student participation data for Spring 2025.

Overall Participation Information

- o We had 38 active clubs running in the Spring 2025 semester.
 - Three new pilot clubs ran in the 2024-2025 school year.
 - Baking Club
 - Creative Fiber Arts Club
 - Girls Flag Football
 - No new pilot clubs are proposed for 2025-2026.
- o Co-Curricular Rosters
 - $793/1,671 = 47.5\%$ of the student body attended at least 1 co-curricular meeting/event
 - This is a decrease of 24 total participants (-2.9%) from Spring 2024
 - The student population decreased (-4.9%) from Spring 2024
 - This is a net increase (+2.0%) in co-curricular participation year-over-year
 - 573/793 students successfully attended 50% of club meetings/activities
 - 72.3% of participating students were deemed active participants
 - This is an increase of 1.2% in active participation from Spring 2024
 - Students were more likely to invest time into their clubs and activities
- o Current GCHS Students (All Levels)
 - 491 unique students participated in Spring 2025 co-curricular activities
 - $491/1,671 = 29.4\%$ of all students were involved in Activities
 - This is a net increase of 15 students (+1.8%) from Fall 2024 participation
 - More individual students tried a new club or activity in the spring semester
 -

Narrative/Explanation

We track students who “dabble” into activities, as well as those deemed “active participants” (attending 50% or more of the meetings, events, etc). According to our data, 491 unique students (no double-counting) participated in co-curricular activities this spring. This is 29.4% of our student body. The larger percentage (47.5%) allows for double-counting of students, so Jasmine Bo (for example) is being counted 10 times in the data set. We do use this metric, though, to compare school years and to gauge how much students may be dabbling into the activities realm, as many might stop by, but never formally join a club or activity.

In short, 47.5% might be stopping by, but 29.4% are actively involved.

Outstanding Student Participation in Activities

- o Gold (10 Activities): Jasmine Bo
- o Silver (8 Activities): Vani Patel and Sophie Lechuk
- o Bronze (7 Activities): Evan Johnson, Izabela Podgorski, Joseph Reiner, Melrose Tucibat-Townsend, and Evan Weisheit

Detailed Club Participation- Spring 2025

Name of Co-Curricular Activity	Spr 2024 Total Participation	Spr 2024 Active Participants	Spr 2024 50%+ Attendance	Spr 2025 Total Participation	Spr 2025 Active Participants	Spr 2025 50%+ Attendance
Academic Team	17	12	71%	16	14	88%
American Sign Language	15	13	87%	12	11	92%
Art Club	10	3	30%	17	4	23%
Baking Club (NEW)	N/A	N/A	N/A	29	15	51%
Bulldog Buddies	32	7	22%	17	9	53%
Canine Connections Club	14	9	64%	17	8	47%
Choir (Anthem Singers)	10	9	90%	9	9	100%
Choir (Barbershop Quartets)	20	19	95%	18	12	67%
Choir (Chamber Quartets)	41	41	100%	35	33	94%
Computer Science Club	Inactive	Inactive	Inactive	21	4	19%
Creative Fiber Arts Club (NEW)	N/A	N/A	N/A	10	2	20%
Debate Team	6	5	83%	7	6	86%
E-Sports	11	9	82%	14	7	50%
Environmental Club	10	7	70%	7	5	71%
FBLA (Future Business Leaders)	39	22	56%	33	20	61%
FCA (Fellowship Christian Athletes)	2	2	100%	1	1	100%
FCCLA (Family, Career, Community)	8	4	50%	10	9	90%
Freshman Class	7	7	100%	12	8	67%
GSA (Bulldog Alliance)	29	14	48%	27	13	48%
Guitar Club	34	10	29%	34	12	35%
Jazz Band	24	24	100%	26	26	100%
Junior Class	9	5	56%	6	5	83%
Math Team	38	19	50%	40	13	33%
MEDS (Future Medical Professionals)	18	16	89%	41	35	85%
National Art Honor Society (NAHS)	30	27	90%	22	19	86%
National Honor Society (NHS)	47	47	100%	77	77	100%
Pit Orchestra	13	13	100%	10	10	100%
Pep Band	16	15	94%	18	18	100%
Senior Class	21	4	19%	8	6	75%
Snow Dogs	24	17	71%	15	15	100%
Sophomore Class	22	6	41%	5	4	80%
Special Olympics	10	10	100%	13	13	100%
Speech Team	23	15	65%	23	16	70%
Spring Musical	71	71	100%	83	83	100%
Student Council	32	16	50%	25	9	36%
Table Tennis Club	29	19	66%	4	1	25%
Unidos (Latinx Student Group)	19	10	53%	9	8	89%
Winter Guard	8	6	75%	12	7	58%
Total Counts	817	581	71%	793	573	72%

According to our data, 491 unique students (no double-counting) participated in co-curricular activities this spring. This is 29.4% of our student body. The majority of students that we currently have participating in our activities are "**actively participating**" in our clubs. We have a strong core and this is reflected in our clubs and activities and the attendance of each of these events.

Noteworthy Spring Accomplishments

January 2025

Choir- We had one student, Myles Foreman, represent Grant Choir at the Illinois Music Education ILMEA All-State Competition in Peoria, Illinois.

February 2025

Speech- On February 8th, the GCHS Speech Team became Regional Champions for the first time in Grant history. Fourteen events advanced to sectionals and five of those events received state bids: Prose, Original Comedy, Informative Speaking, Radio Speaking, and Performance in the Round.

NLCC Honor Band- Eleven students participated in the 7th Annual NLCC Honor Band Festival at Wauconda High School on February 10th and 11th.

Winter Assembly- On February 13th, we celebrated the successes of our students during the fall seasons, while focusing on our winter activities.

NLCC Choir- Antioch hosted the annual NLCC event on February 18th. Twenty-two of our students represented GCHS proudly.

NLCC Best Buddies- Grayslake North hosted the annual Buddy Ballers game on February 20th.

Math Team- Competed in the ICTM Regional Contest on February 22nd. Six students qualified for a state bid, including Taiseer Mumim, the Calculator Team, and the Precalculus Team in Bloomington-Normal in April.

March 2025

Special Olympics- The Special Olympics basketball team won their Regional contests and qualified for a state bid on March 7th. They came home with a Silver medal from state in their bracket this year.

Music In Our Schools- On March 10th, delegates from three of our feeder schools shared in all things music with our high school choir and band in the GCHS Field House. Five hundred students participated in this event.

“Grant’s Got Talent”- On March 14th, we had several talented performances by our students. Sophia Esparaza’s singing of “Feelin’ Good” by Michael Buble won the competition. She showcased her skills with her performance for the entire student body during our Spring Pep Assembly.

FBLA- Twenty-nine members of our FBLA chapter qualified for the FBLA State Competition on March 28th and 29th in Springfield, Illinois. Two GCHS Students, Kian Korach and Miami de la Rosa, qualified for the FBLA Nationals Competition in Anaheim, California this July.

Winter Guard- On March 29th, the GCHS Winter Guard competed in the Midwest Color Guard Circuit Championship in Tinley Park and they took 5th place in their division.

April 2025

FCCLA- McKenna Arnold represented GCHS in the Career Investigations event in Springfield, Illinois on April 9th and 10th and qualified for the FCCLA Nationals Competition this July in Orlando, Florida.

Spring Musical- We sold out all 3 performances of *The Wizard of Oz* on April 18, 19, and 20th. We also hosted our Middle Schools on April 17 for a dress rehearsal.

NLCC Art Show- Students participated at the competition at North Chicago High School on April 23rd.

Journalism- GCHS Journalists competed at the IHSA State Series in Bloomington-Normal, Illinois on April 25th. Elianna Hanson, Cameron Lazansky, Olivia Smith, and Rosely Castaneda competed in TV News and Photo Storytelling.

Spring Assembly- On April 25th, we celebrated the successes of our students during the winter seasons, while focusing on our spring activities.

May 2025

Prom- This year, our Prom took place on May 2nd at Belvedere Banquets in Elk Grove Village, IL. We had a total of 593 students attend.

National Art Honor Society- Nine new members were inducted into our NAHS chapter on May 8th.

Special Olympics Track/Field- On the weekend of May 10th and 11th, six of our Special Olympics athletes qualified for the Special Olympics State Competition in Bloomington, Illinois on June 20th. The delegation includes: DeAnna Clark, Chris Davis, Gavin Fries, Brayden Henriot, Katie Pratt, and Julien Tennyson.

Principal's Report to the Board of Education
June 2025
Dr. Jeremy Schmidt

Summer School

Summer School 2025 began on Monday, June 12. With participating students coming to campus for in-person enrichment courses, English and Math Summer Academies, EL Summer School, Extended School Year, and credit recovery courses, this summer will again be an extremely robust program. We look forward to the continued hard work of teachers and students to make the most out of this opportunity.

Freshman Placements

Placing students at their highest, most appropriate academic level remains an instructional priority. All incoming freshmen received course initial course placements based on test scores mid-spring to allow for sectioning and staffing decisions to be made. However, the placement process becomes more refined as the beginning of the 2025 -2026 school year approaches.

Area Administrators and their Teacher Leaders have concluded all scheduled feeder school articulation visits. These meetings aimed to refine math, English, science, and Spanish placements based on an entire 8th grade year of data, including standardized test scores, teacher-recommended placement, and final grades. 8th grade teachers have a wealth of information on every student, and as such, they recommend changes in placement using their expertise. Their continued support in maximizing students' transitions into high school is appreciated.

The next phase of this work will include moving students as needed following Summer Academy and then again after freshmen take MAP tests during their first weeks of school.

Summer Work

The annual arrival of summer's cyclical projects has begun. School operations like file transfers from feeder schools, new student registrations, archiving graduate student records, textbook/supply inventory, building the master schedule, residency checks, and re-enrollment for all students have begun.

These are all substantial tasks that must be completed in a timely manner, but online re-enrollment is one of the most critical as it involves all families. Letters communicating details of the online re-enrollment process will be mailed home the week of June 23. The process, completed online via Skyward, opens on June 30.

Instructionally, Leadership Team members are planning for Freshman Orientation, organizing student material pickup days, and working to refine our Professional Development Calendar. Moreover, summer professional development work is in full swing, with Professional Learning Teams on campus daily working on curriculum, instruction, and assessment.

These summer operational projects and instructional tasks will prepare the school for a successful 2025-2026 school year.

Document Status: District Use Only

BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights or has a complaint regarding any one of the following:

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

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian

complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

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

Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681](#) et seq.), the Title IX Coordinator or designee shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law,⁶⁹ this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time from the Superintendent.

The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall provide his or her written decision to the Complainant and the accused as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers [PRESSPlus2](#)

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

The ~~Nondiscrimination Coordinator also serves as the District's~~ Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus3](#)

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

Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

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

Nondiscrimination Coordinator & Title IX Coordinator:

Christy Sefcik
Name

25700 Old Grand Ave.,

Ingleside, IL 60041
Address

csefcik@grantbulldogs.org
Email

847-587-2561
Telephone

Complaint Managers:

Jeremy Schmidt
Name

285 E. Grand Ave.,

Fox Lake, IL 60020
Address

jschmidt@grantbulldogs.org
Email

847-587-2561
Telephone

Beth Reich
Name

25700 Old Grand Ave.,

Ingleside, IL 60041
Address

breich@grantbulldogs.org
Email

847-587-2561
Telephone

LEGAL REF.:

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

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

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

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

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

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

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

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

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

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

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

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

[42 U.S.C. §12101](#) et seq., Americans With Disabilities Act; [28 C.F.R. Part 35](#).

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

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

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

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

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

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

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

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

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

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

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

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118**, **April 2025**

PRESSPlus 2. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. A district must prominently display its Title IX nondiscrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: District Use Only

BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

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

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

Title IX Sexual Harassment Prohibited

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

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

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

Definitions from 34 C.F.R. §106.30

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

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

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

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

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

Title IX Sexual Harassment Prevention and Response

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

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus2](#) or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this policy and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons.

Making a Report

A person who wishes to make a report under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus3](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.

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

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus4](#)

Title IX Coordinator:

Name [Christy Sefcik](#)

Address [25700 Old Grand Ave., Ingleside, IL 60041](#)

Email csefcik@grantbulldogs.org

Telephone [847-587-2561](#)

Processing and Reviewing a Report

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

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

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

Formal Title IX Sexual Harassment Complaint Grievance Process

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

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

1. Treat *Complainants* and *Respondents* equitably by providing remedies to a *Complainant* where the *Respondent* is determined to be responsible for sexual harassment, and by following a grievance process that complies with 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training [PRESSPlus5](#) on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual⁶⁷ predisposition or prior sexual behavior are not

relevant.

6. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard. [PRESSPlus6](#)
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Enforcement

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

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

Retaliation Prohibited

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

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

LEGAL REF.:

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

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

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

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

7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

PRESSPlus Comments

PRESSPlus 1. Rewritten in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. See the sample policy 2:265's footnotes, available at PRESS Online by logging in at www.iasb.com, for more information. **Issue 118, April 2025**

PRESSPlus 2. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 3. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 4. While the name and contact information is required by law to be listed, it is not part of the adopted policy and does not require board action. It is important for the updated name and contact information to be inserted into this policy and regularly monitored. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. If the district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. The Title IX Coordinator with ultimate oversight should be listed in this policy.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 5. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney** if the board wants the district to use a live hearing in its grievance process.

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: "Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant." After inserting the underscored text, use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 6. 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of proof it will use to determine responsibility of the respondent. The standard of proof selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373.

Preponderance of evidence is a standard of proof used in civil cases. It means “the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force.” See *Black’s Law Dictionary*, 11th ed. 2019.

Preponderance of evidence is the standard of proof used in sample policy 2:260, *Uniform Grievance Procedure*.

Clear and convincing is a higher standard of proof, requiring more than *preponderance of evidence* but less than proof beyond a reasonable doubt. It means “evidence indicating that the thing to be proved is highly probable or reasonably certain.” See *Black’s Law Dictionary*, 11th ed. 2019. **Consult the board attorney regarding the appropriate standard of proof for the district, as well as implications if a different standard of proof is used in this policy than in 2:260, *Uniform Grievance Procedure*.** For boards that choose the *clear and convincing evidence* standard of proof, delete “~~preponderance of~~” and insert “clear and convincing.” Ensure the same standard of proof is used in 2:265-AP2, *Formal Title IX Complaint Grievance Process*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:15 Identity Protection

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, [5 ILCS 179/](#). Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence, and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable **cybersecurity and other** measures to safeguard **information including**. [PRESSPlus1](#) (1) *protected personally identifiable information*, (2) other

types of information that a federal awarding agency, pass-through agency entity, or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

[2 C.F.R. §200.303\(e\)](#).

[5 ILCS 179/](#), Identity Protection Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 205/3](#), Local Records Act.

[105 ILCS 10/](#), Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: August 15, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for *personally identifiable information* and *protected personally identifiable information*.

Personally Identifiable Information (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some PII is available in public sources such as telephone books and websites. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not attached to any single category of information or technology. Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

Protected personally identifiable information (Protected PII) means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records,

and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under Grant Awards*, available at PRESS Online by logging in at www.iasb.com. Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

Document Status: Draft Update

OPERATIONAL SERVICES

4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by [2 C.F.R. §200.313](#), if applicable. The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$~~5~~¹⁰,000 [PRESSPlus1](#) and have an estimated useful life greater than one year.

Disposition of District Property

may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention [PRESSPlus2](#) of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$1,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. Two of the following individuals: the Treasurer, Board President, and/or Board Secretary, shall sign all checks issued by the School District, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

[2 C.F.R. §200](#) et seq.

seq.

[105 ILCS 5/2-3.27](#), [5/2-3.28](#), [5/3-7](#), [5/3-15.1](#), [5/5-22](#), [5/10-21.4](#), [5/10-20.19](#), [5/10-22.8](#), and [5/17-1](#) et seq.

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

Adopted: August 15, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. A minimum threshold of \$10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. **Issue 118, April 2025**

Document Status: District Use Only

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus1](#)

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

Nondiscrimination Coordinator & Title IX Coordinator:

Christy Sercik
Name

25700 Old Grand Ave.,

Ingleside, IL 60041
Address

csefcik@grantbulldogs.org
Email

847-587-2561
Telephone

Complaint Managers:

Jeremy Schmidt
Name

285 E. Grand Ave.,

Fox Lake, IL 60020
Address

jschmidt@grantbulldogs.org
Email

847-587-2561
Telephone

Beth Reich
Name

25700 Old Grand Ave.,

Ingleside, IL 60041
Address

breich@grantbulldogs.org
Email

847-587-2561
Telephone

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

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

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

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

[29 U.S.C. §218d](#), Fair Labor Standards Act.

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

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

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

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year),

5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

Document Status: District Use Only

General Personnel

5:20 Workplace Harassment Prohibited

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

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

Sexual Harassment Prohibited

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

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

Making a Report or Complaint

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

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

Whom to Contact with a Report or Complaint

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

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

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, [PRESSPlus1](#) and Complaint Managers. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

Nondiscrimination Coordinator & Title IX Coordinator:

Christy Sefcik
Name

25700 Old Grand Ave.,

Ingleside, IL 60041
Address

csefcik@grantbulldogs.org
Email

847-587-2561
Telephone

Complaint Managers:

Jeremy Schmidt
Name

285 E. Grand Ave.,

Fox Lake, IL 60020
Address

jschmidt@grantbulldogs.org
Email

847-587-2561
Telephone

Beth Reich
Name

25700 Old Grand Ave.,

Ingleside, IL 60041
Address

breich@grantbulldogs.org
Email

847-587-2561
Telephone

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

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

For any report or complaint alleging [sexual-based](#) [PRESSPlus2](#) harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the [Nondiscrimination Title IX](#) Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

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

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

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

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

Enforcement

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

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the

law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act ([5 ILCS 430/](#)), the Whistleblower Act ([740 ILCS 174/](#)), and/or the Ill. Human Rights Act ([775 ILCS 5/](#)).

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

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

Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

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

LEGAL REF.:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

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

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
 - a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
 - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
 - c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
 - d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
 - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
 - f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to

everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in [105 ILCS 5/10-20.61](#) (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in [105 ILCS 5/2-3.166](#) (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in [105 ILCS 5/3-11](#).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
 - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
 - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
 - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
 - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in [105 ILCS 110/3.10](#) (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
 - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
 - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
 - a. Teacher-student conduct;
 - b. School employee-student conduct; and
 - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in [105 ILCS 5/10-23.13](#) (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of [105 ILCS 5/27-23.4](#) (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for ~~teachers, administrators,~~ all school personnel and school resource officers, and staff regarding on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b). PRESSPlus1 the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall

document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with [105 ILCS 25/1.15](#). Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with [105 ILCS 150/](#), the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with [105 ILCS 145/](#), the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. [§Part 106-8\(d\)](#) (see Board policy 2:265, *Title IX Grievance Procedure*).
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
12. [Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A \(see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*\).\[PRESSPlus2\]\(#\)](#)

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*.

LEGAL REF.:

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

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

[105 ILCS 5/2-3.62](#), [5/2-3.166](#), [5/3-11](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), [5/22-95](#), [and 5/24-5](#), [and 5/26A](#).[PRESSPlus3](#)

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 145/25](#), Care of Students with Diabetes Act

[105 ILCS 150/25](#), Seizure Smart School Act.

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

[325 ILCS 5/4](#), Abused and Neglected Child Reporting Act.

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#) and [5/5A-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20, 226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), [7:250 \(Student Support Services\)](#), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: October 17, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, which requires each designated Article 26A Resource Person to either (1) be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence, including training in the subjects set forth in 105 ILCS 5/26A-35(b)(i), or (2) have participated in an in-service training program under 105 ILCS 5/10-22.39(d) that includes training on the rights of minors to consent to counseling services and psychotherapy under the Mental Health and Developmental Disabilities Code within 12 months prior to designation. However, 105 ILCS 5/10-22.39(d) was deleted by P.A. 103-542 and its training contents are in 105 ILCS 5/10-22.39(b-25).

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requires employees whose duties include resolution of Article 26A complaints to initially complete at least eight hours of training on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete six hours of training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. See sample administrative procedures 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual*

Violence, and 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.

See pp. 28-30 of the June 2024 report of the second ESS Task Force for existing training requirements that may be suitable to fulfill Article 26A training requirements, at:

www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

PRESSPlus 3. The Legal References are updated. **Issue 118, April 2025**

Document Status: Draft Update

INSTRUCTION

6:150 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: [PRESSPlus1](#)

1. ~~(1) b~~ Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, ~~and (2) f~~
2. For up to three months after the child's birth or a miscarriage. [PRESSPlus2](#)
3. When a student must care for his or her ill child if:
 - a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition [PRESSPlus3](#) that would require the student to be absent from school for two or more consecutive weeks; and
 - b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.:

[105 ILCS 5/10-19.05\(e\)](#), [5/10-22.6a](#), [5/14-13.01](#), and [5/18-4.5](#).

[23 Ill.Admin.Code §§1.520, 1.610](#), and [226.300](#).

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease)

Adopted: August 15, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Number 2 does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. **Issue 118, April 2025**

PRESSPlus 3. *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

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

Any student may file a sexual harassment discrimination ^{PRESSPlus1} complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

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

LEGAL REF.:

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

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

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

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

[Good News Club v. Milford Central Sch.](#), 533 U.S.⁹³98 (2001).

[Ill. Constitution, Art. I](#), §18.

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), [5/26A](#), and [5/27-1](#).

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

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: District Use Only

STUDENTS

7:20 Harassment of Students Prohibited

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

Sexual Harassment Prohibited

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

Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. ~~A student may choose to report to an employee of the student's same gender.~~ [PRESSPlus1](#)

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus2](#) and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, [Title IX Coordinator](#), and Complaint Managers. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

Nondiscrimination Coordinator & Title IX Coordinator:

Christy Sefcik
Name

25700 Old Grand Ave.,

Ingleside, IL 60041

Address

csefcik@grantbulldogs.org

Email

847-587-2561

Telephone

Complaint Managers:

Jeremy Schmidt

Name

285 E. Grand Ave.,

Fox Lake, IL 60020

Address

jschmidt@grantbulldogs.org

Email

847-587-2561

Telephone

Beth Reich

Name

25700 Old Grand Ave.,

Ingleside, IL 60041

Address

breich@grantbulldogs.org

Email

847-587-2561

Telephone

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

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

Investigation Process

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

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

For any report or complaint alleging sexual-based PRESSPlus3 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Title IX Coordinator or designee shall consider whether action under Board policy 2:265, Title IX

Grievance Procedure, should be initiated.

