

NOTICE OF REGULAR BOARD MEETING

Atwood Heights School District 125 Board of Education
Hamlin Upper Grade Center
12150 S. Hamlin Avenue, Alsip, Illinois
Tuesday, March 24, 2026 at 6:30 p.m.

AGENDA

1. CALL TO ORDER
 - A. Pledge of Allegiance
 - B. Roll Call
2. 30 MINUTES FOR CITIZENS OF ATWOOD HEIGHTS SCHOOL DISTRICT 125 TO ADDRESS THE BOARD. Please limit your comments to five minutes. When public participation takes less time than these minimums, it shall end.
3. FREEDOM OF INFORMATION ACT REQUESTS –
Sheri Reid from SmartProcure – sreid@smartprocure.com
Michael A. Ayele (a.k.a. W) – waac13@gmail.com
CT Mills Public Info Access LLC – outreach@educatorsupportnetwork.org
4. BOARD MEMBER COMMENTS PERTAINING TO THE AGENDA
5. CONSENT AGENDA: Motion to Approve the Consent Agenda that includes the following items:
 - A. APPROVAL OF MINUTES
 1. Regular Meeting of February 24, 2026
 2. Closed Meeting of February 24, 2026
 - B. FINANCE APPROVAL
Summary of Payroll
Student Activity Accounts
 - C. ACTION ITEMS
 - 324.1 Approve a one-year renewal with Whitson's with a price increase 4.1%
 - 324.2 Approve the FY25 results of the Independent Auditor's Report by RSM
 - 324.3 Approve the Consolidated District Plan for FY27 including the Family Engagement Compact
 - 324.4 Approve the Proposed Speech Blossoms Provider Agreement for FY27 School Year
 - 324.5 Approve the Wireless Access Control Contract from Seconds Matter Safety Solutions for \$226,745.00
 - 324.6 Approve the Video Surveillance Contract from Seconds Matter Safety Solutions for \$60975.00
 - D. PERSONNEL
 - 324.7 Approval to Accept the Letter of Resignation from Matthew Westfall the Physical Education Teacher at Hamlin Upper Grade Center
 - 324.8 Approval to hire Rachel Vaughan as the Reading Specialist at Lawn Manor Primary Center on Step F Masters + 40 Lane

- 324.9 Approval to hire Mrs. Jaclyn Linn as the first/second grade looping Teacher at Lawn Manor Primary Center on Step F Masters Lane
- 324.10 Approval to hire Ms. Samantha Paholke as the Kindergarten Teacher at Lawn Manor Primary Center on Step D Bachelors Lane
- 324.11 Approval to hire Ms. Erin Gilmartin as the Speech-Language Pathologist on Step A Masters Lane

6. APPROVAL OF BILLS PAYABLE

7. BUSINESS FROM THE BOARD AND COMMITTEE REPORTS

8. ADMINISTRATIVE REPORTS

9. SUPERINTENDENT REPORT – “Meadow Lane Lot Final Judgement Order”

10. MOTION TO GO INTO CLOSED SESSION (ONLY IF NECESSARY; ACTION MAY BE TAKEN ON MATTERS DISCUSSED IN CLOSED SESSION UPON RETURN TO OPEN SESSION

11. RETURN TO OPEN SESSION/ACTION ON MATTERS DISCUSSED IN CLOSED SESSION (IF NECESSARY)

12. ADJOURNMENT

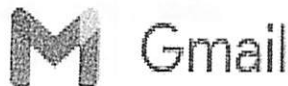
NEXT REGULAR BOARD OF EDUCATION MEETING

April 28, 2026

Hamlin Upper Grade Center, 6:30 p.m.

12150 S. Hamlin Ave

Alsip, IL 60803



Sherri Lunny <slunny@ahsd125.org>

Fwd: SmartProcure FOIA Request to Atwood Heights School District #125 For PO/Vendor Information

1 message

Lisa Cole <lcole@ahsd125.org>
To: Sherri Lunny <slunny@ahsd125.org>

Mon, Mar 9, 2026 at 9:23 PM

----- Forwarded message -----

From: **Sheri Reid** <sreid@smartprocure.com>
Date: Mon, Mar 9, 2026 at 1:49 PM
Subject: SmartProcure FOIA Request to Atwood Heights School District #125 For PO/Vendor Information
To: lcole@ahsd125.org <lcole@ahsd125.org>

Dear Lisa Cole,

Thank you for reviewing our request.

Please confirm receipt of this request. The attached documents are past reports from your agency, and can be used as references for this request.

SmartProcure is submitting a commercial FOIA request to the Atwood Heights School District #125 for general purchasing records from 10/29/2025 to the current request date of 3/9/2026.

To be specific, we are looking for a report comparable in format and content to the attached report from an older request.

The unique upload link below has been added as a security measure for current and future requests. Please feel free to upload responsive documents here, or attach them to your response email:

<https://upload.smartprocure.com/?id=c2RqPWEyYlZQMDAwMDAwc3Y5TIIBUSZzdD1JTCZvcmc9QXR3b29kSGVpZ2h0c1NjaG9vbERpc3RyaWN0MTI1Jm9yZ2lkPTEwMTY0Mg%3D%3D>

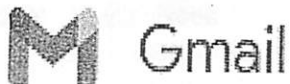
For any questions or concerns, please feel free to contact me via email or at the phone number in my signature below.

As always, thank you for your time and consideration.

Regards,

--
Sheri Reid
Data Acquisition Specialist
SmartProcure
Direct: (561) 609-6759 | Support: 954-420-9900
Email: sreid@smartprocure.com | <https://smartprocure.us/>
5000 T-Rex Ave, Suite 200, Boca Raton, FL 33431

1256139.pdf
243K



Sherri Lunny <slunny@ahsd125.org>

FOIA Request - 5 ILCS 140/1

1 message

Michael Ayele <waacl13@gmail.com>
 To: slunny@ahsd125.org
 Cc: "Michael Ayele (W)" <waacl13@gmail.com>

Tue, Mar 10, 2026 at 4:37 AM

W (AACL) Date.: March 10th 2026
 Michael A. Ayele
 P.O.Box 20438
 Addis Ababa, Ethiopia
 E-mail: waacl13@gmail.com ; waacl1313@gmail.com ; waacl42913@gmail.com

Freedom of Information Act (FOIA) Request

Hello,

This is Michael A. Ayele sending this message though I now go by W. I am writing this letter for the purpose of filing a FOIA request with Atwood Heights School District 125. The bases for this records request are [1] the provisions of Illinois consent education codified in 105 ILCS 5/27 – 1010^[1] and [2] the Department of Education (DoED) processing of the Freedom of Information Act (FOIA) request that had been assigned Case No.: 21 – 00103 – F.

I) Requested Records

What I am requesting for prompt disclosure are records in your possession detailing your discussions about [1] Section 27 – 1010 of the Illinois code enabling school districts to provide age and developmentally appropriate consent education in kindergarten through the 12th grade; [2] the instructional materials used by your school district to educate students in kindergarten through the 12th grade on what constitutes "affirmative and effective consent" in healthy sexual relationships; [3] the Department of Education (DoED) as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request they had assigned Case No.: 21 – 00103 – F by (i) refusing to deny that Michael A. Ayele (a.k.a) W was 18 (eighteen) years of age (in the month of January 2010) when he was for the first time of his life informed what constitutes affirmative and effective consent in healthy sexual relationships on the campus of Westminster College (Fulton, Missouri); (ii) refusing to deny that Michael A. Ayele (a.k.a) W was (in the month of January 2010) told of the April 05th 1986 rape and murder of Jeanne Ann Clery before being informed what constitutes affirmative and effective consent in healthy sexual relationships; (iii) refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students what constitutes affirmative and effective consent at the very beginning of their undergraduate academic career; (iv) refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students of the April 05th 1986 rape and murder of Jeanne Ann Clery; (v) confirming to Michael A. Ayele (a.k.a) W that they've previously held conversations with Lehigh University on Jeanne Clery's time as an undergraduate student between August 1985 and April 1986; (vi) informing Michael A. Ayele (a.k.a) W that their search for responsive records located 1,456 (one thousand four hundred and fifty-six) pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University between August 1985 and April 1986; (vii) informing Michael A. Ayele (a.k.a) W that they would redact all 1,456 pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh

University between August 1985 and April 05th 1986; [4] Michael A. Ayele (a.k.a.) W as a Black Bachelor of Arts (B.A) Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written publications paradoxically being subjected to frenzy before they were filtered and distorted on search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that the DoED have processed the FOIA request they had assigned Case No.: 21 – 00103 – F by (i) refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students what constitutes affirmative and effective consent in healthy sexual relationships at the very beginning of their undergraduate academic career; (ii) refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students of the April 05th 1986 rape and murder of Jeanne Clery; (iii) informing him that their search for responsive records had located 1,456 pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University; (iv) informing him that they would withhold and redact all 1,456 pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University; ^[ii] [5] the decision of the AOL and Bing/MSN ISE to filter and distort Michael A. Ayele (a.k.a) W's review of the circumstances that led to the enactment of the Jeanne Clery Act by generating unwelcome and unapproved prompts (such as "*michael ayele jeanne clery*," "*michael ayele fbi*," "*michael ayele cia*," "*michael ayele death penalty*," "*michael ayele wikipedia*,") that trigger artificial intelligence (AI) hallucination and misinformation.

II) Request for a Fee Waiver and Expedited Processing

The public has a compelling and legitimate interest in this information because:

- 1) Section 27 – 1010 of the Illinois code enables school districts to provide age and developmentally appropriate consent education in kindergarten through the 12th grade. In kindergarten through the 5th grade, instruction and materials include age and developmentally appropriate instruction on consent and how to give and receive consent, including a discussion that includes, but is not limited to setting appropriate physical boundaries with others, the right to refuse to engage in behaviors or activities that are uncomfortable or unsafe. In the 6th through 12th grade, instruction and materials include age and developmentally appropriate instruction on consent and how to give and receive consent, including a discussion that includes, but is not limited to that consent (i) is a freely given agreement to sexual activity; (ii) to one particular sexual activity does not constitute consent to other types of sexual activities.
- 2) The Department of Education (DoED) has concluded the processing of the FOIA request that was assigned Case No.: 21 – 00103 – F by refusing to deny that American colleges and universities (in receipt of Title IX funding) have a legal obligation to inform their undergraduate students (at the very beginning of their undergraduate academic career) about the April 05th 1986 rape and murder of Jeanne Ann Clery.
- 3) The DoED has concluded the processing of the FOIA request that was assigned Case No.: 21 – 00103 – F by refusing to deny that American colleges and universities (in receipt of Title IX funding) have a legal obligation to inform their undergraduate students (at the very beginning of their undergraduate academic career) what constitutes "*affirmative and effective consent*" in healthy sexual relationships.
- 4) The DoED has concluded the processing of the FOIA request that was assigned Case No.: 21 – 00103 – F by explicitly informing Michael A. Ayele (a.k.a) W that they've held conversations with Lehigh University about Jeanne Ann Clery's time as an undergraduate student (at that university) between August 1985 and April 05th 1986.
- 5) The DoED has concluded the processing of the FOIA request that was assigned Case No.: 21 – 00103 – F by explicitly informing Michael A. Ayele (a.k.a) W that their search for responsive records located 1,456 (one thousand four hundred and fifty-six) pages of documents pertaining

to Jeanne Ann Clery's time as an undergraduate student of Lehigh University between August 1985 and April 05th 1986.

6) The DoED has concluded the processing of the FOIA request that was assigned Case No.: 21 – 00103 – F by explicitly informing Michael A. Ayele (a.k.a) W that they were going to redact all 1,456 pages of documents pertaining to Jeanne Ann Clery's time as an undergraduate student at Lehigh University between August 1985 and April 05th 1986.

7) The requested records will shed light upon the manner in which Michael A. Ayele (a.k.a) W's correspondence with the DoED was filtered and distorted by internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo.

Expedited processing of this records request is justified because:

- 1) The Jeanne Clery case has become the focal point that serves to inform undergraduate students in the U.S.A (whether domestic or international) what constitutes "*affirmative and effective consent*" in healthy sexual relationships.
- 2) The Jeanne Clery case raises questions about American colleges and universities obligations pursuant to Title IX of the Education Amendments Act of 1972.
- 3) The Jeanne Clery case raises questions about whether Lehigh University was informing its undergraduate students what constitutes "*affirmative and effective consent*" beginning Calendar Year 1973 following the enactment of the Title IX of the Education Amendments Act of 1972.
- 4) The Jeanne Clery case raises questions about whether Lehigh University had informed Josoph Henry what constitutes "*affirmative and effective consent*" in healthy sexual relationships at the time he was an undergraduate student at that university.
- 5) The Jeanne Clery case raises questions about whether American colleges and universities were informing their undergraduate students what constitutes "*affirmative and effective consent*" beginning Calendar Year 1973 following the enactment of Title IX of the Education Amendments Act of 1972.
- 6) The Jeanne Clery case raises questions about the legal obligations of American colleges and universities to unequivocally and unconditionally condemn violence committed against women irrespective of the woman racial background, sexual orientation, national origin, religious affiliation and/or disability status.
- 7) The Jeanne Clery case raises questions about the circumstances that led to the enactment of the Jeanne Clery Act.

In my judgment, the facts presented in my request for a fee waiver and expedited processing will not bolster public confidence in the activities, the engagements and the priorities of internet search engines (ISE) such as AOL, Bing/MSN, Google and Yahoo because they have previously filtered and distorted Michael A. Ayele (a.k.a) W's review of the circumstances that led to the enactment of the Jeanne Clery Act by generating unwelcome and unapproved prompts (such as "*michael ayele jeanne clery*," "*michael ayele fbi*," "*michael ayele cia*," "*michael ayele death penalty*," "*Michael Ayele's role in Title IX reforms*," "*Michael Ayele's impact on Title IX reforms*," "*Michael Ayele AACL Projects*," "*Michael Ayele academic profile*" and "*michael ayele wikipedia*,") that trigger artificial intelligence (AI) hallucination and

misinformation.^[iii] Additionally, the facts presented in my request for a fee waiver and expedited processing will not bolster public confidence in the activities, the engagements and the priorities of the DoED because of their processing of the FOIA request they had assigned Case No.: 21 – 00103 – F. As you are very likely aware, the case of Jeanne Clery's rape and murder is officially closed, and the perpetrator of that rape and murder (Josoph Henry) is serving life in prison without the possibility of parole.^[iv] Therefore, members of the general public – including representatives of the media and myself – are entitled under the Freedom of Information Act (FOIA) to obtain records from closed cases. However, in my prior correspondence with the DoED, legal representatives of this federal government agency have on (or around) February 16th 2021 informed me (personally) that [1] they had located

1,456 pages of responsive records pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University (between August 1985 and April 05th 1986); [2] they would withhold all 1,456 pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University between August 1985 and April 05th 1986.

Given that the case of Jeanne Ann Clery rape and murder is officially closed, and that the perpetrator of that rape and murder (Joseph Henry) is serving life in prison without the possibility of parole, the decision of the DoED to cite 5 U.S.C. § 552(b)(7)(A) and § 552(b)(7)(C) in order to justify the blanket withholding of all responsive records for the FOIA request that had been assigned Case No.: 21 - 00103 - F was very inappropriate. **On my end, I would like to stress that Exemption (b)(7)(A) applies only to open cases where disclosure could reasonably be expected to interfere with an ongoing law enforcement investigation, but as previously noted, the April 05th 1986 rape and murder of Jeanne Ann Clery is a closed case, and the DoED has not identified—nor could it plausibly identify—any ongoing enforcement proceeding that disclosure of these records would interfere with (decades later).** Likewise, even though Exemption (b)(7)(C) protects against unwarranted invasions of personal privacy, it does not authorize categorical withholding, particularly where records concern historical events (such as the rape and murder of Jeanne Ann Clery) that are being taught in American colleges and universities to freshmen undergraduate students. In brief, FOIA was enacted to permit members of the public/representatives of the media to scrutinize how federal agencies have acted after the fact, and the invocation of law-enforcement exemptions to shield an entire closed case from review violates that statutory purpose.

On a personal level, I am thoroughly convinced that the DoED invocation of Exemption (b)(7)(c) was illegitimate [for the FOIA request that had been assigned Case No.: 21 - 00103 - F] because the rape and murder of Jeanne Ann Clery is routinely taught to undergraduate students during their freshman year as part of a federally mandated instruction on campus safety, consent, and institutional responsibility. Given that the Jeanne Clery case is incorporated into undergraduate curricula and used by colleges and universities as a foundational example for why disclosure laws, consent education, and crime reporting requirements exist, the DoED should not be treating inquiries into the Jeanne Clery Act as too "*sensitive*" to permit meaningful public access to government records. As previously mentioned, the Jeanne Clery case is the focal point that serves to inform undergraduate students what constitutes "*affirmative and effective consent*" in healthy sexual relationships. Therefore, the DoED has a duty to be (without prejudice) forthcoming to inquiries that seek to shed light on the circumstances that led to the enactment of the Jeanne Clery Act, whether such inquiry is made by a current domestic undergraduate student or a former international student similarly situated to Michael A. Ayele (a.k.a) W [who incidentally was in the month of January 2010, at the age of 18 informed about the April 05th 1986 rape and murder of Jeanne Ann Clery before being told what constitutes "*affirmative and effective consent*" in healthy sexual relationships].

The core issues presented in this records request are as follows. 1) Have you had conversations about Section 27 - 1010 of the Illinois code enabling school districts to provide age and developmentally appropriate consent education in kindergarten through the 12th grade? If yes, will you promptly disclose those records? 2) Has your school district developed instructional materials (consistent with Section 27 - 1010 of the Illinois code) to educate students in kindergarten through the 12th grade on what constitutes "*affirmative and effective consent*" in healthy sexual relationships? If yes, will you promptly disclose those records? 3) Have you had conversations about the Department of Education (DoED) as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request they had assigned Case No.: 21 - 00103 - F by refusing to deny that Michael A. Ayele (a.k.a) W was 18 (eighteen) years of age (in the month of January 2010) when he was for the first time of his life informed what constitutes affirmative and effective consent in healthy sexual relationships on the campus of Westminster College (Fulton, Missouri)? If yes, will you promptly disclose those records? 4) Have you had conversations about the DoED as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request

they had assigned Case No.: 21 - 00103 - F by refusing to deny that Michael A. Ayele (a.k.a) W was (in the month of January 2010) told of the April 05th 1986 rape and murder of Jeanne Ann Clery before being informed what constitutes affirmative and effective consent in healthy sexual relationships? If yes, will you promptly disclose those records? 5) Have you had conversations about the DoED as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request they had assigned Case No.: 21 - 00103 - F by refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students what constitutes affirmative and effective consent at the very beginning of their undergraduate academic career? If yes, will you promptly disclose those records? 6) Have you had conversations about the DoED as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request they had assigned Case No.: 21 - 00103 - F by refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students of the April 05th 1986 rape and murder of Jeanne Ann Clery? If yes, will you promptly disclose those records? 7) Have you had conversations about the DoED as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request they had assigned Case No.: 21 - 00103 - F by confirming to Michael A. Ayele (a.k.a) W that they've previously held conversations with Lehigh University on Jeanne Clery's time as an undergraduate student between August 1985 and April 1986? If yes, will you promptly disclose those records? 8) Have you had conversations about the DoED as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request they had assigned Case No.: 21 - 00103 - F by informing Michael A. Ayele (a.k.a) W that their search for responsive records located 1,456 (one thousand four hundred and fifty-six) pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University between August 1985 and April 1986? If yes, will you promptly disclose those records? 9) Have you had conversations about the DoED as a federal agency of the United States government which has on (or around) February 16th 2021 processed the FOIA request they had assigned Case No.: 21 - 00103 - F by informing Michael A. Ayele (a.k.a) W that they would redact all 1,456 pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University between August 1985 and April 1986? If yes, will you promptly disclose those records? 10) Have you had conversations about Michael A. Ayele (a.k.a) W as a Black Bachelor of Arts (B.A) Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written publications paradoxically being subjected to frenzy before they were filtered and distorted on search engines such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that the DoED have processed the FOIA request they had assigned Case No.: 21 - 00103 - F by refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students what constitutes affirmative and effective consent in healthy sexual relationships at the very beginning of their undergraduate academic career? If yes, will you promptly disclose those records? 11) Have you had conversations about Michael A. Ayele (a.k.a) W as a Black B.A Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written publications paradoxically being subjected to frenzy before they were filtered and distorted on search engines such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that the DoED have processed the FOIA request they had assigned Case No.: 21 - 00103 - F by refusing to deny that American colleges and universities that receive Title IX funding have a legal obligation to inform their freshmen undergraduate students of the April 05th 1986 rape and murder of Jeanne Clery? If yes, will you promptly disclose those records? 12) Have you had conversations about Michael A. Ayele (a.k.a) W as a Black B.A Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written publications paradoxically being subjected to frenzy before they were filtered and distorted on search engines such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that the DoED have processed the FOIA request they had assigned Case No.: 21 - 00103 - F by informing him that their search for responsive records had located 1,456 pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University? If yes, will you promptly disclose those records? 13) Have you had conversations about Michael A. Ayele (a.k.a) W as a Black B.A Degree graduate of Westminster College (Fulton, Missouri) who has witnessed his written publications paradoxically being subjected to

frenzy before they were filtered and distorted on search engines such as AOL, Bing/MSN, Google and Yahoo following his decision to recognize that the DoED have processed the FOIA request they had assigned Case No.: 21 – 00103 – F by informing him that they would redact all 1,456 pages of documents pertaining to Jeanne Clery's time as an undergraduate student of Lehigh University? If yes, will you promptly disclose those records? 14) Have you had conversations about Michael A. Ayele (a.k.a) W as a Black B.A Degree graduate of Westminster College (Fulton, Missouri) who has never in the past contacted employees and legal representatives of the AOL, Bing/MSN, Google and Yahoo ISE to demand that they generate cues such as such as "*michael ayele jeanne clery*," "*michael ayele fbi*," "*michael ayele cia*," "*michael ayele death penalty*," "*Michael Ayele's role in Title IX reforms*," "*Michael Ayele's impact on Title IX reforms*," "*Michael Ayele AACL Projects*," "*Michael Ayele academic profile*" and "*michael ayele Wikipedia*?" If yes, will you promptly disclose those records? 15) Have you had conversations about the decision of the AOL and Bing/MSN ISE to inappropriately filter and distort Michael A. Ayele (a.k.a) W's review of the circumstances that led to the enactment of the Jeanne Clery Act by generating queries (such as "*michael ayele jeanne clery*," "*michael ayele fbi*," "*michael ayele cia*," "*michael ayele death penalty*," "*Michael Ayele's role in Title IX reforms*," "*Michael Ayele's impact on Title IX reforms*," "*Michael Ayele AACL Projects*," "*Michael Ayele academic profile*" and "*michael ayele wikipedia*,") that trigger artificial intelligence (AI) hallucination and misinformation? If yes, will you promptly disclose those records?

Thank you for your attention to this matter.

Be well. Stay well. Take care. Keep yourselves at arms distance.

Michael A. Ayele (a.k.a) W
Anti-Racist Human Rights Activist
Audio-Visual Media Analyst
Anti-Propaganda Journalist

Work Cited

[i] Sec. 27-1010. Consent education. (...)

A school district may provide age and developmentally appropriate consent education in kindergarten through the 12th grade.

- 1) In kindergarten through the 5th grade, instruction and materials shall include age and developmentally appropriate instruction on consent and how to give and receive consent, including a discussion that includes, but is not limited to, all of the following:
 - A) Setting appropriate physical boundaries with others.
 - B) Respecting the physical boundaries of others.
 - C) The right to refuse to engage in behaviors or activities that are uncomfortable or unsafe.
 - D) Dealing with unwanted physical contact.
 - E) Helping a peer deal with unwanted physical contact.

- 2) In the 6th through 12th grades, instruction and materials shall include age and developmentally appropriate instruction on consent and how to give and receive consent, including a discussion that includes, but is not limited to, all of the following:
 - A) That consent is a freely given agreement to sexual activity.
 - B) That consent to one particular sexual activity does not constitute consent to other types of sexual activities.
 - C) That a person's lack of verbal or physical resistance or submission resulting from the use or threat of force does not constitute consent.
 - D) That a person's manner of dress does not constitute consent.
 - E) That a person's consent to past sexual activity does not constitute consent to future sexual activity.
 - F) That a person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person.
 - G) That a person can withdraw consent at any time.
 - H) That a person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to certain circumstances that include, but are not limited to (i) the person incapacitation due to the use or influence of alcohol or

drugs; (ii) the person being asleep or unconscious; (iii) the person being a minor; (iv) the person being incapacitated due to a mental disability.

Illinois Consent Education. Retrievable Here.: <https://www.ilga.gov/legislation/ilcs/fulltext?DocName=010500050K27-1010>

[ii] Even though Michael A. Ayele (a.k.a) W has never sought nor ever solicited nor ever contacted anyone to have his written publications listed and featured prominently on the AOL, Bing/MSN, Google and Yahoo internet search engines (ISE); Michael A. Ayele (a.k.a) W has uncovered many instances where his written content were filtered, distorted, misused and misattributed. At the time Michael A. Ayele (a.k.a) W started to publish some of his written content on how he was (in the month of January 2010 as an undergraduate student of Westminster College) informed about the April 05th 1986 rape and murder of Jeanne Ann Clery before being told what constitutes "*affirmative and effective consent*" in healthy sexual relationships, Michael A. Ayele (a.k.a) W had not signed any binding agreement that subjected his published works to evaluation, examination and unsolicited comments on the AOL, Bing/MSN, Google and Yahoo ISE. In other words, Michael A. Ayele (a.k.a) W has never agreed to take on the role of the "*Student*" for his published works while the AOL, Bing/MSN, Google and Yahoo ISE took on the role of "*Professor*." Likewise, Michael A. Ayele (a.k.a) W has never agreed to take on the role of "*Plaintiff*" and/or "*Defendant*" for his published works while the AOL, Bing/MSN, Google and Yahoo ISE took on the role of "*Judge, Jury and Executioner*." More importantly, Michael A. Ayele (a.k.a) W had started to publish some of his correspondence with agents of the U.S government on the circumstances that led up to the enactment of the Jeanne Clery Act on (or around) November 08th 1990 because of a commitment he had made that he would disseminate any and all responsive U.S government records within their possession to members of the general public and representatives of the media at no financial expense to them. To the best of his ability, Michael A. Ayele (a.k.a) W has fulfilled this commitment by disseminating (at no financial expense to representatives of the media and members of the general public) the most pertinent records on the circumstances that led up to the enactment of the Jeanne Clery Act including but not limited to his correspondence with the Department of Education (DoED) as well as the decision of the DoED to withhold many hundreds of pages of documents about Jeanne Clery's time as an undergraduate student of Lehigh University during the processing of the Freedom of Information Act (FOIA) request, which was assigned Case Number 21 - 00103 - F. Michael A. Ayele (a.k.a) W would again like to take this opportunity to reiterate [1] that no binding written agreement exists between himself and ISE such as AOL, Bing/MSN, Google and Yahoo, which enables them to make comments upon it; [2] that he does not welcome the insertion and the intrusion of the AOL, Bing/MSN, Google and Yahoo ISE on his written content pertaining to American post-secondary academic education with regards to affirmative and effective consent.

Michael A. Ayele (a.k.a) W is a Bachelor of Arts (B.A) Degree graduate of Westminster College (located in Fulton, Missouri) who was in January 2010 informed about the April 05th 1986 rape and murder of Jeanne Ann Clery before being told what constitutes "*affirmative and effective consent*" in healthy sexual relationships. Via email dated March 07th 2022, the Department of Justice (DOJ) Federal Bureau of Investigation (FBI) have informed Michael A. Ayele (a.k.a) W that (his alma mater) Westminster College had extended an invitation to their then Director William Webster to "*deliver the 1987 Commencement Address on Sunday, May 17th 1987 at 2:30 P.M.*" The invitation extended by Westminster College on August 29th 1986 came approximately 5 months after the April 05th 1986 rape and murder of Jeanne Ann Clery on the campus of Lehigh University (located in the State of Pennsylvania). In other emails beginning November 12th 2020, the FBI had informed Michael A. Ayele (a.k.a) W that they had transferred the case of Jeanne Ann Clery rape and murder to the Central Intelligence Agency (CIA) on (or around) June 11th 1992. However, via postal mail correspondence that was addressed to Michael A. Ayele (a.k.a) W, the CIA have denied ever being "*assigned*" the case of Jeanne Ann Clery on (or around) June 11th 1992. It is the opinion of Michael A. Ayele (a.k.a) W that the letters sent to him by the FBI (beginning November 12th 2020) and the CIA (on or around May 21st 2021) were inconsistent with one another. For your information, William Webster was Director of the

FBI from 1978 to 1987. He was also Director of the CIA from 1987 to 1991. His father Thomas Webster is an alumnus of Westminster College (Fulton, Missouri).

The key questions asked by Michael A. Ayele (a.k.a) W about the rape and murder of Jeanne Ann Clery as well as Title IX of the Education Amendments Act of 1972 include but are not limited to the following:

- 1) What were American colleges' and universities' obligations pursuant to Title IX of the Education Amendments Act of 1972? Were American colleges and universities required by law to condemn violence committed against women irrespective of their racial backgrounds, their sexual orientations, their religious affiliations, their national origins and/or their disability status following the enactment of Title IX of the Education Amendments Act of 1972? If yes, were American colleges and universities required to inform their students (beginning Calendar Year 1973) what constitutes appropriate sexual boundaries pursuant to Title IX of the Education Amendments Act of 1972?
- 2) Did American colleges and universities begin informing their students what constitute "*affirmative and effective consent*" in the years following the enactment of Title IX of the Education Amendments Act of 1972? If not, when did American colleges and universities begin to inform their incoming freshmen and transfer students about the concepts of "*affirmative and effective consent*?" Did American colleges and universities begin teaching the concepts of "*affirmative and effective consent*" to their students following the rape and murder of Jeanne Ann Clery (on April 5th 1986)? If yes, why have American colleges and universities waited so long following the enactment of Title IX of the Education Amendments Act of 1972 to inform their students what constitutes "*affirmative and effective consent*?"
- 3) Are American colleges and universities discussions pertaining to what constitutes "*affirmative and effective consent*" consistent with Title IX of the Education Amendments Act of 1972 if they are first informing their incoming new students about the rape and murder of Jeanne Ann Clery? Are American colleges and universities discussions pertaining to what constitutes "*affirmative and effective consent*" consistent with their academic integrity policy if they are first informing their incoming new students about the rape and murder of Jeanne Ann Clery?
- 4) Were there forces out there in the 1970s and the 1980s looking for a case where a Black or an African American man rapes and murders a Caucasian woman for the purpose of enacting a law similar to the Jeanne Clery Act? Was the enactment of the Jeanne Clery Act the result of racist and sexist individuals coming together for the purpose of [a] preventing racial minorities from climbing the social ladder through academic education; [b] cracking down on interracial relationships particularly between a Caucasian woman and a Black or African American man (in American colleges and universities); [c] not applying the same standards in circumstances where a Caucasian man sexually assaults a woman from a racial minority (as in the case of Brock Turner and Chanel Miller following her rape on January 18th 2015 at the campus of Stanford University)?

As a matter of principle, Michael A. Ayele (a.k.a) W unequivocally condemns violence committed against girls and women irrespective of their racial backgrounds, their sexual orientations, their national origins, their religious affiliations, their disability status or their age groups. Still, Michael A. Ayele (a.k.a) W is exasperated by the very bizarre and persistent frenzy that has targeted him on the internet ever since he made the decision to publish on digital platforms [1] some of his recollections on how he was in the month of January 2010 (as an undergraduate student of Westminster College) informed about the April 05th 1986 rape and murder of Jeanne Ann Clery before being told what constitutes affirmative and effective consent in healthy sexual relationships; [2] his questions about Title IX of the Education Amendments Act of 1972; [3] his correspondence with agents of the U.S government on the circumstances that led up to the enactment of the Jeanne Clery Act on (or around) November 08th 1990; [4] his inquiry on the exact year American colleges and universities began teaching their undergraduate students what constitutes affirmative and effective consent in healthy sexual relationships. Michael A. Ayele (a.k.a) W takes full-responsibility for all the statements he has made at the time he decided to publish his review of events that led to the Jeanne Clery Act. Michael A. Ayele (a.k.a) W also takes full-responsibility for the questions he has asked about Title IX of the Education

Amendments Act of 1972.

[iii] Unfortunately, I regret to inform you that the decision of internet search engines (ISE) to filter and distort Michael A. Ayele (a.k.a) W's correspondence with the Department of Education (DoED) on the circumstances that led to the enactment of the Jeanne Clery Act [1] was not an isolated incident, but part of a repeated pattern; [2] has undermined transparency, accountability, and informed public understanding of how federal civil-rights-related statutes like the Jeanne Clery Act came into being; [3] has exacerbated racism and discrimination online, causing direct harm to the name, the image and the likeness of Michael A. Ayele (a.k.a) W.

Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele Jeanne Clery.*" <https://www.bing.com/search?q=michael+ayele+jeanne+clery>

Bing/MSN Unwelcome and Unapproved Query "*Michael A. Ayele FBI.*" <https://www.bing.com/search?q=michael+a+ayele+fbi>

Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele FBI.*" <https://www.bing.com/search?q=michael+ayele+fbi>

Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele CIA.*" <https://www.bing.com/search?q=michael+ayele+cia>

Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele Death Penalty.*" <https://www.bing.com/search?q=michael+ayele+death+penalty>

Bing/MSN Unwelcome and Unapproved Query "*Michael Ayele Wikipedia.*" <https://www.bing.com/search?q=michael+ayele+wikipedia>

[iv] Josoph Henry, sentenced to die for the 1986 rape and murder of fellow Lehigh University student Jeanne Ann Clery, has forfeited all appeal rights in exchange for his life.

Josoph Henry, 37, agreed to the deal Friday, August 30th 2002 in Northampton County Court and for the first time apologized to the Clery family.

"If the bereaved family wants to shout at me, kick me, whatever, I'm willing to do anything to help them to feel at all better," he said, looking at the judge.

Clery's parents, Howard Clery Jr. and Connie Clery of Bryn Mawr, Montgomery County, and her brother Howard Clery III showed no reaction. Connie Clery cried softly throughout the hourlong hearing, bowing her head and closing her eyes several times.

Senior Judge James C. Hogan questioned Henry to ensure he understood the deal struck between his attorney, Billy Nolas of Philadelphia, and District Attorney John M. Morganelli. The Clery family supported John M. Morganelli's decision.

Josoph Henry, whose death sentence was thrown out in May of 2002, could have opted to have another punishment hearing. He said he experiences shame, depression and self-loathing because of his actions and wanted to accept a life sentence. James C. Hogan asked if Josoph Henry agreed to the deal to avoid another death penalty hearing, where he could again be sentenced to die.

"I realize that is a possibility," Josoph Henry said. (...)

U.S. District Court Judge Anita B. Brody on May 16th 2002 rejected Josoph Henry's request to hear arguments to overturn his murder conviction, but she vacated Henry's death sentence, saying county trial Judge Michael Franciosa gave unclear jury instructions, raising the possibility that jurors didn't follow relevant death penalty provisions.

John M. Morganelli appealed Anita B. Brody's order in June of 2002, and Billy Nolas appealed Anita B. Brody's decision to deny Josoph Henry's request to consider overturning the murder verdict. Under the agreement signed Friday, August 30th 2002, the case is over. Hogan resented Henry, telling him he will never be released from prison.

On April 05th 1986, Josoph Henry had gone into Jeanne Clery's dormitory room. While he was burglarizing the room, Jeanne Clery woke up. Josoph Henry attacked the young woman, raped, sodomized and eventually strangled her. A jury on April 25th 1987, convicted Henry of first-degree murder, rape, involuntary deviate sexual intercourse, indecent assault, burglary, theft, robbery and aggravated assault. The Morning Call. August 31st 2002. Josoph Henry Trades Appeal Rights For Life In Prison For 1986 Rape, Murder of Lehigh Student.: <https://www.mcall.com/2002/08/31/henry-trades-appeal-rights-for-life-in-prison-for-1986-rape-murder-of-lehigh-student-northampton-county-judge-oks-deal-death-sentence-was-thrown-out-in-may/>



Sherri Lunny <slunny@ahsd125.org>

Fwd: Public Records Request – District Functional Leadership Contacts

1 message

Lisa Cole <lcole@ahsd125.org>
 To: Sherri Lunny <slunny@ahsd125.org>

Mon, Mar 16, 2026 at 9:56 AM

----- Forwarded message -----

From: **CT Mills** <outreach@educatorsupportnetwork.org>
 Date: Mon, Mar 16, 2026 at 4:57 AM
 Subject: Public Records Request – District Functional Leadership Contacts
 To: <lcole@ahsd125.org>

Dear Records Officer,

Pursuant to Illinois Freedom of Information Act (FOIA) – 5 ILCS 140/1 et seq., I respectfully request copies of any **existing records** identifying the employee(s) assigned responsibility for **leadership, oversight, coordination, or supervisory authority** for the following functional areas at the district or central office level:

1. Curriculum & Instruction / Teaching & Learning
2. Career & Technical Education (CTE) and STEM
3. English Language Learner (ELL)
4. Technology / Information Technology / Computer Science
5. Library / Media Services
6. Core Academic Subjects, including:
 - English Language Arts (ELA)
 - Mathematics
 - Science
 - Social Studies

For each functional area listed above, please provide, if reflected in existing records:

- Full Name
- Official Title
- District-Issued Work Email Address

If responsibility for multiple areas is assigned to the same individual, please indicate accordingly.

If responsibility for a listed area resides at the school level rather than the district office, please provide existing records identifying the appropriate employee(s), including principals or site-level administrators, as reflected in current organizational records.

This request is limited to **existing records only** and does not require the creation of any new record. If the information is maintained within an organizational chart, staff directory, departmental listing, or similar record, an electronic copy of that record will satisfy this request.

If no responsive records exist for a listed category, please confirm that in writing.

Electronic delivery via email is preferred.

Thank you for your assistance.

Sincerely,
CT Mills
 Public Info Access LLC
 984-303-8215

**REGULAR MEETING MINUTES OF THE BOARD OF EDUCATION
OF ATWOOD HEIGHTS SCHOOL DISTRICT 125,
COOK COUNTY ILLINOIS TUESDAY,
FEBRUARY 24, 2026 6:30 p.m.**

1. CALL TO ORDER

The meeting was called to order at 6:30 p.m. by Mrs. Soderlund Vice President of the Board of Education. The Pledge of Allegiance was recited by the Members of the Board of Education and all in attendance at the meeting. Upon the roll being called, the following Board Members answered present:

PRESENT: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, CHRISTOPHER RIOLA & VICTORIA SODERLUND
ABSENT: 0

ALSO PRESENT: Lisa Cole-Superintendent, Heather Wills-Principal of Lawn Manor Primary Center,
Laura Gray -Principal of Meadow Lane Intermediate Center and Dr. Catherine Gallagher-Principal of
Hamlin Upper Grade Center, Katie Uchman, Catherine Petraitis, Amanda Alvarez and Mariel Martin

**2. 30 MINUTES FOR CITIZENS OF ATWOOD HEIGHTS SCHOOL DISTRICT 125 TO
ADDRESS THE BOARD.** (Please limit your comments to five minutes. If required, "Citizen's
Comments" will be continued at the end of the meeting.)

3. FREEDOM OF INFORMATION ACT REQUESTS

Micheal Henry – MichaelHenry@live.com
Michael Ayele – waac1113@gmail.com

4. BOARD MEMBER COMMENTS PERTAINING TO THE AGENDA – none

5. CONSENT AGENDA: Motion to approve the Consent Agenda that includes the following
items:

A. APPROVAL OF MINUTES

1. Regular Meeting of January 27, 2026
2. Closed Meeting of January 27, 2026

B. FINANCE APPROVAL

Summary of Payroll
Student Activity Accounts

C. ACTION ITEMS

- 224.1 Approve the Proposed School Calendar for FY27
- 224.2 Approve the Board of Education meeting schedule for FY27
- 224.3 Approve PRESS Policy 6:185

D. PERSONNEL

Motion was made by Mrs. Soderlund and seconded by Mrs. Higgins to approve the consent agenda.

ROLL CALL:

AYES: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, CHRISTOPHER RIOLA & VICTORIA SODERLUND

NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 7-0-0

6. APPROVAL OF BILLS PAYABLE

Bills Payable in the amount of:

Education Fund #10: \$188,800.52
Operations & Maintenance #20: \$15,713.84
Debt Service Fund #30: \$510.00
Transportation Fund #40: \$73,230.87
Municipal Retirement #50: \$0
Tort Immunity Fund #80: \$2,568.00
Life Safety Fund #90: \$0

Motion was made by Mrs. Higgins and seconded by Mrs. Soderlund to approve the bills payable.

ROLL CALL:

AYES: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, CHRISTOPHER RIOLA & VICTORIA SODERLUND

NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 7-0-0

7. BUSINESS FROM THE BOARD AND COMMITTEE REPORTS - none

8. ADMINISTRATIVE REPORTS – Principal reports provided in the board packet.

9. SUPERINTENDENT REPORT – Superintendent Cole spoke with a concerned parent about the correspondence that she sent out regarding a threatening email in District 123 earlier this month. Subsequent to that conversation the parent has decided to join our threat assessment team. Lisa reported the admin team have been working on ways to save the district money. The Meadow Lane Settlement Agreement has been settled and we are waiting on warm weather to take care of some projects that need to get done around the district.

10. MOTION TO GO INTO CLOSED SESSION (ONLY IF NECESSARY; ACTION MAY BE TAKEN ON MATTERS DISCUSSED IN CLOSED SESSION UPON RETURN TO OPEN SESSION)

Motion was made by Mrs. Soderlund and seconded by Mrs. Castillo to go into closed session.

ROLL CALL:

AYES: 7 TAMMY BALCIUNAS, MELISSA CASTILLO, ESTEBAN SANCHEZ GAYTAN,
MICHELLE HIGGINS, CHRISTINE LANTZ, CHRISTOPHER RIOLA & VICTORIA SODERLUND

NAYS: 0

ABSTAIN: 0

MOTION CARRIED: 7-0-0

11. RETURN TO OPEN SESSION/ACTION ON MATTERS DISCUSSED IN CLOSED SESSION (IF NECESSARY) - nothing needed to be voted on from closed session.

12. ADJOURNMENT

With no further business to discuss, Mrs. Lantz adjourned the meeting at 8:30pm by unanimous consent.

Respectfully submitted,

Christine Lantz, President

Michelle Higgins, Secretary

NOTICE OF CLOSED SESSION MEETING

**Atwood Heights School District 125 Board of Education
Hamlin Upper Grade Center
12150 S. Hamlin Avenue, Alsip, Illinois
Tuesday, March 24, 2026**

Agenda

1. Call to Order
2. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1).
3. Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
4. The selection of a person to fill a public office, including a vacancy in a public office, when the District is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the District is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
5. Evidence or testimony presented in open hearing, or in closed hearing where authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision with its determinative reasoning. 5 ILCS 120/2(c)(4).
6. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311.
7. The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
8. The setting of a price for sale or lease of property owned by the District. 5 ILCS 120/2(c)(6).
9. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
10. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
11. Student disciplinary cases. 5 ILCS 120/2(c)(9).
12. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
13. Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11).

14. The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self-insurance pool of which the District is a member. 5 ILCS 120/2(c)(12).
15. Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. 5 ILCS 120/2(c)(16).
16. Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
17. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).
18. Adjournment

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2025-2026

Pay Period: 18

Pay Cycle: Biweekly

Starting: 02/14/2026

Ending: 02/27/2026

Pay Date: 02/27/2026

	<u>Certified</u>	<u>Classified</u>	<u>Total</u>
Gross Pay	\$194,518.79	\$15,647.64	\$210,166.43
<u>Employee Deductions:</u>			
Federal Income Tax	\$15,311.00	\$557.64	\$15,868.64
FICA - Social Security	\$2,879.28	\$548.90	\$3,428.18
FICA - Medicare	\$2,848.23	\$128.39	\$2,976.62
Deduction - Regular (Not Tax Exempt)	\$1,418.49	\$36.00	\$1,454.49
Deduction - TSA (Fed Tax Exempt)	\$4,157.00	\$0.00	\$4,157.00
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$4,824.83	\$150.92	\$4,975.75
State Tax - Illinois	\$8,517.00	\$407.02	\$8,924.02
Retirement - Illinois TRS	\$11,777.43	\$0.00	\$11,777.43
Retirement - Illinois TRS THIS Fund	\$1,177.82	\$0.00	\$1,177.82
Retirement - Illinois TRS Member Benefit Inc. (TE)	\$0.00	\$0.00	\$0.00
Retirement - Illinois TRS Federal Fund	\$0.00	\$0.00	\$0.00
Retirement - Illinois IMRF Voluntary Additional	\$715.24	\$102.46	\$817.70
Retirement - Illinois IMRF (Taxable Benefit)	\$2,103.91	\$405.18	\$2,509.09
Retirement - Illinois TRS Supplemental Savings Plan	\$382.14	\$0.00	\$382.14
<u>Total Employee Deductions:</u>	\$56,112.37	\$2,336.51	\$58,448.88
<u>Total Net Pay:</u>	\$138,406.42	\$13,311.13	\$151,717.55
<u>Direct Deposit:</u>	\$137,964.85	\$5,436.69	\$143,401.54
<u>Net Pay Checks:</u>	\$441.57	\$7,874.44	\$8,316.01

Employer Paid Benefits:

FICA - Social Security	\$2,879.28	\$548.90	\$3,428.18
FICA - Medicare	\$2,848.23	\$128.39	\$2,976.62
Deduction - Regular (Not Tax Exempt)	\$201.53	\$0.00	\$201.53
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$24,281.18	\$878.13	\$25,159.31
Retirement - Illinois TRS	\$2,145.05	\$0.00	\$2,145.05
Retirement - Illinois TRS THIS Fund	\$1,251.06	\$0.00	\$1,251.06
Retirement - Illinois TRS Member Benefit	\$897.25	\$0.00	\$897.25

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2025-2026

Pay Period: 18

Pay Cycle: Biweekly

Starting: 02/14/2026

Ending: 02/27/2026

Pay Date: 02/27/2026

	<u>Certified</u>	<u>Classified</u>	<u>Total</u>
Inc. (TE)			
Retirement - Illinois TRS Federal Fund	\$800.93	\$0.00	\$800.93
Retirement - Illinois IMRF (Taxable Benefit)	\$2,730.39	\$525.85	\$3,256.24
<u>Total Employer Benefits:</u>	\$38,034.90	\$2,081.27	\$40,116.17
<u>Gross:</u>	\$194,518.79	\$15,647.64	\$210,166.43
<u>Total Payroll Expense:</u>	\$232,553.69	\$17,728.91	\$250,282.60
<hr/>			
Number of Employees Paid	93	12	105
Number of Males	12	0	12
Number of Females	81	12	93

Payroll Balancing Data

		Direct Deposit	\$143,401.54
		Employee Checks	\$8,316.01
Gross Pay	\$210,166.43	Total Net Pay	\$151,717.55
ER Contributions	\$40,116.17	EE Deductions	\$58,448.88
		ER Contributions	\$40,116.17
Total Payroll Expense	\$250,282.60	Total Payroll Expense	\$250,282.60

End of Report

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2025-2026 **Pay Period:** 19 **Pay Cycle:** Biweekly
Starting: 02/28/2026 **Ending:** 03/13/2026 **Pay Date:** 03/13/2026

	<u>Certified</u>	<u>Classified</u>	<u>Total</u>
Gross Pay	\$194,536.88	\$13,983.01	\$208,519.89
<u>Employee Deductions:</u>			
Federal Income Tax	\$15,380.86	\$512.08	\$15,892.94
FICA - Social Security	\$2,951.31	\$525.64	\$3,476.95
FICA - Medicare	\$2,829.79	\$122.94	\$2,952.73
Deduction - Regular (Not Tax Exempt)	\$1,418.49	\$36.00	\$1,454.49
Deduction - TSA (Fed Tax Exempt)	\$4,157.00	\$0.00	\$4,157.00
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$4,824.83	\$150.92	\$4,975.75
State Tax - Illinois	\$8,460.61	\$384.12	\$8,844.73
Retirement - Illinois TRS	\$11,665.04	\$0.00	\$11,665.04
Retirement - Illinois TRS THIS Fund	\$1,166.58	\$0.00	\$1,166.58
Retirement - Illinois TRS Member Benefit Inc. (TE)	\$0.00	\$0.00	\$0.00
Retirement - Illinois TRS Federal Fund	\$0.00	\$0.00	\$0.00
Retirement - Illinois IMRF Voluntary Additional	\$702.76	\$83.12	\$785.88
Retirement - Illinois IMRF (Taxable Benefit)	\$2,156.21	\$380.42	\$2,536.63
Retirement - Illinois TRS Supplemental Savings Plan	\$380.14	\$0.00	\$380.14
<u>Total Employee Deductions:</u>	\$56,093.62	\$2,195.24	\$58,288.86
<u>Total Net Pay:</u>	\$138,443.26	\$11,787.77	\$150,231.03
<u>Direct Deposit:</u>	\$137,864.48	\$5,044.52	\$142,909.00
<u>Net Pay Checks:</u>	\$578.78	\$6,743.25	\$7,322.03

Employer Paid Benefits:

FICA - Social Security	\$2,951.31	\$525.64	\$3,476.95
FICA - Medicare	\$2,829.79	\$122.94	\$2,952.73
Deduction - Regular (Not Tax Exempt)	\$201.53	\$0.00	\$201.53
Deduction - Section 125 (Fed and FICA Tax Exempt)	\$24,281.18	\$878.13	\$25,159.31
Retirement - Illinois TRS	\$2,145.05	\$0.00	\$2,145.05
Retirement - Illinois TRS THIS Fund	\$1,242.70	\$0.00	\$1,242.70
Retirement - Illinois TRS Member Benefit	\$890.01	\$0.00	\$890.01

Atwood Heights School District 125

Labor Summary Report

Fiscal Year: 2025-2026 **Pay Period:** 19 **Pay Cycle:** Biweekly
Starting: 02/28/2026 **Ending:** 03/13/2026 **Pay Date:** 03/13/2026

	<u>Certified</u>	<u>Classified</u>	<u>Total</u>
Inc. (TE)			
Retirement - Illinois TRS Federal Fund	\$800.93	\$0.00	\$800.93
Retirement - Illinois IMRF (Taxable Benefit)	\$2,798.27	\$493.72	\$3,291.99
<u>Total Employer Benefits:</u>	\$38,140.77	\$2,020.43	\$40,161.20
<u>Gross:</u>	\$194,536.88	\$13,983.01	\$208,519.89
<u>Total Payroll Expense:</u>	\$232,677.65	\$16,003.44	\$248,681.09
<hr/>			
Number of Employees Paid	92	12	104
Number of Males	10	1	11
Number of Females	82	11	93

Payroll Balancing Data

		Direct Deposit	\$142,909.00
		Employee Checks	\$7,322.03
Gross Pay	\$208,519.89	Total Net Pay	\$150,231.03
ER Contributions	\$40,161.20	EE Deductions	\$58,288.86
		ER Contributions	\$40,161.20
Total Payroll Expense	\$248,681.09	Total Payroll Expense	\$248,681.09

End of Report

Account transactions
Lawn Manor Student Activities 2025-2026

Num	Date	Payee	Category	Amount	Running Balance
		Opening Balance			2,999.12
1141	9/5/2025	Southwest Symphony Orchestra	2nd grade field trip	(312.00)	2,687.12
	9/18/2025	Deposit	Fundraiser	116.86	2,803.98
1142	10/6/2025	The Children's Farm	Kindergarten Field Trip	(505.25)	2,298.73
	10/8/2025	Deposit	Fundraiser	1,646.00	3,944.73
	10/8/2025	Deposit	Fundraiser	506.00	4,450.73
1143	10/8/2025	Schools Are Us	Spiritwear	(1,646.00)	2,804.73
1144	10/16/2025	S & T	Fundraiser	(258.00)	2,546.73
	10/16/2025	Deposit	Fundraiser	298.00	2,844.73
	12/12/2025	Deposit	Fundraiser	1,978.00	4,822.73
1145	12/12/2025	Santa's Secret Workshop	Santa's Secret Workshop	(1,978.00)	2,844.73
1146	12/12/2025	Calabria	Teacher Luncheon	(356.97)	2,487.76
Grand Total				(511.36)	2,487.76

3/19/2026

Page 1

Account transactions
Meadow Lane 2025-2026

Num	Date	Payee	Category	Amount	Running Balance
Opening Balance					19,567.07
Month Ending 8/31/2025					
1193	8/4/2025	Chase Card Service	Carpet Payment	(4,507.54)	15,059.53
Total Month Ending 8/31/2025				(4,507.54)	
Month Ending 9/30/2025					
	9/2/2025	Deposit			
1195	9/8/2025	Chase Card Services	Music Supplies and 4th Field Trip	1,860.00	16,919.53
1196	9/10/2025	Chase Card Service	Symphony Field Trip - 4th Grade	(693.00)	16,226.53
1197	9/11/2025	ICTM Math Contest	Music Supplies	(268.63)	15,957.90
1198	9/16/2025	Linda Schroeder	Math Team	(100.00)	15,857.90
	9/24/2025	Deposit	Fundraiser Prizes	(75.76)	15,782.14
1199	9/25/2025	Will County Forest Preserve	Fundraiser - McDonalds	686.48	16,468.62
Total Month Ending 9/30/2025				(130.00)	16,338.62
				1,279.09	
Month Ending 10/31/2025					
	10/2/2025	Deposit	Music Supplies and 4th Field Trip	1,153.05	17,491.67
	10/8/2025	Deposit	Fundraiser - La Braid	3,397.00	20,888.67
	10/15/2025	Deposit	Fundraiser - La Braid	294.00	21,182.67
	10/15/2025	Deposit	Fundraiser- McDonalds	273.76	21,456.43
1201	10/15/2025	Chase Card Service	Field Trip - 5th Grade	250.00	21,706.43
1203	10/23/2025	La Braid	Music Supplies and PBIS Store	(2,016.69)	19,689.74
1204	10/24/2025	High Five Apparel	Fundraiser	(1,806.80)	17,882.94
1205	10/28/2025	Chase Card Service	Student Council Shirts	(156.00)	17,726.94
1206	10/28/2025	Chase Card Service	All School Field Trip	(965.00)	16,761.94
	10/29/2025	Deposit	NEHS	(84.00)	16,677.94
Total Month Ending 10/31/2025				400.00	17,077.94
				739.32	
Month Ending 11/30/2025					
1207	11/6/2025	Chase Card Service	Monster Mash	(437.74)	16,640.20
	11/7/2025	Deposit	Monster Mash	1,731.30	18,371.50
1208	11/10/2025	Chase Card Service	TI Lunch	(136.98)	18,234.52
	11/19/2025	Deposit	Music Supplies	195.00	18,429.52
Total Month Ending 11/30/2025				1,351.58	
Month Ending 12/31/2025					
1209	12/2/2025	Chicago Kids Company Theater	All School Field Trip	(965.00)	17,464.52
	12/3/2025	Deposit	All School Field Trip/Lions Club	2,385.00	19,849.52

3/19/2026

Account transactions
Meadow Lane 2025-2026

Num	Date	Payee	Category	Amount	Running Balance
1210	12/4/2025	Chase Card Service	Music Supplies and Attendance Celebration	(172.42)	19,677.10
	12/8/2025	Deposit	Spiritwear	1,548.00	21,225.10
1211	12/10/2025	Schools Are Us	Spiritwear	(1,313.00)	19,912.10
Total Month Ending 12/31/2025				1,482.58	
Month Ending 1/31/2026					
	1/6/2026	Deposit	Box Tops	302.40	20,214.50
Total Month Ending 1/31/2026				302.40	
Month Ending 2/28/2026					
1212	2/17/2026	Smarty Pants	Assembly	(599.00)	19,615.50
	2/24/2026	Deposit	Candy Bar Bingo	1,199.00	20,814.50
	2/25/2026	Deposit	NEHS	802.74	21,617.24
Total Month Ending 2/28/2026				1,402.74	
Month Ending 3/31/2026					
1213	3/10/2026	Chase Card Service	Bingo	(577.16)	21,040.08
	3/11/2026	Deposit	Fundraiser	150.00	21,190.08
1214	3/11/2026	American Heart Association	Fundraiser	(150.00)	21,040.08
	3/13/2026	Deposit	Fundraiser	3,850.00	24,890.08
1215	3/13/2026	What's Poppin	Fundraiser	(2,310.00)	22,580.08
Total Month Ending 3/31/2026				962.84	
Grand Total				3,013.01	22,580.08

Account Transactions
Hamlin Student Activity 2025-2026

Num	Date	Payee	Memo	Category	Amount	Running Balance
Opening Balance as of 6/1/2025						\$13,293.52
	6/10/2025	Deposit	Fees & Fines	Fees & Fines	1,625.20	\$14,918.72
1525	6/24/2025	Chase Visa	Resturant Depot:All School Picnic	Student Activities	(351.82)	\$14,566.90
1528	7/8/2025	MSD143	Split Track Bus 5/16/25	Sports	(130.08)	\$14,436.82
Month Ending 7/31/2025						\$14,436.82

Opening Balance as of 8/1/2025						\$14,436.82
1529	8/21/2025	Santo Sport Store	Gym Uniforms	Fees & Fines	(1,347.25)	\$13,089.57
	8/24/2025	Deposit	Fees and Fines	Fees & Fines	786.00	\$13,875.57
Month Ending 8/31/2025						\$ 13,875.57

Opening Balance as of 9/1/2025						\$ 13,875.57
1530	9/4/2025	Shutterfly	2024-2025 Yearbook Balance	Yearbook	(269.66)	\$ 13,605.91
1531	9/22/2025	Chase Visa	NASSP Membership 2025	Student Activities	\$ (480.00)	\$ 13,125.91
1532	9/22/2025	Santo Sports	Gym Uniforms	Fees & Fines	\$ (398.25)	\$ 12,727.66
Month Ending 9/30/2025						\$ 12,727.66

Opening Balance as of 10/1/2025						\$ 12,727.66
	10/3/2025	Deposit	Gym Rental/Vball Uniform	Sports	\$ 1,700.00	\$ 14,427.66
Month Ending 10/31/2025						\$14,427.66

Opening Balance as of 11/1/2025						\$ 14,427.66
	11/13/2025	Deposit	Double Good Popcorn	Fundraiser	\$ 8,803.50	\$ 23,231.16
	11/13/2025	Deposit	Gym Rental/Bball Uniform/Concessio	Sports	\$ 2,010.00	\$ 25,241.16
1533	11/14/2025	J.W. Pepper	Band Music	Band	\$ (723.64)	\$ 24,517.52
1534	11/17/2025	Lifetouch	Yearbook	Student Activities	\$ (1,908.67)	\$ 22,608.85
1535	11/19/2025	Chsae Visa	Sam's Club: Concession	Sports	\$ (515.24)	\$ 22,093.61

Account Transactions

Hamlin Student Activity 2025-2026

1536	11/19/2025	Creations By Bianca	Band Polos	Band	\$ (340.00)	\$ 21,753.61
1537	11/21/2025	Country House	Thanksgiving Feast	Student Activities	\$ (1,483.00)	\$ 20,270.61

Month Ending 11/30/2025 \$20,270.61

Opening Balance as of 12/1/2025 \$ 20,270.61

1538	12/11/2025	Barraco's Pizza	Band Concert Dinner	Band	\$ (1,821.00)	\$ 18,449.61
1539	12/15/2025	PM Music	Band - Instrument Repairs	Band	\$ (131.00)	\$ 18,318.61
	12/22/2025	Deposit	Band Concert Dinner	Band	\$ 2,430.00	\$ 20,748.61
	12/22/2025	Deposit	Shakespeare Field Trip	Student Activities	\$ 880.00	\$ 21,628.61

Month Ending 12/31/2025 \$ 21,628.61

Opening Balance as of 01/01/2026 \$ 21,628.61

1540	1/28/2026	Chase Visa	Shakespeare Field Trip	Student Activities	(683.00)	\$ 20,945.61
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Month Ending 1/31/2026 \$ 20,945.61

Opening Balance as of 02/01/2026

	2/6/2026	Deposit	Dance, Cheer & B-Ball	Sports	\$ 2,255.00	\$ 23,200.61
	2/11/2026	Return Deposited C	Account Closed	Sports	\$ (5.00)	\$ 23,195.61
	2/11/2026	Return Deposited C	Account Closed	Sports	\$ (45.00)	\$ 23,150.61
	2/24/2026	Chase Visa	7th Grade Trip Buses	Student Activities	\$ (1,182.50)	\$ 21,968.11

Month Ending 2/28/2026 \$21,968.11

Date of Original Contract: 8/1/2024	Year of Renewal (Check Box) <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
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School Food Authority Name: ATWOOD HEIGHTS SCHOOL DISTRICT #125
 Agreement Number (RCDT Code): 07-016-1250-02

Food Service Management Company Contract Renewal Agreement School Nutrition Programs School Year 2026-2027

This document contains the rates and fees for the contract of food service management for nonprofit food service programs for the period beginning 8/1/2026, and ending 7/31/2027. The terms and conditions of the original contract are applicable to the contract renewal. Upon acceptance, this document shall constitute the contract renewal between the Food Service Management Company (FSMC) and the School Food Authority (SFA).

The FSMC shall not plead misunderstanding or deception because of the character, location, or other conditions pertaining to the contract. This agreement shall not exceed one calendar year.

School Year 2026-2027 A la carte equivalency factor is \$5.20.

	2025-2026 Rate(s)	2026-2027 Rate(s)**	Percentage Increase ***
School Nutrition Programs (SNP)/ Seamless Summer Option (SSO)			
Reimbursable Breakfast w/ Milk	1.9166	1.9951	4.1
Reimbursable Lunch w/ Milk*	2.6515	2.7602	4.1
A la Carte Equivalent Meal Rate*	2.6515	2.7602	4.1
Reimbursable After School Snack			
Special Milk Program (SMP)			
Management Fee per School Meal (Breakfast and Lunch)			

Child and Adult Care Food Program (CACFP)			
Reimbursable At-Risk After School Snack			
Reimbursable At-Risk After School Supper w/ Milk			
Reimbursable AM/PM Snack (Pre-K)			

Summer Food Service Program (SFSP)			
Reimbursable Breakfast w/ Milk			
Reimbursable Lunch w/ Milk			

*Rates must be the same.

**Rates must not be rounded up. Do not exceed four decimal places.

***Percentage Increase must not exceed the allowable increase established in the original contract.

Buy American Provision Amendment

The Food Service Management Company ("FSMC") shall comply with all Buy American requirements applicable to the commercial food program as outlined in 7 CFR 210.21(d) and 7 CFR 220.16(d), respectively. The FSMC shall maintain complete and accurate purchase records and supporting documentation identifying all non-domestic commercial food program purchases, including, for each such purchase, the food item and unit cost, as well as documentation of the total commercial food program purchases made during each school year.

The FSMC shall make such records and documentation available to the School Food Authority ("SFA") no less than monthly during the school year, or more frequently upon request by the SFA. In addition, the FSMC shall provide the SFA

with a written report aggregating: (i) total non-domestic commercial food program purchases; (ii) total domestic commercial food program purchases; and (iii) total commercial food program purchases.

Beginning with School Year 2025–2026 (July 1, 2025), the FSMC shall monitor and track all commercial food program purchases to ensure that no more than ten percent (10%) of such purchases are non-domestic. Beginning with School Year 2028–2029 (July 1, 2028), the maximum allowable percentage of non-domestic purchases shall be reduced to eight percent (8%). Beginning with School Year 2031–2032 (July 1, 2031), the maximum allowable percentage of non-domestic purchases shall be further reduced to five percent (5%).

Failure to comply with the requirements of this provision shall constitute a material breach of this Agreement and may result in corrective action, remedies, or other enforcement measures as permitted under this Agreement and applicable federal and state regulations.

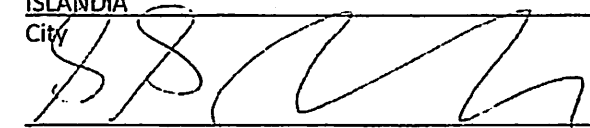
FSMC Acceptance of Contract Renewal Agreement

By submission of this proposed renewal agreement, the FSMC certifies that the FSMC shall operate in accordance with the original contract terms and conditions and all applicable current Child Nutrition Program rules and regulations.

WHITSONS NUTRITION, LLC
FSMC Name

1800 MOTOR PKWY.
FSMC Street Address

ISLANDIA NEW YORK 11749
City State Zip Code

 Sr. V.P. + General Counsel 2/6/26
FSMC Authorized Representative Signature Title Date
Greg Robbins

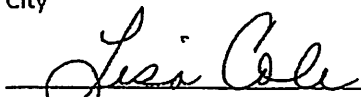
SFA Acceptance of Contract Renewal Agreement

By submission of this proposed renewal agreement, the SFA certifies that the FSFA shall operate in accordance with the original contract terms and conditions and all applicable current Child Nutrition Program rules and regulations.

ATWOOD HEIGHTS SCHOOL DISTRICT #125
SFA Name

12150 S. Hamlin Ave.
SFA Street Address

Alsip IL 60803
City State Zip Code

 Superintendent 3-24-26
SFA Authorized Representative Signature Title Date

Contract Renewal Agreement Certification Form

The *Contract Renewal Agreement Certification Statement* must be completed and signed by the School Food Authority's (SFA's) authorized representative.

A. School Food Authority Information

Agreement Number (RCDT Code): 07-016-1250-02

School Food Authority Name: ATWOOD HEIGHTS SCHOOL DISTRICT #125

FSMC Name: WHITSONS NUTRITION, LLC

B. Contract Renewal Terms

Per the contract renewal terms stated in the contract, the maximum allowable percentage increase that may be applied to the fixed meal rates and fixed management fees is as follows (refer to the original contract for renewal terms; check the appropriate box):

- | | |
|---|---------------------------------|
| <input type="checkbox"/> CPI-All (Dec) | 2.7% |
| <input checked="" type="checkbox"/> CPI-Food Away from Home (Dec) | 4.1% |
| <input type="checkbox"/> CPI-Food (Dec) | 3.1% |
| <input type="checkbox"/> CPI-Food Away from Home (Dec) | not to exceed (insert number) % |
| <input type="checkbox"/> Other (specify) _____ | |

Source: Consumer Price Index-December 2025

C. Certification Statement

Under the provisions of the United States Department of Agriculture, Food and Nutrition Service, I certify as a sponsor in the Child Nutrition Programs all information contained in the executed *Contract Renewal Agreement* and accompanying contract renewal documents is true and accurate.

I understand the nonprofit school food service program account cannot be used to pay for unallowable contract costs. As authorized representative for the school food authority noted above, I will ensure operation of the nonprofit school food service program, including use of nonprofit school food service program account funds, is in compliance with the rules and regulations of the Illinois State Board of Education and the United States Department of Agriculture regarding Child Nutrition Programs.

I understand revisions cannot be made to the executed FSMC Contract without first submitting proposed revisions to the Illinois State Board of Education for review and receiving written notification the proposed revisions are allowable within the regulatory guidelines. Furthermore, I understand additional documents and/or agreements, including those developed by the contractor, cannot become part of the executed contract.

I understand all contract information provided to the Illinois State Board of Education is being given in connection with the receipt of federal funds and deliberate misrepresentation may subject me to prosecution under applicable state and federal criminal statutes. Further, I understand such misrepresentation could result in the loss of federal and state funding received by the school food authority for School-Based Child Nutrition Programs.

I certify the Contract Renewals documents submitted to ISBE have been reviewed by the School Food Authority and the School Food Authority's legal counsel, as deemed necessary, to ensure compliance with all Local, State and Federal regulations, statutes, and policies.

I certify that no third-party entity prepared the contract renewal documents, requested amendments, and USDA foods entitlement utilization data below.

I certify that all contract provisions, including those relating to USDA Foods utilization by the FSMC to the maximum extent possible have been met:

School Year 2025-26 <u>USDA Foods Entitlement</u> Amount (Including Bonus)	(A)	\$29,700.00
School Year 2025-26 USDA Foods credits issued to the SFA by the FSMC	(B)	\$18,462.10
USDA Foods Entitlement Utilization Percentage as of (2/5/2026**)		62%

Date of certification must be as of the date contract renewal is signed based on year-to-date actual credits received by the FSMC as verified by monthly invoices

		
SFA Authorized Representative Signature	Title	Date

D. Submission of Required Documentation

The SFA must submit signed copies of the following documents to our office, prior to the expiration of your current contract, in order to obtain approval of your 2027 Child Nutrition Program Sponsor Application. Originals should be retained in your files. Send the forms and documents only once; for example, do not email and mail.

- Contract Renewal Agreement (pages 1-2)
- Contract Renewal Agreement Certification Form (pages 3-4)
- USDA Foods Entitlement Tracking Log. THIS IS TO BE COMPLETED BY THE SFA NOT THE FSMC.
- Copy of the SFA – FSMC Monitoring form(s). THIS IS TO BE COMPLETED BY THE SFA NOT THE FSMC.
- Certification forms, as applicable, signed annually by the contractor.
 - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions.
 - Certificate Regarding Lobbying—Contracts, Grants, Loans, and Cooperative Agreements.
 - Disclosure of Lobbying Activities-
 - Contract Certification Forms Packet

Mail or email to: Nutrition Department
Illinois State Board of Education
100 North First Street W270
Springfield, IL 62777-0001

Email: NutritionProcurement@isbe.net

Atwood Heights School District 125

Alsip, Illinois
Annual Financial Report
Year Ended June 30, 2025

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RSM US LLP

Independent Auditor's Report

Members of the Board of Education
Atwood Heights School District 125

Opinions

We have audited the modified cash basis basic financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Atwood Heights School District 125 (the District), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective modified cash basis financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2025, and the respective changes in modified cash basis financial position for the year then ended in accordance with the modified cash basis of accounting described in Note 1.

Basis for Opinions

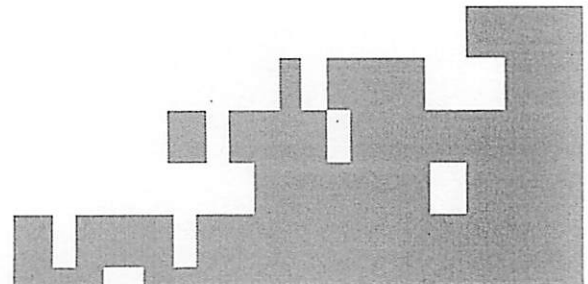
We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Emphasis of Matters

We draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial statements are prepared on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinions are not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting described in Note 1, and for determining that the modified cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.



Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the modified cash basis financial statements that collectively comprise the District's basic financial statements. The combining and individual fund financial statements and schedules, as listed in the table of contents, are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements and schedules, as listed in the table of contents, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Illinois Municipal Retirement Fund, Teachers' Retirement System and Teachers' Health Insurance Security Fund pension and OPEB information, the schedule of assessed valuations, tax rates, extension and collections, and the schedule of debt service requirements, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

RSM US LLP

Chicago, Illinois
February 11, 2026

Basic Financial Statements

**Government-Wide
Financial Statements (GWFS)**

Atwood Heights School District 125

Statement of Net Position - Modified Cash Basis
June 30, 2025

	Governmental Activities
Assets	
Cash and investments	\$ 21,678,842
Capital assets not being depreciated	363,799
Capital assets being depreciated, net	<u>7,256,379</u>
Total assets	<u>\$ 29,299,020</u>
Liabilities	
Long-term obligations:	
Due within one year	\$ 850,000
Due in more than one year	<u>1,560,000</u>
Total liabilities	<u>2,410,000</u>
Net Position	
Net investment in capital assets	7,620,178
Restricted:	
Debt service payments	756,330
Transportation	868,501
Operations and maintenance	3,734,965
Retirement contributions	149,256
Capital projects	30,231
Tort immunity	161,917
Fire prevention and safety	327,540
Unrestricted	<u>13,240,102</u>
Total net position	<u>26,889,020</u>
Total liabilities and net position	<u>\$ 29,299,020</u>

See notes to basic financial statements.

Atwood Heights School District 125

**Statement of Activities - Modified Cash Basis
Year Ended June 30, 2025**

Functions/Programs	Expenses	Program Revenues			Net (Expense), Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental activities:					
Instruction:					
Regular programs	\$ 2,891,388	\$ -	\$ 465,070	\$ -	\$ (2,426,318)
Special programs	1,821,031	-	382,585	-	(1,438,446)
Other instructional programs	201,521	-	498	-	(201,023)
Support services:					
Pupils	497,273	87,188	33,676	-	(376,409)
Instructional staff	15,980	-	-	-	(15,980)
General administration	441,790	-	-	-	(441,790)
School administration	482,445	-	-	-	(482,445)
Business	1,418,115	92,568	370,333	50,000	(905,214)
Other	533,040	-	-	-	(533,040)
Transportation	880,822	-	355,113	-	(525,709)
Community services	52,675	-	-	-	(52,675)
Payments to other governments	1,352,744	-	-	-	(1,352,744)
Debt service:					
Interest and fees	177,971	-	-	-	(177,971)
Total	\$ 10,766,795	\$ 179,756	\$ 1,607,275	\$ 50,000	(8,929,764)
General revenues:					
Taxes:					
Property taxes, general purposes					5,962,193
Property taxes, debt service					956,264
Corporate property replacement taxes					77,354
State aid-formula grants					3,210,153
Interest					714,725
Miscellaneous					513
Total general revenues					10,921,202
Change in net position					1,991,438
Net position:					
July 1, 2024					24,897,582
June 30, 2025					\$ 26,889,020

See notes to basic financial statements.

Fund Financial Statements (FFS)

Atwood Heights School District 125

**Balance Sheet - Modified Cash Basis
Governmental Funds
June 30, 2025**

	Major Fund		Nonmajor Governmental Funds	Total Governmental Funds
	General Fund	Debt Service Fund		
Assets				
Cash and investments	<u>\$ 19,546,984</u>	<u>\$ 756,330</u>	<u>\$ 1,375,528</u>	<u>\$ 21,678,842</u>
Liabilities and Fund Balances				
Liabilities	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Fund balances:				
Restricted	3,896,882	756,330	1,375,528	6,028,740
Unassigned	15,650,102	-	-	15,650,102
Total fund balances	<u>19,546,984</u>	<u>756,330</u>	<u>1,375,528</u>	<u>21,678,842</u>
Total liabilities and fund balances	<u>\$ 19,546,984</u>	<u>\$ 756,330</u>	<u>\$ 1,375,528</u>	<u>\$ 21,678,842</u>

See notes to basic financial statements.

Atwood Heights School District 125

**Reconciliation of the Governmental Funds
Balance Sheet to the Statement of Net Position - Modified Cash Basis
June 30, 2025**

Total fund balances - governmental funds	\$ 21,678,842
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets used in governmental activities are not current financial resources and, therefore, are not reported in the funds.	7,620,178
Some liabilities reported in the statement of net position do not require the use of current financial resources and, therefore, are not reported as liabilities in governmental funds.	
Long-term obligations	<u>(2,410,000)</u>
Net position of governmental activities	<u><u>\$ 26,889,020</u></u>

See notes to basic financial statements.

Atwood Heights School District 125

**Statement of Revenues, Expenditures and Changes in Fund Balances - Modified Cash Basis
Governmental Funds
Year Ended June 30, 2025**

	Major Fund		Nonmajor Governmental Funds	Total Governmental Funds
	General Fund	Debt Service Fund		
Revenues:				
Property taxes	\$ 5,415,253	\$ 956,264	\$ 546,940	\$ 6,918,457
Corporate property replacement taxes	75,730	-	1,624	77,354
Charges for services	179,756	-	-	179,756
Unrestricted state aid	3,210,153	-	-	3,210,153
Restricted state aid	441,867	-	355,113	796,980
Restricted federal aid	860,295	-	-	860,295
Interest	628,314	35,725	50,686	714,725
Total revenues	10,811,368	991,989	954,363	12,757,720
Expenditures:				
Current:				
Instruction:				
Regular programs	2,757,649	-	40,546	2,798,195
Special programs	1,695,269	-	64,792	1,760,061
Other instructional programs	289,659	-	3,357	293,016
Support services:				
Pupils	378,423	-	3,959	382,382
Instructional staff	14,606	-	839	15,445
General administration	422,790	-	4,208	426,998
School administration	449,452	-	16,840	466,292
Business	1,336,689	-	81,402	1,418,091
Other	425,518	-	-	425,518
Transportation	-	-	880,822	880,822
Community services	50,192	-	719	50,911
Payments to other governments	1,352,744	-	-	1,352,744
Capital outlay	495,276	-	-	495,276
Debt service:				
Principal	-	1,395,000	-	1,395,000
Interest and fees	-	177,971	-	177,971
Total expenditures	9,668,267	1,572,971	1,097,484	12,338,722
Net change in fund balances	1,143,101	(580,982)	(143,121)	418,998
Fund balances:				
July 1, 2024	18,403,883	-	2,855,961	21,259,844
Change in reporting entity (Footnote 13)	-	1,337,312	(1,337,312)	-
July 1, 2024, as restated	18,403,883	1,337,312	1,518,649	21,259,844
June 30, 2025	\$ 19,546,984	\$ 756,330	\$ 1,375,528	\$ 21,678,842

See notes to basic financial statements.

Atwood Heights School District 125

**Reconciliation of the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities - Modified Cash Basis
Year Ended June 30, 2025**

Net change in fund balances - total governmental funds		\$	418,998
Amounts reported for governmental activities in the statement of activities are different because:			
Governmental funds report capital outlays as expenditures paid while governmental activities report depreciation expense to allocate those expenditures over the lives of the assets. This is the amount by which capital outlays exceeded depreciation expense in the current period.			
Capital outlays	\$	466,593	
Depreciation expense		(274,668)	
Book value of disposed assets		(14,485)	177,440
			<hr/>
Repayment of principal on long-term debt is an expenditure in the governmental funds, but the repayment reduces long-term debt in the statement of net position.			
Bond principal retirement			<hr/> 1,395,000
Change in net position of governmental activities		\$	<hr/> <hr/> 1,991,438

See notes to basic financial statements.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 1. Significant Accounting Policies

Nature of Operations

Atwood Heights School District 125 (the District) operates as a public school system governed by an elected seven-member board. The District is organized under The School Code of the State of Illinois, as amended. The District serves the community of Alsip, Illinois.

The accounting policies of the District conform to the modified cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America as applicable to governments. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

The following is a summary of the more significant accounting policies:

Financial Reporting Entity

As defined by generally accepted accounting principles established by the GASB, the financial reporting entity consists of the primary government, as well as component units, which are legally separate organizations for which elected officials of the primary government are financially accountable. Financial accountability is defined as:

- 1) Appointment of a voting majority of the component unit's board, and either a) the ability to impose will by the primary government, or b) the possibility that the component unit will provide a financial benefit to or impose a financial burden on the primary government; or
- 2) Fiscal dependency on the primary government and the possibility that the component unit will provide a financial benefit to or impose a financial burden on the primary government.

Financial benefit or financial burden is created if any one of the following relationships exists:

- 1) The primary government is legally entitled to or has access to the component unit's resources.
- 2) The primary government is legally required or has assumed the obligation to finance the deficits of, provide support to, the component unit.
- 3) The primary government is obligated in some manner for the other component unit's debt.

Based upon the application criteria, no component units have been included within the reporting entity.

Basis of Presentation

Government-Wide Financial Statements (GWFS): The government-wide Statement of Net Position - modified cash basis and Statement of Activities - modified cash basis report the overall financial activity of the District. Eliminations have been made to minimize the double counting of internal activities of the District. The financial activities of the District consist of governmental activities, which are primarily supported by taxes and intergovernmental revenues.

The Statement of Net Position - modified cash basis presents the District's non-fiduciary assets and liabilities arising out of cash transactions with the difference reported as net position.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 1. Significant Accounting Policies (Continued)

Basis of Presentation (Continued)

The Statement of Activities - modified cash basis demonstrates the degree to which the direct expenses of a given function (i.e., instruction, support services, etc.) are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include (a) charges paid by the recipients of goods or services offered by the programs (including fines and fees), and (b) grants and contributions that are restricted to meeting the operational requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements (FFS): Separate financial statements are provided for governmental funds. The fund financial statements provide information about the District's funds. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. The remaining governmental funds are aggregated and reported as nonmajor governmental funds.

The District administers the following major governmental funds:

General Fund – This is the District's primary operating fund. It accounts for all financial resources of the District, except those required to be accounted for in another fund.

Debt Service Fund – This is the District's fund that accounts for and report financial resources that are restricted, committed or assigned to expenditures for principal and interest of general long term debt.

Measurement Focus and Basis of Accounting

Measurement focus is a term used to describe "how" transactions are recorded within the various financial statements. Basis of accounting refers to "when" transactions are recorded regardless of the measurement focus applied.

Measurement Focus

In the government-wide Statement of Net Position - modified cash basis and the Statement of Activities - modified cash basis, governmental activities are presented using the economic resources measurement focus. The accounting objectives of this measurement focus are the determination of operating income, changes in net assets (or cost recovery), financial position, and cash flows. All assets and liabilities (whether current or noncurrent, financial or nonfinancial) are reported within the limitations of the modified cash basis of accounting. Equity is classified as net position.

In the fund financial statements, the "current financial resources" measurement focus, as applied to the modified cash basis of accounting, is used. Under a "current financial resources" measurement focus, only current financial assets and liabilities are generally included on the balance sheet. The operating statement presents sources and uses of available spendable financial resources during a given period. The funds use fund balances as their measure of available spendable financial resources at the end of the period.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 1. Significant Accounting Policies (Continued)

Measurement Focus and Basis of Accounting (Continued)

Basis of Accounting

In the government-wide and the fund financial statements, governmental activities are presented using a modified cash basis of accounting. This basis recognizes assets, liabilities, deferred inflows and outflows, net position/fund equity, revenues, and expenditures/expenses when they result from cash transactions with a provision for depreciation and accreted interest on capital appreciation bonds, if any, in the government-wide statements. This basis is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

As a result of the use of the modified cash basis of accounting, certain assets and their related revenues (such as accounts receivable and revenue for billed or provided services not yet collected) and certain liabilities and their related expenses (such as accounts payable and expenses for goods or services received but not yet paid, and accrued expenses and liabilities) are not recorded in these financial statements.

If the District utilized the basis of accounting recognized as generally accepted, the fund financial statements for governmental funds would use the modified accrual basis of accounting and all government-wide financials would be presented on the accrual basis of accounting.

Significant Accounting Policies

Cash and Investments

Cash and investments consist of pooled cash and investments held by the Worth Township Trustees and are reported at cost. Interest earned on investments purchased with pooled cash is allocated monthly to each participating fund based upon the fund's average daily balance. Funds that carry a negative balance in pooled cash and investments are not allocated interest earnings nor charged interest expense.

Interfund Receivables, Payables, and Activity

The District has the following types of transactions between funds:

Loans – amounts provided with a requirement for repayment. Interfund loans are reported as due from other funds in lender funds and due to other funds in borrower funds for short-term borrowings and advances to other funds in lender funds and advances from other funds in borrower funds for long-term borrowings. Amounts are eliminated in the government-wide statement of net assets.

Reimbursements – repayments from the funds responsible for particular expenditures or expenses to the funds that initially paid for them. Reimbursements are reported as expenditures in the reimbursing fund and as a reduction of expenditures in the reimbursed fund.

Transfers – flows of assets (such as cash or goods) without equivalent flows of assets in return and without a requirement for repayment. In governmental funds, transfers are reported as other financing uses in the funds making transfers and as other financing sources in the funds receiving transfers.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 1. Significant Accounting Policies (Continued)

Significant Accounting Policies (Continued)

Capital Assets

Capital assets, which include land, buildings, and other equipment, are reported in the Statement of Net Position - modified cash basis. Capital assets are defined as assets with an initial individual cost of more than \$1,000 and an estimated useful life of greater than one year. Additions or improvements that significantly extend the useful life of an asset, or that significantly increase the capacity of an asset are capitalized in the government-wide financial statements. Expenditures for asset acquisitions and improvements are stated as capital outlay expenditures in the governmental funds.