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

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

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

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

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

Enforcement

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

Retaliation Prohibited

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

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

LEGAL REF.:

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

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973;⁹⁷ [34 C.F.R. Part 104](#).

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

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/26A](#), [5/27-1](#), and [5/27-23.7](#).

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

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

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

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#)

PRESSPlus Comments

PRESSPlus 1. This sentence is stricken because the preceding sentence already states that students are encouraged to report to any employee with whom the student is comfortable speaking. **Issue 118, April 2025**

PRESSPlus 2. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades 9 through 12 in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), [PRESSPlus1](#) observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. [PRESSPlus2](#) Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.

4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
5. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, ~~or~~ **and** information about **available** community ~~agency~~ services **relevant to such students' needs**. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
7. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
8. Reasonable efforts to provide ongoing professional development to ~~teachers, administrators~~ **all school personnel**, Board members, **and** school resource officers, ~~and staff~~ **PRESSPlus3** on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring Updating

Pursuant to State law and **Board** policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

[105 ILCS 5/22-92](#) and [5/26-1 through 5/26-3](#), [5/26-5 through 5/26-16](#), ~~and 5/26-18~~, and [5/26A](#).

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:340 (Student Records)

Adopted: December 21, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

Document Status: District Use Only

STUDENTS

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

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

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

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

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

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

meant to be illustrative and non-exhaustive.

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

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

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

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus1](#) Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator & Title IX Coordinator:

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4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:

- a. Making all reasonable efforts to complete¹⁰⁴ the investigation within 10 school days after the

date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.

- b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
- d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

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

- e. Bystander intervention or participation.

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

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

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

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment-discrimination [PRESSPlus2](#) in violation of Title IX of the Education Amendments of 1972.
 - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
 - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
 - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
 - j. 7:315, *Restrictions on Publications; High Schools*. This policy prohibits students from

and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

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

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

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

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

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:315 (Restrictions on Publications; High Schools)

PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

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

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

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, *Title IX Grievance Procedure*. This policy prohibits a District employee, agent, or student from engaging in sexual discrimination, including sex-based harassment, [PRESSPlus1](#) in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.

3. Incorporates age-appropriate instruction in grades 9 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

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

LEGAL REF.:

[105 ILCS 110/3.10.](#)

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

Adopted: October 17, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. Look-alike or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing an electronic paging device.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ [PRESSPlus1](#) Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off
- 7. or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 8. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending,

sharing, viewing, receiving, or possessing indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions, as defined in State law. [PRESSPlus2](#)

9. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
10. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
11. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
12. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
13. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
14. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
15. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
16. Entering school property or a school facility without proper authorization.
17. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
18. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
19. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
20. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
21. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
22. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
23. Operating an unmanned aircraft system (UAS), or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.

24. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted

from being on school grounds and at school activities.

12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled shall also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in [Article 13A](#) or [13B of the School Code](#).
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. [PRESSPlus3](#) It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33 needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theater, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do

bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. School grounds includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a student is reportedly in possession of a firearm, also any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents ~~involving battery against staff members to the Ill. State Board of Education~~ ISBE through its web-based School Incident Reporting System as they occur during the year and no later than ~~August 1~~ July 31 PRESSPlus4 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other ~~certificated~~ licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33 PRESSPlus5 ~~needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property~~. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

[20 U.S.C. §7971](#), Pro-Children Act of 2004.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/22-100](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), and [5/31-3](#).

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

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

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§1.280](#), [1.285](#).

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: December 21, 2023

PRESSPlus Comments

PRESSPlus 1. This text is moved to #7, below. **Issue 118, April 2025**

PRESSPlus 2. This definition of sexting is adapted from Merriam-Webster's definition at www.merriam-webster.com/dictionary/sexting, and it incorporates offenses under State law that address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for*

Investigating Sexting Allegations, available at PRESS Online by logging in at www.iasb.com, for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-100, added by P.A. 103-806. **Issue 118, April 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-27.1A and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). **Issue 118, April 2025**

PRESSPlus 5. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:200 Suspension Procedures

In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
 - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
 - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
 - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
 - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
 - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:

- a) A threat to school safety, ¹¹⁸or

b) A disruption to other students' learning opportunities.

ii. For a suspension of 4 or more school days, an explanation:

a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,

b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and

c) That the student's continuing presence in school would either:

i) Pose a threat to the safety of other students, staff, or members of the school community, or

ii) Substantially disrupt, impede, or interfere with the operation of the school.

~~d) Of~~ For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee.

5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
 - a. At the review, the student ~~s~~ and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus1](#)
 - b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus2](#)
 - c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
 - d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14, 5/10-22.6.](#)

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

Adopted: December 19, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. For the definition of *support person*, see sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:210 Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
 - a. Include the time, date, and place for the hearing.
 - b. Briefly describe what will happen during the hearing.
 - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
 - d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. [PRESSPlus1](#)
 - e. Inform the student and parent(s)/guardian(s) that a support person [PRESSPlus2](#) of their choice and at their expense is permitted to accompany the student throughout the proceedings.
 - f. List the student's prior suspension(s).
 - g. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
 - h. Ask that the student or parent(s)/guardian(s) ~~or attorney~~ inform the Superintendent or Board Attorney if the student will ~~be represented by an attorney~~ appear with a representative and/or support person and, if so, provide the ~~attorney's~~ name(s) and contact information for the representative and/or support person
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
 - a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) ~~evidence~~ evidence of the threat or disruption posed by the student.

- b. The student and his or her parent(s)/guardian(s) may ~~be represented by counsel~~ appear with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus3](#)
 - c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus4](#)
5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
 6. If the Board acts to expel the student, its written expulsion decision shall:
 - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
 - b. Provide a rationale for the specific duration of the recommended expulsion.
 - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
 - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
 7. Upon expulsion, the District may refer the student to appropriate and available support services.

When the Superintendent or designee identifies a student as having committed gross disobedience or misconduct and recommends expulsion of the student as an appropriate disciplinary measure, the Superintendent is authorized to, but not required to, enter into an agreement with the student's parent(s)/guardian(s) or with any student having reached the age of majority allowing for the student's voluntary enrollment in an alternative school authorized by [Article 13A of the School Code](#) in lieu of proceeding with an expulsion hearing before the School Board. Such agreement shall be conditioned on the student's successful completion of the alternative program as determined and monitored by the Superintendent.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#).

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: October 20, 2022

PRESSPlus Comments

PRESSPlus 1. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. For the definition of support person, see sample administrative procedure 7:255-AP1, *Supporting Students who are Parents, Expectant Parents, or Victims of Sexual or Domestic Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools.

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. ~~Guidance and s~~ School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550. [PRESSPlus1](#)

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

Article 26A Domestic or Sexual Violence and Parenting Resource Personnel [PRESSPlus2](#)

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy shall be is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their

confidentiality protected in accordance with Board policy and District procedures. [PRESSPlus3](#)

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, ~~and 5/21B-25(G)~~, and 5/26A.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

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

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

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

Adopted: January 19, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 3. This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. **Issue 118, April 2025**

Document Status: District Use Only

7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

New/Unpublished Section

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, [PRESSPlus1](#) or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A). [PRESSPlus2](#)

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year. [PRESSPlus3](#)
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35. [PRESSPlus4](#)
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person. [PRESSPlus5](#)
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45. [PRESSPlus6](#)
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40. [PRESSPlus7](#)
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25. [PRESSPlus8](#)
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f). [PRESSPlus9](#) Confidentiality procedures will: [PRESSPlus10](#)
 - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
 - b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-

20(c). [PRESSPlus11](#)

10. Complies with State and federal law and aligns with Board policies. [PRESSPlus12](#)

Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus13](#) a Complaint Manager, or any employee with whom the person is comfortable speaking. [PRESSPlus14](#)

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. [PRESSPlus15](#)

Nondiscrimination Coordinator & Title IX Coordinator:

Title IX Coordinator:

Name [Christy Sefcik](#)

Address [25700 Old Grand Ave., Ingleside, IL 60041](#)

Email csefcik@grantbulldogs.org

Telephone [847-587-2561](#)

Address

Email

Telephone

Complaint Managers:

Name [Jeremy Schmidt](#)

Address [285 E. Grand Ave., Fox Lake, IL 60020](#)

Email jschmidt@grantbulldogs.org

Telephone [847-587-2561](#)

Name [Beth Reich](#)

Address [25700 Old Grand Ave., Ingleside, IL 60041](#)

Email breich@grantbulldogs.org

Telephone [847-587-2561](#)

Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated

Article 26A will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc.

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

Policy Review [PRESSPlus16](#)

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

Retaliation Prohibited [PRESSPlus17](#)

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension or expulsion, with regard to students.

LEGAL REF.:

105 ILCS 5/26A.

105 ILCS 10/, III. School Student Records Act.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

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

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

23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. **Issue 118, April**

PRESSPlus 2. This policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: www.isbe.net/Documents/ess-task-force-final-report0610.pdf.

105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.

Issue 118, April 2025

PRESSPlus 3. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. See footnote 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for further information about training requirements. **Issue 118, April 2025**

PRESSPlus 5. 105 ILCS 5/26A-40(e), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Agents* is not defined and who is considered an agent for the district is fact-specific; consult the board attorney for guidance. **Issue 118, April 2025**

PRESSPlus 6. 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 7. 105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. Providing accommodations to ensure equal educational opportunities for students who are parents and expectant parents is also required by federal regulations implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) and ISBE sex equity regulations. 34 C.F.R. §106.40 and 49 C.F.R. §25.445; 23 Ill.Admin.Code §200.50. See policy 7:10, *Equal Educational Opportunities*, and sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding*

Students, available at PRESS Online by logging in at www.iasb.com. Reasonable accommodations for breastfeeding students are also required by 105 ILCS 5/10-20.60. **Issue 118, April 2025**

PRESSPlus 8. 105 ILCS 5/26A-25 and 5/26A-20(c), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Sample administrative procedures are available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 9. 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The ESS Law amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. **Issue 118, April 2025**

PRESSPlus 10. Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

The policy text is based on recommendations of the second ESS Task Force. See p. 14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf. The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. The Ill. School Student Records Act (ISSRA) permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance. Issue 118, April 2025**

PRESSPlus 11. 105 ILCS 5/26A-20(c)(1)-(6), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, states elements that must be in a district's "policy on the procedures" that a student or their parent/guardian may follow if he or she chooses to report an incident of alleged domestic or sexual violence. Having a "policy on the procedures" is a misnomer because the board does not adopt procedures but rather, through policy, directs the superintendent to establish procedures to implement policy. Only the required element at 105 ILCS 5/26A-20(c)(6), to establish a complaint resolution procedure, appears in this policy's text because the remaining elements are not board work and therefore inappropriate to include in board policy. Instead, required elements from 105 ILCS 5/26A-20(c)(1)-(5) appear in sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 12. See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com, for a list of board policies implicated by the ESS Law and that may

interact with this policy. **Issue 118, April 2025**

PRESSPlus 13. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 14. By including "any employee" in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 118, April 2025**

PRESSPlus 15. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 16. 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at www.iasb.com. **Issue 118, April 2025**

PRESSPlus 17. 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan. [PRESSPlus1](#)

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

School District Supply of Undesignated Glucagon

The Superintendent or designee shall implement [105 ILCS 145/27](#) and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor¹³³ who registers with the Ill. Dept. of Public Health

(IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:

- a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
 3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a

shortage, in which case the District shall make reasonable efforts to maintain a supply.

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber, or (2) fill the District's prescription for undesignated school glucagon.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[105 ILCS 150/](#), Seizure Smart School Act.

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

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540](#).

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

Adopted: December 21, 2023

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 145/30; 105 ILCS 150/30. This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management. **Issue 118, April 2025**

Document Status: Draft Update

STUDENTS

7:315 Restrictions on Publications; High Schools

Definitions

Libel means the willful or negligent publication of provably false and unprivileged statements of fact that do demonstrable harm to a living person's reputation.

Obscene means lewd; impure; indecent; calculated to shock the moral sense of humans by a disregard of chastity or modesty. Objectionable or offensive to accepted standards of decency.

School official means a Building Principal or designee.

School-sponsored media means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

Slander means the speaking of false statements of fact that seriously harm a living person's reputation.

Student journalist means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

Student media adviser means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and Board of Education policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate in [105 ILCS 5/27-20.08](#); and

6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties; or
4. Incites students to:
 - a. Commit an unlawful act;
 - b. Violate any of the District's policies; or
 - c. Materially and substantially disrupt the orderly operation of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Superintendent or designee and/or student media adviser may review, edit, and delete such media material before publication or distribution of the media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy.

Non-School Sponsored Publications Accessed or Distributed On Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing, and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board of Education policy [7:190](#), [Student Behavior](#), [PRESSPlus1](#) and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. [Encourages or](#) incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

[105 ILCS 5/27-20.08](#) and [5/27-23.7](#).

[105 ILCS 80/](#), Speech Rights of Student Journalists Act.

[Tinker v. Des Moines Indep. Cmty. Sch. Dist.](#), 393 U.S. 503 (1969).

[Hazelwood v. Kuhlmeier](#), 484 U.S. 260 (1988).

[Morse v. Frederick](#), 551 U.S. 393 (2007).

Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:190 \(Student Behavior\)](#), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

ADOPTED: October 20, 2022

PRESSPlus Comments

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior*. **Issue 118, April 2025**

Update Memo

Please distribute to board members and appropriate staff.

Contents

Instructions..... p. 1

PRESS Terminology p. 2

PRESS Issue 118 Topic

Bundles p. 2

Progress Report p. 6

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

Next Issue: Summer Five-Year Reviews

Online Instructions

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

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

PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Debra Jacobson, Associate General Counsel and **PRESS** Editor, djacobson@iasb.com; Jeremy Duffy, IASB Deputy Executive Director/General Counsel and Assistant **PRESS** Editor, jduffy@iasb.com; Maryam Brotine, Associate General Counsel and Assistant **PRESS** Editor, mbrotine@iasb.com; or Megan Mikhail, Assistant General Counsel and Assistant **PRESS** Editor, mmikhail@iasb.com.

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

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

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

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

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

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

PRESS Bundles

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

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 7.

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

Have feedback on **PRESS** materials?

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

Title IX Reversion to 2020 Regulations

On January 9, 2025, in the case State of Tennessee v. Cardona, the U.S. District Court in the Eastern District of Kentucky (Court) struck down the 2024 Title IX sex discrimination regulations that went into effect August 1, 2024. The result of this ruling was to restore the 2020 Title IX regulations issued during the first Trump administration. On February 4, 2025, the U.S. Dept. of Education's Office for Civil Rights issued a *Dear Colleague* letter in which it confirmed the 2020 Title IX regulations are in effect and advised schools to immediately reevaluate open Title IX investigations initiated under the 2024 regulations to ensure consistency with the requirements of the 2020 Title IX regulations.

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

- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
- 2:260, Uniform Grievance Procedure
- 2:265, Title IX Grievance Procedure – **REWRITTEN**
- 2:265-AP1, Title IX Response – **REWRITTEN**
- 2:265-AP2, Formal Title IX Complaint Grievance Process – **REWRITTEN**
- 2:265-AP3, Title IX Coordinator – **DELETED**
- 2:265-E, Title IX Glossary of Terms – **REWRITTEN**
- 5:10, Equal Employment Opportunity and Minority Recruitment
- 5:20, Workplace Harassment Prohibited
- 5:100, Staff Development Program
- 7:10, Equal Educational Opportunities
- 7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students
- 7:10-AP2, Accommodating Breastfeeding Students
- 7:20, Harassment of Students Prohibited
- 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:185, Teen Dating Violence Prohibited
- 7:190-E2, Student Handbook Checklist

Ensuring Success in School Law

The Ensuring Success in School (ESS) Law, Public Act 102-466, effective 7-1-25, creates new School Code Article 26A, *Children and Students Who Are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Article 26A requires districts to ensure they have policies, procedures, and resources in place to ensure that students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students) are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma. Specifically, Article 26A requires that at least one staff member in each school building be identified and trained as a resource person for Article 26A Students, and that each district have a complaint resolution procedure to resolve complaints of alleged violations of Article 26A. These requirements are set forth in a new 7:255 policy suite. 140

PRESS Terminology

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

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

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

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

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

Administrative procedures should be dated for implementation by the administrative staff and kept separately from the board policy manual.

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

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

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

Please note that since the ESS Law requires an Article 26A Resource Person in each school building, each school will need to have its own version of **NEW** sample administrative procedure, 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, and Victims of Domestic or Sexual Violence*.

The ESS Law also amends the following:

1. 105 ILCS 5/10-22.6, amended by P.A. 102-466, eff. 7-1-25, provides that during a suspension review hearing or expulsion hearing, students may disclose any factor to be considered in mitigation, including the student's status as a parent, expectant parent, or victim of domestic or sexual violence. It also requires that students be allowed to appear with a representative and/or a support person at disciplinary hearings.
2. 105 ILCS 5/10-22.6a, amended by P.A. 102-466, eff. 7-1-25, requires that home instruction be available for students unable to attend school because of pregnancy-related conditions (previously *pregnancy*), the fulfillment of parenting obligations related to the health of the child, or health or safety concerns arising from domestic or sexual violence.
3. 105 ILCS 5/26-2a, amended by P.A. 102-466, eff. 7-1-25, adds the following as valid causes for student absence: attendance at a verified medical or therapeutic appointment, appointment with a victim services provider, the fulfillment of a parenting responsibility, and addressing circumstances resulting from domestic or sexual violence.
4. 105 ILCS 10/2(f), amended by P.A. 102-466, eff. 7-1-25, provides that a student's temporary records shall include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence.

The following **PRESS** materials are created or updated in response to this law:

- 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
- 5:100, Staff Development Program
- 6:150, Home and Hospital Instruction
- 7:10, Equal Educational Opportunities
- 7:10-AP2, Accommodating Breastfeeding Students
- 7:50, School Admissions and Student Transfers To and From Non-District Schools
- 7:50-AP, School Admissions and Student Transfers To and from Non-District Schools
- 7:60, Residence
- 7:70, Attendance and Truancy
- 7:190-E2, Student Handbook Checklist
- 7:200, Suspension Procedures
- 7:210, Expulsion Procedures
- 7:210-E1, Notice of Expulsion Hearing
- 7:250, Student Support Services
- 7:250-AP2, Protocol for Responding to Students with Social, Emotional, or Mental Health Needs
- 7:255, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence – **NEW**
- 7:255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence – **NEW**
- 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence – **NEW**
- 7:340, Student Records
- 7:340-AP1, School Student Records
- 7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

Artificial Intelligence

The use of artificial intelligence (AI)-enabled tools in K-12 has become a hot topic nationwide, as schools begin to grapple with how AI can be best utilized to improve instruction, support educators, and reduce administrative burdens. In October 2024, the U.S. Dept. of Education issued a toolkit (Toolkit) to support the safe, ethical, and equitable integration of AI in K-12 schools. Like other technological tools, it is important to keep in mind that boards have many existing board policies that already govern conduct that could involve the use of AI-enabled tools, such as policies addressing equal opportunity for students and employees, staff professional conduct, bullying, and student behavior. In recognition of the increasing role of AI in K-12 education, sample **PRESS** policy 6:325, *Access to Electronic Networks*, is updated to include a new, optional subhead to

address the use of AI-enabled tools. **NEW** sample administrative procedure 6:235-AP3, *Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, provides a framework, based on the Toolkit, to assist districts as they develop their own AI plans and responsible use guidelines that reflect local needs and conditions.

The following **PRESS** materials are updated or created:

- 2:150-AP, Superintendent Committees
- 6:235, Access to Electronic Networks
- 6:235-AP1, Acceptable Use of the District's Electronic Network
- 6:235-AP3, Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines – **NEW**

Federal Uniform Guidance for Awards

In October 2024, the Office of Management and Budget (OMB) issued final rules to comprehensively update and streamline the OMB *Guidance for Grants and Agreements*, now called the OMB *Guidance for Federal Financial Assistance*, located at 2 C.F.R. Part 200. The final rules are intended to improve federal financial assistance management, transparency, and oversight through more accessible and comprehensible guidance. At the State level, the amended federal rules continue to apply to State grants governed by the Ill. Grant Accountability and Transparency Act.

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

- 4:15, Identity Protection
- 4:15-AP2, Treatment of Personally Identifiable Information Under Grant Awards
- 4:60-AP5, Federal and State Award Procurement Procedures
- 4:80, Accounting and Audits
- 4:80-AP3, Inventory Management for Federal and State Awards

Sexting

In response to the use of technologies to produce harmful and sexually explicit “deepfakes”, 720 ILCS 5/11-23.7, added by P.A. 103-825, criminalizes the *non-consensual dissemination of sexually explicit digitized depictions*. **PRESS** sample policy 7:190, *Student Behavior*, has been updated to include a definition of the term *sexting*, which incorporates this criminal offense, along with other offenses referenced in sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*.

The following **PRESS** materials are updated:

- 7:190, Student Behavior
- 7:190-AP5, Student Handbook – Electronic Devices
- 7:190-AP6, Guidelines for Investigating Sexting Allegations
- 7:310, Restrictions on Publications; Elementary Schools
- 7:310-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools
- 7:315, Restrictions on Publications; High Schools
- 7:315-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools

103rd General Assembly Lane Duck Session

During its final lame duck session, the 103rd General Assembly passed bills impacting schools:

1. 105 ILCS 5/2-3.204, added by P.A. 103-1076, requires the Ill. State Board of Education to secure one or more statewide master contracts for Halal and Kosher meals so districts may purchase them, subject to appropriation of funds by the General Assembly.
2. Income Tax Act, 35 ILCS 5/231(b), amended by P.A. 103-1059, extends until 1-1-26, a tax credit for employers that incur qualified expenses on behalf of an apprentice under a registered apprenticeship program.

3. Criminal Code of 2012, 720 ILCS 5/11-9.3, amended by P.A. 103-1071, eff. 7-1-25, amends the definition of *child sex offender* to incorporate changes made to titles of certain prostitution-related offenses.

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

- 4:120, Food Services
- 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students
- 8:30, Visitors to and Conduct on School Property

PRESS Issue 118 Trivia

378 pages • 166,597 words • 67 PRM materials

Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 480 separate pieces of material, including policies, administrative procedures, and related exhibits. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** in numerical order beginning on p. 7.

The following **PRESS** materials are updated:

- 4:170-AP6, E1, School Staff AED Notification Letter
- 5:60, Expenses
- 5:60-AP, Federal and State Grant Travel Expense Procedures
- 5:60-E1, Employee Expense Reimbursement Form
- 5:60-E2, Employee Estimated Expense Approval Form
- 5:170-AP4, Designation of District Millennium Copyright Act (DMCA) Agent; Registration Process

- 7:190-AP2, Student Handbook – Gang Activity Prohibited
- 7:220-AP, Electronic Recordings on School Buses
- 7:325-E, Application and Procedures to Involve Students in Fundraising Activities
- 7:345-AP, E1, Student Covered Information Reporting Form
- 7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors
- 7:345-AP, E3, Parent Notification Letter for Student Data Breach
- 8:30-E1, Letter to Parent Regarding Visits to School by Child Sex Offenders
- 8:30-E2, Child Sex Offender’s Request for Permission to Visit School Property

Miscellaneous

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

The following **PRESS** material is updated:

- 7:270, Administering Medicines to Students
- 7:270-AP2, Checklist for District Supply of Undesignated Medication(s)

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

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

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

DELETED. This material has been deleted from the **PRM**.

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

RENAMED. The title of the material has been amended.

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

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

Progress Report - The contents of this table frequently change.

Topics	Our Response
Governor Supports Cell Phone Ban Legislation During his State on the State Address to the Ill. General Assembly on February 19, 2025, Governor Pritzker announced his support for legislation that would require school boards to adopt policies banning the use of cell phones during instructional time, with certain exceptions. IASB is monitoring the relevant bills on this topic as the spring legislative session progresses.	If new legislation goes into effect, affected PRESS materials, including sample policy 7:190, <i>Student Behavior</i>, will be updated in the fall.
Presidential Executive Orders Address K-12 Issues, including Potential Immigration Enforcement in Schools Since taking office, the President has issued many Executive Orders (EOs), directing various federal agencies to implement his administration's policy priorities. Several of the EOs may impact K-12 schools, including an EO directed at dismantling the U.S. Dept. of Education and others addressing gender classification, diversity, equity, and inclusion efforts, and immigration enforcement. IASB continues to monitor the actions of the new federal administration, including the U.S. Dept. of Education, for lasting impacts on PRESS materials. Districts with specific questions on the local impacts of these actions should contact their board attorneys for guidance. Regarding the issue of immigration, the new administration announced a change to a previous federal policy which had limited immigration enforcement authorities from conducting activities at protected areas such as schools. In response to this development, the Ill. School Board of Education issued non-regulatory guidance indicating that districts should work with their board attorneys to develop procedures to follow should immigration authorities seek to gain access to their schools or other records. The Ill. Council of School Attorneys (ICSA) has also updated its guidance document, <i>Guidelines for Interviews of Students at School by Law Enforcement Authorities</i>, to address these issues. The ICSA Guidelines, which are referred to in sample administrative procedure 7:150-AP, <i>Agency and Police Interviews</i>, are available at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/guidelines-for-interviews-of-students/.	No PRESS materials are affected at this time.
Cook County Issues Guidance for School Districts on Paid Leave Ordinance The Cook County Paid Leave Ordinance (Ordinance) became effective for certain school districts within Cook County on 1-1-25. Many districts in Cook County are exempt from the Ordinance because the home-rule municipality in which they are located took official action to opt out from the Ordinance. On 1-10-25, the Cook County Commission on Human Rights issued Paid Leave Guidance for School Districts for those districts affected. Given the scope and complexity of the Ordinance and its implementing regulations, impacted districts should work with their board attorneys to ensure the proper policy and/or procedures are in place.	No PRESS materials are affected.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	
2:150-AP, Superintendent Committees	The procedure is updated in response to the creation of 6:235-AP3, <i>Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines</i> , and for continuous improvement.	☐
2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to: 1. <u>State of Tennessee v. Cardona</u>, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations; 2. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a <i>Ensuring Success in School (ESS) Law</i>, eff. 7-1-25, providing protections for students who are parents, expectant parents, or victims of domestic or sexual violence (Article 26A Students); 3. 105 ILCS 5/10-20.84(a), added by P.A. 102-917 and renumbered by P.A. 103-154, requiring districts to post on their websites their local postsecondary and career expectations frameworks; and 4. Continuous improvement.	☐
2:260, Uniform Grievance Procedure	The policy and footnotes are updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. The footnotes are also updated in response to the Whistleblower Act, 740 ILCS 174/, amended by P.A. 103-867, broadening the scope of legal protections for whistleblowers.	☐
2:265, Title IX Grievance Procedure	REWRITTEN. The policy is updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement.	☐
2:265-AP1, Title IX Response	REWRITTEN. The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above.	☐
2:265-AP2, Formal Title IX Complaint Grievance Process	REWRITTEN. The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above.	☐
2:265-AP3, Title IX Coordinator	DELETED. The procedure is deleted in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations.	☐
2:265-E, Title IX Glossary of Terms	REWRITTEN. The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above.	☐
4:15, Identity Protection	The policy and footnotes are updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for <i>personally identifiable information</i> and <i>protected personally identifiable information</i> .	☐
4:15-AP2, Treatment of Personally Identifiable Information Under Grant Awards	The procedure is updated for the reason stated in 4:15, <i>Identity Protection</i> , above.	☐
4:60-AP5, Federal and State Award Procurement Procedures	The procedure is updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046, revising general procurement standards, competition, methods of procurement, procurement of recovered materials, contract cost and price, and federal agency or pass-through entity review; and for continuous improvement.	☐

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

4:80, Accounting and Audits	The policy and footnotes are updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046, addressing the disposition and the retention of property acquired under grant awards, including an increase in the capitalization threshold from \$5,000 to \$10,000 for capital assets. The footnotes are also updated for continuous improvement.	☐
4:80-AP3, Inventory Management for Federal and State Awards	The procedure is updated for the reasons stated in 4:80, <i>Accounting and Audits</i> .	☐
4:120, Food Services	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/2-304, added by P.A. 103-1076, requiring the Ill. State Board of Education (ISBE) to secure one or more master contracts for Halal and Kosher meals, subject to appropriation.	☐
4:170-AP6, E1, School Staff AED Notification Letter	The procedure is updated in response to a five-year review.	☐
5:10, Equal Employment Opportunity and Minority Recruitment	The policy is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above.	☐
5:20, Workplace Harassment Prohibited	The policy and footnotes are updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above.	☐
5:60, Expenses	The Legal References and footnotes are updated in response to a five-year review.	☐
5:60-AP, Federal and State Grant Travel Expense Procedures	The procedure is updated in response to a five-year review.	☐
5:60-E1, Employee Expense Reimbursement Form	The exhibit is unchanged in response to a five-year review.	☐
5:60-E2, Employee Estimated Expense Approval Form	The exhibit is unchanged in response to a five-year review.	☐
5:100, Staff Development Program	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring training for staff members designated as resource persons and complaint resolvers for Article 26A Students. The policy and footnotes are also updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896, requiring ongoing professional development for all personnel on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, as well as trauma-responsive learning environments, and in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. Continuous improvement updates are also made to the footnotes.	☐
5:170-AP4, Designation of District Millenium Copyright Act (DMCA) Agent; Registration Process	The procedure is updated in response to a five-year review.	☐

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

6:150, Home and Hospital Instruction	The policy, Cross References, and footnotes are updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring home instruction for students unable to attend school due to pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health or safety concerns arising from domestic or sexual violence.	☐
6:235, Access to Electronic Networks	The policy and footnotes are updated to address the use of artificial intelligence-enabled tools in schools. A new, optional Use of Artificial Intelligence (AI)-Enabled Tools subhead is added to the policy. The footnotes are also updated in response to a U.S. Surgeon General's Advisory addressing the safety of social media use for children, and for continuous improvement.	☐
6:235-AP1, Acceptable Use of the District's Electronic Network	The procedure is updated to include reference to a district's AI Responsible Use Guidelines, for those districts whose boards adopt the Use of Artificial Intelligence (AI)-Enabled Tools subhead in 6:235, <i>Access to Electronic Networks</i> .	☐
6:235-AP3, Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines	NEW. The procedure is created to address the development of an AI plan and guidelines regarding the responsible use of artificial intelligence-enabled tools in schools.	☐
6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students	The policy is unchanged. Footnote 11 is updated in response to the Ill. Income Tax Act, 35 ILCS 5/231(b), extending until 1-1-26, a tax credit for employers that incur qualified expenses on behalf of an apprentice under a registered apprenticeship program. Other continuous improvement updates are also made to the footnotes.	☐
7:10, Equal Educational Opportunities	The policy and footnotes are updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. The Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring schools to facilitate the full participation of Article 26A Students.	☐
7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students	The procedure is updated for the reasons stated in 2:265, <i>Title IX Grievance Procedure</i> , above.	☐
7:10-AP2, Accommodating Breastfeeding Students	The procedure is updated for the reasons stated in 7:10, <i>Equal Educational Opportunities</i> , above.	☐
7:20, Harassment of Students Prohibited	The policy and footnotes are updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. The Legal References and Cross References are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25.	☐
7:50, School Admissions and Student Transfers To and From Non-District Schools	The Legal References are updated with minor style changes. The footnotes are updated in response to 105 ILCS 5/10-22.6, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring boards with a policy requiring suspended/expelled students to complete the term of their suspension/expulsion in an alternative learning opportunities program under 105 ILCS 5/13B to consider any mitigating factors for the student. Continuous improvement updates are also made to the footnotes.	☐

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

7:50-AP, School Admissions and Student Transfers to and from Non-District Schools	The procedure is updated for the reasons stated in 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> , above.	☐
7:60, Residence	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, permitting but not requiring the interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence. Continuous improvement updates are also made to the footnotes.	☐
7:70, Attendance and Truancy	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, adding more valid causes for student absence. Continuous improvement updates are also made to the policy and footnotes.	☐
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy is updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations, and for continuous improvement. Continuous improvement updates are also made to the footnotes.	☐
7:185, Teen Dating Violence Prohibited	The policy is updated in response to <u>State of Tennessee v. Cardona</u> , striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations.	☐
7:190, Student Behavior	The policy, Legal References and footnotes are updated. The policy and footnotes are updated in response to: 1. The addition of a definition for <i>sexting</i> that includes Criminal Code of 2012, 720 ILCS 5/11-23.7, added by P.A. 103-825, criminalizing the <i>non-consensual dissemination of sexually explicit digitized depictions</i>; 2. 105 ILCS 5/22-100, added by P.A. 103-806, defining <i>corporal punishment</i>; 3. 105 ILCS 5/24-24, amended by P.A. 103-806, permitting school employees to only use reasonable force with respect to a student as permitted under 105 ILCS 5/10-20.33; 4. 105 ILCS 5/10-27.1A and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling), requiring the superintendent to annually report to ISBE by July 31 certain incidents on school grounds involving firearms, drugs, and battery against staff members; and 5. Continuous improvement. The Legal References are updated for reason #2 listed above. The footnotes are also updated in response to: 1. 105 ILCS 5/10-20.14, amended by P.A. 103-896, requiring ISBE to publish guidance for the development of reciprocal reporting systems and evidence-based intervention procedures by 7-1-25; 2. Ill. Human Rights Act, 775 ILCS 5/2-101(N), added by P.A. 103-804, eff. 1-1-26, defining <i>generative artificial intelligence</i>; 3. 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896, requiring districts to make reasonable efforts to provide ongoing professional development to school personnel on 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14 and trauma responsive learning environments; 4. <u>A.A. v. Summit Sch. Dist. No. 104</u>, 2024 IL App (1st) 232451, holding that the factors for review of an expulsion previously established under <u>Robinson v. Oak Park</u>, 213 Ill.App.3d 77 (1st Dist. 1991) no longer apply because 105 ILCS 5/10-22.6 has clear standards for expulsion. 5. 105 ILCS 5/10-22.6(b), amended by P.A. 103-896, deleting a provision that addressed the immediate transfer of students to an alternative program who are suspended in excess of 20 school days; 6. 105 ILCS 5/1C-2, amended by P.A. 103-594, prohibiting the expulsion of children from early childhood programs until 7-1-26. On and after 7-1-26, the prohibition will be effective under the Dept. of Early Childhood Act, 325 ILCS 3/15-30(a)(7).	☐

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

7:190-AP2, Student Handbook - Gang Activity Prohibited	The procedure is updated in response to a five-year review.	☐
7:190-AP5, Student Handbook - Electronic Devices	The procedure is updated in response to the addition of a definition of <i>sexting</i> in 7:190, <i>Student Behavior</i> , and for continuous improvement.	☐
7:190-AP6, Guidelines for Investigating Sexting Allegations	The procedure is updated in response to: 1. Criminal Code of 2012, 720 ILCS 5/11-23.5, amended by P.A. 103-825, amended by P.A. 103-825, revising the elements of the criminal offense of <i>non-consensual dissemination of private sexual images</i>; 2. Criminal Code of 2012, 720 ILCS 5/11-23.7, added by P.A. 103-825, adding the criminal offense of <i>non-consensual dissemination of sexually explicit digitized depictions</i>; 3. <i>State of Tennessee v. Cardona</i>, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations; and 4. Continuous improvement.	☐
7:190-E2, Student Handbook Checklist	The exhibit is updated in response to: 1. <i>State of Tennessee v. Cardona</i>, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations; and 2. 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i>, eff. 7-1-25, requiring students be annually notified of support services available for Article 26A Students, the name and contact information of their school's Article 26A Resource Person, and the availability of counseling for students 12 years of age and older without parent/guardian consent under 405 ILCS 5/3-550.	☐
7:200, Suspension Procedures	The policy and footnotes are updated in response to 105 ILCS 5/10-22.6, amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, providing that during a suspension review hearing or expulsion hearing, students may disclose any factor to be considered in mitigation and students must be allowed to appear with a representative and a support person, and for continuous improvement.	☐
7:210, Expulsion Procedures	The policy and footnotes are updated for the reasons stated in 7:200, <i>Suspension Procedures</i> .	☐
7:210-E1, Notice of Expulsion Hearing	The exhibit is updated for the reasons stated in 7:200, <i>Suspension Procedures</i> .	☐
7:220-AP, Electronic Recordings on School Buses	The procedure is updated in response to a five-year review.	☐
7:250, Student Support Services	The policy, Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring students 12 years of age and older be annually notified of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550, and the designation of at least one staff member in each building as a resource person for Article 26A Students.	☐
7:250-AP2, Protocol for Responding to Students with Social, Emotional, or Mental Health Needs	The procedure is updated in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring the designation of at least one staff member in each building as a resource person for Article 26A Students.	☐
7:255, Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence	NEW. The policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.	☐

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

7:255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence	NEW. The procedure is created for the reason stated in 7:255, <i>Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i> , above.	☐
7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence	NEW. The procedure is created for the reason stated in 7:255, <i>Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence</i> , above.	☐
7:270, Administering Medicines to Students	The policy, Legal References, and footnotes are updated. The policy is updated for continuous improvement to clarify that students may self-carry supplies when authorized by their diabetes care plan and/or seizure action plan. The footnotes are updated in response to: 23 Ill.Admin.Code §1.540(b)(2), amended by 48 Ill.Reg. 14539, adding that schools are not required to accept opt-out requests from parents for the administration of undesignated medications. - Clinical Social Work and Social Work Practice Act, 225 ILCS 20/4.5, added by P.A. 103-1048, authorizing licensed school social workers to possess and administer opioid antagonists in their licensed professional capacity; and - Continuous improvement. The Legal References are updated for continuous improvement to add 105 ILCS 150/, Seizure Smart School Act.	☐
7:270-AP2, Checklist for District Supply of Undesignated Medication(s)	The procedure is updated in response to: 23 Ill.Admin.Code §1.540(b)(2), amended by 48 Ill. Reg. 14539, adding that schools are not required to accept opt-out requests from parents for the administration of undesignated medications; - ISBE and the Ill. Dept. of Human Services' <i>Substance Abuse Prevention and Recovery Instruction Resource Guide</i>; and - Continuous improvement.	☐
7:310, Restrictions on Publications; Elementary Schools	The policy, footnotes, and Cross References are updated. The policy, Cross References, and footnotes are updated in response to the addition of a definition of <i>sexting</i> in 7:190, <i>Student Behavior</i>, and for continuous improvement. The footnotes are also updated in response to: <u>L.M. v. Town of Middleborough, Mass.</u>, 103 F.4th 854 (1st Cir. 2024), addressing the limits of students' right to free speech on campus; and <u>Mahanoy Area School Dist. v. B.L.</u>, 594 U.S. 180 (2021), addressing the issue of discipline for off-campus conduct.	☐
7:310-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools	The procedure is updated in response to the addition of a definition of <i>sexting</i> in 7:190, <i>Student Behavior</i> , and for continuous improvement.	☐
7:315, Restrictions on Publications; High Schools	The policy, Cross References, and footnotes are updated for the reasons stated in 7:310, <i>Restrictions on Publications; Elementary Schools</i> , above.	☐
7:315-AP, Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools	The procedure is updated for the reasons stated in 7:310-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools</i> , above.	☐

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

7:325-E, Application and Procedures to Involve Students in Fundraising Activities	The exhibit is updated in response to a five-year review.	☐
7:340, Student Records	The Legal References, Cross References, Administrative Procedure References, and footnotes are updated in response to: 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a <i>ESS Law</i>, eff. 7-1-25, restricting the circumstances under which schools may disclose information about a student's status as a parent, expectant parent, or victim of domestic or sexual violence; and 105 ILCS 10/2(f), amended by P.A. 102-466, a/k/a <i>ESS Law</i>, eff. 7-1-25, providing that a student's temporary records include information about a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence. Continuous improvement updates are also made to the footnotes.	☐
7:340-AP1, School Student Records	The procedure is updated for the reasons stated in 7:340, <i>Student Records</i> , above.	☐
7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	The exhibit is updated in response to 105 ILCS 10/2(f), amended by P.A. 102-466, a/k/a <i>ESS Law</i> , eff. 7-1-25, providing that a student's temporary records include information about a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence, and for continuous improvement.	☐
7:345-AP, E1, Student Covered Information Reporting Form	The exhibit is updated in response to a five-year review.	☐
7:345-AP, E2, Student Data Privacy; Notice to Parents About Educational Technology Vendors	The exhibit is updated in response to a five-year review.	☐
7:345-AP, E3, Parent Notification Letter for Student Breach	The exhibit is updated in response to a five-year review.	☐
8:30, Visitors to and Conduct on School Property	The Legal References are updated with a minor style change. The footnotes are updated in response to the Criminal Code of 2012, 720 ILCS 5/11-18, amended by P.A. 103-1071, eff. 7-1-25, renaming the criminal offense of patronizing a ~~prostitute~~ <u>person engaged in the sex trade</u> , and for continuous improvement.	☐
8:30-E1, Letter to Parent Regarding Visits to School by Child Sex Offenders	The exhibit is updated in response to a five-year review.	☐
8:30-E2, Child Sex Offender's Request for Permission to Visit School Property	The exhibit is updated in response to a five-year review.	☐

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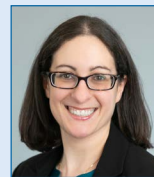
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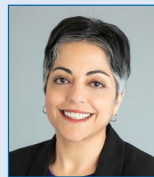
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Michael Ifkovits, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Karis Li, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

From: Blaszczyk, Luke <LBlaszczyk@grantbulldogs.org>

Sent: Sunday, May 18, 2025 8:18 AM

To: Behm, Dave <DBehm@grantbulldogs.org>

Subject: Tennis Coaching Position

Good morning,

Unfortunately after speaking with Coach Boton about summer camps and the season next year it looks like I will not be able to fulfill what he is looking for time wise this summer with my current position being 12 months. Therefore he has asked that I send in an email to you letting you know I am stepping down from the assistant tennis position. Hopefully you understand and this is enough time for him to find a new coach for the summer. Have a good rest of your weekend.

Thanks,

Luke Blaszczyk

May 21, 2025

District 124 Administrators
Grant Community High School
Fox Lake, IL 60020

Dear Ryan and Tina,

I am writing to notify you that I have accepted a school psychologist position with another district for the 2025-2026 school year. Thank you for six great years at Grant Community High School. I'm grateful for the time I've had with amazing colleagues and students at Grant. My job search was not driven by any dissatisfaction or frustration. Instead, challenges outside of Grant prompted me to explore other opportunities. I tried to wrap up my search process as soon as possible, and I hope this letter allows plenty of time to find a great candidate to fill my position. If there is anything that I can do to make the transition smoother for the Red 1 Team during the summer or as you begin the upcoming school year, I would be happy to help.

With gratitude,

Luke Fischer

Luke Fischer

to whom it may concern,

As of May 22nd 2025

I resign my position as TDA Coach

Wesley

From: Whitson, Dave <DWhitson@grantbulldogs.org>
Sent: Friday, May 16, 2025 8:57 AM
To: Behm, Dave <DBehm@grantbulldogs.org>; Norwood, Timothy <tnorwood@grantbulldogs.org>
Subject: Letter of Resignation

Dave & Tim;

My time at Grant High has been fulfilling and rewarding as I was able to build relationships with so many student athletes, staff, and coaches. I felt the students & staff embraced me from the get go and I always felt welcomed at Grant. However, a full-time coaching position with a stipend has been offered and so I am writing to inform you I will be resigning from Grant Community High School Football Staff. It's been a pleasure and this was not an easy decision to make because how much I loved working and developing the relationships over the past year.

Thank you for the opportunity and I wish nothing but the best for the Bulldogs!