These assets have been valued at historical cost or estimated historical cost if purchased or constructed. Donated capital assets, donated works of art and similar items, and capital assets received in a service concession arrangement, if applicable, are recorded at acquisition value.

The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend the assets' lives are not capitalized.

Depreciation of capital assets is recorded in the Statement of Activities - modified cash basis with accumulated depreciation reflected in the Statement of Net Position - modified cash basis and is provided on the straight-line basis over the following estimated useful lives:

Buildings and improvements	50 years
Equipment	5 - 20 years
Land improvements	20 years

Compensated Absences

Certified employees working less than 12 months a year do not earn vacation days; however, noncertified full-time employees earn 10 to 20 vacation days per year. The number of days vested may accumulate and be carried over for use in the next year. Any unused carryover vacation time will be lost by the end of that next fiscal year.

All employees receive 10 to 15 sick days and 3 to 7 personal days per year. There is no maximum accumulation for non-certified or certified employees. For certified employees, upon resignation or retirement, a maximum of 40% of these accumulated sick days are paid to the employee at the daily substitute teacher rate. Noncertified employees' sick and personal days do not vest but may be applied toward early retirement.

Long-Term Obligations

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities. Bond premiums and discounts are capitalized and amortized over the life of the bonds. Issuance costs, even if withheld from the actual proceeds received, are reported as expenses when incurred.

In the fund financial statements, bond premiums and discounts, as well as issuance costs, are recognized in the period the bonds are issued. Bond proceeds are reported as another financing source net of applicable premium or discount. Issuance costs, even if withheld from the actual net proceeds received, are reported as debt service expenditures.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 1. Significant Accounting Policies (Continued)

Significant Accounting Policies (Continued)

Net Position

The District's Statement of Net Position presents the District's non-fiduciary assets and liabilities with the difference reported in three categories:

Net investment in capital assets – consists of capital assets, net of accumulated depreciation and reduced by outstanding balances for bonds and other debt that are attributable to the acquisition, construction, or improvement of those assets.

Restricted – results when constraints placed on net position use are either externally imposed by creditors, grantors, contributors, and the like, or imposed by law through constitutional provisions or enabling legislation.

Unrestricted – consists of net position that does not meet the criteria of the two preceding categories.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

Fund Balances

Within the governmental fund types, the District's fund balances are reported in one of the following classifications:

Nonspendable – includes amounts that cannot be spent because they are either: a) not in spendable form; or b) legally or contractually required to be maintained intact.

Restricted – includes amounts that are restricted to specific purposes, that is, when constraints placed on the use of resources are either: a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or b) imposed by law through constitutional provisions or enabling legislation.

Committed – includes amounts that can only be used for specific purposes pursuant to constraints imposed by formal action of the District's highest level of decision-making authority. Committed amounts cannot be used for any other purpose unless the District removes or changes the specified use by taking the same type of action it employed to previously commit those amounts. The District's highest level of decision-making authority rests with the District's Board of Education. The District passes formal resolutions to commit their fund balances.

Assigned – includes amounts that are constrained by the District's *intent* to be used for specific purposes, but that are neither restricted nor committed. Intent is expressed by: a) the District's Board of Education itself, or b) a body or official to which the Board of Education has delegated the authority to assign amounts to be used for specific purposes. The District's Board of Education has not delegated authority to any other body or official to assign amounts for a specific purpose within the General Fund. Within the other governmental fund types (special revenue, debt service, capital projects) resources are assigned in accordance with the established fund purpose and approved budget/appropriation. Residual fund balances in these fund types that are not restricted or committed are reported as assigned.

Unassigned – includes the residual fund balance that has not been restricted, committed, or assigned within the general fund and deficit fund balances of other governmental funds.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 1. Significant Accounting Policies (Continued)

Significant Accounting Policies (Continued)

It is the District's policy to consider restricted resources to have been spent first when an expenditure is incurred for which both restricted and unrestricted (i.e., committed, assigned or unassigned) fund balances are available, followed by committed and then assigned fund balances. Unassigned amounts are used only after the other resources have been used.

The General Fund includes the Working Cash stabilization account. Under the State of Illinois School Code (School Code), the District is authorized to incur indebtedness and issue bonds and to levy a tax annually on all taxable property of the District in order to enable the District to have in its treasury at all times sufficient money to meet demands thereon. These working cash funds may be lent to other District governmental funds in need but may only be expended for other purposes upon the passage of a resolution by the Board of Education to abolish the funds to the educational account, of the General Fund, or abate the fund to any fund of the District most in need. At June 30, 2025, the District had working cash stabilization fund balances of \$3,285,582 that have been classified as unassigned fund balances in the General Fund.

Property Taxes

Property taxes are levied each year on all taxable real property in the District on or before the last Tuesday in December. The 2024 tax levy was passed by the Board of Education on September 24, 2024, and attached as an enforceable lien on the property as of the preceding January 1. The taxes become due and collectible in March and September 2025, and are collected by the county collector, who in turn remits to the District its respective share. The District receives the remittances from the county collector approximately one month after collection. Property taxes are recorded upon receipt.

The Property Tax Extension Limitation Law imposes mandatory property tax limitations on the ability of taxing districts in Illinois to raise revenues through unlimited property tax increases. The increase in property tax extensions is limited to the lesser of 5% or the percentage increase in the Consumer Price Index for all Urban Consumers. The limitation includes taxes levied for purposes without a statutory maximum rate. The amount of the limitation may be adjusted for new property added or annexed to the tax base or due to vote approved increases.

Eliminations and Reclassifications

In the process of aggregating data for the government-wide Statement of Activities, some amounts reported as interfund activity and interfund balances in the funds were eliminated or reclassified.

Use of Estimates

The preparation of financial statements in conformity with the modified cash basis of accounting requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 2. Budgets and Budgetary Information

Annual budgets are adopted for all governmental fund types. The annual budgets are adopted on a basis consistent with the modified cash basis of accounting. All budgets lapse at fiscal year-end.

On or before July 1 of each year, the Superintendent is to submit for review by the Board of Education a proposed budget for the school year commencing on that date. After reviewing the proposed budget, the Board of Education holds public hearings and a final budget must be prepared and adopted no later than September 30.

The appropriated budget is prepared by fund and by function. The Board of Education may make transfers between functions within a fund not exceeding in the aggregate 10% of the total of such fund and may amend the total budget following the same procedures required to adopt the original budget. The legal level of budgetary control is at the fund level.

For budgetary purposes, the District does not recognize retirement contributions made by the State to the Teachers' Retirement System of the State of Illinois (TRS) and to the Teachers' Health Insurance Security Fund (THIS) on behalf of the District as revenue, nor the related expenditures paid.

The following governmental funds over expended their budget for the year ended June 30, 2025:

	Budget	Actual
Major Fund:		
Debt Service Fund	\$ 1,217,000	\$ 1,572,971
Nonmajor Fund:		
Transportation Fund	711,673	879,728

Note 3. Cash and Investments

Substantially all cash and investments are deposits and investments maintained in pooled accounts held in the name of the Worth Township Trustees.

Deposits

State statutes authorize the District to make deposits directly or through its Township Trustees in interest bearing depository accounts in federally insured and/or state-chartered banks, savings and loan associations and credit unions. As of June 30, 2025, the District had deposits with federally insured financial institutions of \$44,182 with bank balances totaling \$46,917.

Custodial credit risk – deposits. In the case of deposits, this is the risk that in the event of a bank failure, the Trustees' deposits may not be returned to it. As of June 30, 2025, none of the District's bank balances was exposed to custodial credit risk because they were uninsured or uncollateralized.

Investments

As of June 30, 2025, the District had the following investments:

Investment Type	Cost	Weighted Average Maturity (In Years)
Pooled cash and investments held by the Worth Township Trustees	<u>\$ 21,634,660</u>	7.74

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 3. Cash and Investments (Continued)

Interest rate risk. The risk that changes in interest rates will adversely affect the fair value of the investments. The District's investment policy does not limit its investment portfolio to specific maturities. The District considers the Pooled balances to be highly liquid, similar to a money market mutual fund. The District does not have any restriction on the liquidity of the Pooled funds.

Credit risk. Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The District has no investment policy related to credit risk. State statutes authorize the District to invest directly or through its Township Trustees in direct obligations of, or obligations guaranteed by, the United States Treasury or agencies of the United States and short-term obligations of corporations organized in the United States with assets exceeding \$500,000,000. The Township Trustee Investment Pool is not rated.

The District is also authorized to invest directly or through its Township Trustees in the Illinois School District Liquid Asset Fund Plus and the Illinois Funds, which invests member deposits, on a pooled basis, primarily in short-term certificates of deposit and in high-rated, short-term obligations of major United States corporations and banks and is rated AAAM by Standard & Poor's.

Concentration of credit risk. The risk of loss attributable to the magnitude of the District's investment in a single issuer. District has no investment policy related to the concentration of credit risk. The District's Pooled investments are excluded from this requirement.

Custodial credit risk – investments. For an investment, this is the risk that, in the event of the failure of the counterparty, the District will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The cash and investments held by the Worth Township Trustees are not exposed to custodial credit risk. The District's Pooled Investments are not subject to custodial credit risk.

Information related to the custodial credit risk of the other cash and investments held by the Worth Township Trustees can be obtained from the Worth Township Trustees at 10720 South Kenton, Oak Lawn, Illinois 60453, which issues a financial report that includes financial statements and certain supplementary information. This information can also be obtained online at worthtst.org.

The above deposits and investments are presented in the basic financial statements as cash and investments as follows:

Statement of Net Position (GWFS)

\$ 21,678,842

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 4. Capital Assets

Capital asset balances and activity for the year ended June 30, 2025, is as follows:

	Balance, July 1, 2024	Additions	Retirements	Balance, June 30, 2025
Governmental activities:				
Capital assets, not being depreciated:				
Land	\$ 268,486	\$ -	\$ -	\$ 268,486
Construction in progress	-	95,313	-	95,313
Total capital assets not being depreciated	<u>268,486</u>	<u>95,313</u>	<u>-</u>	<u>363,799</u>
Capital assets, being depreciated:				
Land improvements	135,728	-	-	135,728
Buildings and improvements	11,235,688	-	-	11,235,688
Equipment	1,851,257	371,280	47,968	2,174,569
Total capital assets being depreciated	<u>13,222,673</u>	<u>371,280</u>	<u>47,968</u>	<u>13,545,985</u>
Less accumulated depreciation:				
Land improvements	135,728	-	-	135,728
Buildings	4,159,535	176,773	-	4,336,308
Equipment	1,753,158	97,895	33,483	1,817,570
Total accumulated depreciation	<u>6,048,421</u>	<u>274,668</u>	<u>33,483</u>	<u>6,289,606</u>
Total capital assets being depreciated, net	<u>7,174,252</u>	<u>96,612</u>	<u>14,485</u>	<u>7,256,379</u>
Governmental activities Capital assets, net	<u>\$ 7,442,738</u>	<u>\$ 191,925</u>	<u>\$ 14,485</u>	<u>\$ 7,620,178</u>

Depreciation expense was charged to governmental activities as follows:

Instruction:	
Regular programs	\$ 93,194
Special programs	60,970
Other instructional programs	10,150
Support services:	
Pupils	13,246
Instructional staff	535
General administration	14,792
School administration	16,153
Business	49,124
Other	14,740
Community services	1,764
	<u>\$ 274,668</u>

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 5. Long-Term Debt

The District issued a direct placement General Obligation Limited Tax School Bonds Series 2024 (the Bonds). The Bonds will pay interest semi-annually on each June 1 and December 1 commencing on December 1, 2024. Interest rates range from 3.00% to 4.70% on the outstanding bonds. Long-term debt as of June 30, 2025, and a summary of activity for the year then ended are as follows:

	General Obligation Bonds*
Balance, July 1, 2024	\$ 3,805,000
Bonds issued	-
Bonds retired	(1,395,000)
Balance, June 30, 2025	\$ 2,410,000
Amounts due within one year	\$ 850,000

*Bonds were issued to provide working cash

The direct placement Bonds are payable from any funds of the District legally available for such purpose and all taxable property in the District that is subject to levy of taxes to pay for debt service. The terms specified in the Bonds do not have termination events that have finance related consequences or subjective acceleration clauses. As of June 30, 2025, the future annual debt service requirements on the outstanding debt are as follows:

Year Ending June 30,	General Obligation Bonds		Total
	Principal	Interest	
2026	\$ 850,000	\$ 84,528	\$ 934,528
2027	885,000	47,021	932,021
2028	675,000	14,108	689,108
	\$ 2,410,000	\$ 145,657	\$ 2,555,657

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 6. Fund Balance Classifications

At June 30, 2025, the District's fund balance restrictions were for the following purposes:

Restricted purpose:

General Fund:

Tort \$ 161,917

Operations and maintenance 3,734,965

Debt service 756,330

Nonmajor governmental funds:

Transportation 868,501

Fire prevention and safety 327,540

Retirement contributions 149,256

Site and construction 30,231

\$ 6,028,740

Note 7. Retirement Fund Commitments

Teachers' Retirement System

Plan Description

The District participates in the Teachers' Retirement System of the State of Illinois (TRS or the System). TRS is a cost-sharing multiple-employer defined benefit pension plan that was created by the Illinois legislature for the benefit of Illinois public school teachers employed outside the city of Chicago. TRS members include all active nonannuitants who are employed by a TRS-covered employer to provide services for which teacher licensure is required. The Illinois Pension Code outlines the benefit provisions of TRS, and amendments to the plan can be made only by legislative action with the Governor's approval. The TRS Board of Trustees is responsible for the System's administration.

TRS issues a publicly available financial report that can be obtained at <https://www.trsil.org/financial/financial-reports>; by writing to TRS at 2815 W. Washington, PO Box 19253, Springfield, IL 62794; or by calling (888) 678-3675, option 2.

Benefits Provided

TRS provides retirement, disability, and death benefits. Tier I members have TRS or reciprocal system service prior to January 1, 2011. Tier I members qualify for retirement benefits at age 62 with five years of service, at age 60 with 10 years, or age 55 with 20 years. The benefit is determined by the average of the four highest years of creditable earnings within the last 10 years of creditable service and the percentage of average salary to which the member is entitled. Most members retire under a formula that provides 2.2% of final average salary up to a maximum of 75% with 34 years of service.

Tier II members qualify for retirement benefits at age 67 with 10 years of service, or a discounted annuity can be paid at age 62 with 10 years of service. Creditable earnings for retirement purposes are capped and the final average salary is based on the highest consecutive eight years of creditable service rather than the last four. Disability provisions for Tier II are identical to those of Tier I. Death benefits are payable under a formula that is different from Tier I.

Essentially all Tier I retirees receive an annual 3% increase in the current retirement benefit beginning January 1 following the attainment of age 61 or on January 1 following the member's first anniversary in retirement, whichever is later. Tier II annual increases will be the lesser of 3% of the original benefit or 0.5% of the rate of inflation beginning January 1 following attainment of age 67 or on January 1 following the member's first anniversary in retirement, whichever is later.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 7. Retirement Fund Commitments (Continued)

Public Act 100-0023, enacted in 2017, creates an optional Tier 3 hybrid retirement plan, but it has not yet gone into effect. Public Act 100-0587, enacted in 2018, requires TRS to offer two temporary benefit buyout programs that expire on June 30, 2026. One program allows retiring Tier 1 members to receive a partial lump sum payment in exchange for accepting a lower, delayed annual increase. The other allows inactive vested Tier 1 and 2 members to receive a partial lump-sum payment in lieu of a retirement annuity. Both programs began in 2019 and are funded by bonds issued by the State of Illinois.

Contributions

The State of Illinois maintains the primary responsibility for funding TRS. The Illinois Pension Code, as amended by Public Act 88-0593 and subsequent acts, provides that for years 2010 through 2045, the minimum contribution to the System for each fiscal year shall be an amount determined to be sufficient to bring the total assets of the System up to 90% of the total actuarial liabilities of the System by the end of fiscal year 2045.

Contributions from active members and TRS contributing employers are also required by the Illinois Pension Code. The contribution rates are specified in the pension code. The active member contribution rate for the year ended June 30, 2025, was 9.0% of creditable earnings. The member contribution, which may be paid on behalf of employees by the employer, is submitted to TRS by the employer.

On behalf contributions to TRS. The State of Illinois makes employer pension contributions on behalf of the District. For the year ended June 30, 2025, State of Illinois contributions in the amount of \$1,933,090 were paid directly to TRS based on the state's proportionate share of the collective net pension liability associated with the District.

2.2 formula contributions. Employers contribute 0.58% of total creditable earnings for the 2.2 formula change. The contribution rate is specified by statute. Contributions required for the year ended June 30, 2025, were \$23,320.

Federal and special trust fund contributions. When TRS members are paid from federal and special trust funds administered by the District, there is a statutory requirement for the District to pay an employer pension contribution from those funds. Under Public Act 100-0340, the federal and special trust fund contribution rate is the total normal employer cost.

For the year ended June 30, 2025, the employer pension contribution was 10.34% of salaries paid from federal and special trust funds. For the year ended June 30, 2025, salaries totaling \$201,871 were paid from federal and special trust funds that required District contributions of \$20,604.

Employer retirement cost contributions. Under GASB Statement No. 68, contributions that an employer is required to pay because of a TRS member retiring are categorized as specific liability payments. The employer is required to make a one-time contribution to TRS for members granted salary increases over 6% if those salaries are used to calculate a retiree's final average salary. A one-time contribution is required for members granted sick leave days in excess of the normal annual allotment if those days are used as TRS service credit.

For the year ended June 30, 2025, the District was not required to make any payments to TRS for employer contributions due on salary increases in excess of 6% or for sick leave days granted in excess normal annual allotment.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 7. Retirement Fund Commitments (Continued)

Net Pension Liability, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

The net pension liability was measured as of June 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2024. The District's proportion of the net pension liability was based on the District's share of contributions to TRS for the measurement year ended June 30, 2024, relative to the projected contributions of all participating TRS employers and the state during that period.

Since the net pension liability, deferred outflows of resources, and deferred inflows of resources related to the pension are not the result of cash transactions, the modified cash basis of accounting does not allow for these to be recorded on the government-wide financial statements.

The schedule of the District's proportionate share of the net pension liability and the schedule of District contributions are presented as other information following the notes to the financial statements.

Illinois Municipal Retirement

Plan Description

The District's defined benefit pension plan for regular employees provides retirement and disability benefits, post retirement increases, and death benefits to plan members and beneficiaries. The district plan is managed by the Illinois Municipal Retirement Fund (IMRF), the administrator of a multi-employer public pension fund. A summary of IMRF's pension benefits is provided in the "Benefits Provided" section of this document. Details of all benefits are available from IMRF. Benefit provisions are established by statute and may only be changed by the General Assembly of the State of Illinois. IMRF issues a publicly available Annual Comprehensive Financial Report that includes financial statements, detailed information about the pension plan's fiduciary net position, and required supplementary information. The report is available for download at www.imrf.org.

Benefits Provided

The District participates in the Regular Plan (RP). Employees hired before January 1, 2011, are eligible for Tier 1 benefits. Tier 1 employees are vested for pension benefits when they have at least eight years of qualifying service credit. Tier 1 employees who retire at age 55 (at reduced benefits) or after age 60 (at full benefits) with eight years of service are entitled to an annual retirement benefit, payable monthly for life, in an amount equal to 1-2/3% of the final rate of earnings for the first 15 years of service credit, plus 2% for each year of service credit after 15 years to a maximum of 75% of their final rate of earnings. Final rate of earnings is the highest total earnings during any consecutive 48 months within the last 10 years of service, divided by 48. Under Tier 1, the pension is increased by 3% of the original amount on January 1 every year after retirement.

Employees hired on or after January 1, 2011, are eligible for Tier 2 benefits. For Tier 2 employees, pension benefits vest after ten years of service. Participating employees who retire at age 62 (at reduced benefits) or after age 67 (at full benefits) with 10 years of service are entitled to an annual retirement benefit, payable monthly for life, in an amount equal to 1-2/3% of the final rate of earnings for the first 15 years of service credit, plus 2% for each year of service credit after 15 years to a maximum of 75% of their final rate of earnings. Final rate of earnings is the highest total earnings during any 96 consecutive months within the last 10 years of service, divided by 96. Under Tier 2, the pension is increased on January 1 every year after retirement, upon reaching age 67, by the lesser of 3% of the original pension amount, or 1/2 of the increase in the Consumer Price Index of the original pension amount.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 7. Retirement Fund Commitments (Continued)

Employees Covered by Benefit Terms

As of December 31, 2024, the following employees were covered by the benefit terms:

	<u>IMRF</u>
Retirees and Beneficiaries currently receiving benefits	232
Inactive Plan Members entitled to but not yet receiving benefits	146
Active Plan Members	<u>47</u>
	<u>425</u>

Contributions

As set by statute, the District's regular plan members are required to contribute 4.50% of their annual covered salary. The statutes require employers to contribute the amount necessary, in addition to member contributions, to finance the retirement coverage of its own employees. The District's required and actual contribution rates for the calendar years ended December 31, 2025 and 2024, were 5.82% and 6.98%, respectively. For fiscal year 2025, the District contributed \$71,653 to the plan. The District also contributes for disability benefits, death benefits, and supplemental retirement benefits, all of which are pooled at the IMRF level. Contribution rates for disability and death benefits are set by the IMRF Board of Trustees, while the supplemental retirement benefit rate is set by statute.

Net Pension Liability, Deferred Outflows of Resources, and Deferred Inflows of Resources Related to Pensions

The District's net pension liability was measured as of December 31, 2024. The total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. Since the net pension liability, deferred outflows of resources, and deferred inflows of resources related to the pension are not the result of cash transactions, the modified cash basis of accounting does not allow for these to be recorded on the government-wide financial statements.

The schedule of employer contributions and the schedule of changes in net pension liability and related ratios are presented as other information following the notes to the financial statements.

Note 8. Postemployment Benefits

Teachers' Health Insurance Security Fund

Plan Description. The District participates in the Teachers' Health Insurance Security Fund (THIS) of the State of Illinois. THIS is a cost-sharing multiple-employer defined benefit post-employment healthcare plan (OPEB) established by the Illinois legislature for the benefit of eligible retired Illinois public school teachers employed outside the City of Chicago (members). All District employees receiving monthly benefits from the Teachers' Retirement System (TRS) who have at least eight years of creditable service with TRS, the survivor of an annuitant or benefit recipient who had at least eight years of creditable service or a recipient of a monthly disability benefit are eligible to enroll in THIS.

The State Employees Group Insurance Act of 1971 (5 ILCS 375) outlines the benefit provisions of the THIS Plan and amendments to the Plan can be made only by legislative action with the Governor's approval. The Plan is administered by the Illinois Department of Central Management Services. The publicly available financial report of the Plan may be found on the website of the Illinois Auditor General. The current reports are listed under "Central Management Services" (<http://www.auditor.illinois.gov/Audit-Reports/CMS-THISF.asp>).

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 8. Postemployment Benefits (Continued)

Benefits Provided. THIS provides medical, prescription, and behavioral health benefits for eligible retirees and their dependents, but it does not provide vision, dental, or life insurance benefits to annuitants of TRS. Annuitants not enrolled in Medicare may participate in the state-administered participating provider option plan or choose from several managed care options. Annuitants who are enrolled in Medicare Parts A and B may be eligible to enroll in a Medicare Advantage plan. The premiums charged reflect approximately a 75% subsidy for members that elect a managed care plan or elect the Teachers' Choice Health Plan (TCHP) plan if a managed care plan is either not available or only partially available. Members receive approximately a 50% subsidy if they elect the TCHP when a managed care plan is available. Medicare primary dependent beneficiaries enrolled in a managed care plan or in the TCHP when no managed care plan is available receive a premium subsidy.

Contributions. The State Employees Group Insurance Act of 1971 (5 ILCS 375/6) specifies the contribution requirements of the participating school districts and covered employees. For the year ended June 30, 2025, required contributions are as follows:

- Active members contribute 0.90% of covered payroll.
- Employers contribute 0.67% of covered payroll. The percentage of employer required contributions in the future will not exceed 105% of the percentage of salary actually required to be paid in the previous fiscal year. For the year ended June 30, 2025, the District paid \$26,473 to the THIS Fund, which was 100% of the required contribution.
- The State of Illinois makes contributions on behalf of the District. State contributions are intended to match contributions to the THIS Fund from active members. The State contributed 0.90% of covered payroll. For the year ended June 30, 2025, State of Illinois contributions on behalf of the District's employees were \$35,560.
- Retired members contribute through premium payments based on the coverage elected, Medicare eligibility, and the age of the member and dependents. The premium for retired members is not permitted to increase by more than 5.0% per year by statute. The Federal Government provides a Medicare Part D subsidy.

OPEB Liabilities, Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources. The collective total OPEB liability was measured as of June 30, 2024, and the total OPEB liability used to calculate the collective total OPEB liability was determined by an actuarial valuation as June 30, 2023, and rolled forward to June 30, 2024. The employer's proportionate share of the total OPEB liability was based on the employer's share of contributions to THIS for the measurement year ended June 30, 2024, relative to the contributions of all participating employers and the State during that period.

Since the collective total OPEB liability, deferred outflows of resources, and deferred inflows of resources related to the OPEB plan are not the result of cash transactions, the modified cash basis of accounting does not allow for these be recorded on the government-wide financial statements.

The schedule of the District's proportionate share of the collective total pension liability and the schedule of District contributions are presented as other information following the notes to the financial statements.

Medical and Prescription

Plan Description. As required by state law, the District provides postemployment health care benefits in the form of medical (including prescription drug coverage) to eligible retired employees and their dependents during the life of the retiree. Providing this coverage creates a single employer defined benefit other postemployment benefit plan (OPEB). The plan is not accounted for as a trust fund, as an irrevocable trust has not been established to account for the plan. The plan does not issue a separate report.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 8. Postemployment Benefits (Continued)

The current eligibility criterion for retirees is as follows: employees must be enrolled in the active medical plan immediately prior to retiring. Illinois Municipal Retirement Fund (IMRF) employees must be eligible for benefits upon meeting the qualifications necessary to receive an IMRF annuity upon the completion of 8 years of service credit and be at least age 55. Certified staff, upon retirement, has a choice either to remain in the District plan or cease coverage with the District.

Benefits Provided. The state has set a minimum standard for benefits which is that all IMRF employees who retire before Medicare eligibility are allowed to stay on the District's health insurance plan. Additional benefits, such as benefit levels, employee contributions and employer contributions are governed by the District and can be amended by the District through its personnel manual.

Retirees pay 100% of the premium, which is an amount provided by the insurance provider. The plan is funded on a pay-as-you-go basis. For fiscal year 2025, the District did not make any contributions to the plan. However, as a result of having older participants (retirees) on the health plan, the District's premiums are higher than they would be without those participants creating an implicit cost. At June 30, 2025, the plan was unfunded.

OPEB Liabilities, Expense and Deferred Outflows of Resources and Deferred Inflows of Resources. The District has not engaged an actuary to determine the OPEB obligation as it does not arise out of cash transactions. Since the District's financial statements have been prepared using a modified cash basis of accounting as discussed in Note 1, only contributions, if any are made, to the OPEB plan are recorded as an expense in the accompanying financial statements.

Note 9. Risk Management

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction to assets; errors and omissions; injuries to employees; and natural disasters. The District participates in the School Employees Loss Fund (SELF) for its workers' compensation coverages, the Suburban School Cooperative Insurance Pool (SSCIP) for its general liability and property, and Educational Benefits Cooperative (EBC) for employee health coverage. SELF, SSCIP, and EBC are organizations of school districts in Illinois which have formed an association under the Illinois Intergovernmental Cooperation's Statute to pool its risk management needs.

The cooperative agreements provide that SSCIP and EBC will be self-sustaining through member premiums and will reinsure through commercial companies for claims in excess of \$250,000 per occurrence and \$475,000 in aggregate for general liability and property, and \$100,000 per individual and approximately \$7,200,000 in aggregate for employee health. The SELF pool purchases commercial insurance for its workers' compensation coverage through member premiums. The District, along with other members of SELF, SSCIP, and EBC, has a contractual obligation to fund any premium deficiency of the pools attributable to a year during which it was a member. SELF, SSCIP, and EBC can assess supplemental premiums to fund these premium deficiencies. In the past three years, the District has not made any supplemental payments for workers' compensation, general liability and property and employee health coverage.

Each district appoints one representative to each Board of Directors. The District does not exercise any control over the activities of the pools beyond its representation on the Board of Directors.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 10. Contingencies

The District received financial awards from federal and state agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the District. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the District at June 30, 2025.

Note 11. Other Financial Disclosures

Interfund Transfers

Transfers for the year ended June 30, 2025, were as follows:

<u>Fund</u>	<u>Transfers In</u>	<u>Transfers Out</u>
Major Fund:		
General:		
Operations and Maintenance Account	\$ 3,300,000	\$ -
Working Cash Account	-	3,300,000
	<u>\$ 3,300,000</u>	<u>\$ 3,300,000</u>

Interfund transfers are to pay for construction projects within the District.

Note 12. Pronouncements Issued But Not Yet Adopted

The following is a description of GASB authoritative pronouncements, which have been issued but are not yet required to be implemented:

GASB Statement No. 103, *Financial Reporting Model Improvements*, will improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability. This statement also addresses certain application issues. The statement will be effective for the District with its year ending June 30, 2026.

GASB Statement No. 104, *Disclosure of Certain Capital Assets*, will improve financial reporting by providing issuers of financial statements with essential information about certain types of capital assets in order to make informed decisions and assess accountability. Additionally, the disclosure requirements will improve consistency and comparability between governments. The statement will be effective for the District with its year ending June 30, 2026.

Management has not yet completed its evaluation of the impact, if any, of the provisions of these standards on its financial statements.

Atwood Heights School District 125

Notes to Basic Financial Statements

Note 13. Change within the Financial Reporting Entity

The reclassification of Major and Nonmajor funds for the period ending June 30, 2025 is as follows:

	<u>As Previously Reported June 30, 2024</u>	<u>Move From Nonmajor to Major</u>	<u>Restated June 30, 2024</u>
Governmental Funds:			
Nonmajor Governmental Fund	\$ 2,855,961	\$ (1,337,312)	\$ 1,518,649
Major Funds:			
Debt Service Fund	-	1,337,312	1,337,312

Note 14. Subsequent Events

The District has evaluated subsequent events for potential recognition and/or disclosure through February 11, 2026, the date the financial statements were available to be issued.

Other Information

Atwood Heights School District 125

**Schedule of Employer Contributions
Illinois Municipal Retirement Fund**

<u>Calendar Year Ending December 31</u>	<u>Actuarially Determined Contribution</u>	<u>Actual Contribution</u>	<u>Contribution Deficiency (Excess)</u>	<u>Covered Valuation Payroll</u>	<u>Actual Contribution as a % of Covered Valuation Payroll</u>
2024	\$ 70,800	\$ 70,799	\$ 1	\$ 1,014,321	6.98%
2023	62,096	62,095	1	976,360	6.36%
2022	63,530	50,759	12,771	881,137	5.76%
2021	81,448	94,158	(12,710)	938,342	10.03%
2020	85,150	85,150	-	945,059	9.01%
2019	59,847	59,847	-	873,677	6.85%
2018	77,208	77,208	-	850,311	9.08%
2017	69,779	69,779	-	798,387	8.74%
2016	74,449	74,449	-	775,509	9.60%
2015	76,050	76,050	-	757,475	10.04%

Atwood Heights School District 125

**Schedule of Changes in Net Pension Liability (Asset) and Related Ratios
Illinois Municipal Retirement Fund**

Calendar Year Ended December 31,	2024	2023	2022	2021
A. Total pension liability				
1. Service cost	\$ 82,580	\$ 84,065	\$ 80,352	\$ 98,357
2. Interest on the total pension liability	367,035	365,479	358,652	335,573
3. Changes of benefit terms	-	-	-	-
4. Difference between expected and actual experience of the total pension liability	79,940	(48,747)	28,334	246,084
5. Changes of assumptions	-	(3,075)	-	-
6. Benefit payments, including refunds of employee contributions	(380,815)	(370,223)	(379,822)	(325,549)
7. Net change in total pension liability	148,740	27,499	87,516	354,465
8. Total pension liability - beginning	5,211,672	5,184,173	5,096,657	4,742,192
9. Total pension liability - ending	<u>\$ 5,360,412</u>	<u>\$ 5,211,672</u>	<u>\$ 5,184,173</u>	<u>\$ 5,096,657</u>
B. Plan fiduciary net position				
1. Contributions - employer	\$ 70,799	\$ 62,095	\$ 50,759	\$ 94,158
2. Contributions - employee	45,644	44,030	39,682	43,931
3. Net investment income	510,575	528,010	(799,984)	846,707
4. Benefit payments, including refunds of employee contributions	(380,815)	(370,223)	(379,822)	(325,549)
5. Other (net transfer)	(72,685)	135,782	10,734	75,534
6. Net change in plan fiduciary net position	173,518	399,694	(1,078,631)	734,781
7. Plan fiduciary net position - beginning	5,022,003	4,622,309	5,700,940	4,966,159
8. Plan fiduciary net position - ending	<u>\$ 5,195,521</u>	<u>\$ 5,022,003</u>	<u>\$ 4,622,309</u>	<u>\$ 5,700,940</u>
C. Net pension liability (asset)	<u>\$ 164,891</u>	<u>\$ 189,669</u>	<u>\$ 561,864</u>	<u>\$ (604,283)</u>
D. Plan fiduciary net position as a percentage of total pension liability	96.92%	96.36%	89.16%	111.86%
E. Covered valuation payroll	\$ 1,014,321	\$ 976,360	\$ 881,137	\$ 938,342
F. Net pension liability as a percentage of covered valuation payroll	16.26%	19.43%	63.77%	-64.40%

2020	2019	2018	2017	2016	2015
\$ 91,902	\$ 93,374	\$ 85,429	\$ 89,739	\$ 83,588	\$ 81,019
320,204	305,137	298,962	295,145	281,963	283,970
-	-	-	-	-	-
131,300	57,893	(37,164)	36,037	32,007	(173,880)
(44,749)	-	109,323	(137,401)	(4,420)	4,186
(254,234)	(241,472)	(234,310)	(226,632)	(224,324)	(212,327)
244,423	214,932	222,240	56,888	168,814	(17,032)
4,497,769	4,282,837	4,060,597	4,003,709	3,834,895	3,851,927
<u>\$ 4,742,192</u>	<u>\$ 4,497,769</u>	<u>\$ 4,282,837</u>	<u>\$ 4,060,597</u>	<u>\$ 4,003,709</u>	<u>\$ 3,834,895</u>
\$ 85,150	\$ 59,847	\$ 77,208	\$ 69,779	\$ 74,449	\$ 76,050
42,636	39,316	38,340	51,310	34,919	34,214
638,808	736,204	(255,179)	682,370	241,720	18,588
(254,234)	(241,472)	(234,310)	(226,632)	(224,324)	(212,327)
37,497	13,775	(39,279)	(69,621)	(9,837)	(87,348)
549,857	607,670	(413,220)	507,206	116,927	(170,823)
4,416,302	3,808,632	4,221,852	3,714,646	3,597,719	3,768,542
<u>\$ 4,966,159</u>	<u>\$ 4,416,302</u>	<u>\$ 3,808,632</u>	<u>\$ 4,221,852</u>	<u>\$ 3,714,646</u>	<u>\$ 3,597,719</u>
<u>\$ (223,967)</u>	<u>\$ 81,467</u>	<u>\$ 474,205</u>	<u>\$ (161,255)</u>	<u>\$ 289,063</u>	<u>\$ 237,176</u>
104.72%	98.19%	88.93%	103.97%	92.78%	93.82%
\$ 945,059	\$ 873,677	\$ 850,311	\$ 798,387	\$ 775,509	\$ 757,475
-23.70%	9.32%	55.77%	-20.20%	37.27%	31.31%

Atwood Heights School District 125

**Schedule of Employer Contributions
Teachers' Retirement System of the State of Illinois
Fiscal Year 2025**

	2025	2024	2023	2022
Contractually-required contribution	\$ 43,790	\$ 53,974	\$ 49,171	\$ 43,919
Contributions in relation to the contractually-required contribution	43,924	54,048	49,280	43,905
Contribution deficiency (excess)	<u>\$ (134)</u>	<u>\$ (74)</u>	<u>\$ (109)</u>	<u>\$ 14</u>
Employer's covered payroll	\$ 3,591,128	\$ 3,617,126	\$ 3,418,154	\$ 3,488,918
Contributions as a percentage of covered payroll	1.22%	1.49%	1.44%	1.26%

**Schedule of the Employer's Proportionate Share of the Net Pension Liability
Teachers' Retirement System of the State of Illinois
Fiscal Year 2025**

	2025*	2024*	2023*	2022 *
Employer's proportion of the net pension liability	0.000336546	0.0003279%	0.0003408%	0.0004134%
Employer's proportionate share of the net pension liability	\$ 288,977	\$ 278,672	\$ 285,699	\$ 322,481
State's proportionate share of the net pension liability associated with the employer	24,094,520	24,049,575	24,782,511	27,027,366
Total	<u>\$ 24,383,497</u>	<u>\$ 24,328,247</u>	<u>\$ 25,068,210</u>	<u>\$ 27,349,847</u>
Employer's covered payroll	\$ 3,617,126	\$ 3,418,154	\$ 3,488,918	\$ 3,707,578
Employer's proportionate share of the net pension liability as a percentage of its covered payroll	7.99%	8.15%	8.19%	8.70%
Plan fiduciary net position as a percentage of the total pension liability	45.40%	43.90%	42.80%	45.10%

** The amounts presented for each fiscal year were determined as of the prior fiscal-year-end.*

2021	2020	2019	2018	2017	2016
\$ 37,820	\$ 37,032	\$ 36,643	\$ 20,082	\$ 19,458	\$ 19,167
37,820	37,032	36,643	20,082	19,547	19,167
\$ -	\$ -	\$ -	\$ -	\$ (89)	\$ -
\$ 3,707,578	\$ 3,582,455	\$ 3,538,027	\$ 3,462,488	\$ 3,354,762	\$ 3,304,691
1.02%	1.03%	1.04%	0.58%	0.58%	0.58%

2021 *	2020 *	2019 *	2018 *	2017 *	2016 *
0.0004262%	0.0004531%	0.0004833%	0.0015866%	0.0015639%	0.0015698%
\$ 367,489	\$ 367,518	\$ 376,370	\$ 1,196,300	\$ 1,234,473	\$ 918,474
28,783,441	26,155,874	25,807,599	24,838,930	26,230,862	21,539,107
\$ 29,150,930	\$ 26,523,392	\$ 26,183,969	\$ 26,035,230	\$ 27,465,335	\$ 22,457,581
\$ 3,582,455	\$ 3,538,027	\$ 3,462,488	\$ 3,354,762	\$ 3,304,691	\$ 3,322,985
10.26%	10.39%	10.87%	35.66%	37.36%	27.64%
37.80%	39.60%	40.00%	36.40%	36.40%	41.50%

Atwood Heights School District 125

**Schedule of Employer Contributions
Teachers' Health Insurance Security Fund
Fiscal Year 2025**

	2025	2024	2023	2022	2021	2020	2019	2018
Statutorily-required contribution	\$ 26,473	\$ 24,235	\$ 22,902	\$ 23,376	\$ 34,110	\$ 32,959	\$ 32,550	\$ 29,522
Contributions in relation to the statutorily-required contribution	26,473	24,235	22,902	23,376	34,110	32,959	32,550	29,522
Contribution (excess) deficiency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employer's covered payroll	\$ 3,951,128	\$ 3,617,126	\$ 3,418,154	\$ 3,488,918	\$ 3,707,578	\$ 3,582,455	\$ 3,538,027	\$ 3,462,488
Contributions as a percentage of covered payroll	0.67%	0.67%	0.67%	0.67%	0.92%	0.92%	0.92%	0.85%

**Schedule of the Employer's Proportionate Share of the Collective Total OPEB Liability
Teachers' Health Insurance Security Fund
Fiscal Year 2025**

	2025*	2024*	2023*	2022*	2021 *	2020 *	2019 *	2018 *
Employer's proportion of the collective total OPEB liability	0.012161%	0.012271%	0.012665%	0.0014283%	0.014161%	0.014394%	0.014607%	0.016286%
Employer's proportionate share of the collective total OPEB liability	\$ 961,984	\$ 874,621	\$ 866,870	\$ 3,150,150	\$ 3,786,017	\$ 3,983,905	\$ 3,848,233	\$ 4,226,024
The portion of the State's proportionate share amount of the collective total OPEB liability associated with the employer	554,022	1,182,768	1,179,313	4,271,188	5,129,086	5,394,738	5,167,487	4,602,109
Total	\$ 1,516,006	\$ 2,057,389	\$ 2,046,183	\$ 7,421,338	\$ 8,915,103	\$ 9,378,643	\$ 9,015,720	\$ 8,828,133
Covered payroll	\$ 3,617,126	\$ 3,418,154	\$ 3,488,918	\$ 3,707,578	\$ 3,582,455	\$ 3,538,027	\$ 3,462,488	\$ 3,354,762
Collective total OPEB liability as a percentage of the covered payroll	26.60%	25.59%	24.85%	84.97%	105.68%	112.60%	111.14%	125.97%
Plan fiduciary net position as a percentage of the total pension liability	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

* The amounts presented for each fiscal year were determined as of the prior fiscal-year-end.