Dave "Whitty" Whitson

FAMILY AND MEDICAL LEAVE REQUEST FORM

Name: Raya Mayer

Title: Custodian

Seniority Date: June 2, 2025

Date of Request: April 7, 2025

PURPOSE OF LEAVE (check one):

☒

Birth of Child

☐

Expected placement of child for adoption

☐

Expected placement of child for foster care

☐

Serious illness of family member

Name of family member: _____

Relationship to employee: _____

☐

Employee's serious illness

LEAVE DATES September 1 – November 21, 2025

TYPE OF LEAVE (check one):

☒

Continuous

☐

Intermittent basis

Schedule requested: _____

☐

Reduced schedule

Schedule requested: _____

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



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 · fax 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

FAMILY AND MEDICAL LEAVE REQUEST APPROVAL FORM

TO: Raya Mayer

The Board of Education is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "Act") of 1993. This is to notify you that your leave request has been granted. Your leave is scheduled for **September 1 – November 21 2025**. The stated purpose for your leave is **Birth of a Child** and it will be taken on the following basis:

☒

Continuous basis

☐

Intermittent basis

Schedule of leave: _____

☐

Reduced schedule

Schedule of leave: _____

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

President, Board of Education

Date

FY2026 CONSOLIDATED DISTRICT PLAN DRAFT

JUNE 12, 2025

BACKGROUND INFORMATION

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

NEEDS ASSESSMENT AND PROGRAM

- 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.**

Title 1, Part A- Improving Basic Programs

Title 2, Part A- Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

Title 3- Language Instruction Educational Program (LIEP)

Title 4, Part A- Student Support and Academic Enrichment

IDEA, Part B- Flow-Through

- 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.**

Title 1 Funds, in combination with state and local funding resources, will be used to provide a full-time English interventionist position and a full-time Math interventionist position for FY 2026. Additional funds will be allocated to purchase supplies for McKinney-Vento students to ensure academic success and to engage in community outreach efforts via the district's Parent University series.

Title 2 Funds, in combination with state and local funding sources, will be used to provide quality professional development for members of our certified staff, with particular focus on co-teaching systems and strategies, funding for staff professional development opportunities, acquisition of materials for ongoing books studies (particularly in trauma-informed teaching, grading practices, and Tier 1 strategies), and membership in NAICC for the district's instructional coaches.

Title 3 Funds (LIEP), in combination with state and local funding sources, will be used to purchase instructional materials to support the district's EL Program, to fund BPAC community outreach efforts, and for professional development for EL educators in the district.

Title 4 Funds, in combination with state and local funding sources, will be used to provide new opportunities for students to experience a well-rounded learning experience at Grant Community High School. The district intends to utilize Title IV funds to support a full-time position, a College and Career Counselor, for FY2026.

IDEA Part B Funds, in combination with state and local funding sources, will be used for training and coaching staff in Tier 1 instructional strategies to use with special education students, curricular needs for the in-district Transition Program, the salaries & benefits of Job Coaches for the Transition program, the salary & benefits of a Vocational Coordinator, partnerships with local agencies for itinerant services, and to fund SPED program assistants' salaries to allow for more efficient student data collection, accommodation implementation, and instructional classroom supports. Additionally, IDEA, Part B funds will be utilized to pay tuition for Special Education District of Lake County (SEDOL)-placed students to best meet their educational needs for the 2025-2026 school year.

3. Will the LEA braid funding? No

4. Will the LEA hybrid-blend Title II and/or Title IV funding? No

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

According to feedback received from student surveys (5Essentials, student voice surveys, Panorama, DESSA, etc.) and parental feedback (5Essentials, Parent University program), the district has identified areas for growth. Students expressed a stronger desire to feel connected with the Grant community, a greater need for a school culture rooted in welcoming and belonging, and a stronger emphasis on student voice in guiding district decisions and initiatives. Parents continue to expect a rigorous academic program with a variety of co-curricular activity offerings, and more opportunities for early college (dual-credit) coursework.

The administrative team has assisted the district in identifying tangible strategies in the realms of interventions and supports (MTSS). In order to align with the requirements of the College and Career Readiness Indicators, the district will be investing time, energy, and resources into expanding course offerings, honing Tier 1 instruction for all learners, provide a robust intervention program for students who struggle, and continue to build a curricular program where all students are exposed to curricula taught at grade level via deleveling of core subject classes. In addition, school leaders will continue to infuse the principles of belonging throughout the school climate to ensure that all students feel valued and welcome within our four walls. There will be a greater emphasis on garnering student voice with the Principal's Advisory Committee, Student Council, and with a student representative to the Board of Education.

With a focus on trauma-informed teaching practices, academic alignment to rigorous standards, and active student participation, the district hopes to make significant progress toward addressing the findings of the needs assessment.

NEEDS ASSESSMENT IMPACT

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

School report cards, 5Essentials survey, Student achievement data, Professional development plan

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.

Title 1

In order to improve academic outcomes for all learners, the district must identify and remediate learning gaps, provide fluid interventions for students demonstrating signs of struggle, and support whole-student instruction (academics, social-emotional, physical, etc.). With the pandemic as a contributing factor, students are entering the high school setting with a greater prevalence of deficient skills, particularly in English and Mathematics. In order to close those inherent gaps, the district maintains a full-time English interventionist and a full-time Math interventionist.

In addition, three full-time instructional coaches will support an all-encompassing campaign to improve Tier 1 instruction district-wide. With Title 1 grants, the district can provide the timely, targeted, and fluid interventions needed to help students overcome barriers to learning. The district has the ability to meet students where they are and determine an individual's best learning path forward. This is particularly true for our students of color and students with IEPs, as their standardized test scores and local assessment scores continue to lag those of their White and non-IEP peers. The hope is with an established, data-driven MTSS program, students will receive the help and resources that they need to remain on-track and at grade-level in their coursework.

Additional programmatic changes may be needed as the district hones its MTSS system throughout its third year of implementation. An ongoing needs assessment and feedback loop will track progress toward desired outcomes.

Title 2

The district continues to progress on its growth continuum in 2025-2026 in the realms of developing a culture of belonging and continuing to implement trauma-informed teaching practices. It became evident to members of the Professional Development committee that some of the district's current practices do not align with best practice, particularly in the realms of classroom instruction and grading practices. Therefore, it is at the forefront of PD efforts for 2025-2026 to educate, train, and support classroom practitioners toward a more welcoming school culture and climate and to infuse research-based instructional strategies to work more effectively with students who have experienced traumatic events. This will occur through in-person training opportunities at teacher institute days, flex start mornings, ongoing book studies, as well as access to online resources. Thus, the focus for the 2025-2026 school year will be rooted in equitable Tier 1 instructional practices (with an emphasis on co-teaching) and the further implementation of a comprehensive MTSS system at Grant Community High School. In this way, all students- particularly students of color, students with unique learning needs, and EL students- will receive comprehensive, quality instruction.

Title 3

In 2025-2026, Grant Community High School will utilize Title III funds to continue to engage its BPAC committee with evening programming for the district's Spanish-speaking families, such as English language instruction, community-building, and support for bilingual students and their parents and guardians. In addition to community outreach efforts, Title III funding will be utilized to provide instructional materials, instructional technologies, and attendance at EL and ITBE conferences for EL faculty members to better serve the program's students.

Title 4

In 2025-2026, the district will continue to employ a full-time College and Career Counselor. Knowing that most students are not meeting or exceeding the thresholds for being deemed college and career ready within the ISBE framework, this individual will be tasked with helping students identify and pursue their post-secondary goals. From identifying a career pathway of interest by the Sophomore year, to exploring institutions of higher learning during the Junior year, to garnering relevant work experiences via part-time employment or internships, to successfully submitting the FAFSA by the Senior year, this role will help students unlock their future potential

and know specifically what steps to take in order to get there. Title IV-A funds will enable the district to provide this collaborative opportunity for all students.

IDEA

In 2025-2026, the district will utilize its IDEA, Part B funds to provide needed curriculum supplies and resources for the in-district Life Skills program. This program will be housed on our campus, after previously being facilitated at an off-campus facility. The Transitions program continues to evolve as the curriculum is honed, including an ongoing commitment to a Job Coach position. To supplement the important work in all Tier 1 classrooms, the district will retain paraprofessionals to serve as classroom aides for students with IEPs.

In addition, funds will be set aside to engage paraprofessionals in Tier 1 instructional strategies during flex starts and institute days to ensure that all stakeholders in the classroom (primary teachers, co-teachers, teacher aides) are all implementing the research-based strategies with fidelity. The district intends to allocate IDEA funds to continue its partnerships with contracted itinerants, as well as paying tuition to the Special Education District of Lake County for students placed off-campus in order to best fit their unique learning needs. Data points such as standardized test scores, local assessments, the school report card, student voice survey feedback and STAR testing indicate that these uses of funds are most likely to attain the desired outcomes for our students.

STAKEHOLDER INVOLVEMENT

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.

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.

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

Teachers, Principals, Other School Leaders, Parents, Parent Liaisons, Title 1 Director, Title II Director, Bilingual Director, Title IV Director, Special Education Director, Homeless Liaison

2. Articulate how the LEA consulted with the stakeholders identified above in the development of this plan.

On Wednesday, May 14, 2025, a Timely Meaningful Consultation Meeting was held in-person at 1:00pm. Stakeholders were notified via personalized letters and an advertisement in the local newspaper. Required documentation for this meeting is on file and available upon request.

At the June 12, 2025 Board of Education meeting, a presentation was made to discuss historical uses of Title grant monies as well as proposed allocations for school year 2025-2026. Next year's funds were estimated at this time, using previous years' Title fund allocations. Stakeholders were informed that Title 1 Plan monies have historically been used to staff Reading and Math interventions, to provide resources to McKinney-Vento students, and to engage families via the Parent University series. A presentation is readily available to share

with community partners, parents, and students regarding the impact that Title I, II, and IV funds play in the academic program at Grant Community High School.

A draft of the proposed Consolidated District Plan was read by all members of the Board of Education. The Board of Education approved the 2025-2026 Consolidated District Plan on June 12, 2025.

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.

Grant Community High School District 124 School Board Policy 6:170 states: "The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parent and Family Engagement Compact The Superintendent or designee shall develop a District-Level Parent and Family Engagement Compact according to Consolidated District Plan requirements. The District-Level Parent and Family Engagement Compact shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parent and Family Engagement Compact- Each Building Principal or designee shall develop a School-Level Parent and Family Engagement Compact according to Title I requirements. This School-Level Parent and Family Engagement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under the Consolidated District Plan."

Parental/family interactions include meetings, phone conversations, email correspondence, and parent teacher conferences. A digital newsletter is distributed on a monthly basis to provide updates on school activities and instructional programs. The district website highlights important parent/student information, academic information, and extra-curricular information. The District maintains programs, activities, and procedures for parental involvement for all students receiving services or programming under the umbrella of the Consolidated District Plan.

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

The District will use social media, parent universities, the District website, the District newsletter, Back-to-School Night, Parent Teacher Conferences, comprehensive 8th grade enrollment nights and other public meetings to effectively engage parents and families. In addition, district documents are translated into parents' heritage languages and the District website is compatible with Google Translate to ensure that communications not only reach, but can be readily understood by our English learner and immigrant parent community members.

PRIVATE SCHOOL PARTICIPATION

Will Private Schools participate in the Program? No₁₆₃

LEA has informed Private Schools of the Title II/Title IV transfer. N/A

PRESCHOOL COORDINATION

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.

No Preschool Programs

STUDENT ACHIEVEMENT

- 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).**

Grant Community High School District 124's instructional program focuses on students in grades 9-12. Student learning needs and academic progress are identified through a myriad of assessment strategies. A combination of Type 1, Type 2, and Type 3 assessments are used to determine if students have successfully learned the content and skills necessary to achieve the desired learning outcomes of their current coursework as well as to predict their propensity for success in subsequent coursework. Local common assessments are used as both formative assessments and summative assessments. When used formatively, local assessments allow teachers to gauge the effectiveness of teaching strategies, learner accommodations, and instructional resources. Teachers then have the ability to make instructional changes or appropriately differentiate their instruction to ensure that all learners can experience academic success.

Grant Community High School utilizes Fall and Spring NWEA/MAP Testing to place incoming students into appropriate levels of coursework and to gauge current student growth on essential content and skills throughout the academic year in English and Math. Using MAP data, the district identifies specific areas of student strength or deficiency and places students into tiered English and Math courses. The district offers a double-block Algebra course for students below grade level, a fluid Math Workshop intervention, a regular-level Algebra I course, and Honors Algebra I coursework. Similarly in English, the district offers a Special Education reading course, a fluid Read 180 reading intervention, and two levels of English instruction- English 9 and Honors English 9. This format ensures that students are placed in alignment with their current skill proficiencies and have the ability to move vertically (up or down) by academic term as they progress through the curriculum or improve their MAP scores. Identified students may also receive Special Education services, such as study support with a case manager and/or cross categorical coursework in smaller educational settings. In addition, Special Education faculty will co-teach select coursework with regular education teachers, providing support for both Special Education and regular education students on the roster.

The district provides a comprehensive EL program with six full-time faculty members providing support via EL Language coursework, EL supports, and co-taught sections where regular education teachers and the EL instructor work as a team to meet the unique needs of the district's EL population while meeting the rigorous academic requirements of the course curriculum.

To accommodate gifted and talented students, each core academic department (English, Mathematics, Social Studies, and Science) offers Honors-level coursework. Thirteen dual-credit course options will be offered in eight different academic areas. In addition, the district currently offers 21 Advanced Placement courses in eight different academic departments. In this way, the district provides AP and dual-credit opportunities to Sophomore, Junior, and Senior students.

Lastly, the district has implemented a T.E.A.M. period within the instructional day for all students. This program, Together Everyone Achieves More, pairs students with a faculty mentor for thirty minutes each instructional day to promote a positive building culture and climate, monitor individual student academic progress via one-to-one conferencing, provide time for students to visit academic resource labs in a variety of content areas, and to focus on personal and academic goal-setting. During this time, all faculty members, specialists, therapists, and student mentors are available to support students in reaching their potentials within academic coursework and the Grant community.

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.

Students at risk of failure in academic courses may be identified in a variety of ways. Classroom teachers and T.E.A.M. teachers often make referrals to the Student Services Team for students experiencing academic challenges. In addition to traditional referrals, the district utilizes the Panorama platform to track student progress in the realms of attendance, academic performance, and behavioral infractions. This intuitive software indicates students at-risk of truancy, academic failure, or chronic behavioral issues so appropriate and timely interventions can be deployed. Based on these referrals, students can be issued passes to academic resources labs either during T.E.A.M., before school, after school, or throughout the instructional day. Students in the EL program are also provided with access to support periods, co-taught sections, Spanish language sections, and differentiated texts to improve academic outcomes.

The district provides English and Math academic labs before school, after school, and during each instructional period of the school day. These labs are staffed by highly-qualified, content area teachers as supervisory assignments. Classroom teachers issue passes for students to leave their T.E.A.M. classrooms or study halls to attend Math or English Labs on an as-needed basis. During T.E.A.M., the district also provides academic resource labs for the following content area: Art, Music, French, Spanish, and Science. In addition to teacher referrals, students at risk of failure of Math or English can be identified by Fall or Spring MAP scores. Students falling below the 25th percentile nationally on any one of these assessments are considered for interventions. Students may be assigned to specific interventions, such as Reading Workshop or Math Workshop, should they show signs of academic struggle. Another effort used by the district to increase the likelihood of student success is teacher recommendations. Classroom teachers recommend students for appropriate levels of subsequent coursework based on their current-year levels of performance and proficiency.

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

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

Via T.E.A.M., students' strengths and areas for improvement can be readily identified and shared between staff members, interventionists, counselors, and individual students. Using a software platform known as Panorama, SST Teams have the ability to add records of specific interventions attempted with individual students, such as student-teacher conferences, parent correspondence, academic resource lab referrals, and referrals to case managers or specialists or therapists. In this way, students are less likely to struggle academically and targeted, individualized educational assistance can be provided to students in a timely and effective manner.

In addition, English and Math academic resource labs are available during each instructional period throughout the school day, as well before and after school for the Math Lab. Students can be referred to the labs by their classroom instructors, or students can seek additional academic support on their own as well. English Lab and Math Lab are facilitated by highly-qualified English and Math faculty members during all periods of operation, ensuring that tutoring provided to students is timely, meaningful, and aligned to course standards.

For students in the EL student population, services are provided in a variety of ways. First, EL students are assigned to EL-specific support sections with EL-certified faculty members to provide additional instructional assistance beyond the traditional classroom setting. In addition, select sections of graduation-required courses, such as World History, Biology, Algebra 2, and Geometry, will be co-taught in 2025-2026 with a core content teacher and an EL instructor present in the classroom at the same time. EL Language services are provided as Spanish Language Arts 1/EL Language 1 (Non-Spanish), Spanish Language Arts 2/EL Language 2 (Non-Spanish), and Spanish Language Arts 3/EL Language 3 (non-Spanish). All levels of the district's EL program offer Spanish and Non-Spanish sections. All sections are taught by the district's EL certified staff members as well. With the EL curriculum, students have access to differentiated texts based on English proficiency and the English 3D program from Houghton Mifflin Harcourt to rapidly acquire English proficiency in the high school setting in order to succeed on the spring ACCESS exam.

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.

The district invests resources into articulation efforts among teacher teams, within vertical teams (e.g. English 9, 10, 11 and 12), and with the district's feeder school districts. The goal of this professional development is to identify specific instructional outcomes, improve the quality of classroom assessments via data analysis, and to create continuity in providing students with a comprehensive 6-12 curriculum scope and sequence. In this way, academic programs are strengthened and students can be measured based on a given level of mastery of essential skills and content. The district has adopted a Positive Behavioral Intervention and Supports (PBIS) system to improve school conditions with the goal of building a positive learning environment by ensuring that students are Keeping it R.E.D. (respectful, engaged, dependable). With these target behaviors at the forefront of district conversations and initiatives, they play an important role in supporting the instructional program. Students who exhibit these three behaviors are more likely to experience a greater level of academic success, in addition to social-emotional development.

As far as specific instructional strategies are concerned, the district has invested professional development time into Teaching with Purpose, Classroom Equity, and Formative Assessment over the past three years. These strategies are implemented in classrooms on a daily basis and discussed during weekly Late Starts within content-specific Professional Learning Teams. In addition, co-teaching occurs throughout the building in a variety of content areas. The goal of co-teaching in the district is to pair a regular education teacher with a special educator to effectively develop student skills and competencies with rosters composed of both regular education and special education students to ensure a positive, supportive, and collaborative learning environment.

For students in the EL student population, services are provided in a variety of ways. First, EL students are assigned to EL-specific support sections with EL-certified faculty members to provide additional instructional assistance beyond the traditional classroom setting. In addition, select sections of graduation-required courses, such as Biology, World History, Geometry, and Algebra 2, will be co-taught in 2025-2026 with core content teachers and an EL instructor present in the classroom at the same time. EL Language services are provided as Spanish Language Arts 1/EL Language 1 (Non-Spanish), Spanish Language Arts 2/EL Language 2, and Spanish Language Arts 3/EL Language 3. All levels of the district's EL program offer Spanish and Non-Spanish sections. All sections are taught by the district's EL certified staff members as well. With the EL curriculum, students have access to differentiated texts based on English proficiency and the English 3D program from Houghton Mifflin Harcourt to rapidly acquire English proficiency in the high school setting and to prepare them for success on the spring ACCESS test.

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.

According to Grant Community High School District 124's School Board Policy 5:190, "A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: 1. Each teacher must: a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. b. Provide the District Office with a complete transcript of credits earned in institutions of higher education. c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. d. Notify the Superintendent of any change in the teacher's transcript. 2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements." All faculty members in the district are deemed "highly qualified" according to State guidelines for teachers. Title 1 teachers, paid with Title 1 funds, have required endorsements.

In addition, paraprofessionals are required to be properly credentialed per ISBE requirements within School Board Policy 5:280: "Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE). Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules."

Reading Workshop, Reading Plus, and Math Workshop are academic interventions taught by regular education teachers. These educators are familiar with the rigors of the English and Math curricula and work hand-in-hand

with students to address areas for improvement. These are treated as fluid interventions where students return to at-grade-level coursework once they demonstrate proficiency and readiness. Read180 and System 44 are taught by special education teachers, also highly qualified in their content areas. Paraprofessionals serve primarily as instructional aides in classroom settings, but also supervise testing, such as STAR testing, for members of our student body. In addition to ensuring proper credentialing for all certified staff and paraprofessionals, the district engages in an annual teacher evaluation cycle in which certified staff are observed both informally and formally throughout the academic year. In addition, instructional coaches engage in classroom walk-throughs to assess the level to which district initiatives are implemented effectively and with fidelity. Any staff member failing to meet district expectations at a "proficient" or higher level on any domain of the Danielson framework may be placed on a professional development plan. This is true for all teachers, including those serving our students in protected classifications. In this way, the district ensures that all students, including low-income and minority students, are taught by highly effective and experienced teachers.

The district provides in-district opportunities for professional development to assist certified staff in keeping up-to-date credentials, logging professional development hours, and maintaining active professional educator licenses.

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

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

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

While a good amount of focus and resources are allocated to provide interventions and support for struggling students, the district also places a strong value on providing rigorous coursework to adequately challenge its gifted and talented learners. Ongoing professional development for certified staff continues to emphasize the importance of differentiated instruction, including the development of enrichment learning opportunities for gifted and talented students in every academic course. The district currently provides Honors and AP coursework offerings in all core academic areas, as well as advanced coursework opportunities in World Languages, Technology Education, Art, and Music. Nearly every school year, a new AP course is offered, most recently AP Political Systems. In 2025-2026, Grant Community High School will offer 22 AP-level courses in Art, English, Mathematics, Science, Social Studies, and Spanish. In 2025-2026, GCHS will offer 30 Honors-level courses in Art, English, French, Mathematics, Music, Science, Social Studies, Spanish, and Technology Education. In addition to traditional AP and Honors offerings, the district will also offer 13 dual-credit courses offerings next year in conjunction with the College of Lake County. Student enrollment in AP-level, Honors-level, or dual credit coursework is determined by objective criteria, such as student academic

potential for success. In addition, students are strongly encouraged to take AP exams in the spring. If financial barriers are preventing students from registering for AP exams, the district will subsidize or cover the cost of such exams.