Atwood Heights School District 125

**Schedule of Assessed Valuations, Tax Rates, Extensions and Collections
Last Five Years**

	Tax Year				
	2024	2023	2022	2021	2020
Assessed Valuations	\$ 175,903,338	\$ 176,891,916	\$ 133,176,253	\$ 141,245,649	\$ 141,148,105
Tax Rates:					
General Fund:					
Educational Accounts:					
Standard	2.3166	2.3088	2.6858	2.4216	2.3432
Tort Immunity	0.0586	0.0582	0.1160	0.0729	0.1095
Special Education	0.2342	0.2329	0.3094	0.2917	0.2919
PA 102-0519	0.0522	0.0392	0.1077	0.0294	0.0000
Operations and Maintenance Accounts:					
Standard	0.5500	0.4093	0.5500	0.5186	0.4697
Working Cash Accounts	0.0500	0.0372	0.0500	0.0471	0.0427
Transportation Fund	0.2342	0.2329	0.3867	0.2917	0.2554
Municipal Retirement Fund:					
Illinois Municipal Retirement Fund	0.0176	0.0233	0.0773	0.0729	0.1277
Social Security	0.0703	0.0699	0.0773	0.1021	0.1277
Bond and Interest Fund	0.5690	0.5466	0.5689	0.5390	0.5372
Fire Prevention and Safety Fund	0.0006	0.0006	0.0008	0.0007	0.0007
Total	4.1533	3.9589	4.9299	4.3877	4.3057
Extended Tax Rate	4.1533	3.9589	4.9299	4.3877	4.3057
Tax Extensions:					
General Fund:					
Educational Accounts:					
Standard	\$ 4,074,970	\$ 4,084,061	\$ 3,576,804	\$ 3,420,372	\$ 3,307,422
Tort Immunity	103,000	103,000	154,500	103,000	154,500
Special Education	412,000	412,000	412,000	412,000	412,000
PA 102-0519	91,808	69,387	143,436	41,518	-
Operations and Maintenance Accounts:					
Standard	967,468	724,105	732,469	732,469	662,920
Working Cash Accounts	87,952	65,828	66,588	66,588	60,265
Transportation Fund	412,000	412,000	515,000	412,000	360,500
Municipal Retirement Fund:					
Illinois Municipal Retirement Fund	30,900	41,200	103,000	103,000	180,250
Social Security	123,600	123,600	103,000	144,200	180,250
Bond and Interest Fund	1,000,889	966,870	757,638	761,379	758,261
Fire Prevention and Safety Fund	1,030	1,030	1,030	1,030	1,030
Totals	\$ 7,305,617	\$ 7,003,081	\$ 6,565,465	\$ 6,197,556	\$ 6,077,398
Tax collection	\$ 3,696,272	\$ 6,855,945	\$ 6,238,442	\$ 6,103,711	\$ 5,889,406
Percentage collected	50.59%	97.90%	95.02%	98.49%	96.91%

Atwood Heights School District 125

**Schedule of Debt Service Requirements
Year Ended June 30, 2025**

	Year Ending June 30,	Interest Rate	Total Principal	Total Interest	Total Principal and Interest
Total debt service requirement					
	2026		\$ 850,000	\$ 84,528	\$ 934,528
	2027		885,000	47,021	932,021
	2028		675,000	14,108	689,108
			<u>\$ 2,410,000</u>	<u>\$ 145,657</u>	<u>\$ 2,555,657</u>
General Obligation Limited Tax School Bonds					
School Bond Series 2024, dated	2026	4.40	\$ 850,000	84,528	\$ 934,528
February 28, 2024 in the amount of \$3,420,000	2027	4.25	885,000	47,021	932,021
Principal payments due December 1 of each year	2028	4.18	675,000	14,108	689,108
Interest payable on December 1 of each year					
Paying agent: School Treasurer			<u>\$ 2,410,000</u>	<u>\$ 145,657</u>	<u>\$ 2,555,657</u>

The District's estimated legal debt limitation of \$12,137,330, based on 6.9% of the 2024 estimated equalized assessed valuation of \$175,903,338, less outstanding debt of \$2,410,000 results in an estimated legal debt margin of \$9,727,330 as of June 30, 2025.

Supplementary Information

Atwood Heights School District 125

Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - Modified Cash Basis

General Fund

Year Ended June 30, 2025

	Original and Final Budget	Actual	Variance from Final Budget
Revenues:			
Property taxes	\$ 5,346,957	\$ 5,415,253	\$ 68,296
Corporate property replacement taxes	75,000	75,730	730
Charges for services	125,000	179,756	54,756
Unrestricted state aid	3,180,580	3,210,153	29,573
Restricted state aid	374,313	441,867	67,554
Restricted federal aid	781,644	860,295	78,651
Interest	405,000	628,314	223,314
Total revenues	10,288,494	10,811,368	522,874
Expenditures:			
Current:			
Instruction:			
Regular programs	2,875,345	2,757,649	117,696
Special programs	1,660,615	1,695,269	(34,654)
Other instructional programs	189,762	289,659	(99,897)
Support services:			
Pupils	414,014	378,423	35,591
Instructional staff	11,683	14,606	(2,923)
General administration	454,465	422,790	31,675
School administration	408,158	449,452	(41,294)
Business	1,333,559	1,336,689	(3,130)
Other	506,764	425,518	81,246
Community services	30,000	50,192	(20,192)
Payments to other governments	1,200,374	1,352,744	(152,370)
Capital outlay	3,761,422	495,276	3,266,146
Total expenditures	12,846,161	9,668,267	3,177,894
Change in fund balance	\$ (2,557,667)	1,143,101	\$ 3,700,768
Fund balance:			
July 1, 2024		<u>18,403,883</u>	
June 30, 2025		<u>\$ 19,546,984</u>	

Atwood Heights School District 125

**Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - Modified Cash Basis
Debt Service Fund
Year Ended June 30, 2025**

	Original and Final Budget	Actual	Variance
Revenues:			
Property taxes	\$ 977,749	\$ 956,264	\$ (21,485)
Interest	22,000	35,725	13,725
Total revenues	<u>999,749</u>	<u>991,989</u>	<u>(7,760)</u>
Expenditures:			
Debt service:			
Principal	1,010,000	1,395,000	(385,000)
Interest and fees	207,000	177,971	29,029
Total expenditures	<u>1,217,000</u>	<u>1,572,971</u>	<u>(355,971)</u>
Change in fund balance	<u>\$ (217,251)</u>	<u>(580,982)</u>	<u>\$ (363,731)</u>
Fund balance:			
July 1, 2024		<u>1,337,312</u>	
June 30, 2025		<u>\$ 756,330</u>	

Atwood Heights School District 125

**Combining Balance Sheet - Modified Cash Basis
General Fund, By Accounts
June 30, 2025**

	Educational Account	Operations and Maintenance Account	Working Cash Account	Tort Immunity Account	Total
Assets					
Cash and investments	<u>\$ 12,364,520</u>	<u>\$ 3,734,965</u>	<u>\$ 3,285,582</u>	<u>\$ 161,917</u>	<u>\$ 19,546,984</u>
Liabilities and Fund Balance					
Liabilities:	\$ -	\$ -	\$ -	\$ -	\$ -
Fund balances:					
Restricted	-	3,734,965	-	161,917	3,896,882
Unassigned	12,364,520		3,285,582	-	15,650,102
Total fund balance	<u>12,364,520</u>	<u>3,734,965</u>	<u>3,285,582</u>	<u>161,917</u>	<u>19,546,984</u>
Total liabilities and fund balance	<u>\$ 12,364,520</u>	<u>\$ 3,734,965</u>	<u>\$ 3,285,582</u>	<u>\$ 161,917</u>	<u>\$ 19,546,984</u>

Atwood Heights School District 125

Combining Schedule of Revenues, Expenditures and Changes in
Fund Balance - Modified Cash Basis
General Fund, By Accounts
Year Ended June 30, 2025

	Educational Account	Operations and Maintenance Account	Working Cash Account	Tort Immunity Account	Eliminations	Total
Revenues:						
Property taxes	\$ 4,422,199	\$ 820,864	\$ 74,628	\$ 97,562	\$ -	\$ 5,415,253
Corporate property replacement taxes	75,730	-	-	-	-	75,730
Charges for services	179,756	-	-	-	-	179,756
Unrestricted state aid	3,210,153	-	-	-	-	3,210,153
Restricted state aid	441,867	-	-	-	-	441,867
Restricted federal aid	860,295	-	-	-	-	860,295
Interest	403,027	79,494	101,719	44,074	-	628,314
Total revenues	9,593,027	900,358	176,347	141,636	-	10,811,368
Expenditures:						
Current:						
Instruction:						
Regular programs	2,757,649	-	-	-	-	2,757,649
Special programs	1,695,269	-	-	-	-	1,695,269
Other instructional programs	289,659	-	-	-	-	289,659
Support services:						
Pupils	378,423	-	-	-	-	378,423
Instructional staff	14,606	-	-	-	-	14,606
General administration	327,594	-	-	95,196	-	422,790
School administration	449,452	-	-	-	-	449,452
Business	788,928	547,761	-	-	-	1,336,689
Other	425,518	-	-	-	-	425,518
Community services	50,192	-	-	-	-	50,192
Payments to other governments	1,352,744	-	-	-	-	1,352,744
Capital outlay	92,782	402,494	-	-	-	495,276
Total expenditures	8,622,816	950,255	-	95,196	-	9,668,267
Excess (deficiency) of revenues over (under) expenditures	970,211	(49,897)	176,347	46,440	-	1,143,101
Other financing sources (uses):						
Transfers in	-	3,300,000	-	-	(3,300,000)	-
Transfers (out)	-	-	(3,300,000)	-	3,300,000	-
Total other financing sources (uses)	-	3,300,000	(3,300,000)	-	-	-
Change in fund balance	970,211	3,250,103	(3,123,653)	46,440	-	1,143,101
Fund balance:						
July 1, 2024	11,394,309	484,862	6,409,235	115,477	-	18,403,883
June 30, 2025	\$ 12,364,520	\$ 3,734,965	\$ 3,285,582	\$ 161,917	\$ -	\$ 19,546,984

Atwood Heights School District 125

Combining Schedule of Revenues, Expenditures and Changes in Fund Balance - Modified Cash Basis
 Budget and Actual -
 General Fund, By Accounts
 Year Ended June 30, 2025

	Educational Account		Operations and Maintenance Account		Working Cash Account		Tort Immunity Account		Total	
	Original and Final Budget	Actual	Original and Final Budget	Actual	Original and Final Budget	Actual	Original and Final Budget	Actual	Original and Final Budget	Actual
Revenues:										
Property taxes	\$ 4,351,979	\$ 4,422,199	\$ 822,131	\$ 820,864	\$ 74,996	\$ 74,628	\$ 97,851	\$ 97,562	\$ 5,346,957	\$ 5,415,253
Corporate property replacement taxes	75,000	75,730	-	-	-	-	-	-	75,000	75,730
Charges for services	125,000	179,756	-	-	-	-	-	-	125,000	179,756
Unrestricted state aid	3,180,580	3,210,153	-	-	-	-	-	-	3,180,580	3,210,153
Restricted state aid	324,313	441,867	50,000	-	-	-	-	-	374,313	441,867
Restricted federal aid	781,644	860,295	-	-	-	-	-	-	781,644	860,295
Interest	200,000	403,027	10,000	79,494	175,000	101,719	20,000	44,074	405,000	628,314
Total revenues	9,038,516	9,593,027	882,131	900,358	249,996	176,347	117,851	141,636	10,288,494	10,811,368
Expenditures:										
Current:										
Instruction:										
Regular programs	2,875,345	2,757,649	-	-	-	-	-	-	2,875,345	2,757,649
Special programs	1,660,615	1,695,269	-	-	-	-	-	-	1,660,615	1,695,269
Other instructional programs	189,762	289,659	-	-	-	-	-	-	189,762	289,659
Support services:										
Pupils	414,014	378,423	-	-	-	-	-	-	414,014	378,423
Instructional staff	11,683	14,606	-	-	-	-	-	-	11,683	14,606
General administration	324,465	327,594	-	-	-	-	130,000	95,196	454,465	422,790
School administration	408,158	449,452	-	-	-	-	-	-	408,158	449,452
Business	703,377	788,928	630,182	547,761	-	-	-	-	1,333,559	1,336,689
Other	506,764	425,518	-	-	-	-	-	-	506,764	425,518
Community services	30,000	50,192	-	-	-	-	-	-	30,000	50,192
Payments to other governments	1,200,374	1,352,744	-	-	-	-	-	-	1,200,374	1,352,744
Capital outlay	260,000	92,782	3,501,422	402,494	-	-	-	-	3,761,422	495,276
Total expenditures	8,584,557	8,622,816	4,131,604	950,255	-	-	130,000	95,196	12,846,161	9,668,267
Excess (deficiency) of revenues over (under) expenditures	453,959	970,211	(3,249,473)	(49,897)	249,996	176,347	(12,149)	46,440	(2,557,667)	1,143,101
Other financing sources (uses):										
Transfers in	-	-	3,300,000	3,300,000	-	-	-	-	3,300,000	3,300,000
Transfers (out)	-	-	-	-	(3,300,000)	(3,300,000)	-	-	(3,300,000)	(3,300,000)
Total other financing sources (uses)	-	-	3,300,000	3,300,000	(3,300,000)	(3,300,000)	-	-	-	-
Change in fund balance	\$ 453,959	970,211	\$ 50,527	3,250,103	\$ (3,050,004)	(3,123,653)	\$ (12,149)	46,440	\$ (2,557,667)	1,143,101
Fund balance:										
July 1, 2024		11,394,309		484,862		6,409,235		115,477		18,403,883
June 30, 2025		<u>\$ 12,364,520</u>		<u>\$ 3,734,965</u>		<u>\$ 3,285,582</u>		<u>\$ 161,917</u>		<u>\$ 19,546,984</u>

Atwood Heights School District 125

**Combining Balance Sheet - By Fund Type -
Nonmajor Governmental Funds - Modified Cash Basis
June 30, 2025**

	Special Revenue Funds		Debt Service	Capital Projects Funds		Total
	Municipal Transportation Fund	Retirement/ Social Security Fund	Debt Service Fund	Capital Projects Fund	Fire Prevention & Safety Fund	Nonmajor Governmental Funds
Assets						
Cash and investments	\$ 868,501	\$ 149,256	\$ -	\$ 30,231	\$ 327,540	\$ 1,375,528
Liabilities and Fund Balances						
Liabilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund balances:						
Restricted	868,501	149,256	-	30,231	327,540	1,375,528
Total liabilities and fund balances	\$ 868,501	\$ 149,256	\$ -	\$ 30,231	\$ 327,540	\$ 1,375,528

Atwood Heights School District 125

**Combining Statement of Revenues, Expenditures and Changes in Fund Balances -
By Fund Type - Modified Cash Basis
Nonmajor Governmental Funds
Year Ended June 30, 2025**

	Special Revenue Funds		Debt Service	Capital Projects Funds		Total
	Transportation	Municipal Retirement/ Social Security	Debt Service	Capital Projects	Fire Prevention & Safety	Nonmajor Governmental
	Fund	Fund	Fund	Fund	Fund	Funds
Revenues:						
Property taxes	\$ 393,687	\$ 152,254	\$ -	\$ -	\$ 999	\$ 546,940
Corporate property replacement taxes	-	1,624	-	-	-	1,624
Restricted state aid	355,113	-	-	-	-	355,113
Interest	32,511	6,873	-	956	10,346	50,686
Total revenues	781,311	160,751	-	956	11,345	954,363
Expenditures:						
Current:						
Instruction:						
Regular programs	-	40,546	-	-	-	40,546
Special programs	-	64,792	-	-	-	64,792
Other instructional programs	-	3,357	-	-	-	3,357
Support services:						
Pupils	-	3,959	-	-	-	3,959
Instructional staff	-	839	-	-	-	839
General administration	-	4,208	-	-	-	4,208
School administration	-	16,840	-	-	-	16,840
Business	-	81,402	-	-	-	81,402
Transportation	879,728	1,094	-	-	-	880,822
Community services	-	719	-	-	-	719
Total expenditures	879,728	217,756	-	-	-	1,097,484
Change in fund balance	(98,417)	(57,005)	-	956	11,345	(143,121)
Fund balances:						
July 1, 2024	966,918	206,261	1,337,312	29,275	316,195	2,855,961
Change in reporting entity (Footnote 13)	-	-	(1,337,312)	-	-	(1,337,312)
July 1, 2024, as restated	966,918	206,261	-	29,275	316,195	1,518,649
June 30, 2025	\$ 868,501	\$ 149,256	\$ -	\$ 30,231	\$ 327,540	\$ 1,375,528

Atwood Heights School District 125

**Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - Modified Cash Basis
Transportation Fund
Year Ended June 30, 2025**

	Original and Final Budget	Actual	Variance
Revenues:			
Property taxes	\$ 391,400	\$ 393,687	\$ 2,287
Restricted state aid	450,000	355,113	(94,887)
Interest	17,500	32,511	15,011
Total revenues	<u>858,900</u>	<u>781,311</u>	<u>(77,589)</u>
Expenditures:			
Current:			
Support services:			
Transportation	<u>711,673</u>	<u>879,728</u>	<u>(168,055)</u>
Change in fund balance	<u>\$ 147,227</u>	<u>(98,417)</u>	<u>\$ (245,644)</u>
Fund balance:			
July 1, 2024		<u>966,918</u>	
June 30, 2025		<u>\$ 868,501</u>	

Atwood Heights School District 125

**Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - Modified Cash Basis
Municipal Retirement/Social Security Fund
Year Ended June 30, 2025**

	Original and Final Budget	Actual	Variance
Revenues:			
Property taxes	\$ 150,178	\$ 152,254	\$ 2,076
Corporate property replacement taxes	-	1,624	1,624
Interest	4,000	6,873	2,873
Total revenues	154,178	160,751	6,573
Expenditures:			
Current:			
Instruction:			
Regular programs	55,065	40,546	14,519
Special programs	67,885	64,792	3,093
Other instructional programs	3,380	3,357	23
Support services:			
Pupils	8,692	3,959	4,733
Instructional staff	1,507	839	668
General administration	4,590	4,208	382
School administration	19,710	16,840	2,870
Business	63,102	81,402	(18,300)
Transportation	1,162	1,094	68
Community services	747	719	28
Total expenditures	225,840	217,756	8,084
Change in fund balance	\$ (71,662)	(57,005)	\$ 14,657
Fund balance:			
July 1, 2024		206,261	
June 30, 2025		\$ 149,256	

Atwood Heights School District 125

**Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - Modified Cash Basis
Capital Projects Fund
Year Ended June 30, 2025**

	Original and Final Budget	Actual	Variance
Revenues:			
Interest	\$ -	\$ 956	\$ 956
Expenditures			
	-	-	-
Change in fund balance	<u>\$ -</u>	956	<u>\$ 956</u>
Fund balance:			
July 1, 2024		<u>29,275</u>	
June 30, 2025		<u>\$ 30,231</u>	

Atwood Heights School District 125

**Schedule of Revenues, Expenditures and Changes in Fund Balance -
Budget and Actual - Modified Cash Basis
Fire Prevention and Safety Fund
Year Ended June 30, 2025**

	Original and Final Budget	Actual	Variance
Revenues:			
Property taxes	\$ 978	\$ 999	\$ 21
Interest	6,000	10,346	4,346
Total revenues	<u>6,978</u>	<u>11,345</u>	<u>4,367</u>
Expenditures			
	-	-	-
Change in fund balance	<u>\$ 6,978</u>	11,345	<u>\$ 4,367</u>
Fund balance:			
July 1, 2024		<u>316,195</u>	
June 30, 2025		<u>\$ 327,540</u>	

Application Printout

[Instructions](#)

eGrant Management System
Printed Copy of Application

Applicant: ATWOOD HEIGHTS SD 125

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: ATWOOD HEIGHTS SD 125

Date Generated: 3/3/2026 6:00:05 PM

Generated By: District125

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*		First Name*	Middle Initial
<input type="text" value="Cole"/>		<input type="text" value="Lisa"/>	<input type="text" value="J"/>
Phone*	Extension	Email*	
<input type="text" value="708 371 0020"/>	<input type="text"/>	<input type="text" value="lcole@ahsd125.org"/>	

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

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

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

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

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

(Count of 2500 maximum characters used)

District 125 will ensure that the 6 listed barriers will not inhibit access or participation in any program for students that qualify for services by documenting participation and analyzing any disproportionalities within any of the barriers. District 125 will target growth and achievement rates to assist in closing any identified gaps and overcome the barriers to equitable program participation of students, teachers, and other beneficiaries with special needs. Each school targets its respective rates and has a matrix of resources/support for math and reading interventions. We have developed a compendium of instructional strategies for best practices in reading and math as well as supporting these strategies with targeted professional development that focuses on struggling learners. Our Response to Intervention Model guides each school to support our student's academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions receive individualized support services that are monitored and reviewed at least every 3-5 weeks.

3. Bilingual Director (Administrator overseeing EL Services) Assurance

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

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

4. District Migrant Education Program Liaison

Last Name		First Name	Middle Initial
<input type="text" value="Medina"/>		<input type="text" value="Margarla"/>	<input type="text" value="J"/>
Phone	Extension	Email	
<input type="text" value="708 371 0020"/>	<input type="text"/>	<input type="text" value="lcole@ahsd125.org"/>	

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814-3230 or Multi lingual@tbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. General Completion Instructions

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

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

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

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

How to Complete Pages with Pre-populated Fields

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

*Required field, applicable for all funding sources

Amendments

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

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

- Initial submission for the fiscal year
- Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2026-2027.* [1]
NOTE: All funding sources should be reviewed after October 1, and the plan should be amended and resubmitted to ISSE if funding sources have been added or removed due to actual grant awards.

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

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

Each year the district will make sure all funding received (Federal, State and local) complies with the spending guidelines identified by each entity or subgroup. Our District has a high population of low-income, EL and special needs students. We believe that high-quality teachers and district leaders are essential for District-wide improvement. Identifying underperforming subgroups and closing our achievement gaps are the two main goals that drive our District Improvement Plan.

Response from the approved prior year Consolidated District Plan.
 Each year the district will make sure all funding received (Federal, State and local) complies with the spending guidelines identified by each entity or subgroup. Our District has a high population of low-income, EL and special needs students. We believe that high-quality teachers and district leaders are essential for District-wide improvement. Identifying underperforming subgroups and closing our achievement gaps are the two main goals that drive our District Improvement Plan.

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

Braiding of Funds

- Yes No

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

Transfer of Funds

- Yes No

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

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Title II to Title I | <input checked="" type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input checked="" type="checkbox"/> Title IV to Title I | <input checked="" type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |

- | | | |
|---|---|---|
| <input type="checkbox"/> Title II to Title IV | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |
| <input type="checkbox"/> Title IV to Title II | <input type="checkbox"/> Transfer Partial Funds | <input type="checkbox"/> Transfer All Funds |

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

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

((count) of 7500 maximum characters used)

Parent/Guardians and Community members are invited via published announcements to participate in our Strategic Plan, School Improvement Plan and 5 Essentials. Increased student achievement is a joint responsibility of the home and school. As such, we have school-parent compacts that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to increase student achievement. A safe and healthy learning environment is a top priority as identified by our District Improvement Plan. Research suggests that students that feel safe continue to perform higher on standardized tests. Our team reviews disaggregated data at least 3 times per year to monitor all achievement gaps. By working together, our students will succeed!

Legislative References:

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

*Required field, applicable for all funding sources

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

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

List and describe other instruments and/or processes that were used in the needs assessment.
 2025 Tech Plan, 2025 Strategic Plan, and School Improvement 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.*

- *Writing space appears if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.
- I. Identify areas of need related to student achievement, subgroup performance, and resource inequities.
- II. Include any additional information relevant to this planning document. Provide targeted responses where noted.
- III. Describe how the needs assessment information will be used for identifying program goals and planning grant activities for each program as applicable.

A. Title I, Part A - Improving Basic Programs

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable)

Needs: District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. These Tier 2 and Tier 3 students are prioritized for supports and monitored using the District Data Den. Results: We are very excited to see the mean RIT growth in mathematics and reading across the 3 schools in the District. Our staff is also involved in partnerships with ISG, UIC and the Museum of Science and Industry throughout the year. The trainings are focused on math and science CCSS training. Our PLC's provide feedback on the most effective strategies on a routine basis to each curricular team. READ 180's comprehensive system of professional development supports our teachers and leaders in evaluating and improving their instructional practices using a blended approach. Face-to-face training on the tenets of this blended literacy program was the initial PD followed by on-site collaborative teaching with a trainer-of-trainers method. This allows our staff to consistently use data to determine whether students are making the desired academic gains and then whether they need modifications in their curriculum or instruction. This intensive analysis and participation in the R160 professional learning community has transformed our literacy model. We are very excited to see the mean RIT growth in mathematics and reading across the 3 schools in the District. Goals: We have seen an overall improvement in ELA and Mathematics in each grade level except 3rd and 6th; however, we need to ensure equal opportunity and access to the curriculum. As such, our instructional teams will meet weekly and monthly to review/revise curriculum maps, instructional units, and lesson plans for ELA, Math, Social Science and Next Generation Science Standards. Our Response to Intervention Model guides each school to support our student's academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions as identified through the disaggregated data will receive individualized support services that are monitored and reviewed at least every 3-5 weeks. In addition, our District Leadership Team will identify and reallocate resources needed for diversified learning supports based on trimester data den analysis. The diversification supports school-wide initiatives as well as small-group interventions.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, reducing class size, key professional development opportunities for teachers and principals, and nonpublic equitable share (if applicable).

Also identify needs assessment results, including a description of strategies for closing any achievement gaps and for key professional development opportunities for teachers and principals. Needs: CCSS training and best practices for struggling students. Results: Our staff is involved in partnerships with the Intermediate Service Center 4, University of Illinois at Chicago (MCHI) and the Museum of Science and Industry throughout the year. The trainings are focused on the math and science CCSS training. Our PLC's provide feedback on the most effective strategies on a routine basis to each curricular team. READ 180's comprehensive system of professional development supports our teachers and leaders in evaluating and improving their instructional practices using a blended approach. We also implement leveled literacy intervention, which is a short-term, supplementary intervention system proven to improve literacy achievement of struggling readers with engaging leveled books and fast-paced, systematically designed lessons. Goals: Face-to-face training on the tenets of this blended literacy program was the initial PD followed by on-site collaborative teaching with a trainer-of-trainers method. This allows our staff to consistently use data to determine whether students are making the desired academic gains and then whether they need modifications in their curriculum or instruction.

G. Title III - LIEP

Needs: Hire additional ESL-certified staff. Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with EL students. Results: Information packets are provided to classroom teachers and others working with ELs at the beginning of the school year, or as needed. Other EL information of interest, including notices of EL training provided outside the district, is provided to administrators, teachers and others working with ELs throughout the school year. Goals: Information and professional development activities are designed to improve instruction and assessment of ELs, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELs and based on scientifically-based research.

H. Title III - ISEP

Needs: Hire additional ESL-certified staff. Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with ELs and immigrant children. Results: Information packets are provided to classroom teachers and others working with ELs at the beginning of the school year, or as needed. Other EL information of interest, including notices of EL training provided outside the district, is provided to administrators, teachers and others working with ELs and immigrant children throughout the school year. Goals: Information and professional development activities are designed to improve instruction and assessment of ELs and immigrant children, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELs and immigrant children based on scientifically-based research.

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

Identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps through well-rounded education, improving school conditions for student learning and improving the use of technology, and nonpublic equitable share (if applicable).

Also provide information for Title IV-A programs and activities planned as a result of needs assessment that align with the Title IV-A budget. Needs: Our District Technology Committee revised our vision for our Tech Plan 2025. Results: Our Technology Committee goals for the 2025 Tech Plan (see next section). Goals: 1. Lead our students to be ethical, safe, and responsible in the real and digital world. 2. Provide innovative professional development. 3. To allow equitable access for all, regardless of their abilities and socioeconomic status. 4. To train staff when and how to use technology to enhance the curriculum appropriately. (Technology enhances, doesn't replace instruction.) 5. Devise the most effective method to share information about the district technology plan which may look different for each building.

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

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

Based on a review of needs, funds from IDEA Part B Flow-Through grant will be used to pay non-TRS tuition to Eisenhower Cooperative for the CARE and DLP programs as well as OT, PT and hearing itinerant services. The funds are necessary to support the increasing costs of programs required by an equally increasing number of students whose needs cannot be met in district programs and/or by district staff.

L. IDEA, Part B - Preschool

The district reviewed the need for continued opportunities for early childhood programs in the community. Data available through the recruitment process indicate growing needs for such services. The district has expanded enrollment to offer additional opportunities to families to participate in early childhood programs. Participation in early childhood programs prior to kindergarten has many benefits and can improve student achievement. Program goals continue to include offering stable, consistent educational opportunities to meet the physical, mental, social, and emotional needs of young children.

Legislative Requirement:

[1] IDEA - 23 IAC Section 1.420(a)

*Required field, applicable for all funding sources selected

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

ISBE Goals:

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

District Goal(s):

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

Every school offers a safe and healthy learning environment for all students.

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

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
2 = Title I, Part D - Neglected
3 = Title I, Part D - Delinquent
4 = Title I, Part D - State Neglected/Delinquent

- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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

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

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

(count) of 7500 maximum characters used

The District consults with stakeholders regularly in a variety of ways. We have District Leadership Teams that have parent representation, School-based PAC's (Parent Advisory Committees), and feedback from the 5 Essentials Survey. Based on a review of needs at our Spring 2026 meeting, it was determined that the behavioral and emotional needs of students are impacting overall academic engagement and achievement. Thus, a safe and healthy learning environment is a top priority as identified by our District Improvement Plan.

Response from the prior year Consolidated District Plan.

The District consults with stakeholders regularly in a variety of ways. We have District Leadership Teams that have parent representation, School-based PAC's (Parent Advisory Committees), and feedback from the 5 Essentials Survey. Based on a review of needs at our Spring 2025 meeting, it was determined that the behavioral and emotional needs of students are impacting overall academic engagement and achievement. Thus, a safe and healthy learning environment is a top priority as identified by our District Improvement Plan.

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

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

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

(count) of 7500 maximum characters used

Parents/Guardians and Community members are invited via published announcements to participate in our Strategic Plan, School Improvement Plan and 5 Essentials. Increased student achievement is a joint responsibility of the home and school. As such, we have school-parent compacts that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to increase student achievement. A safe and healthy learning environment is a top priority as identified by our District Improvement Plan. Research suggests that students who feel safe continue to perform higher on standardized tests. Our team reviews disaggregated data at least 3 times per year to monitor all achievement gaps. By working together, our students will succeed!

Response from the prior year Consolidated District Plan.

Parents/Guardians and Community members are invited via published announcements to participate in our Strategic Plan, School Improvement Plan and 5 Essentials. Increased student achievement is a joint responsibility of the home and school. As such, we have school-parent compacts that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to increase student achievement. A safe and healthy learning environment is a top priority as identified by our District Improvement Plan. Research suggests that students who feel safe continue to perform higher on standardized tests. Our team reviews disaggregated data at least 3 times per year to monitor all achievement gaps. By working together, our students will succeed!

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. Include Title I parent and family engagement required meetings and activities. Also include a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable. ** [3]

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

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

(Count of 2500 maximum characters used)

Our Bilingual Parent Advisory Council (BPAC) meets at least once each trimester to address all matters related to parent involvement and training that will lead to improved engagement and achievement for their children. Family Literacy Nights, Cinco De Mayo Celebrations, and Parent University are two examples of such family engagement opportunities. Our Bilingual Parent Advisory Committee (BPAC) plans activities for our EL families to interact with the children during the Family Literacy Night by creating cards for matching games, manipulatives for math activities, and word cards for making sentences. Some EL parents make food and review the recipes in a cooking exercise. In addition, parents are encouraged to participate in monthly field trips or classroom activities at each building. By working together, our students will succeed!

Response from the prior year Consolidated District Plan:

Our Bilingual Parent Advisory Council (BPAC) meets at least once each trimester to address all matters related to parent involvement and training that will lead to improved engagement and achievement for their children. Family Literacy Nights, Cinco De Mayo Celebrations, and Parent University are two examples of such family engagement opportunities. Our Bilingual Parent Advisory Committee (BPAC) plans activities for our EL families to interact with the children during the Family Literacy Night by creating cards for matching games, manipulatives for math activities, and word cards for making sentences. Some EL parents make food and review the recipes in a cooking exercise. In addition, parents are encouraged to participate in monthly field trips or classroom activities at each building. By working together, our students will succeed!

Title I Requirements:

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

ESPA section 1112(c)(3)(A)

Title III Requirements:

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

Legislative References:

- [1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)
- [2] Title I, Part A, Section 1116(a)(2)
- [3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field

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

[REDACTED]

Parent and Family Engagement

ESEA Section 1116(a)(2)

Each Local Educational Agency (LEA) that receives Title I funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children: a written parent and family engagement policy. The policy shall be incorporated into the LEA's Consolidated District Plan, establish the LEA's expectations and objectives for meaningful parent and family involvement, and describe how the LEA will

- (A) Involve parents and family members in jointly developing the LEA Consolidated District Plan, and the development of support and improvement plans.
 - (B) Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
 - (C) Coordinate and integrate parent and family engagement strategies with other relevant federal, state and local laws and programs.
 - (D) Conduct an annual meeting and evaluate the content and effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families and the needs of parents and family members to assist with the learning of their children; and, strategies to support successful school and family interactions.
 - (E) Use the findings of the evaluation (D) to design evidence-based strategies for more effective (E) parental involvement, and to revise, if necessary the parent and family engagement policies.
 - (F) Involve parents in the activities of the Title I schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by LEA to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.
2. By checking this box, the applicant hereby certifies that they have read, understood, and will comply with the parent and family engagement policy requirements.

Resources:

[U.S. Department of Education-Parent and Family Engagement Non-Regulatory Guidance](#)
[Title Grants Administration Parent and Family Engagement Website](#)
[Parent and Family Engagement Policy Templates](#)

Upload a PDF of the District's Parent and Family Engagement Policy. Please use the naming system as noted below.

- Convert all the necessary documentation into a single PDF.
- Label the document with the region-county-district-type code number of the applicant, followed by a hyphen, then the name of the applicant, followed by a hyphen, followed by PFEPolicy.
- Example: ABC School District would name the upload as 01-234-5678-90-ABC-PFEPolicy

DO NOT USE ANY SPACES OR SPECIAL CHARACTERS BESIDES A HYPHEN IN THE NAME.

NOTE: The PDF file size may not exceed 10MB or the upload will fail.

How To Upload A File

- Browse your files to locate the required document.
- Double-click to display it in the Browser window.
- Click on the Upload button.
- The name of the uploaded document will display in the area below.

Choose File No file chosen

Any uploaded files will appear below. Until the application is submitted to ISBE, an uploaded document may be deleted using the Delete button below. After submitting to ISBE, any required changes must be submitted separately, adding a Version number to the name.

07-016-1250-02-Atwood Heights SD125-PFEPolicy.pdf

Check this box to confirm that the District's Parent and Family Engagement Policy has been uploaded.*

*Required field

Private School Participation

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

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

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

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

W3 Private Schools participate in the Program?

Yes No

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic School Consultation Form
Southwest Chicago Christian	<input type="checkbox"/>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Number of Low-Income Student(s): <input type="text"/>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Total Enrollment Number Student(s): <input type="text"/>	Nonpublic Consultation Form <input type="button" value="Choose File"/> No file chosen FY 27 Nonpublic school participation SW Chgo Christian with emails.pdf

Comments: _____

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

ISBE Goals:

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

District Goal(s):

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

All kindergarten are assessed for readiness.

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

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

If the district does not offer early childhood education programs, enter

No Preschool Programs

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

(count) of 7500 maximum characters used)

District 125 has an Early Childhood (EC) program that provides transition activities for the EC children. Plans routinely include tours of the school (Step-up), visiting kindergarten classrooms (shadow days), and participating in kindergarten activities such as eating lunch and playing on the playground. If children are unable to visit on the designated days, activities such as pen-pal programs, video messaging, and cross-grade level field trips are planned. Each school encourages parents to participate in all the experiences available to their children both on and off campus.

Response from the approved prior year Consolidated District Plan.

District 125 has an Early Childhood (EC) program that provides transition activities for the EC children. Plans routinely include tours of the school (Step-up), visiting kindergarten classrooms (shadow days), and participating in kindergarten activities such as eating lunch and playing on the playground. If children are unable to visit on the designated days, activities such as pen-pal programs, video messaging, and cross-grade level field trips are planned. Each school encourages parents to participate in all the experiences available to their children both on and off campus.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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

ISBE Goals:

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

District Goal(s):

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

All students are supported by highly effective teachers and school leaders. Every school offers a safe and healthy learning environment for all students.

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement the program(s).* [1]

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

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

(count of 7500 maximum characters used)

To ensure equal opportunity and access to the curriculum, instructional teams meet weekly and monthly to review/revise curriculum maps, instructional units, and lesson plans for ELA, Math, Social Science and Next Generation Science Standards. Our Response to Intervention Model guides each school to support our students' academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions as identified through the disaggregated data, will receive individualized support services monitored and reviewed at least every 3-5 weeks. In addition, our District Leadership Team identifies, allocates, and reallocates resources needed for diversified learning supports. The diversification supports school-wide initiatives as well as small-group interventions. District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathematics, Creative Curriculum, Dreambox and IXL to name a few. After-school tutoring is offered up to 4 days a week.

Response from the prior year Consolidated District Plan.

To ensure equal opportunity and access to the curriculum, instructional teams meet weekly and monthly to review/revise curriculum maps, instructional units, and lesson plans for ELA, Math, Social Science and Next Generation Science Standards. Our Response to Intervention Model guides each school to support our students' academic, physical, social, emotional, and behavioral needs. Students who need more intensive interventions as identified through the disaggregated data, will receive individualized support services monitored and reviewed at least every 3-5 weeks. In addition, our District Leadership Team identifies, allocates, and reallocates resources needed for diversified learning supports. The diversification supports school-wide initiatives as well as small-group interventions. District 125 utilizes a myriad of different progress monitoring tools, including scientifically based reading interventions and instructional strategies. Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathematics, Creative Curriculum, Dreambox and Fastt Math to name a few. After-school tutoring is offered up to 4 days a week.

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

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

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

(count of 7500 maximum characters used)

Students are identified each year for placement in a myriad of different intervention programs. This includes all students (EL, Special Education, Neglected and Delinquent). Criteria used in the identification process are listed below: Falling grades (1 or more subjects) identified on the NWEA MAP as Unsatisfactory or Partially Proficient; Attendance Reports (threshold of 9 absences will begin identification and intervention efforts); Behavioral Referrals (threshold of 4 referrals will begin identification and intervention efforts); ACES (2 or more ACES identified will begin identification and intervention efforts).

Response from the prior year Consolidated District Plan.

Students are identified each year for placement in a myriad of different intervention programs. This includes all students (EL, Special Education, Neglected and Delinquent). Criteria used in the identification process are listed below: Falling grades (1 or more subjects) identified on the NWEA MAP as Unsatisfactory or Partially Proficient; Attendance Reports (threshold of 9 absences will begin identification and intervention efforts); Behavioral Referrals (threshold of 4 referrals will begin identification and intervention efforts); ACES (2 or more ACES identified will begin identification and intervention efforts).

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

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

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

(count of 7500 maximum characters used)

Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathematics, Creative Curriculum and IXL. Math to name a few. After-school tutoring is offered up to 4 days a week. Direct English language instruction is provided to EL students in four domains of instruction: Speaking, Listening, Reading and Writing. Scaffolding instruction for EL learners by modeling, bridging, schema building, re-presenting text, and developing metacognition to develop language proficiency for our EL population. Immigrant students will receive the following integrated support services: Academic Interventionists: staff who collaborate with classroom teachers to design and implement individualized academic plans; Progress Monitoring: assessment of student growth using WIDA ACCESS and classroom-based data to adjust instruction accordingly; and Individualized Learning Plans developed for students needing sustained academic and language support, outlining goals, strategies, and timelines for progress.

Response from the prior year Consolidated District Plan.

Once students are screened and identified for diversified learning supports on the tiered intervention model, progress monitoring begins. Students might utilize Read 180, Lexia, Reading Plus, Exact Path, Mathematics, Creative Curriculum and Fastt Math to name a few. After-school tutoring is offered up to 4 days a week. Direct English language instruction is provided to EL students in four domains of instruction: Speaking, Listening, Reading and Writing. Scaffolding instruction for EL learners by modeling, bridging, schema building, re-presenting text, and developing metacognition to develop language proficiency for our EL population. Immigrant students will receive the following integrated support services: Academic Interventionists: staff who collaborate with classroom teachers to design and implement individualized academic plans; Progress Monitoring: assessment of student growth using WIDA ACCESS and classroom-based data to adjust instruction accordingly; and Individualized Learning Plans developed for students needing sustained academic and language support, outlining goals, strategies, and timelines for progress.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]
For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.
DO NOT use special characters, number or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.

(count) of 7500 maximum characters used

All instructional staff will be required to participate in mandatory training related to best practices and effective implementation of CCSS. All identified strategies will be housed in a Compendium of Strategies google doc that staff members can utilize and/or add to throughout the year. Teachers will also learn the difference between receptive (listening and reading) and productive (speaking and writing) language as it applies to EL students. Additional training will focus on the following instructional strategies: modeling, bridging, schema building, re-presenting text, and developing metacognition to develop language proficiency for our EL population. Newcomer programs/Orientations designed to support recently arrived immigrant students with intensive English instruction and acculturation support are implemented. Immigrant students will receive the following integrated support services: Academic Interventionists; staff who collaborate with classroom teachers to design and implement individualized academic plans; Progress Monitoring; assessment of student growth using WIDA ACCESS and classroom-based data to adjust instruction accordingly; and Individualized Learning Plans developed for students needing sustained academic and language support, outlining goals, strategies, and timelines for progress.

Response from the prior year Consolidated District Plan.