COLLEGE AND CAREER

- 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:**
 - a. Coordination with institutions of higher education, employers, and other local partners.**
 - b. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.**

Through articulation efforts, the district ensures that the transition from feeder middle schools to the high school district occurs seamlessly. Teams of teachers from core content areas collaborate with their middle school counterparts on a rotating schedule to ensure that essential content and skills spiral through instruction from Grade 6 to Grade 12. All feeder school districts participate in NWEA MAP testing in the fall and in the spring. The student performance data is shared with the high school district. MAP scores in English and Math are used to determine Freshmen placement, in addition to prior academic performance and middle school teacher recommendations. District principals and superintendents meet on a monthly basis to discuss programmatic alignment. The district hosts multiple Parent University events throughout the academic year for both returning students' parents and parents of new high school students. The first session, High School 101, is designed to communicate high school expectations and identify supports for first-time high school parents. The district hosts an 8th Grade Enrollment Night program in January of the students' eighth grade year to introduce students to the high school building, its extracurricular programs, its academic program, and high school graduation requirements.

(A) Grant Community High School facilitates a transition program for students with Individualized Education Plans to garner job skills, attend classes at the College of Lake County, and to obtain and maintain post-secondary employment. Grant Community High School maintains a partnership with the College of Lake County and meets monthly as part of the CLC Alliance to identify post-secondary interests, maximize dual credit opportunities, assist students with the transition from high school to post-secondary education, all with the goal to increase successful completion of post-secondary education. We have an intergovernmental agreement with the Lake County High Schools Technology Campus, which provides career and tech education focused programs for high school students. Students attend Tech Campus during the instructional day, pursuing a field of study, such as Culinary Arts, Principles of Engineering, or Cosmetology. Taught by credentialed and experienced instructors, students earn both high school credit hours and credit hours at the College of Lake County when they successfully complete course requirements and develop core competencies. This program prepares students for the 21st century workforce and assists them in pursuing their post-secondary goals while in high school. Since 2016, Grant Community High School has partnered with the University of Illinois Urbana-Champaign to offer a Calculus III course on Grant Community High School's campus. The course is taught by a highly-qualified Math teacher in Grant's Math department, with content delivered and facilitated by the University of Illinois. Students may elect to take the course for local credit only or earn math coursework credits at UIUC for a fraction of the credit-hour tuition and student fees. Once again, students aspiring to attend UIUC upon graduation have the ability to earn college credits prior to stepping foot on campus. In addition, 2 newly-adopted dual credit courses will be offered in 2025-2026 in partnership between Grant Community High School and the College of Lake County. These courses include courses in the realms of Education and Biotechnology.

(B) In addition to the dual-credit options listed above in Section A, students may access early college learning opportunities through the district's Advanced Placement options. For 2025-2026, students will have 22 different

AP offerings to choose from in seven academic departments: Art, French, Spanish, English, Math, Social Studies, and Science. Students earning university-specific proficiency scores on the Spring scores are eligible to receive credits for college-level coursework completed in the high school setting.

Members of the Student Services Team, particularly Guidance Counselors, assist individual students in pursuing their post-secondary goals through individual conferencing and a series of evening programs. The district offers a College Information Night in September, an AP Parent Night in November, and Financial Aid Night in April. All of these programs seek to provide students and their parents with the tools necessary to achieve beyond high school. Grant Community High School has allocated the resources to staff the Student Services Team with a part-time Career Counselor. The Career Counselor is available to all students to assist them in identifying their post-secondary interests, pursuing career options, and to support them in securing part-time and summer job opportunities.

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

- a. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential 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.**

(A) Grant Community High School facilitates a myriad of course offerings on the high school campus within the realm of Career and Technical Education. In Technology Education courses, students develop proficiency with woodworking equipment, laser engraving, CNC routing, and CAD softwares, including Revit and Inventor within the realms of Architectural and Mechanical Computer-Aided Design. A Tech Support Internship prepares students for real world jobs in the field of information technology with multiple certifications available, such as Microsoft Office and CompTIA. Project Lead the Way coursework provides work-based learning opportunities in the field of math, science, and engineering. In Family and Consumer Sciences courses, students develop proficiency in food preparation and sanitation, child care, and fashion construction. In Business Education courses, students develop proficiency within the Microsoft Office Suite (including MOS certification testing opportunities), website design, mobile app development and utilizing accounting softwares. All of these CTE programs provide students with tactical, experiential learning opportunities that align with today's in-demand occupations. In addition to the CTE program, Grant Community School offers students with opportunities to acquire career and technical education experiences at the College of Lake County's Technology Campus. Students may choose a path from the twenty-two current offerings to develop career-specific skills and knowledge and to earn credits at the College of Lake County while a full-time high school student. Each year, GCHS sends approximately 150 students from the Junior and Senior classes to take advantage of this learning opportunity.

PROFESSIONAL DEVELOPMENT

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.

Title 1: Not Providing

Title 2: Professional development activities utilizing 2025-2026 Title II-A funds will include: Tier 1 instructional strategies, strategies to maximize co-teaching in a classroom setting, trauma-informed teaching professional development, materials for quarterly book studies (belonging, grading practices, Tier 1 strategies), instructional coach training with Jim Knight, and membership in the North America Instructional Coaching

Collaborative for the district's three full-time instructional coaches. There are no participating private schools within the district's boundaries.

Title 3: Professional development activities utilizing 2025-2026 Title III-LIEP funds will include: Tier 1 instructional strategies for co-teachers working with students with limited English proficiency, supportive services for students immigrating in the middle of a school year, program-specific training for the district's self-contained bilingual instructors (including SLA-specific professional development and training), translation air pods training for students and faculty, and staff-wide training on best supporting LEP students in the general education curriculum.

Title 4: Not Providing

IDEA: Professional development activities utilizing 2025-2026 IDEA, Part B funds will include: Professional development via flex start and institute day programming for paraprofessionals and Special Education teachers on Tier 1 instructional strategies and classroom equity, STAR testing training/retraining, and a particular focus on effective co-teaching practices to ensure trauma-informed teaching, progress-monitoring, and academic rigor for all students.

SAFE LEARNING ENVIRONMENT

- 1. Describe the process through which the districts will:**
 - a. reduce incidences of bullying and harassment**
 - b. reduce the overuse of discipline practices that remove students from the classroom**
 - c. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of students (major ethnic/racial group, economically disadvantaged, children with disabilities, English proficiency status, gender, and migrant status).**

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

In alignment with the spirit of Senate Bill 100, the district takes significant steps to reduce disciplinary actions that lead to the removal of students from the instructional program. With tiers of support, such as social probation, detentions, behavioral interventions, and restorative practices, the Dean's office seeks ways to address student misbehavior without directly removing a student from the classroom setting during instructional time. Each year, typically in May, the district leadership team engages in a full-day data retreat to review many data sets, but school discipline data is reviewed annually to identify areas for improvement, particularly in the realm of student referrals by demographics. The district has committed time and resources to improving our disciplinary practices and the annual data retreat is an opportunity to gauge growth in that area. The most recent data retreat was held on Thursday, May 29, 2025 in the school library.

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.

Per School Board Policy 6:140, "Each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths.

In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law." The district Superintendent has appointed Dr. Nathaniel Miller as Liaison for Homeless Children in District 124. Dr. Miller has been trained to serve as the Grant Community High School Homeless Liaison through the Regional Office of Education in Lake County.

TITLE 1 SPECIFIC PAGES

Attendance Center Designation: Targeted

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).

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

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?

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.

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.)

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)).

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

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

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents,

administrators, paraprofessionals, and instructional support personnel in their identification of the target population.

Grant Community High School objectively identifies eligible children most in need of service using formal assessments, such as local common assessments and NWEA/MAP student performance data. In addition, Grant Community High School maintains programs, activities, and procedures for the involvement of parents/guardians for students receiving Consolidated District Plan services within the School-Level Parent and Family Engagement Compact. Students identified for consideration in targeted assistance programs are approved for such coursework or programs by the supervising Divisional Administrator (Math Workshop, Reading Workshop) or Special Education Director.

School Board Policy 6:120 dictates the procedural safeguards for students considered for Special Education services or programs. It states: "For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the Student's parent(s)/guardian(s), representation by counsel, and a review procedure."

When needed services are identified that may result in changes in a student's course schedule, parents are notified prior to the implementation of such interventions. Pertinent information is available in English or other heritage languages to circumvent potential literacy barriers with our bilingual parents and students.

IDEA SPECIFIC REQUIREMENTS

- 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.

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

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

For FY 2026, several district initiatives will be funded with IDEA-Part B funds. The district will continue to utilize IDEA funds to pay salaries for paraprofessionals working directly in its Special Education classrooms, in addition to funding contracted itinerants and/or other related services from the Special Education District of Lake County (SEDOL), and providing professional development to Special Education faculty.

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

Starting in school year 2025-2026, students enrolled within the Life Skills program will now be served on the Grant Community High School campus, instead of at an off-campus serving school. The district will provide the instructional space, educational materials, and certified staff to facilitate the program.

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.

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

BEST INTEREST DETERMINATION- YOUTH IN CARE

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.

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

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

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

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

While the process detailed above is typically followed for all students, student placements for those who are English Learners differ in that information is communicated and documented in English, as well as the

student's native language. Based on need or stakeholder request, the use of in-district or over-the-phone translation services will be made available at meetings where the student's placement is determined. In this way, information is clearly communicated and understood by all stakeholders.

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

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

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

Each year, Dr. Miller leads a presentation for all certified staff to provide them with training regarding identification and the unique needs of a student categorized as Youth in Care. Part of that presentation highlights the importance of educational stability during a period of rapid, unpredictable, and potentially traumatic transition. In addition to certified staff, key members of the support staff are aware of students currently receiving Youth in Care services, including school counselors, therapists, Special Education/504 Directors, and the school registrar. Key stakeholders in the chain of support are trained to navigate Youth in Care student situations and to respond with appropriate and timely support.

YOUTH IN CARE TRANSPORTATION PLAN

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.

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

school to attend, the guidance/recommendation from the DCFS caseworker, and instructional continuity should all contribute to the decision-making process.

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

Pre-existing transportation route, new transportation route, other services for which the student is eligible (IDEA), options presented by the DCFS worker, alternatives not directly provided by the district/school (taxis, carpools, public transportation, etc.)

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

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

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

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

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

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

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

Per School Board Policy 4:110, "Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act." This policy and protocol will be revisited annually to ensure that it fits the needs of our students and that it directly aligns with ISBE policy. Key stakeholders, including, but not limited to, the District Foster Care Liaison, the Director of Special Education, the Director of Student Services, the Head of Transportation, the Special Education administrative assistant, and members of the Student Services Team (school counselors, psychologists, social workers, school registrar,

and deans) will be provided information regarding local policy and procedure. Since most referrals for services originate in conversations with Student Services staff, the next step in the process is to contact Dr. Miller regarding the student situation. Dr. Miller will then arrange a meeting with stakeholders, such as DCFS caseworkers, students, foster parents, and the school counselor to determine the best placement for the student and to begin providing transportation services.

BILINGUAL SERVICE PLAN SPECIFICS

1. Program Contact

ESL/Bilingual Endorsement: A person who has been assigned to administer a TPI program in a district that experiences such growth in the number of students eligible for bilingual education that a TBE program is required shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year of the TBE program's operation. A person who has been assigned to administer a program under subsection (d)(2) of this Section in a district where the number of students eligible for bilingual education reaches 200 shall become subject to the requirements of subsection (d)(1) of this Section at the beginning of the fourth school year in which the eligible population equals or exceeds 200 or more students. That is, each individual may continue to serve for the first three school years on the credentials that qualified him or her to administer the program previously operated. (23 Illinois Administrative Code Section 228.35 (d)). This is year one of greater than 200 EL learners enrolled at the school district.

2. Attendance Centers: 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.

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

3. Program Enrollment

Does your district offer a TBE program? Yes

Is the district placing students in part-time TBE based on the criteria found in Section 228.30 (c)(3)? Yes

Is the district keeping the evidence for part-time rationale in the student's file to support the state criteria?
Yes

Does your district have a full-time TBE Spanish program? Yes

Does your district use Spanish Language Arts Standards? Yes

4. Describe the instructional method(s) with respect to the Illinois [Spanish Language Arts Standards](#).

Teachers utilize the Spanish Language Arts Standards in instruction; students are expected to master the skills and priority standards. Curriculum focuses on Reading, Writing, Listening, and Speaking Skills using fiction and nonfiction literature. Standards encompass, but are not limited to: textual evidence, theme, vocabulary acquisition,

developing claim and reasoning, and effective discussion techniques. Interventions will take place as needed. All faculty teaching Spanish Language Arts will receive specific professional development and training related to best practices in teaching SLA students in the high school setting. Instructional activities will directly align with the Illinois Spanish Language Arts Learning Standards (November 2021).

5. Describe evaluation method(s) used to measure student's Spanish progress with respect to the Illinois Spanish Language Arts Standards.

Students will be evaluated through the use of formative and summative assessments, standardized testing measures, and Student Learning Objectives. Within the SLA course, students will apply reading strategies to improve understanding of Spanish texts, recognize and analyze literary elements, read materials from Spanish-speaking countries and communities, write in Spanish to communicate with an audience, hone listening skills, orally communicate thoughts and opinions in Spanish, and utilize correct grammar, spelling, punctuation, and capitalization.

6. BPAC Parent Advisory Committee

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 district's 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	Role	Language(s)	Telephone
Vesenia Flores 1283 Grass Lake Road City: Fox Lake State: IL Zip+4: 224 225 6301	P	Spanish	60020
Veronica Luemeyer 285 E. Grand Avenue City: Fox Lake State: IL Zip+4: 847 973 3409	T	English	60020
Blair Schoell 285 E. Grand Avenue City: Fox Lake State: IL Zip+4: 847 973 3403	T	English	60020
Carmen Carbajal 235 Rainier Way Apt. 4 City: Fox Lake State: IL Zip+4: 815 354 3937	CM	Spanish	60020
Maria Ledezma 35547 N. Laurel Avenue City: Ingleside State: IL Zip+4: 847 973 0846	P	Spanish	60041
Brenda Mendoza 45 Marvin Street City: Fox Lake State: IL Zip+4: 773 677 6413	P	Spanish	60020
Adriana Molina 25706 N. Greenleaf Avenue City: Ingleside State: IL Zip+4: 815 388 7671	P	Spanish	60041
Izuel Ortiz 37 Tremont Road City: Fox Lake State: IL Zip+4: 224 282 7455	P	Spanish	60020
Julio Ponce 37241 N. Fairview Lane City: Lake Villa State: IL Zip+4: 847 693 8254	P	Spanish	60046

[Add Additional Entries](#)

☒ 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: Vesenia Flores
 Date: 06/12/2025

☒ 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: Vesenia Flores
 Date: 06/12/2025

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

Projected Dates (7/1/2025 - 6/30/2026)

Meeting	Date	Activity
1.	09/01/2025	Bilingual Advisory Committee Training (required activity).
2.	11/05/2025	Financial Aid Night
3.	02/12/2026	ACCESS Testing Information for Parents
4.	06/01/2026	Review of Bilingual Service Plan and EBF Formula

District Type:
☒ School District
☐ Joint Agreement

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division

SCHOOL DISTRICT/JOINT AGREEMENT BUDGET FORM *
July 1, 2024 - June 30, 2025

Accounting Basis:
☒ Cash
☐ Accrual

Is this an amended budget? Yes _____
Date of Amended Budget: 04/24/2025
(MM/DD/YY)

District Name: Grant CHSD 124
District RCDT No: 34049124016

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

If your FY2024 AFR states that you need to do a deficit reduction plan and your FY2025 budget is balanced, please state the measures you took to have your budget become balanced. (Bckgrnd-Assumpt 25-26)

Budget of Grant CHSD 124, County of Lake, State of Illinois, for the Fiscal Year beginning July 1, 2024 and ending June 30, 2025.

WHEREAS the Board of Education of Grant CHSD 124, County of Lake, State of Illinois, caused to be prepared in tentative form a budget, and the Secretary of this Board has made the same conveniently available to public inspection for at least thirty days prior to final action thereon;

AND WHEREAS a public hearing was held as to such budget on the 12th day of June, 2025, notice of said hearing was given at least thirty days prior thereto as required by law, and all other legal requirements have been complied with;

NOW, THEREFORE, Be it resolved by the Board of Education of said district as follows:

Section 1: That the fiscal year of this school district be and the same hereby is fixed and declared to be beginning July 1, 2024 and ending June 30, 2025.

Section 2: That the following budget containing an estimate of amounts available in each Fund, separately, and expenditures from each be and the same is hereby adopted as the budget of this school district for said fiscal year.

ADOPTION OF BUDGET

The budget shall be approved and signed below by members of the School Board. Adopted this 12th day of June, 2025 by a roll call vote of _____ Yeas, and _____ Nays, to wit:

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

* Based on the 23 Illinois Administrative Code-Part 100 and inconformity with Section 17-1 of the School Code.
** Type in the members who voted "YEA" nor "NAY". Actual school board member signatures are not required for electronic submission.
(1) A certified copy of this document must be filed with the county clerk within 30 days of adoption as required by Section 18-50 of the Property Tax Code (35 ILCS 200/18-50).
(2) Districts are required to submit the adopted/amended budget electronically to ISBE within 30 days of adoption or by October 30, whichever comes first. Budgets are submitted through IWAS: <https://apps.isbe.net/iwas/asp/login.asp?js=true>
Please type the member signatures before submitting to ISBE. We do not accept PDF copies.

	A	B	C	D	E	F	G	H	I	J	K	L
1	Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.											
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) ¹ as of July 1, 2024		27,868,266	1,978,495	0	2,312,252	1,218,158	2,906,025	833,884	0	0	
4	RECEIPTS/REVENUES (without Student Activity Funds)											
5	LOCAL SOURCES	1000	20,356,139	5,161,742	0	1,937,301	1,117,385	0	349,972	0	0	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
7	STATE SOURCES	3000	8,682,408	50,000	0	1,850,063	0	0	0	0	0	
8	FEDERAL SOURCES	4000	1,747,675	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues ⁸		30,786,222	5,211,742	0	3,787,364	1,117,385	0	349,972	0	0	
10	Receipts/Revenues for "On Behalf" Payments ²	3998	16,590,000									
11	Total Receipts/Revenues		47,376,222	5,211,742	0	3,787,364	1,117,385	0	349,972	0	0	
12	DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)											
13	INSTRUCTION	1000	18,645,859				367,562			0		
14	SUPPORT SERVICES	2000	11,461,283	3,755,151		4,343,193	729,248	3,571,210		0	0	
15	COMMUNITY SERVICES	3000	146,000	0		0	0			0		
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,872,310	145,706	0	0	20,575	0		0	0	
17	DEBT SERVICES	5000	0	0	0	0	0			0	0	
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
19	Total Direct Disbursements/Expenditures ⁹		32,125,452	3,900,857	0	4,343,193	1,117,385	3,571,210		0	0	
20	Disbursements/Expenditures for "On Behalf" Payments ²	4180	16,590,000	0	0	0	0	0		0	0	
21	Total Disbursements/Expenditures		48,715,452	3,900,857	0	4,343,193	1,117,385	3,571,210		0	0	
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(1,339,230)	1,310,885	0	(555,829)	0	(3,571,210)	349,972	0	0	
23	OTHER SOURCES/USES OF FUNDS											
24	OTHER SOURCES OF FUNDS (7000)											
25	PERMANENT TRANSFER FROM VARIOUS FUNDS											
26	Abolishment the Working Cash Fund ¹⁶	7110										
27	Abatement of the Working Cash Fund ¹⁶	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int ^{3a} Proceeds to Debt Service Fund	7170			0							
34	SALE OF BONDS (7200)											
35	Principal on Bonds Sold ⁴	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets ⁵	7300										
39	Transfer to Debt Service to Pay Principal on GASB 87 Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on GASB 87 Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						1,310,885				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds ⁸		0	0	0	0	0	1,310,885	0	0	0	

181

	A	B	C	D	E	F	G	H	I	J	K	L
1	Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.											
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
47	OTHER USES OF FUNDS (8000)											
49	TRANSFER TO VARIOUS OTHER FUNDS (8100)											
50	Abolishment or Abatement of the Working Cash Fund ¹⁶	8110							0			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest ⁶	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest ³ Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond ^{3a} and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on GASB 87 Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on GASB 87 Leases	8420										
59	Other Revenues Pledged to Pay Principal on GASB 87 Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on GASB 87 Leases	8440										
61	Taxes Pledged to Pay Interest on GASB 87 Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on GASB 87 Leases	8520										
63	Other Revenues Pledged to Pay Interest on GASB 87 Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on GASB 87 Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810		1,310,885								
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	Total Other Uses of Funds ⁹		0	1,310,885	0	0	0	0	0	0	0	
80	Total Other Sources/Uses of Fund		0	(1,310,885)	0	0	0	1,310,885	0	0	0	
81	ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2025		26,529,036	1,978,495	0	1,756,423	1,218,158	645,700	1,183,856	0	0	
82												
83	Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2024		305,080									
84	RECEIPTS/REVENUES (For Student Activity Funds)											
85	Total Student Activity Direct Receipts/Revenues (Local Sources)	1799	50,000									
86	DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)											
87	Total Student Activity Direct Disbursements/Expenditures	1999	56,000									
88	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(6,000)									
89	Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2025		299,080									
90												