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

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

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(count) of 7500 maximum characters used

District 125 uses Benchmark Assessment Systems BAS, IAR and NWEA data to disaggregate by subgroups. Students identified as low-income or minority will only be placed into classes with teachers who are rated as excellent or proficient. We utilize the Charlotte Danielson Framework Model to evaluate our teachers. Achievement gaps and any disparities identified from our comprehensive data review will be identified and shared with the District Improvement Team, who will then outline the goals and timeline for improvement efforts. Any students who are placed in classrooms taught by inexperienced or out-of-field teachers will be set as a top-priority review. Options for said students may include transfer to another classroom, cooperative teachers assigned to said classroom, and Intervention Specialist Assistance for said classrooms.

Response from the prior year Consolidated District Plan.

District 125 uses Benchmark Assessment Systems BAS, IAR and NWEA data to disaggregate by subgroups. Students identified as low-income or minority will only be placed into classes with teachers who are rated as excellent or proficient. We utilize the Charlotte Danielson Framework Model to evaluate our teachers. Achievement gaps and any disparities identified from our comprehensive data review will be identified and shared with the District Improvement Team, who will then outline the goals and timeline for improvement efforts. Any students who are placed in classrooms taught by inexperienced or out-of-field teachers will be set as a top-priority review. Options for said students may include, transfer to another classroom, cooperative teachers assigned to said classroom, and Intervention Specialist Assistance for said classrooms.

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

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

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

(count) of 7500 maximum characters used

District 125 is committed to improving resources through our school libraries by offering training sessions for school staff/librarians to enhance their skills in teaching digital literacy and utilizing technology effectively. This professional development covers topics such as information literacy, digital research methods, evaluating online sources, and utilizing educational technology tools. Other topics offered include: Digital Citizenship/ Productive & Ethical and Innovative 21st Century Career readiness skills/ Equitable Opportunities for All Students/ Innovative / Creative/ Higher Order Thinking - Critical Thinking / Problem-Solving/ Partnership with Community Organizations

Response from the prior year Consolidated District Plan.

District 125 is committed to improving resources through our school libraries by offering training sessions for school staff/librarians to enhance their skills in teaching digital literacy and utilizing technology effectively. This professional development covers topics such as information literacy, digital research methods, evaluating online sources, and utilizing educational technology tools. Other topics offered include: Digital Citizenship/ Productive & Ethical and Innovative 21st Century Career readiness skills/ Equitable Opportunities for All Students/ Innovative / Creative/ Higher Order Thinking - Critical Thinking / Problem-Solving/ Partnership with Community Organizations

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

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

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

(count) of 7500 maximum characters used

District 125 offers students with high achievement levels the opportunity for expanded activities within the classroom in grades K-2. At the intermediate and junior high level (3-8), students may experience expanded activities within the regular classroom or they may be placed in accelerated or honors classes. Each year, students are re-evaluated to determine their placement for the upcoming school year. Accelerated placement is the placement of a student at the instructional level that best matches that student's needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from an accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual orientation, disability, English language proficiency, or socioeconomic status. Honors or accelerated students are those students who have been identified by professional personnel as giving evidence of outstanding performance intellectually or in specific academic areas. Student Identification (Grades 4-8) Students are identified each year for placement in honors/accelerated programs. A matrix containing multiple criteria provides a weighted analysis of a student's performance. Examples of criteria include: Benchmark Assessment Systems, NWEA MAP scores, IAR scores, Common Unit Assessments, cumulative grade averages, and teacher recommendations.

Response from the prior year Consolidated District Plan.

District 125 offers students with high achievement levels the opportunity for expanded activities within the classroom in grades K-2. At the intermediate and junior high level (3-8), students may experience expanded activities within the regular classroom or they may be placed in accelerated or honors classes. Each year, students are re-evaluated to determine their placement for the upcoming school year. Accelerated placement is the placement of a student at the instructional level that best matches that student's needs by allowing access to a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement options must include, but need not be limited to, early entrance to kindergarten and first grade, individual subject acceleration, and whole grade acceleration. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from an accelerated placement. Eligibility for accelerated placement shall also be open to all students regardless of race, ethnicity, gender, religion, sexual

orientation, disability, English language proficiency, or socioeconomic status. Honors or Accelerated students are those students who have been identified by professional personnel as giving evidence of outstanding performance intellectually or in specific academic areas. Student Identification (Grades 4-8) Students are identified each year for placement in honors/accelerated programs. A matrix containing multiple criteria provides a weighted analysis of a student's performance. Examples of criteria include: Benchmark Assessment Systems, NWEA MAP scores, IAR scores, Common Unit Assessments, cumulative grade averages, and teacher recommendations.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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

ISBE Goals:

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

District Goal(s):

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

All students are supported by highly effective teachers and school leaders.

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

- I. Coordination with institutions of higher education, employers, and other local partners; and
- II. Increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. **DO NOT use special characters, numbers or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.**

(count of 7500 maximum characters used)

Our Junior High coordinates with the District 218 high school vertical articulation teams to ensure a smooth transition to high school for all students. Curriculum, assessments and effective instructional methodologies are shared and highlighted in our professional development opportunities. Students and staff members participate in shadow days to learn about the varied instructional programs and ensure continuity and smooth transitions. Students may also participate in remedial and/or enrichment offerings after school or in the summer, offered by District 218.

Response from the approved prior year Consolidated District Plan.

Our Junior High coordinates with the District 218 high school vertical articulation teams to ensure a smooth transition to high school for all students. Curriculum, assessments and effective instructional methodologies are shared and highlighted in our professional development opportunities. Students and staff members participate in shadow days to learn about the varied instructional programs and ensure continuity and smooth transitions. Students may also participate in remedial and/or enrichment offerings after school or in the summer, offered by District 218.

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

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

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. **DO NOT use special characters, numbers or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.**

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

(count of 7500 maximum characters used)

All students in grades 6-8 take a STEM course for one trimester each year. Using topic-driven challenges, coding game activities, and 3D modeling projects, students experience how STEM is tied to the content they're learning in the classroom and prepares our 21st-century learners for career readiness opportunities. Our Goals for the STEM program are as outlined: To increase student engagement and productivity through personalized learning and equal access to technology to extend and expand learning beyond the school day-anytime, anywhere learning; To provide authentic and relevant learning experiences; To increase student achievement and academic rigor; To promote inclusion by providing opportunities that level the playing field for children with disabilities in general education classrooms; To increase 21st-century skill development in collaboration, communication, creativity, critical thinking and problem-solving, digital literacy, and global awareness.

Response from the approved prior year Consolidated District Plan.

All students in grades 6-8 take a STEM course for one trimester each year. Using topic-driven challenges, coding game activities, and 3D modeling projects, students experience how STEM is tied to the content they're learning in the classroom and prepares our 21st-century learners for career readiness opportunities. Our Goals for the STEM program are as outlined: To increase student engagement and productivity through personalized learning and equal access to technology to extend and expand learning beyond the school day-anytime, anywhere learning; To provide authentic and relevant learning experiences; To increase student achievement and academic rigor; To promote inclusion by providing opportunities that level the playing field for children with disabilities in general education classrooms; To increase 21st-century skill development in collaboration, communication, creativity, critical thinking and problem-solving, digital literacy, and global awareness.

Legislative References:

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

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

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

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

ISBE Goals:

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

District Goal(s):

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

All students are supported by highly effective teachers and school leaders.

For each program for which funding is anticipated for the 2026-2027 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

- Be sure to include information on how participating private schools will be included in the professional development plans.

- NOTE - writing space appears only if a program was selected on the Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, save the page, and return to this page.

Program and Description**A. Title I, Part A - Improving Basic Programs**

District 125 engages in collaborative partnerships with the University of Illinois at Chicago and the Museum of Science and Industry to strengthen pedagogical content knowledge. As such, we engage in professional development in the areas of mathematics, science, and formative assessments focused on differentiated curricula. Teachers utilize high-quality tasks to assess student understanding and support the development of a robust understanding of the curriculum. We have common grade-level assessments to monitor student progress and a tiered curriculum to ensure students are challenged and making progress. Building sense-making classrooms is our top priority!

B. Title I, Part A - School Improvement Part 1003**C. Title I, Part D - Delinquent****D. Title I, Part D - Neglected****E. Title I, Part D - State Neglected/Delinquent****F. Title II, Part A - Preparing, Training, and Recruiting**

District 125 engages in collaborative partnerships with the University of Illinois at Chicago and the Museum of Science and Industry to strengthen pedagogical content knowledge. As such, we engage in professional development in the areas of mathematics, science, and formative assessments focused on differentiated curricula. Teachers utilize high-quality tasks to assess student understanding and support the development of a robust understanding of the curriculum. We have common grade-level assessments to monitor student progress and a tiered curriculum to ensure students are challenged and making progress. Building sense-making classrooms is our top priority!

G. Title III - LEP

District 125 engages in collaborative partnerships with the Illinois Resource Council and participates in the Illinois Bilingual Summit. Grant funds are used to support Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with EL students. PD topics include pathways to academic success, parent engagement in schools, immigration issues, U.S. citizenship, bilingual education programs, community college services, effective parenting techniques, and healthcare alternatives. Information and professional development activities are designed to improve instruction and assessment of ELs, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELs and based on scientifically-based research. Teachers will also learn the difference between receptive (listening and reading) and productive (speaking and writing) language as it applies to EL students. Additional training will focus on the following instructional strategies: modeling, bridging, schema building, re-presenting text, and developing metacognition to develop language proficiency for our EL population.

H. Title III - ISEP

District 125 engages in collaborative partnerships with the Illinois Resource Council and participates in the Illinois Bilingual Summit. Grant funds are used to support Professional Development for administrators, classroom teachers, paraprofessionals, and volunteers working with EL students and immigrant children and youth. PD topics include pathways to academic success, parent engagement in schools, immigration issues, U.S. citizenship, bilingual education programs, community college services, effective parenting techniques, and healthcare alternatives. Information and professional development activities are designed to improve instruction and assessment of EL students and immigrant children and youth, provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for EL students and immigrant children and youth based on scientifically-based research. Teachers will also learn the difference between receptive (listening and reading) and productive (speaking and writing) language as it applies to EL students. Additional training will focus on the following instructional strategies: modeling, bridging, schema building, re-presenting text, and developing metacognition to develop language proficiency for our EL and immigrant student population.

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

Our Google Certified experts will provide professional development for our district teams. Professional development will focus on the following goal areas: Provide innovative professional development on an ongoing basis. Allow equitable access for all, regardless of their abilities and socioeconomic status. To train staff on when and how to use technology to enhance the curriculum appropriately. We firmly believe that technology enhances and does not replace instruction.

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

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

Staff will continue to investigate and implement best practices for students identified as special needs. Professional development in collaboration with the Eisenhower Cooperative.

L. IDEA, Part B - Preschool

Teachers will continue to be trained in the implementation of the newly adopted creative curriculum including professional coaching.

Legislative Requirement:

[1] Title III, Section 3115(c)(2)

[2] 34 CFR 300.207 ; 2122(b)(4-9) of ESSA

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

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

ISBE Goals:

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

District Goal(s):

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

Every school offers a safe and healthy learning environment for all students.

1. Describe the process through which the districts will:

- I. reduce incidences of bullying and harassment;**
II. reduce the overuse of discipline practices that remove students from the classroom [1];
III. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined below [2]:
- a. each major racial and ethnic group;
 b. economically disadvantaged students as compared to students who are not economically disadvantaged;
 c. children with disabilities as compared to children without disabilities;
 d. English proficiency status;
 e. gender; and
 f. migrant status.

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

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

[(count) of 7500 maximum characters used]

District 125 has comprehensive strategies to help prevent, identify and investigate incidents of bullying. The district is committed to having a counselor or social worker assigned to each building to support students' safety and well-being. Key staff have been trained in positive behavioral strategies and restorative justice practices. Building teams meet regularly to review student progress and develop appropriate interventions for those students who are struggling socially and emotionally. District teams will consistently review discipline data to assure that certain populations are not disproportionately represented.

Response from the prior year Consolidated District Plan.

The district has comprehensive strategies to help prevent, identify and investigate incidents of bullying. The district is committed to having a counselor or social worker assigned to each building to support students' safety and well-being. Key staff have been trained in positive behavioral strategies and restorative justice practices. Building teams meet regularly to review student progress and develop appropriate interventions for those students who are struggling socially and emotionally. District teams will consistently review discipline data to assure that certain populations are not disproportionately represented.

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

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

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

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

[(count) of 7500 maximum characters used]

District 125 has an assigned Homeless Liaison who works with staff, children and their families to provide needed services. Building principals and support staff are trained to be aware of and responsive to the needs of homeless families. Building teams meet to help access outside resources and monitor attendance and academic progress. District 125 provides transportation funds for students who are consistently absent due to their homeless status. Set-aside funds are used to purchase hygiene supplies for our homeless students.

Response from the prior year Consolidated District Plan.

District 125 has an assigned Homeless Liaison who works with staff, children and their families to provide needed services. Building principals and support staff are trained to be aware of and responsive to the needs of homeless families. Building teams meet to help access outside resources and monitor attendance and academic progress. District 125 provides transportation funds for students who are consistently absent due to their homeless status. Set-aside funds are used to purchase hygiene supplies for our homeless students.

Title I Requirement:

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

Legislative Requirements:

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

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

Attendance Center Designation

Instructions

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - HAMLIN UPPER GRADE CENTER	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/24/2026
0003 - LAUREL MANOR SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/24/2026
0004 - MEADOW LAKE SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	03/24/2026

Describe anticipated Reorganizations:

Not applicable

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

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

ISBE Goals:

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

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

- Every school offers a safe and healthy learning environment for all students.

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

Section 1111(d)

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. DO NOT use special characters, numbered or bulleted lists copied from Word, "see above," or N/A as this may delay the submission or approval of your plan.

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

No schools identified under this part

(count) of 7500 maximum characters used

No schools identified under this part

Response from the approved prior year Consolidated District Plan.

No schools identified under this part

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

- Yes
- No

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

Measures of Poverty from 1112(b)(4) and (B)

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

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

Section 1114 and 1115

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

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

(count) of 7500 maximum characters used

District 125 has been approved for CEP through ISBE and utilizes the Schoolwide program for each of the three schools in our attendance area: Lawn Manor, Meadow Lane and Hamlin Upper Grade Center. We believe closing achievement gaps is a District-wide responsibility and as such have identified comprehensive supports for struggling students. We believe that hiring and retaining qualified staff members is a necessity to improving our educational programs. High-quality professional development for all staff coupled with a tiered curriculum and comprehensive supports, will promote rich learning for all students, but most notably impoverished students. Ensuring access to a high-quality instructional program and engaging our community so that learning environments can be safe, orderly, and focused on increased achievement is our top priority.

Response from the approved prior year Consolidated District Plan.

District 125 has been approved for CEP through ISBE and utilizes the Schoolwide program for each of the three schools in our attendance area: Lawn Manor, Meadow Lane and Hamlin Upper Grade Center. We believe closing achievement gaps is a District-wide responsibility and as such have identified comprehensive supports for struggling students. We believe that hiring and retaining qualified staff members is a necessity to improving our educational programs. High-quality professional development for all staff coupled with a tiered curriculum and comprehensive supports will promote rich learning for all students but most notably impoverished students. Ensuring access to a high-quality instructional program and engaging our community so that learning environments can be safe, orderly, and focused on increased achievement is our top priority.

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

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

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

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

(Count) of 7500 maximum characters used

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

Title I Requirement:

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

*Required field

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

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

ISBE Goals:

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

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

Every school offers a safe and healthy learning environment for all students.

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

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

(Count) of 7500 maximum characters used

Our comprehensive needs assessment identified the following needs: 1. Resource inequities, which included a review of LEA and school-level budgeting. 2. We discussed ways to identify how subgrant funds will be used to inform and improve comprehensive literacy instruction. 3. School conditions for student learning to create a healthy and safe school environment. 4. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Response from the approved prior year Consolidated District Plan.

Our comprehensive needs assessment identified the following needs: 1. Resource inequities, which included a review of LEA and school-level budgeting. 2. We discussed ways to identify how subgrant funds will be used to inform and improve comprehensive literacy instruction. 3. School conditions for student learning to create a healthy and safe school environment. 4. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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

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

(Count) of 7500 maximum characters used

Tuition (purchased services) for Eisenhower Cooperative and salary for Instructional Aides.

Response from the approved prior year Consolidated District Plan.

Tuition (purchased services) for Eisenhower Cooperative and salary for Instructional Aides.

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

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

(Count) of 7500 maximum characters used

No changes to denote at this time.

Response from the approved prior year Consolidated District Plan.

No changes to denote at this time.

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

<https://www.isbe.net/Pages/Special-Education-Programs.aspx>

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

(Count) of 7500 maximum characters used

District 125 has identified SPP Indicator 8 in need of improvement. Indicator 8 is a results indicator that measures the percentage of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Our district is part of the State Performance Plan (SPP) Indicator 8 Parent Survey. The surveys were sent out to families on January 13, 2026. The survey results are a required component of ISBE's Annual Performance Report (APR) to the United States Department of Education, Office of Special Education Programs (OSEP). District 125 will analyze the survey results and make recommendations to improve how well our schools involve parents in their child's education for the 2025-26 school year.

*Required field

Overview

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

PROGRAM: Youth in Care Stability
PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.
REQUIRED FOR: All Illinois school districts and state-authorized charter schools
RESOURCES: [ED and DHS Letter to Chief State School Officers and Child Welfare Directors on Implementing the Fostering Connections Act of May 30, 2014](#)
[US Department of Education \(USDE\) web page for Students in Foster Care](#)
[The Fostering Connections to Success and Increasing Adoptions Act of 2009 \(P.L. 110-351\)](#)
[Educational Stability Requirements \(Effective October 7, 2009\)](#)
[Public Act 099-0781 \(Effective 8/12/2016\)](#)
[USDE Non-Regulatory Guidance: Fostering Educational Stability for Children in Foster Care \(June 23, 2016\)](#)
[Finance, Budgets & Funding Transportation Programs \(scroll to Foster Care Transportation section\)](#)
[ESEA of 1965 as Amended, Section 6312\(c\)](#)

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

<https://www.liba.net/Documents/ISBE-Visit-Vehicle-Use-Guide.pdf>

Transportation Programs:

<https://www.liba.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

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

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

REMINDER: A multifunction school activity bus (MFSAB) can NEVER be used to transport home-to-school or school-to-home [625 ILCS 5/1-146.3a-5]

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

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

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Gray	Laura	Special Education Coordinator and Principal	lgray@ahsd125.org
Phone*			
708	328	6958	

[Click here to add information for an additional Youth in Care/Foster Care LEA-POC.](#)

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Cole	Lisa	Superintendent	lcole@ahsd125.org
Phone*			
708	371	0050	

[Click here to add information for other personnel involved in the plan development.](#)

*Required field

Best Interest Determination as it relates to School Stability

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

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

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

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

The Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaisons, teachers, principals, counselor and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The team will regularly monitor the student's placement and make changes as needed. The following factors are considered when determining the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1. Preferences of the child; 2. Preferences of the child's parent(s) or education decision-maker(s); 3. The child's attachment to the school, including meaningful relationships with staff and peers; 4. Placement of the child's sibling(s); 5. Influence of the school climate on the impact the child, based on the child's developmental stage; 6. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and 10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

Response from the approved prior year Consolidated District Plan.

The Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaisons, teachers, principals, counselor and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The team will regularly monitor the student's placement and make changes as needed. The following factors are considered when determining the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include: 1. Preferences of the child; 2. Preferences of the child's parent(s) or education decision-maker(s); 3. The child's attachment to the school, including meaningful relationships with staff and peers; 4. Placement of the child's sibling(s); 5. Influence of the school climate on the impact the child, based on the child's developmental stage; 6. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and 10. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

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

See IDEA legislation here: See Section 504 here

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

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

All rules and regulations as required by IDEA are adhered to by the District. If the student has an Individual Education Plan (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will include a variety of factors to ensure the children with disabilities under IDEA and students with disabilities under Section 504 are transferred safely. We will also ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students. Legal advocates will be consulted with and invited to all IEP and Student Support Team (SST) meetings.

Response from the approved prior year Consolidated District Plan.

All rules and regulations as required by IDEA are adhered to by the District. If the student has an Individual Education Plan (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will include a variety of factors to ensure the children with disabilities under IDEA and students with disabilities under Section 504 are transferred safely. We will also ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students. Legal advocates will be consulted with and invited to all IEP and Student Support Team (SST) meetings.

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

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

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

Our Bilingual Director will consult with the Student Support Team (SST) on all EL placements. We know English language learners are improving their English skills, thus we provide translation services when necessary to ensure they understand their rights under the law. We will include a variety of factors to ensure the children who are English Learners are transferred safely. We also try to ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students.

Response from the approved prior year Consolidated District Plan.

Our Bilingual Director will consult with the Student Support Team (SST) on all EL placements. We know English language learners are improving their English skills, thus we provide translation services when necessary to ensure they understand their rights under the law. We will include a variety of factors to ensure the children who are English Learners are transferred safely. We also try to ensure their school of origin is considered in his or her best interest because it ensures school stability for these at-risk students.

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

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

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

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

Parents may contact their child's principal to review placement criteria and discuss the possibility of a probationary placement should it be deemed that said student would benefit from another placement. Building principals will notify the Student Support Team (SST) and initiate a meeting to discuss the concerns. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The district will work cooperatively with the DCFS foster care liaison but understands that DCFS has the final say if a resolution cannot be determined.

Response from the approved prior year Consolidated District Plan.

Parents may contact their child's principal to review placement criteria and discuss the possibility of a probationary placement should it be deemed that said student would benefit from another placement. Building principals will notify the Student Support Team (SST) and initiate a meeting to discuss the concerns. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The district will work cooperatively with the DCFS foster care liaison but understands that DCFS has the final say if a resolution cannot be determined.

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

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

1. Targeted Training and Professional Development: The district will provide regular professional development sessions for administrators, counselors, teachers, case managers, school social workers, transportation coordinators, and other relevant staff. These sessions will cover the ESSA provisions related to educational stability, such as immediate enrollment, school of origin rights, and transportation obligations.

2. Clear Policies and Procedures: The district will develop and disseminate clear written policies and procedures aligned with ESSA requirements. These will be included in staff handbooks and posted on internal portals to ensure easy access for all personnel.

3. Designation of a Foster Care Point of Contact (POC): Each school will designate a Foster Care POC who is trained in ESSA regulations and serves as a liaison between the school, the child welfare agency, and families. The POC will be responsible for ensuring compliance with educational stability requirements and coordinating services.

4. Regular Communication and Collaboration: The district will facilitate ongoing communication between school staff and local child welfare agencies. Joint training and regular meetings will help reinforce responsibilities under ESSA and ensure consistent implementation.

5. Monitoring and Accountability: The district will conduct regular audits and reviews to monitor compliance with ESSA requirements.

*Required field

Youth in Care Stability Plan Development

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

NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.

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

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

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

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

District 125 Administration, along with the Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaisons, teachers, principals, counselors and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The SST will review the need for transportation of all foster care requests for transportation. If it is determined that transportation is necessary, arrangements will be made by the Transportation Team which consists of the Superintendent, Special Education Coordinator, ELL Coordinator, and/or Building Principal. The team will consider the following when determining how transportation will be provided to students who qualify: a pre-existing transportation route; a new transportation route; route-to-route hand-offs; district-to-district boundary hand-offs; eligibility of the child for transportation through other services such as: special education students (Individuals with Disabilities Education Act) or homeless students (McKinney-Vento Act), Alternatives not directly provided by our district such as: contracted services: taxis, student transport companies, Uber, Lyft, etc.; public transportation such as city buses, rails, etc.; and carpools or school/district staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. All drivers transporting students (other than parents or legal guardians transporting their students) in vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. We recognize this includes taxi cab drivers, school staff, Uber, Lyft, etc and will obtain a copy of their license to have on record before driving any students. The following factors should be considered when developing the transportation procedures for a student in foster care: 1. Safety; 2. Duration of the need for services; 3. The time/length of travel time for the student each day; 4. Time of placement change; 5. Type of transportation available (yellow school bus, taxi cab, Illinois School/Alpha vehicles, etc.); 6. Traffic patterns; 7. Flexibility in school schedule; 8. Impact of extracurricular activities on transportation options; and 9. Maturity and behavioral capacity of the student.

Response from the approved prior year Consolidated District Plan.

District 125 Administration, along with the Student Support Team (SST), which includes membership from the following: parents, DCFS foster care liaisons, teachers, principals, counselors and/or Superintendent, will meet to identify placement and necessary supports to ensure student success. The SST will review the need for transportation of all foster care requests for transportation. If it is determined that transportation is necessary, arrangements will be made by the Transportation Team which consists of the Superintendent, Special Education Coordinator, ELL Coordinator, and/or Building Principal. The team will consider the following when determining how transportation will be provided to students who qualify: a pre-existing transportation route; a new transportation route; route-to-route hand-offs; district-to-district boundary hand-offs; eligibility of the child for transportation through other services such as: special education students (Individuals with Disabilities Education Act) or homeless students (McKinney-Vento Act), Alternatives not directly provided by our district such as: contracted services: taxis, student transport companies, Uber, Lyft, etc.; public transportation such as city buses, rails, etc.; and carpools or school/district staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. All drivers transporting students (other than parents or legal guardians transporting their students) in vehicles MUST possess a valid school bus driver permit per Section 6-104(d) of the Vehicle Code. We recognize this includes taxi cab drivers, school staff, Uber, Lyft, etc and will obtain a copy of their license to have on record before driving any students. The following factors should be considered when developing the transportation procedures for a student in foster care: 1. Safety; 2. Duration of the need for services; 3. The time/length of travel time for the student each day; 4. Time of placement change; 5. Type of transportation available (yellow school bus, taxi cab, Illinois School/Alpha vehicles, etc.); 6. Traffic patterns; 7. Flexibility in school schedule; 8. Impact of extracurricular activities on transportation options; and 9. Maturity and behavioral capacity of the student.

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

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

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

h. Other - describe

i. Other - describe

j. Other - describe

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

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

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

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

The School of Origin is ultimately responsible for the coordination and costs incurred; however, funding for the determined transportation needs may be paid by the districts involved through a shared transportation agreement. Our district considers: Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); 62. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); 23. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will consider a variety of funding options when developing the transportation procedures for students in foster care.

Response from the approved prior year Consolidated District Plan.

The School of Origin is ultimately responsible for the coordination and costs incurred; however, funding for the determined transportation needs may be paid by the districts involved through a shared transportation agreement.

Our district considers: Title IV-E (however, consider that all children in foster care may not be eligible, tribal foster children may be eligible, and the State CWA is responsible for the non-federal portion); 62. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation); 73. If the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation, transportation must be provided by the school district responsible for the student's Free Appropriate Public Education (FAPE). Based on Illinois' special education regulations, any alternative special education placement, whether public or private, assumes specialized transportation is part of the IEP and must be provided for the student to receive FAPE. We will consider a variety of funding options when developing the transportation procedures for students in foster care.

4. Describe the dispute resolution process to be utilized if the district/school and DCFS have difficulty coming to agreement on how to provide transportation for a particular student in need.*
For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The Superintendent will convene an expedited meeting with the Student Support Team (SST) and work to provide a speedy outcome to ensure the student is able to attend school in a timely manner and has the student's best interest in mind. It is understood by the District that DCFS will have the final say if a resolution cannot be determined. The School of Origin is ultimately responsible for the transportation while all disputes are resolved.

Response from the approved prior year Consolidated District Plan.

The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The Superintendent will convene an expedited meeting with the Student Support Team (SST) and work to provide a speedy outcome to ensure the student is able to attend school in a timely manner and has the student's best interest in mind. It is understood by the District that DCFS will have the final say if a resolution cannot be determined. The School of Origin is ultimately responsible for the transportation while all disputes are resolved.

5. Describe how the district/school will provide or arrange for adequate and appropriate transportation to and from the school of origin while any disputes are being resolved.*
NOTE: Include that the School Of Origin (SOO) is responsible for the transportation while all disputes are being resolved.

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

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

The student must remain in his/her school of origin while any dispute regarding "transportation costs" is being resolved. The Superintendent will work with the Student Support Team (SST), the previous school district, and DCFS to ensure the student's best needs are met. The Superintendent may seek the advice of legal counsel.

Response from the approved prior year Consolidated District Plan.

The student must remain in his/her school of origin while any dispute regarding "transportation costs" is being resolved. The Superintendent will work with the Student Support Team (SST), the previous school district, and DCFS to ensure the student's best needs are met. The Superintendent may seek the advice of legal counsel.

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become aware of a student who is eligible for such services.*
For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

Building administration will house a copy of the Foster Care Transportation Plan and Points of Contact in each school office and make sure the plan is communicated at the beginning of each year to all personnel including certified and non-certified staff members. The Foster Care Transportation plan will be discussed at the administrative level quarterly and brought back for discussion at the schools during staff meetings thereafter. It will be the Superintendent's responsibility to ensure all administrators are aware of the plan. All building principals will notify their respective staff members of the transportation plan processes and will direct all concerns to the Student Support Team (SST).

Response from the approved prior year Consolidated District Plan.

Building administration will house a copy of the Foster Care Transportation Plan and Points of Contact in each school office and make sure the plan is communicated at the beginning of each year to all personnel including certified and non-certified staff members. The Foster Care Transportation plan will be discussed at the administrative level quarterly and brought back for discussion at the schools during staff meetings thereafter. It will be the Superintendent's responsibility to ensure all administrators are aware of the plan. All building principals will notify their respective staff members of the transportation plan processes and will direct all concerns to the Student Support Team (SST).

*Required field

BSP Overview

Program Name:

EL - Bilingual Service Plan

Purpose:

The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 226 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois.

Rules:

23 IL Admin. Code Part 226.50

Contact:

Multilingual Department at 312-014-3850
multilingual@shhs.net

BSP Contact Information

23 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Provide information below for the Bilingual Director (Administrator overseeing EL Services)

Last Name*

Cole

Phone*

708.372.0030

First Name*

Lis

Email*

lcole@ahsd125.org

Middle
Initial

J

EL Program Director Requirements:

a. Administrative Endorsement

AKD

b. ESL/Bilingual Endorsement

OR

Eight (8) Hours of Professional Development Related to EL Education

*Required field

73 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Types of Instructional Design Offered in Your District (Mark all that apply.)

- Dual Language One-Way
- Dual Language Two-Way
- Transitional Bilingual Education Program
- Transitional Program of Instruction

Staffing Levels in Your District (Mark all that apply.)

- We have sufficient ESL-certified staff to provide services.
- We have sufficient bilingual-endorsed staff to provide services.
- We do not have sufficient staff and are working to increase the number of bilingual/ESL-endorsed staff to meet district needs.

73 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROFESSIONAL DEVELOPMENT ACTIVITIES

Professional development activities must be provided to all staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff.

*The required professional development will be provided.

- Yes
- No

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

Yes utilize the WIDA portal for trainings and incorporate the Spanish Language Arts Standards, which establishes a guide for equitable assessment and curriculum development, resulting in high levels of biliteracy.

*Required field

BSP TBE Requirements

Instructions

73 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

PROGRAM ENROLLMENT

Does your district offer a TBE program?

Yes No

Indicate if the district is placing students in part-time TBE based on the criteria found in Section 220.30(c)(3).

Yes No

Does your district have a full-time TBE Spanish program?

Yes No

Does your district use Spanish Language Arts Standards?

Yes No

*Required field

TBE Parent Advisory Committee

Instructions

73 English Learners (ELs) are in the district (This number was current as of the date the application was published and became available for application.)

Does your district offer a TBE program?

Yes
No

Please check all that apply to the district's Bilingual Parent Advisory Committee (BPAC).
The district attests that:

- The BPAC meets at least 4 times a year.
- The BPAC minutes, bylaws, and attendance information is maintained by the district.
- The BPAC reviews the bilingual service plan and EL-ESF plan annually.
- The BPAC is composed of a majority of TBE parents.

If the district has any additional comments or explanations they would like to provide, please do so here: (Optional)

A teacher at Meadow Lane is finishing her ESL and Bilingual endorsement in the Spring of 2026. In addition, a teacher at Hamlin is taking classes and should be done by the Fall of 2026. Finally, we are always looking for ESL or Bilingual endorsed teachers when filling any other subject area vacancies and have adopted a Hard to Fill LOA with our Union to address our shortage.

Board Approval, Certification, and Assurances

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

03/24/2026

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

1. Ensure that migrant children and formerly migrant children who are eligible to receive services under this part.
2. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services.
3. Participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)).
4. Coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migrant children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youth, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.
5. Collaborate with the State or local child welfare agency to:

- a. Designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency; and
- b. By not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

- i. Ensure that children in foster care reading transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 4754(a) of the Social Security Act (42 U.S.C. 6754(a));
- ii. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if:

- a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
- b. The local educational agency agrees to pay for the cost of such transportation; or
- c. The local educational agency and the local child welfare agency agree to share the cost of such transportation;

6. Ensure that all readers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification, and
7. In the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that:

- i. Each LEA that is included in the eligible entity is complying with section 1112(e) prior to, and throughout, each school year as of the date of application;
- ii. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
- iii. The eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
- iv. The eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that will be used for the instructional costs of programs and services authorized under this article.
13. In the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs, or will be, funded under this part are spent in English and any other language used for instruction, including having written and oral communication skills.
14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL program are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the program.
15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools on the U.S. Department of Education website.

Grant Application Certifications and Assurances

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

Instructions

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto. The undersigned representative certifies under oath that all information in this grant agreement is true and correct to the best of his or her knowledge, information, and belief. That grant funds shall be used only for the purposes described in this agreement, and that the award of the grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds. Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably. Grantee means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably. Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably. The capitalized word Term means the period of time from the project beginning date through the project ending date. Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAW AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of: 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 700/1 et seq. <https://www.legis.gov/courtsin/ilsc/legislation/2019/04/07/0001>; Illinois State Board of Education (SBE) Code Part 7000 <https://www.sbe.state.il.us/Portals/0/Forms/7000%20Code%20Part%207000.pdf>; and the Illinois State Board of Education's Code Part 7000 <https://www.sbe.state.il.us/Portals/0/Forms/7000%20Code%20Part%207000.pdf>. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will arise immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program. 4. Funding in the subsequent years beyond the term of the grant will be contingent upon compliance with federal law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent term. 5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and is being, established and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries. 6. Applicant may be asked to deny certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment. 7. The project will be undertaken by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consents forms as may be required to implement the project. 8. All funds provided will be used solely for the purposes stated in the approved proposal/application, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant. 9. The applicant may not conduct and/or collect fees from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 75.524. 10. The applicant will maintain records for three years following completion of the activities for which the federal or state funding, pursuant to 2 CFR 200.334. 11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable state laws, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structures. 12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintain all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200. 13. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules, and the project application in the use, encumbrance, transfer, or sale of such grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned. 14. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, and amendments thereto. 15. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

FUNDING

15. Adequacy of the designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/10-a.15). 14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules, and the project application in the use, encumbrance, transfer, or sale of such grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned. 13. All funds provided will be used solely for the purposes stated in the approved proposal/application, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant. 9. The applicant may not conduct and/or collect fees from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 75.524. 10. The applicant will maintain records for three years following completion of the activities for which the federal or state funding, pursuant to 2 CFR 200.334. 11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable state laws, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structures. 12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintain all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200. 13. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules, and the project application in the use, encumbrance, transfer, or sale of such grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned. 14. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, and amendments thereto. 15. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

PROJECT

2. The grantee acknowledges and agrees that the selection of its proposal for funding, or approval for funding, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason. 3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will arise immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program. 4. Funding in the subsequent years beyond the term of the grant will be contingent upon compliance with federal law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent term. 5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and is being, established and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries. 6. Applicant may be asked to deny certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment. 7. The project will be undertaken by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consents forms as may be required to implement the project. 8. All funds provided will be used solely for the purposes stated in the approved proposal/application, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant. 9. The applicant may not conduct and/or collect fees from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 75.524. 10. The applicant will maintain records for three years following completion of the activities for which the federal or state funding, pursuant to 2 CFR 200.334. 11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable state laws, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structures. 12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintain all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200. 13. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules, and the project application in the use, encumbrance, transfer, or sale of such grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned. 14. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, and amendments thereto. 15. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

INFORMATIONAL TERMINATION

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

INFORMATIONAL TERMINATION

15. Adequacy of the designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/10-a.15). 14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules, and the project application in the use, encumbrance, transfer, or sale of such grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned. 13. All funds provided will be used solely for the purposes stated in the approved proposal/application, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant. 9. The applicant may not conduct and/or collect fees from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 75.524. 10. The applicant will maintain records for three years following completion of the activities for which the federal or state funding, pursuant to 2 CFR 200.334. 11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable state laws, regulations, and the project application in the use, encumbrance, transfer, or sale of such property or structures. 12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintain all activities conducted under the approved grant to the provisions contained within 2 CFR Part 200. 13. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules, and the project application in the use, encumbrance, transfer, or sale of such grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned. 14. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, and amendments thereto. 15. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

INFORMATIONAL TERMINATION

17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a

- i) Specifying the actions that will be taken against employees for violations of such prohibition.
 - ii) Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - 1) Abide by the terms of the statement; and
 - 2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
 - b) Establishing a drug-free awareness program to inform employees about:
 - i) The dangers of drug abuse in the workplace;
 - ii) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - iii) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - iv) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion

This certification is required by the regulations implementing Executive Orders 12549 and 12609, Debarment and Suspension, 2 CFR part 3403, including Subpart C Responsibilities of Participants Regarding Transactions (also see Federal guidance at 2 CFR part 150). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read Instructions below.

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

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

Instructions for Certification

1. If a lower tier participant is providing the certification to the federal government, the department or agency with which this transaction is entered into, it is stating that the prospective lower tier participant knowingly rendered an erroneous certification. In addition to other remedies available to the federal government, the department or agency with which this transaction is entered into may pursue all available remedies, including suspension and/or debarment.
2. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction is entered into may pursue all available remedies, including suspension and/or debarment.
3. The terms covered transaction, debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction, include the following: (a) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms; (b) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms, that is entered into by a participant in a covered transaction with a person who is debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction; (c) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms, that is entered into by a participant in a covered transaction with a person who is debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction, if the participant in the covered transaction knew at the time of the transaction that the person with whom the transaction was entered into was debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction; and (d) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms, that is entered into by a participant in a covered transaction with a person who is debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction, if the participant in the covered transaction knew at the time of the transaction that the person with whom the transaction was entered into was debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction.
4. The terms covered transaction, debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction, include the following: (a) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms; (b) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms, that is entered into by a participant in a covered transaction with a person who is debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction; (c) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms, that is entered into by a participant in a covered transaction with a person who is debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction, if the participant in the covered transaction knew at the time of the transaction that the person with whom the transaction was entered into was debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction; and (d) a contract, grant, loan, or cooperative agreement, or modification or extension of any of those terms, that is entered into by a participant in a covered transaction with a person who is debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction, if the participant in the covered transaction knew at the time of the transaction that the person with whom the transaction was entered into was debarred, suspended, proposed for debarment, or voluntarily excluded from participation in this transaction.
5. A participant in a covered transaction may rely upon a certification of a prospective participant by which it determines the eligibility of its principals. Each participant may, but is not required to, check the CSA Government-Wide System for Award Management Exclusions (SAM Exclusions) at www.sam.gov.
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

Certification Regarding Lobbying

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

1. By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:
 - (1) The federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
 - (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [SBE 85-37] Disclosure of Lobbying Activities, in accordance with its instructions.
 - (3) The applicant shall certify that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subgrantees shall certify and disclose accordingly.

CFR 442 Assurances

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

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

LEA means the local educational agency.

DEFINITIONS

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

INSTRUCTIONS

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

ISA COLE
MRS. CELIA IVINS VIKS-SARKIS

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions
- GEPA 442 Assurances

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

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances:
The undersigned representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances:
The person approving this application certifies that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provides the required information and agrees to comply with any award terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the Federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/1). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained therein.

GRANT AGREEMENT: The statements made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. The grant agreement certifies and assures the Illinois State Board of Education that he or she has been duly authorized by the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances:
The undersigned representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances:
The person approving this application certifies that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provides the required information and agrees to comply with any award terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the Federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/1). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained therein.

Assurances Instructions

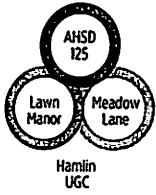
- The LEA will administer each Program in accordance with all applicable state, federal, regulations, program plans, and applications;
- The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.202 and 2 CFR 200.203 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's annual, quarterly, and administrative reports shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.
- The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232c, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
- The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
- As applicable, regular, periodic program plan, and report relating to each Program will be made readily available to parents and other members of the general public;
- In the case of any Program project involving construction: (A) The project will comply with state requirements for the construction of school facilities; and (B) In developing plans for construction, due consideration will be given to the needs of architecture and design and to compliance with standards prescribed by the Secretary under 20 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
- The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for reporting the results of the purchasing entity or its employees or an affiliate of such an organization.

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

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

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

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



We Educate Our Future

Atwood Heights School District 125

Dr. Samuel A. Rizzo Administrative Center

12150 South Hamlin Avenue Alsip, IL 60803 | P: 708.371.0080 | F: 708.371.7847 | ahsd125.org

Mrs. Lisa Cole | Superintendent of Schools

Atwood Heights SD125 **School-Level Parent and Family Engagement Compact**

This elementary parent and family engagement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance at Lawn Manor, Meadow Lane and Hamlin Upper Grade Center. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement

Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:

- Invite all parents/guardians of participating children to the annual meeting at school.
- Explain the rights of parents/guardians to be involved in establishing this compact.
- Introduce and involve the building representatives on the District-level committee.
- Provide an overview of Title I and allow parents/guardians to express questions and concerns.
- Indicate the mechanisms by which the committee's work will be communicated.
- Seek the involvement and input of parents/guardians.
- Arrange the meeting to be accessible to all families. Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.

Offering a flexible number of meetings regarding parent education, such as virtual meetings or meetings outside of the workday to accommodate varying schedules. The Building Principal or designee shall:

- Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
- Engage building-based parent organizations to assist with communication and implementation needs.
- Develop and use outreach programs to involve community groups and organizations.

The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards. The Building Principal or designee shall:

- Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
- Develop a feedback loop for parents/guardians to ask questions and receive follow-up.

If the school-wide plan under is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:

- Submit any parent/guardian comments on the plan when the school makes the plan available to the Board of Education.
- Provide a process for parents/guardians to express concerns and complaints.

Lawn Manor Primary Center

Heather Wills | Principal

4300 West 108th Place
Oak Lawn, IL 60453

P: 708.423.3078 | F: 708.423.9331

Meadow Lane Intermediate Center

Laura Gray | Principal

11800 Meadow Lane Drive
Merrionette Park, IL 60803

P: 708.388.6958 | F: 708.388.6983

Hamlin Upper Grade Center

Catherine Gallagher | Principal

12150 South Hamlin Avenue
Alsip, IL 60803

P: 708.597.1550 | F: 708.396.0515

Shared Responsibilities for High Student Academic Achievement

The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:

- Supporting classroom instruction with at-home activities, resources to be provided by the district.
- When possible, volunteer in the classroom to support learning.
- Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.

Communication between teachers and parents/guardians occurs on an ongoing basis through:

- Parent-teacher conferences in elementary schools, at least annually, during which the Title I program and responsibilities will be discussed
- Frequent reports to parents/guardians on their child's progress.
- Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
 - Provide materials and training, such as, literacy and technology to help parents/guardians work with their children to improve their children's achievement.
 - Educate teachers, instructional support personnel, principals, other school leaders, and other staff in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.
 - To the extent feasible and appropriate, coordinate and integrate parent/guardian education programs and activities that encourage and support parents/guardians in more fully participating in their children's education.
 - Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- In addition, each school may:
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
 - Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

Accessibility

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and migratory

children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

Describe the ways in which parents will support their children’s learning, such as:

- Monitoring attendance.
- Ensuring that homework is completed.
- Monitoring amount of television children watch.
- Volunteering in child’s classroom.
- Participating, as appropriate, in decisions relating to my child’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give my parents or the adult who is responsible for me all notices and information received by me from my school every day.

_____	_____
School	Date
_____	_____
Parent	Date
_____	_____
Student	Date

Speech Language Therapy Provider Agreement

This Speech Language Pathologist Provider Agreement ("Agreement") is dated July 1, 2026 ("Effective Date") by and between Daniella Aramburu-Cheek, Speech Blossoms LLC, with an office at 11409 S Hamlin Avenue, Chicago, Illinois, 60655 ("Provider") and Atwood Heights School District 125 with an office at 12150 S Hamlin, Alsip, IL 60803 ("Contractor").

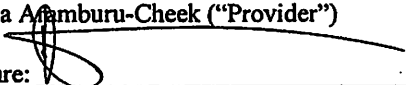
WHEREAS Contractor requests that the Provider provide Speech Language Therapy services to Contractor and Provider agrees to provide such speech therapy services to Contractor.

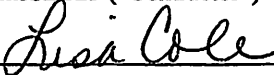
THEREFORE, in consideration of the mutual agreements below, and intending to be legally bound, the parties agree:

1. **Services.** The Provider will provide speech therapy services ("Services") to Contractor. The Services include the following:
 - a. Speech therapy evaluations and treatments to those children as requested by Contractor;
 - b. Maintain accurate and up-to-date records for each student's performance and attendance;
 - c. Participate in staff development meetings, district training; and
 - d. Attend individualized education plan meetings.
2. In relation to the Services described herein, Contractor will provide the following to Provider:
 - a. All pertinent files of child's individualized education plan, speech therapy history and development progress; and
 - b. Necessary supplies and/or equipment that will enable the Provider to provide the Services described herein or such other items as mutually agreed upon by the parties.
3. **Term.** The term of this Agreement is as follows: July 1, 2026 through June 30, 2027. Renewal of this Agreement is subject to mutual agreement by the parties at the end of the School Year Term in 2027.
4. During the School Year Term, Provider shall provide Services to Contractor for a minimum of twenty -six (26) hours per week and a maximum of thirty-two and a half (32.5) hours per week (excluding holidays).
5. During the Summer school Term, Provider shall provide Services to Contractor as scheduled by the Provider.
6. **Compensation.** In consideration of performance of the Services described herein, Contractor will pay Provider at a rate of \$70/hour. Such payments shall be made bi-monthly in accordance with Contractor's bi-monthly payment schedule.
7. **Confidentiality.** All records and other information concerning persons served under this Agreement is confidential pursuant to state and federal regulations and shall be protected by the Provider from unauthorized disclosure.
8. **Insurance.** Provider agrees to provide proof of and maintain Professional Liability insurance with a minimum of \$1,000,000 per claim.
9. **Termination.** Either party may terminate this Agreement at any time upon thirty (30) days prior written notice to the other party.
10. **Miscellaneous.**

- a. All Services shall be rendered under the terms and conditions of this Agreement and in accordance with applicable federal, state and local laws.
- b. This Agreement is the complete and exclusive statement of the agreement between the parties, which supersedes all prior agreements and understandings, and constitutes the complete agreement and understanding, between the parties with respect to the subject matter hereof.
- c. If any one or more of the provisions of this Agreement are for any reason held to be invalid, illegal or unenforceable by a court of competent jurisdiction, the remaining provisions of this Agreement will be unimpaired and will remain in full force and effect, and the invalid, illegal or unenforceable provision will be replaced by a valid, legal and enforceable provision that comes closest to the intent of the parties underlying the invalid, illegal or unenforceable provision.
- d. This Agreement will be governed by, and construed in accordance with, the internal laws of the State of Illinois, without regard to its choice of laws principles. Any action related to or arising from this Agreement shall take place exclusively in the courts situated in the City of Chicago, Cook County, Illinois and the parties hereby submit to the venue of the courts situated therein.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed and do each hereby warrant and represent that their respective signatory whose signature appears below has been and is on the Effective Date duly authorized to execute this Agreement.

Daniella Aramburu-Cheek ("Provider")
 Signature: 
 Print Name: Daniella Aramburu-Cheek
 Date: 3/11/26

Atwood HeightsSD125 ("Contractor")
 Signature: 
 Print Name: Lisa Cole
 Date: 3/11/26



HAMLIN UPPER GRADE CENTER

WIRELESS ACCESS CONTROL QUOTE

3-19-2026

Proposal Comparison Legacy vs Current

Legacy Quote utilizes an older design approach with more segmented components. This includes a higher number of individual modules, supporting hardware, and generalized materials, resulting in a more complex and less efficient parts list.

- Less comprehensive
- Less efficient (2 separate systems)
- Increased system complexity
- Decreased alignment between parts and actual system requirements

Current Quote reflects updated design standards and newer-generation hardware that consolidates multiple functions into fewer, more capable devices. This results in a streamlined bill of materials with reduced reliance on auxiliary components, interface modules, and miscellaneous installation materials.

This represents a modernization of the system design, improving efficiency and clarity while increasing performance and capability.

In addition, the current design will support the existing access controlled exterior door locks, as well as all cores keyed alike.

Total component variance District Wide:

- 7- Total less NBED-Custom cylindrical interior door locks
- 6- Total additional LEB-Custom Mortis style interior door locks.
- 2- Total additional AD44 Push bar style interior locks.
- 5- Total additional 1502 Mercury door control panels.
- 4- Total additional MR52S3 Mercury door control sub-panels.
- 15- New Schlage access control Card readers.
- 8- Additional Schlage wireless access control gateways.
- 2- Additional Schage wireless access control PIMS (push bar style doors)
- 1- Upgraded Enterprise level access control door server.
- 1- Upgraded access control software and licensing package.
- 82- Core charge for keyed alike district wide doors.

OVERVIEW

Seconds Matter Safety Solutions (SMSS) is pleased to submit this proposal for services to support the access control security initiatives of School District 125 Atwood Heights. This proposal includes the materials and labor for the integration of new wireless access control door locks for Hamlin Upper Grade Center. In addition to additional interior wireless access control door locks, we will also take over existing exterior access-controlled door locks. We will need to install new mercury panels and card readers due to the compatibility of the old and the new security credentials.

The Objective

- To install an access control system that will enable wireless door locks for all classrooms and select office doors that be IP configurable and Web based. We will also take over all existing access-controlled door entrances and replace existing card readers.
- This solution will allow specific access to be granted by user profile for availability and allow access from anywhere in the world based on user credentials.
- This solution is designed to increase the security by tracking access during normal operation and allow push notifications for non-typical access to building or limit access to various profiles set by the administrator.
- System will easily integrate with current camera system and access control platform for an additional layer of security and employee/staff tracking.

The Solution

Hamlin Upper Grade Center

Interior office and classroom doors

- Provide an Avigilon server with the appropriate number of Avigilon Enterprise reader licenses for classroom and district office doors for the entire district.
- Provide ACM Unity-7 software and assist with implementation.
- Provide Avigilon Gateway, and wireless controllers; the total number of controllers must match the overall system size.
- Replace all existing access-controlled panels with 4 new mercury controllers capable of managing all interior and exterior doors with minimum room for expansion.
- Replace all existing card readers with new more secure card readers.
- Install 20- Allegion custom cylindrical style door locks for interior classroom and office doors.
- Install 8- Allegion custom mortise style door locks for interior classroom or office doors.
- Install 2- Allegion custom door lock for push/crash bar style door locks for Gymnasium.

New exterior doors without existing access control

- Door 7- Non-Standard Installation; door needs electronic strike retrofit kit installed into the push bar mechanism and 1 Avigilon single-door control panel and mini mullion reader. Install controller into enclosure and plug in cat-6 jack into, then configure into Avigilon access control system.

OUR PROPOSAL

SMSS' recommendation allows Atwood Heights SD 125 to advance to the forefront of physical security needs while allowing for future expansion of access control system. Our proposal implements a wireless IP-based security access control solution, which will enhance safety and security of your current facilities, while offering integration capabilities with a wide range of network infrastructure. Most importantly, SMSS will provide training and support for this initiative that will ensure your IT staff and authorized administrators can adopt this new technology as seamlessly as possible.

Timeline for Execution

Key project dates are outlined below.

Description	Start Date	End Date	Duration
Installation of equipment	Day 1	Day 7	7 Days
Programming, testing, database integration	Day 3	Thru Day 7	Ongoing
Training	Day 10	Day 10	½ Day

Supplied Material

The following material must be supplied prior to scheduling so that SMSS can meet project milestones. Installation will be scheduled once the following information is received:

Materials to be supplied by Atwood Heights SD 125	Due Date*
Network Infrastructure, Access Points, designated IP addresses	Prior to scheduling
Schedule of hours of operation and availability	Prior to scheduling
Designated ports, switches, MDF/IDF locations	Prior to scheduling
Confirmation of doors which will need access control	Prior to ordering

SECONDS MATTER
SAFETY SOLUTIONS

INVESTMENT

The following table details the investment for delivery of the services outlined in this proposal. This proposal is valid for <30 days> from the date of receipt:

Services Category access control material and installation hardware	Investment
20- AC-ALL_NBED-Custom cylindrical style interior door locks	Inc
8- AC-ALL_LEB-Custom mortis style interior door locks	Inc
3- AC-ALL_1502 Mercury door control panels	Inc
1- AC-ALL_MR52S3 Mercury door control sub-panel	Inc
2- AC-AD400 Custom door lock for push-bar style doors	Inc
1- Custom push-bar electric door lock conversion kit	Inc
5- ACSCHMTB15 Access control card readers	Inc
1- AC-SW-LIC- Unity License package up to 100 doors	Inc
1- AC-ALL-SCH-PIM400 wireless access control door panel	Inc
8- AC-ALL-SCH-Engage Gateways	Inc
30- AC-SCH-KEYED ALIKE Core charge	Inc
1- UAAPP-ENT7 Enterprise Avigilon Access Control Appliance	Inc
1- AC-LSP-16DR-MER-LCK 16 Door Enclosures with lock power	Inc
Cat-6 cables, 18-2 control wire, fuses, power supply batteries, RJ45 Jacks, rings, clamps, and misc. mounting hardware.	Inc
Total for Labor, delivery, programming, and training	\$19,075.00
Total for Equipment	\$69,000.00
Total for Labor and Material	\$88,075.00

SECONDS MATTER
SAFETY SOLUTIONS

CONCLUSION

We look forward to partnering with Atwood Heights SD 125 and supporting your efforts to increase safety and security. We are confident that we can meet the challenges ahead and stand ready to partner with you in delivering an effective wireless door lock-based security solution at Hamlin Upper Grade Center.

If you have questions regarding this proposal, please contact Jim Drumm at your convenience by email at Jdrumm@secondsmattersafety.com or by phone at (847) 910-0191.

Thank you for your consideration,

Jim Drumm

MEADOW LANE INTERMEDIATE
WIRELESS ACCESS CONTROL QUOTE

OVERVIEW

Seconds Matter Safety Solutions (SMSS) is pleased to submit this proposal for services to support the access control security initiatives of School District 125 Atwood Heights. This proposal includes the materials and labor for the integration of new wireless access control door locks for Meadow Lane Intermediate School. In addition to additional interior wireless access control door locks, we will also take over existing exterior access-controlled door locks. We will need to install new mercury panels and card readers due to the compatibility of the old and the new security credentials.

The Objective

- To install an access control system that will enable wireless door locks for all classrooms and select office doors that be IP configurable and Web based. We will also take over all existing access-controlled door entrances and replace existing card readers.
- This solution will allow specific access to be granted by user profile for availability and allow access from anywhere in the world based on user credentials.
- This solution is designed to increase the security by tracking access during normal operation and allow push notifications for non-typical access to building or limit access to various profiles set by the administrator.
- System will easily integrate with current camera system and access control platform for an additional layer of security and employee/staff tracking.
- This solution is designed to increase the security by tracking access during normal operation and allow push notifications for non-typical access to building or limit access to various profiles set by the administrator.
- System will easily integrate with current camera system and access control platform for an additional layer of security and employee/staff tracking.

The Solution

Meadow Lane Intermediate School

Interior office and classroom doors

- Program the appropriate number of Avigilon Enterprise reader licenses for classroom and district office doors for the entire district.
- Provide Avigilon Gateway, and wireless controllers; the total number of controllers must match the overall system size.
- Replace all existing access-controlled panels with 5 new mercury controllers capable of managing all interior and exterior doors with minimum room for expansion.

SECONDS MATTER

SAFETY SOLUTIONS

- Install 21- Allegion custom cylindrical style door locks for interior classroom and office doors.
- Install 4- Allegion custom door lock for push/crash bar style door locks for Gym, Media Ctr x2, Band.
- Replace all existing card readers with new more secure card readers.

OUR PROPOSAL

SMSS' recommendation allows Atwood Heights SD 125 to advance to the forefront of physical security needs while allowing for future expansion of access control system. Our proposal implements a wireless IP-based security access control solution, which will enhance safety and security of your current facilities, while offering integration capabilities with a wide range of network infrastructure. Most importantly, SMSS will provide training and support for this initiative that will ensure your IT staff and authorized administrators can adopt this new technology as seamlessly as possible.

Timeline for Execution

Key project dates are outlined below.

Description	Start Date	End Date	Duration
Installation of equipment	Day 1	Day 5	1 Week
Programming, testing, database integration	Day	Thru Day 5	Ongoing
Training	Day 10	Day 10	½ Day

Supplied Material

The following material must be supplied prior to scheduling so that SMSS can meet project milestones. Installation will be scheduled once the following information is received:

Materials to be supplied by Atwood Heights SD 125	Due Date*
Network Infrastructure, Access Points, designated IP addresses	Prior to scheduling
Schedule of hours of operation and availability	Prior to scheduling
Designated ports, switches, MDF/IDF locations	Prior to scheduling
Confirmation of doors which will need access control	Prior to ordering

SECONDS MATTER
SAFETY SOLUTIONS

INVESTMENT

The following table details the investment for delivery of the services outlined in this proposal. This proposal is valid for <30 days> from the date of receipt:

Services Category access control material and installation hardware	Investment
21- AC-ALL_NBED-Custom cylindrical style interior door locks	Inc
3- AC-ALL_1502 Mercury door control panels	Inc
2- AC-ALL_MR52S3 Mercury door control sub-panel	Inc
4- AC-AD400 Custom door lock for push-bar style doors	Inc
5- ACSCHMTB15 Access control card readers	Inc
25- AC-SCH-KEYED ALIKE Core charge	Inc
8- AC-ALL-SCH-Engage Gateway	Inc
1- AC-LSP-16DR-MER-LCK 16 Door Enclosures with lock power	Inc
Cat-6 cable, 18-2 control wire, fuses, power supply batteries, RJ45 Jacks, rings, clamps, misc. mounting hardware.	Inc
Total for Labor, delivery, programming, and training	\$18,725.00
Total for Equipment	\$50,660.00
Total for Labor and Material	\$69,385.00

CONCLUSION

We look forward to partnering with Atwood Heights SD 125 and supporting your efforts to increase safety and security at Meadow Land Intermediate School. We are confident that we can meet the challenges ahead and stand ready to partner with you in delivering an effective wireless door lock-based security solution for Meadow Lane School.

If you have questions regarding this proposal, please contact Jim Drumm at your convenience by email at jdrumm@secondsmattersafety.com or by phone at (847) 910-0191

Thank you for your consideration,

Jim Drumm

Seconds Matter Safety
19027 S. Jodi Rd
Mokena, IL 60448

LAWN MANOR

WIRELESS ACCESS CONTROL QUOTE

OVERVIEW

Seconds Matter Safety Solutions (SMSS) is pleased to submit this proposal for services to support the access control security initiatives of School District 125 Atwood Heights. This proposal includes the materials and labor for the integration of new wireless access control door locks for Meadow Lane Intermediate School. In addition to additional interior wireless access control door locks, we will also take over existing exterior access-controlled door locks. We will need to install new mercury panels and card readers due to the compatibility of the old and the new security credentials.

The Objective

- To install an access control system that will enable wireless door locks for all classrooms and select office doors that be IP configurable and Web based. We will also take over all existing access-controlled door entrances and replace existing card readers.
- This solution will allow specific access to be granted by user profile for availability and allow access from anywhere in the world based on user credentials.
- This solution is designed to increase the security by tracking access during normal operation and allow push notifications for non-typical access to building or limit access to various profiles set by the administrator.
- System will easily integrate with current camera system and access control platform for an additional layer of security and employee/staff tracking.
- This solution is designed to increase the security by tracking access during normal operation and allow push notifications for non-typical access to building or limit access to various profiles set by the administrator.
- System will easily integrate with current camera system and access control platform for an additional layer of security and employee/staff tracking.

The Solution

Lawn Manor School

Interior office and classroom doors

- Program the appropriate number of Avigilon Enterprise reader licenses for classroom and district office doors for the entire district.
- Provide Avigilon Gateway, and wireless controllers; the total number of controllers must match the overall system size.
- Replace all existing access-controlled panels with 4 new mercury controllers capable of managing all interior and exterior doors with minimum room for expansion.

SECONDS MATTER

SAFETY SOLUTIONS

- Install 21- Allegion custom cylindrical style door locks for interior classroom and office doors.
- Install 4- Allegion custom mortise style door locks for interior classroom or office doors.
- Install 2- Allegion custom door lock for push/crash bar style door locks for Gymnasium.
- Replace all existing card readers with new more secure card readers.

New exterior doors without existing access control

- Door C- Standard Installation with surface mount electric strike installed onto mullion and 1 Avigilon single-door control panel and mini mullion reader. Install controller into enclosure and plug in cat-6 jack into, then configure into Avigilon access control system.

OUR PROPOSAL

SMSS' recommendation allows Atwood Heights SD 125 to advance to the forefront of physical security needs while allowing for future expansion of access control system. Our proposal implements a wireless IP based security access control solution, which will enhance safety and security of your current facilities, while offering integration capabilities with a wide range of network infrastructure. Most importantly, SMSS will provide training and support for this initiative that will ensure your IT staff and authorized administrators can adopt this new technology as seamlessly as possible.

Timeline for Execution

Key project dates are outlined below.

Description	Start Date	End Date	Duration
Installation of equipment	Day 1	Day 7	7 Days
Programming, testing, database integration	Day 2	Day 7	Ongoing
Training	Day 10	Day 10	½ Day

SECONDS MATTER
SAFETY SOLUTIONS

Supplied Material

The following material must be supplied prior to scheduling so that SMSS can meet project milestones. Installation will be scheduled once the following information is received:

Materials to be supplied by Atwood Heights SD 125	Due Date*
Network Infrastructure, Access Points, designated IP addresses	Prior to scheduling
Schedule of hours of operation and availability	Prior to scheduling
Designated ports, switches, MDF/IDF locations	Prior to scheduling
Confirmation of doors which will need access control	Prior to ordering

INVESTMENT

The following table details the investment for delivery of the services outlined in this proposal. This proposal is valid for <30 days> from the date of receipt:

Services Category access control material and installation hardware	Investment
30- AC-ALL_NBED-Custom interior door locks	Inc
2- AC-AD400 Custom door lock for push-bar style doors	Inc
2- AC-SW-LIC- Avigilon 16R Additional bundle of 16 reader licenses	Inc
1- AC-ALL-SCH-PIM400 wireless access control door panel	Inc
5- AC-ALL-SCH-Engage Gateway	Inc
1- AC-MER-CONT-LP2500 Access control panel	Inc
1- AC-LSP-16DR-MER-LCK 16 Door Enclosures with lock power	Inc
Cat-6 cables, 18-2 control wire, fuses, power supply batteries, RJ45 Jacks, rings, clamps, misc mounting hardware.	Inc
Total for Labor, delivery, programming, and training	\$18,950.00
Total for Equipment	\$50,335.00
Total for Labor and Material	\$69,285.00

SECONDS MATTER
SAFETY SOLUTIONS

CONCLUSION

We look forward to partnering with Atwood Heights SD 125 and supporting your efforts to increase safety and security at Meadow Land Intermediate School. We are confident that we can meet the challenges ahead and stand ready to partner with you in delivering an effective wireless door lock-based security solution for Lawn Manor School.

If you have questions regarding this proposal, please contact Jim Drumm at your convenience by email at jdrumm@secondsmattersafety.com or by phone at (847)910-0191.

Thank you for your consideration,

Jim Drumm

VIDEO SURVEILLANCE PROPOSAL ATWOOD SD 125

HAMLIN UPPER GRADE CENTER

3-19-2026

OVERVIEW

Seconds Matter Safety Solutions (SMSS) is pleased to submit this RFP for services to support the security and technology initiatives to refresh the video surveillance system of Atwood Heights SD 125. This proposal includes the materials, labor, programming, and training for the integration of new HD IP security cameras at Hamlin Upper Grade Center. This proposal is a direct reflection of the design provided to the districts by the manufacturer's representative. All camera locations are reflected from the maps provided in the Proposal.

The Objective

- To obtain a general awareness of students, employees and non-employee activities conducted on the interior common areas and the exterior of Hamlin Upper Grade Center, 24/7/365. This will allow specific access to view live and past footage from anywhere in the world based on user credentials. Additionally, to provide an IP based access control solution that will increase security and provide active methods to control entry into all buildings throughout the district in one centralized space. This solution is designed to deter nefarious behavior and increase the security of the buildings, driveways and parking lots, as well as points of ingress and egress.

The Solution

Video Surveillance

Option 1: Hamlin Upper Grade Center Alta Solution

Exterior Cameras

- Install - 5 (five) 5MP Outdoor Dome Cameras to provide views of the exterior of the building.

Interior Cameras

- Install – 7 (seven) 3MP Mini Dome Cameras to provide views of exits and common areas
- Install – 5 (five) 12MP Fisheye Cameras to provide views of intersections throughout the building.
- Install – 6 (six) 5MP Indoor Dome Cameras to provide views of the multipurpose room and gym.

Licenses

- Program 24 (twenty-four) total camera channel licenses.

Option 2: Hamlin Upper Grade Center Unity Solution

Exterior Cameras

- Install - 5 (five) 5MP Outdoor Dome Cameras to provide views of the exterior of the building.

Interior Cameras

- Install – 7 (seven) 3MP Mini Dome Cameras to provide views of exits and common areas
- Install – 5 (five) 8MP Fisheye Cameras to provide views of intersections throughout the building.
- Install – 6 (six) 5MP Indoor Dome Cameras to provide views of the multipurpose room and gym.

Licenses

- Program 24 (twenty-four) total camera channel licenses

Our Proposal

SMSS' recommendation allows Atwood Heights SD 125 to advance to the forefront of physical security needs while allowing for future expansion of the video surveillance system. Our proposal implements an HD IP based security solution, which will enhance safety and security of your current facilities, while offering integration capabilities with a wide range of network infrastructure. Most importantly, SMSS will provide training and support for this initiative that will ensure your IT staff and authorized administrators can adopt this new technology as seamlessly as possible.

Timeline for Execution

Key project dates are outlined below.

Description	Start Date	End Date	Duration
Installation of equipment	Week 1	Week 3	3 Weeks
Programming, focusing, and testing	Day 1	Day 5	5 Days
Training	Day 1	Day 1	1 Day

Supplied Material

The following material must be supplied prior to scheduling so that SMSS can meet project milestones. Installation will be scheduled once the following information is received:

SECONDS MATTER
SAFETY SOLUTIONS

Materials to be supplied by Hamlin Upper Grade Center	Due Date*
Network Infrastructure, Switch locations, designated IP addresses	Prior to scheduling
Schedule of hours of operation and availability	Prior to scheduling
Designated ports	Prior to scheduling

INVESTMENT

The following table details the investment for delivery of the services outlined in this proposal. This proposal is valid for <30 days> from the date of receipt:

Avigilon Alta Cloud Connected Solution:

Alta Cloud Connected Category Cameras and Hardware	Investment
Avigilon and misc. Equipment	\$42,990.00
Labor and Programming	\$17,985.00
Total Price for Hamlin Upper Grade Center	\$60,975.00

Alternate 1: Avigilon Unity On-Premise Solution:

Alta Cloud Connected Category Cameras and Hardware	Investment
Avigilon and misc. Equipment	\$40,090.00
Labor and Programming	\$17,985.00
Total Price for Hamlin Upper Grade Center	\$58,075.00

ALTA ANNUAL LICENSE FEE AFTER 5 YEARS ESTIMATE:

**\$4,175.00 Annually after year 5
With CPI Increases**

ALTERNATE 2:

The annual service contract includes the following:

- Analytic scene management (annually)
- Semi-annual camera view adjustments
- Manufacturers recommend firmware updates
- Break-fix trouble shooting
- RMA replacement of warranty cameras

**\$7,200.00 Annually Year 1-3
With CPI Increases**

CONCLUSION

We look forward to partnering with Atwood Heights District 125 and supporting your efforts to increase safety and security. We are confident that we can meet the challenges ahead and stand ready to partner with you in delivering an effective IP-based security solution.

If you have questions regarding this proposal, please contact Jim Drumm at your convenience by email at jdrumm@secondsmattersafety.com or by phone at (847)910-0191

Thank you for your consideration,

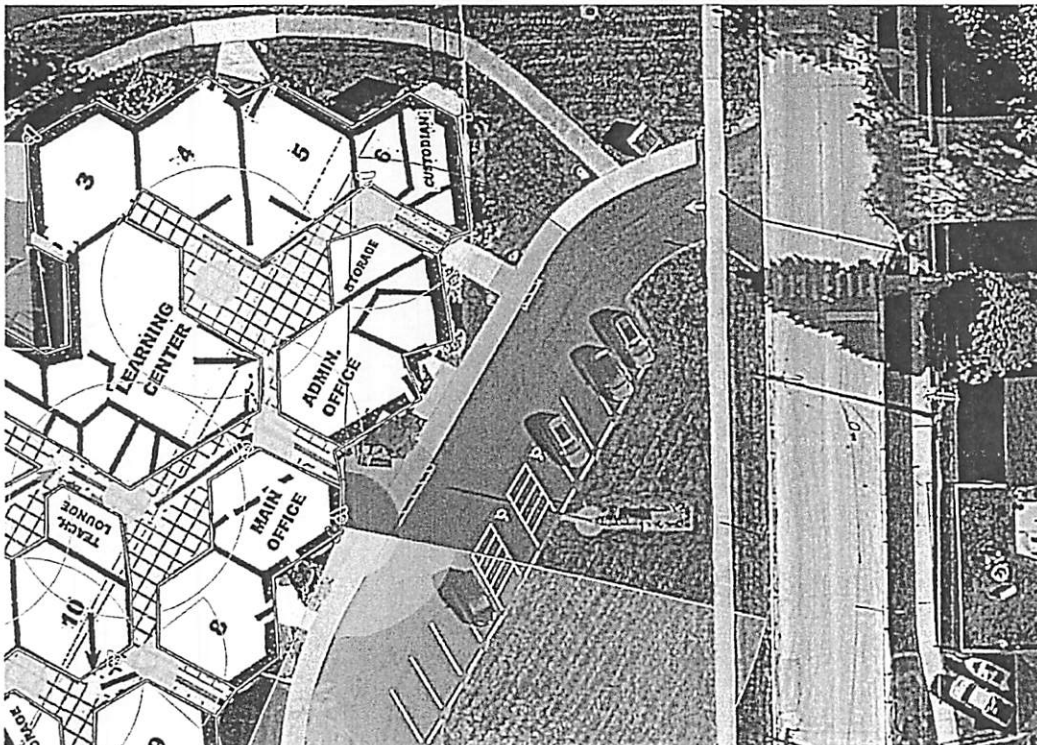
Jim Drumm

Hamlin Upper Grade Center

Overview

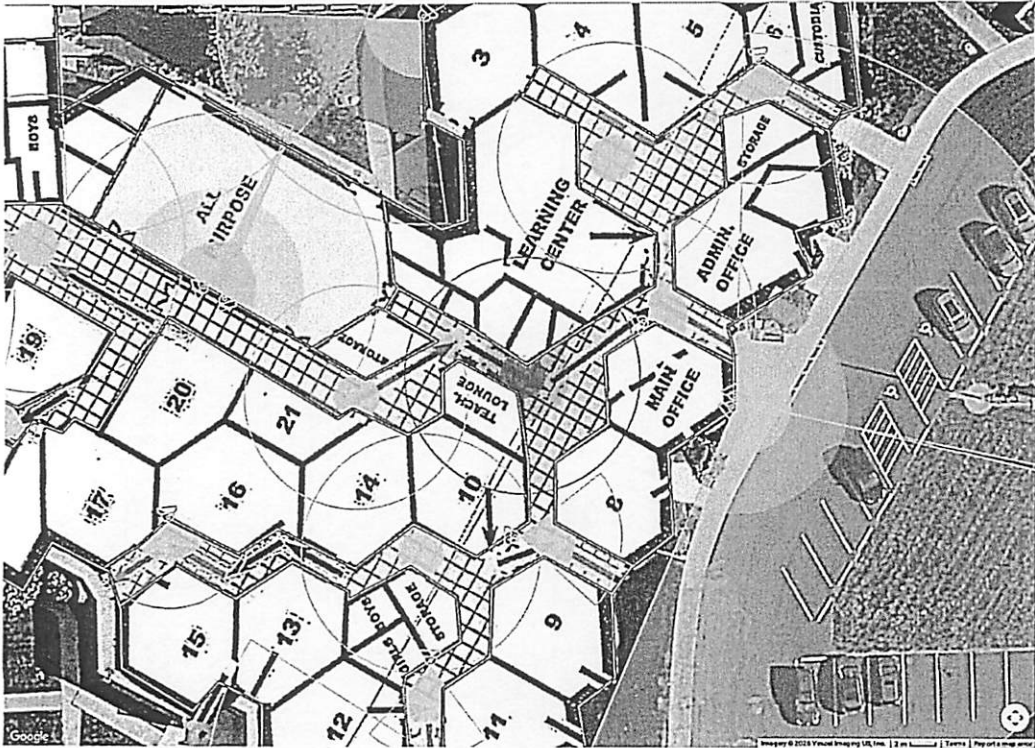


Model: Avigilon 5.0C-H6M-D01-IR Resolution: SMP
HxV: 100° Distance: 96ft Width: 168.3ft PPF: 15.4
Imager: 1/2.8" Focal Length: 2.99mm Camera Height: 10.00ft Tilt: -37.50° Scene Height: 10.00ft

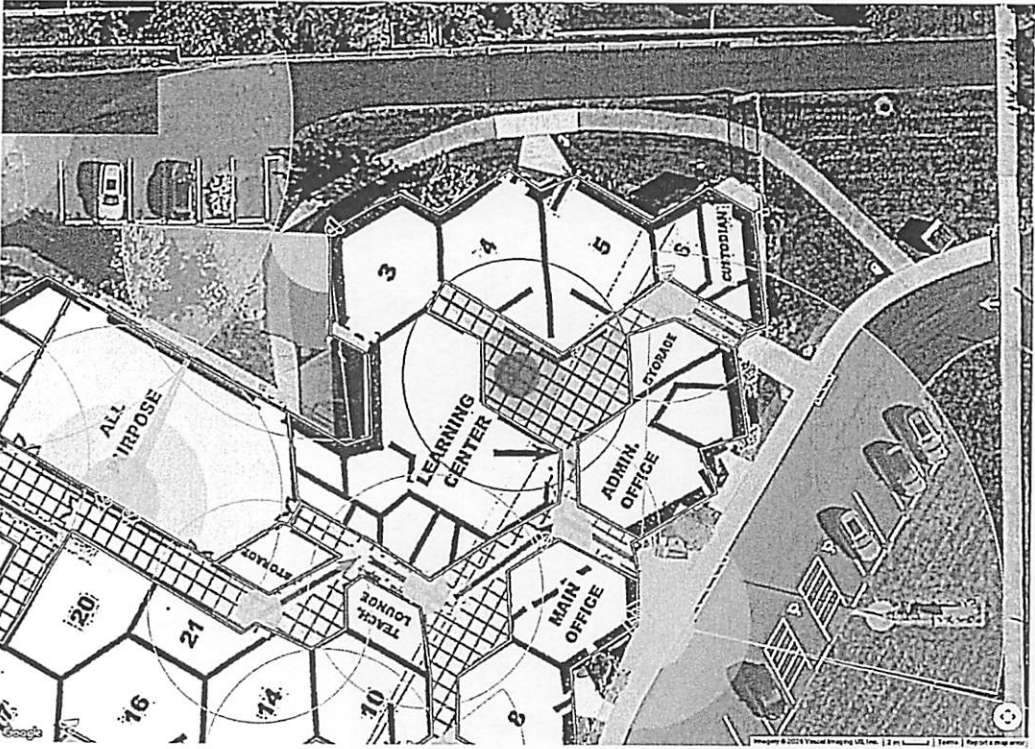




Model: Avigilon 8.0C-H6A-FE-360-DO1-IR Resolution: 4K
H AoV: 360° Distance: 31ft Width: 194.4ft PPF: 19.7
Imager: 1/1.8" Focal Length: -29314574638985689.00mm Camera Height: 10.00ft Tilt: -101.25° Scene Height: 10.00ft

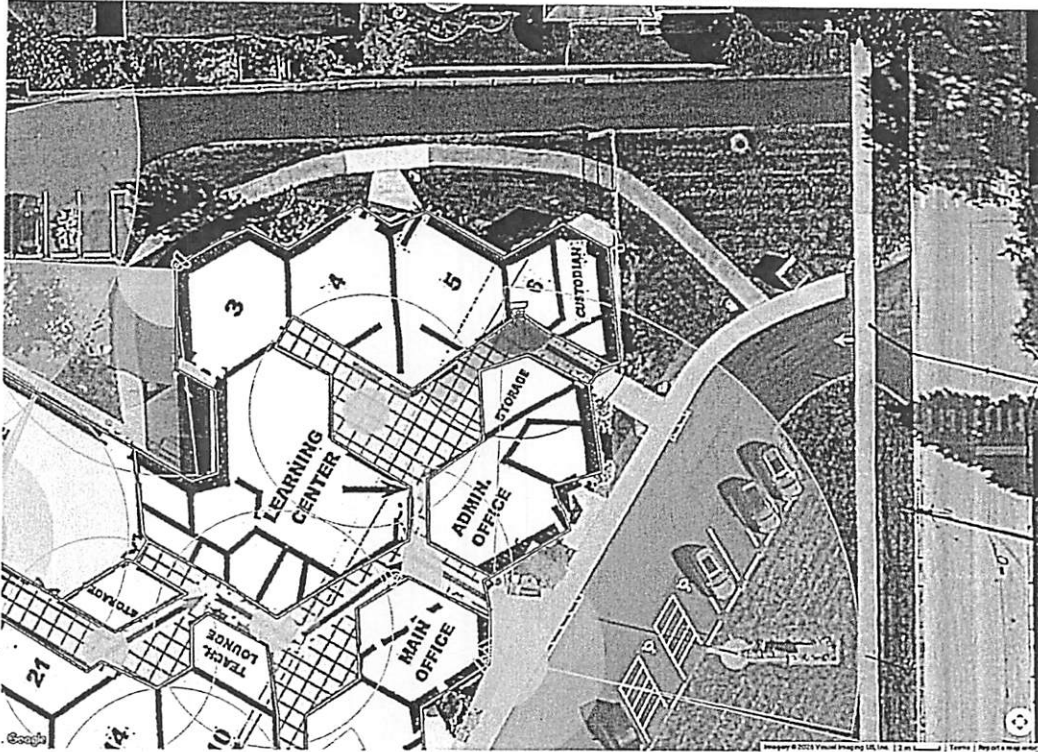


Model: Avigilon 8.0C-H6A-FE-360-DO1-IR Resolution: 4K
H AoV: 360° Distance: 30ft Width: 189.5ft PPF: 20.3
Imager: 1/1.8" Focal Length: -29314574638985689.00mm Camera Height: 10.00ft Tilt: -101.25° Scene Height: 10.00ft

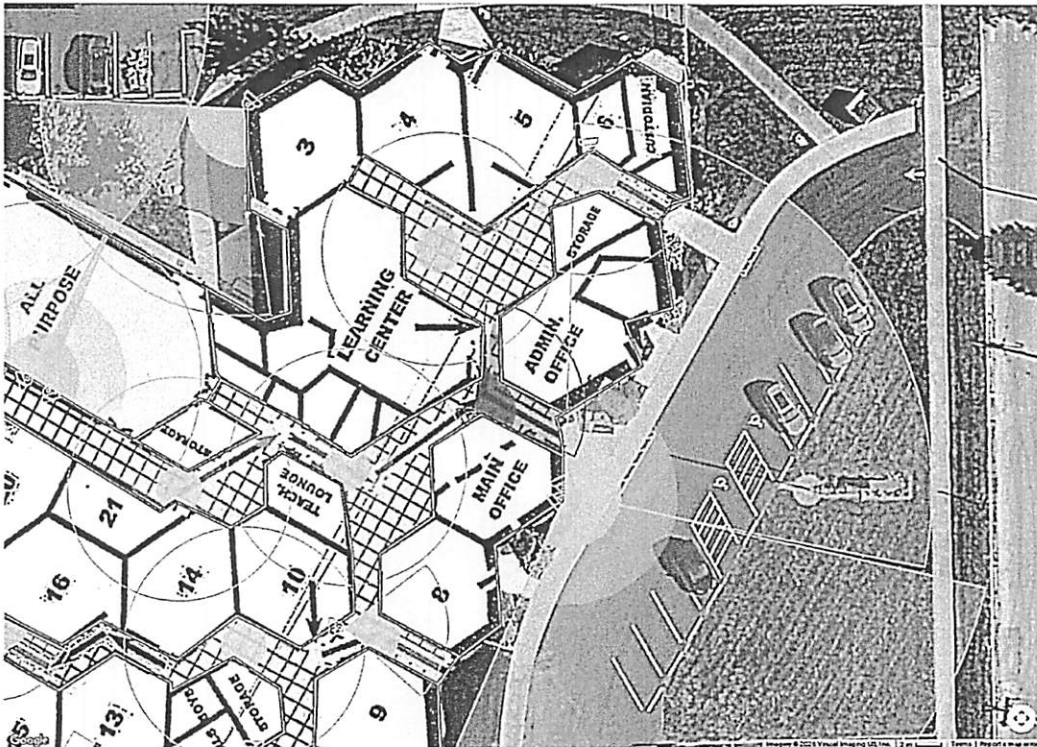




Model: Avigilon 3.0C-H6M-D1-IR Resolution: 3MP
 HAOV: 118° Distance: 31ft Width: 64.3ft PPF: 31.9
 Imager: 1/2.8" Focal Length: 1.95mm Camera Height: 10.00ft Tilt: -44.17° Scene Height: 10.00ft

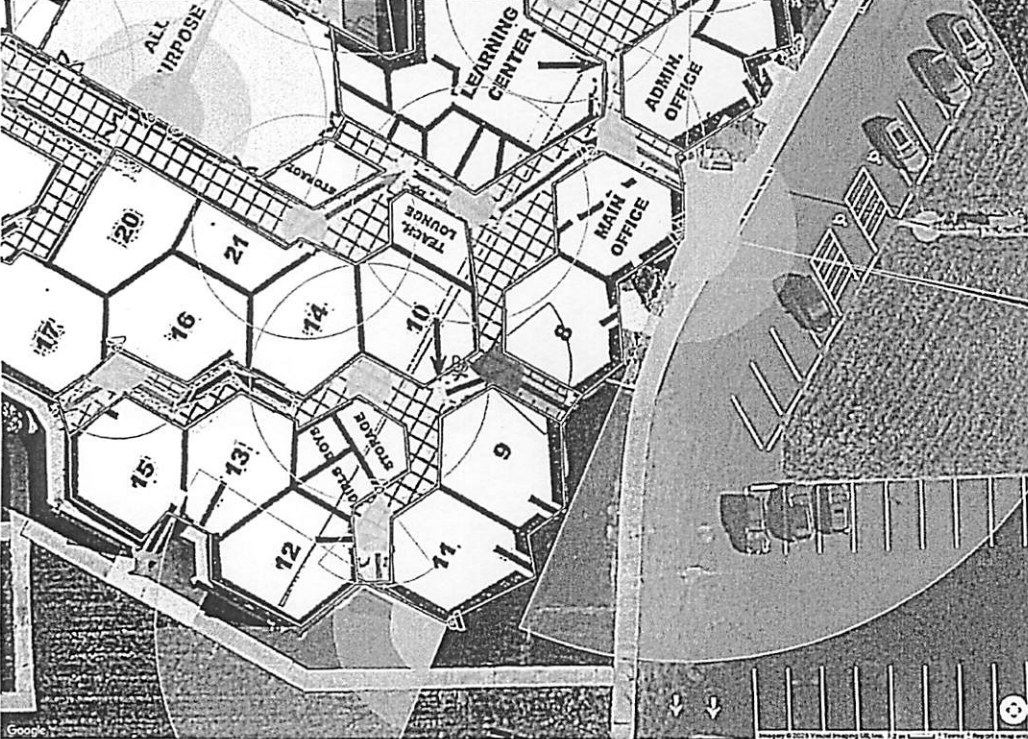


Model: Avigilon 3.0C-H6M-D1-IR Resolution: 3MP
 HAOV: 109° Distance: 29ft Width: 54.4ft PPF: 37.6
 Imager: 1/2.8" Focal Length: 2.32mm Camera Height: 10.00ft Tilt: -40.75° Scene Height: 10.00ft