182

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>											
2	Description: Enter Whole Numbers Only	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2024		28,173,346	1,978,495	0	2,312,252	1,218,158	2,906,025	833,884	0	0	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	20,406,139	5,161,742	0	1,937,301	1,117,385	0	349,972	0	0	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0		0	0					
95	STATE SOURCES	3000	8,682,408	50,000	0	1,850,063	0	0	0	0	0	
96	FEDERAL SOURCES	4000	1,747,675	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues ⁸		30,836,222	5,211,742	0	3,787,364	1,117,385	0	349,972	0	0	
98	Receipts/Revenues for "On Behalf" Payments ²	3998	16,590,000	0	0	0	0	0		0	0	
99	Total Receipts/Revenues		47,426,222	5,211,742	0	3,787,364	1,117,385	0	349,972	0	0	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	18,701,859				367,562			0		
102	SUPPORT SERVICES	2000	11,461,283	3,755,151		4,343,193	729,248	3,571,210		0	0	
103	COMMUNITY SERVICES	3000	146,000	0		0	0			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,872,310	145,706	0	0	20,575	0		0	0	
105	DEBT SERVICES	5000	0	0	0	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures ⁹		32,181,452	3,900,857	0	4,343,193	1,117,385	3,571,210		0	0	
108	Disbursements/Expenditures for "On Behalf" Payments ²	4180	16,590,000	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		48,771,452	3,900,857	0	4,343,193	1,117,385	3,571,210		0	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(1,345,230)	1,310,885	0	(555,829)	0	(3,571,210)	349,972	0	0	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds ⁸		0	0	0	0	0	1,310,885	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds ⁹		0	1,310,885	0	0	0	0	0	0	0	
117	Total Other Sources/Uses of Fund		0	(1,310,885)	0	0	0	1,310,885	0	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2025		26,828,116	1,978,495	0	1,756,423	1,218,158	645,700	1,183,856	0	0	
119												
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10) Educational	(20) Operations & Maintenance	(30) Debt Service	(40) Transportation	(50) Municipal Retirement/ Social Security	(60) Capital Projects	(70) Working Cash	(80) Tort	(90) Fire Prevention & Safety	Total By Object
122	Object Name											
124	Salaries	100	20,666,947	1,280,961		844,950		0		0	0	22,792,858
125	Employee Benefits	200	2,592,639	173,800		166,000	1,117,385	0		0	0	4,049,824
126	Purchased Services	300	4,442,019	1,164,578	0	3,102,143		0		0	0	8,708,740
127	Supplies & Materials	400	2,115,914	925,818		140,000		0		0	0	3,181,732
128	Capital Outlay	500	415,808	355,000		90,000		3,571,210		0	0	4,432,018
129	Other Objects	600	1,892,125	700	0	100	0	0		0	0	1,892,925
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0				0		0
132	Total Expenditures		32,125,452	3,900,857	0	4,343,193	1,117,385	3,571,210		0	0	45,058,097

183

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	BEGINNING CASH BALANCE ON HAND (without Student Activity Funds) ⁷ as of July 1, 2024		27,867,881	1,978,480	0	2,312,252	1,218,158	2,906,025	833,884	0	0
4	Total Direct Receipts & Other Sources ⁸		30,786,222	5,211,742	0	3,787,364	1,117,385	1,310,885	349,972	0	0
5	OTHER RECEIPTS										
6	Interfund Loans Payable (Loans from Other Funds)	411									
7	Interfund Loans Receivable (Repayment of Loans)	141									
8	Notes and Warrants Payable	433									
9	Other Current Assets	199									
10	Total Other Receipts		0	0	0	0	0	0	0	0	0
11	Total Direct Receipts, Other Sources, & Other Receipts		30,786,222	5,211,742	0	3,787,364	1,117,385	1,310,885	349,972	0	0
12	Total Amount Available		58,654,103	7,190,222	0	6,099,616	2,335,543	4,216,910	1,183,856	0	0
13	Total Direct Disbursements & Other Uses ⁹		32,125,452	5,211,742	0	4,343,193	1,117,385	3,571,210	0	0	0
14	OTHER DISBURSEMENTS										
15	Interfund Loans Receivable (Loans to Other Funds) ¹⁰	141									
16	Interfund Loans Payable (Repayment of Loans)	411									
17	Notes and Warrants Payable	433									
18	Other Current Liabilities	499									
19	Total Other Disbursements		0	0	0	0	0	0	0	0	0
20	Total Direct Disbursements, Other Uses, & Other Disbursements		32,125,452	5,211,742	0	4,343,193	1,117,385	3,571,210	0	0	0
21	ENDING CASH BALANCE ON HAND (without Student Activity Funds) as of June 30, 2025		26,528,651	1,978,480	0	1,756,423	1,218,158	645,700	1,183,856	0	0
22											
23	Activity Funds BEGINNING CASH BALANCE ON HAND ⁷ as of July 1, 2024		305,080								
24	Total Direct Receipts & Other Sources ⁸		50,000								
25	Total Amount Available		355,080								
26	Total Direct Disbursements & Other Uses ⁹		56,000								
27	Activity funds ENDING CASH BALANCE ON HAND ⁷ as of June 30, 2025		299,080								
28											
29	Total BEGINNING CASH BALANCE ON HAND (with Student Activity Funds) ⁷ as of July 1, 2024		28,172,961	1,978,480	0	2,312,252	1,218,158	2,906,025	833,884	0	0
30	Total Direct Receipts & Other Sources ⁸		30,836,222	5,211,742	0	3,787,364	1,117,385	1,310,885	349,972	0	0
31	Total Other Receipts		0	0	0	0	0	0	0	0	0
32	Total Direct Receipts, Other Sources, & Other Receipts		30,836,222	5,211,742	0	3,787,364	1,117,385	1,310,885	349,972	0	0
33	Total Amount Available		59,009,183	7,190,222	0	6,099,616	2,335,543	4,216,910	1,183,856	0	0
34	Total Direct Disbursements & Other Uses ⁹		32,181,452	5,211,742	0	4,343,193	1,117,385	3,571,210	0	0	0
35	Total Other Disbursements		0	0	0	0	0	0	0	0	0
36	Total Direct Disbursements, Other Uses, & Other Disbursements		32,181,452	5,211,742	0	4,343,193	1,117,385	3,571,210	0	0	0
37	Total ENDING CASH BALANCE ON HAND (with Student Activity Funds) ⁷ as of June 30, 2025		26,827,731	1,978,480	0	1,756,423	1,218,158	645,700	1,183,856	0	0

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
3	RECEIPTS/REVENUES FROM LOCAL SOURCES (1000)										
4	AD VALOREM TAXES LEVIED BY LOCAL EDUCATION AGENCY	1100									
5	Designated Purposes Levies ¹¹ (1110-1120)	-	18,363,152	4,772,124		1,694,807			323,640		
6	Leasing Purposes Levy ¹²	1130									
7	Special Education Purposes Levy	1140									
8	FICA and Medicare Only Levies	1150					883,818				
9	Area Vocational Construction Purposes Levy	1160									
10	Summer School Purposes Levy	1170									
11	Other Tax Levies (Describe & Itemize)	1190									
12	Total Ad Valorem Taxes Levied by District		18,363,152	4,772,124	0	1,694,807	883,818	0	323,640	0	0
13	PAYMENTS IN LIEU OF TAXES	1200									
14	Mobile Home Privilege Tax	1210									
15	Payments from Local Housing Authority	1220									
16	Corporate Personal Property Replacement Taxes ¹³	1230	427,327				45,670				
17	Other Payments in Lieu of Taxes (Describe & Itemize)	1290									
18	Total Payments in Lieu of Taxes		427,327	0	0	0	45,670	0	0	0	0
19	TUITION	1300									
20	Regular Tuition from Pupils or Parents (In State)	1311									
21	Regular Tuition from Other Districts (In State)	1312									
22	Regular Tuition from Other Sources (In State)	1313									
23	Regular Tuition from Other Sources (Out of State)	1314									
24	Summer School Tuition from Pupils or Parents (In State)	1321	58,000								
25	Summer School Tuition from Other Districts (In State)	1322									
26	Summer School Tuition from Other Sources (In State)	1323									
27	Summer School Tuition from Other Sources (Out of State)	1324									
28	CTE Tuition from Pupils or Parents (In State)	1331									
29	CTE Tuition from Other Districts (In State)	1332									
30	CTE Tuition from Other Sources (In State)	1333									
31	CTE Tuition from Other Sources (Out of State)	1334									
32	Special Education Tuition from Pupils or Parents (In State)	1341									
33	Special Education Tuition from Other Districts (In State)	1342									
34	Special Education Tuition from Other Sources (In State)	1343									
35	Special Education Tuition from Other Sources (Out of State)	1344									
36	Adult Tuition from Pupils or Parents (In State)	1351									
37	Adult Tuition from Other Districts (In State)	1352									
38	Adult Tuition from Other Sources (In State)	1353									
39	Adult Tuition from Other Sources (Out of State)	1354									
40	Total Tuition		58,000								
41	TRANSPORTATION FEES	1400									
42	Regular Transportation Fees from Pupils or Parents (In State)	1411									
43	Regular Transportation Fees from Other Districts (In State)	1412									
44	Regular Transportation Fees from Other Sources (In State)	1413									
45	Regular Transportation Fees from Co-curricular Activities (In State)	1415									
46	Regular Transportation Fees from Other Sources (Out of State)	1416									
47	Summer School Transportation Fees from Pupils or Parents (In State)	1421									
48	Summer School Transportation Fees from Other Districts (In State)	1422									
49	Summer School Transportation Fees from Other Sources (In State)	1423									
50	Summer School Transportation Fees from Other Sources (Out of State)	1424									
51	CTE Transportation Fees from Pupils or Parents (In State)	1431									
52	CTE Transportation Fees from Other Districts (In State)	1432									
53	CTE Transportation Fees from Other Sources (In State)	1433									
54	CTE Transportation Fees from Other Sources (Out of State)	1434									
55	Special Education Transportation Fees from Pupils or Parents (In State)	1441									
56	Special Education Transportation Fees from Other Districts (In State)	1442									

185

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
57	Special Education Transportation Fees from Other Sources (In State)	1443									
58	Special Education Transportation Fees from Other Sources (Out of State)	1444									
59	Adult Transportation Fees from Pupils or Parents (In State)	1451									
60	Adult Transportation Fees from Other Districts (In State)	1452									
61	Adult Transportation Fees from Other Sources (In State)	1453									
62	Adult Transportation Fees from Other Sources (Out of State)	1454									
63	Total Transportation Fees					0					
64	EARNINGS ON INVESTMENTS	1500									
65	Interest on Investments	1510	484,160	386,118		242,494	187,897		26,332		
66	Gain or Loss on Sale of Investments	1520									
67	Total Earnings on Investments		484,160	386,118	0	242,494	187,897	0	26,332	0	0
68	FOOD SERVICE	1600									
69	Sales to Pupils - Lunch	1611	115,000								
70	Sales to Pupils - Breakfast	1612									
71	Sales to Pupils - A la Carte	1613	535,000								
72	Sales to Pupils - Other (Describe & Itemize)	1614									
73	Sales to Adults	1620									
74	Other Food Service (Describe & Itemize)	1690									
75	Total Food Service		650,000								
76	DISTRICT/SCHOOL ACTIVITY INCOME	1700									
77	Admissions - Athletic	1711	35,000								
78	Admissions - Other	1719	1,000								
79	Fees	1720									
80	Book Store Sales	1730									
81	Other District/School Activity Revenue (Describe & Itemize)	1790	337,000								
82	Student Activity Fund Revenues	1799	50,000								
83	Total District/School Activity Income (without Student Activity Funds 1799)		373,000	0							
84	Total District/School Activity Income (with Student Activity Funds 1799)		423,000								
85	TEXTBOOK INCOME	1800									
86	Textbook Rentals - Regular Textbooks	1811									
87	Textbook Rentals - Summer School Textbooks	1812									
88	Textbook Rentals - Adult/Continuing Education Textbooks	1813									
89	Textbook Rentals - Other (Describe & Itemize)	1819									
90	Textbook Sales - Regular Textbooks	1821									
91	Textbook Sales - Summer School	1822									
92	Textbook Sales - Adult/Continuing Education	1823									
93	Textbook Sales - Other (Describe & Itemize)	1829									
94	Other Textbook Income (Describe & Itemize)	1890									
95	Total Textbooks		0								
96	OTHER REVENUE FROM LOCAL SOURCES	1900									
97	Rentals	1910									
98	Contributions and Donations from Private Sources	1920									
99	Impact Fees from Municipal or County Governments	1930		1,500							
100	Services Provided Other Districts	1940									
101	Refund of Prior Years' Expenditures	1950									
102	Payments of Surplus Moneys from TIF Districts	1960									
103	Drivers' Education Fees	1970									
104	Proceeds from Vendors' Contracts	1980	0	0	0	0	0	0	0	0	0
105	School Facility Occupation Tax Proceeds	1983									
106	Payment from Other Districts	1991									
107	Sale of Vocational Projects	1992									
108	Other Local Fees (Describe & Itemize)	1993									
109	Other Local Revenues (Describe & Itemize)		500	2,000							
110	Total Other Revenue from Local Sources		500	3,500	0	0	0	0	0	0	0

186

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
111	Total Receipts/Revenues from Local Sources (without Student Activity Funds 1799)	1000	20,356,139	5,161,742	0	1,937,301	1,117,385	0	349,972	0	0
112	Total Receipts/Revenues from Local Sources (with Student Activity Funds 1799)		20,406,139								
113	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT (2000)										
114	Flow-Through Revenue from State Sources	2100									
115	Flow-Through Revenue from Federal Sources	2200									
116	Other Flow-Through Revenue (Describe & Itemize)	2300									
117	Total Flow-Through Receipts/Revenues From One District to Another District	2000	0	0		0	0				
118	RECEIPTS/REVENUES FROM STATE SOURCES (3000)										
119	UNRESTRICTED GRANTS-IN-AID (3001-3099)										
120	Evidence Based Funding Formula (Section 18-8.15)	3001	8,176,078								
121	Reorganization Incentives (Accounts 3005-3021)	3005									
122	Fast Growth District Grants	3030									
123	Other Unrestricted Grants-In-Aid From State Sources (Describe & Itemize)	3099									
124	Total Unrestricted Grants-In-Aid		8,176,078	0	0	0	0	0		0	0
125	RESTRICTED GRANTS-IN-AID (3100-3900)										
126	SPECIAL EDUCATION										
127	Special Education - Private Facility Tuition	3100	394,263								
128	Special Education - Funding for Children Requiring Sp Ed Services	3105									
129	Special Education - Personnel	3110									
130	Special Education - Orphanage - Individual	3120									
131	Special Education - Orphanage - Summer Individual	3130									
132	Special Education - Summer School	3145									
133	Special Education - Other (Describe & Itemize)	3199									
134	Total Special Education		394,263	0		0					
135	CAREER AND TECHNICAL EDUCATION (CTE)										
136	CTE - Technical Education - Tech Prep	3200									
137	CTE - Secondary Program Improvement (CTEI)	3220	75,485								
138	CTE - WECEP	3225									
139	CTE - Agriculture Education	3235									
140	CTE - Instructor Practicum	3240									
141	CTE - Student Organizations	3270									
142	CTE - Other (Describe & Itemize)	3299									
143	Total Career and Technical Education		75,485	0			0				
144	BILINGUAL EDUCATION										
145	Bilingual Education - Downstate - TPI and TBE	3305									
146	Bilingual Education - Downstate - Transitional Bilingual Education	3310									
147	Total Bilingual Education		0				0				
148	State Free Lunch & Breakfast	3360	5,500								
149	School Breakfast Initiative	3365									
150	Driver Education	3370	29,577								
151	Adult Education (from ICCB)	3410									
152	Adult Education - Other (Describe & Itemize)	3499									
153	TRANSPORTATION										
154	Transportation - Regular and Vocational	3500				105,158					
155	Transportation - Special Education	3510				1,744,905					
156	Transportation - Other (Describe & Itemize)	3599									
157	Total Transportation		0	0		1,850,063	0				
158	Learning Improvement - Change Grants	3610									
159	Scientific Literacy	3660									
160	Truant Alternative/Optional Education	3695									

187

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
161	Early Childhood - Block Grant	3705									
162	Chicago General Education Block Grant	3766									
163	Chicago Educational Services Block Grant	3767									
164	School Safety & Educational Improvement Block Grant	3775									
165	Technology - Technology for Success	3780									
166	State Charter Schools	3815									
167	Extended Learning Opportunities - Summer Bridges	3825									
168	Infrastructure Improvements - Planning/Construction	3920									
169	School Infrastructure - Maintenance Projects	3925									
170	Other Restricted Revenue from State Sources <i>(Describe & Itemize)</i>	3999	1,505	50,000							
171	Total Restricted Grants-In-Aid		506,330	50,000	0	1,850,063	0	0	0	0	0
172	Total Receipts/Revenues from State Sources	3000	8,682,408	50,000	0	1,850,063	0	0	0	0	0
173	RECEIPTS/REVENUES FROM FEDERAL SOURCES (4000)										
174	UNRESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT. (4001-4009)										
175	Federal Impact Aid	4001									
176	Other Unrestricted Grants-In-Aid Received from Fed. Govt. <i>(Describe & Itemize)</i>	4009									
177	Total Unrestricted Grants-In-Aid Received Directly from Fed Govt		0	0	0	0	0	0	0	0	0
178	RESTRICTED GRANTS-IN-AID RECEIVED DIRECTLY FROM FEDERAL GOVT (4045-4090)										
179	Head Start	4045									
180	Construction (Impact Aid)	4050									
181	MAGNET	4060									
182	Other Restricted Grants-In-Aid Received from Fed. Govt. <i>(Describe & Itemize)</i>	4090									188
183	Total Restricted Grants-In-Aid Received Directly from Federal Govt.		0	0		0	0	0			0
184	RESTRICTED GRANTS-IN-AID RECEIVED FROM FEDERAL GOVT. THRU THE STATE (4100-4999)										
185	TITLE V										
186	Title V - Flexibility and Accountability	4100									
187	Title V - SEA Projects	4105									
188	Title V - Rural Education Initiative (REI)	4107									
189	Title V - Other <i>(Describe & Itemize)</i>	4199									
190	Total Title V		0	0		0	0				
191	FOOD SERVICE										
192	Breakfast Start-Up Expansion	4200									
193	National School Lunch Program	4210	450,000								
194	Special Milk Program	4215									
195	School Breakfast Program	4220	35,000								
196	Summer Food Service Admin/Program	4225									
197	Child and Adult Care Food Program	4226									
198	Fresh Fruit and Vegetables	4240									
199	Food Service - Other <i>(Describe & Itemize)</i>	4299									
200	Total Food Service		485,000				0				
201	TITLE I										
202	Title I - Low Income	4300	169,317								
203	Title I - Low Income - Neglected, Private	4305									
204	Title I - Migrant Education	4340									
205	Title I - Other <i>(Describe & Itemize)</i>	4399									
206	Total Title I		169,317	0		0	0				
207	TITLE IV										
208	Title IV - Student Support & Academic Enrichment Grant	4400	11,577								
209	Title IV - Part A - Student Support & Academic Enrichment Grants Safe and Drug Free Schools	4415									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
210	Title IV - 21st Century	4421									
211	Title IV - Other (Describe & Itemize)	4499									
212	Total Title IV		11,577	0		0	0				
213	FEDERAL - SPECIAL EDUCATION										
214	Federal Special Education - Preschool Flow-Through	4600									
215	Federal Special Education - Preschool Discretionary	4605									
216	Federal Special Education - IDEA Flow Through	4620	376,465								
217	Federal Special Education - IDEA Room & Board	4625	325,000								
218	Federal Special Education - IDEA Discretionary	4630									
219	Federal Special Education - IDEA - Other (Describe & Itemize)	4699									
220	Total Federal Special Education		701,465	0		0	0				
221	CTE - PERKINS										
222	CTE - Perkins-Title III E Tech Prep	4770	21,596								
223	CTE - Other (Describe & Itemize)	4799									
224	Total CTE - Perkins		21,596	0			0				
225	Federal - Adult Education	4810									
226	ARRA - General State Aid - Education Stabilization	4850									
227	ARRA - Title I - Low Income	4851									
228	ARRA - Title I - Neglected, Private	4852									
229	ARRA - Title I - Delinquent, Private	4853									
230	ARRA - Title I - School Improvement (Part A)	4854									
231	ARRA - Title I - School Improvement (Section 1003g)	4855									
232	ARRA - IDEA - Part B - Preschool	4856									189
233	ARRA - IDEA - Part B - Flow-Through	4857									
234	ARRA - Title IID - Technology - Formula	4860									
235	ARRA - Title IID - Technology - Competitive	4861									
236	ARRA - McKinney - Vento Homeless Education	4862									
237	ARRA - Child Nutrition Equipment Assistance	4863									
238	Impact Aid Formula Grants	4864									
239	Impact Aid Competitive Grants	4865									
240	Qualified Zone Academy Bond Tax Credits	4866									
241	Qualified School Construction Bond Credits	4867									
242	Build America Bond Tax Credits	4868									
243	Build America Bond Interest Reimbursement	4869									
244	ARRA - General State Aid - Other Government Services Stabilization	4870									
245	Other ARRA Funds - II	4871									
246	Other ARRA Funds - III	4872									
247	Other ARRA Funds - IV	4873									
248	Other ARRA Funds - V	4874									
249	ARRA - Early Childhood	4875									
250	Other ARRA Funds - VII	4876									
251	Other ARRA Funds - VIII	4877									
252	Other ARRA Funds - IX	4878									
253	Other ARRA Funds - X	4879									
254	Other ARRA Funds - Ed Job Fund Program	4880									
255	Total Stimulus Programs		0	0	0	0	0	0		0	0
256	Race to the Top Program	4901									
257	Race to the Top - Preschool Expansion Grant	4902									
258	Title III - Instruction for English Learners & Immigrant Students	4905									
259	Title III - English Language Acquisition	4909	18,090								
260	McKinney Education for Homeless Children	4920									
261	Title II - Eisenhower - Professional Development Formula	4930									
262	Title II - Teacher Quality	4932	33,995								
263	Title II - Part A - Supporting Effective Instruction - State Grants	4935									
264	Federal Charter Schools	4960									
265	State Assessment Grants	4981									

	A	B	C	D	E	F	G	H	I	J	K
1			(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety
266	Grant for State Assessments and Related Activities	4982									
267	Medicaid Matching Funds - Administrative Outreach	4991	85,000								
268	Medicaid Matching Funds - Fee-For-Service Program	4992									
269	Other Restricted Grants Received from Fed. Govt. thru State <i>(Describe & Itemize)</i>	4998	221,635								
270	Total Restricted Grants-In-Aid Received from Federal Govt. Thru the State		1,747,675	0	0	0	0	0		0	0
271	TOTAL RECEIPTS/REVENUES FROM FEDERAL SOURCES	4000	1,747,675	0	0	0	0	0	0	0	0
272	TOTAL DIRECT RECEIPTS/REVENUES (without Student Activity Funds 1799)		30,786,222	5,211,742	0	3,787,364	1,117,385	0	349,972	0	0
273	TOTAL DIRECT RECEIPTS/REVENUES (with Student Activity Funds 1799)		30,836,222								