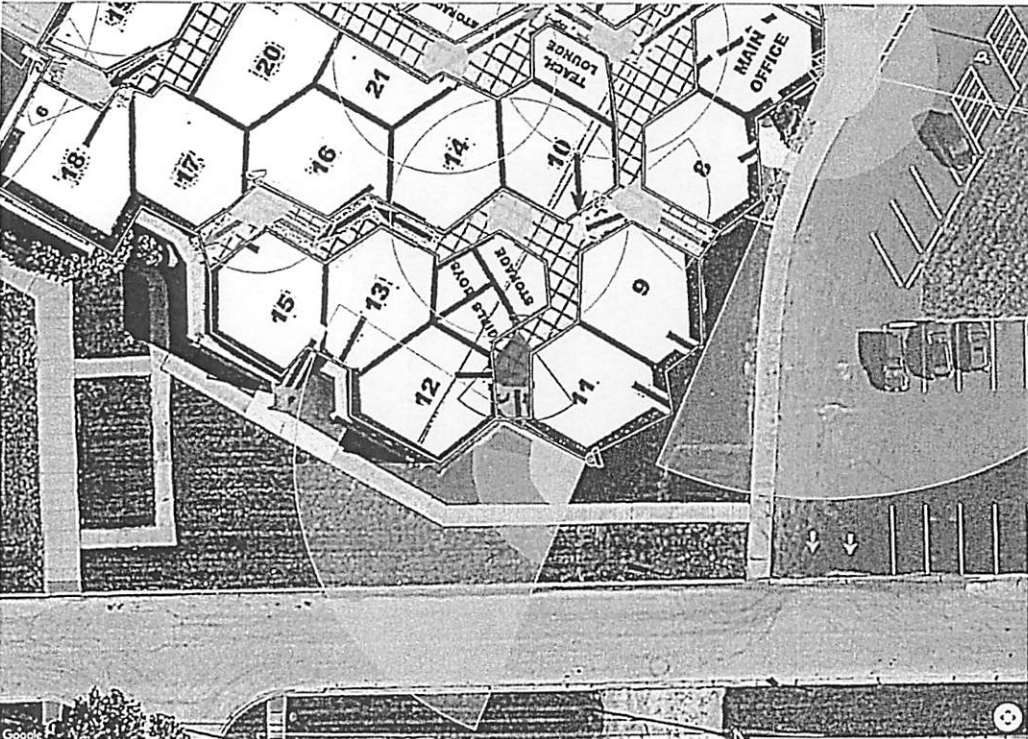


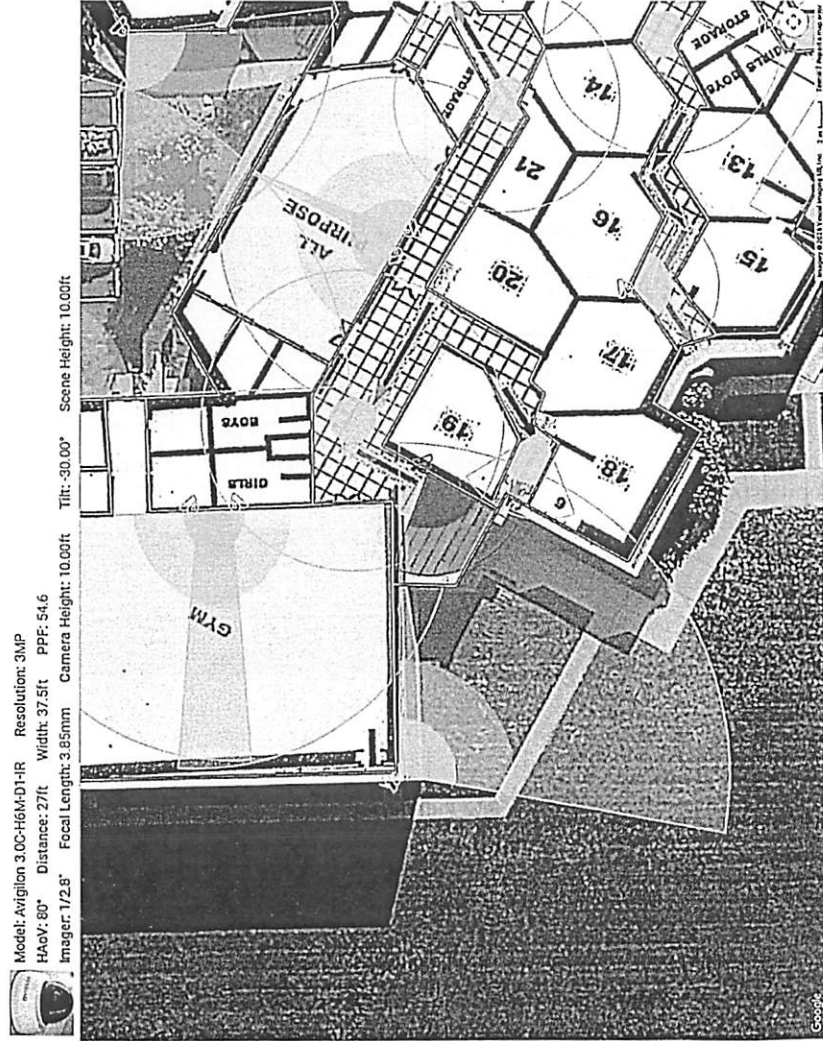
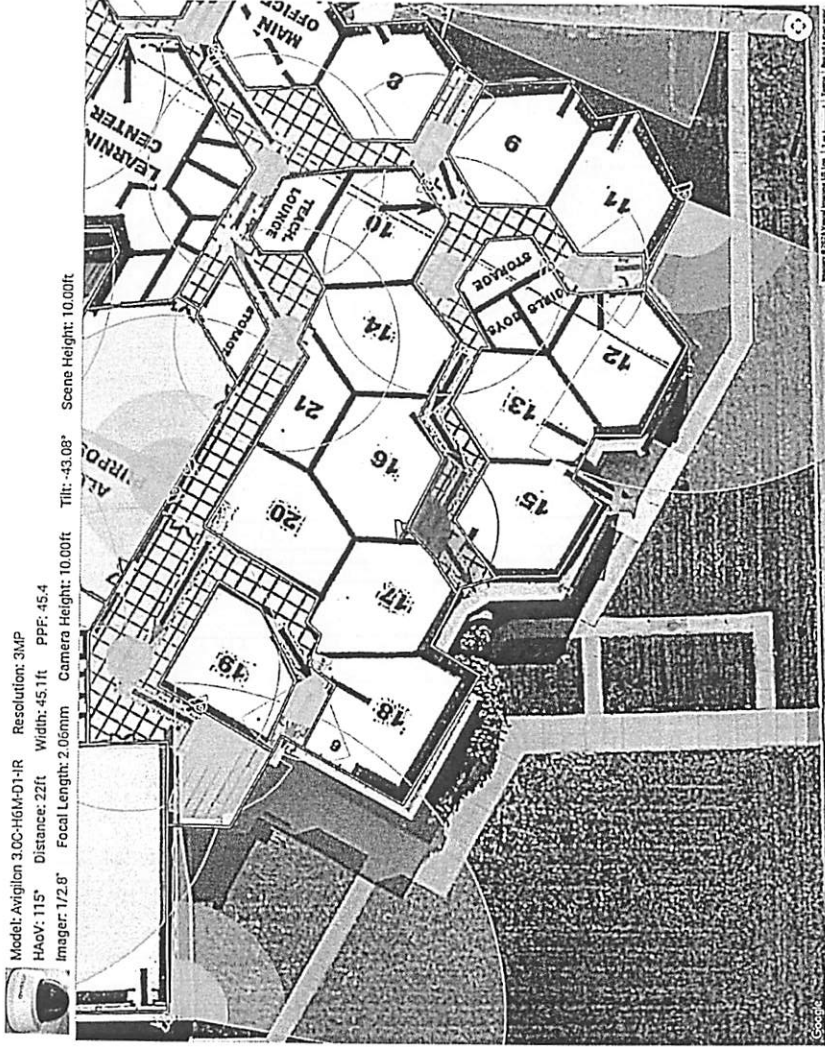


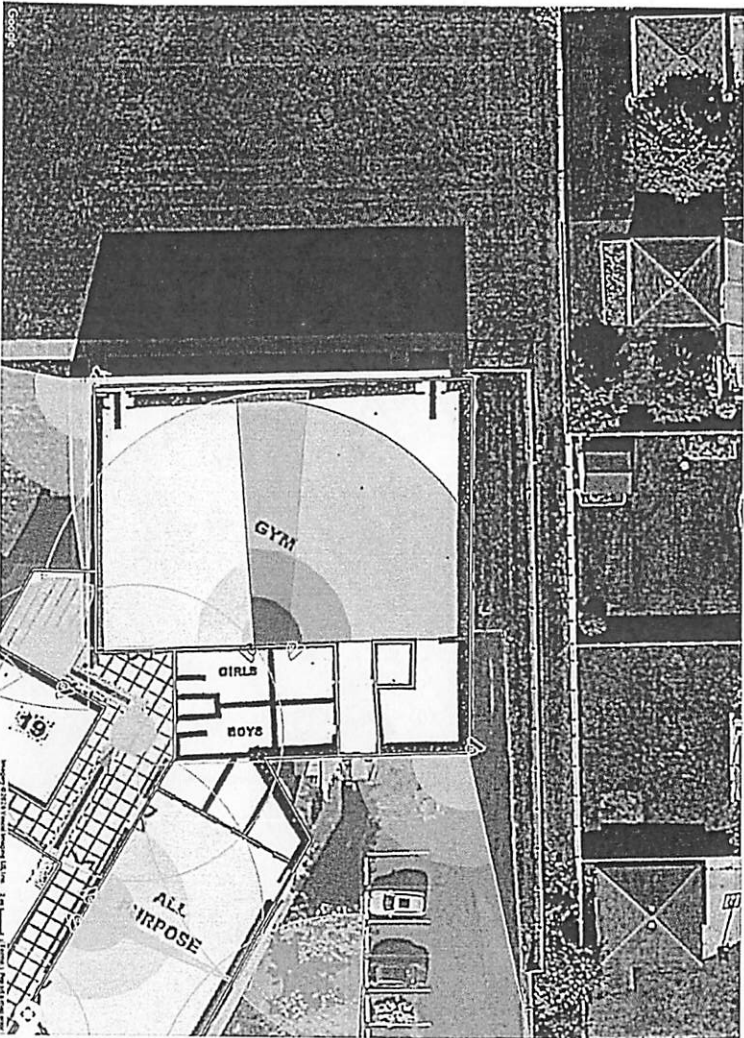
Model: Avigilon 3.0C-H6M-D1-IR Resolution: 3MP
HAcV: 80° Distance: 27ft Width: 37.5ft PPF: 54.6
Imager: 1/2.8" Focal Length: 3.85mm Camera Height: 10.00ft Tilt: -30.00° Scene Height: 10.00ft



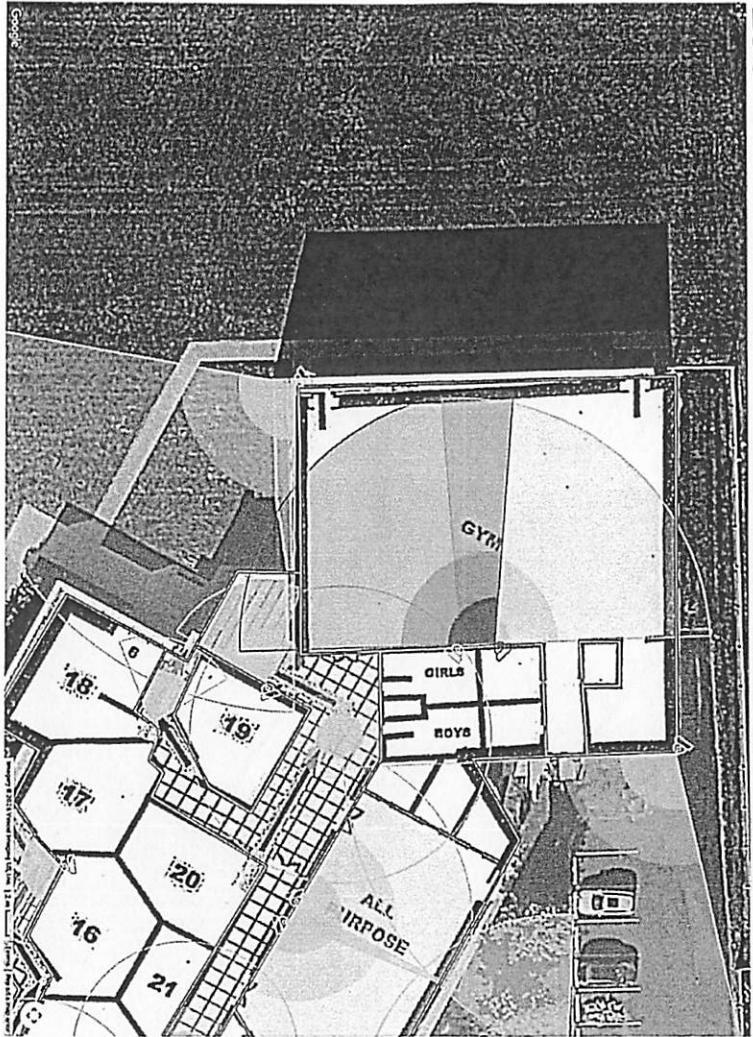
Model: Avigilon 3.0C-H6M-D1-IR Resolution: 3MP
HAcV: 80° Distance: 24ft Width: 33.2ft PPF: 61.6
Imager: 1/2.8" Focal Length: 3.85mm Camera Height: 10.00ft Tilt: -30.00° Scene Height: 10.00ft



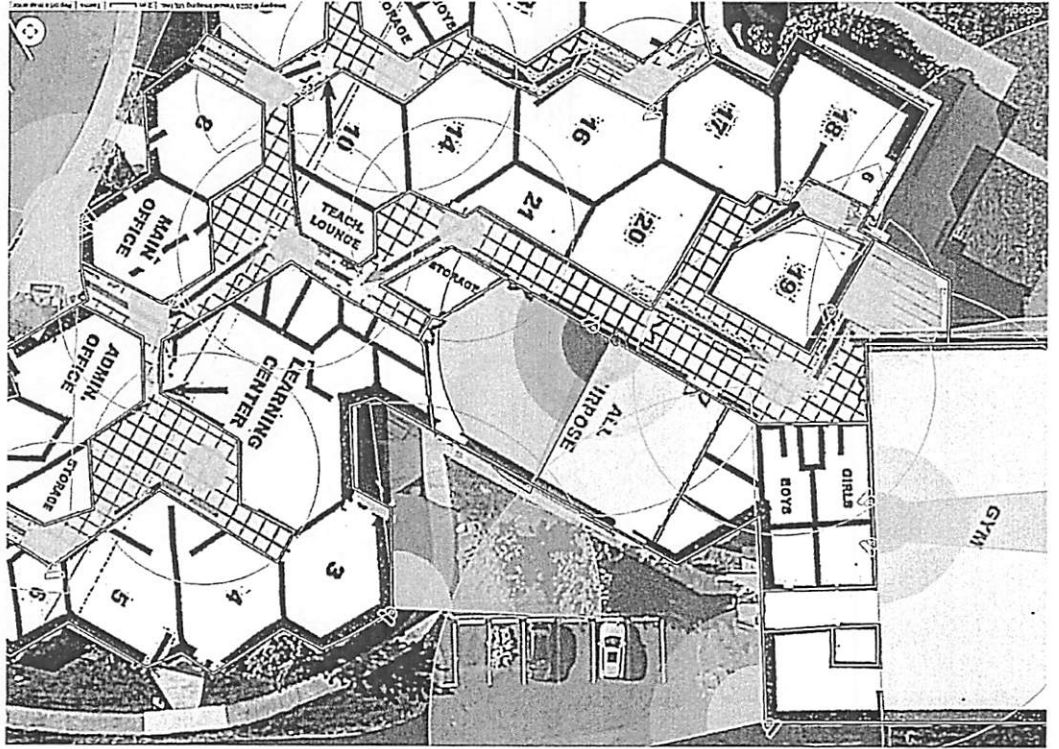




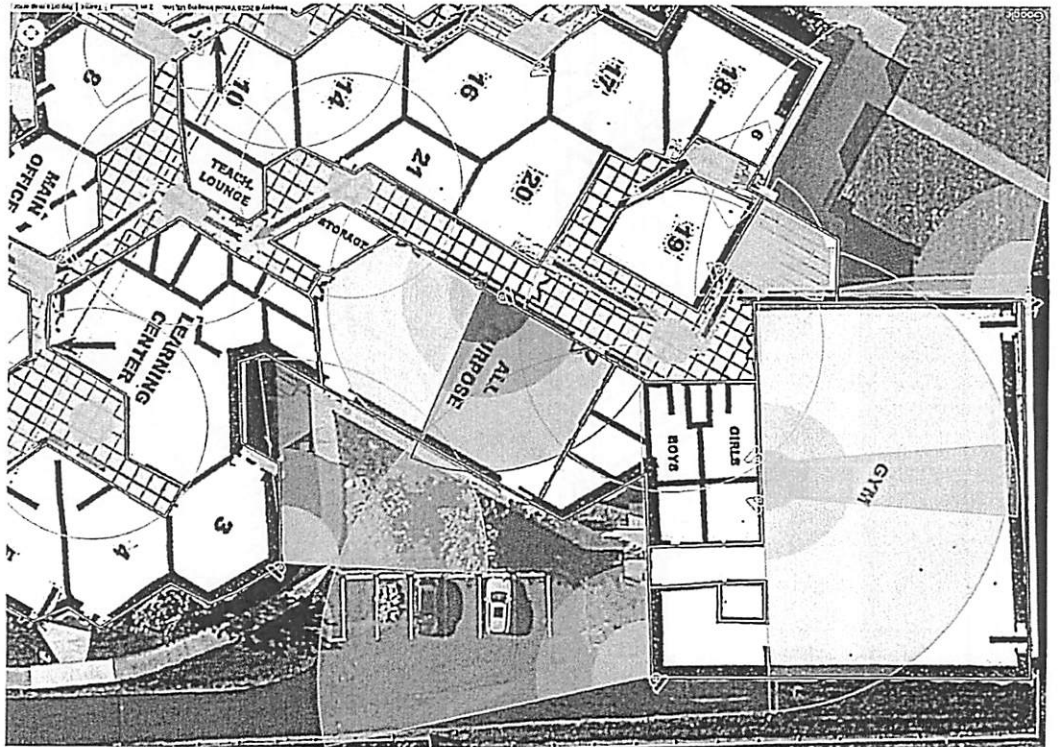
Model: Avigilon 300-H6M-D1-IR Resolution: 3MP
HAAV: 92° Distance: 65ft Width: 104.7ft PPF: 19.6
Imager: 1/2.8" Focal length: 3.10mm Camera Height: 10.00ft Tilt: -34.61° Scene Height: 10.00ft



Model: Avigilon 300-H6M-D1-IR Resolution: 3MP
HAAV: 96° Distance: 67ft Width: 111.7ft PPF: 18.3
Imager: 1/2.8" Focal length: 2.90mm Camera Height: 10.00ft Tilt: -36.07° Scene Height: 10.00ft



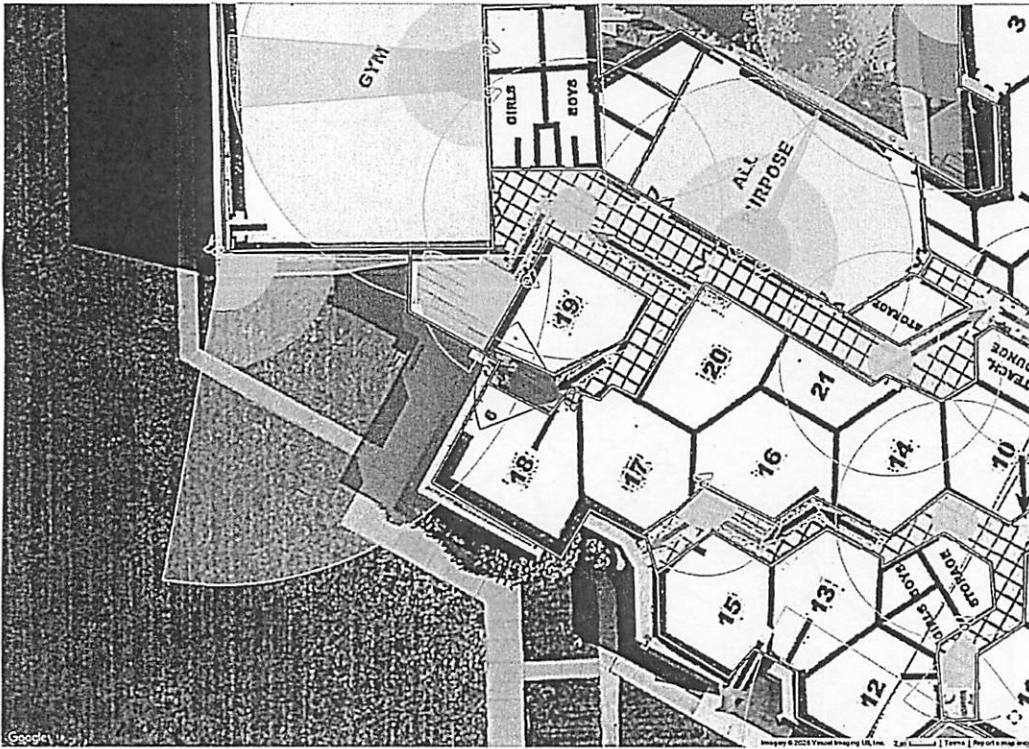
Model: Avigilon 3 OC-H6M-D1-IR Resolution: 3MP
 HAoV: 94° Distance: 45ft Width: 73.3ft PPF: 28.0
 Imager: 1/2.8" Focal Length: 3.00mm Camera Height: 10.00ft Tilt: -35.33° Scene Height: 10.00ft



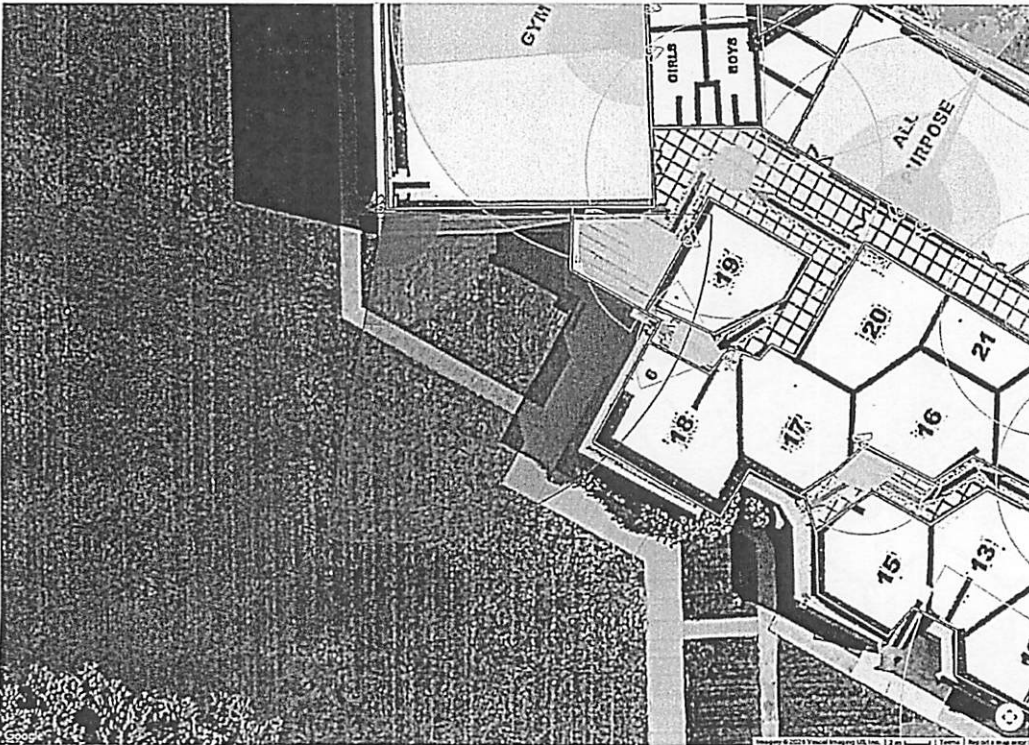
Model: Avigilon 3 OC-H6M-D1-IR Resolution: 3MP
 HAoV: 84° Distance: 48ft Width: 69.6ft PPF: 29.4
 Imager: 1/2.8" Focal Length: 3.60mm Camera Height: 10.00ft Tilt: -31.40° Scene Height: 10.00ft

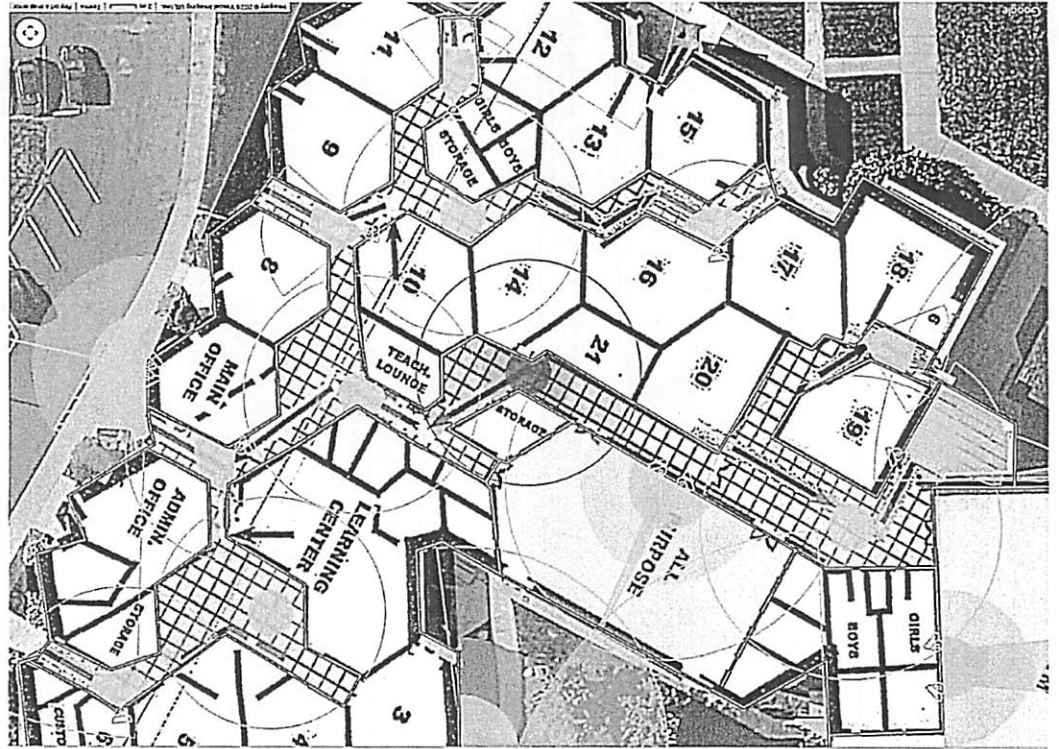


Model: Avigilon 3.0C-H6M-D1-IR Resolution: 3MP
HxV: 80° Distance: 23ft Width: 32.5ft PPF: 63.1
Imager: 1/2.8" Focal Length: 3.85mm Camera Height: 10.00ft Tilt: -30.00° Scene Height: 10.00ft

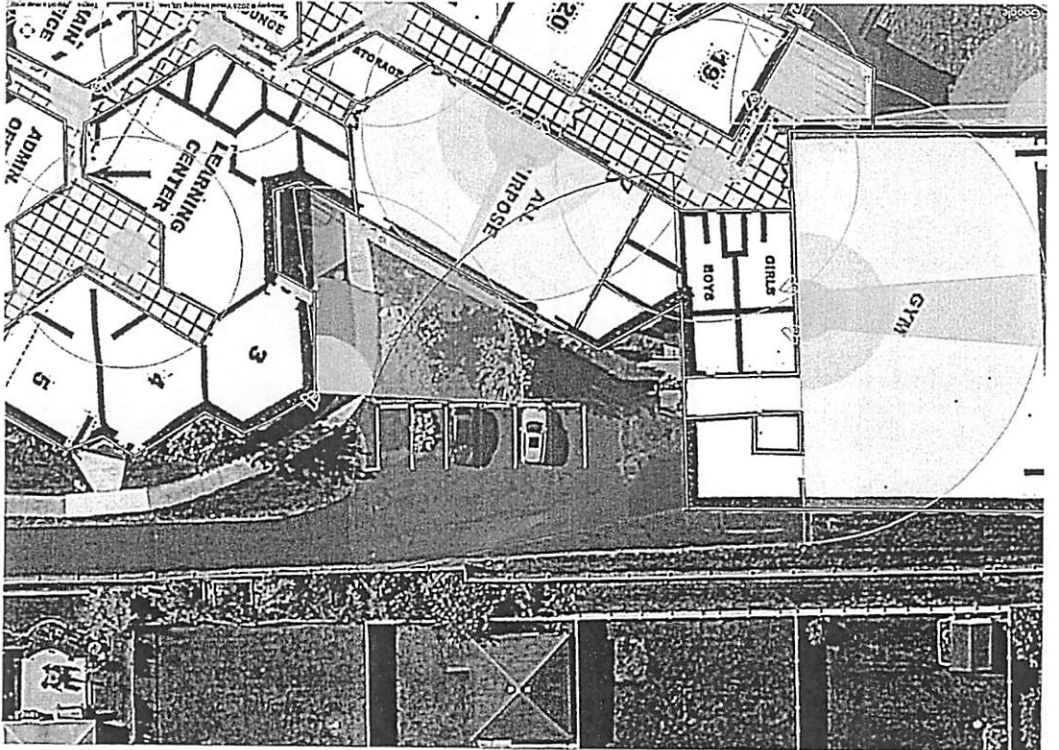


Model: Avigilon 5.0C-H6M-D01-IR Resolution: 5MP
HxV: 100° Distance: 86ft Width: 150.7ft PPF: 17.2
Imager: 1/2.8" Focal Length: 2.99mm Camera Height: 10.00ft Tilt: -37.50° Scene Height: 10.00ft





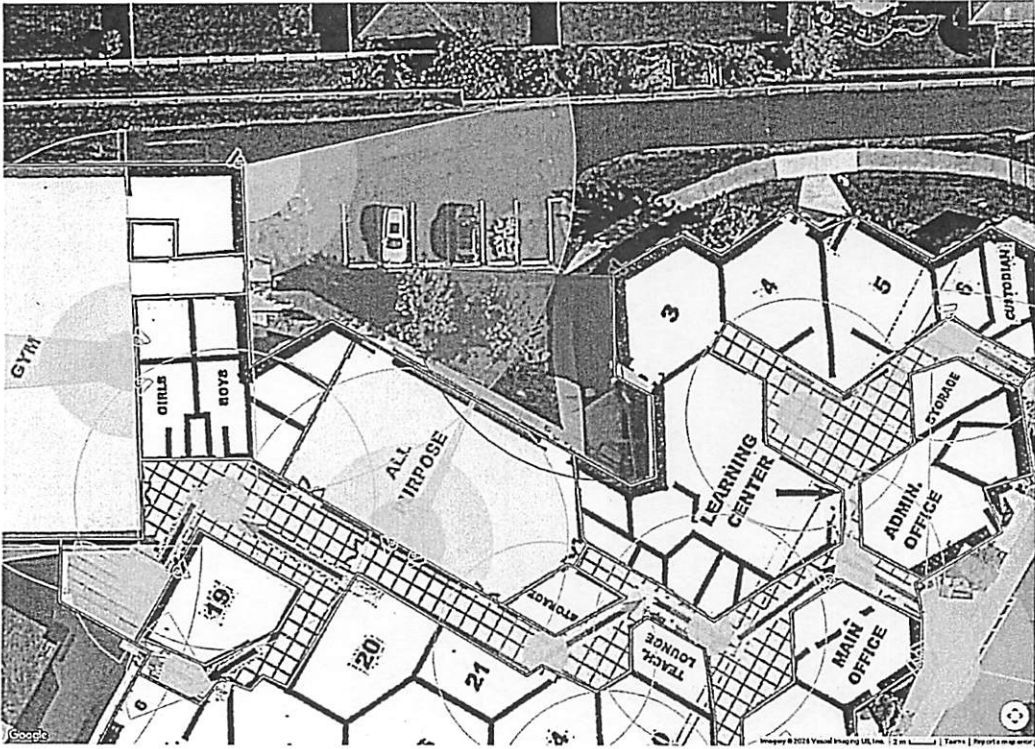
Model: Avigilon 8 0C-H6A-FE-360-D01-IR Resolution: 4K
 HAoV: 360° Distance: 291ft Width: 184.3ft PPF: 20.8
 Imager: 1/8" Focal Length: 29314574638985688.00mm Camera Height: 10.00ft Tilt: -101.25° Scene Height: 10.00ft



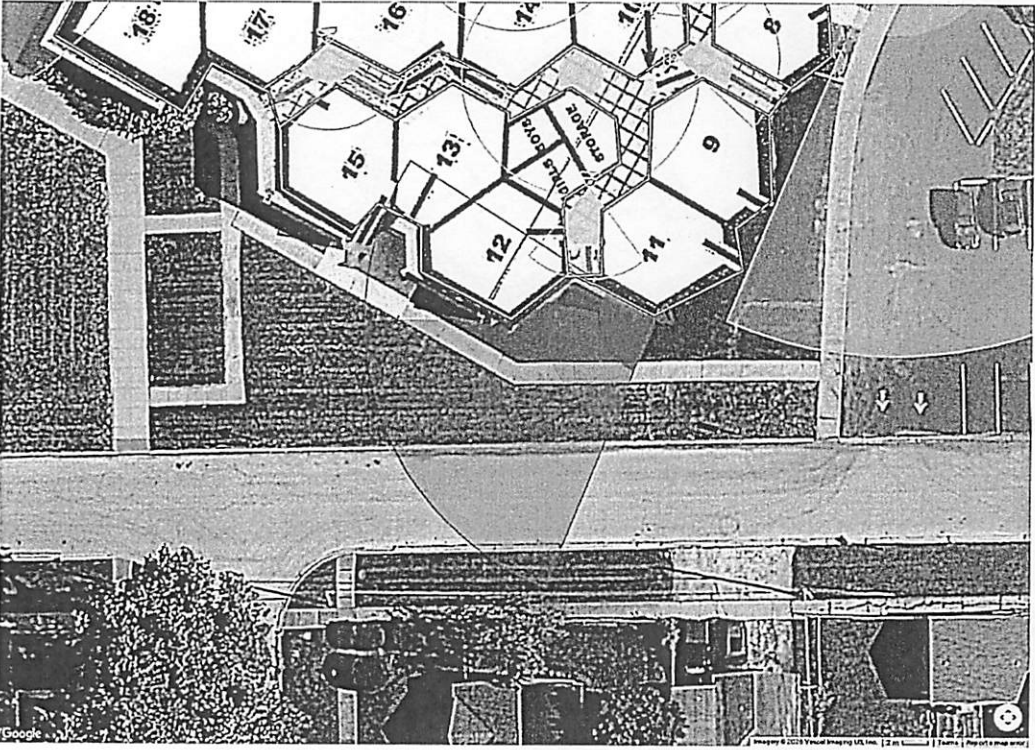
Model: Avigilon 5 0C-H6M-D01-IR Resolution: SMP
 HAoV: 100° Distance: 871ft Width: 151.4ft PPF: 17.1
 Imager: 1/28" Focal Length: 299mm Camera Height: 10.00ft Tilt: -37.50° Scene Height: 10.00ft



Model: Avigilon 5.0C-H6M-DO1-IR Resolution: 5MP
 HAOV: 100° Distance: 53ft Width: 93.2ft PPF: 27.8
 Imager: 1/2.8" Focal Length: 2.99mm Camera Height: 10.00ft Tilt: -37.50° Scene Height: 10.00ft

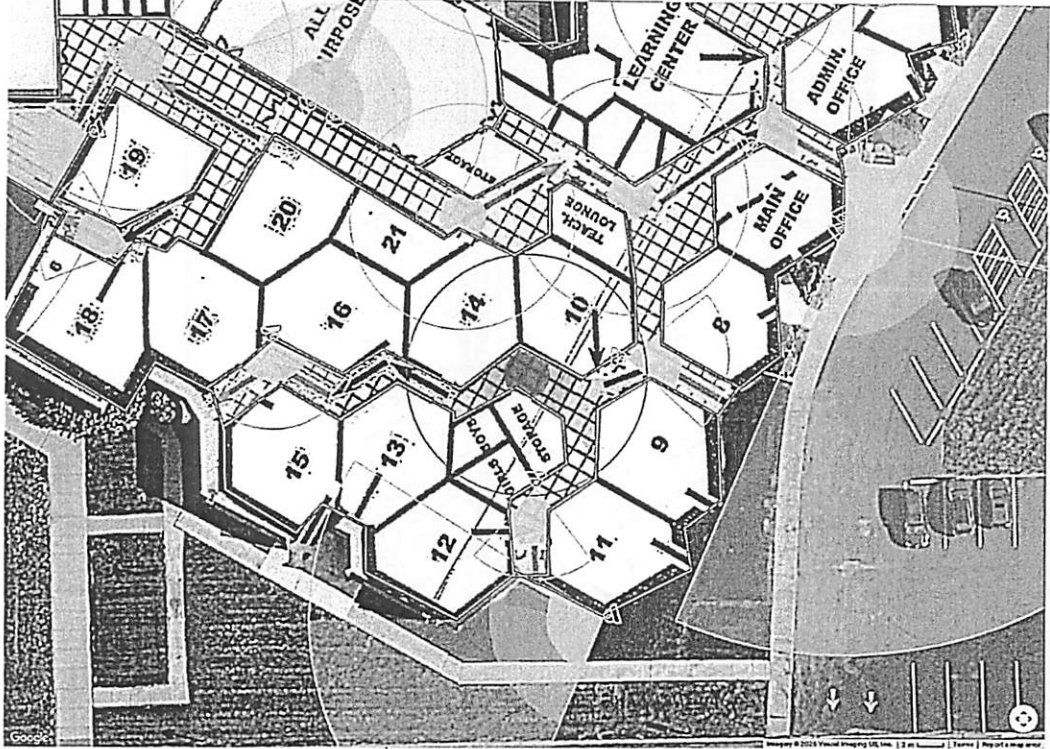


Model: Avigilon 5.0C-H6M-DO1-IR Resolution: 5MP
 HAOV: 100° Distance: 76ft Width: 133.3ft PPF: 19.4
 Imager: 1/2.8" Focal Length: 2.99mm Camera Height: 10.00ft Tilt: -37.50° Scene Height: 10.00ft





Model: Avigilon 8.0C-H6A-FE-360-DO1-IR Resolution: 4K
 HAOV: 360° Distance: 31ft Width: 196.9ft PPF: 19.5
 Imager: 1/1.8" Focal Length: 2931.4574638985689.00mm Camera Height: 10.00ft Tilt: -101.25° Scene Height: 10.00ft



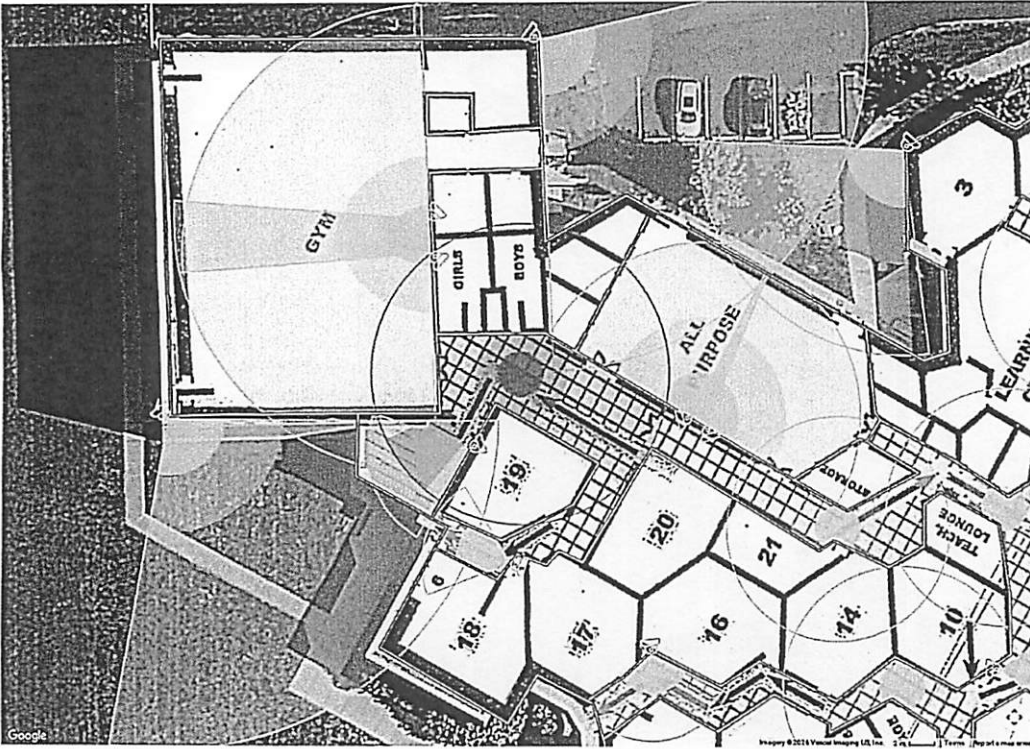
Model: Avigilon 5.0C-H6M-DO1-IR Resolution: SMP
 HAOV: 100° Distance: 113ft Width: 197.2ft PPF: 13.1
 Imager: 1/2.8" Focal Length: 2.99mm Camera Height: 10.00ft Tilt: -37.50° Scene Height: 10.00ft



Camera 22



Model: Avigilon 8.0C-H6A-FE-360-DO1-IR Resolution: 4K
HxV: 360° Distance: 39ft Width: 247.0ft PPF: 15.5
Imager: 1/1.8" Focal Length: -29314574638985688.00mm Camera Height: 10.00ft Tilt: -101.25° Scene Height: 10.00ft



3/16/26

Matthew Westfall

To whom it may concern, effective at the end of the 2025-2026 academic year, I will be resigning from my position as the Physical Education and Health teacher at Hamlin Upper Grade Center. Thank you for the opportunity to secure my first official job out of college and for the chance to prove myself. I am forever grateful.