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
3	10 - EDUCATIONAL FUND (ED)										
4	INSTRUCTION (ED)	1000									
5	Regular Programs	1100	9,620,395	314,120	57,924	411,385	0	3,700	0	0	10,407,524
6	Tuition Payment to Charter Schools	1115									0
7	Pre-K Programs	1125									0
8	Special Education Programs (Functions 1200 - 1220)	1200	2,037,046	141,602	2,538,440	21,240					4,738,328
9	Special Education Programs Pre-K	1225									0
10	Remedial and Supplemental Programs K-12	1250									0
11	Remedial and Supplemental Programs Pre-K	1275									0
12	Adult/Continuing Education Programs	1300									0
13	CTE Programs	1400	953,960	14,815	500	78,341	40,282	9,000			1,096,898
14	Interscholastic Programs	1500	1,507,441	90,968	171,900	143,500	50,000	47,650			2,011,459
15	Summer School Programs	1600	160,000	1,875							161,875
16	Gifted Programs	1650									0
17	Driver's Education Programs	1700	214,075	2,700	6,900	6,100					229,775
18	Bilingual Programs	1800									0
19	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
20	Pre-K Programs - Private Tuition	1910									0
21	Regular K-12 Programs Private Tuition	1911									0
22	Special Education Programs K-12 Private Tuition	1912									0
23	Special Education Programs Pre-K Tuition	1913									0
24	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
25	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
26	Adult/Continuing Education Programs Private Tuition	1916									0
27	CTE Programs Private Tuition	1917									0
28	Interscholastic Programs Private Tuition	1918									0
29	Summer School Programs Private Tuition	1919									0
30	Gifted Programs Private Tuition	1920									0
31	Bilingual Programs Private Tuition	1921									0
32	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
33	Student Activity Fund Expenditures	1999						56,000			56,000
34	Total Instruction¹⁴ (Without Student Activity Funds 1999)	1000	14,492,917	566,080	2,775,664	660,566	90,282	60,350	0	0	18,645,859
35	Total Instruction¹⁴ (With Student Activity Funds 1999)	1000	14,492,917	566,080	2,775,664	660,566	90,282	116,350	0	0	18,701,859
36	SUPPORT SERVICES (ED)	2000									
37	Support Services - Pupil	2100									
38	Attendance & Social Work Services	2110	464,349	13,825		5,000					483,174
39	Guidance Services	2120	1,077,313	33,671	19,000	19,600		1,600			1,151,184
40	Health Services	2130	102,543		171,500	9,541	526				284,110
41	Psychological Services	2140	278,950	3,487							282,437
42	Speech Pathology & Audiology Services	2150	120,626	1,508		350					122,484
43	Other Support Services - Pupils (Describe & Itemize)	2190			25,000	2,700		25,000			52,700
44	Total Support Services - Pupil	2100	2,043,781	52,491	215,500	37,191	526	26,600	0	0	2,376,089
45	Support Services - Instructional Staff	2200									
46	Improvement of Instruction Services	2210	1,298,344	285,976	209,386	314,000	20,000	900			2,128,606
47	Educational Media Services	2220	251,368	20,747		61,931					334,046
48	Assessment & Testing	2230			3,014						3,014
49	Total Support Services - Instructional Staff	2200	1,549,712	306,723	212,400	375,931	20,000	900	0	0	2,465,666
50	Support Services - General Administration	2300									
51	Board of Education Services	2310	9,400	1,105,634	495,800	18,500		20,000			1,649,334
52	Executive Administration Services	2320	333,018	43,591	1,000	2,000		5,400			385,009
53	Special Area Administration Services	2330									0
54	Tort Immunity Services	2361, 2365	0	0	0	0	0	0	0	0	0
55	Total Support Services - General Administration	2300	342,418	1,149,225	496,800	20,500	0	25,400	0	0	2,034,343
56	Support Services - School Administration	2400									
57	Office of the Principal Services	2410	727,520	166,332	4,000	59,000		17,500			974,352
58	Other Support Services - School Administration (Describe & Itemize)	2490									0
59	Total Support Services - School Administration	2400	727,520	166,332	4,000	59,000	0	17,500	0	0	974,352

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
60	Support Services - Business	2500									
61	Direction of Business Support Services	2510	127,151	11,800							138,951
62	Fiscal Services	2520	240,000	84,778	123,000	15,000		1,800			464,578
63	Operation & Maintenance of Plant Services	2540	377,948	85,000	500	14,000					477,448
64	Pupil Transportation Services	2550									0
65	Food Services	2560	399,500	84,000	217,000	501,500	40,000	1,900			1,243,900
66	Internal Services	2570									0
67	Total Support Services - Business	2500	1,144,599	265,578	340,500	530,500	40,000	3,700	0	0	2,324,877
68	Support Services - Central	2600									
69	Direction of Central Support Services	2610									0
70	Planning, Research, Development & Evaluation Services	2620			2,500						2,500
71	Information Services	2630	366,000	86,210	122,520	429,326	265,000				1,269,056
72	Staff Services	2640									0
73	Data Processing Services	2660			12,500						12,500
74	Total Support Services - Central	2600	366,000	86,210	137,520	429,326	265,000	0	0	0	1,284,056
75	Other Support Services - Misc. (Describe & Itemize)	2900				1,900					1,900
76	Total Support Services	2000	6,174,030	2,026,559	1,406,720	1,454,348	325,526	74,100	0	0	11,461,283
77	COMMUNITY SERVICES (ED)	3000			145,000	1,000					146,000
78	PAYMENTS TO OTHER DIST & GOVT UNITS (ED)	4000									
79	Payments to Other Dist & Govt Units (In-State)	4100									
80	Payments for Regular Programs	4110									0
81	Payments for Special Education Programs	4120						1,200,000			1,200,000
82	Payments for Adult/Continuing Education Programs	4130									0
83	Payments for CTE Programs	4140						551,375			551,375
84	Payments for Community College Programs	4170									0
85	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190			114,635			6,300			120,935
86	Total Payments to Other Dist & Govt Units (In-State)	4100			114,635			1,757,675			1,872,310
87	Payments for Regular Programs - Tuition	4210									0
88	Payments for Special Education Programs - Tuition	4220									0
89	Payments for Adult/Continuing Education Programs - Tuition	4230									0
90	Payments for CTE Programs - Tuition	4240									0
91	Payments for Community College Programs - Tuition	4270									0
92	Payments for Other Programs - Tuition	4280									0
93	Other Payments to In-State Govt Units - Tuition (Describe & Itemize)	4290									0
94	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
95	Payments for Regular Programs - Transfers	4310									0
96	Payments for Special Education Programs - Transfers	4320									0
97	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
98	Payments for CTE Programs - Transfers	4340									0
99	Payments for Community College Program - Transfers	4370									0
100	Payments for Other Programs - Transfers	4380									0
101	Other Payments to In-State Govt Units - Transfers (Describe & Itemize)	4390									0
102	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
103	Payments to Other Dist & Govt Units (Out of State)	4400									0
104	Total Payments to Other Dist & Govt Units	4000			114,635			1,757,675			1,872,310
105	DEBT SERVICE (ED)	5000									
106	Debt Service - Interest on Short-Term Debt	5100									
107	Tax Anticipation Warrants	5110									0
108	Tax Anticipation Notes	5120									0
109	Corporate Personal Property Repl Tax Anticipated Notes	5130									0
110	State Aid Anticipation Certificates	5140									0
111	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
112	Total Debt Service - Interest on Short-Term Debt	5100						0			0
113	Debt Service - Interest on Long-Term Debt	5200									0
114	Total Debt Service	5000						0			0
115	PROVISION FOR CONTINGENCIES (ED)	6000									0
116	Total Direct Disbursements/Expenditures (without Student Activity Funds (1999))		20,666,947	2,592,639	4,442,019	2,115,914	415,808	1,892,125	0	0	32,125,452

	A	B	C	D	E	F	G	H	I	J	K	
1	Description: Enter Whole Numbers Only	Funct #	(100)	(200)	(300)	(400)	(500)	(600)	(700)	(800)	(900)	
2			Salaries	Employee Benefits	Purchased Services	Supplies & Materials	Capital Outlay	Other Objects	Non-Capitalized Equipment	Termination Benefits	Total	
117	Total Direct Disbursements/Expenditures (with Student Activity Funds (1999))		20,666,947	2,592,639	4,442,019	2,115,914	415,808	1,948,125	0	0	32,181,452	
118	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (without Student Activity Funds 1999)										(1,339,230)	
119	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures (with Student Activity Funds 1999)										(1,345,230)	
120												
121	20 - OPERATIONS AND MAINTENANCE FUND (O&M)											
122	SUPPORT SERVICES (O&M)	2000										
123	Support Services - Pupil	2100										
124	Other Support Services - Pupils (Describe & Itemize)	2190									0	
125	Support Services - Business	2500										
126	Direction of Business Support Services	2510									0	
127	Facilities Acquisition & Construction Services	2530									0	
128	Operation & Maintenance of Plant Services	2540	1,280,961	173,800	1,018,872	925,818	355,000	700			3,755,151	
129	Pupil Transportation Services	2550									0	
130	Food Services	2560									0	
131	Total Support Services - Business	2500	1,280,961	173,800	1,018,872	925,818	355,000	700	0	0	3,755,151	
132	Other Support Services - Misc. (Describe & Itemize)	2900										
133	Total Support Services	2000	1,280,961	173,800	1,018,872	925,818	355,000	700	0	0	3,755,151	
134	COMMUNITY SERVICES (O&M)	3000									0	
135	PAYMENTS TO OTHER DIST & GOVT UNITS (O&M)	4000										
136	Payments to Other Dist & Govt Units (In-State)	4100										
137	Payments for Regular Programs	4110									0	
138	Payments for Special Education Programs	4120			132,206						132,206	
139	Payments for CTE Program	4140			13,500						13,500	
140	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0	
141	Total Payments to Other Dist & Govt Units (In-State)	4100			145,706						145,706	
142	Payments to Other Dist & Govt Units (Out of State) ¹⁴	4400									0	
143	Total Payments to Other Dist & Govt Unit	4000			145,706						145,706	
144	DEBT SERVICE (O&M)	5000										
145	Debt Service - Interest on Short-Term Debt	5100										
146	Tax Anticipation Warrants	5110									0	
147	Tax Anticipation Notes	5120									0	
148	Corporate Personal Prop Repl Tax Anticipated Notes	5130									0	
149	State Aid Anticipation Certificates	5140									0	
150	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0	
151	Total Debt Service - Interest on Short-Term Debt	5100									0	0
152	Debt Service - Interest on Long-Term Debt	5200										0
153	Total Debt Service	5000		0								
154	PROVISION FOR CONTINGENCIES (O&M)	6000										
155	Total Direct Disbursements/Expenditures		1,280,961	173,800	1,164,578	925,818	355,000	700	0	0	3,900,857	
156	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										1,310,885	
157												
158	30 - DEBT SERVICE FUND (DS)											
159	PAYMENTS TO OTHER DIST & GOVT UNITS (DS)	4000										
160	Payments to Other Dist & Govt Units (In-State)	4100										
161	Payments for Regular Programs	4110									0	
162	Payments for Special Education Programs	4120									0	
163	Other Payments to In-State Govt Units - Programs (Describe & Itemize)	4190									0	
164	Total Payments to Other Dist & Govt Units (In-State)	4000						0			0	
165	DEBT SERVICE (DS)	5000										
166	Debt Service - Interest on Short-Term Debt	5100										
167	Tax Anticipation Warrants	5110									0	
168	Tax Anticipation Notes	5120									0	
169	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0	
170	State Aid Anticipation Certificates	5140									0	

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
171	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
172	Total Debt Service - Interest On Short-Term Debt	5100						0			0
173	Debt Service - Interest on Long-Term Debt	5200									0
174	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300									0
175	Debt Service - Other <i>(Describe & Itemize)</i>	5400									0
176	Total Debt Service	5000			0			0			0
177	PROVISION FOR CONTINGENCIES (DS)	6000									0
178	Total Direct Disbursements/Expenditures				0			0			0
179	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
180											
181	40 - TRANSPORTATION FUND (TR)										
182	SUPPORT SERVICES (TR)	2000									
183	Support Services - Pupils	2100									
184	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190									0
185	Support Services - Business										
186	Pupil Transportation Services	2550	844,950	166,000	3,102,143	140,000	90,000	100			4,343,193
187	Other Support Services - Business <i>(Describe & Itemize)</i>	2900									0
188	Total Support Services	2000	844,950	166,000	3,102,143	140,000	90,000	100	0	0	4,343,193
189	COMMUNITY SERVICES (TR)	3000									0
190	PAYMENTS TO OTHER DIST & GOVT UNITS (TR)	4000									
191	Payments to Other Dist & Govt Units (In-State)	4100									
192	Payments for Regular Program	4110									0
193	Payments for Special Education Programs	4120									0
194	Payments for Adult/Continuing Education Programs	4130									0
195	Payments for CTE Programs	4140									194
196	Payments for Community College Programs	4170									0
197	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190									0
198	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
199	Payments to Other Dist & Govt Units (Out-of-State) <i>(Describe & Itemize)</i>	4400									0
200	Total Payments to Other Dist & Govt Units	4000			0			0			0
201	DEBT SERVICE (TR)	5000									
202	Debt Service - Interest on Short-Term Debt	5100									
203	Tax Anticipation Warrants	5110									0
204	Tax Anticipation Notes	5120									0
205	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
206	State Aid Anticipation Certificates	5140									0
207	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
208	Total Debt Service - Interest On Short-Term Debt	5100						0			0
209	Debt Service - Interest on Long-Term Debt	5200									0
210	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ (Lease/Purchase Principal Retired) <i>(Describe & Itemize)</i>	5300									0
211	Debt Service - Other <i>(Describe & Itemize)</i>	5400									0
212	Total Debt Service	5000						0			0
213	PROVISION FOR CONTINGENCIES (TR)	6000									0
214	Total Direct Disbursements/Expenditures		844,950	166,000	3,102,143	140,000	90,000	100	0	0	4,343,193
215	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(555,829)
216											
217	50 - MUNICIPAL RETIREMENT/SOC SEC FUND (MR/SS)										
218	INSTRUCTION (MR/SS)	1000									
219	Regular Program	1100									0
220	Pre-K Programs	1125		175,900							175,900
221	Special Education Programs (Functions 1200-1220)	1200		107,917							107,917
222	Special Education Programs Pre-K	1225									0
223	Remedial and Supplemental Programs K-12	1250									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
224	Remedial and Supplemental Programs Pre-K	1275									0
225	Adult/Continuing Education Programs	1300									0
226	CTE Programs	1400		12,622							12,622
227	Interscholastic Programs	1500		66,921							66,921
228	Summer School Programs	1600		1,154							1,154
229	Gifted Programs	1650									0
230	Driver's Education Programs	1700		3,048							3,048
231	Bilingual Programs	1800									0
232	Truant Alternative & Optional Programs	1900									0
233	Total Instruction	1000		367,562							367,562
234	SUPPORT SERVICES (MR/SS)	2000									
235	Support Services - Pupil	2100									
236	Attendance & Social Work Services	2110		21,759							21,759
237	Guidance Services	2120		22,767							22,767
238	Health Services	2130		16,820							16,820
239	Psychological Services	2140		3,715							3,715
240	Speech Pathology & Audiology Services	2150		1,786							1,786
241	Other Support Services - Pupils <i>(Describe & Itemize)</i>	2190									0
242	Total Support Services - Pupil	2100		66,847							66,847
243	Support Services - Instructional Staff	2200									
244	Improvement of Instruction Services	2210		42,579							42,579
245	Educational Media Services	2220		17,024							17,024
246	Assessment & Testing	2230									0
247	Total Support Services - Instructional Staff	2200		59,603							59,603
248	Support Services - General Administration	2300									
249	Board of Education Services	2310		142							142
250	Executive Administration Services	2320		6,967							195,967
251	Special Area Administrative Services	2330									0
252	Claims Paid from Self Insurance Fund	2361									0
253	Risk Management and Claims Services Payments	2365									0
254	Total Support Services - General Administration	2300		7,109							7,109
255	Support Services - School Administration	2400									
256	Office of the Principal Services	2410		41,543							41,543
257	Other Support Services - School Administration <i>(Describe & Itemize)</i>	2490									0
258	Total Support Services - School Administration	2400		41,543							41,543
259	Support Services - Business	2500									
260	Direction of Business Support Services	2510									0
261	Fiscal Services	2520		49,437							49,437
262	Facilities Acquisition & Construction Services	2530									0
263	Operation & Maintenance of Plant Service	2540		251,001							251,001
264	Pupil Transportation Services	2550		147,823							147,823
265	Food Services	2560		63,880							63,880
266	Internal Services	2570									0
267	Total Support Services - Business	2500		512,141							512,141
268	Support Services - Central	2600									
269	Direction of Central Support Services	2610									0
270	Planning, Research, Development & Evaluation Services	2620									0
271	Information Services	2630		42,005							42,005
272	Staff Services	2640									0
273	Data Processing Services	2660									0
274	Total Support Services - Central	2600		42,005							42,005
275	Other Support Services - Misc. (Describe & Itemize)	2900									0
276	Total Support Services	2000		729,248							729,248
277	COMMUNITY SERVICES (MR/SS)	3000									0
278	PAYMENTS TO OTHER DIST & GOVT UNITS (MR/SS)	4000									
279	Payments for Regular Programs	4110									0
280	Payments for Special Education Programs	4120		20,575							20,575
281	Payments for CTE Programs	4140									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
282	Total Payments to Other Dist & Govt Units	4000		20,575							20,575
283	DEBT SERVICE (MR/SS)	5000									
284	Debt Service - Interest on Short-Term Debt	5100									
285	Tax Anticipation Warrants	5110									0
286	Tax Anticipation Notes	5120									0
287	Corporate Personal Prop Repl Tax Anticipation Notes	5130									0
288	State Aid Anticipation Certificates	5140									0
289	Other Interest on Short-Term Debt (Describe & Itemize)	5150									0
290	Total Debt Service	5000						0			0
291	PROVISION FOR CONTINGENCIES (MR/SS)	6000									0
292	Total Direct Disbursements/Expenditures			1,117,385				0			1,117,385
293	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
294											
295	60 - CAPITAL PROJECTS (CP)										
296	SUPPORT SERVICES (CP)	2000									
297	Support Services - Business										
298	Facilities Acquisition & Construction Services	2530					3,571,210				3,571,210
299	Other Support Services - Business (Describe & Itemize)	2900									0
300	Total Support Services	2000	0	0	0	0	3,571,210	0	0		3,571,210
301	PAYMENTS TO OTHER DIST & GOVT UNITS (CP)	4000									
302	Payments to Other Dist & Govt Units (In-State)	4100									
303	Payments to Regular Programs	4110									0
304	Payment for Special Education Programs	4120									0
305	Payment for CTE Programs	4140									0
306	Payments to Other Govt Units - Programs (In-State) (Describe & Itemize)	4190									0
307	Total Payments to Other Districts & Govt Units	4000			0			0			0
308	PROVISION FOR CONTINGENCIES (CP)	6000									196
309	Total Direct Disbursements/Expenditures		0	0	0	0	3,571,210	0	0		3,571,210
310	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										(3,571,210)
311											
312	70 WORKING CASH FUND (WC)										
313											
314	80 - TORT FUND (TF)										
315	INSTRUCTION (TF)	1000									
316	Regular Programs	1100	0	0	0	0	0	0	0	0	0
317	Tuition Payment to Charter Schools	1115									0
318	Pre-K Programs	1125									0
319	Special Education Programs (Functions 1200 - 1220)	1200									0
320	Special Education Programs Pre-K	1225									0
321	Remedial and Supplemental Programs K-12	1250									0
322	Remedial and Supplemental Programs Pre-K	1275									0
323	Adult/Continuing Education Programs	1300									0
324	CTE Programs	1400									0
325	Interscholastic Programs	1500									0
326	Summer School Programs	1600									0
327	Gifted Programs	1650									0
328	Driver's Education Programs	1700									0
329	Bilingual Programs	1800									0
330	Truant Alternative & Optional Programs	1900	0	0	0	0	0	0	0	0	0
331	Pre-K Programs - Private Tuition	1910									0
332	Regular K-12 Programs Private Tuition	1911									0
333	Special Education Programs K-12 Private Tuition	1912									0
334	Special Education Programs Pre-K Tuition	1913									0
335	Remedial/Supplemental Programs K-12 Private Tuition	1914									0
336	Remedial/Supplemental Programs Pre-K Private Tuition	1915									0
337	Adult/Continuing Education Programs Private Tuition	1916									0
338	CTE Programs Private Tuition	1917									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
339	Interscholastic Programs Private Tuition	1918									0
340	Summer School Programs Private Tuition	1919									0
341	Gifted Programs Private Tuition	1920									0
342	Bilingual Programs Private Tuition	1921									0
343	Truants Alternative/Opt Ed Programs Private Tuition	1922									0
344	Total Instruction¹⁴	1000	0	0	0	0	0	0	0	0	0
345	SUPPORT SERVICES (TF)	2000									
346	Support Services - Pupil	2100									
347	Attendance & Social Work Services	2110									0
348	Guidance Services	2120									0
349	Health Services	2130									0
350	Psychological Services	2140									0
351	Speech Pathology & Audiology Services	2150									0
352	Other Support Services - Pupils (Describe & Itemize)	2190									0
353	Total Support Services - Pupil	2100	0	0	0	0	0	0	0	0	0
354	Support Services - Instructional Staff	2200									
355	Improvement of Instruction Services	2210									0
356	Educational Media Services	2220									0
357	Assessment & Testing	2230									0
358	Total Support Services - Instructional Staff	2200	0	0	0	0	0	0	0	0	0
359	Support Services - General Administration	2300									
360	Board of Education Services	2310									0
361	Executive Administration Services	2320									0
362	Special Area Administration Services	2330									0
363	Claims Paid from Self Insurance Fund	2361									0
364	Risk Management and Claims Services Payments	2365									0
365	Total Support Services - General Administration	2300	0	0	0	0	0	0	0	0	197
366	Support Services - School Administration	2400									
367	Office of the Principal Services	2410									0
368	Other Support Services - School Administration (Describe & Itemize)	2490									0
369	Total Support Services - School Administration	2400	0	0	0	0	0	0	0	0	0
370	Support Services - Business	2500									
371	Direction of Business Support Services	2510									0
372	Fiscal Services	2520									0
373	Facilities Acquisition & Construction Services	2530									0
374	Operation & Maintenance of Plant Services	2540									0
375	Pupil Transportation Services	2550									0
376	Food Services	2560									0
377	Internal Services	2570									0
378	Total Support Services - Business	2500	0	0	0	0	0	0	0	0	0
379	Support Services - Central	2600									
380	Direction of Central Support Services	2610									0
381	Planning, Research, Development & Evaluation Services	2620									0
382	Information Services	2630									0
383	Staff Services	2640									0
384	Data Processing Services	2660									0
385	Total Support Services - Central	2600	0	0	0	0	0	0	0	0	0
386	Other Support Services - Misc. (Describe & Itemize)	2900									0
387	Total Support Services	2000	0	0	0	0	0	0	0	0	0
388	COMMUNITY SERVICES (TF)	3000									0
389	PAYMENTS TO OTHER DIST & GOVT UNITS (TF)	4000									
390	Payments to Other Dist & Govt Units (In-State)	4100									
391	Payments for Regular Programs	4110									0
392	Payments for Special Education Programs	4120									0
393	Payments for Adult/Continuing Education Programs	4130									0
394	Payments for CTE Programs	4140									0
395	Payments for Community College Programs	4170									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
396	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190									0
397	Total Payments to Other Dist & Govt Units (In-State)	4100			0			0			0
398	Payments for Regular Programs - Tuition	4210									0
399	Payments for Special Education Programs - Tuition	4220									0
400	Payments for Adult/Continuing Education Programs - Tuition	4230									0
401	Payments for CTE Programs - Tuition	4240									0
402	Payments for Community College Programs - Tuition	4270									0
403	Payments for Other Programs - Tuition	4280									0
404	Other Payments to In-State Govt Units - Tuition <i>(Describe & Itemize)</i>	4290									0
405	Total Payments to Other Dist & Govt Units - Tuition (In State)	4200						0			0
406	Payments for Regular Programs - Transfers	4310									0
407	Payments for Special Education Programs - Transfers	4320									0
408	Payments for Adult/Continuing Ed Programs - Transfers	4330									0
409	Payments for CTE Programs - Transfers	4340									0
410	Payments for Community College Program - Transfers	4370									0
411	Payments for Other Programs - Transfers	4380									0
412	Other Payments to In-State Govt Units - Transfers <i>(Describe & Itemize)</i>	4390									0
413	Total Payments to Other Dist & Govt Units-Transfers (In State)	4300			0			0			0
414	Payments to Other Dist & Govt Units (Out of State)	4400									0
415	Total Payments to Other Dist & Govt Units	4000			0			0			0
416	DEBT SERVICE (TF)	5000									
417	Debt Service - Interest on Short-Term Debt										
418	Tax Anticipation Warrants	5110									0
419	Tax Anticipation Notes	5120									0
420	Corporate Personal Property Replacement Tax Anticipation Notes	5130									0
421	State Aid Anticipation Certificates	5140									0
422	Other Interest or Short-Term Debt <i>(Describe & Itemize)</i>	5150									198
423	Debt Service - Interest on Long-Term Debt	5200									0
424	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ <i>(Lease/Purchase Principal Retired) (Describe & Itemize)</i>	5300									0
425	Debt Service - Other (Describe & Itemize)	5400									0
426	Total Debt Service	5000			0			0			0
427	PROVISION FOR CONTINGENCIES (TF)	6000									0
428	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0	0	0
429	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0
430											
431	90 - FIRE PREVENTION & SAFETY FUND (FP&S)										
432	SUPPORT SERVICES (FP&S)	2000									
433	Support Services - Business	2500									
434	Facilities Acquisition & Construction Services	2530									0
435	Operation & Maintenance of Plant Service	2540									0
436	Total Support Services - Business	2500	0	0	0	0	0	0	0		0
437	Other Support Services - Misc. (Describe & Itemize)	2900									0
438	Total Support Services	2000	0	0	0	0	0	0	0		0
439	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS (FP&S)	4000									
440	Payments to Regular Programs	4110									0
441	Payments to Special Education Programs	4120									0
442	Other Payments to In-State Govt Units - Programs <i>(Describe & Itemize)</i>	4190									0
443	Total Payments to Other Districts & Govt Units (FPS)	4000						0			0
444	DEBT SERVICE (FP&S)	5000									
445	Debt Service - Interest on Short-Term Debt	5100									
446	Tax Anticipation Warrants	5110									0
447	Other Interest on Short-Term Debt <i>(Describe & Itemize)</i>	5150									0
448	Total Debt Service - Interest on Short-Term Debt	5100						0			0
449	Debt Service - Interest on Long-Term Debt	5200									0
450	Debt Service - Payments of Principal on Long-Term Debt ¹⁵ <i>(Lease/Purchase Principal Retired) (Describe & Itemize)</i>	5300									0