Thank you,

Matthew Westfall

March 16, 2026

Dear Mrs. Cole,

It is my pleasure to write a letter of recommendation on behalf of Rachel Vaughan for our reading specialist position at Lawn Manor. Rachel has a master's degree in reading and special education from DePaul University. She is an experienced teacher having taught in catholic schools since 2009. Mrs. Vaughan comes highly recommended and has been described as knowledgeable, caring and compassionate with her students. I believe Rachel understands the dedication and commitment we provide for each and every child that comes through our doors. I am excited that Mrs. Vaughan be a part of Lawn Manor and believe she will make an excellent addition to our staff.

If you have any further questions or concerns, please feel free to contact me at (708) 423-3078.

Sincerely,

Heather Wills

Lawn Manor Principal

Rachel Vaughan

OBJECTIVE

Seeking to bring 17 years of educational experience to an interventionist or coaching position

EDUCATION

June 2019	<i>M.Ed. in Special Ed. and Reading</i>	DePaul University	Chicago, IL
May 2008	<i>B.A. in Elementary Ed.</i>	Moody Bible Institute	Chicago, IL

ENDORSEMENTS

Issued 2020	<i>Learning Behavior Specialist 1</i>	Illinois State Board of Education	
Issued 2019	<i>Reading Specialist</i> Board of Education		Illinois State

EXPERIENCE

2019-Present	<i>Reading Specialist/Inclusive Education Director</i>	Visitation Catholic School	Chicago, IL
	<ul style="list-style-type: none"> ■ Provided evidence-based reading interventions for an average caseload of 18 students per year in skills relating to phonics, decoding, encoding, fluency, vocabulary, language, and comprehension ■ Coached teachers, modeled lessons, and provided ELA curriculum support ■ Purchased and trained staff in the Reading Mastery and Corrective Reading programs ■ Managed schoolwide assessment data (iReady, easyCBM, AIMSweb), IEPs, and the IEP evaluation process ■ Coordinated services for students with IEPs ■ Led professional development sessions on topics such as literacy, inclusion, differentiation, direct instruction, and data-driven instruction 		
2021-Present	<i>PT Special Education Teacher</i>	Chicago Home Tutor/Catapult Learning	Chicago, IL
	<ul style="list-style-type: none"> ■ Provided academic tutoring in reading and math for individuals and small groups of students according to individual service plans under IDEA 		
2017-2023	<i>Professional Development Leader</i>	Big Shoulders Fund	Chicago, IL
	<ul style="list-style-type: none"> ■ Mentored and provided job-embedded support to a novice teacher through Big Shoulders Fund's Teacher Development Program ■ Led professional development sessions focused on peer coaching and Danielson Framework 		
2012-2019	<i>Second Grade Teacher</i>	Visitation Catholic School	Chicago, IL
	<ul style="list-style-type: none"> ■ Educated seven classes of second graders in all subject areas ■ Served as the Primary Grades Unit Leader from 2014-2018 and AIMSweb assessment coordinator from 2014-2020 ■ Supervised and mentored DePaul tutors and Dominican Volunteers 		
2009-2012	<i>Second Grade Teacher</i>	St. Elizabeth School	Chicago, IL

RELATED EXPERIENCE

2021-Present	<i>Practitioner Review Board Member</i>	The Reading Teacher
	Chicago, IL	

- Provided brief, anonymous feedback to authors to make articles more helpful for practitioners

REFERENCES

Available upon request

March 16, 2026

Dear Mrs. Cole,

It is my pleasure to write a letter of recommendation for Mrs. Jaclyn Linn for our first/second grade looping position at Lawn Manor. Mrs. Linn holds an elementary education degree from Governor's State University and a master's degree from Concordia University. She is a seasoned teacher having taught in Orland Park for twelve years. Jaclyn comes highly recommended and has been described as kind hearted, committed and well organized. I believe Mrs. Linn understands the dedication we provide for all of our students at Lawn Manor. I am excited that Mrs. Linn will be a part of Lawn Manor and believe she will make a fantastic addition to our staff.

If you have any further questions or concerns please feel free to contact me at (708) 423-3078.

Sincerely,

Heather Willis

Lawn Manor Principal

JACLYN LINN

PROFESSIONAL SUMMARY

Experienced educator of first and second grade students with strong emphasis on nurturing young minds and creating a supportive learning environment. Skilled at curriculum development, classroom management, organization, and differentiated instruction, ensuring every student receives what they need in order to flourish.

CONTACT

WORK HISTORY

Second Grade Teacher, 01/2011 to 06/2023
Kirby School District 140 - Orland Park

- Created a warm and welcoming atmosphere where all students felt a sense of belonging, and in turn, were willing to take risks both academically and socially.
 - Established clear expectations and routines to students resulting in effective classroom management and a positive learning environment.
 - Differentiated instruction to accommodate diverse learning styles, ensuring that all students made progress towards his/her academic goals.
 - Utilized data-driven instruction to identify areas of need for individual students, and adjusted teaching methods accordingly.
 - Assessed student progress regularly using formative assessments and modified instruction accordingly for maximum growth.
 - Established collaborative relationships with parents through effective communication about their child's academic progress and social-emotional development.
-

SKILLS

- Instruction in Reading and Math
 - Curriculum design and implementation
 - Lesson planning
 - Classroom management
 - Effective leadership
 - Problem-solving
 - Team collaboration
 - Assessment administration
 - Technology Proficiency
 - Patience
 - Emotional understanding
-

EDUCATION

Master of Arts, English Language, 05/2016
Concordia - Online

- Awarded Magna Cum Laude

Bachelor of Arts, Education, 12/2010
Governor's State University - University Park, IL

March 16, 2026

Dear Mrs. Cole,

It is my pleasure to write a letter of recommendation for Ms. Samantha Paholke for a kindergarten teaching position at Lawn Manor. Samantha has a bachelor's degree in early childhood education from Western Michigan University. She is an experienced teacher having taught at St. Barnabas in Chicago for three years. Ms. Paholke comes highly recommended and has been described as a dedicated and creative teacher who cares about her students. I believe Samantha will continue building on the excellence, which has been established in our kindergarten classes. I am excited that Samantha will be a part of Lawn Manor and believe she will make a wonderful addition to our staff.

If you have any further questions or concerns please feel free to contact me at (708) 423-3078.

Sincerely,

Heather Willis

Lawn Manor Principal



SAVANNAH PARKINS

ELEMENTARY TEACHER

Professional Objective:

Through my experience teaching first grade over the past few years, I have gained strong classroom management skills and a deep understanding of effective early elementary instruction. These years have strengthened my passion for teaching and prepared me to continue growing in my career. I am committed to creating a safe, welcoming, and inclusive classroom environment where all students feel valued and supported. I work hard to meet the diverse needs of my learners through differentiated instruction and by designing lessons that are engaging, meaningful, and developmentally appropriate. I thrive in collaborative environments and enjoy working closely with colleagues to support student success.

CONTACT

SKILLS

EDUCATION

WORK EXPERIENCE

Western Michigan University
(May 2018 - April 2023)

- Bachelor of Science (B.S) Early Childhood Education

First Grade Teacher
Saint Barnabas School Chicago, IL
(Aug 2023 - Present)

- Communicated regularly with parents through weekly newsletters, phone calls, and conferences.
- Participated in professional development courses related to instructional strategies and current educational trends.
- Created a positive classroom environment that fostered student collaboration and creativity.

CERTIFICATIONS

Teaching Internship
Parkwood Up-John Elementary School Kalamazoo, MI
(Jan 2023 - Apr 2023)

- Michigan Teaching Certificate, (K-5 All subjects self contained) (Pending expected 12/05/2025)
- Early Childhood and Special Education ZS Endorsement
- CPR Certified
- Google Certified

- Created lesson plans and activities that aligned with Common Core State Standards.
- Fostered positive classroom environment to encourage learning and promote student growth.
- Participated in parent-teacher conferences to communicate student progress and important information.

To: Lisa Cole, Superintendent
From: Laura Gray, Principal
RE: Speech-Language Pathologist
Date: 03/19/2026

We have filled the vacancy of Speech-Language Pathologist for the 2026-2027 school year. I would like to recommend Ms. Erin Gilmartin for this position. Ms. Gilmartin earned a Bachelor of Science in Speech and Hearing, along with a minor in Psychology, from the University of Illinois. She continued her education at Saint Xavier University and will graduate in May 2026 with a Master of Science in Speech-Language Pathology. During her training, Ms. Gilmartin has gained valuable clinical experience through her work at Advocate South Suburban Hospital in an acute care setting, as well as at the Ludden Speech and Language Clinic at Saint Xavier University. She is currently completing her spring 2026 internship with Chicago Public Schools. We are recommending Ms. Gilmartin's salary schedule position at Master's Lane, step A. I am confident Ms. Gilmartin will be an excellent addition to the special education program in District 125.

Sincerely,

Laura Gray
Principal
Meadow Lane School

Erin Gilmartin

Highly motivated graduate student clinician seeking a position as a clinical-fellow speech-language pathologist. Strong foundation across all ASHA Big Nine areas, with a demonstrated commitment to ongoing learning and professional development.

EDUCATION

Saint Xavier University **Chicago, IL**
Master of Science in Speech-Language Pathology **May 2026**

University of Illinois Urbana-Champaign **Urbana-Champaign, IL**
Bachelor of Science in Speech and Hearing Science **May 2024**
Minor in Psychology
Highest Honors Diploma, Dean's List

CLINICAL EXPERIENCE

Upcoming Chicago Public Schools **March 2026 – June 2026**
Graduate Student Clinician

Advocate South Suburban Hospital (Acute Care) **Hazel Crest, IL**
Graduate Student Clinician **September 2025 - Present**

- Evaluated and treated individuals with speech, language, and swallowing differences secondary to neurological and complex medical conditions
- Adjusted therapy and intervention plans in response to fluctuating medical status, acuity, and daily patient needs while prioritizing safety and functional outcomes
- Collaborated with interdisciplinary team members to support holistic, client-centered care

Ludden Speech and Language Clinic-Saint Xavier University **Chicago, IL**
Graduate Student Clinician **August 2024 - May 2025**

- Conducted comprehensive evaluations and planned evidence-based interventions for speech, language, cognitive-communication, motor speech, fluency, voice, and social communication across pediatric and adult populations
- Implemented play-based and structured therapy sessions while collaborating with caregivers to support carryover of skills across all environments
- Collected and analyzed therapy data to track patient progress and maintain accurate, timely documentation in compliance with clinic and ASHA standards

Bowling Specialty Clinic **January 2025 - May 2025**

- Provided activity-based intervention targeting adaptive and social communication skills in adults with disabilities within a community setting

- Applied multimodal communication strategies, including visual supports and modeling, to increase engagement and participation

Special Olympics Unified Bowling Team

May 2025 - October 2025

University of Illinois Child Development Lab
Developmental Assessment and Screening Project

Urbana, IL
August 2023-December 2023

- Conducted developmental screenings on toddlers using the *Bayley Scales of Infant and Toddler Development- Fourth Edition (Bayley-4)* while maintaining rapport through a play-based approach

RELATED WORK EXPERIENCE

Oak Lawn Park District
Site Coordinator FLASH and Summer Camp

Oak Lawn, IL
June 2021 - December 2025

- Demonstrated leadership by mentoring junior staff and supporting consistent implementation of program expectations
- Communicated regularly with parents and caregivers regarding children's needs and concerns

Leader FLASH and Summer Camp

June 2019 - June 2021

- Led and supervised groups of children across a range of developmental levels and behavioral needs, fostering a safe, inclusive, and structured environment

Disability Resources and Education Services-University of Illinois
Student Worker

Champaign, IL
August 2022 - May 2024

- Implemented individualized academic accommodations for students with documented disabilities in compliance with ADA guidelines.

CERTIFICATIONS AND SKILLS

Certifications

- MBSiMP University Student Access Issued: June 2025
- SPEAK OUT! Graduate Student Training Issued: May 2025
- BLS Provider Certification, American Heart Association Issued: August 2024

Skills

- Speech-language assessment and intervention, AAC (TouchChat, Lingraphica), MBSS exposure, EPIC, play-based therapy, dysphagia, caregiver and interdisciplinary team collaboration, adaptability, problem-solving, creativity, active listening

ATWOOD HEIGHTS SCHOOL DISTRICT 125 VOUCHER

Voucher No: 1149

Voucher Date: 03/04/2026

Prepared By: _____

Printed: 03/04/2026 02:33:41 PM

ATWOOD HEIGHTS SCHOOL DISTRICT 125 is hereby authorized to draw warrants against ATWOOD HEIGHTS SCHOOL DISTRICT 125 funds for the sum of \$132,879.41 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Christine Lantz

President

Michelle Higgins

Secretary

ATWOOD HEIGHTS SCHOOL DISTRICT 125

Fund		Amount
10	EDUCATIONAL	\$53,425.82
20	OPERATIONS AND MAINTENANCE	\$9,824.85
40	TRANSPORTATION	\$69,628.74
		<hr/> <hr/>
		\$132,879.41

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1149

03/04/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ALPHA SCHOOL BUS COMPANY	7431	40.5.2550.330.0000.00.00.00 Check #: 0	TRANSPORTATION - SPECIAL ED	\$14,112.03
			Vendor Total:	\$14,112.03
ARTLIP AND SONS, INC		20.5.2540.310.0000.00.00.00 Check #: 0	PROFESSIONAL SERVICE	\$522.00
			Vendor Total:	\$522.00
BEACH KRISTA		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$15.28
			Vendor Total:	\$15.28
BRIGHTSTAR CARE	205072876	10.5.1200.310.0000.00.00.00 Check #: 0	SPECIAL ED-PROF SERVICE	\$2,420.00
			Vendor Total:	\$2,420.00
CHERYL KUROPAS	18290	10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$254.75
			Vendor Total:	\$254.75
EASTERSEALS		10.5.4220.670.0000.00.00.00 Check #: 0	SPECIAL ED - TUITION	\$8,340.54
			Vendor Total:	\$8,340.54
EISENHOWER COOPERATIVE	2745	10.5.1200.312.0000.00.00.00 Check #: 0	SPEC ED - PROF EMPLOYEE DEVELOPMENT	\$3,785.00
		10.5.4220.672.0000.00.00.00 Check #: 0	PYMTS FOR SPEC ED PROGRAMS - TUITION PHYSICAL THE	\$1,060.00
			Vendor Total:	\$4,845.00
ELIM CHRISTIAN SERVICES	4659			

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1149

03/04/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.4220.670.0000.00.00.00 Check #: 0	SPECIAL ED - TUITION	\$23,355.60
		40.5.2550.330.0000.00.00.00 Check #: 0	TRANSPORTATION - SPECIAL ED	\$3,960.00
			Vendor Total:	\$27,315.60
EMPOWERED TRANSPORTATION INC	39-3542448	40.5.2550.330.0000.00.00.00 Check #: 0	TRANSPORTATION - SPECIAL ED	\$7,890.15
			Vendor Total:	\$7,890.15
HORVATH, THERESA	11042	10.5.2310.222.0000.00.00.00 Check #: 0	BOARD OF ED-RETIREE INSURANCE	\$104.90
			Vendor Total:	\$104.90
ILLINOIS SCHOOL BUS_242	242	40.5.2550.331.0000.00.00.00 Check #: 0	TRANSPORTATION - REGULAR ED	\$43,666.56
			Vendor Total:	\$43,666.56
ISENMANN, HANNAH		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$157.45
			Vendor Total:	\$157.45
JULIE UNDERHILL		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$177.91
			Vendor Total:	\$177.91
LAKESHORE LEARNING MATERIALS LLC	4605	10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES - LAWN MANOR	\$692.53
			Vendor Total:	\$692.53
LOIS PAXTON		10.5.2140.310.0000.00.00.00 Check #: 0	PSYCHOLOGICAL SERVICES-PROFESS& TECH SERVICE	\$1,050.00

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1149

03/04/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$1,050.00
MARGARET PAROLIN	26270	10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$1,056.59
			Vendor Total:	\$1,056.59
MENARDS INC	11118	20.5.2540.410.0000.00.00.00 Check #: 0	OPER/MAINT-GENERAL SUPPLIES	\$190.53
			Vendor Total:	\$190.53
NEXTERA ENERGY SERVICES		20.5.2540.465.0000.02.00.00 Check #: 0	OPER/MAINT-NATURAL GAS-LAWN MANOR	\$3,358.32
		20.5.2540.465.0000.03.00.00 Check #: 0	OPER/MAINT-NATURAL GAS-MEADOW LANE	\$353.95
		20.5.2540.465.0000.04.00.00 Check #: 0	OPER/MAINT-NATURAL GAS-HAMLIN	\$3,922.54
			Vendor Total:	\$7,634.81
OFF-SITE BUSINESS SERVICES, INC.	729	10.5.2520.311.0000.00.00.00 Check #: 0	P/R SUPPORT SERVICES - OFFSITE	\$438.00
			Vendor Total:	\$438.00
OTC BRANDS, INC.	21005	10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES - LAWN MANOR	\$88.52
			Vendor Total:	\$88.52
SAM TELL AND SON, INC		10.5.2560.550.0000.00.00.00 Check #: 0	FOOD SERVICE - EQUIPMENT	\$10,281.35
			Vendor Total:	\$10,281.35
UNIQUE PRODUCTS & SERVICE CORP.	17015	20.5.2540.410.0000.00.00.00 Check #: 0	OPER/MAINT-GENERAL SUPPLIES	\$1,477.51

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1149

03/04/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$1,477.51
US GAMES		10.5.2310.310.0000.00.00.00 Check #: 0	BOARD OF ED-PROFESSIONAL SERVICES	\$68.00
			Vendor Total:	\$68.00
VINCENT CAPRIO		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$79.40
			Vendor Total:	\$79.40
			Grand Total:	\$132,879.41

End of Report

ATWOOD HEIGHTS SCHOOL DISTRICT 125 VOUCHER

Voucher No: 1157

Voucher Date: 03/19/2026

Prepared By: _____

Printed: 03/19/2026 11:51:01 AM

ATWOOD HEIGHTS SCHOOL DISTRICT 125 is hereby authorized to draw warrants against ATWOOD HEIGHTS SCHOOL DISTRICT 125 funds for the sum of \$266,754.59 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2025 to June 30, 2026 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Christine Lantz

President

Michelle Higgins

Secretary

ATWOOD HEIGHTS SCHOOL DISTRICT 125

Fund		Amount
10	EDUCATIONAL	\$169,040.65
20	OPERATIONS AND MAINTENANCE	\$6,422.74
30	DEBT SERVICE	\$510.00
40	TRANSPORTATION	\$87,839.70
80	TORT IMMUNITY	\$2,941.50
		<hr/> <hr/>
		\$266,754.59

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1157

03/19/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
ALEXANDRA GONZALES		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$192.45
				Vendor Total: \$192.45
ALPHA SCHOOL BUS COMPANY	7431	40.5.2550.330.0000.00.00.00 Check #: 0	TRANSPORTATION - SPECIAL ED	\$22,454.82
				Vendor Total: \$22,454.82
ALPHA SCHOOL BUS COMPANY	7431	40.5.2550.330.0000.00.00.00 Check #: 0	TRANSPORTATION - SPECIAL ED	\$26,003.16
				Vendor Total: \$26,003.16
AMANDA ALVAREZ		10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES - LAWN MANOR	\$102.84
				Vendor Total: \$102.84
ATWOOD HTGS. DIST. 125 - IMPREST FUND 991		10.5.2660.340.0000.00.00.65 Check #: 0	TECHNOLOGY-TELEPHONE	\$39.39
		20.5.2540.310.0000.00.00.00 Check #: 0	PROFESSIONAL SERVICE	\$2,000.00
		20.5.2540.370.0000.02.00.00 Check #: 0	OPER/MAINT-WATER/SEWER SERVICE-LAWN MANOR	\$501.63
		20.5.2540.370.0000.04.00.00 Check #: 0	OPER/MAINT-WATER/SEWER SERVICE-HAMLIN	\$150.92
				Vendor Total: \$2,691.94
BRIGHTSTAR CARE	205072876	10.5.1200.310.0000.00.00.00 Check #: 0	SPECIAL ED-PROF SERVICE	\$3,040.00
				Vendor Total: \$3,040.00
BUSINESSSOLVER.COM, INC.				

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1157

03/19/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1100.222.0000.00.00.00 Check #: 0	MEDICAL INSURANCE	\$285.93
			Vendor Total:	\$285.93
CALUMET CITY PLUMBING	36-2613764	20.5.2540.310.0000.00.00.00 Check #: 0	PROFESSIONAL SERVICE	\$2,246.00
			Vendor Total:	\$2,246.00
CHASE CARD SERVICES		10.5.1100.312.4932.00.01.00 Check #: 0	PROFESSIONAL DEVELOPMENT-TITLE II	\$535.46
		10.5.1100.410.0000.00.00.00 Check #: 0	SUPPLIES	\$241.77
		10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES - LAWN MANOR	\$640.85
		10.5.1100.410.0000.03.00.00 Check #: 0	SUPPLIES MEADOW LANE	\$488.30
		10.5.1200.312.0000.00.00.00 Check #: 0	SPEC ED - PROF EMPLOYEE DEVELOPMENT	\$285.00
		10.5.1200.410.0000.00.00.00 Check #: 0	SPEC ED K-12-GENERAL SUPPLIES	\$51.38
		10.5.1250.410.4300.00.01.00 Check #: 0	TITLE I / SUPPLE K-12-GENERAL SUPPLIES	\$490.73
		10.5.1275.332.3705.00.01.00 Check #: 0	EC GRANT - STUDENT FIELD TRIPS	\$914.80
		10.5.2310.340.0000.00.00.00 Check #: 0	BOARD OF ED-COMMUNICATIONS	\$468.00
		10.5.2320.332.0000.00.00.00 Check #: 0	EXECUTIVE ADMIN -TRAVEL	\$304.66
		10.5.2560.410.3705.00.01.00 Check #: 0	FOOD SERVICES-GENERAL SUPPLIES	\$373.49
		20.5.2540.410.0000.00.00.00 Check #: 0	OPER/MAINT-GENERAL SUPPLIES	\$329.97

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1157

03/19/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.5.2540.464.0000.00.00.00 Check #: 0	GASOLINE	\$454.51
COMCAST	24020			Vendor Total: \$5,578.92
		10.5.2660.340.0000.00.00.66 Check #: 0	TECHNOLOGY-BROADBAND	\$3,525.00
EASTERSEALS				Vendor Total: \$3,525.00
		10.5.4220.670.0000.00.00.00 Check #: 0	SPECIAL ED - TUITION	\$9,321.78
EDUCATIONAL BENEFIT COOP.	10341			Vendor Total: \$9,321.78
		10.2.0489.072.0000.00.00.00 Check #: 0	MEDICAL INSURANCE	\$62,613.76
		10.2.0489.073.0000.00.00.00 Check #: 0	DENTAL INSURANCE	\$2,292.85
EDUCATIONAL CONSORTIUM FOR TELECOM. SAV.	23565			Vendor Total: \$64,906.61
		10.5.2660.310.0000.00.00.00 Check #: 0	ED MEDIA -PROFESS& TECH SERVICE	\$1,609.20
ELIM CHRISTIAN SERVICES	4659			Vendor Total: \$1,609.20
		10.5.4220.670.0000.00.00.00 Check #: 0	SPECIAL ED - TUITION	\$7,518.42
ILLINOIS SCHOOL BUS_242	242			Vendor Total: \$7,518.42
		40.5.2550.331.0000.00.00.00 Check #: 0	TRANSPORTATION - REGULAR ED	\$37,428.48
		40.5.2550.334.0000.00.00.00 Check #: 0	TRANSPORTATION - EXTRACURRICULAR	\$1,953.24
				Vendor Total: \$39,381.72

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1157

03/19/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
IMAGETEC L.P.	6536	10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES – LAWN MANOR	\$118.42
			Vendor Total:	\$118.42
LAKESHORE LEARNING MATERIALS LLC	4605	10.5.1100.410.0000.02.00.00 Check #: 0	SUPPLIES – LAWN MANOR	\$55.08
			Vendor Total:	\$55.08
LEAF		30.5.5400.325.0000.00.00.00 Check #: 0	CAPITAL LEASES–RENTALS	\$510.00
			Vendor Total:	\$510.00
LISA COLE	20669	10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$231.63
			Vendor Total:	\$231.63
LOGICOM SYSTEMS		10.5.2660.310.0000.00.00.67 Check #: 0	PROFESSIONAL & TECHNICAL SERVICE	\$31,197.75
		10.5.2660.410.0000.00.00.67 Check #: 0	GENERAL SUPPLIES	\$460.80
			Vendor Total:	\$31,658.55
MARY ANN SMITH		10.5.2140.310.0000.00.00.00 Check #: 0	PSYCHOLOGICAL SERVICES–PROFESS& TECH SERVICE	\$4,200.00
			Vendor Total:	\$4,200.00
MATTHEW WESTFALL		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$859.50
			Vendor Total:	\$859.50
MENARDS INC	11118			

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1157

03/19/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.5.2540.410.0000.00.00.00 Check #: 0	OPER/MAINT-GENERAL SUPPLIES	\$51.72
			Vendor Total:	\$51.72
PETRARCA, GLEASON, BOYLE, & IZZO, LLC		80.5.2365.318.0000.01.00.00 Check #: 0	LEGAL FEES	\$2,941.50
			Vendor Total:	\$2,941.50
PHILIP, ELIZABETH		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$451.54
			Vendor Total:	\$451.54
SHANNON STAPLETON	23981	10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$2,192.65
			Vendor Total:	\$2,192.65
SHERIDAN, MEGAN		10.5.1100.230.0000.00.00.00 Check #: 0	FRINGE	\$963.74
			Vendor Total:	\$963.74
SPEECH BLOSSOMS LLC		10.5.2140.310.0000.00.00.00 Check #: 0	PSYCHOLOGICAL SERVICES-PROFESS& TECH SERVICE	\$8,365.00
			Vendor Total:	\$8,365.00
STEVEN GRESS, CPA		10.5.2520.310.0000.00.00.00 Check #: 0	FISCAL SERVICES-PROFESSIONAL SERVICES	\$3,900.00
			Vendor Total:	\$3,900.00
US OMNI & TSACG COMPLIANCE SERVICES	23161	10.5.2310.310.0000.00.00.00 Check #: 0	BOARD OF ED-PROFESSIONAL SERVICES	\$68.00
			Vendor Total:	\$68.00

Atwood Heights School District 125

Voucher Supplement Account Summary

Voucher Batch Number: 1157

03/19/2026

Fiscal Year: 2025-2026

Vendor Remit Name	Vendor #	Account	Description	Amount
VILLAGE OF MERRIONETTE	6176	20.5.2540.370.0000.03.00.00 Check #: 0	OPER/MAINT-WATER/SEWER SERVICE-MEADOW LANE	\$687.99
			Vendor Total:	\$687.99
WHITSONS		10.5.2560.410.0000.00.00.00 Check #: 0	FOOD SERVICES-GENERAL SUPPLIES	\$20,640.48
			Vendor Total:	\$20,640.48
			Grand Total:	\$266,754.59

End of Report

Principal's Report: March 2026

Lawn Manor School

Everyday Counts at Lawn Manor!



Curriculum/Instruction/Assessments

- End of 2nd Trimester/ Parent Conferences
- Early Childhood Conference
- Teacher Institute- Lots of Shenanigans
- District Curriculum Team

Community/School Events/Booster Clubs

- Literacy Week Success! Special thanks to Mrs. Alvarez
- Fundraisers- Pop Up Shop and Spirit Wear Orders
- Monarch Book Voting & Winners
- Autism Acceptance Week (23rd-27th)
- K-2 Charlotte's Web at Moraine Valley
- Spring Pictures

Please contact me at (708) 423-3078 if you have any questions or comments.

Respectfully Submitted,

Heather Wills

Principal's School Board Report, March, 2026

Meadow Lane School



School Improvement/Professional Development

- Report Cards
- IAR Testing
- Teacher Institute
- Parent Conferences
- CPI Training
- NEHS

Student Activities

- Kids Heart Challenge
- Cinco de Mayo Practice
- Popcorn Fundraiser
- Trimester 2 Attendance Celebration
- Writing Club
- Operation Old Glory

Please contact me at 708-388-6958 if you have any further questions or concerns.

-Laura A. Gray, Principal

Hamlin Upper Grade Center

Board Report

March 2026

Curriculum/Assessment/Professional Development:

- Wrapping Up ELA - IAR testing
 - Math IAR will be the first two weeks of April
 - 8th Grade will take ISA the third week
- March 17th – Wellness Day Institute! What a wonderful day of learning and fun.
- Summer Learning Challenge! We are beginning to plan a summer learning challenge. Students who work on Exact Path over the summer will earn a reward for the fall.

Hamlin Activities:

- Hamlin Declamation had another very successful season.
 - Kylee Resendez-Aguilar took 1st Place in 7th Grade Poetry AND Prose
 - Laurel Soprych took 2nd Place in 7th Grade Poetry
 - Leah Serrano Barragan took 2nd Place in 7th Grade Prose.
- SSJHSC Band Fest – 1st Division and a perfect score from one judge!
- Eisenhower Chicago Land Classic – Division 1, Best Woodwinds Award, Outstanding Musical Performance
- Spirit Week this week
- Spring Play – March 26th @ 6:30 pm. Middle School Dating Game
- NJHS Induction 4/16 @ 6:00 pm.
- White Pines – April 27th – 29th

Respectfully Submitted,

Dr. Katie Gallagher

ACCIDENT/INJURY REPORT

SCHOOL: Hamlin #1 OF 4 ACCIDENTS/INJURIES:
NATURE OF INCIDENT/INJURY: Student threw an item at another student. The other student lunged at her and she fell backwards hitting her head. Ice pack was provided and mom called.
HOSPITAL CARE REQUIRED: No PARAMEDICS CALLED: No
.....
SCHOOL: Meadow Lane #2 OF 4 ACCIDENTS/INJURIES:
NATURE OF ACCIDENT/INJURY: Student slipped on the jungle gym and hit her forehead. Ice pack was provided and emergency contact was called.
HOSPITAL CARE REQUIRED: No PARAMEDICS CALLED: No
.....
SCHOOL: Hamlin #3 OF 4 ACCIDENTS/INJURIES:
NATURE OF ACCIDENT/INJURY: Student fell on her left knee while playing volleyball during gym class. Ice pack was provided and mom picked her up from school.
HOSPITAL CARE REQUIRED: No PARAMEDICS CALLED: No
.....
SCHOOL: Hamlin #4 OF 4 ACCIDENTS/INJURIES:
NATURE OF ACCIDENT/INJURY: During PE class student fell on his left wrist while playing soccer. Ice-pack was provided and mom was notified.
HOSPITAL CARE REQUIRED: No PARAMEDICS CALLED: No
.....
SCHOOL: # OF ACCIDENTS/INJURIES:
NATURE OF ACCIDENT/INJURY:
HOSPITAL CARE REQUIRED: PARAMEDICS CALLED:
.....
SCHOOL: # OF ACCIDENTS/INJURIES:
NATURE OF ACCIDENT/INJURY:
HOSPITAL CARE REQUIRED: PARAMEDICS CALLED:
.....
SCHOOL: # OF ACCIDENTS/INJURIES:
NATURE OF ACCIDENT/INJURY:
HOSPITAL CARE REQUIRED: PARAMEDICS CALLED:
.....
SCHOOL: # OF ACCIDENTS/INJURIES:
NATURE OF ACCIDENT/INJURY:
HOSPITAL CARE REQUIRED: PARAMEDICS CALLED:
.....
SCHOOL: # OF ACCIDENTS/INJURIES:

SUSPENSION REPORT

SCHOOL: Hamlin SUSPENSIONS: 0 of 0 GRADE LEVEL:
MALE: FEMALE: REASON FOR SUSPENSION:
HEARINGS REQUESTED:
.....
SCHOOL: Meadow Lane SUSPENSIONS: 0 of 0 GRADE LEVEL:
MALE: FEMALE: REASON FOR SUSPENSION:
HEARINGS REQUESTED:
.....
SCHOOL: Lawn Manor SUSPENSIONS: 0 of 0 GRADE LEVEL:
MALE: FEMALE: REASON FOR SUSPENSION:
HEARINGS REQUESTED:
.....

Superintendent Report
 Informational
 February 25-26

ENROLLMENT

E.C.-Sp. Ed.-PRE-K	52	
Kindergarten	43	
Grade 1	58	
Grade 2	48	
Cross/Cat	9	210
Grade 3	42	
Grade 4	66	
Grade 5	57	
Cross Cat 3-5	9	
		174
Grade 6	67	
Grade 7	51	
Grade 8	60	178
Total in District	562	
Out of District Special Education	19	
TOTAL ENROLLMENT	581	

SPECIAL EDUCATION

Intellectual Disability	4
Hearing Impaired	0
Specific Learning Disability	0
Deafness	0
Emotional Disorder	1
Developmental Delay	2
Multiple Disabilites	0
Other Health Impairment	1
Autism	11
TOTAL	19

REIMBURSABLE AVERAGE DAILY ATTENDANCE FOR 2025-2026

<u>Month</u>	<u>A.D.A.</u>	<u>Percent</u>	<u>Enrollment</u>	<u>Days</u>
August	498	95	522	9
September	504	95	533	21
October	504	95	530	21
November	448	90	496	17
December	484	92	528	15
January	495	94	527	18
February	501	94	532	18
March				19
April				18
May				20
Emergency Days				5
Total				181

**IN THE CIRCUIT COURT OF COOK COUNTY, ILLINOIS
COUNTY DEPARTMENT, CHANCERY DIVISION**

BOARD OF EDUCATION OF ATWOOD)
HEIGHTS SCHOOL DISTRICT 125,)
Plaintiff,)
)
v.)
)
JAMES H. GENTILE, LINDSAY WEBER,)
DARREN VAN BEEK, GABRIELLA GENTILE)
and other unknown owners,)
Defendants.)

Case No. 2025CH09347

AGREED FINAL JUDGMENT ORDER

This matter coming to be heard on the Verified Complaint to Quiet Title Based on Adverse Possession filed by the Board of Education of Atwood Heights School District 125 (the "Board"), to acquire full fee simple title for school purposes and to acquire full fee simple title to the property commonly known as 3131 W. 118th Street, Merrionette Park, IL 60803, which is legally described as follows, and is located within the boundaries of the School District (the "Property"):

THE NORTH 33 FEET OF LOT 17 (EXCEPT THE LAST 10.97 FEET THEREOF); THE NORTH 33 FEET OF LOT 18; THE NORTH 33 FEET OF LOT 19; THE NORTH 33 FEET OF LOT 20; THE NORTH 33 FEET OF LOT 21; THE NORTH 33 FEET OF LOT 22 AND THE NORTH 33 FEET OF LOT 23 IN BLOCK 2 IN IRWIN AND DALTON'S SUBDIVISION OF BLOCKS 37 AND 38 IN CLIFTON ADDITION TO WASHINGTON HEIGHTS BEING THE SOUTH HALF OF THE SOUTHWEST QUARTER OF THE SOUTHWEST QUARTER OF SECTION 24, TOWNSHIP 37 NORTH, RANGE 13, EAST OF THE THIRD PRINCIPAL MERIDIAN, IN COOK COUNTY, ILLINOIS.

Permanent Index Number: 24-24-302-047-0000

THE COURT HEREBY FINDS:

1. The Board is represented by Daniel M. Boyle of Petrarca, Gleason, Boyle & Izzo, LLC, 19730 Governors Highway, Suite 10, Flossmoor, Illinois 60422.
2. The Defendants are represented by Lynn Wypych of the Law Offices of Lynn Wypych LLC, 1900 E. Golf Road, Suite 950, Schaumburg, Illinois 60173.

3. The Court has jurisdiction over the parties and over the Property in this proceeding.
4. The parties have entered into a Stipulation and Settlement Agreement (the "Agreement"), which has been filed with the Court. The parties waive their rights to a bench trial or trial by jury, incorporate the terms of the Agreement into this Agreed Final Judgment Order, and consent to the entry of this Agreed Final Judgment Order.
5. On September 10, 2025, the Board filed its Verified Complaint to Quiet Title Based on Adverse Possession in the Circuit Court of Cook County, County Department, Chancery Division, (the "Quiet Title Proceeding"), to acquire full fee simple title to the Property.
6. On November 12, 2025, Defendants James H. Gentile, Lindsay Weber, Darren Van Beek, and Gabriella Gentile filed their appearances in this matter.
7. The Board has authority to acquire the Property; the property for which title is sought is subject to the exercise of such authority; and such authority has been properly exercised in this proceeding.
8. On December 29, 2025, the Court entered an order dismissing defendants Lindsay Weber, Darren Van Beek, and Gabriella Gentile pursuant to a disclaimer of interest.
9. On December 29, 2025, the Court entered default judgment against Unknown Owners and Non-Record Claimants.
10. The signatories for the parties represent and warrant that they have the authority and the right to enter into this Stipulation and Settlement Agreement on behalf of the parties.
11. The parties wish to settle all claims arising out of, or related to this proceeding, and any and all losses or expenses related to the Board's acquisition of title to the Property, whether claimed or unclaimed.
12. The parties agree that the Board has continuously, notoriously, and openly occupied and used the Property for school purposes as part of its Meadow Lane School site since 1956.
13. On December 16, 2025, the Board adopted a resolution authorizing the acquisition of the Property according to the terms of the Agreement.
14. The Board and the Defendant have presented this Agreed Final Judgment Order to the Court for immediate entry.

15. Effective immediately upon the Court's entry of the Agreed Final Judgment Order, the Defendant shall tender to the Board a quit claim deed to the Property.
16. Upon the Defendant's tender of a quit claim deed to the Property, the Board shall provide Defendant its written agreement to save, defend, indemnify, and otherwise hold the Defendant harmless with respect to all claims pertaining to the Property, including but not limited to any claims for forfeited, open and unpaid property taxes with respect to the Property that may be due and owing.
17. The parties have each knowingly and voluntarily waived their right to a bench trial or trial by jury.
18. The parties each waive any claims for payment of costs and attorneys' fees.
19. The parties each waive any claims for payment of interest, whether arising by statute or by common law.
20. The parties to this Agreement agree not to appeal this order.

IT IS HEREBY ORDERED, ADJUDGED, AND DECREED THAT:

- A. Plaintiff, the Board of Education of Atwood Heights School District 125, is in sole possession of the real property located at 3131 W. 118th Street, Merrionette Park, IL 60803, and is fee simple owner of all right, title, and interest in and to said real property.
- B. Defendant, James H. Gentile, does not have any right, title, estate, or interest in or lien on the real property located at 3131 W. 118th Street, Merrionette Park, IL 60803.
- C. An order quieting title to the real property located at 3131 W. 118th Street, Merrionette Park, IL 60803 is hereby entered in favor of Plaintiff Board of Education of Atwood Heights School District 125.
- D. A quit claim deed for the Property located at 3131 W. 118th Street, Merrionette Park, IL 60803, free and clear of Defendant James H. Gentile's interest, will be tendered by James H. Gentile, in favor of Plaintiff Board of Education of Atwood Heights School District 125, reflecting that the Board of Education of Atwood Heights School District 125 is the sole party in title to the real property located at 3131 W. 118th Street, Merrionette Park, IL 60803.
- E. Effective immediately, the Defendant, James H. Gentile, shall tender to the Board of Education of Atwood Heights School District 125 a quit claim deed to the real property located at 3131 W. 118th Street, Merrionette Park, IL 60803.
- F. Upon the Defendant's tender of said quit claim deed, the Board of Education of Atwood Heights School District 125 shall provide Defendant its written agreement to save, defend, indemnify, and otherwise hold the Defendant harmless with respect to all claims pertaining to the real property located at 3131 W. 118th Street, Merrionette Park, IL 60803, including but not

limited to any claims for forfeited, open or unpaid property taxes with respect to the Property that may be due and owing.

G. This is a final judgment order and there is no just reason for delaying either enforcement or appeal of this order.

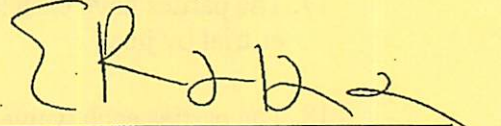
Judge Eve M. Reilly

MAR 05 2026

DATE:

Circuit Court-2122

ENTER:



JUDGE

Daniel M. Boyle
Petarca, Gleason, Boyle & Izzo, LLC
19730 Governors Highway, Suite 10
Flossmoor, IL 60422
dboyle@petarcagleason.com
nodonnell@petarcagleason.com
Cook County Firm No. 65754