	A	B	C	D	E	F	G	H	I	J	K
1	Description: Enter Whole Numbers Only	Funct #	(100) Salaries	(200) Employee Benefits	(300) Purchased Services	(400) Supplies & Materials	(500) Capital Outlay	(600) Other Objects	(700) Non-Capitalized Equipment	(800) Termination Benefits	(900) Total
2											
451	Total Debt Service	5000						0			0
452	PROVISIONS FOR CONTINGENCIES (FP&S)	6000									0
453	Total Direct Disbursements/Expenditures		0	0	0	0	0	0	0		0
454	Excess (Deficiency) of Receipts/Revenues Over Disbursements/Expenditures										0

	B	C	D	E	F	G	H
1	If there is an amount in column C or column G, please describe the type of revenue or expenditure in column D or column H.						
2	Revenue Check:	OK					
3	Expenditure Check:	OK					
4	Revenues Acct. (EstRev tab)	Amount	Describe Revenue	Expenditures Fund-Function (EstExp tab)	Amount	Describe Expenditures	
5	1190			10-2190	\$ 52,700	Expenses related to student academic competition groups - Math T	
6	1290			10-2490			
7	1614			10-2900	\$ 1,900	Title I supplies to students in need	
8	1690			10-4190	\$ 120,935	Payments to LC Health Dept for Substance Abuse Counselor and F	
9	1790	\$ 337,000	Student Fees	10-4290			
10	1819			10-4390			
11	1829			10-4400			
12	1890			10-5150			
13	1993			20-2190			
14	1999	\$ 2,500	Rentals	20-2900			
15	2300			20-4190			
16	3099			20-4400			
17	3199			20-5150			
18	3299			30-4190			
19	3499			30-5150			
20	3599			30-5300			
21	3999	\$ 51,505	School Maintenance Grant and Prior Yr Payments	30-5400			
22	4009			40-2190			
23	4090			40-2900			
24	4199			40-4190			200
25	4299			40-4400			
26	4399			40-5150			
27	4499			40-5300			
28	4699			40-5400			
29	4799			50-2190			
30	4998	\$ 221,635	Stronger Connections Grant	50-2490			
31				50-2900			
32				50-5150			
33				60-2900			
34				60-4190			
35				80-2190			
36				80-2490			
37				80-2900			
38				80-4190			
39				80-4290			
40				80-4390			
41				80-4400			
42				80-5150			
43				80-5300			
44				80-5400			
45				90-2900			
46				90-4190			
47				90-5150			
48				90-5300			

DEFICIT BUDGET SUMMARY INFORMATION - Operating Funds Only (School Districts Only)

Description	EDUCATIONAL FUND (10)	OPERATIONS & MAINTENANCE FUND (20)	TRANSPORTATION FUND (40)	WORKING CASH FUND (70)	TOTAL
Direct Revenues	30,786,222	5,211,742	3,787,364	349,972	40,135,300
Direct Expenditures	32,125,452	3,900,857	4,343,193		40,369,502
Difference	(1,339,230)	1,310,885	(555,829)	349,972	(234,202)
Estimated Fund Balance - June 30, 2025	26,529,036	1,978,495	1,756,423	1,183,856	31,447,810

Unbalanced budget; however, a Deficit Reduction Plan is not required at this time.

A deficit reduction plan is required if the local board of education adopts (or amends) the 2024-2025 school district budget in which the "operating funds" listed above result in direct revenues (line 9, BudgetSum 2-4) being less than direct expenditures (line 19, BudgetSum 2-4) by an amount equal to or greater than one-third (1/3) of the ending fund balance (line 81, BudgetSum 2-4).

Note: The balance is determined using only the four funds listed above. That is, if the estimated ending fund balance is less than three times the deficit spending, the district must adopt and file with ISBE a deficit reduction plan to balance the shortfall within three years.

Per School Code (105 ILCS 5/17-1) - If the Deficit AFR Summary Information tab from the 2023-2024 Annual Financial Report (AFR) reflects a deficit as defined above, then the school district shall adopt and submit a deficit reduction plan (found here on page 23-27) to ISBE within 30 days after acceptance of the AFR.

The deficit reduction plan, if required, is developed using ISBE guidelines and format.

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS (School Districts Only)*(For Local Use Only)****This is an estimated Limitation of Administrative Costs Worksheet only and will not be accepted for Official Submission of the Limitation of Administrative Costs Worksheet.***

The worksheet is intended for use during the budgeting process to estimate the district's percent increase of FY2025 budgeted expenditures over actual FY2024 expenditures. Budget information is copied to this page. Insert the prior year estimated actual expenditures to compute the estimated percentage increase (decrease).

The official Limitation of Administrative Costs Worksheet is attached to the end of the Annual Financial Report (ISBE Form 50-35) and may be submitted in conjunction with that report.

An official Limitation of Administrative Costs Worksheet can also be found on the ISBE website at: [Limitation of Administrative Costs](#)

ESTIMATED LIMITATION OF ADMINISTRATIVE COSTS WORKSHEET

(Section 17-1.5 of the School Code)

School District Name: **Grant CHSD 124**RCDT Number: **34049124016**

		Estimated Actual Expenditures, Fiscal Year 2024				Budgeted Expenditures, Fiscal Year 2025			
		(10)	(20)	(80)		(10)	(20)	(80)	
Description	Funct. No.	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total	Educational Fund	Operations & Maintenance Fund	Tort Fund	Total
1. Executive Administration Services	2320	262,599			262,599	385,009		0	385,009
2. Special Area Administration Services	2330				0	0		0	0
3. Other Support Services - School Administration	2490				0	0		0	0
4. Direction of Business Support Services	2510	22,868			22,868	138,951	0	0	138,951
5. Internal Services	2570	213,542			213,542	0		0	0
6. Direction of Central Support Services	2610				0	0		0	0
7. Deduct - Early Retirement or other pension obligations required by state law and included above.					0				0
8. Totals		499,009	0	0	499,009	523,960	0	0	523,960
9. Estimated Percent Increase (Decrease) for FY2025 (Budgeted) over (Actual) FY 2024									5%

202

In accordance with the School Code, Section 10-20.21, all school districts are required to file a report listing 'vendor contracts' as an attachment to their budget. In this context, the term "vendor contracts" refers to "all contracts and agreements that pertain to goods and services that were intended to generate additional revenue and other remunerations for the school district in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services. **The report is to list information regarding such contracts for the fiscal year immediately preceding the fiscal year of the budget.** All such contracts executed on or after July 1, 2007 must be approved by the school board.

[illegible]

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

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

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

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

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

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

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

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

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

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

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

Adopted this 12th day of June 2025, by the following roll call vote:

AYES: _____

NAY: _____

ABSENT: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

**EXHIBIT A
TO**

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

<u>Transfer From</u>	<u>Transfer To</u>	<u>Amount</u>	<u>Pledged For</u>
Operations and Maintenance Fund	Capital Projects Fund	\$ 1,310,885	School building facility remodeling.

Paid Lunch Equity Update for School Year 2025-26

Due to the U.S. Department of Agriculture's delayed release of the School Year 2025-26 Paid Lunch Equity Tool, Illinois State Board of Education Nutrition Department has adapted the following guidance. Under the Paid Lunch Equity (PLE) requirement, School Food Authorities (SFAs) are required to ensure that there are sufficient funds provided to the nonprofit school food service account for lunches served to students not eligible for free or reduced priced meals. There are two ways to meet this requirement: annually raise the prices charged for paid lunches or by providing equivalent amount of funds from nonfederal sources to the nonprofit school food service account.

SFAs that had a negative balance in the nonprofit school food service account as of June 30, 2024, shall be required to establish a price for paid lunches served through the National School Lunch Program (NSLP) in accordance with section 12(p) of the Richard B. Russell National School Lunch Act (NSLA) (42 U.S.C. 1760(p)). Without the SY 25-26 Paid Lunch Equity Tool, we suggest SFAs look at their SY 24-25 PLE Tool as a benchmark. If your SY 24-25 PLE stated that the SFA was behind the SY 24-25 USDA Target Rate (\$3.85), an increase should be expected. Below is a sample of a SFA's 2024-25 Tool:

	A	B	C	D	E	F
5	\$ 3.83	\$ 3.80	a.			
6	SY 2024-25 Price Raise Calculator					
7	Step 1					
8	If the SY 2023-24 Weighted Average Price is equal to or above the target price of \$3.85 then the SFA is compliant for SY 2024-25.					
9	SY 2023-24 Weighted Average Price Calculator					
10	Enter the paid prices and number of paid lunches sold at each price for October 2023.					
11		Number of Paid Lunches	Paid Lunch Prices	Monthly Revenue	Weighted Average Price for SY 2023-24	
12	1	2,492	\$ 3.25	\$ 8,099.00		
13	2	1,274	\$ 3.50	\$ 4,459.00		
14	3			\$ -		
15	4			\$ -		
16	5			\$ -		
17	6			\$ -		
18	7			\$ -		
19	8			\$ -		
20	9			\$ -		
21	10			\$ -		
22	Total	3,766		\$ 12,558.00	\$ 3.33	
23	Step 2					
24	Shortfall or Credit					
25	Enter any shortfall or credit carried forward from SY 2023-24					
26						
27	Overview of the Calculations					
28	Total Price Increase for SY 2024-25					
29	\$	0.47				b.
30	Required Weighted Average Price for SY 2024-25					
31	Guidance Instructions SY 24-25 Requirement Calculator SY 24-25 Price Raise Calculator SY 24-25 Non-Federal Calculator					
32	Ready Accessibility: Investigate					

- Shows a rounded down USDA Target Rate.
- Shows increase that would have been required to be at USDA target rate.

In the example above, for compliance, the SFA should have increased lunch prices to \$3.35 and \$3.60. If these increases are accurate, the SFA would have been \$0.37 behind the USDA Target Rate. The above district should increase lunch prices to \$3.45 and \$3.70, respectively.

If an SFA wishes to set prices prior to the official release of the USDA Paid Lunch Equity Tool & Guidance, the following options will ensure compliance:

- a. Show documented increase of lunch prices by board approval from 2024-25 to 2025-26 school years.
- b. Reach out to Resource Management staff for guidance regarding your specific program. Staff will make recommendations based on current status of the foodservice program and follow up with email communication to use for documentation to demonstrate compliance with program requirements.

ADULT MEAL PRICING: FNS Instruction 782-5 Rev. 1. states that all adult meals must be priced above that of the reimbursable meal served to students. The additional charge is consistent for CEP schools and those that price their meals, is set at **\$0.50**. This charge is for both breakfast and lunch pricing to adults.

Resource Management staff will be available to assist in helping to ensure that all SFA will be compliant under Paid Lunch Equity for 2025-26 school year.

	<u>Recommended</u>		<u>Recommended</u>		<u>Recommended</u>		<u>Recommended</u>		<u>Adult Prices</u>	
	<u>Meal Prices</u>		<u>Meal Prices</u>		<u>Meal Prices</u>		<u>Meal Prices</u>		<u>Recommended</u>	
<u>MEAL</u>	<u>2022-23</u>		<u>2023-2024</u>		<u>2024-2025</u>		<u>2025-2026</u>		<u>2025-2026</u>	
Main Meal	\$	3.50	\$	3.55	\$	3.60	\$	3.75	\$	4.25
Hot Sandwiches	\$	3.50	\$	3.55	\$	3.60	\$	3.75	\$	4.25
Pizza	\$	3.50	\$	3.55	\$	3.60	\$	3.75	\$	4.25
Picante Station	\$	3.50	\$	3.55	\$	3.60	\$	3.75	\$	4.25
Salads, Wraps & Sandwiches	\$	3.50	\$	3.55	\$	3.60	\$	3.75	\$	4.25
Breakfast	\$	1.50	\$	1.50	\$	1.50	\$	1.50	\$	2.00



LRBC - Grant
Proposed Plan Funding - Medical
July 1, 2025 - June 30, 2026 Renewal

Proposed Funding	Current	Initial Renewal	Option 1	Option 2
	Current Plans	No Plan Changes	Improved Rx Contract	Improved Rx Contract and Reserve Funding
Projected Fixed Costs		\$343,483	\$343,483	\$343,483
Estimated Rx Rebates			-\$59,663	-\$59,663
Estimated Expected Claims		\$2,718,436	\$2,718,436	\$2,718,436
Total Projected Plan Costs		\$3,061,919	\$3,002,257	\$3,002,257
Funding from Reserves		\$0	\$0	-\$174,906
Total Cost for Funding		\$3,061,919	\$3,002,257	\$2,827,351
Percent of Funding Variance		11.11%	8.95%	2.60%

Premium Rates	Enrollment	Current Plans	No Plan Changes	Improved Rx Contract	Improved Rx Contract and Reserve Funding
High PPO					
Employee	118	\$785.66	\$872.96	\$854.87	\$806.09
Employee + Sp	5	\$2,193.26	\$2,436.98	\$2,386.48	\$2,250.28
Employee + Ch	14	\$2,029.10	\$2,254.58	\$2,207.86	\$2,081.86
Family	35	\$2,570.24	\$2,855.85	\$2,796.67	\$2,637.07
Low PPO					
Employee	6	\$701.02	\$778.92	\$762.78	\$719.25
Employee + Sp	0	\$1,973.38	\$2,192.66	\$2,129.38	\$2,024.69
Employee + Ch	0	\$1,826.87	\$2,029.87	\$1,970.00	\$1,874.37
Family	1	\$2,118.42	\$2,353.82	\$2,495.38	\$2,173.50
HSA					
Employee	0	\$425.60	\$472.89	\$463.09	\$436.67
Employee + Sp	0	\$1,190.21	\$1,322.47	\$1,292.78	\$1,221.16
Employee + Ch	0	\$1,102.17	\$1,224.64	\$1,196.02	\$1,130.83
Family	1	\$1,277.38	\$1,419.32	\$1,514.98	\$1,310.59
Total Estimated Premium					
Monthly Premium	180	\$229,642	\$255,160	\$250,188	\$235,613
Annual Premium		\$2,755,703	\$3,061,919	\$3,002,257	\$2,827,351
Annual Change from Current			\$306,217	\$246,554	\$71,648
% Change from Current			11.11%	8.95%	2.60%



Lake Region Benefits Cooperative - FI Renewal
Medical Plan
Benefit Outline and Cost Summary
July 01, 2025 Renewal

Benefit Outline	Current		Renewal			
	BAHMO	HMOI	BAHMO	HMOI		
Carrier	BCBSIL	BCBSIL	BCBSIL	BCBSIL		
Plan Type, Name, Network	BAHMO	HMOI	BAHMO	HMOI		
Deductible (Individual / Family)	\$0	\$0	\$0	\$0		
Non-Network Deductible (Individual / Family)	N/A	N/A	N/A	N/A		
Deductible Embedded / Non-Embedded	Embedded	Embedded	Embedded	Embedded		
Out-of-Pocket Maximum (Individual / Family)	\$1,500 / \$3,000	\$1,500 / \$3,000	\$1,500 / \$3,000	\$1,500 / \$3,000		
Non-Network OOP Max (Individual / Family)	N/A	N/A	N/A	N/A		
Prescription OOP Max (Individual / Family)	\$5,100 / \$10,200	\$5,100 / \$10,200	\$5,100 / \$10,200	\$5,100 / \$10,200		
Coinsurance (In / Out)	100%	100%	100%	100%		
Wellness / Preventive Care	100% covered	100% covered	100% covered	100% covered		
Primary Care Office Visit	\$10 copay	\$10 copay	\$10 copay	\$10 copay		
Specialist Office Visit	\$10 copay	\$10 copay	\$10 copay	\$10 copay		
Walk-In / Urgent Care Visit	\$10 copay	\$10 copay	\$10 copay	\$10 copay		
Emergency Room	\$50 copay	\$50 copay	\$50 copay	\$50 copay		
Outpatient Lab / X-Ray	100% covered	100% covered	100% covered	100% covered		
Complex Imaging (MRI, CAT, PET, et.al.)	100% covered	100% covered	100% covered	100% covered		
Outpatient Surgical Facility	100% covered	100% covered	100% covered	100% covered		
Inpatient Hospital Facility	100% covered	100% covered	100% covered	100% covered		
Retail Prescription Drug Copays	\$10/\$25/\$45	\$10/\$25/\$45	\$10/\$25/\$45	\$10/\$25/\$45		
Mail Order Prescription Drug Copays	\$20/\$50/\$90	\$20/\$50/\$90	\$20/\$50/\$90	\$20/\$50/\$90		
Specialty Prescription Drugs	\$45 copay	\$45 copay	\$45 copay	\$45 copay		
Rates & Total Cost	BAHMO	HMOI				
Employee	1	12	\$733.59	\$791.27	\$768.14	\$828.54
Employee + Spouse	1	3	\$1,450.63	\$1,515.49	\$1,518.95	\$1,586.87
Employee + Child(ren)	1	-	\$1,385.21	-	\$1,450.45	-
Employee + Family	1	14	\$2,153.80	\$2,332.05	\$2,255.24	\$2,441.88
Total Employees (33)	4	29				
Annual Premium Total			\$628,964	\$658,586		
Change from Current				\$29,623		
Percentage Change				4.7%		
Notes						

1. (dw) = deductible waived

3 Tier Rates

3 Tier Rates

211

BOE MEETING JUNE 12, 2025
FREEDOM OF INFORMATION REQUESTS FULFILLED

Date of Request	Requestor	Documents Requested	Date of Response
5/15/2025	kareng@govspend.com	Name,title,dept,direct phone number and business cell phone, email and office address	5/21/2025
5/23/2025	sylvester@smw73.org	New construction, renovation and/or maintenance work for 2025	5/27/2025
6/4/2025	Esnetworkllc1@gmail.com	School and District level Administrators - Name, title/position, work email address and work location	6/4/2025